Academic Quality Framework

Section 2:

Overview of Teaching & Learning at the UCO

2023-2024

Academic Quality Framework

Section 2: An Overview of Teaching & Learning at the UCO

This Section of the Academic Quality Framework should be of particular interest to all staff, students and Collaborative Partner staff 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.	Deputy Vice-Chancellor (Education)	Master Version: J:\0 Quality Team – AQF Published Version: Intranet	Annually and on an "as required" basis.
V1.0	June 2015 N/A	No Amendments	Deputy Vice-Chancellor (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.	Deputy Vice-Chancellor (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	Deputy Vice-Chancellor (Education) Head of Quality	Master Version: J:\ Quality Team \ 0 Quality Team – AQF Published Version: Intranet	Annually and on an "as required" basis.
V4.0	Sept 2018 PRAG Chair	Annual Review: Administrative Amendments to update role titles, HE regulatory body, web links, Email System and data protection legislation.	Deputy Vice-Chancellor (Education) Head of Quality	Master Version: J:\ Quality Team \ 0 Quality Team – AQF Published Version: Website	Annually and on an "as required" basis.
V5.0	Sept 2019 PRAG Chair	Administrative amendments to update staff role titles, weblinks & footnotes and to reflect current practice.	Deputy Vice-Chancellor (Education) Head of Quality	Master Version: J:\ Quality Team \ 0 Quality Team – AQF Published Version: Website	Annually and on an "as required" basis.

V6.0	*Aug 2020 PRAG Chair*	*Administrative Amendments to reflect new committee structure, external agency names and to reflect the current course portfolio.*	*Deputy Vice-Chancellor (Education)* *Head of Quality*	*Master Version: J:\ Quality Team \ 0 Quality Team – AQF* *Published Version: Website*	*Annually and on an "as required" basis.*
V7.0	*Aug 2021 PRAG Chair*	*Administrative Amendments to reflect committee structure amendments; to update staff roles, course portfolio and partnerships; to reflect updated external reference points.*	*Deputy Vice-Chancellor (Education)* *Head of Quality*	*Master Version: J:\ Quality Team \ 0 Quality Team – AQF* *Published Version: Website*	*Annually and on an "as required" basis.*
V8.0	*June 2022 PRAG Chair TQSC*	*Administrative Amendments to reflect factual changes relating to course and partner portfolios, year dates, and role titles and responsibilities.*	*Deputy Vice-Chancellor (Education)* *Head of Quality & Partnerships*	*Master Version: J:\ Quality Team \ 0 Quality Team – AQF* *Published Version: Website*	*Annually and on an "as required" basis.*
V9.0	*June 2023 TQSC*	*Annual Review:* *Administrative & Minor Amendments to update academic year, committee and role titles, staff changes, committee membership, reference to the Office for Students as an external reference point and reference to partners.*	*Deputy Vice-Chancellor (Education)* *Head of Quality & Partnerships*	*Master Version: SharePoint - QA* *Published Version: Website*	*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)	

If you have any feedback or suggestions for enhancing this document, please email your comments to: quality@uco.ac.uk

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 osteopathic educational institutions 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 BSO 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 a collaborative arrangement with the University of Bedfordshire to provide approval for the BSO's courses and funding for the BSO'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 BSO 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 BSO applied 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 BSO to the University College of Osteopathy (UCO), which was granted in July 2017, coinciding with our centenary year.

2.1.8 In 2017 the UCO was awarded a Bronze rating in the Teaching Excellence and Student Outcomes Framework (TEF) which is managed by the Office for Students (OfS) (the regulator of English higher education providers) and in 2018 the UCO was awarded a Silver rating.

2.1.9 In January 2020 the General Osteopathic Council (GOsC), the regulator for Osteopathy in the UK, recommended to the Privy Council to recognise the UCO's pre-registration osteopathic qualifications (the Master of Osteopathy, Bachelor of Osteopathy and Master of Science in Osteopathy (Pre-Registration)) with no expiry date and with no conditions, further demonstrating the confidence the GOsC has in the UCO as a provider of high-quality osteopathic education.

2.1.10 For much of its life as well as being a higher education institution, the UCO was also a registered charity (Number 312873) reporting annually to the Charity Commission. In November 2015, the UCO 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.

2.1.11 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 Deputy Vice-Chancellor (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.

