

Association of British Dispensing Opticians (ABDO)
Report of the outcomes of the application to the GOC education & training requirements – stages one-three
ABDO Level 6 Dispensing Optician Apprenticeship
ABX-DO2-APP
Report confirmed by GOC 24 July 2024

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SECTION ONE – ABOUT THIS DOCUMENT

1.1 ABOUT THIS DOCUMENT

This report outlines the outcomes of the review of ABDO Level 6 Dispensing Optician Apprenticeship qualification (qualification) application against stages one, two and three of the *Requirements for Approved Qualifications in Optometry and Dispensing Optics* (March 2021).

It includes:

- Feedback against each relevant standard as listed in Form 1A.
- The status of all the standards reviewed as part of the application for qualification approval process for stages one, two and three.
- Any action ABDO is required to take.
- Whether the qualification is allowed to pass on to the next stage of the application for qualification approval process or needs to repeat a stage.
- Whether the provider is ready to recruit as an “approved training establishment” to the qualification.

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SECTION TWO – PROVIDER DETAILS

2.1 TYPE OF PROVIDER	
Provider <i>Sole responsibility for the entire route to registration.</i>	<input type="checkbox"/>
Awarding Organisation (AO) <i>Sole responsibility for the entire route to registration with centres delivering your qualification(s).</i>	<input checked="" type="checkbox"/>

2.2 CENTRE DETAILS	
Centre name(s)	<ul style="list-style-type: none"> • ABDO College • Bradford College • City and Islington College

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

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SECTION THREE – QUALIFICATION DETAILS

3.1 QUALIFICATION DETAILS	
Qualification title	ABDO Level 6 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)	<p>If candidates are unsuccessful in completing the ABDO Level 6 Dispensing Optics Apprenticeship they may receive the following exit awards from their chosen centre:</p> <ol style="list-style-type: none"> 1. Upon completion of 120 credits - Certificate of Higher Education in Visual Science. 2. Upon completion of 240 credits - Diploma of Higher Education in Visual Science. 3. Upon completion of 300 credits but having not achieved the GOC learning outcomes - BSc Visual Science. <ul style="list-style-type: none"> • Exit awards 1 & 2 are unclassified awards. • 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 outcome requirements.
Total number of students per cohort	350-500

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SECTION FOUR – SUMMARY OF THE OUTCOMES OF THE APPLICATION PROCESS

4.1 QUALITY ASSURANCE ACTIVITY	
Type of activity	Review of ABDO Level 6 Dispensing Optician Apprenticeship qualification (qualification) application for qualification approval (stages one-three) against the <i>Requirements for Approved Qualifications in Optometry and Dispensing Optics</i> (March 2021).

4.2 GOC REVIEW TEAM	
Education Officer	Georgina Carter – Operations Manager (Education & CPD)* *Georgina Carter was delegated the role of Education Officer for the purpose of this application.
Education Manager	Lisa Venables – Education Development Manager
Head of Education & CPD Development	Samara Morgan
Decision maker	Leonie Milliner – Chief Executive & Registrar (CE&R)
Education Visitor Panel (panel) members	<ul style="list-style-type: none"> • Professor Carl Stychin – Lay Chair • Pam McClean – Optometrist and Independent Prescribing Optometrist member • Mark Chatham – Dispensing Optician and Contact Lens Optician member • Dr John Deane – Lay member

4.3 SUMMARY OF OUTCOMES OF REVIEW	
<p>The review of the supporting information evidences that the qualification:</p> <ul style="list-style-type: none"> • provides sufficient assurance for the qualification to pass onto stage four • is ready to recruit as an “approved training establishment” 	
<p>The qualification has been set six conditions against the following standards:</p> <ul style="list-style-type: none"> • S2.2/S4.4/S4.6 • S2.3 • S4.8 • S4.10 • S5.2 • S5.5 	
<p>The qualification has been set three recommendations against the following standards:</p> <ul style="list-style-type: none"> • S3.1/S3.8 • S3.19 • S4.3/S4.13 	
<p>Commentary against all the standards reviewed is set out in section 4.4.</p> <p>The qualification will remain subject to the GOC’s quality assurance and enhancement methods (QAEM) on an ongoing basis.</p>	

