

Certification Scheme

# OSEAN Quality Criteria for Osteopathic Educational Providers

Date of issue: V1.0, 2014-10-01

**Austrian Standards plus GmbH**

**Dr. Peter Jonas**

Heinestraße 38

1020 Wien

E-Mail: [p.jonas@austrian-standards.at](mailto:p.jonas@austrian-standards.at)

## 0 Introduction

This certification scheme has been elaborated with and for sole application by OSEAN, the Osteopathic European Academic network. Independent certification procedures are conducted by the certification body of Austrian Standards.

## 1 Scope

This certification scheme specifies the procedure to evaluate and certify whether an osteopathic education provider meets the OSEAN "*Standard for the Management of Osteopathic Educational Providers*".

Certification meets on the requirements of ISO/IEC 17065<sup>1</sup>.

## 2 Application

**2.1** The applicant shall file an application using the form provided by the certification body.

**2.2** The applicant shall appoint a contact person for the certification process.

**2.3** The application shall specify the desired scope of certification in terms of business sites to be covered.

**2.4** Together with the application the applicant shall provide documentation on the services to be certified using the form provided by the certification body. This documentation shall contain the following:

- the general features of the applicant, including its name and the address(es) of its physical location(s) where education is provided,
- description of the structure of the applicant, including company profile, any specializations, etc.
- average number (related to the past 12 months) of students educated in the relevant sites
- average number of teachers and lecturers (related to the past 12 months) employed in the relevant sites
- description of the kind of education provided in the relevant sites
- information concerning all outsourced processes, subcontractors etc. used by the applicant that will affect conformity to requirements of the standard mentioned in clause 1.

## 3 Documentation

Before conducting the audit in accordance with section 4, the applicant must submit a documentary about the training to be certified. This documentation must include the following:

- general course standards
- the curriculum (thematic presentation, lesson plans, etc..)
- regulations for exams,
- documentation of employed teachers.

The above-mentioned materials shall be submitted in electronic form and in English language.

## 4 Application review

Before proceeding with the audit, the certification body will conduct a review of the application and supplementary documentation for certification to ensure that:

- the information about the organization is sufficient for the conduct of the audit;
- any known difference in understanding between the certification body and the applicant is resolved;

---

<sup>1</sup> ISO/IEC 17065:2012-09 Conformity assessment - Requirements for bodies certifying products, processes and services

- the scope of certification sought, the location(s) of the organisation, time required to complete audits and any other points influencing the certification activity are taken into account.

## 5 Certification audit

**5.1** The initial certification audit shall audit all requirements specified in OSEAN "*Standard for the Management of Osteopathic Educational Providers*".

**5.2** The audit shall be conducted such that direct access to current teaching activities (theoretical and practical teaching as well as clinic activities) is possible.

**5.3** The "theoretical" part of the audit includes at least the following checks:

- the curriculum and the content of the courses
- documentation and appropriate evidence (course organization, lesson plans, attendance records, participant documentation , etc.) of courses completed during the past 24 months prior to the audit
- the qualifications of the teaching staff on the basis of documented evidence of appropriate
- documentation for quality assurance measures implemented.

**5.4** The "practical" part of the audit includes the following checks:

- observation of real teaching situations (lectures and / or practical exercises )
- interviews with participants of the ongoing training courses,
- Interviews with teachers regarding the contents of the lectures and the qualification of teachers,
- evidence and documentation for ongoing training (course organization, teaching materials used, attendance lists , etc. . )

**5.5** At the end of the audit, the Lead Auditor or the audit team (if applicable) will analyse all information and audit evidence gathered during the audits to review the audit findings and agree on the audit conclusions. In case the audit is conducted by an audit team, decisions on audit conclusions shall be taken unanimously.

**5.6** During the concluding meeting with the responsible management of the applicant, the Lead Auditor will present the audit conclusions to the applicant and will specify further steps to be taken.