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

2.2 The UCO's Mission and Strategic Priorities

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 priorities of the UCO to provide Quality Higher Education include:

   a) To be the institution of choice.

   b) To sustain our financial strength and use it purposefully.

   c) To provide our students with a distinctive, high-quality experience.

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. Its Chancellor 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). 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[1].

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[1] http://www.legislation.gov.uk/ukpga/2011/25/contents/enacted

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 Vice-Chancellor's Group and Senior Management Team

2.3.5 The Vice-Chancellor's Group (VCG) is chaired by the Vice-Chancellor and consists of the Chief Operating Officer, Deputy Vice-Chancellor (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 normally meets informally on a regular basis. This group is also responsible for the UCO-wide staff remuneration process that occurs each year.

2.3.6 The Senior Management Team (SMT) is also chaired by the Vice-Chancellor 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:

- Chief Operating Officer
- Deputy Vice-Chancellor (Research)
- Finance Director
- IT Director
- Director of Teaching, Learning and Assessment
- Head of Clinical Practice
- Head of Estates
- Head of Quality & Partnerships
- Head of Marketing and Communications
- Head of Student Services
- Registrar
- Finance Manager

2.4 Academic Governance

a) The Board of Directors

2.4.1 The Board of Directors has oversight of the UCO's academic governance which is represented by an academic and institutional committee structure.

2.4.2 The UCO's academic and institutional committee structure provides the UCO's framework for the assurance of quality and the securing and enhancing of standards at the UCO. It consists of a range of committees each with its own Terms of Reference and responsibility for ensuring the efficient and transparent operation of the UCO's academic provision. The ultimate academic decision-making committee of the UCO is the Academic Council.

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   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 Teaching Quality & Standards Committee (TQSC)**: The TQSC reports to the Academic Council and communicates with the Senior Management Team. On behalf of the Academic Council, the TQSC 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. On behalf of the Academic Council the TQSC has oversight and is the parent committee of:

   i.   The development, implementation, and review of the UCO's Teaching, Learning and Assessment Strategy through the **Education, Teaching, Learning and Assessment Sub-Committee (ETLASC).**

   ii. The development, implementation, review and delivery of academic arrangements between the UCO and its collaborative partners through the **Collaborative Provision Sub-Committee (CPSC)**.

   iii. The development, review and effectiveness of the UCO's academic policies, procedures, regulations and other core documentation through the **Policy & Regulations Group (PRG)**.

   iv. The day-to-day administration and management of courses, ensuring that the validated curriculum is delivered and assessed in accordance with the relevant course information and unit information forms through **Course Teams**.

b) **The Access and Student Success Committee (ASSC):** The ASSC reports to the Academic Council and, on its behalf, oversees the development, implementation, and review of the UCO's strategy, policies, and procedures to support the access, success and progression of students from groups under-represented in higher education. It also monitors and reports on the UCO's Access and Participation Plan ensuring that targets of this plan are met.

c) **The Research and Scholarship Strategy Committee (RSSC)**: The 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. The RSSC also has oversight of and is the parent committee of the **Research Ethics Committee (REC)**, which reviews and considers all proposed research work from participants both within and external to the UCO including 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

d) **Boards of Examiners**: 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.

2.4.5 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.

2.4.6 Each of the committees mentioned above have their own Terms of Reference that clearly state their remit and membership.

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 rest with the Vice-Chancellor. It is the Vice-Chancellor's responsibility to inform the Board of Directors about all aspects of the academic and operational management of the UCO. The Vice-Chancellor is supported by the Chief Operating Officer Deputy Vice-Chancellor (Research) and the Finance Director. Together they comprise the Vice-Chancellor's Group (VCG).

2.5.2 Each member of the VCG has specific responsibilities as follows:

a) **Deputy Vice-Chancellor (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 UCO Clinic and healthcare provision.

b) **Chief Operating Officer:** oversight of the operation of the UCO's activities, including student services and facilities.

