

Revision of the GDC Standards for Education

Step 1 – Identify the policy

Policy title	Standards for Education
Department/team carrying out the assessment	Education and Quality Assurance
New or previously approved policy?	Replacing: standards-for-education-(revised-2015).pdf
Date of approval / last review (if known)	May 2015

Step 2 – Further information

Who is responsible for the policy that is being assessed?	GDC Chief Executive and Registrar
Describe the main aims, objectives, and purpose of the policy	<p>The revisions will ensure better alignment of the Standards with the learning outcomes, GDC’s strategic policy priorities, make them better able to respond to future developments in regulation and education and improve their layout and structure.</p> <p>The update will also strengthen and add requirements pertaining to:</p> <ul style="list-style-type: none"> • equality, diversity and inclusion; • student and staff wellbeing; • student professionalism; and • technological change in the industry.
Are there associated objectives of the policy? If so, please explain.	The programmes assessed, monitored and inspected against these updated Standards should improve at least some aspects of the student and staff experiences, and can have positive impact on some students and staff from under-represented backgrounds or with certain protected characteristics.

<p>Who is expected to benefit from this policy?</p>	<ul style="list-style-type: none"> • Patients/public – an important objective of the policy is to strengthen programme and assessment providers’ commitment to fostering equality, diversity and inclusion, including through their admissions processes, and to student wellbeing. This in turn could contribute to making the future workforce more diverse and more reflective of the communities they work in. It could also contribute to enhancing the commitment of future professionals to fostering diversity and recognising and reducing discrimination in their practice. • Students and trainees – students and trainees from diverse backgrounds could benefit from the improvements to programmes and processes. • Programme and assessment providers – should benefit from improvements to the Standards’ layout and structure. • GDC Education and Quality Assurance Team, education associates – should benefit from the Standards being better aligned to the GDC’s learning outcomes and strategic priorities and support them in assessing and inspecting programmes and providers.
<p>Who was consulted on this policy?</p>	<ul style="list-style-type: none"> • Internal consultation has taken place with relevant GDC teams. • External stakeholders were consulted throughout the development work, including at two stakeholder events in March 2024. • Public consultation issued on 6 November 2024.
<p>How has the policy been explained to those who would be directly or indirectly affected by it?</p>	<ul style="list-style-type: none"> • GDC staff and education associates were directly involved in revising and updating the Standards, including in assessing the rationale for changes and their impacts. • Programme and examination providers were directly consulted during informal discussions and the stakeholder events in March 2024. • The consultation document directly addresses the changes proposed and the rationale for them. • Communications will be issued directly to relevant stakeholders for the purposes of public consultation, highlighting the main changes. • Post-consultation, the updated Standards will be published on the GDC

	<p>website, together with a consultation report setting out key feedback and the GDC's response to it.</p>
<p>What outcome(s) are meant to be achieved from this policy?</p>	<ul style="list-style-type: none"> • Standards for Education are better aligned to the GDC's strategic priorities, reflect the updated learning outcomes and technological developments, create a more inclusive training environment and improves access to dental training and education for under-represented groups. • Students and trainees from different backgrounds can better access training and education and to achieve their full potential. • Dental professionals work with colleagues in a more inclusive environment and are better prepared to identify and reduce discrimination. • Patients from diverse backgrounds are treated by professionals who better reflect their community and have a strong commitment to reducing discrimination and fostering inclusive treatment environments. • Programme and assessment providers take steps to make their programmes and assessments more accessible to a more diverse student/candidate cohort and to reduce barriers to accessing training and to attaining for under-represented groups.
<p>What factors could contribute to the outcome(s)?</p>	<ul style="list-style-type: none"> • Programme and assessment providers responding to the changes in the Standards by updating their processes, embedding, monitoring and improving them. • Students from diverse backgrounds see tangible improvements in their learning environments and their attainment, while the student body becomes more diverse and better able to serve their communities during their training and beyond.
<p>What factors could detract from the outcome(s)?</p>	<ul style="list-style-type: none"> • The changes implemented by providers are not effective in bringing about change. • The providers do not understand the new/updated requirements, or the action required to meet them.

