University College of Osteopathy

Academic Quality Framework 2017-2018

Section 2: Overview of Teaching & Learning at the UCO

ACADEMIC QUALITY FRAMEWORK

SECTION 2: AN OVERVIEW OF TEACHING & LEARNING AT THE BRITISH UCO OF OSTEOPATHY

> **This Section of the Academic Quality Framework should be of particular interest to all faculty, academic management and students.**

Version number	Dates produced and approved (include committee)	Reason for production/ revision	Author	Location(s)	Proposed next review date and approval required
V1.0	June 2014 Academic Council	To define the procedures for the management of academic quality and standards in teaching and learning at the UCO.	Vice-Principal (Education)	Master Version: J:\0 Quality Team – AQF Published Version: Intranet	Annually and on an "as required" basis.
V2.0	Sept 2016 Academic Council	Reviewed to update staff role and policy titles and to reflect current practice.	Vice Principal (Education)	Master Version: J:\ Quality Team \ 0 Quality Team – AQF Published Version: Intranet	Aug 2017 and on an "as required" basis.
V3.0	Sept 2017 Academic Council	Annual Review including amendments to reflect the name change of the British School of Osteopathy to the University College of Osteopathy	Vice Principal (Education) Head of Quality	Master Version: J:\ Quality Team \ 0 Quality Team – AQF Published Version: Intranet	Annually and on an "as required" basis.

Equality Impact	
Positive equality impact (i.e. the policy/procedure/guideline significantly reduces inequalities)	
Neutral equality impact (i.e. no significant effect)	X
Negative equality impact (i.e. increasing inequalities)	

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ACADEMIC QUALITY FRAMEWORK

SECTION 2: TEACHING & LEARNING AT THE UNIVERSITY COLLEGE OF OSTEOPATHY

CONTENTS

2.1 THE HISTORY & CHARITABLE STATUS OF THE UCO

2.1.1 The University College of Osteopathy (UCO) is the largest and oldest osteopathic educational institution in the United Kingdom. The UCO was founded as the British School of Osteopathy (BSO) in 1917 by John Martin Littlejohn who was a student of Andrew Taylor Still, the founder of osteopathy. The UCO was based in Westminster for a large proportion of its life and since 1997 has been based in Southwark.

2.1.2 From 1917 to 1989 the BSO delivered its own self validated award of a Diploma in Osteopathy (DO). In 1989 the BSO gained validation from the Council for National Academic Awards (CNAA) and started delivering a BSc degree. When CNAA was disbanded in 1992 the validation passed to the Open University Validation Services (OUVS).

2.1.3 The BSO was one of the first schools to be granted Recognised Qualification (RQ) status in 2000. At that time the degree was privately funded by students and validated by the OUVS. The BSO wanted to widen access for students to osteopathic education and sought funding for its course through the Higher Education Funding Council for England (HEFCE). HEFCE through the QAA inspected the BSO and judged the work of the School was of sufficiently high quality to gain funding, but the policy in existence at that time prevented small institutions from being able to receive direct HEFCE funding. Therefore HEFCE suggested a collaborative arrangement with the University of Bedfordshire, then the University of Luton, which would provide funded places for BSO students. Subsequently in 2004 the BSO entered into a collaborative arrangement with the University of Bedfordshire to provide approval for the BSO's courses and funding for the School's undergraduate students.

2.1.4 In April 2008 the BSO purchased and designed a new state-of-the-art clinic at 98 – 118 Southwark Bridge Road, SE1 just 10 minutes away from the School's Borough High Street teaching site. The new clinic provided better facilities for consultations and an excellent learning environment for students, including 34 treatment rooms (all with sinks and air conditioning), tutorial rooms, a teaching space and student facilities.

2.1.5 In August 2013 the School submitted its application for Taught Degree Awarding Powers to the QAA which were successfully granted in July 2015.

2.1.6 In October 2014 the School applied to be recognised as an institution designated to be eligible to receive support from funds administered by the Higher Education Funding Council for England (HEFCE). Our application was successful and this was confirmed in November 2016.

2.1.7 In October 2016 the School submitted an application to HEFCE for University College title which was confirmed in March 2017 and also consulted with its students, staff and other stakeholders to change the name of the School to the University College of Osteopathy (UCO), which was granted in July 2017, coinciding with our centenary year.

2.1.8 For much of its life as well as being a higher education institution, the school was also a registered charity (Number 312873) reporting annually to the Charity Commission. In November 2015, the school became an exempt charity enabling us to continue our charitable work that encompasses the education of students and osteopaths, as well as access to healthcare within the community.

2.1.9 Our charitable osteopathic healthcare has been recognised nationally and locally with many nominations and awards including:

a) The "Outstanding contribution to the local community award" by the Times Higher Education awards in 2012.

b) The "Complementary and Alternative Medicine Magazine Outstanding Contribution to the Community award", to Steven Vogel, UCO Vice-Principal (Research) in 2011.

c) Shortlisted for the "Charity of the Year (income 1m+) award" by the Charity Times in 2010.

d) The "Liberty of the old Borough of Southwark award" in recognition of our contribution to healthcare in Southwark in 2008.

e) The UCO's charitable objectives are detailed in the Objects of the Company of theUCO's Articles of Association.

2.2 THE UCO'S MISSION AND STRATEGIC AIMS FOR QUALITY HIGHER EDUCATION

2.2.1 The UCO's Mission Statement is to:

"*Continually provide the highest quality education and research for all and the very best care, for each patient, on every occasion.*"

2.2.2 The strategic aims of the UCO to provide Quality Higher Education include:

a) To develop specialist skills that enables all of our students to engage in rewarding careers.

b) To enhance the skills base, professionalism and qualifications of our staff.

c) To review our portfolio of courses and to begin to develop new awards for the UCO.

d) To attract a wide range of students through our offering of high quality, demand-led courses.

e) To engage in research and scholarship to both inform the osteopathic profession and to further the delivery of evidence informed education.

f) To ensure that all benchmarks of quality are met through uniform and timely quality assurance and enhancement processes.

g) To foster a strong, independent Students' Union.

h) To produce proud alumni, with useful lifelong skills, thereby furthering the UCO's reputation.

