

The British School of Osteopathy

Access Agreement

2018/19



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1. INTRODUCTION TO THE BRITISH SCHOOL OF OSTEOPATHY

- 1.1 The British School of Osteopathy is the largest and oldest osteopathic educational institution in the UK. It was founded in 1917 by John Martin Littlejohn, a student of Andrew Taylor Still, the founder of osteopathy. For a large part of its life the School was based in Westminster. In 1997 it relocated to Southwark, where it currently occupies two buildings: a 37,000 sqft teaching site and a purpose built clinical site of 11,000 sqft. It was awarded designated status.
- 1.2 The School has a central role in delivering osteopathic education in the UK and has played a key part in expanding the impact of osteopathy; 42% of current UK osteopaths were educated at the School, and it has the largest student population of any of the UK osteopathic educational institutions. Its principal activity has been the delivery of programmes for students wishing to apply for registration with the General Osteopathic Council (GOsC) and become practising osteopaths.
- 1.3 The School's core course is an integrated Master of Osteopathy (M.Ost) qualification, which can be taken either full-time over four years or part-time over five years. It also delivers a full-time MSc Osteopathy (Pre-Registration) course to enable other appropriately skilled practitioners to be educated as osteopaths.
- 1.4 The School aims to promote life-long learning opportunities in osteopathy. It has developed a portfolio of courses that range from pre-entry courses, such as its own Introduction to Osteopathic Sciences course and a very successful Access to Higher Education course validated by Laser Learning Awards (LASER) which promotes diversity of enrolment on the pre-registration courses. It also offers postgraduate courses, including the first Professional Doctorate in Osteopathy in the world. Other postgraduate courses are, a Postgraduate Certificate in Academic and Clinical Education, a Postgraduate Certificate in Specialist Paediatric Osteopathy, a Postgraduate Certificate Animal Osteopathy and a new Post Graduate Certificate in Integrated Health Care for Older Adults. It is anticipated that the provision of postgraduate courses will further enhance the profile of the pre-registration programmes by developing the competences of the School's staff and by contributing to academic scholarship in this area and the wider body of osteopathic knowledge. The School also runs a variety of short courses for professionals wishing to undertake continuing professional development.
- 1.5 The School offers osteopathic health care to the local and wider community. It delivers more than 40,000 osteopathic appointments annually in its own clinic and in a range of off-site settings that promote access for patients. The School runs a number of specialist clinics many of which are free of charge to patients, for example the 1st Place Sure Start Parents and Children's Centre near Southwark's Aylesbury Estate, our clinic at the Manna Centre for people who are homeless and two clinics run in community settings for older patients. The School also hosts free specialist clinics to support people living with HIV infection, both within the Clinical Centre and at the Royal Free Hospital. We deliver approximately 4,500 free appointments within our community clinics reach year. The School is projecting that it will have approximately 405 Higher education (HE) home students for the 2018/19 academic cycle.

2. THE BRITISH SCHOOL OF OSTEOPATHY'S ACCESS STRATEGY

2.1 STRATEGY FOR WIDENING PARTICIPATION

- 2.1.1 The School is committed by its mission and values to providing access to higher education for learners from backgrounds that are under-represented in higher education. It very much endorses the view that higher education should be made accessible to all, regardless of background or financial status, to promote social justice and economic competitiveness. Despite the fact that the School has never received any direct funding for the activities it undertakes in trying to widen participation, it has invested in this area and has been actively participating in outreach projects. The School is in the immediate vicinity of a surprisingly higher than expected participation rate for young participants (18 & 19 year olds) according to the HEFCE interactive maps. We are also encompassed by areas of very low participation rate for young participants. Therefore we are continuing to promote osteopathy and the School within our own boundaries. We aspire to increase the proportion admitted who are categorised according to the algorithm used by HEFCE as coming from 'low participation neighbourhoods'. The lack of understanding of what osteopathy is and how it works and the fact that it is generally unavailable on the NHS presents particular challenges to the widening participation agenda of the School.
- 2.1.2 This Access Agreement sets out the commitment that the School makes to widening access and promoting student success.

2.2 THE BRITISH SCHOOL OF OSTEOPATHY'S STRATEGIC PLAN 2017- 2022

- 2.2.1 The School has a strategy for widening participation which is monitored by the Widening Participation and Admissions Strategy Group (WPASG) reporting directly to the Academic Council, the ultimate academic authority of the School. The strategy is reviewed and agreed by the Academic Council annually. Currently in this strategy, the School details three aims:
- I. To improve recruitment of students with the greatest potential to become osteopaths, especially from under-represented groups;
 - II. To ensure that the School's education and other services are accessible to all, that barriers to entry are removed wherever the School identifies them;
 - III. To promote a culture that recognises the benefits of an increasingly diverse student body.
- 2.2.2 The current strategic plan sets out the following commitments. This agreement is one of the key means by which the School seeks to fulfil these commitments.

