

## Comparison with other UK Health Care regulators' Standards for Education

Regulator	Standards for Education
<p><b>General Medical Council</b></p> <p>Requirements are set out under each standard, which will not be replicated here, but can be seen here:</p> <p><a href="https://www.gmc-uk.org/education/standards-guidance-and-curricula/standards-and-outcomes/promoting-excellence">https://www.gmc-uk.org/education/standards-guidance-and-curricula/standards-and-outcomes/promoting-excellence</a></p>	<p><b>Theme 1: Learning environment and culture</b></p> <p>S1.1 The learning environment is safe for patients and supportive for learners and educators. The culture is caring, compassionate and provides a good standard of care and experience for patients, carers and families.</p> <p>S1.2 The learning environment and organisational culture value and support education and training so that learners are able to demonstrate what is expected in Good medical practice and to achieve the learning outcomes required by their curriculum.</p> <p><b>Theme 2: Educational governance and leadership</b></p> <p>S2.1 The educational governance system continuously improves the quality and outcomes of education and training by measuring performance against the standards, demonstrating accountability, and responding when standards are not being met.</p> <p>S2.2 The educational and clinical governance systems are integrated, allowing organisations to address concerns about patient safety, the standard of care, and the standard of education and training.</p> <p>S2.3 The educational governance system makes sure that education and training is fair and is based on principles of equality and diversity.</p> <p><b>Theme 3: Supporting learners</b></p> <p>S3.1 Learners receive educational and pastoral support to be able to demonstrate what is expected in Good medical practice and to achieve the learning outcomes required by their curriculum.</p> <p><b>Theme 4: Supporting educators</b></p> <p>S4.1 Educators are selected, inducted, trained and appraised to reflect their education and training responsibilities.</p> <p>S4.2 Educators receive the support, resources and time to meet their education and training responsibilities.</p> <p><b>Theme 5: Developing and implementing curricula and assessments</b></p> <p>S5.1 Medical school curricula and assessments are developed and implemented so that medical students are able to achieve the learning outcomes required for graduates.</p> <p>S5.2 Postgraduate curricula and assessments are implemented so that doctors in training are able to demonstrate what is expected in Good medical practice and to achieve the learning outcomes required by their curriculum.</p>
<p><b>General Dental Council</b></p>	<p><b>Standard 1</b></p> <p><b>Protecting patients</b></p>

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<p><a href="https://www.gdc-uk.org/docs/default-source/quality-assurance/standards-for-education-(revised-2015).pdf?sfvrsn=1f1a3f8a_2">https://www.gdc-uk.org/docs/default-source/quality-assurance/standards-for-education-(revised-2015).pdf?sfvrsn=1f1a3f8a_2</a></p> <p>The Standards for Education and the requirements that underpin these apply to all UK programmes leading to registration with the General Dental Council (GDC). They cover programmes in dentistry, dental hygiene, dental nursing, dental technology, dental therapy, clinical dental technology and orthodontic therapy</p> <p>The document sets out the standards, plus requirements and examples of evidence in each case. Just the standards are shown on the right.</p>	<p>Providers must be aware of their duty to protect the public. Providers must ensure that patient safety is paramount and care of patients is of an appropriate standard. Any risk to the safety of patients and their care by students must be minimised.</p> <p><b>Standard 2</b> <b>Quality evaluation and review of the programme</b> The provider must have in place effective policy and procedures for the monitoring and review of the programme</p> <p><b>Standard 3</b> <b>Student assessment</b> Assessment must be reliable and valid. The choice of assessment method must be appropriate to demonstrate achievement of the GDC learning outcomes. Assessors must be fit to perform the assessment task</p>
<p><b>General Chiropractic Council</b></p> <p>Combined undergraduate outcomes and Education Standards. The latter are shown on the right, though without the additional guidance.</p>	<p><b>Programme structure</b></p> <p>The institution will be able to demonstrate it meets the following criteria on programme structure. It must:</p> <p>7 Ensure that the knowledge and skills covered by the programme are integrated across academic and clinical settings, are internally consistent and are orientated to chiropractic practice.</p>