2.3 INSTITUTIONAL GOVERNANCE

a) THE BOARD OF DIRECTORS

2.3.1 The UCO is a company limited by non-equity share capital (Company registration number 146343) and an Exempt Charity (Number 312873). Its Patron is HRH, The Princess Royal.

2.3.2 The UCO's Articles of Association define its governance arrangements.

2.3.3 The UCO is governed by a Board of Trustees, known within the UCO as the Board of Directors (or the Board)[1]. At least half the Board members are Independent Directors who are not employed by the UCO and includes at least two student members.

2.3.4 The Board is responsible for:

a) Approving and reviewing the delivery of the UCO's mission, vision and Strategic Plan.

b) Approving the UCO's annual budgets, long term business plans and its duty to deliver public benefit according to the Charities Act 2011[2].

c) Managing risks related to the management of the UCO and its Strategic Plan.

d) Reviewing its own effectiveness as a Board of Directors including the effectiveness of its sub-committees.

e) Monitoring institutional performance against the Strategic Plan and approved Key Performance Indicators (KPIs).

f) Oversight of all academic issues.

b) THE PRINCIPAL'S GROUP AND SENIOR MANAGEMENT TEAM

2.3.5 The Principal's Group[3] (PG) is chaired by the Principal and consists of the Vice Principal (Education), Vice Principal (Research) and the Finance Director and has ownership of overseeing the delivery of the UCO's Strategic Plan and monitoring its performance. It also has a remit to horizon scan and to share this information and its implications for the UCO's function and direction. This group meets informally on a weekly basis and has a formal minuted meeting on a monthly basis. This group is also responsible for the UCO-wide remuneration process that occurs each year.

2.3.6 The Senior Management Team[4] (SMT) is also chaired by the Principal and is responsible for the operational management of the UCO's business. Its membership includes a wide range of staff from across the UCO including: the Vice Principal (Education), Vice Principal (Research), the , Finance Director, ICT Manager, Chair of the Pre-Registration Portfolio Board, Head of Clinical Practice, Academic Registrar, Head of Quality, Head of PR & Marketing, Dean of Academic Development, Facilities and Purchasing Manager and HR Manager.

2.4 ACADEMIC GOVERNANCE

a) THE BOARD OF DIRECTORS

2.4.1 Academic governance at the UCO is represented by the UCO's committee structure[5]. This provides the UCO's framework for the assurance of quality and the securing and enhancing of standards at the UCO. It consists of a number of committees each with its own Terms of Reference and responsibility for ensuring the efficient and transparent operation of the UCO's academic provision.

2.4.2 The Board has oversight of the UCO's academic management structure including Academic Council and its sub-committees.

b) ACADEMIC COUNCIL & ITS SUB-COMMITTEES

2.4.3 The Academic Council is the ultimate academic authority of the UCO (subject to the Board of Directors). The Academic Council is responsible for promoting, regulating and directing the academic work of the UCO, including teaching and research. It oversees the UCO's academic management and all aspects of quality and standards associated with the academic development and standards of the UCO.

2.4.4 In order to carry out its work in a timely and effective manner, the Academic Council delegates specific areas of activity to the following key functional committees:

a) **The Quality Assurance Committee[6]**: The Quality Assurance Committee (QAC) reports to the Academic Council and communicates with the Senior Management Team. On behalf of the Academic Council, the QAC is responsible for overseeing the implementation and development of the UCO's systems for setting, maintaining and monitoring academic standards and its quality assurance systems and procedures, for all taught provision.

b) **The Education Enhancement and Strategy Committee[7]**: The Education Enhancement and Strategy Committee (EESC) reports to Academic Council on initiatives for enhancing pedagogy at the UCO through defining and monitoring educational strategy. The EESC directs educational activity based on external scanning and internal action planning, to promote innovation and enhancement in teaching, learning and assessment. Academic policy

guidance and regulations are developed by the EESC and are sent to the QAC for consideration before being recommended to the Academic Council.

c) **The Research and Scholarship Strategy Committee[8]**: The Research and Scholarship Strategy Committee (RSSC) reports to the Academic Council and focuses on research and scholarship activity and development across the UCO. The RSSC is responsible for the implementation of the Research and Scholarship Strategy. Embedded within this, the RSSC develops and considers the implementation of new areas of research, as well as enhancing scholarship amongst staff and students and monitoring the research elements of the Professional Doctorate in Osteopathy course.

d) **The Widening Participation and Admissions Strategy Group[9]**: The Widening Participation and Admissions Strategy Group (WPASG) reports to the Academic Council and is responsible for overseeing the development and implementation of the UCO's strategy for admissions and widening participation.

e) **Boards of Examiners[10]**: Boards of Examiners report to the Academic Council and are responsible for considering the results of assessments at all stages of a course, determining student progression and recommending awards.

c) OTHER ACADEMIC COMMITTEES

2.4.5 Other primary academic committees that are involved in academic governance include:

a) **Portfolio Boards[11]**: Reporting to the EESC, the Portfolio Boards (PBs) are responsible for overseeing the courses at the relevant level of study (Foundation, Pre-registration and Postgraduate). The role of the PBs is to ensure coherence in education at the UCO. The PBs maintain an overview of curriculum content, structure, organisation, assessment, learning resources and delivery of the teaching timetable. The PBs are also sub-committees of the Board of Examiners. They review interim (provisional) examination and coursework results and approve them for publication.

b) **Course Teams[12]**: Course Teams are responsible to the relevant Portfolio Board for the day to day administration and management of the Course. The Course Teams ensure that the validated curriculum is delivered and assessed in accordance with the relevant course information and unit information forms.

c) **Research Ethics Committee[13]**: The Research Ethics Committee (REC) is a sub-committee of the Research and Scholarship Strategy Committee. Its purpose is to review and consider all proposed research work from participants both within and external to the UCO. This currently includes students and staff from the UCO and applications from students from other institutions who would like to carry out work with our faculty, students or patients

2.4.6 Additional committees with responsibility for academic quality can be found in AQF Section 3: The Assurance and Enhancement of Academic Quality and Standards in Teaching and Learning at the UCO[14].