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 VC's Group is supported by several key staff:

a) **The Director of Teaching, Learning and Assessment;** The Director of Teaching, Learning and Assessment oversees academic development and quality enhancement across the UCO's academic portfolio. They are also responsible for overseeing the development and monitoring of the UCO's Teaching, Learning and Assessment Strategy and ensuring that core academic operational activities run smoothly and effectively and initiating improvements where needed contributing to the development and implementation of new initiatives to allow the UCO to meet its strategic aims to provide an excellent learning environment for students and to diversify the UCO's academic courses.

b) **The Head of Quality & Partnerships:** The Head of Quality & Partnerships oversees the UCO's quality assurance and enhancement processes working collaboratively with UCO academic and partner staff including responsibility for supporting the approval arrangements with new and existing collaborative partners of the UCO and their ongoing quality assurance oversight.

c) **The Registrar**: The 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 Registry Department.

d) **Course Leaders** maintain an oversight of each course and co-ordinate the activities of the Course Team. 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 and are supported by Unit Leaders.

e) **Unit Leaders** are responsible 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.

Table 2.1: Roles & Responsibilities of Academic Management Staff

Area of Responsibility	Course Leaders	Unit Leaders	Core Course Team
Academic Offences & Concerns, Student Conduct & Fitness to Practise	Ensure consistency in line with published procedures and sit on academic offence, disciplinary and fitness to practise panels.	Ensure consistency in line with published procedures and sit on academic offence, disciplinary and fitness to practise panels.	N/A
Monitoring & Reporting	Ensures compliance with monitoring and reporting activity and is responsible for producing the Course Annual Report.	Ensures compliance with monitoring and reporting activity and is responsible for producing the Unit Annual Reports which inform the Course Annual Report.	Contributes to Course and Unit Annual Reporting and considers final course annual report at course team meetings.
Assessment Administration	Co-ordinate assessment dates with the Registry and Course Teams. Ensure compliance with the Scrutiny Process and Marking Regulations	Ensure compliance with the Scrutiny Process and Marking Regulations.	Ensure compliance with the Scrutiny Process and Marking Regulations
Assessment Practices	Identify issues for consideration by Course Teams.	Provide 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	Define course content and ensures accuracy in line with UCO expectations.	Populates the VLE with course information in line with UCO expectations.	Monitors course level information and guidance to students.
Course Teams	Chair course team meetings establishing agendas and chairing discussions in line with approved Terms of Reference.	Attend course team meetings and contribute to discussions.	Monitors day-to-day management and delivery of the course.
Curriculum	Ensure Course Information Forms are up to date proposing modifications where appropriate in liaison with Unit Leaders and the Course Team.	Ensure Unit Information Forms are up to date proposing modifications where appropriate in liaison with Course Leaders and the Course Team.	Monitors curriculum and the extent to which it meets needs of target student group, subject benchmarks and supports the employability of students.
Equality & Diversity	Ensure course aligns to UCO equality and diversity expectations and that appropriate adjustments are made at the course level.	Ensure units align to UCO equality and diversity expectations and that appropriate adjustments are made at the unit level.	Monitors Equality & Diversity issues in relation to course delivery.
Student Induction	Leads course induction programme for new and continuing students.	Leads Unit induction programme for new and continuing students.	Designs and develops course and unit induction programmes.
Academic & Pastoral Support	Acts as a key point of contact for student academic and pastoral issues at course level directing students to relevant wider support where appropriate.	Act as key points of contact for student issues at unit level and directs students to wider support where and when appropriate.	Supports the Course Leader in responding to pastoral support matters in liaison with the Student Support Team.