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4.4 STANDARDS OVERVIEW

The standards reviewed as part of the application process to seek GOC approval for a qualification (as outlined in Form 1A) 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) application 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	<p>The evidence reviewed provided the necessary assurance that this standard is MET.</p> <p>Supporting evidence reviewed included, but was not limited to:</p> <ul style="list-style-type: none"> • A completed 'Template 2 - criteria narrative'. • A completed 'Template 4 – assessment strategy'. • Draft Collaboration Agreements. • Draft/Example Apprenticeship Contracts. • Ophthalmic Dispensing Syllabus. • Service level agreements. <p>The information reviewed evidenced, amongst other elements, that:</p> <ul style="list-style-type: none"> • There are policies and systems in place to ensure that students understand and adhere to the GOC's Standards for Optical Students. • There are policies and systems in place to ensure that students understand the GOC's Standards of Practice for Optometrists and Dispensing Opticians.

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

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	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	<p>The evidence reviewed provided the necessary assurance that this standard is MET.</p> <p>Supporting evidence reviewed included, but was not limited to:</p> <ul style="list-style-type: none"> • A completed 'Template 2 - criteria narrative'. • Draft Collaboration Agreements. • Draft/Example Apprenticeship Contracts. • The AO's 'Malpractice Policy'. <p>The information reviewed evidenced, amongst other elements, that:</p> <ul style="list-style-type: none"> • The AO had 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 had sufficient quality assurance processes in place to ensure its centres comply with this standard. • The policies and processes had considered the GOC Acceptance Criteria.

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	<p>The evidence reviewed provided the necessary assurance that this standard is MET.</p> <p>Supporting evidence reviewed included, but was not limited to:</p> <ul style="list-style-type: none"> • A completed 'Template 2 - criteria narrative'. • A completed 'Template 4 – assessment strategy'. • End Point Assessment (EPA) Student Handbook. • Supervisor Guidance document. • Final Qualifying Exam (FQE) Practice Visit Student Guidance. • Draft Collaboration Agreements. • Draft/Example Apprenticeship Contracts. • The AO's 'Risk Register 2024'. • Ophthalmic Dispensing Syllabus document. <p>The information reviewed evidenced, amongst other elements, that:</p>

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	<ul style="list-style-type: none"> • There are policies and processes in place to ensure that anyone who teaches, assesses, supervises or employs students ensure students practise 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 had sufficient quality assurance processes in place to ensure its centres comply with this standard.
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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	<p>The evidence reviewed provided the necessary assurance that this standard is MET.</p> <p>Supporting evidence reviewed included, but was not limited to:</p> <ul style="list-style-type: none"> • A completed ‘Template 2 - criteria narrative’. • Draft Collaboration Agreements. • Draft/Example Apprenticeship Contracts. • Ophthalmic Dispensing Syllabus document. • AO’s Malpractice Policy. <p>The information reviewed evidenced, amongst other elements, that:</p> <ul style="list-style-type: none"> • Students are made aware at appropriate and regular intervals that they must 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. • 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 had sufficient quality assurance processes in place to ensure its centres comply with this standard.

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.

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Status	MET – no further action is required at this stage.
Deadline	Not applicable.
Rationale	<p>The evidence reviewed provided the necessary assurance that this standard is MET.</p> <p>Supporting evidence reviewed included, but was not limited to:</p> <ul style="list-style-type: none"> • A completed 'Template 2 - criteria narrative'. • Draft Collaboration Agreements. • Draft/Example Apprenticeship Contracts. • Ophthalmic Dispensing Syllabus document. <p>The information reviewed evidenced, amongst other elements, that:</p> <ul style="list-style-type: none"> • The AO has appropriate, clear and comprehensive entry requirements. • The AO has appropriate admission governance processes and tools. • The AO had sufficient quality assurance processes in place to ensure its centres comply with this standard.