2.4.7 Each of the committees mentioned above have their own Terms of Reference that clearly state their remit and membership[15]:

2.5 SENIOR MANAGEMENT STRUCTURES

a) SENIOR MANAGEMENT RESPONSIBILITIES

2.5.1 Responsibility for ensuring that the institution is directed, managed and administered effectively on a day-to-day basis rests with the Principal. It is the Principal's responsibility to inform the Board of Directors about all aspects of the academic and operational management of the UCO. The Principal is supported by two Vice Principals; the Vice-Principal (Education)

and the Vice-Principal (Research). The Principal and Vice Principals together with the Finance Director comprise the Principal's Group (PG).

2.5.2   Each member of the PG has specific responsibilities[16] as follows:

a)   **Vice Principal (Research):** strategic overview and responsibility for delivery of all research and scholarship activities, quality assurance and quality processes for the research area, research ethics, the learning resources department and the student support department.

b)   **Vice Principal (Education):** strategic overview and responsibility for delivery of all current academic courses; the development of new courses; quality assurance and quality processes for all taught provision; student recruitment; student admissions; and the academic registry.

c)   **Finance Director:** financial strategy and management; responsibility for budgetary planning and reporting, as well as ensuring that the UCO has a robust system of internal control and financial regulation.

2.6 ACADEMIC MANAGEMENT STRUCTURES

a) ROLES OF STAFF IN ACADEMIC MANAGEMENT

2.6.1   The Vice-Principal (Education) is supported by a number of key staff:

a)   **The Dean of Osteopathic Education Development**; The Dean of Osteopathic Education Development is a fully research active Professor and has a key role in the development of the vision and evolution of the UCO's educational strategies.

b)   **The Dean of Academic Development;** The Dean of Academic Development oversees academic development and quality enhancement across the UCO's academic portfolio.

c)   **The Academic Registrar**: The Academic Registrar has an overarching role covering both student and academic course administration and is responsible for student registration, student advice, attendance monitoring, maintaining student records, assessments and examinations, academic regulations, course timetabling, and providing data for annual reporting. This role also has overall responsibility for the Academic Registry Department.

   Academic Provision – Each course has a designated Course Leader who is normally supported by one or more Heads of Area and Unit Leaders**[17]**:

d)   **Course Leaders** maintain an oversight of each course and co-ordinate the activities of the Course Team. They report either to the Head of Area (in the case of the Postgraduate Education) and/or to the Vice Principal (Education) (in all other cases). They take responsibility for ensuring the operational effectiveness of their course on a day-to-day basis. They also ensure that the course is being delivered effectively and efficiently by all academic staff.

e)   **Heads of Areas** report to the Vice Principal (Education) and are responsible for curriculum development and management of these areas across all pre-registration courses.

f)   **Unit Leaders** report to the relevant Head of Area and take responsibility for the day-to-day management of units. They ensure that each unit is delivered and assessed in line with the validated course documentation.

2.6.2   The roles and responsibilities of academic provision management are detailed in Table 2.1 below.

University College of Osteopathy

TABLE 2.1: ROLES & RESPONSIBILITIES OF ACADEMIC MANAGEMENT STAFF

Area of Responsibility	Head of Area	Course Leaders	Unit Leaders	Core Course Team
Academic Tutors	N/A	Identifies role of academic tutor in relation to the curriculum.	N/A	N/A
Academic Offences & Concerns	Sits on conduct / discipline and Fitness to Practise panels and other tasks related to Academic Offences and Concerns.	Sits on conduct / discipline and Fitness to Practise panels and other tasks related to Academic Offences and Concerns.	Ensures consistency in line with procedures and sits on conduct / discipline and Fitness to Practise panels.	N/A
Annual Monitoring & Reporting	Inputs into annual reports as appropriate.	Maintains Course Journal and drafts the course annual report.	Complete unit annual reports to feed into course annual report.	Contributes to annual reporting and considers final course annual report at course team meetings.
Assessment Administration	Monitors assessment production and grading. Chairs scrutiny boards as required.	Co-ordinate assessment dates with the Academic Registrar and course team.	Provides assessments, exam papers and grades to deadlines.	N/A
Assessment Practices	Monitors assessment practices identifying issues and disseminating effective practice. Identifies and implements minor changes.	Identifies issues for consideration by Course Team.	Provides appropriate developmental feedback on assessments in line with policy.	Monitors assessment strategy to ensure that it is coherent and developmental and enables students to demonstrate defined learning outcomes.
Course Information (Handbooks and BONE)	Defines area specific content and ensures accuracy in line with UCO expectations.	Defines course content and ensures accuracy in line with UCO expectations.	Prepares unit handbooks and/or populates BONE sites in line with UCO expectations.	Monitors course level information and guidance to students.
Course Teams	Attends course team meetings as required.	Chairs course team meetings establishing agenda. Maintains course journal.	Attends course team meetings. Adds to the Course Journal.	Feedback to Unit Leaders to inform discussion at course team and are core members of course teams.
Curriculum	Ensures appropriate research underpinning, liaising with the Vice-Principal (Research) and the Head of Research, as appropriate.	Proposes any modifications to courses and units liaising with the relevant Head of Area/s.	Ensure Unit Information Forms are up to date proposing modifications where appropriate to Course Leaders.	Monitors curriculum and the extent to which it meets needs of target student group, subject benchmarks and supports the employability of students.
Equality & Diversity	Discusses with Course Leader adjustments to assessments, teaching and learning.	Ensures appropriate adjustments are made at the course level.	Ensures appropriate adjustments are made at the unit level.	Monitors Equality & Diversity issues in relation to course delivery.
Student Induction	Leads Area induction programme.	Leads course academic induction programme.	Leads Unit Specific induction.	Designs course appropriate induction.