2.3 FAIR ACCESS

- 2.3.1 The School is committed to offering affordable quality education, on equitable principles, to a diverse range of national, European Union and international students with the following aims:
- To provide fair access to our courses and our research, to encourage participation from all.
 - To market our courses to emphasise the access and diversity priorities of the School.
 - To commit to maximise student success, both in academic terms and in personal development.

- To tailor our provision to the learning strengths and needs of students so that they are given every opportunity to attain their full potential.
- To promote partnerships and networks with schools, colleges, partner institutions and employers.
- To offer education at fair prices to students whether full-time or part-time, at home or abroad.
- To develop specialist skills that enables all of our students to engage in rewarding careers.
- To attract a wide range of students through our offering of high quality, demand-led courses.
- To engage in research and scholarship to both inform the osteopathic profession and to further the delivery of evidence informed education.
- To foster a strong, independent Students' Union.
- To produce proud alumni, with useful lifelong skills, thereby furthering the School's reputation.

2.3.2 Key measures of success for this strategy require the development of the School's environment such that:

- The career success of our graduates will position us above the sector average for graduate employability.
- Students at every stage of study will be directly and consistently engaged in our decision-making and development.

2.3.3 Our record for high level achievement will be sustained and increased across a diverse student body and the outcomes for those from under-represented groups will equal those of the overall student population.

2.3.4 The development and delivery of our access strategy is embedded across the whole institution. We work across the School, including with those departments responsible for student recruitment and academic and pastoral support, to optimise interaction with all of our applicants, students and graduates at each stage of the 'student journey' to establish an effective collaborative working relationship. This Access Agreement has been reviewed and developed by all staff concerned with student financial support, access and outreach, success and progression, teaching and learning, marketing and recruitment and the student experience.

3. EVIDENCE AND EVALUATION OF OUR PROGRESS TO DATE

3.1 The School places considerable emphasis on the importance of monitoring widening participation and assessing the impact and effectiveness of its initiatives. The School monitors on an annual basis the diversity of its intake as an evaluation of our access and student success work. Many targets (including those related to progression, completion, ethnicity, disability and age) are encompassed by the School's comprehensive datasets.

3.2 The School has in place a student information system (QL) that is continually updated and allows for year on year comparison. Data are considered at a range of meetings, from Individual Course Teams and examination boards through to the Academic Council. The School also has in place an Equality

Committee which ensures that potential equality and diversity impacts are considered during the development of projects.

3.3 Our monitoring and evaluation strategy consists of the following key elements;

- Evaluating participation in and perceived impact of our widening participation and access interventions.
- Tracking learners to determine their eventual participation in higher education.
- Tracking learners into and through the School and out into employment.

3.4 Historically we have targeted learners from the local areas with postcodes associated with income deprivation, educational deprivation and low participation in higher education.

3.5 Table 1 shows the progress to date of our target statements.

Table 1

Target Statement	Target %	16/17	15/16	14/15	Related HESA Table %
To increase the proportion of undergraduate full-time students in receipt of DSA at the School.	8%	7.71%	7.20%	6.7%	Table 7 HESA Average = 7%
To maintain the proportion of BME groups under-represented in higher education at the School (undergraduate).	20%	22.95% (FT)	21.25% (FT)	23.3% (FT)	Table 6a (FT) = 23.7%
		16.37% (PT)	27.4% (PT)	17.9% (PT)	Table 6b (PT) = 15.02%
To increase the proportion of undergraduate PT students at the School.	25%	41.02%	31.34%	22.30%	
To increase the proportion of undergraduate mature students at the School.	55%	75% (FT)	63.7% (FT)	75.7% (FT)	Table 2a (FT) = 20%
		98.83% (PT)	87% (PT)	95.7% (PT)	Table 2b (PT) = 91.9%
To reduce our non-continuation rates for first year undergraduate students.	6.2%	TBC	31.34%	26%	Table 3a HESA Average = 6.2%
To increase the number of care leavers within the undergraduate population.	By at least 1 student	1	1	0	
To increase the number of young carers within the undergraduate population.	By at least 1 student	0	0	0	
To maintain the proportion of graduates in graduate level	100%	TBC	Results not	100%	Table E1a

employment or further study based on DLHE data.			made available from validating University		HESA Average = 93.9%
To increase the percentage of young full entrants from LPN Quintile 1.	13.80%	4.42%	2.80%	0.00%	Table SP6 HESA Average = 11.4%
To maintain the percentage of young full-time undergraduate entrants from state schools.	90.90%	95.12%	75.00%	88.00%	Table 1a HESA Average = 89.8%
To increase the percentage of full-time undergraduate students from low income backgrounds who have a household residual income of less than £25,000.	55.80%	47%	50.80%	53.10%	