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<p><a href="https://www.gcc-uk.org/education/education-standards/">https://www.gcc-uk.org/education/education-standards/</a></p>	<p>8 Incorporate a substantial period of clinical experience (a minimum of an academic year) during the degree programme for students to apply learned knowledge and skills to the management of patients.</p> <p>9 Build in an interdisciplinary approach within the programme structure such that students understand and recognise that chiropractic is an integral part of the wider educational and healthcare sector.</p> <p><b>Teaching, Learning and Assessment</b></p> <p>The institution will be able to demonstrate it meets the following criteria on teaching, learning and assessment. It must:</p> <p>10 Design an assessment strategy that employs a variety of valid and appropriate teaching, learning and assessment methods to address all the learning outcomes set out in section 1 and which in turn encourage and support students to be self-directed learners.</p> <p><b>Clinical Experience</b></p> <p>The institution will be able to demonstrate it meets the following criteria on clinical experience. It must:</p> <p>11 Enable students, via high quality clinical experiences, to demonstrate their ability to integrate and apply their knowledge and skills so as to be able to function as safe and competent practitioners.</p> <p>12 Enable students to achieve their competence in all outcomes set out in section 1 on completion of their clinical internship.</p> <p><b>Resources</b></p> <p>The institution will be able to demonstrate it meets the following criteria regarding resources. It must:</p> <p>13 Provide sufficient and adequate resources based on the numbers of students in each year of the programme and the overall student numbers.</p> <p>14 Provide sufficient and adequate clinical practice facilities for the provision of chiropractic assessment and care based on the number of students in the cohort who are engaged in the clinical period.</p>

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	<p><b>Staff</b></p> <p>The institution will be able to demonstrate it meets the following criteria regarding staff. It must:</p> <p>15 Consistently provide sufficient numbers of experienced chiropractors, academics and clinical staff with sufficient capacity to teach, assess and support effectively the entire learning experience for all students in each programme cohort. The institution must have at least one GCC registered chiropractor on staff who occupies a position of academic and/or managerial authority.</p> <p>16 Provide teaching staff who possess or who are working towards, a teaching qualification or who possess relevant and recent (last 5 years) teaching experience. They must be demonstrably competent in enabling students to learn effectively and in assessing student achievement.</p> <p>17 Provide effective staff management and staff development opportunities.</p> <p>18 Encourage a culture of personal and collaborative academic research and scholarly activities.</p> <p><b>Students</b></p> <p>The institution will be able to demonstrate it meets the following criteria on students. The institution must:</p> <p>19 Ensure the learning environment is safe and supportive for patients and learners. The culture is fair and compassionate, and provides a good standard of care and experience for all involved.</p> <p>20 Provide students with academic guidance, pastoral care and other support services and encourage an active student voice.</p> <p>21 Ensure entry requirements of students onto the chiropractic degree programme, includes, in addition to an appropriate science background, competence in spoken and written communication and numeracy, while ensuring equality of opportunity.</p>

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	<p>22 Provide appropriate student fitness-to-practise policies and procedures to help students whose behaviour or health poses a risk to the safety of patients or colleagues. The GCC expects to be kept informed about student fitness-to-practise cases where the student has been found in breach of a serious matter.</p> <p>23 Provide clear information on the main aspects of the programme.</p> <p><b>Continuous Improvement and Quality Assurance</b></p> <p>The institution will be able to demonstrate it meets the following criteria on continuous improvement and quality assurance. The institution must:</p> <p>24 Ensure the institution has a management structure and up-to-date policies and procedures.</p> <p>25 Plan and regularly review all areas of chiropractic degree programmes through procedures which are fair and based on principles of equality.</p> <p>26 Demonstrate an ability to embrace and utilise innovation and advances in chiropractic practice, education and science where appropriate.</p> <p>27 Provide effective measures for quality-assuring the programme.</p>
<p><b>General Optical Council</b></p> <p>The GOC consulted on new Standards for Education. The ones referred to here were the draft version:</p> <p><a href="https://www.optical.org/en/news_publications/news_item.cfm/g">https://www.optical.org/en/news_publications/news_item.cfm/g</a></p>	<p><b>Standard 1: Patient Safety and Professionalism</b></p> <p>S1.1 Ensure that the development and delivery of the education provided is informed by and reflects the GOC’s Standards of Practice for Optometrists and Dispensing Opticians, so that students can meet these professional standards when they become qualified practitioners.</p> <p>S1.2 Show an ongoing commitment to public protection by reflecting annually on how programmes need to be developed to reflect changes in professional practice and patient needs, taking appropriate action to ensure they remain relevant, up-to-date and safe.</p> <p>S1.3 Embed evidence of good clinical, professional and educational practice that is relevant to the provision of education in the UK.</p>

