Association of British Dispensing Opticians
Application for qualification approval: Stage three decision and report
Level 6 Diploma Dispensing Optician Apprenticeship
ABX-DO2-APP
Report confirmed by GOC 8 September 2026

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SECTION ONE – ABOUT THIS DOCUMENT

1.1 ABOUT THIS DOCUMENT

This report outlines the outcomes of the review of the Association of British Dispensing Opticians' (ABDO) Level 6 Diploma Dispensing Optician Apprenticeship qualification (qualification) stage 4b application against the *Requirements for Approved Qualifications in Optometry and Dispensing Optics* (March 2021).

It includes:

- Feedback against each relevant standard as listed in the application form.
- The status of all the standards reviewed as part of stage 4b.
- Any action ABDO is required to take.
- Whether the qualification is allowed to pass on to stage 4c of the application process or needs to repeat this stage.

SECTION TWO – PROVIDER DETAILS

2.1 TYPE OF PROVIDER	
Provider *Sole responsibility for the entire route to registration.*	☐
Awarding Organisation (AO) *Sole responsibility for the entire route to registration with centres delivering the qualification(s).*	☒

2.2 CENTRE DETAILS	
Centre name(s)	• ABDO College • Bradford College • Capital City College Group (formally City and Islington College) • University of Plymouth

2.3 EXTERNAL PARTNERS DELIVERING AND/OR MANAGING AREAS OF THE QUALIFICATION
Not applicable.

SECTION THREE – QUALIFICATION DETAILS

3.1 QUALIFICATION DETAILS	
Qualification title	Level 6 Diploma Dispensing Optician Apprenticeship
Qualification level	Level six (Regulated Qualifications Framework [RQF])
Duration of qualification	36 months
Number of cohorts per academic year	One
Month(s) of student intake	September
Delivery method(s)	Blended Learning
Alternative exit award(s)	If candidates are unsuccessful in completing the ABDO Level 6 Dispensing Optician Apprenticeship, their education centre may offer an alternative unclassified exit award. Exit awards acknowledge education attainment but do not permit the candidate entry to the GOC register as they have not successfully completed all GOC learning outcomes.
Total number of students per cohort	350-500

SECTION FOUR – SUMMARY OF THE OUTCOMES OF STAGE 4b OF THE APPLICATION PROCESS

4.1 QUALITY ASSURANCE ACTIVITY	
Type of activity	Review of ABDO's Level 6 Dispensing Optician Apprenticeship qualification (qualification) application against the *Requirements for Approved Qualifications in Optometry and Dispensing Optics* (March 2021).

4.2 GOC REVIEW TEAM	
Education Officer	Danny Reyes Alzate – Education Operations Officer (Acting)
Education Manager	Georgina Carter – Education Operations Manager
Decision maker	Samara Morgan – Head of Education & CPD
Education Visitor Panel (panel) members	N/A

4.3 SUMMARY OF OUTCOMES OF REVIEW
The review of the supporting information evidenced that the qualification: • provides sufficient assurance for the qualification to pass onto stage 4c.
The qualification has been set conditions against the following standards: • S4.3 • S4.13 • S5.1
The qualification has been set recommendations against the following standards: • S3.19 In addition, Standard S3.3 has not yet been confirmed as met or not met. Further quality assurance and enhancement (QAEM) activity will take place at stage 4(c) to gain the necessary assurance.
Commentary against all the standards reviewed is set out in section 4.4. The qualification will remain subject to the GOC's quality assurance and enhancement methods (QAEM) on an ongoing basis.

4.4 STANDARDS OVERVIEW
The standards reviewed as part of the application process to seek GOC approval for a qualification (as outlined in the application form are listed below along with the outcomes, statuses, actions, and any relevant deadlines. Actions may include the following: • A **condition** is set when the information submitted did not provide the necessary evidence and assurance that a standard is met; further action is required. • A **recommendation** is set when the information submitted currently provides the necessary evidence and assurance that a standard is met. However, the GOC has

identified this may be an area that could be enhanced or that will need to be reviewed to ensure the standard continues to be met; further action is required.
- **No further action** is required – the information submitted provides the necessary assurance that a standard is met.

Further details on the evidence that the provider was required to complete or submit as part of the education and training requirements (ETR) adaptation process can be found on the Qualifications in Optometry or Dispensing Optics webpage.

Standard no.	S1.1
Standard description	There must be policies and systems in place to ensure students understand and adhere to the GOC's Standards for Optical Students and understand the GOC's Standards of Practice for Optometrists and Dispensing Opticians
Status	**MET – no further action is required at this stage.**
Deadline	Not applicable.
Rationale	The evidence reviewed provided the necessary assurance that this standard is MET. Supporting evidence reviewed included, but was not limited to: • Stage 4b Overview Form • Stage 4b Application Standards Review spreadsheet • Stage 4b Student Survey Results • Stage 4(a) Application Report • Templated 2 – Criteria Narrative (Stage 3) The information reviewed evidenced, amongst other elements, that: • The GOC's Standards for Optical Students and Standards of Practice for Optometrists and Dispensing Opticians appropriately inform the qualification's design, delivery and assessment. • There is assurance that students understand the key principles of the GOC's Standards, including what is and what is not appropriate professional behaviour, from day one of study. • ABDO has sufficient quality assurance processes in place to ensure its centres comply with this standard. • The policies and systems in place remain suitable with the addition of a new centre.

Standard no.	S1.2
Standard description	Concerns about a student's fitness to train must be investigated through robust, fair proportionate processes and where necessary, action taken and

	reported to the GOC. (The GOC Acceptance Criteria and the related guidance in annex A should be used as a guide as to how a fitness to train matter should be investigated and when it should be reported.)
Status	**MET – no further action is required at this stage.**
Deadline	Not applicable.
Rationale	The evidence reviewed provided the necessary assurance that this standard is MET. Supporting evidence reviewed included, but was not limited to: • Stage 4b Overview Form • Stage 4b Application Standards Review spreadsheet • Stage 4b Student Survey Results • Stage 4(a) Application Report • Template 2 – Criteria Narrative (Stage 3) The information reviewed evidenced, amongst other elements, that: • The AO has policies in place to ensure that concerns about a student's fitness to train will be investigated through robust, fair proportionate processes and where necessary, action taken and reported to the GOC. • The AO has sufficient quality assurance processes in place to ensure its centres comply with this standard. • The policies and processes have considered the GOC Acceptance Criteria. • The policies and systems in place remain suitable with the addition of a new centre.