- 3.6 The very small size of the School's annual intake means that slight changes in demographics can cause large variances in statistical data. However, the data shows that the School performs well in terms of recruitment of BME students on its PT course and the proportion of part-time undergraduate students at the School. The proportion of mature undergraduate students remains high on both the full-time course and the part time course.
- 3.7 The proportion of undergraduate students in receipt of DSA exceeds the HESA average with 8% of students receiving this allowance.
- 3.8 From the data shown in Table 1, the School has improved its recruitment from POLAR Quintile 1. Work to improve this area can be challenging due to the low number of areas in Quintile 1 in London.
- 3.9 The recruitment of young, full-time undergraduate students from state schools meets the HESA average, it's an area the School needs to continue to work in due to the increasing proportion of mature students at the School. . Outreach work will continue to target this area throughout 2017-18 and 2018-19.
- 3.10 The School is concerned about the non-continuation rates for first year students. It will continue to monitor and invest in projects that will continue to improve continuation rates amongst first year students and a number of projects are planned for 2017-18 and 2018-19.
- 3.11 The School recruited the first care-leaver to the Undergraduate population. Further analysis of the effectiveness of this bursary will be undertaken from 2017/18.

4. TARGETS FOR 2018/19

- 4.1 The School will look to establish a relationship with a local School and the Board of Directors will consider a paper detailing this once the details of the School relocation have been finalised.
- 4.2 The School will continue to maintain the proportion of BME groups at the School and will add an additional target of monitoring the progression rates of these students.

- 4.3 The School will seek to maintain the proportion of undergraduate part-time students, to 30% in 2018/19
- 4.4 The School has already met its target for increasing the rates of mature undergraduate students and intends to maintain this figure.
- 4.5 The School recognises it still has further work to do on improving non-continuation rates and this continues to be a target with a goal of reducing non-continuation rates to 6.8% by 2020.
- 4.6 While the School recruited its first care-leaver in 2015-16, the target of having one care-leaver and one young carer remains for 2018/19.
- 4.7 The School also plans to maintain its proportion of graduates in graduate level employment based on DLHE data.
- 4.8 The School is also aiming to increase its percentage of entrants from Low Participation Network quintile 1, entrants from state schools and students who come from a low income background.

5. FINANCIAL COMMITMENTS UNDER THIS ACCESS AGREEMENT

5.1 FINANCIAL COMMITMENTS

- 5.1.1 This Access Agreement sets out the commitment we make to widening access and promoting student success. It describes an investment totalling £424,410 in four areas: 1) financial support for students, 2) outreach and access (activities to reach out to and engage learners who are under-represented in higher education), 3) student success (activities to raise the attainment and support the retention of our students) and 4) progression (to enhance the progression of our students to advanced study and employment).
- 5.1.2 Based on the Schools performance to date across these areas, in 2018-19 the School will allocate approximately 21% of the higher fee income it receives to support access and measures to promote student success and progression. Based on estimated student numbers for 2018/19, the School forecasts the total OFFA accountable funding allocated to these measures will be £226,900:
- We will provide £32,000 on financial support for students.
 - We will spend £77,650 on a range of outreach and access measures targeted at under-represented groups.
 - We will spend £98,650 on measures to enhance student success and retention.
 - We will spend £18,600 on measures to enhance the progression of our students to advanced study and employment.

5.2 TUITION FEES

- 5.2.1 From September 2018 the School will charge new full-time home-region undergraduate students £9,250 per annum for all eligible courses. Part-time students will be charged a pro-rate fee according to the amount of study undertaken. Part-time students will be charged no more than £6,935 for the academic year.

5.2.2 These fees will apply to students for the whole of their programme of study, provided there is not a break in registration longer than one calendar year and assuming no change to the national framework for tuition fees.

5.3 STUDENT FINANCIAL SUPPORT

5.3.1 Under this Access Agreement planned expenditure for student financial support has been reduced from the 2017-18 level of £52,000 to £32,000 in 2018-19. This amount of £20,000 has been transferred to provide additional support to our students as a contribution towards projects relating to student retention and success. The School bursaries are targeted to help students meet the additional material and equipment costs associated with study as well as helping students to cover their living and accommodation costs. Accordingly we will offer the following bursaries (Table 2):

Table 2

Bursary	Year 1	Year 2	Year 3	Year 4	Total
a) New undergraduate students on household incomes under £25,000.	£200	£200	£200	£200	£800
b) Students who are eligible for the bursary outlined in a) above and who progress to undergraduate courses from a relevant QAA recognised Access Course.	£300	£300	£300	£300	£1,200
Total bursaries available to eligible students	£500	£500	£500	£500	£2,000

5.3.2 Subject to satisfactory academic progression these bursaries will be available to the student in each year of their studies. The School has not received applications from care leavers before and in recognition of this are continuing to offer and promote this support for care leavers bursary. Students who are care leavers will be eligible to receive the bursaries outlined in Table 2 above and an enhanced level of support as described in the table below (Table 3).

