



Policy and Education Committee

10 June 2020

Review of Guidance for Osteopathic Pre-registration Education and development of Standards for Education

Classification	Public
Purpose	For noting
Issue	The review of Guidance for Pre-registration Osteopathic Education (GOPRE) and Standards for Education
Recommendation	To note the progress of the review of the Guidance for Osteopathic Pre-registration Education including the development of more specific Standards for Education.
Financial and resourcing implications	The review is being managed in-house, and costs will be met from existing departmental budgets in so far as they arise in the current financial year.
Equality and diversity implications	Equality and diversity implications will be taken into account, and an Equality Impact Assessment developed in relation to the project. It is proposed that advice be sought also from an equality consultant.
Communications implications	There will be communications implications in relation to the development of the project, liaison with stakeholders, consultation, publication and implementation which are referenced within this paper.
Annex	Annex A – Current GOPRE document Annex B – Summary of feedback on the current version of the Guidance for Osteopathic Pre-registration Education from osteopathic educational institutions Annex C – GOPRE with initial review comments Annex D – Musculoskeletal Core Capabilities Framework for first point of contact practitioners mapped to GOPRE and OPS Annex E – Initial draft Standards for Education for consideration by Stakeholder Group
Author	Steven Bettles

Background

1. As was reported to the Committee at its meeting in October 2019, we published [Guidance for Osteopathic Pre-registration Education](#)¹ (GOPRE) (Annex A) in March 2015, following an extensive and collaborative development process. The guidance is intended to support the [Osteopathic Practice Standards](#) (OPS) and provide a reference point for students, educational providers, patients and others. It sets out the outcomes that osteopathic students are expected to demonstrate before graduation in order to show that they are able to practise in accordance with the OPS.
2. The GOPRE references standards for osteopathic education and training, but largely in the context that osteopathic educational providers must deliver a curriculum that ensures the outcomes set out in the guidance and the Osteopathic Practice Standards are met. The guidance also states that OEIs must comply with the Quality Assurance Agency UK Quality Code for Higher Education², on the appropriate delivery and assessment of a curriculum, in particular the elements relating to:
 - Programme design and approval
 - Admissions
 - Learning and teaching
 - Student support, learning resources and careers education, information, advice and guidance
 - Student engagement
 - Assessment of students and accreditation of prior learning
 - External examining
 - Programme monitoring and review
 - Complaints and appeals
 - Management of collaborative arrangements
 - Research degrees
3. At the Committee's October 2019 meeting, the rationale for now updating the GOPRE and developing more specific Standards for Osteopathic Education was reported, and the Committee agreed the approach and strategy proposed
4. This paper outlines some of the work undertaken in relation to this project so far.

¹ <https://www.osteopathy.org.uk/news-and-resources/document-library/training/guidance-for-osteopathic-pre-registration-education/>

² <https://www.qaa.ac.uk/quality-code#>

Discussion

5. The original timetable proposed to the Committee at its October 2019 meeting was as follows:

Month	Activity
October 2019 Policy Advisory Committee	To agree the approach and strategy for the review of the Guidance of Osteopathic Pre-registration Education including the development of more specific Standards for Education.
November 2019	Reporting to Council
January to March 2020	Initial gathering of feedback from key stakeholders (OEIs, iO) to inform early development
April 2020	Stakeholder Reference Group - initial meeting to consider proposals in the light of early feedback
April – September 2020	Development of draft update GOPRE and Standards for Education
September 2020	Further input from Stakeholder Reference Group on developing drafts
October 2020 Policy Advisory Committee	Report to Committee with initial consultation draft for consideration
November 2020	Report to Council with consultation draft for approval
January 2021 – April 2021	Consultation – to include: Questionnaire feedback via GOsC website Focus Group Webinar
May 2021	Stakeholder Reference Group meeting to consider outcomes of consultation
June 2021	Report to Committee with consultation analysis and post-consultation changes for consideration
July 2021 Council	Report to Council
September 2021	Implementation of updated GOPRE

6. The COVID-19 situation, has however, impacted on the arranging of a Stakeholder Reference Group. It is now envisaged that an initial Stakeholder Group will be convened for July 2020, with the hope that this will still fit in with the overall timetable for development, leading to implementation of updated GOPRE and Standards for Education in September 2021.
7. In the meantime, a range of preparatory work has been carried out, which is outlined below:

Initial feedback sought from Osteopathic Educational Institutions

8. A brief questionnaire was sent to the Osteopathic Educational Institutions to gauge their thinking regarding the current GOPRE. Questions included:
 - How does your institution use the guidance currently? (Is it shared with staff, students etc, for example)?
 - Is the guidance helpful in programme planning?
 - Does the current content remain appropriate?
 - What could be enhanced?
9. This was followed up with either face to face or online discussions with the majority of the OEIs to discuss their responses. A summary of these responses is included as Annex B. Broadly, the current GOPRE was utilised in a variable way by the educational institutions, but was largely seen as fit for purpose and useful. A number of suggestions were offered as to how the guidance could be enhanced, however, which will feed into the review.