Standard no.	S1.3
Standard description	Students must not put patients, service-users, the public or colleagues at risk. This means that anyone who teaches, assesses, supervises or employs students must ensure students practise safely and that students only undertake activities within the limits of their competence, and are appropriately supervised when with patients and service-users
Status	**MET – no further action is required at this stage.**
Deadline	Not applicable
Rationale	The evidence reviewed provided the necessary assurance that this standard is MET. Supporting evidence reviewed included, but was not limited to: • Stage 4b Overview Form

	• Stage 4b Application Standards Review spreadsheet • Stage 4b Student Survey Results • Stage 4(a) Application Report • Template 2 – Criteria Narrative (Stage 3) The information reviewed evidenced, amongst other elements, that: • The policies and systems in place to ensure students practice safely remain suitable with the addition of a new centre. • There are policies and processes in place to ensure that anyone who teaches, assesses, supervises or employs students ensure students practice safely. • There are policies and processes in place to ensure that students only undertake activities within the limits of their competence, and are appropriately supervised when with patients and service-users • The AO has sufficient quality assurance processes in place to ensure its centres comply with this standard.

Standard no.	S1.4
Standard description	Upon admission (and at regular intervals thereafter) students must be informed it is an offence not to be registered as a student with the GOC at all times whilst studying on a programme leading to an approved qualification in optometry or dispensing optics.
Status	**MET – no further action is required at this stage.**
Deadline	Not applicable.
Rationale	The evidence reviewed provided the necessary assurance that this standard is MET. Supporting evidence reviewed included, but was not limited to: • Stage 4b Overview Form • Stage 4b Application Standards Review spreadsheet • Stage 4b Student Survey Results • Stage 4(a) Application Report • Template 2 – Criteria Narrative (Stage 3) • Notification of Change and Event (A344) The information reviewed evidenced, amongst other elements, that: • Students are made aware at appropriate and regular intervals that it is an offence not to be registered as a student with the GOC at all times, whilst studying on a programme leading to an approved qualification in optometry or dispensing optics.

	• The AO has sufficient quality assurance processes in place to ensure its centres comply with this standard. • The policies and systems in place remain suitable with the addition of a new centre.

Standard no.	S2.1
Standard description	Selection and admission criteria must be appropriate for entry to an approved qualification leading to registration as an optometrist or dispensing optician, including relevant health, character, and fitness to train checks. For overseas students, this should include evidence of proficiency in the English language of at least level 7 overall (with no individual section lower than 6.5) on the International English Language Testing System (IELTS) scale or equivalent.
Status	**MET – no further action is required at this stage.**
Deadline	Not applicable.
Rationale	The evidence reviewed provided the necessary assurance that this standard is MET. Supporting evidence reviewed included, but was not limited to: • Stage 4b Overview Form • Stage 4b Application Standards Review spreadsheet • Stage 4b Student Survey Results • Stage 4(a) Application Report • Template 2 – Criteria Narrative (Stage 3) • Notification of Change and Event form (A357). The information reviewed evidenced, amongst other elements, that: • The AO has appropriate, clear and comprehensive entry requirements. • The AO has appropriate admission governance processes and tools. • The AO has sufficient quality assurance processes in place to ensure its centres comply with this standard. • The addition of the new centre does not alter the entry requirements or the mechanisms used to ensure applicants are suitable for entry to the programme.

Standard no.	S2.2
Standard description	Recruitment, selection and admission processes must be fair, transparent and comply with relevant regulations and legislation (which may differ

	between England, Scotland, Northern Ireland, Wales and/or non-UK), including equality and diversity legislation
Status	**MET – no further action is required at this stage.**
Deadline	Not applicable.
Rationale	The evidence reviewed provided the necessary assurance that this standard is MET. Supporting evidence reviewed included, but was not limited to: • Stage 4b Overview Form • Stage 4b Application Standards Review spreadsheet • Stage 4b Student Survey Results • Stage 4(a) Application Report • Template 2 – Criteria Narrative (Stage 3) The information reviewed evidenced, amongst other elements, that: • The addition of the new centre does not alter the processes used to ensure recruitment and admissions remain fair, transparent and compliant with relevant legislation.

Standard no.	S2.3
Standard description	Selectors (who may include academic and admissions/administrative staff) should be trained to apply selection criteria fairly, including training in equality, diversity and unconscious bias, in line with legislation in place in England, Scotland, Northern Ireland and/or Wales.
Status	**MET – no further action is required at this stage.**
Deadline	Not applicable.
Rationale	The evidence reviewed provided the necessary assurance that this standard is MET. Supporting evidence reviewed included, but was not limited to: • Stage 4b Overview Form • Stage 4b Application Standards Review spreadsheet • Stage 4b Student Survey Results • Stage 4(a) Application Report • Information received as part of the condition closed in May 2025. The information reviewed evidenced, amongst other elements, that: • That selectors have been trained appropriately, including awareness of legislative requirements and unconscious bias • The AO seeks assurance that training takes place at its centres.

	• The policies and systems in place remain suitable with the addition of a new centre.

Standard no.	S2.4
Standard description	Information provided to applicants must be accurate, comply with relevant legislation and include: • the academic and professional entry requirements required for entry to the approved qualification; • a description of the selection process and any costs associated with making the application; • the qualification's approved status; • the total costs/fees that will be incurred; • the curriculum and assessment approach for the qualification; and • the requirement for students to remain registered as a student with the GOC throughout the duration of the programme leading to the award of the approved qualification. If offers are made to applicants below published academic and professional entry requirements, the rationale for making such decisions must be explicit and documented.
Status	**MET – no further action is required at this stage.**
Deadline	Not applicable.
Rationale	The evidence reviewed provided the necessary assurance that this standard is MET. Supporting evidence reviewed included, but was not limited to: • Stage 4b Overview Form • Stage 4 Application Standards Review spreadsheet • Stage 4b Student Survey Results • Stage 4(b) Further Information Request • ABDO College's course webpage The information reviewed evidenced, amongst other elements, that: • The information provided to applicants on the entry requirements, selection process, associated costs, and fees is accurate and compliant with legislation. • The information provided to applicants on curriculum and assessment is accurate and relevant. • The AO has sufficient quality assurance processes in place to ensure its centres comply with this standard, including with the addition of a new centre.