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	NOT MET – condition.
Deadline	29 August 2024
Rationale	<p>The evidence did not provide the necessary assurance and therefore this standard is NOT MET.</p> <p>Supporting evidence reviewed included but was not limited to:</p> <ul style="list-style-type: none"> • A completed 'Template 2 - criteria narrative'. • Draft Collaboration Agreement. • Draft/Example Apprenticeship Contracts. • Ophthalmic Dispensing Syllabus document. • AO's Equality, Diversity & Inclusion Policy. <p>The evidence did not provide the necessary assurance that this standard is met. There was insufficient evidence in the following areas:</p> <ul style="list-style-type: none"> • The evidence submitted did not provide assurance that the collaboration agreements, associated annex, and apprenticeship specific contracts had been agreed between the provider and its centres. <p>Possible areas of evidence that can be submitted, are (this list is non-exhaustive):</p> <ul style="list-style-type: none"> • The signed copies of collaboration agreements and associated apprenticeship contracts, with each centre. <p>This condition also applies to S4.4 & S4.6.</p>

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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	NOT MET – condition.
Deadline	29 August 2024
Rationale	<p>The evidence did not provide the necessary assurance and therefore this standard is NOT MET.</p> <p>Supporting evidence reviewed included but was not limited to:</p> <ul style="list-style-type: none"> • A completed ‘Template 2 - criteria narrative’. • Draft Collaboration Agreement. • Draft/Example Apprenticeship Contracts. • Ophthalmic Dispensing Syllabus document. • AO’s Equality, Diversity & Inclusion Policy. • AO’s Internal Training and Induction processes. <p>The evidence did not provide the necessary assurance that this standard is met. There was insufficient evidence in the following areas:</p> <ul style="list-style-type: none"> • Assurance of how the provider ensured that unconscious bias training takes place at its centres. <p>Possible areas of evidence that can be submitted, are (this list is non-exhaustive):</p> <ul style="list-style-type: none"> • Clarity around how the AO seeks assurance that unconscious bias training takes place at its centres. • Evidence that unconscious bias training has/will take place at the centres.

Standard no.	S2.4
Standard description	<p>Information provided to applicants must be accurate, comply with relevant legislation and include:</p> <ul style="list-style-type: none"> • 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. <p>If offers are made to applicants below published academic and professional entry requirements, the rationale for making such decisions must be explicit and documented.</p>

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Status	MET – no further action is required at this stage.
Deadline	Not applicable.
Rationale	<p>The evidence reviewed provided the necessary assurance that this standard is MET.</p> <p>Supporting evidence reviewed included, but was not limited to:</p> <ul style="list-style-type: none"> • A completed 'Template 2 - criteria narrative'. • Draft Collaboration Agreements. • Draft/Example Apprenticeship Contracts. • End Point Assessment (EPA) Student Handbook. <p>The information reviewed evidenced, amongst other elements, that:</p> <ul style="list-style-type: none"> • 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 had sufficient quality assurance processes in place to ensure its centres comply with this standard.

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	<p>The evidence reviewed provided the necessary assurance that this standard is MET.</p> <p>Supporting evidence reviewed included, but was not limited to:</p> <ul style="list-style-type: none"> • A completed 'Template 2 - criteria narrative'. • Draft Collaboration Agreements. • Draft/Example Apprenticeship Contracts. • AO's RPL policy. • Ophthalmic Dispensing Syllabus document. <p>The information reviewed evidenced, amongst other elements, that:</p> <ul style="list-style-type: none"> • The AO had an RPL policy that is clear and supported by effective and robust processes and systems.

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	<ul style="list-style-type: none"> The AO had sufficient quality assurance processes in place to ensure its centres comply with this standard.
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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 – recommendation.
Deadline	Supporting evidence to be submitted as part of the AMR process for academic year 2023/24.
Rationale	<p>The evidence reviewed provided the necessary assurance that this standard is MET.</p> <p>Supporting evidence reviewed included but was not limited to:</p> <ul style="list-style-type: none"> A completed 'Template 2 - criteria narrative'. A completed 'Template 4 – assessment strategy'. A completed 'Template 5 – module outcome map'. A completed 'Template 8 – mapping to indicative guidance'. Draft Collaboration Agreements. Draft/Example Apprenticeship Contracts. Ophthalmic Dispensing Syllabus document. Practical Examiners Guide document. Stakeholder Consultation documents. <p>The information reviewed evidenced, amongst other elements, that:</p> <ul style="list-style-type: none"> The AO has a comprehensive and clear assessment strategy. How the assessments lead to the awarding of an approved qualification. <p>Although the information reviewed provided sufficient assurance that this standard is met, a recommendation has been set as the GOC considers that it can be enhanced.</p> <p>Possible areas of evidence that can be submitted, are (this list is non-exhaustive):</p> <ul style="list-style-type: none"> A clarification of the different levels of monitoring that centre-employed and ABX-employed external moderators will be subject to. The support/guidance/direction ABX gives to centres employing their own external moderators on issues such as criteria and training etc. <p>This recommendation also applies to S3.8.</p>