**5.7** The information provided by the Lead Auditor to the certification body for the certification decision will include, as a minimum:

- the audit report,
- comments on the nonconformities and, where applicable, the correction and corrective actions taken by the client,
- a recommendation whether or not to grant certification, together with any conditions or observations.

## 6 Issuing the certificate

**6.1** Based on the audit conclusions and the recommendation of the Lead Auditor the certification body will decide on the issue of the certificate. A positive assessment of the audit in accordance with clause 5 is the prerequisite for the issuing of the certificate.

**6.2** The certificate is valid for a period of 5 years subject that the conditions to maintain the certificate are met by the certificate holder.

## 7 Recertification

In order to extend the validity of the certificate, a recertification audit in accordance with clause 4 shall be conducted.

## 8 Requirements for auditors

9.1 Audits shall be carried out by one Lead Auditor and at least one co-auditor.

9.2 Auditor shall be received formally auditor training and shall meet the following qualification requirements:

- shall be a graduated osteopath with a minimum of 5 years' experience of practicing osteopathy
- have a proven record of minimum 5 years' experience in a management position of an osteopathic education provider.

## **Annex A Audit criteria – Checklist**

### **1. General management requirements**

1.01 A commitment to this Standard shall be demonstrated at the highest level of leadership within the educational provider (EP).

1.02 The EP shall establish and document a management system and ensure that it is understood, implemented, maintained and reviewed. The EP shall designate a member of the management team to be responsible for the management system.

1.03 The EP's application of and compliance with the requirements of this Standard shall be documented. These documents shall be accessible to all relevant personnel. Procedures shall be established to ensure the transparency, accuracy, relevance, circulation and security of the documentation.

1.04 The EP shall establish procedures for retaining records for a period consistent with its contractual and legal obligations. Access to these records shall be consistent with the confidentiality arrangements established by the EP.

### **2. Strategy and business management**

2.01 In implementing this Standard, the EP shall draw up and document a business plan according to generally accepted business planning practices as indicated in Annex A (informative). The business plan shall include a strategy and business objectives, and a description of management structures, key processes, and the EP's quality policy.

2.02 The business plan shall include key performance indicators as indicated in Annex D (informative).

### **3. Management review**

3.01 The EP shall establish procedures to review its management system at planned intervals to ensure its continuing suitability, adequacy and effectiveness, including the stated policies and objectives related to the fulfilment of this Standard. These reviews shall be conducted at intervals appropriate to the context.

3.02 The inputs to the management review shall include information as indicated in Annex B (informative).

### **4. Preventive actions and corrective actions**

4.01 The EP shall establish procedures for identifying and managing nonconformities in the management system.

4.02 The EP shall also, where necessary, take actions to eliminate the causes of nonconformities in order to prevent recurrence. Preventive actions shall be sufficient to eliminate the causes of potential nonconformities. Corrective actions shall be appropriate to the impact of the problems encountered. In both cases, the procedures shall be as indicated in ANNEX C (informative).

### **5. Financial management and risk management**

5.01 The EP shall have in place and document: a) an appropriate financial management system; b) a system for identifying, assessing and managing risk.

5.02 The EP shall provide insurance coverage for staff, students and patients during lectures and clinical hours, where applicable.

### **6. Legal and contractual matters**

6.01 The EP shall be a legal entity, or a defined part of a legal entity, such that the legal entity can be held legally responsible for all its activities.

6.02 The EP shall identify and collect all legal and other normative documents relevant for its activities.

6.03 All legal and normative documents shall be updated on a regular basis and made available to the employees.

6.04 The EP shall have a legally enforceable agreement for the provision of osteopathic education and training with each student. These agreements shall take into account the responsibilities of the EP and its students.

## **7. Accreditation or validation**

7.01 The EP shall fulfil one of the following criteria:

- The EP is registered nationally as a higher education institution, or
- has at least one of its programmes validated by a university leading to an academic degree, or
- is able to demonstrate that accreditation or validation are actively pursued.