Table 3

Bursary	Year 1	Year 2	Year 3	Year 4	Total
Support for care leavers	£2,500	£1,000	£1,000	£1,000	£5,500

5.3.3 The School has also allocated £20,000 towards an Access to Learning Fund to further support its students.

6. ACCESS AND OUTREACH MEASURES

6.1 FOUNDATION COURSES FOR MOST STUDY

- 6.1.1 The School recognises that it receives a large number of applications from students who have proven academic achievement but who lack a solid grounding in the sciences required to study osteopathy; these are often mature students. In response to this issue, the School has been running short entry courses for many years to enable students to gain this background in the basic sciences. The Introduction to Osteopathic Sciences (IOS) course is provided for applicants who already hold some form of qualifications but for whom the Access diploma is not appropriate. The IOS is a bridging course that is used to aid successful progression of applicants onto the M.Ost full time or part time pathways.

6.2 ACCESS TO HIGHER EDUCATION DIPLOMA

- 6.2.1 In recognition of the need to widen participation, the School also designed, and had accredited by Laser Learning Awards (LASER), an Access to Higher Education Diploma course specifically for students who wish to study osteopathy. On successful completion of this course, students are guaranteed a place on the School's M.Ost course.

6.3 CURRENT OUTREACH WORK

- 6.3.1 The School liaises with a range of organisations to promote osteopathy to secondary school pupils (11 – 17 year olds) within the local community (Lambeth and Southwark) as well as the Greater London area. The School has participated in a number of outreach activities, including career and education events organised by colleges, universities and academies. It has also worked with the company 'IntoUniversity' to meet with secondary school pupils from underprivileged backgrounds who have an interest in medicine but may be unaware of the wider variety of options available within the health care arena. Recently, the School has introduced osteopathy to over 5,000 students within the London area by attending a number of careers events. The School roadshows have been a highlight and are designed to disseminate information, promote and support our vast alumni. We offer the local schools an opportunity to discover what osteopathy has to offer and promote it as a career to a variety of age groups particularly in year 9 and year 12/13. Free continuing professional development and topics that affect not only the School but osteopathy as a whole are discussed at the roadshows and focussed on low participation areas in the UK.

6.4 PROJECTS – NEW PROJECTS FOR 2018/19

a) White males from socio-economically disadvantaged background and BME students

- 6.4.1 Through its Access Course the School already recruits students from a wide socio-economic background and many of these students are white males from a socio-economically disadvantaged background and BME students, therefore the School is already encompassing this group within our institution. However in recognition that these students may need additional academic guidance and support, the School will enhance its current Academic Tutoring system to target these groups. In order to effectively target and support these groups in a broader context, the School will introduce a student/peer mentoring scheme with mentors being from these diverse backgrounds so that they can identify with the particular challenges they experience coming to HE from non- traditional or disadvantaged backgrounds.

b) Disabled Students

- 6.4.2 The School is committed to improving the experience of students with disabilities. Students presenting with long term health conditions, learning and mental health disabilities can all access specialist

advice and support and there is a well-established process for agreeing and supporting reasonable adjustments to teaching and learning.

- 6.4.3 In light of the increase in students with disabilities, in particular with mental health problems, the School monitors the use of the Counsellor and increases the time made available for appointments to reflect the increasing demand. In line with the Equality Act 2010, to ensure that all students have equality of opportunity the service will be expanded to include a female counsellor. The School provides CBT in addition to psychodynamic talking therapy and both of these services are now available via Skype, in particular to support our Part Time students. Additionally, we will be providing a mentoring service for students with mental health issues and delivering classes to support ongoing mental health, such as mindfulness classes.
- 6.4.4 Our Clinic can present a challenging environment for all students, in particular those with existing mental health issues or SpLDs. We will provide supervision sessions so that students can discuss patients who present with challenging behaviour or mental health issues. Additionally this will provide a forum for students to learn and discuss coping strategies to ensure that they are looking after their own mental wellbeing.
- 6.4.5 We also recognise that for some students with ongoing health conditions they may miss classes, with particular importance placed on missing practical teaching classes. As a result of this, it is deemed necessary to provide additional technique classes for those students who have been unable to attend due to health or disability issues to ensure they are able to succeed and are not disadvantaged.