Standard no.	S2.5
Standard description	Recognition of prior learning must be supported by effective and robust policies and systems. These must ensure that students admitted at a point other than the start of a programme have the potential to meet the outcomes for award of the approved qualification. Prior learning must be recognised in accordance with guidance issued by the Quality Assurance Agency (QAA) and/or Office of Qualifications and Examinations Regulation (Ofqual)/Scottish Qualifications Authority (SQA)/Qualifications Wales/Department for the Economy in Northern Ireland and must not exempt students from summative assessments leading to the award of the approved qualification, unless achievement of prior learning can be evidenced as equivalent.
Status	**MET – no further action is required at this stage.**
Deadline	Not applicable.
Rationale	The evidence reviewed provided the necessary assurance that this standard is MET. Supporting evidence reviewed included, but was not limited to: • Stage 4b Overview Form • Stage 4 Application Standards Review spreadsheet • Stage 4b Student Survey Results • Stage 4(a) Application Report • Template 2 – Criteria Narrative (Stage 3) The information reviewed evidenced, amongst other elements, that: • The AO has an RPL policy that is clear and supported by effective and robust processes and systems. • The AO has sufficient quality assurance processes in place to ensure its centres comply with this standard. • The policies and systems in place for managing RPL applications remain suitable with the addition of a new centre.

Standard no.	S3.1
Standard description	There must be a clear assessment strategy for the award of an approved qualification. The strategy must describe how the outcomes will be assessed, how assessment will measure students' achievement of outcomes at the required level (Miller's Pyramid) and how this leads to an award of an approved qualification.
Status	**MET – no further action is required at this stage.**
Deadline	Not applicable.

Rationale	The evidence reviewed provided the necessary assurance that this standard is MET. Supporting evidence reviewed included, but was not limited to: • Stage 4b Overview Form • Stage 4b Application Standards Review spreadsheet • Stage 4b Student Survey Results • Stage 4(a) Application Report • Template 2 – Criteria Narrative (Stage 3) The information reviewed evidenced, amongst other elements, that: • There is assurance that the provider's assessment strategy is integrated, coherent, consistently applied and appropriate for accurately measuring students' achievement of outcomes at the required level of Miller's Pyramid. • The assessment strategy includes fit-for-purpose assessment regulations, appropriate marking criteria with clear grade descriptors, and internal and external verification of assessment decisions. • Assessments are mapped to outcomes at the required level of Miller's Pyramid across the whole qualification, and there is evidence that the assessment strategy is subject to regular review. • The awarding organisation has sufficient quality assurance processes in place to ensure its centres comply with this standard. • The policies and systems in place remain suitable with the addition of a new centre.

Standard no.	S3.2
Standard description	The approved qualification must be taught and assessed (diagnostically, formatively and summatively in a progressive and integrated manner. The component parts should be linked into a cohesive programme of academic study, clinical experience and professional practice (for example, Harden's spiral curriculum, introducing, progressing and assessing knowledge, skills and behaviour until the outcomes are achieved.
Status	**MET – no further action is required at this stage.**
Deadline	Not applicable.
Rationale	The evidence reviewed provided the necessary assurance that this standard is MET. Supporting evidence reviewed included, but was not limited to: • Stage 4b Overview Form • Stage 4b Application Standards Review spreadsheet

	• Stage 4b Student Survey Results • Template 2 – Criteria Narrative (Stage 3) The information reviewed evidenced, amongst other elements, that: • The qualification will be taught in a progressive and integrated manner. • The qualification is linked to a cohesive programme of academic study, clinical experience and professional practice. • The qualification will be taught in a progressive and integrated manner, and is linked to a cohesive programme of study, clinical experience and professional practice for the new centre.

Standard no.	S3.3
Standard description	The approved qualification must provide experience of working with: patients (such as patients with disabilities, children, their carers, etc); inter-professional learning (IPL); and team work and preparation for entry into the workplace in a variety of settings (real and simulated) such as clinical practice, community, manufacturing, research, domiciliary and hospital settings (for example, Harden's ladder of integration10). This experience must increase in volume and complexity as a student progresses through a programme.
Status	**In progress – status to be confirmed by GOC.**
Deadline	Further quality assurance and enhancement activity to be undertaken as part of stage 4c.
Rationale	The evidence reviewed did not provide sufficient assurance to confirm the final status of this standard at this stage. This standard will remain in progress and will be explored further through stage 4c quality assurance and enhancement methods (QAEM) activity.

Standard no.	S3.4
Standard description	Curriculum design, delivery and the assessment of outcomes must involve and be informed by feedback from a range of stakeholders such as patients, employers, students, placement providers, commissioners, members of the eye-care team and other healthcare professionals. Stakeholders involved in the teaching, supervision and/or assessment of students must be appropriately trained and supported, including in equality and diversity.
Status	**MET – no further action is required at this stage.**
Deadline	Not applicable.

Rationale	The evidence reviewed provided the necessary assurance that this standard is MET. Supporting evidence reviewed included, but was not limited to: • Stage 4b Overview Form • Stage 4b Application Standards Review spreadsheet • Stage 4bStudent Survey Results • Stage 4(a) Application Report • Template 2 – Criteria Narrative (Stage 3) The information reviewed evidenced, amongst other elements, that: • The AO has established constructive relationships with stakeholders. • The AO has incorporated stakeholder feedback into the development of the qualification. • The policies and systems in place for stakeholder feedback remain suitable with the addition of a new centre.

Standard no.	S3.5
Standard description	The outcomes must be assessed using a range of methods and all final, summative assessments must be passed. This means that compensation, trailing and extended re-sit opportunities within and between modules where outcomes are assessed is not permitted.
Status	**MET – no further action is required at this stage.**
Deadline	Not applicable.
Rationale	The evidence reviewed provided the necessary assurance that this standard is MET. Supporting evidence reviewed included, but was not limited to: • Stage 4b Overview Form • Stage 4b Application Standards Review spreadsheet • Stage 4b Student Survey Results • Stage 4(a) Application Report The information reviewed evidenced, amongst other elements, that: • The qualification involves a range of assessment methods, and that final summative assessments must be passed. • The trailing and re-sit opportunities are reasonable and appropriate.

Standard no.	S3.6

Standard description	Assessment (including lowest pass) criteria, choice, and design of assessment items (diagnostic, formative and summative) leading to the award of an approved qualification must seek to ensure safe and effective practice and be appropriate for a qualification leading to registration as an optometrist or dispensing optician.
Status	**MET – no further action is required at this stage.**
Deadline	Not applicable.
Rationale	The evidence reviewed provided the necessary assurance that this standard is MET. Supporting evidence reviewed included, but was not limited to: • Stage 4b Overview Form • Stage 4b Application Standards Review spreadsheet • Stage 4b Student Survey Results • Stage 4(a) Application Report • Template 2 – Criteria Narrative (Stage 3) The information reviewed evidenced, amongst other elements, that: • The types and range of assessment methods are appropriate to the approved qualification. • GOC learning outcomes must be passed.