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<p><a href="#">oc-consults-on-new-education-standards-and-learning-outcomes</a></p>	<p>S1.4 Ensure the education and training provided reflects knowledge and understanding of all relevant legislative, regulatory and contractual requirements, and all relevant clinical and professional standards.</p> <p>S1.5 Provide opportunities throughout the programme for students to learn and participate regularly in reflective practice, including reflection on case-based discussion, peer review and clinical audit, so as to engage in a process of continuous learning and development</p> <p>S1.6 Cultivate and maintain a culture of openness, candour, compassion and mutual respect between staff and students, in designing and delivering education and training programmes.</p> <p>S1.7 Ensure that education and training activity is free from unfair bias, conflicts of interest and inappropriate influence of third parties.</p> <p>S1.8 Develop and maintain a culture that enables all students to understand and fulfil their professional obligations as students registered with the GOC, including upholding the GOC’s Standards for Optical Students.</p> <p>S1.9 Promote a culture of lifelong learning in practice.</p> <p><b>Standard 2: Safe, accessible and quality learning</b></p> <p>S2.1 Ensure all learning environments are safe and accessible to students, educators, training supervisors, patients and carers, and free from discrimination, harassment and victimisation.</p> <p>S2.2 Ensure that students have access to support for their academic and welfare needs, and to careers advice.</p> <p>S2.3 Refer promptly to the GOC concerns about the student’s fitness to train or the fitness to practise of a qualified practitioner.</p> <p>S2.4 Ensure that all devices and equipment are safe to use, in good working order, reflect the variety of devices and equipment used in professional practice settings, and are accessible to students.</p> <p>S2.5 Ensure the staff-student ratio is sufficient to provide education and training that is safe, accessible and of the appropriate quality.</p> <p>S2.6 Ensure that all relevant staff and supervisors are regularly available to students on an individual and group basis, and promote a culture of openness and accessibility.</p> <p>S2.7 Ensure that mechanisms are in place at all times to ensure there is a reasonable workload for staff and students.</p> <p>S2.8 Ensure that all staff involved in the design and delivery of programmes (including clinical experience) are professionally competent to fulfil their roles</p> <p>S2.9 Ensure that each programme is led by a GOC registrant with the qualifications, skills and educational leadership experience appropriate for the programme in question.</p>

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	<p>S2.10 Ensure there are sufficient resources to deliver each programme in accordance with these standards, including teaching and support staff, equipment and facilities, and access for students to all relevant forms of clinical experience.</p> <p>S2.11 Ensure that all supervisors of student clinical experience, including during clinical placements, are supportive, accessible and competent to fulfil the supervisory role.</p> <p><b>Standard 3: Design, delivery and assessment of learning</b></p> <p>S3.1 Develop and deliver curricula for each programme that enable students to successfully achieve all the GOC learning outcomes relating to the relevant route to qualification and registration.</p> <p>S3.2 Ensure that students are clearly informed about the links between the content delivered and the skills, knowledge and behaviours they are gaining</p> <p>S3.3 Ensure that students are equipped to practise competently and safely in any part of the UK as an optometrist, dispensing optician, contact lens optician, or optometrist independent prescriber, and are aware that professional role requirements vary in different countries and regions of the UK.</p> <p>S3.4 Deliver relevant aspects of their education and training with students of other healthcare professions as appropriate, taking into account the multi-professional working involved in the provision of eye health and vision services in the UK.</p> <p>S3.5 Ensure that effective systems are in place to gain assurance, with supporting evidence, that students have fully demonstrated attainment of the relevant GOC learning outcomes. Ensure processes are in place to re-educate and assess students if specific GOC learning outcomes are not attained at final assessment prior to registration.</p> <p>S3.6 Have in place effective systems to plan, monitor and centrally record student assessment, and to develop and review regularly assessment techniques and policies relating to, for example, moderation and compensation.</p> <p>S3.7 Make regular use of formative student assessment, and periodic use of summative student assessment, at all relevant stages, and ensure that the pass mark for individual assessments is at a level that commands confidence and provides assurance of patient and public safety.</p> <p>S3.8 Ensure it can be demonstrated that programme assessments enable students to meet all the relevant GOC learning outcomes and deliver valid, fair and reliable results</p> <p>S3.9 Embed the involvement of students, patients, the wider public and practising clinicians in the design and development of programmes and ensure that student, patient and public feedback is taken into account regularly.</p> <p><b>Standard 4: Access to early, frequent and varied clinical experience</b></p>