c) Mature and Part time learners

- 6.4.6 We have seen an increase in Part time learners at the School, which is positive however we recognise the need to ensure that those learners are well supported. Attrition rates of mature students at the School, both on the part time and full time study pathways, remains within acceptable parameters but there are a number every year who struggle with subject knowledge in the early stages of study, despite meeting the course entry requirements.
- 6.4.7 It is not feasible for learners to begin M.Ost study without a good grounding in science and attainment and retention would become an issue if we were not able to direct applicants in developing basic skills and knowledge in this area prior to enrolling on the course. With this in mind the School already runs an Introduction to Osteopathic Sciences (IOS) Course which delivers a fast track version of the units currently delivered on our Access to HE Diploma and this is offered free of charge to all participants. Students who have completed this course are tracked through the degree and do well in their undergraduate studies. The course is delivered across five days with three phases running across the year, the first two at weekends and the last within a two week period directly before the start of the academic year. It can, however, prove difficult for those that require the course to fit this in around their other commitments and it is proposed that the School develop an online version of this programme of study. The materials delivered are primarily knowledge based and it is realistic to deliver the course in this way but proper resources would need to be developed. These would include video lectures, electronic self-assessment quizzes, on line discussion forums and web-linked documents supported by Anatomy TV as well as the provision of email support. Assessment would be carried out with one summative electronic test and one paper exam taken in person under exam conditions and these would be available for students to complete at a number of different dates across the year. Redesigning the IOS course to suit distance learners would give more applicants the opportunity to engage in the learning tasks and prepare themselves for study at the School. It would also allow applicants to go through these materials at a time that suited their own

circumstances and learning styles rather than having to fit into a delivery schedule dictated by the school.

- 6.4.8 The School will also undertake a review of its support to its part time weekend students and will look to increasing the staff time available to support these students.

d) School Sponsorship

- 6.4.9 The School recognises that raising attainment in schools is a key priority. The School has plans to review its Strategic Plan in 2017, this plan will hi-light the aim to raise aspiration and attainment in local schools. A report will be considered at Board level introducing a proposal to look into the feasibility of sponsoring a school in the future. Over the last few years the School has actively encouraged staff to take the time to become involved in local School and College governing bodies.

- 6.4.10 In light of the above the School has plans in the meantime to introduce a project in which we approach schools in Lambeth and Southwark with a view to supporting them with their Physical, Social, Health and Citizenship Education (PSHCE) curriculums. PSHCE at Key Stage 3 & 4 (pupils aged 11-16) has a core theme focused on Health and Wellbeing and a part of this focuses on the benefits of physical activity and exercise as well as maintaining a balanced diet and measuring and managing risks to health. The School is well placed to deliver sessions in these areas and will offer schools a service in which osteopaths visit and run classes on how young people can look after themselves, plan a manageable, enjoyable, safe and social exercise regime and consider what they are ingesting and how this effects their wellbeing. There are close to 50 secondary schools in the Lambeth and Southwark area and the School aims to set up partnerships with between 4 and 6 of these and will focus on establishing links with those most immediate to the locality of the clinic. As well as enhancing health awareness in young people within the community, this project should introduce local young people and their families to the work of osteopaths and the School and may bring some people from under-represented groups to our clinic, where all those under 16 are treated free of charge, as well as potentially encouraging some to consider applying to study toward an osteopath qualification.

- 6.4.11 Participating schools will be consulted on what would best suit their needs but it is anticipated that the School would be involved in the delivery of one or two classes within each academic year for each school. It is proposed that this service would be free for schools so funding would be allocated to pay osteopaths for delivery and development of these sessions as well as meeting travel costs.

6.5 PROJECTS – ONGOING PROJECTS

a) Engagement Programme

- 6.5.1 An engagement programme which aims to establish, at an early age, the aspiration to participate in higher education among learners from the target groups. These activities include those involving long-term outreach with younger age groups. We have focused predominately on year 9 and year 12/13 students and engaged with these individuals in an interactive setting, including quiz's and prizes for the younger ages and seminars and tutorials for the older age groups. Supported by HESA statistics, it is imperative that we also continue to increase our recruitment numbers and engage with those considered BME students. As we are a small institution, a small increase in these numbers can have a great impact on our statistics.

b) Access Partnership Programme

6.5.2 We are enhancing our engagement framework to target schools, colleges and other agencies. This programme reaches out in particular to those schools, colleges and agencies which are associated with measures of deprivation such as income deprivation, educational deprivation, child poverty and low higher education participation and those agencies involved with supporting those leaving care or young carers.

c) Summer Schools

6.5.3 A summer school programme is delivered each year, including bespoke programmes aimed at mature students, Access Course students, part-time students and those leaving care. In Summer 2016 the Summer School ran with limited success due to timing of the marketing. It was poorly attended, the School have learnt from this and are running a much more targeted approach to delivering these summer schools in the future.

d) Access Support

6.5.4 A programme to support progression from level 3 programmes (including Access Courses) in target FE colleges to the School. We will work with further education colleges as providing one of the key opportunities for engagement with part-time and mature learners.

e) Enhanced information, advice and guidance

6.5.5 Through the provision of conferences and events for teachers and advisers in schools, colleges and other agencies we seek to help to bridge the gap left by changes to the provision of information, advice and guidance about higher education.

f) BME Taster Days

6.5.6 The School regularly runs a number of 'taster days' targeting specifically schools with a high proportion of BME students. These are often at the Schools themselves and involve sending an admissions tutor with a current student.