Step 3 – Assess the impact on different groups of people

In the table below, please indicate whether the policy affects different groups of people with Protected Characteristics in ways that would be different to when compared to other groups.

Positive impact: a policy or practice where the impact on a particular group of people is more positive than for other groups, e.g., accessible website design. It can also include legally permitted positive action initiatives designed to remedy workforce imbalance.

Negative impact: a policy or practice where the impact on a particular group of people is more negative than for other groups.

Neutral impact: a policy or practice with neither a positive nor a negative impact on any group or groups of people, compared to others.

Protected Characteristic	Positive impact	Negative impact	Neutral impact	Reasons / comments
Age	Y			<p>Introduction of the new requirement 12 (Providers must ensure that the programme is inclusive, transparent and treats applicants fairly) and new criteria under requirements 17 and 19 (Providers must collect and analyse results against the diversity of the student demographics and take necessary action to address any discrepancies) should improve outcomes for applicants, students and trainees from diverse backgrounds, and in turn, improve experience of patients with diverse backgrounds.</p> <p>This could positively impact students, trainees and patients with different protected characteristics. In the consultation, we are asking respondents to consider how this, and any other changes, could impact those from different groups. Any feedback we receive will be incorporated in our assessment of the policy's potential impact.</p>
Disability	Y			<p>Introduction of the new requirement 12 (Providers must ensure that the programme is inclusive, transparent and treats applicants fairly) and new criteria under requirements 17 and 19 (Providers must collect and analyse results against the diversity of the student demographics and take necessary action to address any discrepancies) should improve outcomes for applicants, students and trainees from diverse</p>

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				<p>backgrounds, and in turn, improve experience of patients with diverse backgrounds.</p> <p>This could positively impact students, trainees and patients with different protected characteristics. In the consultation, we are asking respondents to consider how this, and any other changes, could impact those from different groups. Any feedback we receive will be incorporated in our assessment of the policy's potential impact.</p>
Gender identity	Y			<p>Introduction of the new requirement 12 (Providers must ensure that the programme is inclusive, transparent and treats applicants fairly) and new criteria under requirements 17 and 19 (Providers must collect and analyse results against the diversity of the student demographics and take necessary action to address any discrepancies) should improve outcomes for applicants, students and trainees from diverse backgrounds, and in turn, improve experience of patients with diverse backgrounds.</p> <p>This could positively impact students, trainees and patients with different protected characteristics. In the consultation, we are asking respondents to consider how this, and any other changes, could impact those from different groups. Any feedback we receive will be incorporated in our assessment of the policy's potential impact.</p>
Marriage and Civil Partnership	Y			<p>Introduction of the new requirement 12 (Providers must ensure that the programme is inclusive, transparent and treats applicants fairly) and new criteria under requirements 17 and 19 (Providers must collect and analyse results against the diversity of the student demographics and take necessary action to address any discrepancies) should improve outcomes for applicants, students and trainees from diverse backgrounds, and in turn, improve experience of patients with diverse backgrounds.</p>

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Pregnancy and maternity	Y			<p>Introduction of the new requirement 12 (Providers must ensure that the programme is inclusive, transparent and treats applicants fairly) and new criteria under requirements 17 and 19 (Providers must collect and analyse results against the diversity of the student demographics and take necessary action to address any discrepancies) should improve outcomes for applicants, students and trainees from diverse backgrounds, and in turn, improve experience of patients with diverse backgrounds.</p> <p>This could positively impact students, trainees and patients with different protected characteristics. In the consultation, we are asking respondents to consider how this, and any other changes, could impact those from different groups. Any feedback we receive will be incorporated in our assessment of the policy's potential impact.</p>
Race	Y			<p>Introduction of the new requirement 12 (Providers must ensure that the programme is inclusive, transparent and treats applicants fairly) and new criteria under requirements 17 and 19 (Providers must collect and analyse results against the diversity of the student demographics and take necessary action to address any discrepancies) should improve outcomes for applicants, students and trainees from diverse backgrounds, and in turn, improve experience of patients with diverse backgrounds.</p> <p>This could positively impact students, trainees and patients with different protected characteristics. In the consultation, we are asking respondents to consider how this, and any other changes, could impact those from</p>