Pedagogy & Delivery	Monitors the effectiveness of the pedagogical approach and delivery of course briefing Unit Leaders as appropriate.	Briefs and supports other unit tutors regarding pedagogical approach and delivery.	Monitors coherence of syllabus and its delivery.
Public Information	Produces marketing and recruitment material in liaison with the Marketing Team. Monitors that marketing material is accurate and up-to-date.	Produces unit-related marketing and recruitment information in liaison with the Course Leader.	Contributes to production of course-related marketing and recruitment information.
Resource Requirements	Monitor and advise on course resource requirements and allocation and attends Resource Allocation Group meetings.	Monitor and advise on unit resource requirements and allocation in liaison with the Course Leader.	Provide feedback to Unit and Course Leaders regarding resources for delivery.
Staff Management	Take overall responsibility for staffing courses Ensure that the course curriculum is delivered and assessed in a timely fashion. Take responsibility for the line management, recruitment and appraisal of Unit Leaders.	Take responsibility for the line management, recruitment and appraisal of lecturers in their units.	N/A
Student Achievement & Progression	Attend Exam Boards and ensures all students have appropriate progression and achievement decisions in line with UCO regulations overall.	Attend Exam Boards ensuring that appropriate progression and achievement decisions are made in line with UCO regulations for their unit.	N/A
Student Attendance & Engagement	Monitor student attendance and engagement at course level, attending Student Attendance & Retention Group meetings.	Monitor student attendance and engagement at unit level, attending Student Attendance & Retention Group meetings.	Considers and responds to course-related issues identified through the Student Attendance & Retention Group.
Student Recruitment	Liaise with the Marketing, Recruitment and Admissions Teams to ensure appropriateness of recruitment processes. Support and attends open days and other recruitment activities. Chair Course Recruitment Group meetings.	Support open days and other recruitment activities. Contribute to recruitment decisions as appropriate.	Supports open days and other recruitment activities.
Student Voice	Responds to issues raised by students at course level in an appropriate and timely manner. Attend Student & Staff Liaison Consultation Group meetings.	Responds to issues raised at unit level in an appropriate and timely manner. Attend Student & Staff Liaison Consultation Group meetings.	Monitors issues raised by students through Course Team minutes and responds to these in an appropriate and timely manner.

Teaching Quality	Co-ordinate the course team. Ensure the course is delivered effectively in line with approved Course Documentation. Monitor quality of teaching and advises TQSC of any issues.	Co-ordinate the unit teaching team to ensure units are effectively delivered as specified in the Unit Information Forms	Identifies & disseminates good practice and identifies and responds to issues.

2.7 Quality Assurance & Enhancement External Reference Points

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

A) The Office for Students (OfS)

2.7.2 The UCO is registered with the OfS , and independent public body established by the Higher Education and Research Act 2017 to regulate and assure quality and standards of UK Higher Education. The UCO regularly reviews its compliance with the OfS's Conditions of Registration, and is committed to delivering an excellent academic experience for our students in addition to excellent outcomes in line with OfS requirements.

B) QAA UK Quality Code for Higher Education

2.7.3 The UK Quality Code for Higher Education [2] published by the Quality Assurance Agency (QAA)[3] is the definitive reference point for all UK higher education providers. The UCO has mapped against the Quality Code to assure that it meets the regulatory expectations for standards and quality and core practices that it describes.

C) QAA Qualification & Credit Frameworks

2.7.4 The QAA Qualification and Credit Frameworks describe the requirements of the different levels of higher education qualifications and the use of academic credit in the UK. These are used to inform the design and development of UCO courses to ensure that the correct level of learning and credit values are reflected and include the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (FHEQ)[4] and the Higher Education Credit Framework for England: Advice on Academic Credit Arrangements[5].

D) QAA Subject Benchmark Statements

2.7.5 QAA subject benchmark statements[6] are external reference points used to inform the design and development of UCO 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 Professional, Statutory and Regulatory Body (PSRB) accreditation processes.

E) QAA Degree Characteristic Statements

2.7.6 QAA degree characteristic statements [7] describe the distinctive features of qualifications at particular levels within the Qualifications Frameworks and the

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[2] https://www.qaa.ac.uk/quality-code
[3] https://www.qaa.ac.uk/en/home
[4] https://www.qaa.ac.uk/quality-code/qualifications-frameworks
[5] https://www.qaa.ac.uk/quality-code/higher-education-credit-framework-for-england
[6] https://www.qaa.ac.uk/quality-code/subject-benchmark-statements
[7] https://www.qaa.ac.uk/quality-code/characteristics-statements

qualifications in terms of their purpose, general characteristics and generic outcomes, and are also used as external reference points to inform the design and development of UCO courses.

D) SEEC Credit Level Descriptors

2.7.7 SEEC[8] 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 above key QAA reference points, the UCO also uses SEEC Credit Level Descriptors[9] 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 designed and developed and is monitored in accordance with this guidance.

E) Professional, Statutory & Regulatory Bodies (PSRB's)

2.7.8 Standards and requirements produced and maintained by PSRB's are also used in the design and development of UCO courses. Courses developed by the UCO which are accredited by a PSRB have been designed, developed, and assessed to meet the PSRB's standards and are central to the course curriculum. For example, the General Osteopathic Council (GOsC) is the PSRB that accredits the UCO's pre-registration osteopathic courses. The GOsC has developed the Osteopathic Practice Standards (OPS) that 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 osteopathic courses. These courses are mapped against the OPS to ensure that all students develop a comprehensive understanding of these standards so that they can explicitly and implicitly demonstrate in practice the national standards of being a competent, safe and ethical health care practitioner.

