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Partner Periodic Review: Report & Action Plan

Partner Details

Partner Name	Istituto Superiore di Osteopatia (ISO), Milan Italy
Programmes considered	BSc (Hons) Osteopathic Principles MSc Osteopathy PGCert / MSc Advanced Osteopathic Practice
BNU School	Health & Social Care Professions

Review Panel Details and Membership

Date of Review	16 May 2023
Chair of Review Panel	Professor Sri-Kartini Leet , Professor Education & Research, Art, Design & Performance, BNU
Secretary (Partnerships Team)	William Lishman , Senior Partnerships Officer, External Engagement
University Internal Panel Member	Gerard Gormley , Senior Lecturer, Creative & Digital Industries
External Academic Panel Members	Dr Ian Drysdale , Consultant, Consultancy in Education & Research (CEAR)
Student Representative	Emily Crawshaw , Students' Union Representative
Quality Representative	Richard Shepherd , Principal Registry Officer, Academic Registry
Observer(s)	N/A

Review Meeting Attendees

Partner Senior Staff	Dr Carmine Castagna Principal, ISO
	Dr Heleen Keizer Academic Dean, ISO
	Pasquale D’Antonio Chair of the Board of Governors
	Matteo Turinetto Curriculum Coordinator
	Giacomo Consorti Education Coordinator
	Giorgia D’Antonio Human Resources & Planning Coordinator
	Luca Odorisio Clinic Director
Partner Teaching Team	Giacomo Consorti Education Department Coordinator
	Viviana Pisa Lecturer and Supervisor, Head of Research
	Andrea Formica Lecturer and Clinic Tutor, Head of Clinical Education, Leader PGCert Pain
	Alice Barni Lecturer, Head of Cranial Osteopathy Department
	Silvia Zanon Lecturer and Clinic Tutor, Leader PGCert Paediatrics
	Mattia Cella Lecturer and Clinic Tutor

Representatives of student body	<p>Alice Galasso / Francesco Della Sciucca BSc (Hons) Osteopathic Principles (Level 4)</p> <p>Serena Cereda / Veronica Guidi BSc (Hons) Osteopathic Principles (Level 5)</p> <p>Benedetta Putti / Giada Valneri BSc (Hons) Osteopathic Principles (Level 6)</p> <p>Luca Limonta / Giorgia Maestrani MSc Osteopathy (Level 7 Year 1 FT)</p> <p>Antonio Di Ridolfi / Camilla Parini MSc Osteopathy (Level 7 Year 2 FT)</p> <p>Francesco Fulgosi / Antonio Zucco MSc Osteopathy (Level 7 Year 1 PT)</p> <p>Irene Copeta / Chiara Locatelli MSc Osteopathy (Level 7 Year 2 PT)</p> <p>Diego Lopane / Luca Ogliari PGCert/MSc Advanced Osteopathic Practice (Level 7)</p>
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Review Meeting Information

Review Objectives <i>as listed in the Regulatory Document</i>	<ul style="list-style-type: none">• Ensure that students registered on each higher education course receive a high-quality academic experience.• Ensure each cohort of students registered on each higher education course receives resources and support which are sufficient. Including the continued appropriateness and adequacy of the partner's physical resources and facilities.• Ensure that students are assessed effectively and that assessments are valid and reliable• Explore the academic partner's achievement of appropriate academic standards in its contribution to the delivery of the programme(s) and its understanding of higher education quality and standards in relation to teaching, learning and assessment• Review the student experience at the partner including the use of student feedback, learning resources, student support and the accuracy and completeness of published information
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	<ul style="list-style-type: none">• Assess the success of the operation of the partnership by considering contribution of all teams involved in the operation and support of the partnership• Review the staffing in place at the partner institution, levels, focus staff CPD and research activities, and ensure all staff are entered on the partner staff register and are suitable to undertake their duties. consider the range and nature of staff development activity in place at the partner.
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<p>Documents provided to the panel</p>	<ul style="list-style-type: none">• Self-Evaluation Document• Annual Monitoring Reports & Action Plans• NSS Results• External Examiner Reports• Staff Profiles• Programme Handbooks• Programme Specifications• Marketing Material• Programme Committee Notes & Action Plans• Operations Manual• Partner Organisation Structure• Policy document
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<p>Conduct of the review</p>	<p>The Panel met according to the pre-published agenda. Following an initial meeting to consider the evidence base received and to formulate areas for further discussion, the Panel met with the following four groups as follows:</p> <p>Group 1: Meeting with the Senior Team</p> <p>Group 2: Meeting with student representatives</p> <p>Group 3: Meeting with partner academic staff involved in the delivery of the programmes</p> <p>The Panel then met privately to discuss its conclusions and feedback to the team.</p>
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Background