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

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	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	<p>The evidence reviewed provided the necessary assurance that this standard is MET.</p> <p>Supporting evidence reviewed included, but was not limited to:</p> <ul style="list-style-type: none"> • A completed ‘Template 2 - criteria narrative’. • A completed ‘Template 4 – assessment strategy’. • A completed ‘Template 5 – module outcome map’. • A completed ‘Template 8 – mapping to indicative guidance’. • Draft Collaboration Agreements. • Draft/Example Apprenticeship Contracts. • Ophthalmic Dispensing Syllabus document. • Supervisor Guidance document. <p>The information reviewed evidenced, amongst other elements, that:</p> <ul style="list-style-type: none"> • 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.

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 integration ¹⁰). This experience must increase in volume and complexity as a student progresses through a programme.
Status	MET – no further action is required at this stage.
Deadline	Not applicable.
Rationale	<p>The evidence reviewed provided the necessary assurance that this standard is MET.</p> <p>Supporting evidence reviewed included, but was not limited to:</p> <ul style="list-style-type: none"> • A completed ‘Template 2 - criteria narrative’. • A completed ‘Template 4 – assessment strategy’. • A completed ‘Template 5 – module outcome map’. • Consultation documents. • Draft Collaboration Agreements. • Draft/Example Apprenticeship Contracts. • Ophthalmic Dispensing Syllabus document. <p>The information reviewed evidenced, amongst other elements, that:</p>

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	<ul style="list-style-type: none"> The qualification provides experience of working with patients, in teams, and in a variety of settings.
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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	<p>The evidence reviewed provided the necessary assurance that this standard is MET.</p> <p>Supporting evidence reviewed included, but was not limited to:</p> <ul style="list-style-type: none"> A completed 'Template 2 - criteria narrative'. Draft Collaboration Agreements. Draft/Example Apprenticeship Contracts. Ophthalmic Dispensing Syllabus document. Stakeholder Consultation documents. <p>The information reviewed evidenced, amongst other elements, that:</p> <ul style="list-style-type: none"> The AO has established constructive relationships with stakeholders. The AO has incorporated stakeholder feedback into the development of the qualification.

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	<p>The evidence reviewed provided the necessary assurance that this standard is MET.</p> <p>Supporting evidence reviewed included, but was not limited to:</p> <ul style="list-style-type: none"> A completed 'Template 2 - criteria narrative'. A completed 'Template 4 – assessment strategy'. A completed 'Template 5 – module outcome map'. Draft Collaboration Agreements. Draft/Example Apprenticeship Contracts. The AO's 'Assessment Research' document. The AO's student guidance documents.

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	<ul style="list-style-type: none"> • Ophthalmic Dispensing Syllabus document. • The AO's Reasonable adjustment policy. <p>The information reviewed evidenced, amongst other elements, that:</p> <ul style="list-style-type: none"> • 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.
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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	<p>The evidence reviewed provided the necessary assurance that this standard is MET.</p> <p>Supporting evidence reviewed included, but was not limited to:</p> <ul style="list-style-type: none"> • A completed 'Template 2 - criteria narrative'. • A completed 'Template 4 – assessment strategy'. • A completed 'Template 5 – module outcome map'. • A completed 'Template 8 – mapping to indicative guidance'. • Draft Collaboration Agreements. • Draft/Example Apprenticeship Contracts. • Ophthalmic Dispensing Syllabus document. • The AO's 'Practical Examiners Guide'. • The AO's 'Practice Visit Guide'. • The AO's 'Assessment Research' documents. <p>The information reviewed evidenced, amongst other elements, that:</p> <ul style="list-style-type: none"> • 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.