7. EVALUATION OF ONGOING PROJECTS

The School monitors the success of its projects on a three monthly cycle. This evaluation is undertaken by the Widening Participation and Admissions Strategy Group (WPSAG); it is responsible for overseeing the development and implementation of the School's strategy for Access agreement and the admissions widening participation. This responsibility is carried out on behalf of the Academic Council. The School runs these ongoing projects each year but does find it challenging due to the fact that the School is a mono technic and therefore does not have a range of courses to attract students. Osteopathy is also still relatively unknown to those without the means to pay for private health care making it difficult to target these potential students.

8. MEASURES TO PROMOTE STUDENT RETENTION, SUCCESS AND PROGRESSION

8.1 STUDENT SUCCESS

8.1.1 The School has in place a number of support measures that enable students to progress through their course successfully should they encounter personal or academic challenges. One arm of support is a fully functioning Student Support Department which offers disability and welfare advice, counselling and academic support including a dedicated learning support page on our VLE. The Student

Attendance and Retention Group formally and regularly monitor the attendance of pre-registration students and postgraduate students at practical and clinically relevant classes. This ensures that students who are struggling with their attendance are identified and provided with appropriate support and solutions that will enable them to improve their attendance and continue studying. In addition, an academic advisory service provided by the Academic Registry provides students with assistance should they wish to report Special Circumstances or suspend their studies.

8.2 PLANNED PROJECTS

a) Students with Disabilities

8.2.1 The School's approach to supporting students with disabilities is to enhance individual support for those students who require it whilst enhancing the accessibility of the curriculum for all. A programme of staff training regarding SpLDs' and mental health is in the process of being implemented in order to ensure that our diverse student population is well supported and the accessibility of the curriculum is improved.

8.2.2 We will ensure that the School continues to provide all students with one to one learning support, which will align with normal academic skills development, whilst providing referral pathways to needs assessors and SpLD tutors for those who require it. Additionally new specialist software will be installed onto the majority of School computers to aid students with areas such as proof reading. This will ensure that all students will have the same level of support.

8.2.3 The School will also provide;

- A specialist disability advisor.
- Ring fenced money in the Access to Learning fund to enable students to access diagnostic learning assessments.
- Specialist equipment, software and adaptations to facilities.
- A Counselling and CBT service

b) Student Induction

8.2.4 The School recognises that the first few weeks of study are one of the highest risk points for students deciding to leave for a number of reasons. At the School we firmly believe that the best start to the academic cycle across all year groups is equally important and that our students are more likely to succeed given an induction session for each cohort at the start of every new start to the year. The Student Induction developed in partnership with the School Students' Union, provides a series of events both academic and recreational to enable them to participate fully in the student experience at the School. The events focus on student and staff integration across all year groups to ensure that, due to the small specialised nature of the courses, all are included.

8.2.5 The investment in the student welcome will also include a 'refreshers' week. This will provide opportunity for students to further engage with support functions. This is aimed to provide further opportunities for students who may be at risk of withdrawing to further engage and enhance their chances of success whilst further enhancing and improving the student experience for the wider School community.

c) Peer-mentoring and peer assisted learning

8.2.6 We will focus on students' preparedness for success, their ambition and recognition of their own potential, and the visibility and accessibility of academic support services. We are continuing to develop a peer mentoring scheme, working with fellow students to provide frequent contact and support for progression and success. There will be a continued emphasis on student support from Unit Leaders and Course Leaders. This will include catch up sessions, on-line support and immediate feedback in practical classes. Unit Leader and Course Leaders hold one to one meetings with students who are identified as being at risk (i.e. they have failed an assessment or have missed classes without good cause).

d) Support for mature students and part time students

8.2.7 We have developed a number of commitments designed better to support mature and part time students. These include a return to study package for the mature and part time learners covering, for example, specific academic skills sessions. We provide opportunities for socialising / networking with other students on the full time courses. There is also a designated role with the Academic Registry department to liaise and work exclusively with this group of students.

e) Student Attendance and Retention group

8.2.8 The management and support of students' progression falls under the responsibility of the Student Attendance and Retention Group (SARG). This group formally monitors attendance to identify students at risk; experience has shown that when a student has difficulties, either academic or personal, it is attendance that is affected first. Supportive measures can then be put in place to support the student and enable them to complete their studies. This group will be tasked to report on the success of under-represented groups with a view to tailoring support if required to particular students/and or groups of students

8.2.9 There will be a continued emphasis on student support from module leaders and course leaders. This will involve tutorials, catch-up sessions, on-line support, and immediate feedback following presentations.

8.2.10 We will deliver additional support for students needing extra study help and continue to develop early formative 'screening' assignments at Level 4 to identify students with writing issues.