The Istituto Superiore di Osteopatia, ISO, is an approved academic partner of the University, based in Milan, Italy. The ISO was established in 1983 to provide advanced training in osteopathy for professional osteopaths and health science graduates. The ISO was approved as a partner of the Buckinghamshire New University, herein referred to as the 'University'/'BNU', in 2013 to deliver a suite of osteopathic programmes both at undergraduate and postgraduate levels. The ISO is regulated and recognised by the Italian Register of Osteopaths (Registro degli Osteopatia d'Italia - ROI), which is itself a member of the Osteopathic International Alliance (OIA).

1. Partnership

The Panel opened with an invitation to ISO senior representatives to provide an overall summary of the partnership with BNU, its aims and overall strategic direction going forward.

The Panel heard that ISO was very pleased with the established validated programmes and expressed particular satisfaction with the initial partnership tutor link. Subsequent partnership tutors in the role have also been supportive of the partnership, albeit with limited communication more recently perhaps due to changes in personnel. The overall relationship between ISO and BNU is perceived as strong and well established.

Recruitment strategy

ISO senior colleagues explained that the reform of the osteopathic profession in Italy has been impacting on recruitment, but the ISO is satisfied with recruitment expectations at this time. There were planned developments with the way ISO recruits students and how it is tied to the vision of the ISO; for example ISO colleagues drew attention to a new sponsorship scheme so that the ISO more affordable and therefore provide better prospects for students.

Future challenges

Senior colleagues explained that the ISO would be managing significant changes in evaluation of programmes – in particular within around 18 to 24 months it is projected that Italian universities would only be allowed to deliver undergraduate programmes in osteopathy and therefore become major competitors in this field. It was explained that policies were likely to be created to ensure that graduates already qualified in osteopathy under a validation arrangement would still be recognised. Furthermore, the Panel heard that validated programmes would be unlikely to be recognised because Italian regulation would restrict health-related programmes to delivery by universities more generally. This would likely impact the ISO's partnership with BNU and could possibly result in the ISO no longer able to deliver programmes approved by BNU in a partnership arrangement. This was not confirmed as yet but would be reviewed going forward.

[Recommendation 1]

More immediately, the ISO expressed a desire to work with BNU to attempt to negotiate recognition of the ISO by the General Osteopathic Council in the United Kingdom (GoSC), particularly for those students requiring recognition of their qualifications in Switzerland. It was explained that the GoSC's policy stipulated that organisations outside the UK that delivered osteopathic programmes, even in partnership with a UK awarding body, could not be registered wholesale, but that individuals achieving awards could apply individually to the GoSC.

2. Student Experience

Student retention and support

The Panel noted that students at Level 4 on the BSc (Hons) Osteopathic Principles programme appeared to have a higher than average drop-out rate. ISO senior colleagues explained that students decide whether or not the programme would suit them and are not always prepared by the Italian high schools from which they enter the ISO. There was also evidence of higher levels of stress for these students over recent years and post-pandemic, possibly therefore starting the programme at ISO already experiencing 'burnout'.

The Panel also heard that ISO does not issue conditional offers to students with *specific* subject grades. Students were required to attain the minimum qualifications set out in the Programme Specifications (A level equivalent) and succeed at interview to be accepted at ISO. It is recognised that some students would not be prepared fully for the workload, commitment and ability that science-based programmes demand. ISO does, however, provide significant study support to manage workload and academic subject matter.

In relation to student pastoral support, ISO colleagues confirmed the organisation has affiliate links with local support services. Students are checked before starting if they need support/have a certificate with, for example, dyslexia.