7.02 The EP shall provide the minimum standard of osteopathic education to allow the graduated student to enrol in the national osteopathic register, if such a register exists and represents the majority of osteopaths in the country.

## **8. Range of programmes**

8.01 The EP shall offer one or more programmes leading to academic or professional degrees with defined goals.

8.02 The EP should participate in national or international exchanges of students, teaching and academic staff.

8.03 An EP that is offering a Type I AND a Type 2 programme (according to WHO benchmarks on osteopathy) shall clearly distinguish those 2 programmes in its organisation and external communication.

## **9. Research**

9.01 The EP shall draw up a research strategy that is monitored and updated in regular intervals.

9.02 The EP shall ensure that current scientific findings are integrated into its teaching practices.

9.03 The EP should have a research budget that allows for professional research beyond students' projects.

## **10. Academic staff**

10.01 The procedures for selecting, appointing, and promoting academic staff shall be regulated and made public. For teaching staff, these procedures consider both teaching skills and scientific qualifications.

10.02 The EP shall specify minimum requirements for the continuing education of its academic staff with respect to both teaching skills and subject knowledge.

10.03 The EP should pursue a long-range policy of promoting upcoming young academics.

## **11. Administrative and technical staff**

11.01 The EP shall ensure that its staff and associates have the core competencies needed to carry out the processes outlined in this standard, and that these competencies are maintained.

11.02 The EP should provide job descriptions that refer to the core competencies required.

## **12. Students**

12.01 The conditions and procedures for admission to the EP's range of programmes shall be declared and substantiated.

12.02 The EP shall indicate clearly the students' fees for all programmes and for any additional services that are offered.

12.03 The EP shall observe the development of students' achievements and the duration of study.

12.04 The EP shall ensure that students have access to counselling and guidance services.

12.05 The ratio of students to staff shall be adequate to ensure that the educational goals of the EP and its organisational units can be achieved. For practical skills lectures this ratio should not exceed 10:1, in clinical teaching the patient-per-tutor-ratio should not exceed a 3:1.

12.06 The EP shall establish policies regarding students' safety.

12.07 The EP shall establish policies regarding the protection of students' data according to national law.

### 13. Stakeholder feedback

13.01 The EP shall have in place and utilise systems for gathering feedback from stakeholders on the learning services provided, and for analysing, responding to, and, where appropriate, acting upon it.

13.02 The EP shall have in place a system for handling complaints and appeals, and make this known to its stakeholders.

### 14. Infrastructure

14.01 The EP shall provide an infrastructure adequate to fulfil its medium and long-range objectives.

14.02 The facilities offered to the students shall include a secretariat, a library and internet access.

### 15. Cooperation

15.01 The EP shall establish successful relationships on the national and international level. It shall promote cooperation with other academic EPs, the professional environment, and relevant stakeholders in society.

### 16. Compliance with EN 16686, clause 6

#### EN 16686 Clause 6.2.2 Common features of both Type I and Type II programmes

**EN 01** Osteopathic skills and physical examination training shall be delivered via direct contact. Other academic curricular content may be delivered in various training formats.

**EN 02** Both Type I and Type II programmes shall be externally validated or assessed, with independent and expert osteopathic input.

**EN 03** Providers of osteopathic education and training shall ensure, through documented information, that clinical and academic staff have appropriate professional and educational knowledge, skills and experience, maintained with continuous professional development.

**EN 04** Supervised osteopathic clinical practice is an essential component of the training of osteopaths. The majority of clinical training shall take place in an osteopathic environment. Suitable formats include:

- a) in a dedicated osteopathic teaching clinic, where high-quality clinical support and teaching can be provided;
- b) in medical hospitals or in healthcare establishments, where students are able to observe a wide variety of pathologies and standard medical treatments and to train in inter-professional communication;
- c) in school-approved private osteopathic practices where students are able to observe, diagnose and treat patients under supervision;
- d) in a teaching environment, where students are able to observe how an osteopath/lecturer performs a treatment of a patient and reflects the process with the students; and
- e) in a teaching situation where students may treat patients in front of students, supervised by the lecturer or table trainers and with patient consent.

