3 - Analysis of current standards - Annex D

<table>
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<tr>
<th>Health sector regulators (UK)</th>
<th>Structure and level of detail covered</th>
<th>Areas of focus</th>
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| **General Chiropractic Council** | Sets out programme outcomes students must meet (taken from the Code) and requirements on education institutions. The requirements on education institutions have 30 criteria under 11 headings, with each criterion being a brief statement but having quite detailed guidance alongside them with a lot about the evidence required. | • Level and length of course  
• Teaching and learning methods  
• Assessment methods and regulations  
• Programme structure  
• Clinical experience and practice  
• Programme planning and review  
• Institution  
• Resources  
• Staff  
• Students  
• Research |
| **General Dental Council** | Has four standards containing a total of 29 requirements (one or two sentences each) with a list of evidence alongside each requirement. | The four standards are:  
• Patient protection  
• Quality evaluation and review  
• Student assessment  
• Equality and diversity |
| Has a separate document for learning outcomes, and has Standards for education | | |
| | | |
### General Optical Council

Has four handbooks designed to be used together:
- Visit guidelines for the approval of training institutions and providers of schemes for registration for UK trained dispensing opticians (DO Handbook)
- A Handbook for Optometry Specialist Registration in Therapeutic Prescribing (IP handbook)
- Visit guidelines for the approval of training establishments for UK degrees in optometry (Optometry handbook)
- Handbook for the Approval of Schemes for the Registration of United Kingdom Trained Optometrists (SFR)

Appears to be a complex web of guidance for approval of training institutions and schemes for registration, specialist registration, with detailed requirements in each, listed under up to ten headings with sub-headings.

**DO Handbook covers:**
- Training Programme construction
- Teaching, learning and assessment
- Student progression and achievement
- Teaching Institution Monitoring and Evaluation
- Teaching Institution, Programme Staffing
- Teaching Institution, Programme Resources and facilities

### General Osteopathic Council

Training courses gain recognition by referring to the Osteopathic Practice Standards. A guide to the standards of osteopathic education is provided in the Osteopathy Benchmark Statement developed by the Quality Assurance Agency for Higher Education (QAA) in conjunction with the GOsC and the osteopathy training providers. Recognised qualifications are awarded following a quality assurance process undertaken on behalf of the GOsC by the QAA. The QAA report is scrutinised by the GOsC's Education Committee before Council decides whether to recognise the qualification. When such a decision has been made, it must be formally ratified and approved by the Privy Council.

The benchmark statement includes a few pages on teaching, learning and assessment, along with the knowledge and skills requirements of an osteopath.

Covers teaching, learning and assessment

### General Pharmaceutical Council

Future pharmacists Standards for the initial education and training of pharmacists is used in conjunction with Accreditation guidance.

The ten standards are based under ten headings almost identical to the nine domains of TD and TTD. Under each are criteria, evidence and guidance providing a similar amount of detail to TD and TTD.

Ten standards similar to our nine domains, just separating what’s in Domain 6 into ‘Support and development for students and trainees’ and ‘Support and development for academic staff and pre-registration tutors’.

Annex D 2
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<tr>
<th><strong>Health and Care Professions Council</strong></th>
<th><strong>Nursing and Midwifery Council</strong></th>
<th><strong>Pharmaceutical Society of Northern Ireland</strong></th>
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<tr>
<td><strong>Standards of education and training</strong> which apply to multiple professions, are supported by <strong>Standards of education and training guidance</strong> which contains guidance, more information and example questions</td>
<td><strong>Standards for education</strong> has ten headings covering similar areas to the GMC’s domains, with similar structure and level of detail within each area. Each heading lists under it purpose, responsibility, standard, and two levels of requirement with additional guidance for some requirements.</td>
<td><strong>Future pharmacists: standards for the initial education and training of pharmacists in Great Britain (GPhC, 2011)</strong> sets out the initial education and training standards for pharmacists training in Great Britain. <strong>The accreditation of pharmacy courses leading to registration and annotation in Great Britain (GPhC, 2011)</strong> sets out the criteria and standards the GPhC will apply to providers who seek to offer an accredited course or an approved qualification or course.</td>
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| Six sections contain 1-16 standards each, outlining general requirements, but the guidance documents contain guidance, more information and example questions with lists of sources of further guidance. | **Level of qualification for entry to the Register**  
**Programme admissions**  
**Programme management and resources**  
**Curriculum**  
**Practice placements**  
**Assessment** | Ten standards similar to our nine domains, just separating what’s in Domain 6 into ‘Support and development for students and trainees’ and ‘Support and development for academic staff and pre-registration tutors’.