Students were asked if they received sufficient pastoral support, for example with personal/financial/other non-academic related matters. Students indicated they did feel supported, for example in the cases of pregnancy or bereavement, where staff have been very supportive. However, students confirmed that the emphasis of support was on academic rather than personal matters.

[Recommendation 4]

Students expressed satisfaction that there was a good variety of academic support, for example in clinical settings students can approach clinicians for informal discussions relating to clinical practice. The learning experience was also positive on the PGCert programmes where learning materials are easily accessible, and staff are supportive. Students were particularly pleased they could work in real clinical settings to gain real-patient experience.

Student Feedback - surveys

Student satisfaction survey:

Senior representatives explained that student survey results were good, but response rates were much lower than the minimum expected rate. Senior staff explained that surveys from BNU were not sent to them but to students directly and so senior leads do not have the opportunity to raise awareness and coordinate the surveys. Surveys could also be sent to students directly after examinations but before they receive results to avoid any possible bias in responses. Currently ISO engages in small focus group surveys with students to target improvements. There is still no formal method to collect results and this is being reviewed.

Senior colleagues would, therefore, prefer that surveys should go directly to the ISO Principal/Academic Dean (following discussions with BNU) so they can support students with surveys going forward.

Students themselves noted that there was low engagement with surveys. One possible reason was the language barrier – the BNU surveys are in English. However, the internal ISO surveys were in Italian so

possibly some incentive was required to complete them, or made surveys easier and more accessible to complete, eg while in class.

***[Recommendation 2]**

*Following an internal consultation at BNU, the following response was provided by the mid-semester survey lead (email 8th August 2023):

“The reason we can’t send the links to academic leads is that we need to have a defined population for each survey, and then each eligible student in this population is sent a unique link to the survey.

We use the BNU email address as a default, but it would be possible to send this to another email address if more appropriate e.g. external or ISO internal mail”

Students confirmed that programme committee meetings were held where students refer matters to ISO staff through a student representative. Students found this mechanism very helpful in resolving queries, but it did depend on the nature of the query.

For academic feedback, the Panel was pleased to note that academic support was strong and that students were able to contact relevant academic staff for advice where needed.

Experience on programme and access to learning materials

Both undergraduate and postgraduate students expressed overall satisfaction with their courses, stating that they are well devised and there was a good balance between theory and practice, particularly the opportunity to work with patients. The MSc particularly contained ‘deep learning’ in advanced clinical practice. It was noted these were challenging programmes but very rewarding. Students suggested that some assessments in the MSc programmes could be improved, with perhaps different ways to discuss feedback with academic/clinical tutors to improve assessment performance in future assignments.

Students were aware of some research that academic staff undertook, and explained that if they were interested they should approach staff for more information about how they could become involved.

Blackboard

Students noted that the requirement to change passwords was frequent, and it was explained this was due to BNU minimum security levels which prompted the request.

Searching for modules and academic material can also be a challenge at points due to the arrangements of some of the module shells. Undergraduate shells were generally easier to navigate as they were grouped into Years (Y1/2/3), but the PG modules were grouped into long lists that could not be sorted for specific information. The BNU Partnership Tutor would be consulted regarding this.

[Recommendation 7]

Employability

Students explained that preparation for employment is a very individual journey which students themselves must be pro-active in organising – for example networking and finding out what opportunities there were available in the profession. Students felt there was generally good preparation for this, eg live clinical practice. Students felt there could be more support for learning how an osteopathic business is founded, considering all the business-related aspects of this. ISO senior staff confirmed there are elements of the programmes

that deal with this, but perhaps more could be done eg more guest lectures or alumni returning to talk to students. Study trips to clinics or placements could be incorporated into the curriculum.

Students would appreciate some specific guidance on how to network in the profession. Staff explained they can advise students on how to start private clinical practice, and students can seek advice at any time. It was also explained that guest lectures are invited to present information on how to set up a private practice.

ISO also confirmed that students have opportunities to be responsible for some administrative procedures eg customer interaction/first point of contact/invoicing, so there is some experience gained of how to manage clinical practice.

The Panel advised that practice management and employability should be embedded into the programme formally. Marketing/advertising/costing of a private practice which should be embedded into a unit/module of the course. They do have a 'unit' but this is not specifically included.

