

**Standards of Education and Training review meeting, 18 February
2008: Education standards of other regulators.**

Executive summary and recommendations

Introduction

The standards of education and training (SETs) are the standards against which we assess education and training programmes. A programme which meets the standards of education and training allows a student who successfully completes that programme to meet the standards of proficiency. They are then eligible to apply to us for registration.

We feel that when drawing up the SETs it is important to look at the requirements made by the other health regulators, to examine similarities and differences in our approaches. It is important to recognise the reason behind the different approaches that regulators have when setting standards for education.

We are a multi-professional regulator and must ensure that the SETs are applicable to, and obtainable by, all of the education providers for the 13 professions we regulate. The SETs are outcome based; their purpose is to ensure anyone from an approved programme meets the standards of proficiency for their profession.

The General Medical Council (GMC) standards for education are set out in a document called 'Tomorrow's Doctors' which combines the standards for education and the standards of proficiency. The standards are tied together with the principals of good medical practice which covers areas such as health, character and fitness to practise.

The GMC's standards are a framework to design both detailed curricula and schemes of assessment which are then used to judge the quality of undergraduate teaching and assessments.

The GMC standards list outcomes that students must meet, for example, 'be able to perform clinical and practical skills safely', these are similar to the standards of proficiency we set.

Similarities in approach to our SETs are found in the curricula themes which medical schools must adhere to, for example, communications skills, teaching skills and the working environment. They also specify in detail the requirements for assessments, themes and procedures. Guidance is provided regarding

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programme delivery but there is no specific criteria, instead reasons and decisions must be justifiable.

It must be stressed that there is a strong emphasis on student fitness to practise in the standards. The reason for this is that a medical degree automatically entitles a graduate to be provisionally registered with the GMC and practice as a pre-registration house officer under supervision.

The Nursing and Midwifery Council (NMC) standards also combine the standards of proficiency and the standards of education. As with the GMC standards and our standards of proficiency there is a focus on what a registrant will be able to do. However the standards set are more prescriptive than ours and those of the GMC, for example, specific time is set for the completion of a programme if an interruption occurs.

Similarities can be found when looking at the structure and nature of programmes, for example requirements for student support and ensuring that training includes both theory and clinical practice. However, the standards specify that there is an equal split between theory and practice.

There are differences because the standards have to be applicable to the professions that each regulator regulates. The legal basis for assessment criteria derive from different legislations. However, along with the other regulators who assess pre-registration programmes we must ensure that those who complete the programmes are safe and effective to practise. This is done by assessing the learning outcomes, ensuring there is appropriate supervision and that practice placement is a central component of the standards.

Decision

This paper is to note.

Background information

Tomorrow's Doctors - http://www.gmc-uk.org/education/undergraduate/undergraduate_policy/tomorrows_doctors.asp

Standards of proficiency for pre-registration nursing education – <http://www.nmc-uk.org/aFrameDisplay.aspx?DocumentID=328>

Standards of proficiency for pre-registration midwifery education - <http://www.nmc-uk.org/aFrameDisplay.aspx?DocumentID=171>

Resource implications

N/A

Financial implications

N/A

Appendices

None

Date of paper

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