



Policy and Education Committee
6 October 2022
Quality assurance policies update

Classification	Public
Purpose	For decision
Issue	<p>Plans to review and update:</p> <ul style="list-style-type: none">• GOsC Quality Assurance Policy• Management of concerns (in education) policy• Guidance about Professional Behaviours and Fitness to Practise for Osteopathic Students• Student Fitness to Practise – Guidance for Osteopathic Educational Institutions• Guidance for Applicants and Students with a Disability or Health Condition• Students with a Disability or Health Condition – Guidance for Osteopathic Educational Institutions
Recommendations	<p>To agree to the plans and timetable outlined in relation to the review of:</p> <ul style="list-style-type: none">• GOsC Quality Assurance Policy• Management of concerns (in education) policy• Guidance about Professional Behaviours and Fitness to Practise for Osteopathic Students• Student Fitness to Practise – Guidance for Osteopathic Educational Institutions• Guidance for Applicants and Students with a Disability or Health Condition• Students with a Disability or Health Condition – Guidance for Osteopathic Educational Institutions
Financial and resourcing implications	The costs of quality assurance activity will be from planned budgets.
Equality and diversity implications	There will be equality, diversity and inclusion implications in relation to the quality assurance and RQ review process. Promoting equality and valuing diversity is a key component of our quality assurance policy. This is



implemented through the criteria against which the RQ process takes place. In relation to the development of our policies, we will undertake an equality impact assessment throughout the development to ensure that this is integrated into our thinking and development.

**Communications
implications**

There will be communications implications in relation to inviting initial input from stakeholders as outlined within the paper. A final draft for approval will be reported to Committee with a consultation strategy including a communications plan.

Annex

None

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Key messages

- The approach and timeline to updating policies related to undergraduate and pre-registration education for agreement.

Background

1. The Committee approved an updated interim Quality Assurance Handbook at its [June 2022](#) meeting. This had been updated to reflect changes introduced as a result of the implementation of the updated Graduate Outcomes, and new Standards for Education and Training from September 2021, and will apply to forthcoming RQ visits.
2. The QA Handbook includes our Management of concerns policy (Annex C to the handbook), and the GOsC Quality Assurance Policy (Annex E to the handbook).
3. We publish further guidance for students and education providers in relation to [student fitness to practice](#), and [health and disability issues](#).
4. Our Business Plan for 2022-23 includes the updating of the Quality Assurance Handbook and consulting on this. The publishing of the Graduate outcomes and Standards for Education and Training necessitated a further interim update as referenced above. The interim handbook is therefore up to date and able to be used in relation to planned RQ visits. There is therefore no immediate time pressure to review the handbook itself, but it would be a priority to reflect on our Quality Assurance policy and the Management of concerns policy as referenced within the handbook.
5. Similarly, it is now six years since our Student Fitness to Practice Guidance and Health and Disability Guidance were published, and these are due for review.
6. This paper outlines plans to review all of the above policies.

Discussion

7. Our plan is to seek preliminary feedback from osteopathic education providers as part of an initial information gathering approach to explore their views on our Quality Assurance Policy, Management of concerns policy, Student Fitness to Practise and Student Health and Disability Guidance.
8. The views of students and graduates will also be sought, particularly in relation to the guidance specifically aimed at them (currently, as will be seen from the links above, we publish guidance aimed at students in relation to fitness to practise and health and disability, and separate guidance for education institutions). We will also seek preliminary feedback in relation to the equality, diversity and inclusion aspects of all policies, from both stakeholders (educators and students with a particular interest/insight) and from an equality, diversity and inclusion (EDI) consultant.

9. Such an approach will also enable us to hear more strongly the student voice to inform our future approach to this. (On this point, please also see Public Item 10 – Transition into Practice).
10. We will seek, also, to establish a Stakeholder Reference Group, to consider and contribute to the development of updated guidance.
11. An indicative draft timetable is set out below:

October – December 2022	Undertake scoping exercise – seek preliminary feedback from Stakeholders to inform development of update Fitness to Practice and Health and Disability Guidance, plus the Management of concerns and Quality Assurance policies.
December 2022 to February 2023	Updating of policies/guidance to reflect interim feedback
February 2023	Stakeholder Reference Group to consider Guidance developments and proposals for consultation
March 2023	Report to Committee
May 2023	Report to Council to agree consultation
May - August 2023	Consultation
August / September 2023	Consultation Analysis
October 2023	PEC agree final draft
November 2023	Council approve for publication

Recommendations:

To agree to the plans and timetable outlined in relation to the review of:

- GOSC Quality Assurance Policy
- Management of concerns (in education) policy
- Guidance about Professional Behaviours and Fitness to Practise for Osteopathic Students

- Student Fitness to Practise – Guidance for Osteopathic Educational Institutions
- Guidance for Applicants and Students with a Disability or Health Condition
Students with a Disability or Health Condition – Guidance for Osteopathic Educational Institutions