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	<p>S4.1 Ensure that the integration of academic theory with clinical experience is appropriate to the stage of study and that relevant theory and evidence-based practice underpins all relevant practical elements.</p> <p>S4.2 Ensure that students receive an appropriate amount and mix of observational and practical exposure to the range of clinical settings that they might reasonably encounter in professional practice in the UK, from the start of the education and training activity onwards.</p> <p>S4.3 Ensure that students receive active, safe and competent clinical supervision that is quality assured periodically, together with appropriate induction to all clinical settings to maintain patient, student and staff safety and ensure that clinical experience is of the appropriate quality.</p> <p>S4.4 Ensure that students only engage in any practical clinical experience that is consistent with their level of study and permitted by law.</p> <p>S4.5 Ensure that there is clear responsibility for the assessment of students while they are gaining their clinical experience, and that this is recorded appropriately.</p> <p>S4.6 Actively encourage and, where appropriate, support the development of teaching and supervisory opportunities for appropriately qualified and competent clinical practitioners from a range of practice settings and employer types.</p> <p>S4.7 Put in place and maintain effective mechanisms to ensure that students are referred to, and are clearly identifiable, as 'students' or 'students under supervision' at all stages of their education and training until entered on the GOC's register as a qualified practitioner, or where they are already registered as an optometrist or dispensing optician and participating in training for specialist registration, that they are clearly identifiable as being 'in training'.</p> <p><b>Standard 5: Leadership, management and governance</b></p> <p>S5.1 Ensure that all course marketing and information material remains up to date, relevant and correct.</p> <p>S5.2 Make clear the regulatory requirements that students and professionals must meet, including in marketing materials and during the admissions and registration processes relating to education and training provision. This includes that students must be registered with the GOC</p> <p>S5.3 Provide prospective and current students and staff with clear, timely and accessible information about the programmes they are, or will be, participating in and how they relate to the GOC's learning outcomes.</p> <p>S5.4 Ensure clear and accessible internal mechanisms are in place for supporting students and staff and that a prompt and fair response is received where students or staff might request a reasonable adjustment.</p> <p>S5.5 Ensure that safe and accessible channels are in place to enable concerns and complaints to be raised and acted on promptly, and that you develop and maintain an environment in which it is safe for students, educators and patients to speak up.</p>