Pastoral support	Acts as an additional point of contact for student issues. Directs students to relevant support where appropriate.	Acts as a key point of contact for student issues directing students to relevant support where appropriate.	Directs students to wider support where and when appropriate.	Supports the Course Leader.
Pedagogy & Delivery	Identifies staff development needs and ensures technology is appropriately used.	Monitors the effectiveness of the pedagogical approach. Briefs Unit Leaders.	Briefs and supports other unit tutors.	Monitors coherence of syllabus and its delivery.
Public Information	Contributes to course-related information.	Provides drafts of marketing and recruitment material. Monitors that marketing material is accurate and up-to-date.	Provides unit-related information.	Contributes to course-related information.
Resource Requirements	Works with the Course Leader & Course Team to ensure efficiency and effectiveness of course delivery in their Area.	Monitors and advises on resource requirements.	Monitor overall allocation of resources.	Provide feedback to Unit Leaders regarding resources for delivery.
Staff Management	Takes overall responsibility for the line management, recruitment and appraisal of Unit Leaders in their areas.	Takes day to day responsibility for staffing of their courses. Ensuring that the curriculum is delivered and assessed in a timely fashion.	Takes responsibility for the line management, recruitment and appraisal of lecturers in their units.	N/A
Student Achievement & Progression	Represents Area at Exam Boards as applicable. Attends Portfolio Assessment Board meetings.	Attends Exam Boards and ensures all students have appropriate decisions in line with UCO regulations.	Attends Exam Boards as applicable.	N/A
Student Attendance & Engagement	Proposes overall framework for student attendance and engagement.	Monitors student engagement at course level.	Monitors student engagement at unit level.	Considers and responds to course-related issues identified through the Student Attendance & Retention Group.
Student Recruitment	Supports open days and other activities.	Liaises with Admissions to ensure appropriateness of recruitment processes. Supports open days and other activities.	Supports open days and other activities.	Supports open days and other activities.
Student Voice	Where appropriate, responds to issues that cannot be handled by the Course Leader, Course Team or Unit Leaders.	Responds to issues raised by students at course level in an appropriate and timely manner.	Responds to issues raised at unit level in an appropriate and timely manner.	Responds to issues raised by students through course committee in an appropriate and timely manner.
Teaching Quality	Supports activities to monitor and enhance the quality of teaching.	Co-ordinates the course team. Monitors quality of teaching and advises Vice0Principal (Education) / Head of Area of issues.	Co-ordinates the unit teaching team to ensure units are effectively delivered as specified in the Unit Information Forms	.Identifies & disseminates good practice.

2.7 EXTERNAL QUALITY ASSURANCE & ENHANCEMENT

2.7.1 The UCO is committed to maintaining a high academic standard and ongoing enhancement of the quality of our programmes. In order to achieve this, the UCO seeks to engage with a number of external reference points to ensure that quality is maintained, monitored and enhanced as appropriate. These are outlined below.

a) QAA FRAMEWORKS FOR HIGHER EDUCATION QUALIFICATIONS & QUALITY CODE

2.7.2 The Framework for Higher Education Qualifications of Degree-Awarding Bodies in England, Wales and Northern Ireland (FHEQ) integrated within Part A of the Quality Code[18] is produced and maintained by the QAA. It is used to assure and clarify the level of achievement of the UCO's academic provision to both internal and external stakeholders of the UCO.

b) QAA SUBJECT BENCHMARK STATEMENTS

2.7.3 QAA subject benchmark statements[19] are external reference points used to inform the design and development of the UCO's courses. For example, relevant courses have been mapped against the QAA Osteopathy Benchmark Statement to ensure that their curricula and learning outcomes have been developed and are reviewed and evaluated against an agreed standard within the academic arena. These mapping documents are made available and are considered at course approval events and as part of PSRB accreditation processes.

c) SEEC CREDIT LEVEL DESCRIPTORS

2.7.4 SEEC[20] is a respected authority within the UK regarding the Credit Accumulation and Transfer (CATS) at higher education levels and serves as a reference point for credit-based learning. In conjunction with the FHEQ, Quality Code and QAA Subject Benchmark Statements, the UCO also uses SEEC Credit Level Descriptors[21] to ensure that units are assigned to the appropriate academic level and to clearly establish the standards expected of students. The UCO's courses are normally mapped to the SEEC Credit Level Descriptors to verify that each unit has been developed and is monitored in accordance with this guidance.

d) GOsC OSTEOPATHIC PRACTICE STANDARDS

2.7.5 The Osteopathic Practice Standards (OPS)[22] developed and produced by the General Osteopathic Council (GOsC) are central to osteopathic training. They outline the safe, competent and ethical practice of osteopathy and are a fundamental external reference point in the development and delivery of our relevant courses. These courses are mapped against the OPS to ensure that all students develop a comprehensive understanding of these standards so that they are able to explicitly and implicitly demonstrate in practice the national standards of being a competent, safe and ethical health care practitioner.

e) OTHER EXTERNAL REFERENCE POINTS

2.7.6 In addition to the above, the UCO is also an active member of GuildHE[23], which represents smaller institutions within the higher education sector. It is an inclusive body, an advocate for institutional diversity across higher education and a champion for the high-quality and distinctive educational provision its members offer. GuildHE provides a forum for members and their institutions to share best practice and to disseminate and discuss guidance. The UCO participates in its consultative and information exchange exercises and is an active member of its governance network.

2.7.7 The UCO is also a member of the Council of Osteopathic Educational Institutions (COEI), which is a forum for all providers of osteopathic education to meet to discuss matters and

share good practice. These meetings coincide with meeting with the General Osteopathic Council, where good practice and information about legislative changes are discussed.

2.7.8 The UCO is also a partner member of the Osteopathic International Alliance[24] (OIA), an international body which represents some 85,000 members. It enables osteopathic institutions to share information and develop practice with regard to standards of education, legislation and registration of practitioners worldwide. The UCO's Principal currently sits on the Board of Directors of the OIA.

2.7.9 The UCO has Memoranda of Understanding (MoUs) with a number of health care education providers around the world. These MoUs encourage staff and student exchange and the sharing of good practice. The UCO currently has these relationships with UCOs in the USA, France, Italy, UK, Australia and Norway.

2.7.10 The UCO draws on external guidance from the wider academic community when benchmarking and developing its quality assurance activities. It has a strong record of seeking, valuing and acting upon critical appraisal from its previous validating institution (the University of Bedfordshire) and the QAA, acting on behalf of its Professional Statutory Regulatory Body (the GOsC).

2.7.11 The UCO externally references a range of sources when developing its portfolio of courses. In establishing the threshold standards for academic awards, course units and individual study tasks and the manner in which assessments are conducted, academic staff must make use of the appropriate external reference points mentioned above.

2.7.12 Extensive use is made of input from external examiners who have a wide knowledge of standards in the sector as a whole[25].

2.7.13 The UCO is a member of a range of professional bodies and associations, enabling it to keep abreast of current thinking and research in the osteopathic field.

