

GCC

Consultation

Review of Education Standards

Closing date of consultation: 16 September 2022 (noon)

Background and purpose of consultation

The General Chiropractic Council regulates chiropractors in the UK, Isle of Man and Gibraltar to ensure the safety of patients undergoing chiropractic treatment. It is an independent statutory body established by and accountable to Parliament to regulate the chiropractic profession. It protects the health and safety of the public; by:

- Promoting standards: The GCC will set, assure compliance, and promote educational, professional and registration standards alongside lifelong learning.
- Developing the profession: The GCC will facilitate collaborative strategic work to support the profession's development.
- Investigating and acting: The GCC will take right-touch action on complaints, the misuse of title or where registration standards are not met.
- Delivering value: The GCC will be a great place to work, work collaboratively and deliver effective and efficient services.

Background

As the regulator for chiropractors, our role is to protect the public. One of the key ways that we do this is by setting the standards of chiropractic education alongside approving and quality assuring education programmes and qualifications that lead to professional registration with us.

Following a scoping review in 2021, which determined that the existing Education Standards, published in 2017, required development and updating, the GCC began revising the Education Standards in January 2022.

The revision will ensure that the Education Standards:

- Provide a realistic and comprehensive set of outcomes to be met by graduates on approved qualifications, demonstrating an ability to practise in accordance with the **GCC Code**.
- Take into account developments within the profession, increase focus on multi-disciplinary learning and different professions working more closely together across the UK, ensuring that graduates are well placed to meet the opportunities to care for patients in different contexts.
- Remain consistent, as appropriate, with the outcomes set by other UK healthcare frameworks and standards.

Purpose: why we are consulting

This consultation sets out our draft Education Standards for providers and Learning Outcomes for students, which reflect and build on the evidence and feedback we have obtained through our scoping review.

We seek stakeholders' views on these draft Education Standards to ensure our final proposals are future-proof and fit for purpose.

We welcome all responses to the consultation.

Documents

The draft Education Standards on which we invite comments.

The [equality impact assessment](#) of the Education Standards, with comments invited within the consultation.

Ways to respond

You can respond to this consultation [online](#) or by emailing your submission to the questions within this document to enquiries@gcc-uk.org.

Information in responses, including personal information, may need to be published or disclosed under the access to information regimes (mainly the Freedom of Information Act 2000, the General Data Protection Regulation, the Data Protection Act 2018, and the Environmental Information Regulations 2004).

The GCC is a data controller registered with the Information Commissioner's Office. We use personal data to support our work as the regulatory body for chiropractors. We may share data with third parties to meet our statutory aims and objectives, and when using our powers and meeting our responsibilities.

Closing date

The deadline for responses to this consultation on the draft Education Standards is 16 September 2022 at noon. The consultation will be publicised and stakeholders will be invited to comment.

GCC Consultation: Education Standards

Part One: Consultation questions

Question 1

Do the new draft Education Standards set out the knowledge and skills required by graduates to support their work as chiropractors?

Yes (Go to Question 2)

No (Go to Question 1A)

Question 1A

If No to Question 1, please outline what additional knowledge and skills are required.

Please limit your submission to 500 words

We are not technical experts and this is a technical question so nothing to add.

Question 2

Are the draft Education Standards clear, accessible and easy to understand?

Yes (Go to Question 3)

No (Go to Question 2A)

Question 2A

If No to Question 2, please outline how the draft Education Standards could be made clearer, more accessible and easier to understand.

Please limit your submission to 500 words

Question 3

Are there any additional standards or associated expectations needed within the draft Education Standards?	Yes <input type="checkbox"/> (Go to Question 3A)
	No <input type="checkbox"/> (Go to Question 4)

Question 3A

<p>If Yes to Question 3, please outline what additional standards or associated expectations are needed within the draft Education Standards.</p> <p>Please limit your submission to 500 words</p>
<p>We are not technical experts and this is a technical question so nothing to add.</p>

Question 4

Are there any standards or associated expectations which should be amended or removed from the draft Education Standards?	Yes <input type="checkbox"/> (Go to Question 4A)
	No <input type="checkbox"/> (Move to Question 5)

Question 4A

<p>If Yes to Question 4, please outline which standards or associated expectations should be amended or removed from the draft Education Standards.</p> <p>Please identify which standard number you are commenting on.</p> <p>Please limit your submission to 500 words</p>
<p>We are not technical experts and this is a technical question so nothing to add.</p>

Question 5

In your view, are there implications for groups with identified protected characteristics resulting from the implementation of these Education Standards?	Yes <input checked="" type="checkbox"/> (Go to question 5A)
	No <input type="checkbox"/> (Go to Question 6)

Question 5A

If Yes to Question 5, please provide additional comments.

Please limit your submission to 500 words

There is a proactive commitment in the standards to promote equality, diversity and inclusion throughout education and training, and so it follows that there should be positive implications for people with protected characteristics.

Question 6

Are there any other equality, diversity or inclusion aspects which may be unfair or discriminate against people with protected characteristics?

Yes (Go to Question 6A)

No (Go to Question 7)

Question 6A

If Yes to Question 6, please provide additional comments.

Please limit your submission to 500 words

There isn't enough information (particularly a lack of data in the EqIA) for us to provide an answer to this question.

Question 7

Do you have any further comments or feedback regarding the draft Education Standards?

Please limit your submission to 500 words

From the GMC: As a fellow regulator, we welcome the focus on multidisciplinary working and collaborative healthcare that runs through these standards, this reflects the direction of travel for the healthcare system.

We also welcome the promotion of outcome based learning and share the view that *'An overly prescriptive set of requirements established by the regulator incentivising uniformity will serve neither the patients, prospective students, the institutions, nor the profession.'*

We recognise these as high quality, considered and effective standards for Education which align with our own regulatory approach.

Part Two: Contact details

Your name or organisation if responding on its behalf

General Medical Council

Email Address

education.policy@gmc-uk.org

In what capacity are you responding? (Choose one option)

Chiropractor	<input type="checkbox"/>
Student	<input type="checkbox"/>
Academic staff	<input type="checkbox"/>
Patient	<input type="checkbox"/>
Other healthcare professional	<input type="checkbox"/>
Member of the public	<input type="checkbox"/>
Other (please specify)	UK Regulator

General Chiropractic Council

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