Standard no.	S3.7
Standard description	Assessment (including lowest pass) criteria must be explicit and set at the right standard, using an appropriate and tested standard-setting process. This includes assessments which might occur during learning and experience in practice, in the workplace or during inter-professional learning.
Status	**MET – no further action is required at this stage.**
Deadline	Not applicable.
Rationale	The evidence reviewed provided the necessary assurance that this standard is MET. Supporting evidence reviewed included, but was not limited to: • Stage 4b Overview Form • Stage 4b Application Standards Review spreadsheet • Stage 4b Student Survey Results • Stage 4(a) Application Report • Template 2 – Criteria Narrative (Stage 3) The information reviewed evidenced, amongst other elements, that:

	• The qualification assessment criteria for all learning settings are set at the appropriate level. • The AO's assessment setting, moderation, marking and verification processes are appropriate. • The policies and systems in place for standard setting and assessment criteria remain suitable with the addition of a new centre.

Standard no.	S3.8
Standard description	Assessments must appropriately balance validity, reliability, robustness, fairness and transparency, ensure equity of treatment for students, reflect best practice and be routinely monitored, developed and quality controlled. This includes assessments which might occur during learning and experience in practice, in the workplace or during inter-professional learning.
Status	**MET – no further action is required at this stage.**
Deadline	Not applicable.
Rationale	The evidence reviewed provided the necessary assurance that this standard is MET. Supporting evidence reviewed included, but was not limited to: • Stage 4b Overview Form • Stage 4b Application Standards Review spreadsheet • Stage 4b Student Survey Results • Stage 4(a) Application Report • Template 2 – Criteria Narrative (Stage 3) • Stage 4a Application Standards Review Spreadsheet The information reviewed evidenced, amongst other elements, that: • There is a well-defined and coherent assessment strategy. • There is a transparent process outlining how assessments contribute to the awarding of the approved qualification. • The AO clearly outlines monitoring arrangements and guidance to centres regarding support for external moderators. • The policies and systems in place for remain suitable with the addition of a new centre.

Standard no.	S3.9
Standard description	Appropriate reasonable adjustments must be put in place to ensure that students with a disability are not disadvantaged in engaging with the

	learning and teaching process and in demonstrating their achievement of the outcomes.
Status	**MET – no further action is required at this stage.**
Deadline	Not applicable.
Rationale	The evidence reviewed provided the necessary assurance that this standard is MET. Supporting evidence reviewed included, but was not limited to: • Stage 4b Overview Form • Stage 4b Application Standards Review spreadsheet • Stage 4b Student Survey Results • Stage 4(a) Application Report • Template 2 – Criteria Narrative (Stage 3) The information reviewed evidenced, amongst other elements, that: • The AO has an appropriate Reasonable Adjustment Policy. • The policy remains suitable with the addition of a new centre. We would encourage the AO to consider rewording the subheading in the End Point Assessment (EPA) handbook from 'Special Accommodation' to 'Reasonable Adjustments' to ensure consistent terminology.

Standard no.	S3.10
Standard description	Summative assessments directly related to the outcomes demonstrating unsafe practice must result in failure of the assessment.
Status	**MET – no further action is required at this stage.**
Deadline	Not applicable.
Rationale	The evidence reviewed provided the necessary assurance that this standard is MET. Supporting evidence reviewed included, but was not limited to: • Stage 4b Overview Form • Stage 4b Application Standards Review spreadsheet • Stage 4b Student Survey Results • Stage 4(a) Application Report • Template 2 – Criteria Narrative (Stage 3) The information reviewed evidenced, amongst other elements, that: • Summative assessments directly related to the outcomes demonstrating unsafe practice result in failure of the assessment. • This information is adequately communicated to students and relevant individuals.

	• The policies and processes remain suitable with the addition of a new centre.

Standard no.	S3.11
Standard description	There must be policies and systems in place to plan, monitor and record each student's achievement of outcomes leading to awards of the approved qualification.
Status	**MET – no further action is required at this stage.**
Deadline	Not applicable.
Rationale	The evidence reviewed provided the necessary assurance that this standard is MET. Supporting evidence reviewed included, but was not limited to: • Stage 4b Overview Form • Stage 4b Application Standards Review spreadsheet • Stage 4b Student Survey Results • Stage 4(a) Application Report • Template 2 – Criteria Narrative (Stage 3) The information reviewed evidenced, amongst other elements, that: • The process of monitoring and recording students' achievement of outcomes is adequate and appropriate. • The policies and processes remain suitable with the addition of a new centre.

Standard no.	S3.12
Standard description	The approved qualification must be listed on one of the national frameworks for higher education qualifications for UK degree awarding bodies (The Framework for Higher Education Qualifications of Degree-Awarding Bodies in England, Wales and Northern Ireland (FHEQ) and the Framework for Qualifications of Higher Education Institutions in Scotland (FQHEIS)), or be a qualification regulated by Ofqual, SQA or Qualifications Wales. Approved qualifications in optometry must be at a minimum RQF, FHEQ or Credit and Qualifications Framework Wales (CQFW) level 7 or Scottish Credit and Qualifications Framework (SCQF) / FQHEIS level 11. Approved qualifications in dispensing optics must be at a minimum RQF, FHEQ or CQFW level 6 or SCQF/FQHEIS level 9 or 10.
Status	**MET – no further action is required at this stage.**
Deadline	Not applicable.

Rationale	The evidence reviewed provided the necessary assurance that this standard is MET. Supporting evidence reviewed included, but was not limited to: • Stage 4b Overview Form • Stage 4b Application Standards Review spreadsheet • Stage 4b Student Survey Results • Stage 4(a) Application Report • Template 2 – Criteria Narrative (Stage 3) The information reviewed evidenced, amongst other elements, that: • The qualification is confirmed and regulated by Ofqual.

Standard no.	S3.13
Standard description	The outcomes must be delivered and assessed in an environment that places study in an academic, clinical and professional context which is informed by research and provides opportunities for students to develop as learners and future professionals.
Status	**MET – no further action is required at this stage.**
Deadline	Not applicable.
Rationale	The evidence reviewed provided the necessary assurance that this standard is MET. Supporting evidence reviewed included, but was not limited to: • Stage 4b Overview Form • Stage 4 Application Standards Review spreadsheet • Stage 4b Student Survey Results • Stage 4(a) Application Report • Template 2 – Criteria Narrative (Stage 3) The information reviewed evidenced, amongst other elements, that: • The outcomes are delivered and assessed in an appropriate environment.

