



Policy and Education Committee

7 October 2021

Progress in the Review of Guidance for Osteopathic Pre-registration Education and development of Standards for Education and Training

Classification	Public
Purpose	For noting
Issue	Emerging themes from the consultation on the Guidance for Osteopathic Pre-registration Education and Standards for Education and Training.
Recommendations	To note the progress made and emerging themes in relation to the consultation on the Guidance for Osteopathic Pre-Registration Education and development of Standards for Education and Training.
Financial and resourcing implications	<p>The review is being managed in-house. We have commissioned experts to review our Equality Impact Assessment and the Guidance for Osteopathic Pre-registration Education and Training and to review and advise on specific consultation questions in relation to equality, diversity and inclusion costing £2,500.</p> <p>In addition, we have made small payments to participants with particular protected characteristics as these views were under-represented in our pre-development feedback. Costs are less than £600.</p>
Equality and diversity implications	<p>Equality and diversity implications are being taken into account. An Equality Impact Assessment has been developed. This identifies a range of associated actions during the development, consultation and decision-making phases.</p> <p>As indicated by the equality impact assessment, we received specific advice on the draft guidance and on the equality impact assessment and we have held two focus groups and also interviews and correspondence with individuals in order to inform the development of the guidance and consultation questions.</p>



**Communications
implications**

We have been undertaking ongoing engagement with stakeholders throughout the development period, and through the consultation.

Annex

None

Author

Steven Bettles

Key messages

- This paper provides an update on the activities undertaken during the consultation on the Guidance for Pre-registration Education and Standards for Education and Training and the emerging themes arising from the feedback. It is provided for information so that the Committee can begin to reflect on the emerging themes ahead of considering the full analysis and final draft for approval in March 2022.

Background

1. We reported to the Committee at its [March 2021](#) meeting with the updated Guidance for Pre-registration Osteopathic Education (GOPRE) and new Standards for Education and Training (SET), and the Committee agreed to recommend that Council publish these for consultation. Council agreed at its [May 2021 meeting](#) that these could be published for consultation.
2. The Consultation took place from 15 June until 22 September, in accordance with the agreed [consultation strategy](#).
3. This paper updates the Committee, and sets out next steps in the process.

Discussion

Consultation documents

4. The consultation documents are available on our [website](#). These follow the format of the draft GOPRE and Standards document, setting out a summary of changes in each section, and asking a range of questions in each case. These included general questions and specific questions to explore views on issues raised throughout the development process, including:
 - Patient partnership and values.
 - Knowledge and skills outcomes.
 - Research outcomes.
 - Leadership, management and education outcomes, and options in relation to each of these.
 - Business skills.
 - Models of healthcare.
 - Clinical hours and experience, and how these might be met.
 - Common ranges of clinical presentation.
 - How common ranges of osteopathic approaches to treatment are referenced.
 - Whether equality, diversity and inclusion issues are sufficiently woven through the outcomes.
 - Mechanisms of implementation

