



**QAA**

**Application No**

**Personal details form  
Osteopathy Review nomination form for Visitors (to conduct reviews)**

Subject area:

Surname \_\_\_\_\_ Title \_\_\_\_\_

Forename(s) \_\_\_\_\_

Preferred forename \_\_\_\_\_

Date of birth \_\_\_\_\_

Current employer \_\_\_\_\_

Job \_\_\_\_\_

Work address \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Postcode \_\_\_\_\_ Work telephone \_\_\_\_\_

Email \_\_\_\_\_ Fax number \_\_\_\_\_

Home address \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Postcode \_\_\_\_\_ Home telephone \_\_\_\_\_

Email \_\_\_\_\_ Home fax \_\_\_\_\_

Which address should be used for written correspondence/parcels?

Work       Home

\_\_\_\_\_

Are you applying to be a specialist osteopath visitor  or a lay visitor  (please choose one box only by ticking ✓)

Visitors will be expected to attend a two-day residential training course to prepare them for their role.

\_\_\_\_\_

Please complete each section of this form. Initial screening of applications, by QAA and GOsC, is based on the complete form only, and it is therefore essential that you answer each section fully. The information supplied on the application form will be recorded on an electronic database and may be used to brief teams and QAA/GOsC officers, and to provide information to institutions.

Signature \_\_\_\_\_ Date \_\_\_\_\_

The application should be forwarded to:  
Scheduling, Recruitment and Training, QAA, Southgate House, Southgate Street,  
Gloucester GL1 1UB

Confidential

**Equal opportunities monitoring form**

**Policy**

QAA is committed to the principle of equal opportunities. The aim of this policy is to ensure that all employees and people engaged on contracts for services are recruited, trained and promoted according to their ability to fulfil the requirements of their post. There will be no discrimination on the grounds of, for example, race, colour, creed, ethnic or national origins, nationality, disability, age, sex, sexual orientation, marital status or family responsibility in any matter relating to employment or appointment.

**Monitoring**

QAA has adopted the recommendations in the Code of Practice published by the Equal Opportunities Commission and the Commission for Racial Equality that employers should regularly monitor the effects of selection decisions to assess whether equality of opportunity is being achieved. For this purpose you are asked to complete the form below. The information will be treated as strictly confidential and used anonymously, for statistical purposes only. This form will be removed from your application/nomination prior to consideration.

**Personal details**

Nomination/application for: **Visitor (Osteopathy)**

**1 I would describe my ethnic origin as**

- |   |  |
|---|--|
| <input type="checkbox"/> White                              | <input type="checkbox"/> Irish           |
| <input type="checkbox"/> Black African                      | <input type="checkbox"/> Black Caribbean |
| <input type="checkbox"/> Black other (please specify) _____ |  |
| <input type="checkbox"/> Indian                             | <input type="checkbox"/> Pakistani       |
| <input type="checkbox"/> Bangladeshi                        |  |
| <input type="checkbox"/> Chinese                            | <input type="checkbox"/> Other           |

**2 I am**

- Male     Female

**3 Do you have a disability within the meaning of the Disability Discrimination Act 1995?**

- Yes     No

Please help us to ensure the effectiveness of our Equal Opportunities Policy by completing this form.

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**Application No**

**Review of Osteopathic courses and course providers 2005-06**

**Unit of review**

- A Please list the main areas of teaching and learning for which you have sufficient expertise to contribute effectively to a review

<b>Title of specialism</b>	<b>Code</b>	<b>Level</b> (HNC/D, degree, postgraduate)

- B Please indicate any subject areas in which you have work experience, links with industry or equivalent professional practice experience, consultancy and/or research experience. Please list these together with a brief note of your experience for each subject.

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**Current post**

Please provide details

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**Professional, statutory or regulatory body experience (*if applicable*)**

Please provide details of current membership and activities eg experience on accreditation or panels.

<b>Name of professional body</b>	<b>Membership</b>	<b>Experience of accreditation</b>

**Subject or other professional association membership (*if applicable*)**

Please provide details of current membership and activities, eg committee experience

<b>Name of subject or other professional association</b>	<b>Membership</b>	<b>Experience</b>

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To assist us in our considerations, please write a short piece (500 words maximum) reflecting on your own experience of quality assurance and relating it to the processes of review at the subject level. Within this statement, please give an indication of the reasons why you wish to undertake activities as a visitor; what would be the particular contribution you could make to the process of external review; and what you hope to gain from it.