Standard no.	S3.14
Standard description	There must be a range of teaching and learning methods to deliver the outcomes that integrates scientific, professional, and clinical theories and practices in a variety of settings and uses a range of procedures, drawing upon the strengths and opportunities of context in which the qualification is offered.
Status	**MET – no further action is required at this stage.**

Deadline	Not applicable.
Rationale	The evidence reviewed provided the necessary assurance that this standard is MET. Supporting evidence reviewed included, but was not limited to: • Stage 4b Overview Form • Stage 4a Application Standards Review spreadsheet • Student Survey Results • Stage 4(a) Application Report • Template 2 – Criteria Narrative (Stage 3) The information reviewed evidenced, amongst other elements, that: • The AO has incorporated a range of teaching and learning methods into the qualification designed. • The teaching and learning methods are based on appropriate research and stakeholder input.

Standard no.	S3.15
Standard description	In meeting the outcomes, the approved qualification must integrate at least 1600 hours/48 weeks of patient-facing learning and experience in practice. Learning and experience in practice must take place in one or more periods of time and one or more settings of practice.
Status	**MET – no further action is required at this stage.**
Deadline	Not applicable.
Rationale	The evidence reviewed provided the necessary assurance that this standard is MET. Supporting evidence reviewed included, but was not limited to: • Stage 4b Overview Form • Stage 4b Application Standards Review spreadsheet • Stage 4b Student Survey Results • Stage 4(a) Application Report • Template 2 – Criteria Narrative (Stage 3) The information reviewed evidenced, amongst other elements, that: • The qualification meets the required minimum 1600 hours/48 weeks of patient-facing learning and experience in practice.

Standard no.	S3.16

Standard description	Outcomes delivered and assessed during learning and experience in practice must be clearly identified within the assessment strategy and fully integrated within the programme leading to the award of an approved qualification.
Status	**MET – no further action is required at this stage.**
Deadline	Not applicable.
Rationale	The evidence reviewed provided the necessary assurance that this standard is MET. Supporting evidence reviewed included, but was not limited to: • Stage 4b Overview Form • Stage 4b Application Standards Review spreadsheet • Stage 4b Student Survey Results • Stage 4(a) Application Report • Template 2 – Criteria Narrative (Stage 3) The information reviewed evidenced, amongst other elements, that: • The principles of Miller's pyramid have been incorporated within the qualification. • The types and range of assessment methods are appropriate to the approved qualification. • The qualification has a comprehensive and clear assessment strategy.

Standard no.	S3.17
Standard description	The selection of outcomes to be taught and assessed during learning and experience in practice and the choice and design of assessment items must be informed by feedback from stakeholders, such as patients, students, employers, placement providers, members of the eye-care team and other healthcare professionals.
Status	**MET – no further action is required at this stage.**
Deadline	Not applicable.
Rationale	The evidence reviewed provided the necessary assurance that this standard is MET. Supporting evidence reviewed included, but was not limited to: • Stage 4b Overview Form • Stage 4b Application Standards Review spreadsheet • Stage 4b Student Survey Results • Stage 4(a) Application Report

	• Template 2 – Criteria Narrative (Stage 3) The information reviewed evidenced, amongst other elements, that: • The AO has established constructive relationships with stakeholders. • The AO has incorporated stakeholder feedback into the development of the qualification. • The policies and processes remain suitable with the addition of a new centre.

Standard no.	S3.18
Standard description	Assessment (if undertaken) of outcomes during learning and experience in practice must be carried out by an appropriately trained and qualified GOC registrant or other statutorily registered healthcare professional who is competent to measure students' achievement of outcomes at the required level (Miller's Pyramid).
Status	**MET – no further action is required at this stage.**
Deadline	Not applicable.
Rationale	The evidence reviewed provided the necessary assurance that this standard is MET. Supporting evidence reviewed included, but was not limited to: • Stage 4b Overview Form • Stage 4b Application Standards Review spreadsheet • Stage 4b Student Survey Results • Template 2 – Criteria Narrative (Stage 3) The information reviewed evidenced, amongst other elements, that: • Ongoing training requirements of assessors/examiners/moderators are included in their contracts. • Assessors/examiners/moderators agree to the ongoing training requirements. • The policies and processes remain suitable with the addition of a new centre.

Standard no.	S3.19
Standard description	The collection and analysis of equality and diversity data must inform curriculum design, delivery, and assessment of the approved qualification. This analysis must include students' progression by protected characteristic. In addition, the principles of equality, diversity and inclusion

	must be embedded in curriculum design and assessment and used to enhance students' experience of studying on a programme leading to an approved qualification.
Status	**MET – recommendation.**
Deadline	Supporting evidence to be submitted as part of the Annual Monitoring and Reporting (AMR) process for academic year 2025/26.
Rationale	The evidence reviewed provided the necessary assurance that this standard is MET. Supporting evidence reviewed included, but was not limited to: • Stage 4b Overview Form • Stage 4 Application Standards Review spreadsheet • Stage 4b Student Survey Results • Stage 4(a) Application Report • Template 2 – Criteria Narrative (Stage 3) • 2024/25 AMR Submission form The information reviewed evidenced, amongst other elements, that: • ABDO monitors admissions, attainment and pass rates per cohort per institute, with data reviewed per group • ABDO holds monthly individual meetings with affiliated institutes to discuss data trends • ABDO has confirmed that differential attainment cannot yet be commented upon as no students have completed the qualification, given this is only year one of a three-year course • Policies and systems relating to equality, diversity and inclusion remain centrally defined and overseen by ABDO and are applied consistently across all centres, including the University of Plymouth. Although the information reviewed provided sufficient assurance that this standard is met, a recommendation has been set in relation to this standard as the GOC considers that it can be enhanced. Possible areas of evidence that can be submitted, are (this list is non-exhaustive): • ABDO to consider how the collection of widening participation metrics in line with Standard S3.19 could further inform the existing work being undertaken to assess differential attainment, admissions and progression across the qualification. This is not considered to present a risk at present but will be monitored as part of ongoing quality assurance activity. The GOC recognises the work already being undertaken by ABDO to monitor admittance, attainment and

	progression across cohorts and institutes; best practice would suggest that the collection of widening participation metrics could support and enhance this work by enabling more granular analysis of trends across different groups.

