

Initial draft Standards for Education for consideration by Stakeholder Group

1. Programme design, delivery and assessment

Education providers must:

- i. ensure that they implement and keep under review an open, fair and transparent admissions process, with appropriate entry requirements including competence in written and spoken English;
- ii. implement a fair and appropriate process for assessing applicants' prior learning and experience;
- iii. ensure that all staff involved in the design and delivery of programmes are supportive, accessible, and able to fulfil their roles effectively;
- iv. ensure that curricula and assessments are developed and evaluated by appropriately experienced and qualified educators and practitioners;
- v. involve the participation of students, patients and, where possible, the wider public in the design and development of programmes, and ensure that feedback from these groups is regularly taken into account and acted upon;
- vi. ensure that the programme reflects the skills, knowledge base, attitudes and values, set out in the Guidance for Pre-registration Osteopathic Education;
- vii. ensure that assessment methods are reliable and valid, and provide a fair measure of students' achievement and progression for the relevant part of the programme;
- viii. ensure that subject areas are delivered by educators with relevant and appropriate knowledge and expertise. Those teaching osteopathic content or supervising in teaching clinics should be on the GOsC register;
- ix. ensure that there is an effective process in place for receiving and responding to student complaints;
- x. ensure that there is an effective process in place for students to make academic appeals.

2. Programme governance, leadership and management

Education providers must ensure that:

- i. they effectively implement effective governance mechanisms that ensure compliance with all legal, regulatory and educational requirements, with clear lines of responsibility and accountability.
- ii. Have in place and implement fair, effective and transparent fitness to practice procedures to address concerns about student conduct which might compromise public or patient safety, or call into question their ability to deliver the Osteopathic Practice Standards.
- iii. There are accessible and effective channels in place to enable concerns and complaints to be raised and acted upon, and that the culture is one where it is safe for students, staff and patients to speak up;

- iv. ensure that systems are in place to provide assurance, with supporting evidence, that students have fully demonstrated learning outcomes;

3. Learning culture

Education providers must:

- i. ensure that there is a caring and compassionate culture within the institution that places emphasis on the safety and wellbeing of students, patients, educators and staff, and embodies the Osteopathic Practice Standards;
- ii. cultivate and maintain a culture of openness, candour, and mutual respect between staff and students;
- iii. ensure that the learning culture is fair, impartial and transparent, and is compliant with equality legislation;
- iv. ensure that processes are in place to identify and respond to issues that may affect the safety, accessibility or quality of the learning environment, and to reflect on and learn from things that go wrong;
- v. ensure that students are supported to develop as learners and as professionals during their education;
- vi. Promote a culture of lifelong learning in practice for students and staff.

4. Quality evaluation, review and assurance

Education providers must:

- i. ensure that effective mechanisms are in place for the monitoring and review of the programme, to include information regarding student performance and progression, as part of a cycle of quality review.
- ii. Ensure that external expertise is used within the quality review of osteopathic pre-registration programmes.
- iii. ensure that there is an effective management structure, and that relevant and appropriate policies and procedures are in place and kept up to date.
- iv. they demonstrate an ability to embrace and implement innovation in osteopathic practice and education, where appropriate.

5. Resources

Education providers must ensure that:

- i. they provide adequate, accessible and sufficient resources across all aspects of the programme, including clinical provision, to ensure that all learning outcomes are delivered effectively and efficiently.
- ii. Ensure the staff-student ratio is sufficient to provide education and training that is safe, accessible and of the appropriate quality within the acquisition of practical osteopathic skills, and in the teaching clinic.

6. Students

Education providers should ensure that students:

- i. are provided with clear and accurate information regarding the curriculum, approaches to teaching, learning and assessment and the policies and processes relevant to their programme.
- ii. have access to effective support for their academic and welfare needs to support their development as autonomous reflective and caring Allied Health Professionals.
- iii. have their diverse needs respected and taken into account across all aspects of the programme.
- iv. receive regular and constructive feedback to support their progression through the programme, and to facilitate and encourage reflective practice.
- v. have the opportunity to provide regular feedback on all aspects of their programme, and to respond effectively to this feedback.
- vi. are supported and encouraged in having an active voice within the institution

7. Clinical experience

Education providers must:

- i. ensure that there are effective means of ensuring that students gain sufficient access to the clinical experience required to develop and integrate their knowledge and skills, and meet the programme outcomes, in order to sufficiently be able to deliver the Osteopathic Practice Standards.

8. Staff support and development

Education providers must ensure that:

- i. educators are appropriately recruited, inducted, trained and managed in their roles, and provided with opportunities for development.
- ii. educators receive the support and resources required to effectively meet their responsibilities and develop in their role as an educator.
- iii. ensure that educators comply with and meet all relevant standards and requirements, and act as professional role models
- iv. ensure that there are sufficient numbers of experienced educators with the capacity to teach, assess and support the delivery of the recognised qualification. Those teaching practical osteopathic skills and theory, or acting as clinical educators, should be registered with the General Osteopathic Council.
- v. educators either have a teaching qualification, or are working towards this, or have relevant and recent teaching experience.

9. Patients

Education providers must:

- i. Ensure that patient safety within their teaching clinics is paramount, and that care of patients and the supervision of this, is of an appropriate standard.
- ii. Ensure that the staff student ratio is sufficient to provide safe and accessible education of an appropriate quality.
- iii. Refer promptly to the GOSc concerns about a student's fitness to practice, or the fitness to practice of a member of staff.
- iv. Provide appropriate fitness to practice policies and fitness to study policies to manage situations where the behavior or health of students poses a risk to the safety of patients or colleagues.