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	<p>S5.6 Seek to facilitate professional mobility for prospective students with experience of working in the eye health sector where this is feasible and, in doing so, take into account GOC guidance on the accreditation of prior learning.</p> <p>S5.7 Ensure effective mechanisms are in place to gain feedback from students, staff, patients and partner organisations with a view to continuously improve the safety, accessibility and quality of your programme.</p> <p>S5.8 Ensure that there are effective mechanisms to gain assurance that the clinical experience which students receive throughout their education and training is delivered in accordance with these standards.</p> <p>S5.9 Ensure that effective mechanisms are in place to gain assurance in relation to the safety of students and patients in any clinical settings that students may attend.</p> <p>S5.10 Ensure that effective mechanisms are in place to identify, record and respond to issues that may affect the safety, accessibility or quality of learning environments and to learn promptly from things that go wrong.</p> <p>S5.11 Ensure that effective mechanisms are in place to regularly evaluate information about student performance, progression and outcomes with a view to continuously improving the quality of education design, delivery and assessment.</p>
<p><b>Nursing and Midwifery Council</b></p> <p>Only the key headings are reproduced here, as the document itself is quite complex with standards and requirements. Full document available here:  <a href="https://www.nmc.org.uk/education/standards-for-education2/">https://www.nmc.org.uk/education/standards-for-education2/</a></p>	<p>The competency framework The competency framework sets out the standards for competence and the related competencies that every nursing student must acquire before applying to be registered at first level on the nurses' part of the register.</p> <p>There are separate sets of competency requirements for each of the four fields of adult nursing, mental health nursing, learning disabilities nursing or children's nursing. Each set is laid out under the following four domains:</p> <ol style="list-style-type: none"> <li>1 professional values</li> <li>2 communication and interpersonal skills</li> <li>3 nursing practice and decision-making</li> <li>4 leadership, management and team working.</li> </ol>
<p><b>Health and Care Professions Council</b></p>	<p><b>SET 1: Level of qualification for entry to the Register</b></p>

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<p><a href="https://www.hcpc-uk.org/resources/standards/standards-of-education-and-training/">https://www.hcpc-uk.org/resources/standards/standards-of-education-and-training/</a></p>	<p>1.1 The Council normally expects that the threshold entry routes to the Register will be the following (then a range of levels depending on the profession)</p> <p><b>SET 2: Programme admissions</b></p> <p>2.1 The admissions process must give both the applicant and the education provider the information they require to make an informed choice about whether to take up or make an offer of a place on a programme</p> <p>2.2 The selection and entry criteria must include appropriate academic and professional entry standards.</p> <p>2.3 The admissions process must ensure that applicants have a good command of English.</p> <p>2.4 The admissions process must assess the suitability of applicants, including criminal conviction checks.</p> <p>2.5 The admissions process must ensure that applicants are aware of and comply with any health requirements.</p> <p>2.6 There must be an appropriate and effective process for assessing applicants' prior learning and experience.</p> <p>2.7 The education provider must ensure that there are equality and diversity policies in relation to applicants and that they are implemented and monitored.</p> <p><b>SET 3: Programme governance, management and leadership</b></p> <p>3.1 The programme must be sustainable and fit for purpose.</p> <p>3.2 The programme must be effectively managed.</p> <p>3.3 The education provider must ensure that the person holding overall professional responsibility for the programme is appropriately qualified and experienced and, unless other arrangements are appropriate, on the relevant part of the Register.</p> <p>3.4 The programme must have regular and effective monitoring and evaluation systems in place.</p> <p>3.5 There must be regular and effective collaboration between the education provider and practice education providers.</p> <p>3.6 There must be an effective process in place to ensure the availability and capacity of practice-based learning for all learners.</p> <p>3.7 Service users and carers must be involved in the programme.</p> <p>3.8 Learners must be involved in the programme.</p> <p>3.9 There must be an adequate number of appropriately qualified and experienced staff in place to deliver an effective programme.</p> <p>3.10 Subject areas must be delivered by educators with relevant specialist knowledge and expertise.</p>

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	<p>3.11 An effective programme must be in place to ensure the continuing professional and academic development of educators appropriate to their role in the programme.</p> <p>3.12 The resources to support learning in all settings must be effective and appropriate to the delivery of the programme, and must be accessible to all learners and educators.</p> <p>3.13 There must be effective and accessible arrangements in place to support the wellbeing and learning needs of learners in all settings</p> <p>3.14 The programme must implement and monitor equality and diversity policies in relation to learners.</p> <p>3.15 There must be a thorough and effective process in place for receiving and responding to learner complaints.</p> <p>3.16 There must be thorough and effective processes in place for ensuring the ongoing suitability of learners' conduct, character and health</p> <p>3.17 There must be an effective process in place to support and enable learners to raise concerns about the safety and wellbeing of service users.</p> <p>3.18 The education provider must ensure learners, educators and others are aware that only successful completion of an approved programme leads to eligibility for admission to the Register.</p> <p><b>SET 4: Programme design and delivery</b></p> <p>4.1 The learning outcomes must ensure that learners meet the standards of proficiency for the relevant part of the Register.</p> <p>4.2 The learning outcomes must ensure that learners understand and are able to meet the expectations of professional behaviour, including the standards of conduct, performance and ethics.</p> <p>4.3 The programme must reflect the philosophy, core values, skills and knowledge base as articulated in any relevant curriculum guidance.</p> <p>4.4 The curriculum must remain relevant to current practice.</p> <p>4.5 Integration of theory and practice must be central to the programme.</p> <p>4.6 The learning and teaching methods used must be appropriate to the effective delivery of the learning outcomes.</p> <p>4.7 The delivery of the programme must support and develop autonomous and reflective thinking.</p> <p>4.8 The delivery of the programme must support and develop evidence-based practice.</p> <p>4.9 The programme must ensure that learners are able to learn with, and from, professionals and learners in other relevant professions</p>