F) Other External Reference Points

2.7.9 In addition to the above, the UCO is also an active member of GuildHE[10], 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.

2.7.10 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.

2.7.11 The UCO is also a partner member of the Osteopathic International Alliance[11] (OIA), an international body which represents some 85,000 members. It enables osteopathic institutions to share information and develop practice regarding standards of education,

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[8] http://www.seec.org.uk/
[9] https://seec.org.uk/resources/
[10] http://www.guildhe.ac.uk/
[11] https://oialliance.org/

legislation and registration of practitioners worldwide. The UCO's Vice-Chancellor currently sits on the Board of Directors of the OIA.

2.7.12 The UCO has Memoranda of Understanding (MoUs) with several health care education providers around the world. These MoUs encourage staff and student exchange and the sharing of good practice.

2.7.13 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 the OfS, QAA, PSRB's, and other external experts we work with.

2.7.14 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 way assessments are conducted, academic staff must make use of the appropriate external reference points mentioned above.

2.7.15 Extensive use is also made of input from external examiners who have a wide knowledge of standards in the sector as a whole (see AQF Section 11: External Examining for further details).

2.7.16 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.

2.7.17 UCO staff and faculty also hold several external roles, including committee membership of PSRBs, 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.

2.7.18 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[12]. The evolution of our quality and enhancement process has been informed by external reference points, including the QAA UK Quality Code for Higher Education.

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.

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 a range of taught courses that ranges from foundation to Master's level described below:

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[12] https://www.uco.ac.uk/about-uco/who-we-are/mission-values-and-strategy

a) Introduction to Healthcare Sciences Course

2.9.2   The UCO recognises that it receives many applications from students who wish to study on one of our healthcare courses who have proven academic achievement but who lack a solid grounding in the sciences required to study their chosen course of study. To enable these students to study with us, the UCO has developed and delivers an online pre-entry non-credit bearing "Introduction to Healthcare Sciences (IHS)" course to enable students to gain this grounding in the basic sciences.

b) 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[13], consists of 14 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   The Access Course is designed specifically, but not exclusively, for students with little or no scientific background, and is ideal for those who wish to pursue a career in osteopathy or a related healthcare discipline but aren't yet ready or don't have the qualifications to undertake a degree programme. A range of units are studies including biological and physical science in addition to English, Mathematics and communication and study skills ensure that students have a sound basis for further study.

2.9.6   As this course is accredited by Laser Learning Awards, successful students will gain a nationally recognised award which is an acceptable entry qualification in colleges and universities throughout the UK.

c) Master of Osteopathy Course (M.Ost)

2.9.7   The Master of Osteopathy (course is an Integrated Master's qualification. Students study this course either full-time over four years or part-time over five years.

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

2.9.9   The M.Ost 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.

2.9.10 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.

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

2.9.11   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.

2.9.12   Successful graduates of this course are eligible to apply to the General Osteopathic Council's Register of Osteopath's enabling them to practise as an osteopath in the UK.

d) MSc in Osteopathy (Pre-Registration) Course

2.9.13   The MSc in Osteopathy (Pre-Registration) (MScPR) course, designed for physiotherapists and other qualified medical practitioners, is normally delivered full-time over two years, each year consisting of 45 weeks.

2.9.14   Students study five units, all at FHEQ Level 7.

2.9.15   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.

e) Postgraduate Certificate in Academic & Clinical Education Course

2.9.16   The Postgraduate Certificate in Academic & Clinical Education (PGCertACE) course is normally delivered over one year part-time and consists of two 30 credit units studied at FHEQ Level 7.

2.9.17   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.

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

f) Postgraduate Certificate in Specialist Paediatric Osteopathic Practice Course

2.9.19   The Postgraduate Certificate in Specialist Paediatric Osteopathic Practice (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 part-time over one year and consists of two units, a 15-credit theoretical unit and a 45-credit clinical unit both studied at FHEQ Level 7.