[Recommendation 5]

Teaching staff explained that reflective practice of students is developed. At the logistical level there is networking to develop ties to gain employment and critical reflection, which is developed during clinical practice.

The Panel heard that employability was challenging, one of the reasons being professional recognition in Italy. There is a close collaboration with Italian Register of Osteopaths to ensure ISO is up to date with current events, and students at the end of the programme are very well prepared for the profession. Teaching staff also confirmed that placements were being developed where students can have the opportunity to work in professional clinical settings external to the ISO. For example, a new clinic was opening which is a general (allied) health clinic. Students would have the opportunity to complete their independent study/theses based on work completed in these settings and the ISO aims to network with other healthcare professions, eg sports-related professions for sports osteopathy.

Community environment

Students indicated that there was a community environment in part, but most students do not interact very much across academic years with other students except in clinical/academic contexts. Students were not fully aware that they could engage more with BNU Students' Union and were advised they could do so if they wished so that they could find out what they could engage with on a community level. Students were happy with their overall physical environment.

3. Quality & Standards

Staff research & development and currency of the curriculum

Senior ISO colleagues were asked if staff engaged in research through publication and presentation. ISO confirmed full participation in all major conferences in osteopathy and other key allied-health disciplines. For example, eight works were presented at Osteopathic European Academic Network events (OsEAN), and ISO is confident it is one of the leaders in the osteopathic field in Europe. This contributes significantly to maintaining currency of the curriculum.

<https://www.osean.com/>

The Panel recommended ISO to formally record continual professional development of staff to ensure capture of expertise which could further inform curriculum development.

[Recommendation 8]

In addition, ISO undertakes long and in-depth consultations with faculty staff to discuss updating the overall curriculum, including, for example, the renovation of assessment tools and teaching pedagogical methods for tutors. Tutors recognise the value of this approach and engage fully.

Research-led teaching was supported in the following ways:

- Support workshops in: Learning how to teach
- Critical analysis on osteopathy subject
- Formal review of all the content of the programme in 2023 together with teaching staff
- Publishing rationale of the curriculum, formal process of change through faculty approval
- 70% of tutors hold a post-graduate qualification in osteopathy

Subject discipline standards and research

It was further explained that, because of the inherent nature of the subject, it was not easy to assess the risks of subjective biases. It was therefore important to adhere to scientific methods and standards to ensure the validity of the discipline, which then translates to live clinical practice. Tutors must maintain and enhance their development in evidence-informed research and best practice to ensure demonstration of scientific rigour was maintained. The Panel was pleased to note the publishing of good quality and quantity of research papers at national level and beyond.

[Commendation 2]

Academic quality

Programme tutors were asked to confirm *how* they knew that:

- a) they were delivering a high-quality academic experience to students and,
- b) the curriculum and teaching content and materials were of the correct quality and,
- c) the *way* in which the programme was delivered was of the correct quality

Tutors were further asked:

- d) How they knew that the curriculum was *current*?
- e) How they used feedback from students/industry to *shape* the curriculum and,
- f) How they knew that they had the *correct balance* of theory to practice

Tutors explained that feedback is monitored closely and guides curriculum development and collect data and prepare actions for future cohorts undertaking the programmes. For the first two years students may be less involved with research activities in applied osteopathy but have the opportunity to submit their theses at a national level for publication and recognition, if publishable. Three students' theses were published previously and they can also be submitted for scientific publishing (journals).

Students and tutors have the opportunity to speak with students/tutors in other institutions to learn about other approaches in the various specific osteopathic disciplines, for example cranial osteopathy, which has

been 'rethought' in terms of teaching and curriculum to ensure a more evidence-based approach in this route of osteopathy.

Tutors monitor the latest publications in their disciplines to ensure they are aware of current practice. They also engage in peer review with other colleagues both internally and externally. Tutors also give due consideration to the fact that they are teaching to different generations of students, which shapes teaching strategy to acknowledge the varying cohort characteristics. Tutors use feedback from students to continue improvements to the curriculum.

Tutors explained that different teaching strategies are adopted to maintain attention and interest. For example short lectures interspersed with practical demonstrations and variations on this theme, utilising a variety of teaching methods.