*(use a separate sheet if required)*

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Please outline any experience you have had acting as an external peer, eg in examination, accreditation, validation, quality audit/assessment, other quality assurance. Please indicate the types of institution(s) or organisation(s) (eg further education college (FEC), college of higher education (CHE), specialist, university, Open University (OU), Edexcel)

<b>Experience as an external peer</b>	<b>Type of Institution</b>
External examining	
Accreditation	
Validation	
Subject review or academic review of subjects	
Institutional audit/review or continuation audit or collaborative provision audit	
Other	

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Reviews at subject level involve working within a small team under a great deal of pressure and to tight deadlines. Please describe any experience you have had of working in a similar situation.

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Please provide details of any relevant experience that you would like to bring to QAA's attention to support your application (eg positions that you have held involving responsibility for curriculum development, validation and approval, quality committees, liaison with student support services, teaching appraisal, learning resource management and/or equal opportunities or any other enhancement focused / developmental activities). Please continue on a separate sheet if necessary.

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Have you had any experience of modular or interdisciplinary systems?

Yes  No

If yes, please outline.

**Applicant No**

- 1 Do you use word processing regularly?  Yes  No

If yes, please go to 2 below  
If no, please go to 3 below

- 2 Which word processing packages do you use regularly?

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- 3 Do you use email regularly?  Yes  No

- 4 Do you have experience of the use of electronic folders (directories) and general file management?  Yes  No

- 5 Do you currently use internet browser software (eg Internet Explorer)?

If yes, please state software

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- 6 Which Internet Service Provider (eg Freeserve, AOL, BT Openworld, or as supplied by your institution/employer) do you use at work and at home?

Work \_\_\_\_\_

Home \_\_\_\_\_

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Could you be available at short notice for osteopathy reviews? Yes/No

**The nominator's and/or referees' details overleaf must be completed before returning this form.**

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**Nominator's supporting reference  
To be completed by the individual's nominator**

All those seeking appointment as a visitor will be considered on the basis of their ability to meet the requirements specified with this form. Your comments are therefore particularly requested in relation to the qualifications, experience and skills indicated.

To facilitate anonymised screening, it would be helpful if you refer to the individual as 'the nominee', rather than by name or as 'he' or 'she'.

**Please comment on the nominee's experience and abilities in each of the following areas, making reference to specific examples where effectiveness has been demonstrated.**

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Evaluation of nominee's ability to arrive at a shared judgement of academic standards and the quality of learning opportunities in his/her subject.

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Evaluation of nominee's ability to work as part of a small team.

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Evaluation of nominee's interpersonal skills and effective management of meetings.

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Evaluation of nominee's ability to produce evaluative draft summaries of evidence.

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Any further comments.

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**To be completed by the individual's nominator**

Name of nominator \_\_\_\_\_

Current position of nominator \_\_\_\_\_

Please sign below to confirm that you are nominating the individual as a visitor for the reasons stated in the reference completed by you on the previous page.

Nominator's signature \_\_\_\_\_ Date \_\_\_\_\_

Referees' details – to be completed by the individual seeking appointment.

Nominees need to provide the name and address of one referee (other than their nominator). Individuals not nominated need to provide the names and addresses of two referees. For nominees, referees may or may not be contacted: for other individuals, referees will be asked for a reference.

Name \_\_\_\_\_

Address \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Postcode \_\_\_\_\_

Name \_\_\_\_\_

Address \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Postcode \_\_\_\_\_

**Nominees should pass the completed form to the nominator (eg head of department) so that they may complete the supporting reference. Any form returned without a completed nominator's statement will be processed as a self-nomination.**

\_\_\_\_\_

### **Approval of nomination and applications**

I authorise this application, and confirm that the necessary time will be made available to the nominee to enable him/her to meet QAA's requirements.