Standard no.	S3.20
Standard description	Students must have regular and timely feedback to improve their performance, including feedback on their performance in assessments and in periods of learning in practice.
Status	**MET – no further action is required at this stage.**
Deadline	Not applicable.
Rationale	The evidence reviewed provided the necessary assurance that this standard is MET. Supporting evidence reviewed included, but was not limited to: • Stage 4b Overview Form • Stage 4b Application Standards Review spreadsheet • Stage 4b Student Survey Results • Stage 4(a) Application Report • Template 2 – Criteria Narrative (Stage 3) The information reviewed evidenced, amongst other elements, that: • Opportunities for regular and timely feedback to students have been incorporated into the qualification. • The policies and processes remain suitable with the addition of a new centre.

Standard no.	S3.21
Standard description	If a student studies abroad for parts of the approved qualification, any outcomes studied and/or assessed abroad must be met in accordance with these standards.
Status	**MET – no further action is required at this stage.**
Deadline	Not applicable.
Rationale	The evidence reviewed provided the necessary assurance that this standard is MET. Supporting evidence reviewed included, but was not limited to: • Stage 4b Overview Form • Stage 4b Application Standards Review spreadsheet • Stage 4bStudent Survey Results

	• Stage 4(a) Application Report The information reviewed evidenced, amongst other elements, that: • Only students residing in the UK are eligible to enrol onto the apprenticeship route.

Standard no.	S4.1
Standard description	The provider of the approved qualification must be legally incorporated (i.e., not be an unincorporated association) and provide assurance it has the authority and capability to award the approved qualification.
Status	**MET – no further action is required at this stage.**
Deadline	Not applicable.
Rationale	The evidence reviewed provided the necessary assurance that this standard is MET. Supporting evidence reviewed included, but was not limited to: • Stage 4b Overview Form • Stage 4b Application Standards Review spreadsheet • Stage 4(a) Application Report • Template 2 – Criteria Narrative (Stage 3) The information reviewed evidenced, amongst other elements, that: • The qualification is appropriately approved, regulated, and legally incorporated.

Standard no.	S4.2
Standard description	The provider of the approved qualification must be able to accurately describe its corporate form, its governance, and lines of accountability in relation to its award of the approved qualification.
Status	**MET – no further action is required at this stage.**
Deadline	Not applicable.
Rationale	The evidence reviewed provided the necessary assurance that this standard is MET. Supporting evidence reviewed included, but was not limited to: • Stage 4b Overview Form • Stage 4b Application Standards Review spreadsheet • Stage 4(a) Application Report • Template 2 – Criteria Narrative (Stage 3)

	• Notification of Change and Event form (A306). The information reviewed evidenced, amongst other elements, that: • The AO's Corporate form, governance, and lines of accountability are clear.

Standard no.	S4.3
Standard description	There must be a clear management plan in place for the award of the approved qualification and its development, delivery, management, quality control and evaluation.
Status	**NOT MET – condition.**
Deadline	Monday 23 November 2026
Rationale	The evidence did not provide the necessary assurance and therefore this standard is NOT MET. Supporting evidence reviewed included, but was not limited to: • Stage 4b Overview Form • Stage 4 Application Standards Review spreadsheet • Stage 4(a) Application Report • Template 2 – Criteria Narrative (Stage 3) • Notification of Change and Event form (A343) The evidence did not provide the necessary assurance that this standard is met. There was insufficient evidence in the following areas: • Confirmation that ABDO's management plan and review of risk has specifically considered the increased risk associated with the addition of the University of Plymouth as a new centre, particularly given University of Plymouth has not previously delivered a dispensing optics qualification. Possible areas of evidence that can be submitted, are (this list is non-exhaustive): • An updated management plan or risk review demonstrating specific consideration of the risks, and mitigating actions, associated with the addition of the new centre.

Standard no.	S4.4
Standard description	The provider of the approved qualification may be owned by a consortium of organisations or some other combination of separately constituted bodies. Howsoever constituted, the relationship between the constituent

	organisations and the ownership of the provider responsible for the award of the approved qualification must be clear.
Status	**MET – no further action is required at this stage.**
Deadline	Not applicable.
Rationale	The evidence reviewed provided the necessary assurance that this standard is MET. Supporting evidence reviewed included, but was not limited to: • Stage 4b Overview Form • Stage 4b Application Standards Review spreadsheet • Stage 4(a) Application Report • Template 2 – Criteria Narrative (Stage 3) The information reviewed evidenced, amongst other elements, that: • The provider of the approved qualification is a single organisation and has ownership of the award of the approved organisation. • The provider has clear corporate form and governance arrangements.

Standard no.	S4.5
Standard description	The provider of the approved qualification must have a named person who will be the primary point of contact for the GOC.
Status	**MET – no further action is required at this stage.**
Deadline	Not applicable.
Rationale	The evidence reviewed provided the necessary assurance that this standard is MET. Supporting evidence reviewed included, but was not limited to: • Stage 4b Overview Form • Stage 4b Application Standards Review spreadsheet • Template 2 – Criteria Narrative (Stage 3) The information reviewed evidenced, amongst other elements, that: • The provider of the approved qualification has a named person who is the primary point of contact for the GOC.

Standard no.	S4.6
Standard description	There must be agreements in place between the different organisations/people (if any) that contribute to the delivery and assessment of the outcomes, including during periods of learning in practice.

	Agreements must define the role and responsibility of each organisation/person, be regularly reviewed and supported by management plans, systems and policies that ensure the delivery and assessment of the outcomes meet these standards.
Status	**MET – no further action is required at this stage.**
Deadline	Not applicable.
Rationale	The evidence reviewed provided the necessary assurance that this standard is MET. Supporting evidence reviewed included, but was not limited to: • Stage 4b Overview Form • Stage 4 Application Standards Review spreadsheet • Signed collaboration agreement between ABDO and the University of Plymouth. The information reviewed evidenced, amongst other elements, that: • There is a robust framework and appropriate collaboration agreement in place to support the relationship between the provider and its centres. • The provider and its centres have clear ownership and responsibility of the award of the approved qualification. • There are clearly described and suitable recruitment and selection policies in place.