Situated-learning had also been introduced using students from other classes/Years so students can engage in peer-to-peer observation. Students on the 1st Year of the MSc programme engage in self-assessment and peer observation of other students in practice.

Tutor peer observation

Tutors also engage in this practice, which is important for maintaining not only pedagogical best practice, but to ensure that scientific standards are maintained.

Peer observation is organised through the writing of curriculum materials and sharing with other tutors before presenting this material to students. Each lecture is observed by another tutor and feedback given to the lecturer undertaking the lecture. Meetings are held to discuss and reflect on peer-observation feedback. In this way there is a constant exchange of ideas/good practice with, for example, supervision of theses and delivery of lesson content. Course material is checked by other tutors so there is shared feedback. Sometimes they appoint one of the tutor-assistants to observe a lecture and provide feedback.

ISO confirmed that peer observation is practised through the PGCert programmes, so all staff have had this experience at least once. There is currently no formal record of this practice but individual feedback (oral and written) is given at the end of practical/theory classes.

[Recommendation 6]

Embedding research into the curriculum

Tutors were asked how they approach this to ensure currency of the curriculum. Tutors explained that many ideas come from students and staff supervise students to develop their research into potential publications. 90% of staff are part-time and freelance professionals who are practising osteopaths themselves. Therefore there is limited time to conduct full-time research.

4. Learning, Teaching & Curriculum

Assessment feedback

Tutors explained that assessment feedback is captured/carried out in the following ways:

- The 'sandwich' approach where feedback to students is structured in a positive/negative/positive format. Feedback in clinical settings is provided this way in particular

- Oral feedback is provided mostly in clinical settings, and students can request further feedback if needed. Staff meet to reflect on their feedback methods to improve this for students going forward
- ISO creates PDF forms for all feedback – written feedback to students is provided mostly online, and students receive their examination scripts with annotations (where written examinations take place)

Tutors also explained there was an assessment rubric to ensure standardisation of assessments across modules, and this is updated and refined on an ongoing basis. Where appropriate, the assessment grids for thesis modules can be utilised for assessments in other modules.

Regarding oral feedback, it was acknowledged this is not always captured in written form, but in most cases this happens.

[Recommendation 3]

Students felt that some assessment feedback in the MSc programme could be improved in some learning sessions, be it clinical/theory classes. For instance it could be possible to create different ways in which to discuss feedback with tutors to improve performance in future assignments.

Balance of theory and practice

Both undergraduate and postgraduate students felt that there was a good balance between theory and practice in the curriculum. Clinical work is more observational during the undergraduate programme with increasing exposure towards the end of the third year of the BSc programme. The MSc contains a substantial clinical practice component. Students felt the degree programmes were long and challenging but very rewarding.

Clinical practice

The Panel was unclear how clinical practice was arranged for the undergraduate programme and requested clarification.

The Panel heard that for the first three years (ie the undergraduate programme) students complete observations only. Towards the end of the third year students begin to gain some clinical practice with live patient cases and then, if students move to the postgraduate programme, gain extensive live clinical practice in the two years of this programme.

From the third year onwards the process is as follows:

- Observation/practice starts (3rd year)
- Practice with assistance from tutors
- Practice independently
- 2nd Year MSc students will then mentor 3rd year BSc students beginning to gain live clinical practice hours.

The Panel stressed the importance of setting specific minimum clinical hours gained and patient cases seen by students over the lifetime of study as Italian legislation would more than likely review this as a benchmark standard for practising osteopaths.

[Recommendation 9]

Situated-learning has been introduced, using as model patients students from other classes, so students can work on each other as patients. Teaching 4th year (1st MSc year) – peer review where students assess themselves.

The Panel saw ISO's compendium/compilation of annual reports of students' practice and own work in osteopathy and commended this good practice.

[Commendation 1]

Programme development

a) External Examiners

Tutors were asked if they contribute directly to external examiner report responses. Tutors explained that some tutors do see reports, though not all, and it is noted that these are rated Green. They don't respond directly but any action/recommendation seen would be noted, reviewed and acted on accordingly where required.

b) Programme design

The Panel heard that tutors engage with programme design and curriculum content as fully as possible. Tutors explained that those leading in specific osteopathic disciplines, eg a tutor who lectures in cranial osteopathy, would be consulted to develop this portion of the curriculum ensuring an evidence-based approach in this and other subject pathways.