2.7.14 UCO staff and faculty also hold a number of external roles, including committee membership at the University of Bedfordshire and GOsC, and external examining at other institutions. The UCO draws on these links to keep its portfolio of courses up to date and to maintain academic standards.

2.7.15 UCO faculty are also involved in evaluating applicant osteopaths from overseas and the EU seeking registration with the GOsC and those returning to osteopathic practice.

2.8 INTERNAL QUALITY ASSURANCE & ENHANCEMENT

2.8.1 Internally the UCO has specific aims and objectives for academic quality assurance and enhancement. These are articulated in the UCO's Strategic Plan. The evolution of our quality and enhancement process has been informed by external reference points, including the FHEQ and Quality Code.

2.8.2 To ensure that the UCO meets its aims with respect to academic quality and standards, we have developed comprehensive academic policies and regulations as presented in this framework[26].

2.8.3 Further information about staff responsibilities for Quality Assurance and Enhancement can be found in AQF Section 3: The Assurance and Enhancement of Academic Quality and Standards in Teaching and Learning at the UCO.

2.9 COURSE PORTFOLIO & TEACHING & LEARNING PRACTICES

2.9.1 The UCO is an educational provider of courses that ranges from foundation to doctorate level, each following the teaching and learning practices according to its validating body as appropriate. These are described below.

a) INTRODUCTION TO OSTEOPATHIC SCIENCES (IOS) COURSE

2.9.2 The UCO recognises that it receives a large number of applications from students who wish to study our Integrated Master of Osteopathy (M.Ost) course who have proven academic achievement but who lack a solid grounding in the sciences required to study osteopathy. In response to this issue, the UCO has been running for many years the Introduction to Osteopathic Sciences (IOS) course to enable students to gain this background in the basic sciences. This course is developed by the UCO, is non-credit bearing and does not have an external approval body.

b) THE ACCESS TO HIGHER EDUCATION DIPLOMA (OSTEOPATHIC SCIENCES AND HEALTH CARE) COURSE (VALIDATED BY LASER LEARNING AWARDS)

2.9.3 The Access to Higher Education Diploma (Osteopathic Sciences and Health Care) course (the Access Course), validated by Laser Learning Awards[27], consists of 12 units, each of which is worth a specified number of credits.

2.9.4 Access Course units are delivered at both FHEQ Level 2 and Level 3 over one academic year.

2.9.5 Classes are normally delivered in three or four hour block sessions on Friday evenings and all day on Saturdays during the UCO's term structure.

2.9.6 The Access Course is aimed at mature students returning to education so is delivered in a manner that allows learners to work and study. Within every three or four hour session there is a mix of discussion and didactic teaching with students often given time to work in groups and individually. Learner's ideas and points of learning are fed back to the whole class allowing consolidation of key facts and skills as well as conversation about misconceptions and misunderstandings. There are also formative learning opportunities within sessions.

c) INTEGRATED MASTERS IN OSTEOPATHY (FULL-TIME) (M.OSTFT) COURSE

2.9.7 The M.OstFT course is normally delivered over four academic years. Each academic year is divided into three terms, the first two terms normally consisting of twelve weeks and the third consisting of eight weeks.

2.9.8 The M.OstFT course is divided into four phases, each corresponding to a year of study and reflecting students' progression: Orientation Phase (Year 1), Development and Integration Phase (Year 2), Integration and Synthesis Phase (Year 3) and the Pre-Professional Phase (Year 4).

2.9.9 Students are required to study concurrently and successfully complete a specified number of units each worth a specified number of credits within each phase before progressing to the next. Units are delivered at FHEQ Level 4, Level 5, Level 6 and Level 7 appropriate to the phase and the level of learning.

2.9.10 The M.OstFT course is delivered in traditional and virtual learning environments. The emphasis is on providing students with an integrated approach to theory and clinical practice with a strong focus on self-managed learning and learner ownership of learning.

2.9.11 A wide range of teaching methods are utilised, including traditional lectures, one-to-one and small group tutorials, practical sessions and practice, workshops, seminars and clinical observation and experience. Case-based learning is used throughout the course to support the application of the required academic knowledge to a clinical scenario.

2.9.12 Students are expected to manage their own learning and become independent learners as preparation for the expectations of modern professional life as an osteopath, with its emphasis on continuing professional development and life-long learning.

d) INTEGRATED MASTERS IN OSTEOPATHY (PART-TIME) (M.OSTPT) COURSE

2.9.13 The M.OstPT course is normally delivered over five years which correspond to five phases, each delivered across an academic year normally from September to August: Academic Year 1, Academic Year 2, Academic Year 3, Academic Year 4 and Academic Year 5.

2.9.14 Students attend classes at weekends which are arranged into two to four hour teaching sessions.

2.9.15 Students are required to study concurrently and successfully complete a specified number of units, each worth a specified number of credits, within each phase before progressing to the next. Units are delivered at FHEQ Level 4, Level 5, Level 6 and Level 7 appropriate to the phase and the level of learning.

2.9.16 The M.OstPT course is delivered in a blended format with integration of traditional lectures, one-to-one and small group tutorials, practical sessions and practice, workshops, seminars and clinical observation and experience.

2.9.17 Students are expected to study outside of contact time and be prepared for classes sufficiently. Interactive resources to advance student learning are utilised, including on-line forum discussions between classes. Online tests are used for formative assessments and staff are available for email discussions.

2.9.18 The emphasis of teaching and learning practice for the M.OstPT course is on providing students with an integrated approach to theory and clinical practice with a strong focus on self-managed learning and learner ownership of learning.

e) THE MSC IN OSTEOPATHY (PRE-REGISTRATION) (MSCOSTPR) COURSE

2.9.19 The MScOstPR course, designed for physiotherapists and other medical practitioners, is normally delivered over two years each consisting of 45 weeks full-time.