**EN 05** The student shall undertake supervised osteopathic clinical practice within a dedicated teaching clinic. It is required that in all programmes the student shall perform osteopathic treatments in a dedicated clinic on no fewer than 50 distinct patients in order to be trained in a variety of presentations during their education. This includes taking the initial case history and examination, making a diagnosis, and formulating and implementing an osteopathic treatment plan for the patient.

### **EN 16686 Clause 6.2.3 Type I programmes**

**EN 06** The requirements for a Type I programme shall meet no fewer than two of the following three requirements:

- a) no fewer than 4800 hours;
- b) no fewer than 240 European Credit Transfer System (ECTS) credits, with a minimum of 60 ECTS credits at the level of the second cycle;
- c) a Master's level qualification (whether or not preceded by a separate Bachelor's level qualification).

### **EN 16686 Clause 6.2.4 Type II programmes**

**EN 07** The length and content of a Type II programme shall be adapted depending on assessment of the prior education, training and experience of the student.

**EN 08** It is required that Type II programmes shall include a minimum of 1000 hours of supervised osteopathic clinical practice. However, this number might be adapted depending on the range of prior training formats. A typical Type II programme would take 2000 hours over a minimum of four years, including supervised clinical practice and training.

**EN 09** The osteopathic learning outcomes for a Type II programme shall be the same as for a Type I programme.

**EN 10** Type II programmes shall cover osteopathic core competencies including knowledge, understanding and application of the osteopathic models. Regardless of any prior education, training and experience, graduates of Type II programmes shall also demonstrate the same practical competencies of osteopathy, including sensomotoric skills and the application of osteopathic principles in clinical treatment, as graduates of Type I programmes.

### **EN 16686 Clause 6.3 Core competencies: the context of osteopathic education**

**EN 11** Core competencies in osteopathic education consist of the following:

a) Basic sciences:

- history and philosophy of health sciences;
- gross and functional anatomy, including embryology showing the link to osteopathic understanding and treatment, neuroanatomical and visceral anatomy;
- microbiology, biochemistry and cellular physiology;
- physiology; and
- biomechanics and kinetics.

b) Clinical sciences:

- models of health and disease;
- safety and ethics;
- pathology and patho-physiology of the nervous, musculoskeletal, psychological, cardiovascular, pulmonary, gastrointestinal, reproductive, genito-urinary, immunological, endocrine and otolaryngology systems;
- applied anatomy, neurology and neurophysiology;
- diagnosis;
- radiology and laboratory results;
- nutrition; and
- relevant knowledge of pharmacology.



c) Osteopathic sciences:

- philosophy and history of osteopathy;
- osteopathic models for structure/function interrelationships;
- clinical biomechanics, joint and visceraphysiology and kinetics;
- mechanisms of action for osteopathic techniques; and
- applied principles.

d) Clinical skills:

- obtaining and using a patient history;
- physical and clinical examination;
- osteopathic diagnosis of the nervous, musculoskeletal, psychological, cardiovascular, pulmonary, gastrointestinal, endocrine, genito-urinary, immunological, reproductive and otolaryngology systems;
- general synthesis of basic laboratory and imaging data;
- clinical problem-solving and reasoning;
- understanding of relevant and current research and its integration into practice;
- communication and interviewing;
- clinical documentation;
- life-support and first-aid care; and
- osteopathic treatment and osteopathic techniques (see Annex C).

## **EN 16686 Clause EN 16686 6.4.1 Teaching and learning**

**EN 12** Teaching and learning in osteopathy programmes shall take place in a combination of the following contexts:

- a) Lectures
- b) Workshops and seminars
- c) Tutorials
- d) Self-managed or self-directed learning
- e) Production of a dissertation
- f) Supervised clinical practice.