[Commendation 3]

Stage 3 Final meeting of the Review Panel – 1 June 2023

The Panel confirmed that themes and queries identified in Stage 1 of the review had been addressed at the main review event at the partner. Commendations and Recommendations were confirmed as reported here, and quality & standards are at the correct level.

The Partnership Tutor confirmed that the relationship with ISO was good but acknowledged that more support could be provided to ISO, subject to time-constraints, as the role of Partnership Tutor was very different from the role held by the predecessor. The Partnership Tutor agreed that support for ISO staff development could be further provided, for example to confirm if FHEA association could be granted to tutors at ISO, more staff development could be offered by BNU, and more visits to ISO could be arranged, where possible. The Partnership Tutor also confirmed that students do receive support when they ask.

The Partnership Tutor agreed and affirmed that a more robust personal tutoring support system could be organised at the ISO, and there should be a clear distinction between academic and pastoral support for students.

The Partnership Tutor also agreed to look into the arrangement of Blackboard folders for module information, subject to what was possible depending on the format available. It was explained that modules now must have their own shells, and therefore it may not be possible to arrange them for the BSc programme as it is for the MSc.

[Refer to Recommendation 7]

The BNU administrative team (Senior Registry Officer/Registry Officer) confirmed that the partnership generally runs well. ISO follows processes, provides correct information in a timely manner and the decision-making processes relating to students is straight-forward.

Conclusions

Commendations:

This may include comments on areas of innovation or good practice

1. ISO compiles an annual compendium of students' best performance, including project work, and also periodic formative assessments so that students can self-assess practice.
2. ISO publishes good quality and quantity research papers at national level and beyond.
3. The Panel recognised that ISO tutors engage fully with best learning & teaching practice, collaborative working and refining the curriculum and approach to synthesise theory and practice.

Conclusion on quality and standards:

The Panel confirmed that quality and standards are maintained at the partner. Panel members agreed that the ISO was, overall, a well-managed organisation committed to providing students with a high-quality academic experience leading to gainful employment in the profession of osteopathy. The University can have confidence, therefore, that ISO meets these expectations.

Conclusions on the Partnership

There is a well-established, good professional working relationship between ISO and BNU. ISO complies fully with requirements and standards set by the University. There is room for improvement in communication between the BNU School and ISO and this can be monitored, for example, through partnership tutor visit reports.

The University would, where possible, support the ISO in its representations regarding developments in Italian legislation that could affect the recognition of awards made through this partnership.

Recommendations for the future for actions

to remedy any identified shortcomings, and for further enhancement of quality and standards:

[Recommendation 1] ISO/BNU

In the light of potential changes to legislation in Italy which could impact the partnership between ISO and BNU, there is a need now to explore options to ensure that the subject continues to adhere to European requirements (BNU/ISO). This would require an assessment of the impact on the potential cessation of the recognition of the UK qualification in Europe

[Recommendation 2] BNU/ISO

Improve/define new strategies vis-à-vis student feedback mechanisms to raise response rates. In particular:

- a) BNU to send mid-semester survey links directly to ISO leads, rather than to student accounts, so that ISO leads can then organise promotion of the surveys to raise response rates
- b) Ensure that students are able to understand the surveys as some are in English, not Italian

Following an internal consultation at BNU, the following response was provided by the mid-semester survey lead (email 8th August 2023):

“The reason we can’t send the links to academic leads is that we need to have a defined population for each survey, and then each eligible student in this population is sent a unique link to the survey.

We use the BNU email address as a default, but it would be possible to send this to another email address if more appropriate e.g. external or ISO internal mail”

[Recommendation 3] ISO

Ensure assessment marking grids and criteria are embedded into feedback for every module to ensure parity and consistency in feedback. This should be incorporated into the Action Plan.

[Recommendation 4] ISO

Develop and manage a personal tutoring system for students who will be able to sign-post to relevant support mechanism eg pastoral/financial/personal assistance.