2.9.20 Students study six 30-credit units, three in year 1 and three in year 2, all at FHEQ Level 7.

2.9.21 A wide range of learning and teaching practices are used to deliver this course including Case Based Learning tutorials, lectures, practical osteopathic skills tutorials, seminars, e-learning tasks and group discussions, clinical experience and self-directed study, thereby exposing students to a meaningful, collaborative and challenging educational experience that draws upon knowledge and skills acquired at undergraduate level as well as the experiential learning acquired as a professional health care practitioner. This promotes deep and meaningful learning underpinned by scholarship and research to students, whilst providing them with opportunities to develop and practise core knowledge and skills in a supportive environment.

g) THE POSTGRADUATE CERTIFICATE IN ACADEMIC & CLINICAL EDUCATION (PGCERTACE) COURSE

2.9.22 The PGCertACE course is normally delivered over one year part-time and consists of two 30 credit units studied at FHEQ Level 7.

2.9.23 Students attend weekend study days.

2.9.24 A wide range of established learning and teaching practices are used to deliver this course including: seminars/tutorials, workshops, e-learning tasks and group discussions, self-directed study and group work (e.g. a team appraisal of relevant educational papers). Students will be

exposed to a meaningful, collaborative and challenging educational experience that draws upon knowledge and skills acquired at undergraduate level as well as the experiential learning acquired as a professional health care practitioner.

2.9.25 The teaching and learning framework for this course emphasises to students the importance of an active approach to their learning.

i) THE POSTGRADUATE CERTIFICATE IN SPECIALIST PAEDIATRIC OSTEOPATHIC PRACTICE (PGCERTSPOP) COURSE

2.9.26 The PGCertSPOP course, designed to develop and enhance practising osteopaths' knowledge, practical and clinical skills in the specialist area of paediatric osteopathic practice, is normally delivered over one year part-time and consists of two units – a 15 credit theoretical unit and a 45 credit clinical unit both studied at FHEQ Level 7.

2.9.27 Students attend weekend study and clinical days where students are provided with valuable hands-on experience of working within the clinic under the supervision of experienced osteopaths.

j) THE POSTGRADUATE CERTIFICATE IN THE OSTEOPATHIC CARE OF THE PAEDIATRIC PATIENT (PGCERTOCPP)

2.9.28 The PGCertOCPP course is designed to provide practising osteopaths with thorough, evidence-informed grounding in paediatric osteopathic care and equip them with a deeper understanding of the evaluation, theory and safeguarding skills for autonomous practice. The course is designed to be delivered using a flying faculty, so that it can be delivered wherever the opportunity arises providing the place of study meets all the requirements of the UCO and the students who register are eligible to study.

2.9.29 The course is delivered over one year part-time with students attending (normally) weekend study days.

2.9.30 The course consists of two 30 credit units studied at FHEQ Level 7.

k) THE POSTGRADUATE CERTIFICATE IN THE INTEGRATED CARE OF OLDER ADULTS (PGCERTICOA) COURSE

2.9.31 The PGCertICOA course is designed to provide registered practising osteopaths, physiotherapists and chiropractors with evidence informed knowledge, clinical and practical skills in the specialist area of advanced osteopathic management of older adults. The course is a blend of theoretical, practical and clinical instruction centred on geriatric musculoskeletal practice and encourages multidisciplinary healthcare practice.

2.9.32 The course is delivered over one year part-time with students attending weekend study days.

2.9.33 The course consists of two 30 credit units studied at FHEQ Level 7.

l) THE POSTGRADUATE CERTIFICATE IN ANIMAL OSTEOPATHY (PGCERTAO)

2.9.34 The PGCertAO is delivered by the Osteopathic Centre for Animals, who is an Associate Partner of the UCO. The UCO formally validated this course in March 2017. The course is designed to enable practising osteopaths to their undergraduate learning to postgraduate training in the treatment of animals, enabling them to be autonomous in the osteopathic evaluation, treatment and management of small and large animals.

2.9.35 The course is delivered over one year part time with students attending weekend study days.

2.9.36 The course consists of two 30 credit units studied at FHEQ Level 7.

m) THE PROFESSIONAL DOCTORATE IN OSTEOPATHY (D.PROF.OST) COURSE (VALIDATED BY THE UNIVERSITY OF BEDFORDSHIRE)

2.9.37 The D.Prof.Ost course is normally of 4 years duration. The course is organised around a four/six year cycle with the final two/four years devoted to the development and generation of linked pieces of original high level scholarship.

2.9.38 Due to the nature of and its focus on a professional discipline rather than an academic area, the D.Prof.Ost course focuses on critical investigation and research rather than teaching. Teaching is therefore more by way of providing resources and stimuli to achieve the main purpose which is the generation and dissemination of a major piece of investigative scholarship. Experts from a range of disciplines and with specialised or first-hand knowledge will be invited to provide input. Otherwise the major part of the learning process is self-managed and motivated depending on the particular area of interest students are pursuing.

2.10 ACADEMIC RESOURCING

2.10.1 The system of resource allocation at the UCO aims to:

a) Achieve more effective, evidence-based decisions about the UCO's strategic and operational priorities.

b) Make staff more aware of the costs of the services that we provide and receive, and the potential for savings.

c) Measure and manage performance.

d) Ensure financial sustainability.

2.10.2 The Resource Allocation Model (RAM) in place at the UCO is integrated into its budgeting processes enabling academic staff, in particular Heads of Areas and Course Leaders, to assess how undergraduate and postgraduate courses and other academic and income generating activities contribute to the UCO's overall surplus.

2.10.3 The model also establishes a means of allocating resources between undergraduate and postgraduate courses as well as the UCO's income generating functions - business development (Continuing Professional Development (CPD) courses and room hire) and fundraising. In addition it provides a framework to help determine future viability and cost effectiveness of current programmes and a mechanism for the evaluation of new programmes.

2.10.4 The Resource Allocation Group[28] (RAG) is tasked to make recommendations to the Senior Management Team (SMT) on issues concerning the RAM to ensure that it supports and incentivises the achievement of the UCO's strategic objectives and targets. This group consists of the SMT, Heads of Areas and Course Leaders, which allows financial decision-making to be made from both a business and academic perspective.