## **EN 16686 Clause 6.4.2 Practical skills**

**EN 13** The acquisition of practical osteopathic skills requires students to work on peers and, in turn, to experience taught techniques as 'models'.

**EN 14** Palpation and osteopathic technique shall be taught in specialist accommodation utilising appropriate equipment. Provision for students to review and assess their performance of their osteopathic practical skills through the use of regular tutor feedback in this area is ideal and critical.

**EN 15** Teaching and supervision in practical osteopathic technique skills is performed by suitably qualified osteopaths, registered with the relevant national Register or Competent Authority or with a representative association where the former bodies do not exist.

### **EN 16686 Clause 6.4.3 Clinical education**

**EN 16** The clinical learning environment shall be a focus for the integration and practical application of all theoretical, practical, and technical knowledge and skills across the programme. It shall provide the student with a supportive, broad, progressive and well supervised environment in which to develop their clinical skills.

**EN 17** It is expected that students shall undertake substantial supervised osteopathic clinical practice within a dedicated teaching clinic where they can observe senior students and qualified practitioners in the early stages of their training, progressing to take an increasing responsibility for their own patient lists as their experience and knowledge develop.

**EN 18** The following arrangements for osteopathic clinical education are to be expected:

- a) adequate/appropriate learning opportunities for developing professional skills with real patients, paying due regard to case history taking, examination, evaluation and diagnosis, treatment and development of treatment plans, record-keeping, follow-up and referrals;
- b) opportunities to integrate academic and theoretical learning and to develop practical skills within the therapeutic clinical encounter;
- c) adequate numbers for each student of new, returning and continuing patient encounters and exposure to an appropriate range of presenting conditions;
- d) appropriate staff student ratios within the clinical setting allowing for close supervision of patient encounters by tutors, and opportunities for clinical tutorials;
- e) appropriate opportunities for junior students to learn from observation of more senior student practitioners and for senior students gradually to take over responsibility for their own lists and to develop autonomy in patient care;
- f) appropriate settings for clinic education within a dedicated training clinic with adequate treatment and educational accommodation, and appropriate equipment and furnishings for high-quality student experience and patient care;
- g) appropriate clinical administrative infrastructures to support student learning and patient care;
- h) arrangements for on-going assessment and feedback from a variety of clinical tutors;
- i) opportunities to develop practice management skills;
- j) effective mechanisms for monitoring individual student clinical attendance, caseloads, and patient list profiles;
- k) effective mechanisms for ensuring that high standards of osteopathic treatment and the safety of patients are maintained by guiding, developing and monitoring the professional conduct of students treating patients; and
- l) appropriate opportunities to participate in patient reviews with peers under supervision in order to develop peer review skills.

### **EN 16686 Clause 6.4.4 Assessment**

**EN 19** Students of osteopathy shall master a wide range of knowledge and skills as indicated above, and they shall be able to demonstrate an ability to integrate and apply their learning as safe and effective practitioners. In order to ensure that all the required learning outcomes are met and that students progress satisfactorily through the programme, a range of assessment strategies shall be employed. These assessment strategies should include:

- a) demonstration of clinical competence and practice
- b) practical examinations
- c) written examinations
- d) dissertations or other pieces of extended written work

Other assessment strategies and methods that may be employed include:

- a) portfolios: collating evidence to support claims that learning outcomes have been met.
- b) essays and other coursework
- c) computer based assessments;

- d) case study presentations and analyses;
- e) oral presentations: testing presentation and communication skills in an individual or group situation;
- f) analytical exercises

**EN 20** Quality assurance/control mechanisms for assessment shall ensure external assessor review independent of the educational provider.

**EN 21** It is important that assessment strategies are regularly reviewed, with programme providers ensuring that best contemporary practice in this area is evaluated and applied where appropriate. The validity and reliability of assessment shall be considered carefully.