5. In relation to the Standards for Education, we explore views on:
 - Equality, diversity and inclusion, again, as referenced within the standards.
 - Student, patient and public involvement in programme design.
 - Standards around 'speaking up' in relation to learning culture.
 - Whether the standards sufficiently address the meeting of students' diverse needs.
 - The requirement to provide a varied and diverse clinical experience.
 - Staff support, training and development standards.
 - Patient safety and wellbeing at the centre of osteopathic education.
6. The consultation was promoted through our usual channels, including social media, ebulletins to registrants, and direct emails to key stakeholders, including: educational providers, NCOR, The Institute of Osteopathy, the Osteopathic Alliance, other regulators, the PSA, and HEE and the devolved administrations. using a variety of media including a video, a news story and a blog.
7. The main focus of the consultation was on engaging with as broad a range of stakeholders as possible, and making this accessible. We arranged a series of focus groups or discussions including with:
 - Patients
 - COEI (as a focused session within a GOsC/COEI meeting)
 - The Osteopathic Alliance (we attended their Committee meeting)
 - The iO Council (we introduced the consultation at an iO Policy and Standards Committee meeting)
 - Osteopathic Students
 - Osteopathic Educators
 - Regional Group Leads
 - Osteopaths working in NHS roles
 - Registration assessors
8. The discussions were aimed, largely, at some key questions:
 - In relation to GOPRE – do the outcomes (and clinical training requirements) meet your expectations of the knowledge, skills and clinical experience required of a graduating osteopath?
 - In relation to the Standards for Education and Training, do these standards meet your expectations of pre-registration osteopathic education programmes?
 - Do you think there is anything missing from the draft GOPRE and Standards?
 - Do you think there is anything included that you feel shouldn't be?
9. They were kept open, though, so we were able to explore issues which arose within the context of each group. Feedback from these discussions has been collated and is being analysed. This will inform further development of the draft documents, and will be discussed further with the Stakeholder Reference Group before it is reported back to the Committee.

Annual report process and contribution to the development of SET

10. For the SET, the process has been extended somewhat by the incorporation of the draft Standards as the framework for the 2020-21 OEI Annual Report process, as was agreed by the Committee at its June 2021 meeting. This will enable us to seek detailed feedback from the OEIs on the draft standards, having reflected at depth on their performance against these, and will ensure that the final standards have been thoroughly reviewed.

Responses and themes

11. We have received a formal organisational response to the consultation from The National Council for Osteopathic Research. COEI are planning to meet to discuss this in early October. The Institute of Osteopathy will also be submitting a formal response. At the time of writing, we have received just one further response to the formal consultation document.
12. It was anticipated that this would not be a high-volume response consultation – whilst this is an important policy area, it takes commitment to read through everything and provide even a partial response to the questions raised and for many it is a specialist issue. This is why we put so much effort into the focus group activities with a range of stakeholders outlined at paragraph 7. These have been very successful in gaining insights and perspectives, and have led to some rich feedback that will contribute very helpfully to the post-consultation development of the GOPRE and SET. The range of stakeholders, as outlined above was quite broad, encompassing patients, educators, osteopaths in private practice, and in the NHS, those leading regional groups, and those working for us as registration assessors. Some participants encompass many of these categories, in fact, so the discussions have been wide ranging and well informed.

Emerging themes

13. The general group discussions have been positive, with most indicating that their expectations as to what should be included within a set of pre-registration outcomes, and the Standards for Education and Training, are met by the documents. The more broad applicability to a range of career pathways has been welcomed, in general, though some expressed the view that there should be more reference to the distinctiveness of an osteopathy approach, and the types of techniques and approaches to treatment that might typically be included within an RQ programme.
14. From an OEI perspective, discussions so far have centered around the academic level of some of the outcomes – in particular, are the research outcomes based too much at level 7. Another issue raised in discussions was around clinical hours, with some expressing the opinion that the 1,000 hour clinical experience requirement was arbitrary and outdated, and should be more focused on outcomes to allow flexibility of delivery or should be further defined to explain what a clinical hour is. This will be explored in more detail and considered when a formal sectoral response is received.

Timetable

15. The Timetable for the further post consultation development and implementation of the updated GOPRE and Standards for Education is as follows:

Month	Activity
September to October	Analysis of consultation feedback
November 2021	Consideration of consultation outcomes in conjunction with Stakeholder Reference Group
December 2021 to January 2022	Development of final GOPRE
January to February	Consideration of feedback from OEIs in relation to the annual report pilot against the draft Standards for Education and Training
March 2022	Report to PEC with consultation evaluation report and final draft GOPRE and SET for approval
May 2022	Report to Council with final documentation
September 2022	Implement updated GOPRE and SET

Recommendation: To note the progress made and emerging themes in relation to the consultation on the Guidance for Osteopathic Pre-Registration Education and development of Standards for Education and Training.