[Recommendation 5] ISO

Explicitly embed a range of business/financial advice into the employability module as well as communication skills in working with a range of patients in other stakeholders (private practices).
Employability: develop more organised internship opportunities for students to other practices, for example.

[Recommendation 6] ISO

Establish a formal peer observation programme (tutor/tutor peer observation), find a way to audit/document the peer observations, for example randomly pairing two persons across teams, varying it year to year.

[Recommendation 7] BNU

The BNU Partnership Tutor should, where possible, provide further support to ISO in areas where the University can do so. For example these could include notifications of academic staff development that BNU could provide to ISO teaching staff, Blackboard assistance where possible and other forms of training that BNU could offer.

[Recommendation 8] ISO

Formally document Continuing Professional Development for all ISO teaching staff to ensure that scholarly and professional outputs are captured.

[Recommendation 9] ISO

Ensure that a specific minimum benchmark is set for clinical practice hours and numbers of patients seen on the osteopathy programmes. These specific hours must be incorporated into the Self Evaluation Document. This is particularly important in the light of ongoing updates to legislation in Italy and the external reviewer advised this should be recorded with detail around hands-on/observation or repeat patients.

Report prepared by:

Partnerships Team

Date:

29 May 2023

Responses

University Partnership Tutor response to the findings of the review:

I am happy with the review and happy to support ISO with help when needed especially Blackboard maybe we should arrange a monthly Teams meeting so I am aware of the issues tutors are having with Blackboard and I can put them in touch with the right staff to help to be more proactive rather than reactive.

Partner response to the findings of the review:

<p>[Recommendation 1] ISO/BNU In the light of potential changes to legislation in Italy which could impact the partnership between ISO and BNU, there is a need now to explore options to ensure that the subject continues to adhere to European requirements (BNU/ISO). This would require an assessment of the impact on the potential cessation of the recognition of the UK qualification in Europe</p>	<p>Active exploration of possible scenarios and options is underway since 2021, carried out in particular by ISO's Principal Carmine Castagna, supported by ISO's Board of Governors and several external consultants, also in collaboration with other Osteopathic institutions</p>
<p>[Recommendation 2] BNU/ISO Improve/define new strategies vis-à-vis student feedback mechanisms to raise response rates. In particular:</p> <ul style="list-style-type: none"> c) BNU to send mid-semester survey links directly to ISO leads, rather than to student accounts, so that ISO leads can then organise promotion of the surveys to raise response rates d) Ensure that students are able to understand the surveys as some are in English, not Italian 	<p>ISO -- This is being done. For instance, students received an Italian translation of the April-June 2023 PTES survey</p>
<p>[Recommendation 3] ISO Ensure assessment marking grids and criteria are embedded into feedback for every module to ensure parity and consistency in feedback. This should be incorporated into the Action Plan.</p>	<p>Revision and further standardisation of assessment grids and criteria is in progress since two years and was part of the Action plan already for 21/22 and 22/23. It is an ongoing process, which goes hand in hand with staff development and which will be part also of the Action plan for 23/24.</p>
<p>[Recommendation 4] ISO Develop and manage a personal tutoring system for students who will be able to sign-post to relevant support mechanism eg pastoral/financial/personal assistance.</p>	<p>An individual has been identified and found available to be an accessible point for information and sign-posting to relevant support. She is a staff member teaching in year 1 of the BSc, who on an informal level already performed this role. Students will be informed about this in September 2023.</p>
<p>[Recommendation 5] ISO</p>	<p>The employability module OS710 as well as the Thematic Units of module OS711 (completed in June) cater for these elements.</p>