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**Pharmaceutical Society of Northern Ireland**

**Future pharmacists: standards for the initial education and training of pharmacists in Great Britain (GPhC, 2011)** sets out the initial education and training standards for pharmacists training in Great Britain. **The accreditation of pharmacy courses leading to registration and annotation in Great Britain (GPhC, 2011)** sets out the criteria and standards the GPhC will apply to providers who seek to offer an accredited course or an approved qualification or course.
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<td><strong>Australian Medical Council</strong></td>
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| For undergraduate: **Standards for Assessment and Accreditation of Medical Schools by the Australian Medical Council 2012** | UG: has four domains with outcomes; and eight standards with up to nine headings under each, with several requirements listed under each heading | Standards headings for UG/PG:  
  - The context of the medical school / education and training  
  - The outcomes of the medical course / training program  
  - The medical curriculum / education and training program – curriculum content  
  - The curriculum / education and training program – teaching and learning  
  - The curriculum – assessment of student learning / education and training program – assessment of learning  
  - The curriculum / education and training program – monitoring and evaluation  
  - Implementing the curriculum – students / trainees  
  - Implementing the curriculum – educational resources / delivery of educational resources  
  - Continuing Professional Development |
| For postgraduate: **Standards for Assessment and Accreditation of Specialist Medical Education Programs and Professional Development Programs by the Australian Medical Council 2010** | PG: has same / similar standard headings plus CPD |                |
| **Medical Council of New Zealand** |                                       |                |
| In 2010 the Council signed a Memorandum of Understanding with the Australian Medical Council which formalised and extended the existing cooperation and collaboration between the two organisations. The MOU facilitated adoption of a single set of standards that apply in Australia and in New Zealand. The Council is currently consulting on **Standards and processes for recognition of vocational scopes of practice and accreditation of New Zealand vocational colleges**. | Same as for the Australian Medical Council |
| Liaison Committee on Medical Education (LCME) - (for undergraduate medical education in the USA) | Functions and Structure of a Medical School: Standards for Accreditation of Medical Education Programs Leading to the M.D. Degree | Has five headings with 2-5 sub-headings each, and 16, 47, 37, 14 14 standards under each heading | • Institutional Setting  
• Educational Program for the M.D. Degree  
• Medical Students  
• Faculty  
• Educational Resources |
|---|---|---|---|
| Accreditation Council for Graduate Medical Education (ACGME) - (for postgraduate medical education in the USA) | ACGME Common Program Requirements | Has detailed requirements under sub-headings for each of six areas | • Institutions  
• Program Personnel and Resources  
• Resident appointments  
• Educational program  
• Evaluation  
• Resident Duty Hours in the Learning and Working Environment |
| Health sector (international) | Structure and level of detail covered | Areas of focus |
| World Federation for Medical Education | All four sets have:  
• Areas (similar 9 across all four sets)  
• Sub-areas (up to 8)  
• Standards – basic (must) and for quality development (should)  
• Annotations – to clarify, amplify or exemplify expressions in the standards | In BME:  
• Mission and Outcomes  
• Educational Programme  
• Assessment of Students  
• Students  
• Academic Staff/Faculty  
• Educational Resources  
• Programme Evaluation  
• Governance and Administration  
• Continuous Renewal |
| Has WFME Global Standards for Quality Improvement for:  
• Basic Medical Education  
• PG Medical Education  
• CPD  
• European Specifications | Very detailed and organised, eg under Assessment Methods in Basic Medical Education, has:  
• basic standards B3.1.1 – B3.1.5  
• quality development standards Q3.1.1 – Q3.1.3  
• four annotations | |
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| **Ofsted**                                                          | Contains nine aspects with lists of effectiveness descriptors under four headings. Also contains guidance for inspectors under the same four headings. | • Corporate leadership and strategic planning  
• Monitoring, challenge, intervention and support  
• Support and challenge for leadership and management (including governance)  
• Use of resources |
| **Quality Assurance Agency for Higher Education**                    | Contains 11 chapters with 7-12 indicators, and detailed guidance under each indicator.                | • Programme design and approval  
• Admissions  
• Learning and teaching  
• Enabling student development and achievement  
• Student engagement  
• Assessment of students and accreditation of prior learning  
• External examining  
• Programme monitoring and review  
• Academic appeals and student complaints  
• Managing higher education provision with others  
• Research degrees |