8.2.11 We will continue our 'Open Door' policy of ad hoc tutorials and student support from lecturing staff.

9. MEASURES TO INCREASE PROGRESSION OF OUR STUDENTS TO ADVANCED STUDY AND EMPLOYMENT

9.1 PREPARING FOR STUDENTS FOR EMPLOYMENT

9.1.1 The School prepares its students for employment in many ways: the study of osteopathy and the interactions that students have with patients, tutors and other students contributes to the broader experiences that students have while on their course. The School aims to ensure that the students are equipped to make a smooth transition to work, but equally give them the opportunity for intellectual and personal development and to be effective and adaptable within a rapidly changing economy and society. The School aims to do this by providing its students with skills to enable them to be successful both in setting up their own practices as self-employed osteopaths but also as employers of others. The School provides opportunities for students to attend seminars covering issues such as writing a CV, attending an interview and how to run a small business.

9.2 PLANNED PROJECTS

a) Graduate Mentoring Scheme

9.2.1 As an institution, we recognise that moving from a teaching clinic environment to autonomous work as a sole practitioner is a transition that some of our graduates find challenging. The School is continuing to enhance its formal mentoring scheme for recent graduates to provide them with support after graduation with a designated tutor on hand to provide advice and support during this transitional period.

b) Graduate Associate Clinic

9.2.2 The School has an established Associate clinic that allows new graduates the opportunity to begin work in practice within a supported environment. Associate Osteopaths are appointed to treat patients independently but with an experienced mentor available for guidance and support. A key focus of the project is to provide mentoring and support to graduates who may need help in developing confidence in working independently and autonomously. The role of the mentor adapts to the experience of the Associates, with structured induction and development sessions planned over the first four weeks of an Associate's work and regular interaction each evening for the first six weeks. Contracts run for two years so that there are opportunities each year for graduating students.

c) Postgraduate Career Planning

9.2.3 Students are offered the opportunity attend a careers conference and will be offered the opportunity to discuss their plans and aspirations with an experienced member of staff during the final stages of their course.

d) Publication Bursary Scheme

9.2.4 The School will enhance its scheme to encourage students to publish a paper in a peer reviewed journal utilising the research they have undertaken as part of their dissertation. Tutors are allocated to support this process.

e) Undergraduate Conference

9.2.5 The School offers the opportunity for students to present their research work in a formal conference setting, therefore enhancing their ability to be considered for further study.

10. COLLABORATION

10.1 The School recognizes the benefits of collaboration and that further input into the projects identified in Section 6 is essential. We intend to increase the amount of career fairs for school leavers we attend each academic year, re-engage with any schools all college we have previously collaborated with and create new links with other healthcare disciplines to target mature students. The School will work with other local Universities and with agencies in the local area to target and work with those leaving care and young care givers to enter the School.

10.2 There are various benefits to collaborating with several external entities including building on the contacts already made with schools, colleges and other agencies to shape collaborative activity to widen participation and raise aspirations

11. INSTITUTIONAL MONITORING

- 11.1 Development, coordination and implementation of the Access Agreements is overseen by the WPASG. The Vice-Principal (Education) will report on matters relating to the Access Agreement to the School's School Management Team. The Academic Registry will continue to monitor the student population against HESA benchmarks and in terms of relevant equality and diversity categories. The Finance Department will continue to monitor the uptake of School bursaries and outreach activities will be reported upon by relevant departments, including Admissions and Marketing.

12. EQUALITY AND DIVERSITY

- 12.1 The School's Equality Statement and Objectives sets out a number of key principles which are represented in this Access Agreement. These include the following:
- The School is committed to promoting equality of opportunity in all of its activities.
 - The School recognises and appreciates the diversity of its student body and the community it serves, and works to develop a curriculum to meet the needs of a varied, contemporary society.
 - The School seeks to foster an environment where diversity is valued and celebrated.
 - The School is committed to ensuring that all School policies, procedures and practices reflect these principles.
- 12.2 As well as its responsibilities to its students and staff, the School is also mindful of the implications of its policies and practices as they affect all stakeholders and the wider community in which it works.
- 12.3 The School believes that this Access Agreement and the activities undertaken help to advance equality of opportunity for all by widening educational opportunity as a counter to disadvantage, by providing an educational environment where 'respect' and 'partnership' are valued.
- 12.4 Our equality impact assessment of our Access Agreement confirms that it supports the implementation of our equality and diversity policy and that it is designed to contribute positively to the educational opportunities and student experience of a diverse community, within and beyond the School. We are confident that this Agreement will help us to eliminate discrimination, advance equality and foster good relations between people from different groups

13. CONSULTING WITH STUDENTS

- 13.1 The Students' Union (SU) of the School has been key in the School's decision on the level of fees and bursary/scholarship support. The SU expects the Agreement to ensure fairness between different groups of students and give them the best chance of succeeding through good support while they are studying. The President of the School SU is a full member of the Academic Council which signs off the Agreement and confirms the targets in the overarching context of the School's Strategic Plan.
- 13.2 Students are formally represented on all committees which have responsibility for oversight of aspects of this Agreement.