2.9.20   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.

g) Courses Delivered by Collaborative Partners of the UCO

2.9.21 As part of its collaborative activity, the UCO works with other educational institutions without Taught Degree Awarding Powers to validate (approve) courses and qualifications that the partner has responsibility for delivering but lead to a UCO award. Prior to approving a course delivered by such an institution, the UCO approves the institution as an Associate Partner to ensure that it meets the UCO's partner approval criteria (see AQF16 Collaborative Activity).

2.9.22 The UCO's current Collaborative Partners, the type of provision and the courses they deliver are listed in Table 2.2.

Table 2.2: Collaborative Partner Provision that Leads to a UCO Award

Associate Partner	Type of Provision	Course Title(s)	Accrediting Professional, Statutory & Regulatory Body (PSRB)
Accademia Italiana di Medicina Osteopatica (AIMO) Saronno, Italy	Validated	BSc (Hons) in Osteopathic Sciences (Practising Pathway)	N/A
	Validated	BSc (Hons) in Osteopathic Sciences (Professional Pathway)	N/A
	Validated	MSc in Osteopathic Medicine	N/A
	Validated	MSc in Osteopathy (Professional)	N/A
	Validated	PGCert in Health Care Education	N/A
College of Esports Stratford, London, UK	Franchised	Certificate of Higher Education in International Esports Business	Sports Leaders (Level 3 Esports Leaders Award)
	Franchised	BA (Hons) in International Esports Business (with and without a Foundation Year)	Sports Leaders (Level 3 Esports Leaders Award)
	Franchised	BA (Hons) in International Esports Business and Events Management (with and without a Foundation Year)	Sports Leaders (Level 3 Esports Leaders Award)
	Franchised	BA (Hons) in International Esports Business and Digital Marketing (with and without a Foundation Year)	Sports Leaders (Level 3 Esports Leaders Award)
	Franchised	BA (Hons) in International Esports Business and Digital Media (with and without a Foundation Year)	Sports Leaders (Level 3 Esports Leaders Award)
	Franchised	BA (Hons) in Esports Coaching & Management (with and without a Foundation Year)	Sports Leaders (Level 3 Esports Leaders Award)
	Franchised	BA (Hons) Games Art (with and without a Foundation Year)	Sports Leaders (Level 3 Esports Leaders Award)

	Franchised	BA (Hons) Games Design (with and without a Foundation Year)	Sports Leaders (Level 3 Esports Leaders Award)
	Franchised	BA (Hons) Games Development (with and without a Foundation Year)	Sports Leaders (Level 3 Esports Leaders Award)
College of Integrated Chinese Medicine (CICM) Reading, UK	Validated	BSc (Hons) in Acupuncture	British Acupuncture Accreditation Board (BAAB) on behalf of the British Acupuncture Council (BAcC)
Northern College of Acupuncture (NCA) York, UK	Validated	BSc (Hons) in Acupuncture	British Acupuncture Accreditation Board (BAAB) on behalf of the British Acupuncture Council (BAcC)
	Validated	Online MSc in Advanced Complementary Medicine (Research & Practice)	N/A
	Validated	Online MSc in Advanced Oriental Medicine (Research & Practice)	N/A
	Validated	Online MSc in Advanced Nutrition (Research & Practice)	N/A
	Validated	PGDip & MSc in Chinese Herbal Medicine	European Herbal and Traditional Medicine Practitioners Association (EHTPA) (of which the Register of Chinese Herbal Medicine is a member)
	Validated	PGDip & MSc in Nutrition Science & Practice	Nutritional Therapy Education Commission (NTEC), which accredits on behalf of the British Association of Nutrition and Lifestyle Medicine (BANT).
Osteopathic Centre for Animals (OCA) Wantage, UK	Validated	PGCert in Animal Osteopathy	N/A
Sports Medicine Ultrasound Group (SMUG) London, UK	Validated	PGCert in Musculoskeletal Ultrasound	N/A
	Validated	PGCert in Ankle & Foot Musculoskeletal Diagnostic Ultrasound	N/A

2.10 Academic Resourcing

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

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

b) Make staff 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 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 (including the provision of 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 (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 and Course Leaders, which allows financial decision-making to be made from both a business and academic perspective.

2.10.5 Collaborative Partners of the UCO are normally responsible for their own resourcing. The UCO oversees and monitors the financial health of Collaborative Partners through Partner Approval (see AQF Section 16: Collaborative Activity), Annual Monitoring (see AQF Section 5: Evaluation, Reporting and Monitoring), and Periodic Review (see AQF Section 6: Periodic Review) activities.