Head of institution's signature \_\_\_\_\_ Date \_\_\_\_\_

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**Please return this form to SRT, QAA, Southgate House, Southgate Street,  
Gloucester GL1 1UB. Telephone 01452 557116**

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### Description of services to be provided by a Visitor

1 QAA operates an equal opportunities policy in suggesting visitors to the GOsC. All applicants will be considered on the basis of their ability to meet the specifications outlined below. Matters of commercial sensitivity in the osteopathy sector suggest that principals and vice-principals of providing institutions should not normally be review visitors in this method. More generally, before offering nominations for future visitors, providers are asked to reflect on whether the potential visitor will be commercially acceptable to other providers undergoing review. QAA evaluates the performance of all visitors, using feedback from review visits. The *Osteopaths Act 1993* states that:

- no person appointed as a visitor may act as a visitor in relation to
  - i any place at which s/he regularly gives instruction in any subject or
  - ii any institution with which s/he has a significant connection
- a person shall not be prevented from being appointed as a visitor merely because s/he is a member of
  - i the General Council or
  - ii any of its committees.

2 There are three types of visitor used in the review:

- **specialist osteopath visitors**, with current teaching experience in the discipline concerned, and/or experience of relevant professional or occupational practice;
- **Review Coordinators**, who lead academic reviews, and have extensive experience of quality assurance and programme approval of HE programmes, usually gained by working with such procedures in more than one discipline. In monitoring reviews an QAA officer will take the place of a Review Coordinator [QAA is not currently seeking Review Coordinators. Paragraphs 15, 16, 17, 19, 20 and 21 may be disregarded for 2005-06];
- **lay visitors**.

### Qualities required in all visitors

3 Effective visitors will possess the following qualities:

- demonstrable commitment to the principles of quality assurance in educational provision
- an enquiring and sceptical disposition
- powers of analysis and sound judgement
- personal authority and presence coupled with the ability to act as an effective team member
- good time-management skills

- experience of chairing meetings
- the ability to make appropriate judgements in the context of the college or university being reviewed and recognising that it is different from their own place of work
- experience of organisation and management, particularly in relation to teaching and learning matters
- high standard of oral and written communication, preferably with experience of writing formal reports for publication to deadlines.

4 In addition, visitors are expected to have a clear knowledge and understanding of QAA's GOsC review process and the Academic Infrastructure. QAA expects that visitors will be familiar with the *Code of practice* and are aware of the precepts in the sections relevant to the provision under review. All sections of the *Code of practice* are operational, and will be taken into account by visitors from September 2005.

### **Recruitment, training and role of specialist and lay visitors**

5 Specialist and lay visitors are recruited from individuals nominated by providers or other organisations and from individuals who reply to advertisements. Specialist and lay visitors are recruited and trained to ensure that they are capable of carrying out their duties effectively. In particular, specialist and lay visitors who undertake reviews are expected to:

- possess the knowledge and skills set out in detail below
- have completed successfully QAA's training programme
- ensure that they are available for the whole period of a review for which they have been selected and have a commitment to complete all processes of a review once they have embarked upon it.

6 Initial training of visitors is carried out by QAA by means of a two-day residential course.

7 QAA maintains a database of specialist visitors. The primary purpose of the database is to show, for each visitor, the main areas of teaching and learning that s/he is qualified to review.

8 The key purpose of acting as a specialist or lay visitor is to contribute to the maintenance and enhancement of standards in HE by reporting to the GOsC through QAA on the governance of the provider and the standards and quality of programme(s) scrutinised. Specialist and lay visitors are expected to agree individual timetables of activity with the Review Coordinator or QAA officer, with a view to making the most effective contribution to the review. The responsibilities of visitors include:

- reading and analysing the SED submitted by the provider and any other documents sent in advance of a review
- adhering to the review schedule agreed by the provider and the Review Coordinator/QAA officer
- participating in visits to the provider in order to gather, share, test and verify evidence

- making judgements on governance and management of the provider, on the clinical and academic standards achieved, and the quality of the learning opportunities provided
- contributing to and commenting on the compilation of the report of the review to agreed schedules and deadlines.

9 Specialist and lay visitors analyse and evaluate the SED, with particular emphasis on curricular content and its suitability for achieving the programme outcomes. They review and evaluate the assessment processes designed for the programmes and determine whether they are suitable to assess programme outcomes as stated in the programme specifications.

10 Specialist and lay visitors consider and evaluate overall student achievement, including progression to employment; the contribution made to student achievement by the quality of teaching; opportunities for learning; academic support intended to ensure effective progression of students; and learning resources and their deployment (including staffing).

11 Specialist and lay visitors judge the overall standards for subjects.

12 Specialist and lay visitors judge the overall governance and management of the provision, including financial management and the procedures associated with the maintenance and enhancement of clinical and academic standards and quality.