14. PROVISION OF INFORMATION TO PROSPECTIVE STUDENTS

- 14.1 We are committed to ensuring that our information is clear, informative, relevant and understandable by our target groups. Beyond the material required by the Key Information Set, we will extend and focus information to assist our target groups - within our website, at our Open Days and through school liaison. The material in this Agreement will be publicised after approval in July 2018 and basic information will be provided on our website with appropriate caveats in the interim. . It is one of the School's priorities to ensure prospective students and their parents and supporters are fully aware of the very latest information regarding our courses and finance options.

15. CONCLUSION

- 15.1 As an institution newly designated to receive public funding the School will continue to provide important public investment in vocational training.
- 15.2 Students entering osteopathic training do so because they have a true vocation as primary health care practitioners. The School believes that, in partnership with Government, it can continue to recruit students from all backgrounds and provide them with the intensive and challenging but supportive training to achieve their ambitions, including that of helping to improve the health of the nation.

Table 7 - Targets and milestones

Institution name: The British School of Osteopathy

Institution UKPRN: 10000936

Table 7a - Statistical targets and milestones relating to your applicants, entrants or student body

Reference number	Stage of the lifecycle (drop-down menu)	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target? (drop-down menu)	Baseline year (drop-down menu)	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2017-18	2018-19	2019-20	2020-21	2021-22	
T16a_01	Access	School sponsorship	Other statistic - Low-income backgrounds (please give details in the next column)	The School are looking to establish a relationship with a local School and will consider Sponsorship relationship once details of relocation of the BSO have been finalised.	No	2014-15	0	0	0	0	1 School		This is something the School are currently considering.
T16a_02	Access	Low participation neighbourhoods (LPN)	HESA T7 - Students in receipt of DSA (part-time, all undergraduate entrants)		No	2014-15	6.7%	7.6%	7.8%	8%	8.2%		
T16a_03	Access	Ethnicity	Other statistic - Ethnicity (please give details in the next column)	Increase the proportion of BME groups under-represented in higher education	No	2014-15	18%	19.2%	19.6%	20%	20.4%		
T16a_04	Access	Socio-economic	Other statistic - Part-time (please give details in the next column)	Maintain the proportion of undergraduate PT students at the School	No	2014-15	23.8%	25%	25%	25%	25%		We are at 40% PT students currently and want to sustain this as a proportion.
T16a_05	Access	Mature	Other statistic - Mature (please give details in the next column)	Increase the proportion of undergraduate mature students	No	2014-15	44.9%	51%	53%	55%	55%		
T16a_06	Progression	Ethnicity	Other statistic - Completion/Non continuation (please give details in the next column)	Reduce our non-continuation rates for first year undergraduate students	No	2014-15	9%	7.8%	7.4%	7%	6.8%		
T16a_07	Access	Care-leavers	Other statistic - Care-leavers (please give details in the next column)	Increase the number of care leavers within the undergraduate population	No	2014-15	0 students	1 student	1 student	1 student	1 student		
T16a_08	Access	Socio-economic	Other statistic - Other (please give details in the next column)	Increase the number of young carers within the undergraduate population	No	2014-15	0 students	1 student	1 student	1 student	1 student		
T16a_09	Student success	Socio-economic	Other statistic - Progression to employment or further study (please give details in the next column)	Maintain the proportion of graduates in graduate level employment or further study based on DELHE data	No	2014-15	100%	100%	100%	100%	100%		
T16a_10	Access	State school	HESA T1b - Low participation neighbourhoods (POLAR3) (Young, full-time, undergraduate entrants)	Increase the percentage of young full-time undergraduate entrants from LPN quintile 1	No	2014-15	0	10.3	10.3	13.8	13.8%		
T16a_11	Access	State school	HESA T1b - State School (Young, full-time, undergraduate entrants)	Maintain percentage of young full-time undergraduate entrants from state schools	No	2014-15	90.9	90.9	90.9	90.9	90.9		
T16a_12	Access	Socio-economic	Other statistic - Low-income backgrounds (please give details in the next column)	Increase percentage of full-time undergraduate students from low income backgrounds who have a household residual income of less than £25,000	No	2014-15	51.9	52	53.2	54.4	55.8		

Table 7b - Other milestones and targets.

Reference Number	Select stage of the lifecycle	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2017-18	2018-19	2019-20	2020-21	2021-22	
T16b_01	Access	Attainment raising	Strategic partnerships (eg formal relationships with schools/colleges/employers)	Local Schools will be approached with a view to delievering into their Physical, Social, Health and Citizenship Education (PSHCE) curriculums. The School is well placed to deliver sessions in these areas and will offer schools a service in which osteopaths visit and run classes on how young people can look after themselves, plan a manageable, enjoyable, safe and social exercise regime and consider what they are ingesting and how this effects their wellbeing.	No	Other (please give details in Description column)	0	0	1	2	2	4	As this is a very new project it is in it's planning stages and we are unabe to qualify the numbers of students involved. We have identified the number of Schools we are aiming to set up relationships with. .

Optional commentary on milestones.
 This box is character-limited to 1000 characters; however, we are happy for you to upload additional 'supporting information' as a separate Word/pdf document.