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 including those delivered by Collaborative Partners 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.

f) **Constructive Alignment**: Assessments should be aligned to learning environments and activities and learning outcomes in accordance with the academic level of study, using appropriate descriptors and consistent language, reflecting course and unit aims as well as other factors where appropriate, such as professional, statutory and regulatory body (PSRB) requirements.

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. 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.

2.12.2 Collaborative Partners of the UCO are normally responsible for implementing their own student academic and welfare support services which are confirmed, approved and monitored by the UCO through Partner Approval (see AQF Section 16: Collaborative Activity), Course Approval and Modification (see AQF Section 4: Course Approval and Modification), Annual Monitoring (see AQF Section 5: Evaluation, Reporting and Monitoring) and Periodic Review (see AQF Section 6: Periodic Review) activities to ensure that these are and remain appropriate and sufficient for the type and nature of the partner and the course being delivered.

2.13 Student Voice

2.13.1 All students are encouraged to have input into and engage with 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, focus groups and student evaluation questionnaires.

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

2.13.3 Collaborative Partners of the UCO are responsible for implementing their own student voice mechanisms which are confirmed, approved and monitored by the UCO through Partner Approval (see AQF Section 16: Collaborative Activity), Course Approval and Modification (see AQF Section 4: Course Approval and Modification), Annual Monitoring (see AQF Section 5: Evaluation, Reporting and Monitoring) and Periodic Review (see AQF Section 6: Periodic Review) activities to ensure that these are and remain appropriate and sufficient for the type and nature of the partner and the course being delivered.

2.14 Management of Information and the Student Record

a) Registry and Admissions

2.14.1 Management of information is supported by the implementation of a student management database system. This system underpins the UCO's recruitment,

registration, attendance management and assessment processes, and is therefore able to produce management reports on key performance indicators. It also provides the tools necessary to respond to the data requirements of external agencies such as the Office for Students (OfS) and the Higher Education Statistics Agency (HESA).

2.14.2   The UCO is responsible for keeping a record of students studying at Collaborative Partners and works with partners to ensure that this information is accurate and up to date. Collaborative Partners are also responsible for keeping student records and are normally responsible for implementing their own student record systems which are confirmed, approved and monitored by the UCO through Partner Approval (see AQF Section 16: Collaborative Activity), Annual Monitoring (see AQF Section 5: Evaluation, Reporting and Monitoring) and Periodic Review (see AQF Section 6: Periodic Review) activities to ensure that these are and remain appropriate and sufficient for the type and nature of the partner and the course being delivered.

b) Clinical Information

2.14.3   The UCO uses a clinic system database for managing patient data and appointments, enabling the production of management reports on the functioning of the Clinic. This system is also tailored to meet the needs of the UCO in managing students during their clinical experience. This system provides individual students and tutors with reporting on patients who have been treated at the clinic. 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.

2.14.4   Where a Collaborative Partner delivers clinical education, the partner is responsible for implementing an effective patient management system and for ensuring that patient data is managed and processed in line with data protection legislation. These arrangements are confirmed, approved and monitored by the UCO through Partner Approval (see AQF Section 16: Collaborative Activity), Annual Monitoring (see AQF Section 5: Evaluation, Reporting and Monitoring) and Periodic Review (see AQF Section 6: Periodic Review) activities to ensure that these are and remain appropriate and sufficient for the type and nature of the partner and the course being delivered.

c) Freedom of Information

2.14.5   The Freedom of Information Act 2000[14] 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.

2.14.6   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 them. The request must be in writing (including electronic formats such as email and social media), must state the applicant's name and an address for correspondence, and must contain a description of the information required.

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

2.14.7 Freedom of Information requests are normally managed by the UCO's Data Protection & Freedom of Information Officer (DPFIO). Further information about how the UCO manages Freedom of Information requests and our Publication Scheme can be found here: https://www.uco.ac.uk/about-uco/who-we-are/freedom-information

2.14.8 Collaborative Partners are responsible for managing Freedom of Information requests they receive and for responding to them as appropriate and within the remit of the Freedom of Information Act 2000. Where Freedom of Information requests relate to the UCO and/or partnerships, the UCO and the relevant partner will liaise to ensure that information is disclosed appropriately.

d) Data Protection & Right of Access

2.14.9 The UCO takes its obligations to comply with the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR) seriously and gives students, staff, patients, and others whose personal data we process the right to request data relating to them in accordance with this legislation.