Review of current GOPRE

10. To help identify particular elements for consideration we have created a table version of GOPRE (Annex C) to which we have added comments against each of the GOPRE outcomes. These identify, for example, where outcomes may relate to updated Osteopathic Practice Standards, or different themes, as well as our own thoughts or reflections on some. For information, this is included as Annex C

Musculoskeletal core capabilities framework for first point of contact practitioners

11. Health Education England and NHS England commissioned the development of this [Musculoskeletal \(MSK\) core capabilities framework](https://www.hee.nhs.uk/our-work/musculoskeletal-msk-first-contact-practitioners)³ in order to support the improvement of services, placing skilled MSK practitioners earlier in patient pathways. They state within the document that the aim is 'to ensure expert diagnosis, prevention, supported self-management advice, early treatment and onwards referral, where needed, is available to anyone presenting with an MSK condition.' This is one of the frameworks referenced in the OEIs' initial responses to what could be enhanced in GOPRE.
12. The capabilities within the framework are stated as applicable to all health professionals with a role as a first point of contact for adults presenting with undiagnosed MSK conditions. They are relevant to different types of service provision and settings. This includes but is not limited to: primary care, community care and occupational health. The expectation is that first point of contact practitioners assess, diagnose, develop and agree a management plan, offer initial treatment advice (including self-management and treatment if the pathway allows) and discharge or make an onward referral, if required. The

³ <https://www.hee.nhs.uk/our-work/musculoskeletal-msk-first-contact-practitioners>

framework provides a focus on the workforce capability to support shared decision-making, person-centred care and fitness for work.

13. The framework references four domains of the framework within which are set out fourteen capabilities. We have mapped the contents of this framework against the Osteopathic Practice Standards and the GOPRE outcomes. For information, this mapping document is included as Annex D. Many of the competencies from the MSK core capabilities framework correspond fairly clearly to GOPRE outcomes, though some are less explicit. Some are largely covered but in different language, and some are not really referenced at all. The ones that are not referenced in GOPRE relate in particular to capabilities 8 (Pharmacology), 9 (Injection therapy) 10 (Surgical Interventions) and 11 (Rehabilitative interventions). These may be covered to a greater or lesser extent in more generic outcomes, of course, but it is not obvious that this is the case. As Allied Health Practitioners (AHPs), osteopaths may well be applying for and gaining such roles within an NHS setting, and there is therefore a strong case for ensuring that the capabilities within the MSK framework are clearly reflected in the outcomes set out within the GOPRE document.

Standards for Education

14. The GOsC does not currently set its own standards for education which define the standards required of the environment within which pre-registration education is delivered to be necessary to ensure that only students meeting the required outcomes are awarded a degree. These standards were outlined in the UK Quality Code for Higher Education⁴ and included, for example, standards in relation to admissions, curriculum, assessment governance etc. However, the updated Code has stripped out much of this detail, and it is now appropriate to ensure that GOsC expectations for standards of delivery of education are clear both for the osteopathic educational institutions, students, and the GOsC Policy Advisory Committee and Council, as well as for other stakeholders. This position is consistent with that of other regulators and also consistent with previous Committee discussion to make more explicit risk profiles.
15. As a starting point for developing a preliminary draft set of standards for discussion, we looked at the standards for education published by other UK health and care regulators. These were summarised and reconfigured into a table with the standards arranged by theme (all available from Steven Bettles - sbettles@osteopathy.org.uk on request). We then developed a set of themes and initial standards for consideration by the reference group (Annex E). These are very much a first draft to help promote discussion and thinking by the group, and are liable to develop considerably over this process.
16. As will be seen, we have suggested initial themes of:
 - Programme design and delivery
 - Programme governance, leadership and management

⁴ <https://www.qaa.ac.uk/quality-code>

- Learning culture
- Quality evaluation, review and assurance
- Resources
- Students
- Clinical experience
- Staff support and development
- Patients

Recommendation: To note the progress of the review of the Guidance for Osteopathic Pre-registration Education including the development of more specific Standards for Education.