2.11 ASSESSMENT AND MONITORING: PRINCIPLES OF ASSESSMENT

2.11.1 High quality assessment practices contribute to the maintenance of academic standards. To help achieve the assessment strategy, each course is constructed to ensure that it meets the following 'Principles of Assessment':

a) **Validity** - Assessments should measure the learning outcomes of the unit or course and there should be a clear and obvious link in this regard.

b) **Fairness** - Assessments should be reasonable in the expectations placed on students and be demonstrably conducted in an equitable and consistent manner. The assessment result should be dependent only on measures of the learning outcomes of the unit or course, and should be free from bias caused by the individual or group background, either of the assessors or the students. Assessment questions should therefore be intelligible to all those being assessed. Assessment strategies should allow for an accommodation of functional differences arising from disability, learning styles and physical issues. Assessment and examination practices should provide disabled students with the same opportunity as their peers to demonstrate the achievement of learning outcomes.

c) **Reliability** - Assessments should deliver repeatable and accurate judgements. Consistent results should be obtainable for different assessors on each assessment decision.

d) **Rigour** - Assessments should measure performance at the level of the unit or course, and defined procedures, processes and standards should be strictly adhered to.

e) **Discrimination** - Assessments should enable assessors to distinguish between students who meet and those who fail to meet the intended learning outcomes. Where performance is to be graded, they should ensure that students who perform better are appropriately rewarded in the marks given.

2.12 STUDENT SUPPORT

2.12.1 The UCO acknowledges the value of supporting students' learning to ensure as much as possible that students are successful in their studies. In order to achieve this, the UCO's Student Support Department provides a wide range of support services for students. This is detailed in AQF Section 9: Student Guidance & Learner Support.

2.13 STUDENT VOICE

2.13.1 All students are encouraged to have input into improving quality and standards at the UCO through giving their views and feedback, known as using their student voice. Student voice mechanisms include student representation and student evaluation questionnaires.

2.13.2 All staff and the Students' Union are committed to encouraging the student body to engage and to ensuring that student input contributes to decision-making at the UCO. Student voice mechanisms are described in detail in AQF Section 10: Student Voice.

2.14 MANAGEMENT INFORMATION AND THE STUDENT RECORD

a) REGISTRY AND ADMISSIONS

2.14.1 Management information is supported by the provision of Unit4's Agresso Campus for HE Student database system. This system was introduced at the UCO in 2002. This software underpins the UCO's recruitment, attendance management and assessment processes, and is therefore able to produce management reports on key UCO performance indicators. It also provides all of the tools necessary to respond to the data requirements of external agencies such as HEFCE and HESA.

b) CLINICAL INFORMATION

2.14.2 In 2012 the UCO adopted the use of TM2 as the foundation for patient management and recording clinical information to enable the production of better management reports on the functioning of the Clinic. The software was also significantly tailored to meet the needs of the UCO in managing students during their clinical experience. This system provides individual students and tutors with better reporting on patients who have been treated at the clinic with regards to their symptoms and the treatments that were undertaken. This information can be

applied to enhance clinical learning by facilitating more informed reflection upon clinical approaches and outcomes, as well as laying the foundations for further osteopathic research based upon patients within the UCO clinic.

c) FREEDOM OF INFORMATION

2.14.3 The Freedom of Information Act 2000[29] gives the public the right, subject to certain exemptions enumerated in the Act, to access information held by public authorities (such as universities). It also requires such public authorities to make information available proactively through a publication scheme.

2.14.4 Any person who makes a request to the UCO for information not made available through the publication scheme is entitled (subject to the exemptions enumerated in the Act) to be informed in writing whether the UCO holds the information requested and if so, to have the information communicated to him or her. The request must be in writing (including electronic formats such as email), must state the applicant's name and an address for correspondence, and must contain a description of the information required.

d) DATA PROTECTION

2.14.5 Staff should be aware that the Data Protection Act 1998[30] gives students the right to request access to personal data relating to them, including since 2005 data held in manual datasets which are not structured by reference to individuals. This could include examination scripts, sub-course marks and copies of references received (though not references given) regarding them.

2.14.6 If a member of staff receives a formal request from a student for disclosure of personal data held by the UCO on the student, the UCO should refer the request to the UCO's Data Protection Officer.

2.15 COMMUNICATION AT THE UCO

2.15.1 The UCO always works hard to ensure that good communication is a priority for all staff and students. With two teaching sites, part-time students and many part-time staff, the UCO is aware that communication is key to success and to enhancing the student experience. The UCO uses a variety of methods for communicating with staff, students and the public as appropriate.

a) THE UCO'S WEBSITE

2.15.2 The UCO's website has recently been completely rewritten and redesigned to reflect our new University College status and our new name. The new site focuses on the needs of two main groups of readers; potential students and potential patients. The site is organised around their needs and interests. There is also information about the UCO and its structure, as well as news and events.

2.15.3 The work involved in updating and re-writing the website is sustained with regular reviews, and updates have been implemented where courses and services have evolved. The news page is regularly refreshed and takes the form of a 'blog', with guest stories from students, qualified osteopaths and patients. Each news item has a moderated 'comments' feature, where readers can engage with the subject and give their views.

2.15.4 The website includes Key Information Set (KIS) data, which is information about the UCO's full-time and part-time undergraduate courses and is designed to meet the information needs of prospective students. A link to the Unistats website, which publishes KIS information for all UK higher education courses, is also provided enabling prospective students to compare the UCO's courses with those of other providers.

b) THE UCO'S EMAIL SYSTEM - FIRSTCLASS

2.15.5 FirstClass is the UCO's email system which the UCO has utilised for many years.

2.15.6 Extensive use of this software is used to provide electronic noticeboard facilities to all staff and students. This permits notices relevant to specific groups to be posted electronically, and for these to be flagged up to users as soon as they log in to FirstClass – whether via a smartphone or a web-connected computer. The same software also supports electronic discussions and asynchronous conversations, via forums, both between students and also between staff and students.

2.15.7 FirstClass is used as the UCO's main means of communication with students concerning day-to-day organisation and for information that is of immediate, or short-term, relevance. It is also the basis for the UCO's email system, for authentication and access into the UCO's Virtual Learning Environment, and for limiting access to different parts of the intranet. FirstClass is thus the backbone of all of the UCO's electronic communications and the main mechanism for electronic collaboration. The features in use have steadily increased year by year, through regular software updates.