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	<p>4.10 The programme must include effective processes for obtaining appropriate consent from service users and learners.</p> <p>4.11 The education provider must identify and communicate to learners the parts of the programme where attendance is mandatory, and must have associated monitoring processes in place.</p> <p>SET 5: Practice-based learning</p> <p>5.1 Practice-based learning must be integral to the programme</p> <p>5.2 The structure, duration and range of practice-based learning must support the achievement of the learning outcomes and the standards of proficiency.</p> <p>5.3 The education provider must maintain a thorough and effective system for approving and ensuring the quality of practice-based learning.</p> <p>5.4 Practice-based learning must take place in an environment that is safe and supportive for learners and service users.</p> <p>5.5 There must be an adequate number of appropriately qualified and experienced staff involved in practice-based learning.</p> <p>5.6 Practice educators must have relevant knowledge, skills and experience to support safe and effective learning and, unless other arrangements are appropriate, must be on the relevant part of the Register.</p> <p>5.7 Practice educators must undertake regular training which is appropriate to their role, learners’ needs and the delivery of the learning outcomes of the programme.</p> <p>5.8 Learners and practice educators must have the information they need in a timely manner in order to be prepared for practice-based learning.</p> <p>SET 6: Assessment</p> <p>6.1 The assessment strategy and design must ensure that those who successfully complete the programme meet the standards of proficiency for the relevant part of the Register.</p> <p>6.2 Assessment throughout the programme must ensure that learners demonstrate they are able to meet the expectations of professional behaviour, including the standards of conduct, performance and ethics.</p> <p>6.3 Assessments must provide an objective, fair and reliable measure of learners’ progression and achievement.</p> <p>6.4 Assessment policies must clearly specify requirements for progression and achievement within the programme.</p> <p>6.5 The assessment methods used must be appropriate to and effective at measuring the learning outcomes.</p> <p>6.6 There must be an effective process in place for learners to make academic appeals.</p>

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<p><b>General Pharmaceutical Council</b></p> <p>Standards for education are here:  <a href="https://www.pharmacyregulation.org/education/education-standards#Pharmacist">https://www.pharmacyregulation.org/education/education-standards#Pharmacist</a></p>	<p>These include:</p> <p><a href="#">Standards of initial education and training for pharmacists</a></p> <p><a href="#">Standards for the education and training of non-EEA pharmacists wanting to register in Great Britain</a></p> <p><a href="#">Standards of initial education and training for pharmacy technicians</a></p> <p><a href="#">Education and training requirements for pharmacist independent prescribers</a></p> <p><a href="#">Education Procedures for the initial education and training of pharmacists and pharmacy technicians</a></p> <p><a href="#">Guidance on tutoring for pharmacists and pharmacy technicians</a></p> <p><b>Standard 1 – Patient and public safety:</b> There must be clear procedures to address concerns about patient safety arising from initial pharmacy education and training. Concerns must be addressed immediately.</p> <p><b>Standard 2 – Monitoring, review and evaluation of initial education and training:</b> The quality of pharmacy education and training must be monitored, reviewed and evaluated in a systematic and developmental way.</p> <p><b>Standard 3 – Equality, diversity and fairness:</b> Initial pharmacy education and training must be based on principles of equality, diversity and fairness. It must meet the requirements of all relevant legislation.</p> <p><b>Standard 4 – Selection of students and trainees:</b> Selection processes must be open and fair and comply with relevant legislation. Processes must ensure that students and trainees are fit to practise as students or trainees at the point of selection. Selection includes recruitment and admissions.</p> <p><b>Standard 5 – Curriculum delivery and the student experience:</b> The curriculum for MPharm degrees and the pre-registration scheme must deliver the outcomes in Standard 10. Most importantly, curricula must ensure that students and trainees practise safely and effectively. To ensure this, pass criteria must describe safe and effective practice.</p> <p><b>Standard 6 – Support and development for students and trainees:</b> Students and trainees must be supported to develop as learners and professionals during their initial education and training.</p> <p><b>Standard 7 – Support and development for academic staff and pre-registration tutors:</b> Anyone delivering initial education and training should be supported to develop in their professional role.</p>