13 Finally, specialist visitors contribute to the compilation of an QAA report to the GOsC. Each specialist and lay visitor will be expected to prepare material for the various sections of the report and relevant draft sections of the report, with specific references to the sources of evidence considered.

### **Knowledge and skills required of specialist and lay visitors**

14 To carry out the role outlined above, for each review, specialist and lay visitors will need to demonstrate:

- experience, knowledge and understanding of educational provision
- at least five years' experience of providing HE-level teaching and learning: in the case of professionally-based visitors, familiarity with HE teaching and learning
- familiarity with academic support strategies and the functions of academic tutorials
- experience of examining and/or verification (and preferably external examining or verification)
- knowledge of the quality assurance processes employed by providers of HE
- knowledge and understanding within the subject area
- knowledge of, and familiarity with, *Standard 2000* and any subject benchmark information produced for osteopathy
- professional and currently registered expertise in osteopathy (specialist osteopath visitors)
- familiarity with health subject matter and/or financial analysis and/or quality assurance and review in HE (lay visitors)

- familiarity with comparable programmes and standards of awards in other providers (specialist osteopath visitors)
- understanding of external examiners' reports and internal documents such as internal verification, second-marking and second reading
- understanding of programme entry requirements and ability to interpret progression statistics for each stage of the programmes, including withdrawal, transfer and failure rates
- understanding of programme learning objectives
- familiarity with destinations data and employment statistics
- ability to conduct meetings and interviews with staff
- ability to conduct meetings with a range of current and former students
- ability to write succinctly and coherently
- ability to meet exacting timescales and deadlines
- ability to work effectively as a member of a team
- ability to communicate electronically, including emails, attachments and use of webmail.

### **Recruitment, training and role of Review Coordinators**

15 Review Coordinators are also recruited from individuals nominated by colleges, universities or other organisations, and from individuals who reply to advertisements. They may be seconded or independent consultants. It is expected that they possess extensive experience of HE and of the assurance of standards and quality. They will be expected to perform a number of duties, of which managing reviews and writing reports are the major responsibilities. Opportunities to contribute to other activities such as editing reports, training specialist visitors and drafting overview reports may also be available.

16 Because of the relative complexity of the Review Coordinator role, the individuals recruited will undergo a longer induction and training process than that provided for specialist visitors. Induction into the review method will include attendance at, and participation in, at least one specialist visitor training course, as well as attendance at workshops and conferences arranged by QAA.

17 Reviews take place throughout the academic year and are variable in length. Review Coordinators will need to organise their time and reach agreement with the providers and their teams of visitors, about the pattern of review activities in such a way as to ensure effective use of the time available.

18 All reviews consist of four main activities:

- preparation for review
- visits to the subject provider
- analysis of documentary evidence
- report writing.

19 Each Review Coordinator is responsible for maintaining an overview of the range and balance of these activities, and for helping the specialist visitors to divide their time effectively. The achievement of an appropriate balance between the various activities requires planning in advance of, and coordination throughout, the review. Above all, it is essential that it enables the visitors to develop a robust evidence base on which to make judgements.

20 The following criteria for selection will apply.

**Knowledge and skills required of Review Coordinators**

21 In order to carry out their role, Review Coordinators will need to demonstrate:

- recent knowledge and understanding of current HE issues
- awareness of current teaching methods and curricula
- knowledge and understanding of the assurance of standards and quality
- experience of liaison with senior management and staff at other levels
- ability to manage small teams (with experience either in HE, FE or in industry)
- ability to work within tight timescales and to strict deadlines
- ability to lead a team of experts
- ability to communicate effectively in face-to-face interaction
- ability to produce clear and succinct reports to time
- experience of word processing
- ability to communicate electronically, including emails, attachments and use of webmail.

22 The essential qualities outlined above might be reinforced by experience of a wide range of teaching at HE level and by experience of programme accreditation by professional, regulatory or statutory bodies, programme approval or validation events, quality audits, quality assessment/academic review or educational inspection.

### **Team composition**

1 The review team in recognition and renewal review will normally consist of a Review Coordinator, two osteopath visitors and at least one lay visitor. The review team in a monitoring review will normally consist of one Assistant Director or Development Officer from QAA and two visitors, these being either two osteopath visitors or, more exceptionally, one osteopath visitor and one lay visitor. The GOsC has appointed QAA to the task of drawing up the review team and submitting names to providing institutions. A specialist adviser may be appointed to conduct the financial scrutiny. In advance of the review QAA will communicate to the GOsC the suggested composition of the review team. Providers to be reviewed will have the opportunity to comment on suggested review team composition about eight weeks before the review starts.