2.14.10 Requests for access to personal date from individuals (known as Subject Access Requests) are normally managed by the UCO's Data Protection & Freedom of Information Officer (DPFIO). Further information about how the UCO manages Subject Access Requests can be found here: https://www.uco.ac.uk/about-uco/who-we-are/subject-access-request-policy

2.14.11 Collaborative Partners are responsible for managing Subject Access Requests received from their students, staff, patients and other relevant stakeholders in line with UK data protection legislation. Where Subject Access Requests extend to personal data processed by the UCO, the partner should liaise with the UCO's DPFIO to obtain the required information.

2.15 Communication at the UCO

2.15.1 The UCO always works hard to ensure that good communication is a priority for all stakeholders. The UCO is aware that communication is key to success and, especially, to enhancing the student experience. The UCO uses a variety of methods for communicating with staff, students, and the public as appropriate, including email, UCO Portal (SharePoint) notifications and posters.

a) The UCO's Website

2.15.2 The UCO's website focuses on the needs of two main groups of readers: students[15] and patients[16]. These sites are 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 website includes Discover Uni 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. The Discover Uni website publishes information about UK higher education courses and enable prospective students to compare the UCO's courses with those of other providers to help them make study choices.

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[15] https://www.uco.ac.uk/
[16] https://www.clinic.uco.ac.uk/

b) The UCO's Email System

2.15.4   Microsoft Outlook is used as the UCO's email system.

2.15.5   It is used as the UCO's main means of communication with students and staff concerning day-to-day organisation and for information that is of immediate, or short-term, relevance and can be accessed via smartphone or any web-connected computer.

2.15.6   Students and staff are provided with a UCO email address which they are expected to use for exclusively for UCO business.

c) The UCO's Virtual Learning Environment (VLE) – "BONE"

2.15.7   The UCO uses the Open Course Management System, Moodle, for its Virtual Learning Environment, which within the UCO is named "BONE". It can be accessed by students and staff via the internet from anywhere in the world at any time, the value of which is recognised by the UCO's students.

2.15.8   The UCO's VLE provides students with digital learning, including text, audio, and video-based learning resources, forum discussions, quizzes, assessment, electronic submission and grading of assignments, and other interactive activities. The UCO continues to develop and utilise a wider range of resources Moodle provides to enhance blended and e-learning at the UCO.

d) The UCO Portal

2.15.9   The UCO Portal acts as the UCO's intranet and provides students with essential internal information, notifications and news about the UCO and their course. It also provides students with the main gateways into the Virtual Learning Environment, Journal and Library searches and Registry and Student Support services.

2.15.10 The UCO Portal also offers access to some key core documents and news, including governance and committee structures, committee terms of reference, guidelines, handbooks, and other relevant information for staff and students.

e) Vice-Chancellor's Briefings

2.15.11 To improve communication of institutional-level issues, the Vice-Chancellor 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 future plans. 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 to facilitate the widest possible staff and student participation.

2.15.12 Staff briefings are normally held at the UCO on each day of the week including weekends to enable both full- and part-time staff and students to attend.

2.15.13 These sessions may also be held online and are often recorded making them available electronically for those unable to attend in person.

f) Newsletters

2.15.14 Regular newsletters are circulated electronically to all staff and students. The newsletter covers news about the UCO, new and current activities, future plans, as well as updates from and about different areas of the UCO including: the Students' Union;

fundraising; Course Teams; Continuing Professional Development; Quality Assurance; Partnerships Research; Estates; Student Admissions; Public Relations and Marketing; and the Clinic.

g) Staff Conference

2.15.15 The UCO's annual Staff Conference is an important annual event in the UCO calendar. Normally running over a Saturday and/or Sunday in the spring term, the conference addresses a range of current and future issues relevant to the UCO. 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 and implementing best practice.

2.16 Communication at Collaborative Partners

2.16.1 Collaborative Partners are responsible for implementing their own communication strategies to ensure that students, staff and other relevant stakeholders of their institution are informed of key information and communicated with effectively.

AQF02: Appendices

Appendix Reference Number	Appendix Title
N/A	N/A