Standard no.	S4.7
Standard description	The approved qualification must be systematically reviewed, monitored and evaluated using the best available evidence, including feedback from stakeholders, and action taken to address any concerns identified. Evidence should demonstrate that as a minimum there are: • feedback systems for students and placement providers; • structured systems for quality review and evaluation; • student consultative mechanisms; • input and feedback from external stakeholders (public, patients, employers, commissioners, students and former students, third • sector bodies, etc.); and • evaluation of business intelligence including the National Student Survey (NSS), progression and attainment data. To ensure that: • provision is relevant and current, and changes are made promptly to teaching materials and assessment items to reflect significant changes in practice and/or research;

	• the quality of teaching, learning support and assessment is appropriate; and the quality of placements, learning in practice, inter-professional and work-based learning, including supervision, is appropriate.
Status	**MET – no further action is required at this stage.**
Deadline	Not applicable.
Rationale	The evidence reviewed provided the necessary assurance that this standard is MET. Supporting evidence reviewed included, but was not limited to: • Stage 4b Overview Form • Stage 4b Application Standards Review spreadsheet • Stage 4bStudent Survey Results • Stage 4(a) Application Report The information reviewed evidenced, amongst other elements, that: • The qualification incorporated appropriate stakeholder feedback. • The qualification will continue to incorporate appropriate stakeholder feedback. • The policies and processes remain suitable with the addition of a new centre.

Standard no.	S4.8
Standard description	There must be policies and systems in place for: • the selection, appointment, support and training of external examiner(s) and/or internal and external moderator(s)/verifiers; and • reporting back on actions taken to external examiners and/or internal and external moderators/verifiers.
Status	**MET – no further action is required at this stage.**
Deadline	Not applicable.
Rationale	The evidence reviewed provided the necessary assurance that this standard is MET. Supporting evidence reviewed included, but was not limited to: • Stage 4b Overview Form • Stage 4b Application Standards Review spreadsheet • Stage 4(a) Application Report • Template 2 – Criteria Narrative (Stage 3) • Stage 4a Application Standards Review spreadsheet • Draft/Example Apprenticeship Contracts. The information reviewed evidenced, amongst other elements, that:

	• External assessors, examiners, and moderators are appropriate for the role and have the required qualifications and experience. • The roles and responsibilities of assessors, examiners, and moderators are clear. • There is a clear process for the ongoing training of assessors, examiners, and moderators. • The provider and its centres have clear ownership and responsibility in relation to this standard. • The policies and processes remain suitable with the addition of a new centre.

Standard no.	S4.9
Standard description	There must be policies and systems in place to ensure the supervision of students during periods of learning and experience in practice safeguards patients and service-users and is not adversely affected by commercial pressures.
Status	**MET – no further action is required at this stage.**
Deadline	Not applicable.
Rationale	The evidence reviewed provided the necessary assurance that this standard is MET. Supporting evidence reviewed included, but was not limited to: • Stage 4b Overview Form • Stage 4b Application Standards Review spreadsheet • Stage 4b Student Survey Results • Stage 4(a) Application Report • Template 2 – Criteria Narrative (Stage 3) The information reviewed evidenced, amongst other elements, that: • There are policies and systems in place to ensure the supervision of students in practice safeguards patients and service-users and is not adversely affected by commercial pressures. • The policies and processes remain suitable with the addition of a new centre.

Standard no.	S4.10
Standard description	There must be policies and systems in place for the identification, support and training for all who carry responsibility for supervising students. The provider responsible for the award of the approved qualification must know

	how and by whom a student is being supervised during periods of learning in practice.
Status	**MET – no further action is required at this stage.**
Deadline	Not applicable.
Rationale	The evidence reviewed provided the necessary assurance that this standard is MET. Supporting evidence reviewed included, but was not limited to: • Stage 4b Overview Form • Stage 4b Application Standards Review spreadsheet • Stage 4(a) Application Report • Template 2 – Criteria Narrative (Stage 3) • The AO's Service Level Agreements. • The AO's Supervisor Guidance Documents. • Stage 4a Application Standards Review spreadsheet • Notification of Change and Event form (A343) The information reviewed evidenced, amongst other elements, that: • There is a strict approach to enforcing supervisor training requirements. • Supervisor adherence to these requirements will be monitored through routine QA activity. • The policies and processes remain suitable with the addition of a new centre.

Standard no.	S4.11
Standard description	Students, and anyone who teaches, assesses, supervises, employs or works with students, must be able to provide feedback and raise concerns. Responses and action taken to feedback and concerns raised must be evidenced.
Status	**MET – no further action is required at this stage.**
Deadline	Not applicable.
Rationale	The evidence reviewed provided the necessary assurance that this standard is MET. Supporting evidence reviewed included, but was not limited to: • Stage 4b Overview Form • Stage 4 Application Standards Review spreadsheet • Stage 4b Student Survey Results • Stage 4(a) Application Report

	• Template 2 – Criteria Narrative (Stage 3) The information reviewed evidenced, amongst other elements, that: • There are appropriate policies and systems in place for stakeholders to provide feedback and raise concerns. • The policies and processes in place for stakeholders to provide feedback remain suitable with the addition of a new centre.

Standard no.	S4.12
Standard description	Complaints must be considered in accordance with good practice advice on handling complaints issued by the Office for the Independent Adjudicator for Higher Education in England and Wales (or equivalent).
Status	**MET – no further action is required at this stage.**
Deadline	Not applicable.
Rationale	The evidence reviewed provided the necessary assurance that this standard is MET. Supporting evidence reviewed included, but was not limited to: • Stage 4b Overview Form • Stage 4b Application Standards Review spreadsheet • Stage 4(a) Application Report • Template 2 – Criteria Narrative (Stage 3) The information reviewed evidenced, amongst other elements, that: • The AO's complaints process was appropriate and sufficient. • The policies and processes in place remain suitable with the addition of a new centre

Standard no.	S4.13
Standard description	There must be an effective mechanism to identify risks to the quality of the delivery and assessment of the approved qualification, ensure appropriate management of commercial conflicts of interest and to identify areas requiring development.
Status	**NOT MET – condition.**
Deadline	Monday 23 November 2026
Rationale	The evidence did not provide the necessary assurance and therefore this standard is NOT MET. Supporting evidence reviewed included, but was not limited to: • Stage 4b Overview Form • Stage 4 Application Standards Review spreadsheet

	• Stage 4(a) Application Report • Template 2 – Criteria Narrative (Stage 3) • Notification of Change and Event form (A343) The evidence did not provide the necessary assurance that this standard is met. There was insufficient evidence in the following areas: • Confirmation that ABDO's mechanism for identifying and managing risk has specifically considered the risks associated with the addition of the University of Plymouth as a new centre. Possible areas of evidence that can be submitted, are (this list is non-exhaustive): • An updated risk register or risk assessment demonstrating specific consideration of the risks associated with the addition of the new centre.