2 QAA will take account of conflicts of interest declared by specialist and lay visitors.

3 Providers are expected to comment on the composition of teams of visitors in writing to QAA. Occasionally, a provider will be unable to accept the proposed team. It is essential that any concerns, for example, about a conflict of interest or the team's match to the programmes to be reviewed, are made in writing and discussed with QAA officers as soon as possible after notification and no later than two weeks from notification. Delay in the above may result in undue delay for the review.

### **Team function**

4 Specialist (osteopath) and lay visitors assume a collective responsibility for gathering and verifying evidence in relation to clinical and academic standards, the quality of learning opportunities, and governance and management issues. However, visitors are expected to respect the particular expertise of their visitor colleagues. The Review Coordinator will deploy specialist and lay visitors in the most appropriate way to complete the review activities professionally and in the time available. Sometimes the visitors will work together as a team, for example, at the Initial meeting. At other times, visitors may work in pairs or, for direct observation of teaching and learning, singly. The Review Coordinator will ask each visitor to write a brief commentary based on the SED and the evidence gathered during the review. These commentaries will make full reference to the aims of the subject provider and identify matters for which additional evidence is required. They will inform the visitors' priorities and the balance of activities undertaken. The commentaries will be revised as the review continues, so forming an early draft report as the review continues. The revised commentaries that result from the review of documents, visitor discussions, and the visit will inform the collective findings and recommendation reached at the end of the review.

5 All visitors will be expected to identify, share, consider and evaluate evidence related to the programmes under review. The visitors will keep notes of all meetings with staff and students, their observations and comments on student work and its assessment for two years from the end of the review period. Circulation of these confidential notes within the review team will help develop a collective evidence base on which the judgements can be made. The visitors communicate with each other and share their analyses and notes through the electronic folder system (ARCS) developed by QAA to support its reviews. The Institutional Contact is able to post electronic material to the review folder, by agreement with the Review Coordinator, but is not able to access documents posted there by the visitors. The visitors will be expected to evaluate how the accumulating evidence compares with that provided by the provider in the SED, and to test the strength of the evidence adduced to support

the findings and recommendation. It is essential that discussion of the emerging view on the provision involve the whole review team.

6 Draft summaries written by the visitors during the course of a review will focus on the evaluation of evidence related to their particular responsibilities, as agreed by the Review Coordinator/QAA officer. Summaries are analytical rather than descriptive and refer to sources of information as well as to direct observations. Any written evaluation will summarise the relevant strengths and areas for improvement of the provision and, overall, underpin the judgements made. A final meeting of the visitors will be used to review any additional evidence, to agree the particular strengths and areas for improvement in relation to standards, quality, governance and management to determine precisely what is to be reported and to finalise findings and recommendation to GOsC.

7 Occasionally, the visitors may consider that they need additional time to complete a review. The Review Coordinator and the Institutional Contact discuss this proposal. If they agree that extra time is needed, the Review Coordinator applies for this to QAA officer responsible for the review. QAA only grants extra time for a review exceptionally.

### **Reports**

8 The Review Coordinator (QAA Officer in a monitoring review) prepares the first draft of the report from the visitors' summaries, immediately after completion of the last day of visit to the provider. Specialist and lay visitors check and comment on this draft. Following their final meeting, the visitors check the draft report before the Review Coordinator sends it to the provider. As the reports provide the main feedback about reviews to providers, it is particularly important that visitors check their accuracy carefully.

9 The reports supplied by QAA to GOsC are the main documented outcomes of the process. The timescale for the completion and checking of reports is demanding. Reports should be characterised by succinct, accurate writing and a clear, consistent style with findings and recommendations clearly related to evidence.

### **Practical arrangements for visitors**

10 Practical arrangements made by QAA for visitors include:

- hotel accommodation, where this is required
- travel and subsistence reimbursement
- administrative support.

11 The visitors will need to have access to word processing facilities. Visitors compile and transfer written summaries electronically. The visitors must conform to QAA's procedures described in the information technology guidelines for use of electronic communication, as these are designed to protect against damage and computer viruses.