2.15.8 FirstClass hosts the primary electronic noticeboards: UCO News (open to all staff, all students, and all alumni) and All Staff Conference (open to all staff). In addition to these, FirstClass provides a separate electronic noticeboard for each cohort of students on each course. It offers a forum for each cohort to communicate between themselves, as well as separate forums for staff who share roles or who work collaboratively on specific goals. In addition, there is a Student Forum where (moderated) discussions between all of the students can be held. The capability of FirstClass to support asynchronous conversations, via forums, is of vital importance to part-time students.

c) THE UCO'S VIRTUAL LEARNING ENVIRONMENT – BONE

2.15.9 The UCO recognised in 2007 that it would need to invest in a Virtual Learning Environment (VLE). Consequently, the UCO's VLE, the British UCO of Osteopathy On-Line Environment (BONE), was developed and went live in September 2007 using the Open Course Management System, Moodle. It is used largely as a depository for text-based learning resources that can be accessed by students and staff via the internet from anywhere in the world, the value of which is recognised by the UCO's students.

2.15.10 BONE also provides the means for forum discussions, quizzes, electronic submission and grading of assignments, and other interactive activities. The UCO is keen to develop and utilise a wider range of resources Moodle provides to enhance blended and e-learning at the UCO.

d) THE UCO'S INTRANET

2.15.11 The UCO's intranet has been in existence for several years. It features a basic content management system and offers the main gateways into BONE and into the UCO Library site, with its online library catalogue, as well as links to student timetables and ICT Resources that are available to all staff and students.

2.15.12 The intranet also offers access to some key core documents, including the AQF, committee terms of reference, guidelines, handbooks, and policies and procedures.

2.15.13 In order to make more effective use of its intranet, work was undertaken to develop this area, the focus being to deliver an enhanced communication tool that engages both staff and students whilst continuing to provide a portal to other key systems such as BONE and FirstClass.

e) PRINCIPAL'S BRIEFINGS

2.15.14 To improve communication of UCO-level issues, the Principal delivers briefings to staff and students approximately three times a year. These briefings are informal and cover strategic issues facing the UCO and reporting back on the current activities and plans for the future. The briefings are also an opportunity for staff and students to discuss these issues, raise any general concerns and ask relevant questions. Each briefing is held multiple times across an approximately two-week window in order to facilitate the widest possible staff and student participation.

2.15.15 Staff briefings are held at both of the UCO's sites to allow better access for all staff, and on every day of the week to enable all staff to attend. These sessions may also be recorded and made available through FirstClass for those staff unable to attend.

2.15.16 Student briefings occur on weekdays and on weekends to coincide with part-time study days to ensure that both full and part-time students have the opportunity to attend.

f) THE UCO'S NEWSLETTER - 'IN TOUCH'

2.15.17 A termly newsletter, 'In Touch', is written and circulated to all staff, students, alumni and stakeholders. The newsletter covers news about the UCO and its plans, as well as updates from and about: the Students' Union; fundraising; Course Teams; continuing professional development; postgraduate plans; the quality team; research; estates; student admissions; public relations and marketing; and the clinic.

2.15.18 The newsletter is circulated electronically, with printed copies on notice boards and in staffrooms and clinic team points.

g) STAFF CONFERENCE

2.15.19 The UCO's annual Staff Conference is an important annual event in the UCO calendar. Normally running over a Saturday and Sunday in the spring term, the weekend event addresses a range of issues relevant to the UCO that academic year. As well as keynote presentations from external speakers, managers and specialists run workshops that staff can select to attend to improve their skills, all of which contributes to communicating best practice.

AQF02: FORMS & TEMPLATES

Form / Template Reference Number	Form / Template Title
N/A	N/A

AQF02: ENDNOTES

[1] http://intranet.uco.ac.uk/UCO_Committees/: Board of Directors Terms of Reference

[2] http://www.legislation.gov.uk/ukpga/2011/25/contents/enacted: Charities Act 2011

[3] http://intranet.uco.ac.uk/UCO_Committees/: Principal's Group Terms of Reference

[4] http://intranet.uco.ac.uk/UCO_Committees/: Senior Management Team Terms of Reference

[5] http://intranet.uco.ac.uk/UCO_Committees/: UCO Committee Structure Diagram

[6] http://intranet.uco.ac.uk/UCO_Committees/: Quality Assurance Committee Terms of Reference

[7] http://intranet.uco.ac.uk/UCO_Committees/: Education Enhancement & Strategy Committee Terms of Reference

[8] http://intranet.uco.ac.uk/UCO_Committees/: Research & Scholarship Strategy Committee Terms of Reference

[9] http://intranet.uco.ac.uk/UCO_Committees/:: Widening Participation & Admissions Strategy Group Terms of Reference

[10] http://intranet.uco.ac.uk/UCO_Committees/: Board of Examiners Terms of Reference

[11] http://intranet.uco.ac.uk/UCO_Committees/:: Portfolio Boards Terms of Reference

[12] http://intranet.uco.ac.uk/UCO_Committees/:: Course Team Terms of Reference

[13] http://intranet.uco.ac.uk/UCO_Committees/:: Research Ethics Committee Terms of Reference

[14] hhttp://intranet.uco.ac.uk/UCO_Committees/: AQF Section 3- The Assurance and Enhancement of Academic Quality and Standards in Teaching and Learning at the UCO

[15] http://intranet.uco.ac.uk/UCO_Committees/: Committee Terms of Reference

[16] http://intranet.uco.ac.uk/UCO_Committees/:: Strategic Management & Principal's Group Structure

[17] http://intranet.uco.ac.uk/UCO_Committees/:: Academic Management Structure for Pre-Registration Education Diagram

[18] http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/quality-code-part-a

[19] http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/subject-benchmark-statements

[20] http://www.seec.org.uk/

[21] http://www.seec.org.uk/seec-credit-level-descriptors-2010/

[22] http://www.osteopathy.org.uk/news-and-resources/document-library/osteopathic-practice-standards/osteopathic-practice-standards/

[23] http://www.guildhe.ac.uk/

[24] http://wp.oialliance.org/

[25] http://intranet.uco.ac.uk/Academic_Quality/: AQF Section 11 - External Examiners

[26] http://intranet.uco.ac.uk/Academic_Quality/: AQF Section 17: Academic Policies & Procedures

[27] http://laser-awards.org.uk/

[28] http://intranet.uco.ac.uk/UCO_Committees/: Resource Allocation Group Terms of Reference

[29] http://www.legislation.gov.uk/ukpga/2000/36/contents

[30] http://www.legislation.gov.uk/ukpga/1998/29/contents