Protected Characteristic	Positive impact	Negative impact	Neutral impact	Reasons / comments
				different groups. Any feedback we receive will be incorporated in our assessment of the policy's potential impact.
Religion or belief	Y			Introduction of the new requirement 12 (Providers must ensure that the programme is inclusive, transparent and treats applicants fairly) and new criteria under requirements 17 and 19 (Providers must collect and analyse results against the diversity of the student demographics and take necessary action to address any discrepancies) should improve outcomes for applicants, students and trainees from diverse backgrounds, and in turn, improve experience of patients with diverse backgrounds. This could positively impact students, trainees and patients with different protected characteristics. In the consultation, we are asking respondents to consider how this, and any other changes, could impact those from different groups. Any feedback we receive will be incorporated in our assessment of the policy's potential impact.
Sex	Y			Introduction of the new requirement 12 (Providers must ensure that the programme is inclusive, transparent and treats applicants fairly) and new criteria under requirements 17 and 19 (Providers must collect and analyse results against the diversity of the student demographics and take necessary action to address any discrepancies) should improve outcomes for applicants, students and trainees from diverse backgrounds, and in turn, improve experience of patients with diverse backgrounds. This could positively impact students, trainees and patients with different protected characteristics. In the consultation, we are asking respondents to consider how this, and any other changes, could impact those from different groups. Any feedback we receive will be incorporated in our assessment of the policy's potential impact.
Sexual Orientation	Y			Introduction of the new requirement 12 (Providers must ensure that the programme is inclusive, transparent and treats applicants fairly) and new

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				<p>criteria under requirements 17 and 19 (Providers must collect and analyse results against the diversity of the student demographics and take necessary action to address any discrepancies) should improve outcomes for applicants, students and trainees from diverse backgrounds, and in turn, improve experience of patients with diverse backgrounds.</p> <p>This could positively impact students, trainees and patients with different protected characteristics. In the consultation, we are asking respondents to consider how this, and any other changes, could impact those from different groups. Any feedback we receive will be incorporated in our assessment of the policy's potential impact.</p>

Step 4 – Promoting equality

Please give a brief description of how this policy promotes equality.	By introducing the new requirement 12 (Providers must ensure that the programme is inclusive, transparent and treats applicants fairly), the GDC is placing the expectation on providers to assess EDI impacts of their programmes and assessments, to identify barriers for inclusion or sources of discrimination, and to address them.
If there is no evidence that the policy promotes equality, what changes, if any, could be made to achieve this?	N/a
If there is a negative impact on any equality target groups, can this impact be legally and objectively justified?	N/a.
How do you intend to communicate or consult in relation to the actions and proposals for improvements?	The GDC is conducting a full 12-week public consultation to seek feedback on the draft revised Standards for Education. Specific questions will be asked about the impacts on groups with protected characteristics, and we will consider any impact of this feedback on the Standards, but also on our quality assurance processes. We will explain how we have addressed issues of EDI in the consultation analysis.

Step 5 – Conclusions and next steps (to be completed following consultation)

The evidence has not identified any disadvantage or negative	
The evidence indicates that there are no disadvantages or negative impacts that cannot be easily addressed.	
It has not been possible to say whether there is a disadvantage or negative	
The evidence indicates potential disadvantages or negative impacts that cannot be easily addressed.	

Step 6 – Additional Information

What additional evidence are you going to gather?	<ul style="list-style-type: none"> • Demographic profiles • National best practice information e.g. the Professional Standards Authority or Care Quality Commission reports. 	Other (<i>please state</i>):
If you have any additional comments please add them here.		

Step 7 – Action plan

Protected Characteristic	Details of possible disadvantage or negative	Action to be taken to address the disadvantage or negative impact	Individual responsible	Completion date
Age				
Disability				
Gender identity				
Marriage and Civil Partnership				
Pregnancy and maternity				
Race				
Religion or Belief				
Sex				
Sexual Orientation				

Step 8 – Sign off

Name and job title of Assessor:	
Date of completion:	
Signed off and approved for publication by Organisational Development:	
Date of next review: <i>(This should be within three years of the date of completion of the original assessment)</i>	EIA to be reviewed following conclusion of public consultation exercise in late 2024 - early 2025