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	<p><b>Standard 8 – Management of initial education and training:</b> Initial pharmacist education and training must be planned and maintained through transparent processes which must show who is responsible for what at each stage.</p> <p><b>Standard 9 – Resources and capacity:</b> Resources and capacity are sufficient to deliver outcomes.</p>
<p><b>General Osteopathic Council</b></p> <p>GOsC publishes Guidance for Osteopathic Pre-Registration Education (GOPRE) and there is the QAA Benchmark Statement for Osteopathy. Within the GOPRE document under the heading of ‘<i>Standards for Osteopathic Education and Training</i>’, there is reference the Quality Assurance Agency UK Quality Code for Higher Education. OEIs are expected to comply with this.</p> <p>The Revised UK Quality Code can be found here: <a href="https://www.qaa.ac.uk/quality-code">https://www.qaa.ac.uk/quality-code</a>. The Code articulates fundamental principles that should apply to HE quality across the UK, irrespective of national</p>	<p><b>Expectations for standards</b></p> <p>The academic standards of courses meet the requirements of the relevant national qualifications framework.</p> <p>The value of qualifications awarded to students at the point of qualification and over time is in line with sector-recognised standards.</p> <p><b>Core practices</b></p> <ul style="list-style-type: none"> <li>• The provider ensures that the threshold standards for its qualifications are consistent with the relevant national qualifications frameworks.</li> <li>• The provider ensures that students who are awarded qualifications have the opportunity to achieve standards beyond the threshold level that are reasonably comparable with those achieved in other UK providers.</li> <li>• Where a provider works in partnership with other organisations, it has in place effective arrangements to ensure that the standards of its awards are credible and secure irrespective of where or how courses are delivered or who delivers them.</li> <li>• The provider uses external expertise, assessment and classification processes that are reliable, fair and transparent.</li> </ul> <p><b>Common practices</b></p> <p>The provider reviews its core practices for standards regularly and uses the outcomes to drive improvement and enhancement.</p> <p><b>Expectations for quality</b></p>

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<p>contexts. It sets out expectations for standards and for quality, with common and core practices outlined under each. These are indicated on the right.</p>	<p>Courses are well-designed, provide a high-quality academic experience for all students and enable a student's achievement to be reliably assessed.</p> <p>From admission through to completion, all students are provided with the support that they need to succeed in and benefit from higher education.</p> <p><b>Core practices</b></p> <ul style="list-style-type: none"> <li>• The provider has a reliable, fair and inclusive admissions system.</li> <li>• The provider designs and/or delivers high-quality courses.</li> <li>• The provider has sufficient appropriately qualified and skilled staff to deliver a high-quality academic experience.</li> <li>• The provider has sufficient and appropriate facilities, learning resources and student support services to deliver a high-quality academic experience.</li> <li>• The provider actively engages students, individually and collectively, in the quality of their educational experience.</li> <li>• The provider has fair and transparent procedures for handling complaints and appeals which are accessible to all students.</li> <li>• Where the provider offers research degrees, it delivers these in appropriate and supportive research environments.</li> <li>• Where a provider works in partnership with other organisations, it has in place effective arrangements to ensure that the academic experience is high-quality irrespective of where or how courses are delivered and who delivers them.</li> <li>• The provider supports all students to achieve successful academic and professional outcomes.</li> </ul>