<p>Explicitly embed a range of business/financial advice into the employability module as well as communication skills in working with a range of patients in other stakeholders (private practices). Employability: develop more organised internship opportunities for students to other practices, for example.</p>	<p>Enhanced internship opportunities have been defined and planned for 23/24, in particular in the additional Clinic centre that will open in September 2023.</p>
<p>[Recommendation 6] ISO Establish a formal peer observation programme (tutor/tutor peer observation), find a way to audit/document the peer observations, for example randomly pairing two persons across teams, varying it year to year.</p>	<p>This will be part of the Action plan for 23/24. A first schedule has been drafted</p>
<p>[Recommendation 8] ISO Formally document Continuing Professional Development for all ISO teaching staff to ensure that scholarly and professional outputs are captured.</p>	<p>This will be done, using the occasion of a new Data and Organisation Management system being introduced at ISO in September 2023</p>
<p>[Recommendation 9] ISO Ensure that a specific minimum benchmark is set for clinical practice hours and numbers of patients seen on the osteopathy programmes. These specific hours must be incorporated into the Self-Evaluation Document. This is particularly important in the light of ongoing updates to legislation in Italy and the external reviewer advised this should be recorded with detail around hands-on/observation or repeat patients.</p>	<p>A specific minimum for clinical practice hours (1000, subdivided in 350 observation, 400 treatment and 250 portfolio) has been set at the outstart of validation and is maintained and monitored throughout the years. Also the numbers of patients (new and returning) seen during clinical training are recorded and monitored for each student. The pandemic has caused a reduced possibility of clinic attendance in the beginning of their clinical training for the July 2023 graduates; this has for al large part been recovered, but not completely.</p>
<p>[Recommendation 7] BNU The BNU Partnership Tutor should, where possible, provide further support to ISO in areas where the University can do so. For example these could include notifications of academic staff development that BNU could provide to ISO teaching staff, Blackboard assistance where possible and other forms of training that BNU could offer.</p>	<p></p>

ACTION PLAN

This action plan is developed by the partner, aided where appropriate by the Partnership Tutor, to state the actions that are to be undertaken to disseminate areas of good practice or actions to address any recommendations made by the panel. It must be reviewed at the next University Partnership Board (UPB) and institutional Education Committee

The actions in this report must be incorporated into the relevant Annual Monitoring report in the academic year in which the review was undertaken.

Action Plan – Partner FOR 2023/24					
Key Actions <i>this should be as specific as possible and include how you anticipate the action will be achieved</i>	Expected Enhancement or Impact <i>including how this will be measured</i>	Individual/Group Responsible <i>who is the most appropriate person/group to achieve the action</i>	Evidence drawn from: <i>This demonstrates why the action is relevant) e.g. NSS results, progression data etc.</i>	Date for implementation/completion <i>This must be a timeframe in which the action can realistically be achieved</i>	Status <i>give updates of what has been done to achieve the action during the year, and note when completed</i>
Review of teaching and assessment/feedback methods, underpinned by staff development, to ensure that assessment marking grids and criteria are embedded into feedback for every module	More clinic-based, situated learning, more consistency in practical and clinical assessment	EDO (Education Department of Osteopathy)	Educational research, Partnership Review	October 2024 fifth stage	
Establish a formal peer observation programme (tutor/tutor peer observation), including a way to audit/document the peer observations	To improve internal cohesion and consistency of curriculum delivery among the various years and modules; to be measured	EDO (Education Department of Osteopathy)	Educational research, Partnership Review	October 2024 first stage	

	though feedback from students				
Develop more organised internship opportunities for students	clinical training and employability enhancement	Clinic Director with EDO	Student feedback and Partnership Review	July 2024	
New, additional osteopathic clinic premises in a central area of Milan, also including other health figures and the laboratory for functional movement evaluation which currently has a provisory location	Increase of patient numbers, interdisciplinary collaboration, clinical training enhancement	Principal and Board of Governors, Consultants	Patient numbers never too big	Opening September 2023	
Date of review by UPB					

Action Plan - BNU					
Key Actions <i>this should be as specific as possible and include how you anticipate the action will be achieved</i>	Expected Enhancement or Impact <i>including how this will be measured</i>	Individual/Group Responsible <i>who is the most appropriate person/group to achieve the action</i>	Evidence drawn from: <i>This demonstrates why the action is relevant) e.g. NSS results, progression data etc.</i>	Date for implementation/completion <i>This must be a timeframe in which the action can realistically be achieved</i>	Status <i>give updates of what has been done to achieve the action during the year, and note when completed</i>

Partnership tutor to provide more support to ISO staff about accessing more teaching support especially blackboard.	Feedback from staff that they feel more confident using Blackboard.	Partnership tutor/ ISO lead	Partnership review	July 2024	
Date of review by UPB					