Standard no.	S4.14
Standard description	There must be systems and policies in place to ensure that the GOC is notified of any major events and/or changes to the delivery of the approved qualification, assessment and quality control, its organisation, resourcing and constitution, including responses to relevant regulatory body reviews.
Status	**MET – no further action is required at this stage.**
Deadline	Not applicable.
Rationale	The evidence reviewed provided the necessary assurance that this standard is MET. Supporting evidence reviewed included, but was not limited to: • Stage 4b Overview Form • Stage 4b Application Standards Review spreadsheet • Stage 4(a) Application Report • Template 2 – Criteria Narrative (Stage 3) The information reviewed evidenced, amongst other elements, that: • The appropriate processes are followed to notify the GOC of any major events and/or changes to the qualification. • The policies and processes in place remain suitable with the addition of a new centre.

Standard no.	S5.1
Standard description	There must be robust and transparent mechanisms for identifying, securing, and maintaining a sufficient and appropriate level of ongoing resource to

	deliver the outcomes to meet these standards, including human and physical resources that are fit for purpose and clearly integrated into strategic and business plans. Evaluations of resources and capacity must be evidenced, together with evidence of recommendations considered and implemented.
Status	**NOT MET – condition.**
Deadline	Monday 23 November 2026
Rationale	The evidence did not provide the necessary assurance and therefore this standard is NOT MET. Supporting evidence reviewed included, but was not limited to: • Stage 4b Overview Form • Stage 4(a) Application Report • Template 2 – Criteria Narrative (Stage 3) • Stage 4(b) Further Information Request • Notification of Change and Event form (A343) The evidence provided assurance regarding ABDO's resourcing strategies for assessors, including continuous assessor recruitment. However, the evidence did not provide the necessary assurance that this standard is met. There was insufficient evidence in the following areas: • Assurance that there is sufficient resourcing, including human and physical, within ABDO to provide effective oversight and quality assurance across all four centres. Including ABDOs capacity to conduct rolling audits. • Assurance that ABDO has undertaken an appropriate evaluation of its own resources to ensure they are fit for purpose and appropriate for the delivery of the qualification. Possible areas of evidence that can be submitted, are (this list is non-exhaustive): • An evaluation of ABDO's staffing and resource capacity to support ongoing quality assurance of the qualification across all delivery centres, including the University of Plymouth. • Assurance that an appropriate evaluation of ABDOs resource has been undertaken to ensure it remains fit for purpose and appropriate for the delivery of the qualification with the addition of a new centre.

Standard no.	S5.2
Standard description	There must be sufficient and appropriately qualified and experienced staff to teach and assess the outcomes. These must include:

	• an appropriately qualified and experienced programme leader, supported to succeed in their role; • sufficient staff responsible for the delivery and assessment of the outcomes, including GOC registrants and other suitably qualified healthcare professionals; • sufficient supervision of students' learning in practice by GOC registrants who are appropriately trained and supported in their role; • and an appropriate student:staff ratio (SSR), which must be benchmarked to comparable provision.
Status	**MET – no further action is required at this stage.**
Deadline	Not applicable.
Rationale	The evidence reviewed provided the necessary assurance that this standard is MET. Supporting evidence reviewed included, but was not limited to: • Stage 4b Overview Form • Stage 4b Application Standards Review spreadsheet • Stage 4(a) Application Report • Template 2 – Criteria Narrative (Stage 3) • Stage 4(b) Further Information Request • 2024/25 AMR Submission The information reviewed evidenced, amongst other elements, that: • Those involved in the teaching and assessment of the qualification are appropriately trained and supported. • The policies and processes in place remain suitable with the addition of a new centre.

Standard no.	S5.3
Standard description	Staff who teach and/or assess the outcomes must be appropriately qualified and supported to develop in their professional, clinical, supervisory, academic/teaching and/or research roles. These must include: • opportunities for continuing professional development (CPD), including personal, academic and profession-specific development; • effective induction, supervision, peer support, and mentoring; • realistic workloads for anyone who teaches, assesses or supervises students; • for teaching staff, the opportunity to gain teaching qualifications; and • effective appraisal, performance review and career development support.

Status	**MET – no further action is required at this stage.**
Deadline	Not applicable.
Rationale	The evidence reviewed provided the necessary assurance that this standard is MET. Supporting evidence reviewed included, but was not limited to: • Stage 4b Overview Form • Stage 4b Application Standards Review spreadsheet • Stage 4(a) Application Report • Template 2 – Criteria Narrative (Stage 3) The information reviewed evidenced, amongst other elements, that: • Those involved in the teaching and assessment of the qualification are appropriately trained and supported. • The policies and processes in place remain suitable with the addition of a new centre.

Standard no.	S5.4
Standard description	There must be sufficient and appropriate learning facilities to deliver and assess the outcomes. These must include: • sufficient and appropriate library and other information and IT resources; • access to specialist resources, including textbooks, journals, internet and web-based materials; • specialist teaching, learning and clinical facilities to enable the delivery and assessment of the outcomes; and enrichment activities, which may include non-compulsory, non-assessed elements.
Status	**MET – no further action is required at this stage.**
Deadline	Not applicable.
Rationale	The evidence reviewed provided the necessary assurance that this standard is MET. Supporting evidence reviewed included, but was not limited to: • Stage 4b Overview Form • Stage 4 Application Standards Review spreadsheet • Stage 4a Student Survey Results • Template 2 – Criteria Narrative (Stage 3) • Stage 4(b) Further Information Request The information reviewed evidenced, amongst other elements, that: • There are appropriate facilities and resources to deliver and assess the outcomes.

	• The AO has appropriate mechanisms to monitor the suitability of facilities and resources to deliver and assess the outcomes at the centres. • The policies and processes in place remain suitable with the addition of a new centre.

Standard no.	S5.5
Standard description	Students must have effective support for health, wellbeing, conduct, academic, professional and clinical issues.
Status	**MET – no further action is required at this stage.**
Deadline	Not applicable.
Rationale	The evidence reviewed provided the necessary assurance that this standard is MET. Supporting evidence reviewed included, but was not limited to: • Stage 4b Overview Form • Stage 4b Application Standards Review spreadsheet • Stage 4b Student Survey Results • Template 2 – Criteria Narrative (Stage 3) • Stage 4(b) Further Information Request The information reviewed evidenced, amongst other elements, that: • Students have effective support from the awarding organisation, and that the awarding organisation has appropriate quality assurance mechanisms in place to monitor this standard amongst its centres. • The policies and processes in place remain suitable with the addition of a new centre.