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Rationale	<p>The evidence reviewed provided the necessary assurance that this standard is MET.</p> <p>Supporting evidence reviewed included, but was not limited to:</p> <ul style="list-style-type: none"> • A completed 'Template 2 - criteria narrative'. • A completed 'Template 4 – assessment strategy'. • A completed 'Template 5 – module outcome map'. • Draft Collaboration Agreements. • Draft/Example Apprenticeship Contracts. • Ophthalmic Dispensing Syllabus document. • The AO's Practical Examiner guidance documents. • The AO's Student guidance documents. • The AO's 'Assessment Research' documents. <p>The information reviewed evidenced, amongst other elements, that:</p> <ul style="list-style-type: none"> • 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.
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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 – recommendation.
Deadline	Supporting evidence to be submitted as part of the AMR process for academic year 2023/24.
Rationale	<p>The evidence reviewed provided the necessary assurance that this standard is MET.</p> <p>Supporting evidence reviewed included but was not limited to:</p> <ul style="list-style-type: none"> • A completed 'Template 2 - criteria narrative'. • A completed 'Template 4 – assessment strategy'. • A completed 'Template 5 – module outcome map'. • Draft Collaboration Agreements. • Draft/Example Apprenticeship Contracts. • Ophthalmic Dispensing Syllabus document. • The AO's 'Practical Examiners Guide'. • The AO's 'Assessment Research' document. • The AO's 'Practice Visit Guide'. • The AO's 'Assessment Method'. <p>The information reviewed evidenced, amongst other elements, that:</p> <ul style="list-style-type: none"> • The AO has a comprehensive and clear assessment strategy.

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	<ul style="list-style-type: none"> • There is a clear process for how the assessments lead to the awarding of an approved qualification. <p>Although the information reviewed provided sufficient assurance that this standard is met, a recommendation has been set as the GOC considers that it can be enhanced.</p> <p>Possible areas of evidence that can be submitted, are (this list is non-exhaustive):</p> <ul style="list-style-type: none"> • A clarification of the different levels of monitoring that centre-employed and ABX-employed external moderators will be subject to. • The support/guidance/direction ABX gives to centres employing their own external moderators on issues such as criteria and training etc. <p>This recommendation also applies to S3.1.</p>
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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	<p>The evidence reviewed provided the necessary assurance that this standard is MET.</p> <p>Supporting evidence reviewed included, but was not limited to:</p> <ul style="list-style-type: none"> • A completed 'Template 2 - criteria narrative'. • Draft Collaboration Agreements. • Draft/Example Apprenticeship Contracts. • Ophthalmic Dispensing Syllabus document. • The AO's 'Reasonable Adjustment Policy'. • End Point Assessment (EPA) Student Handbook. <p>The information reviewed evidenced, amongst other elements, that:</p> <ul style="list-style-type: none"> • The AO has an appropriate Reasonable Adjustment Policy. <p>We would encourage the AO to consider rewording the subheading in the EPA handbook from 'Special Accommodation' to 'Reasonable Adjustments' to ensure consistent terminology. Please note that this is not a formal recommendation.</p>

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.

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Rationale	<p>The evidence reviewed provided the necessary assurance that this standard is MET.</p> <p>Supporting evidence reviewed included, but was not limited to:</p> <ul style="list-style-type: none"> • A completed 'Template 2 - criteria narrative'. • A completed 'Template 4 – assessment strategy'. • A completed 'Template 5 – module outcome map'. • End Point Assessment (EPA) Student Handbook. • Draft/Example Collaboration Agreements. • Draft/Example Apprenticeship Contracts. • Ophthalmic Dispensing Syllabus document. • The AO's assessment research documents. • The AO's student guidance documents. • The AO's Practical Examiner guidance. <p>The information reviewed evidenced, amongst other elements, that:</p> <ul style="list-style-type: none"> • Summative assessments directly related to the outcomes demonstrating unsafe practice result in failure of the assessment. • That this information is adequately communicated to students and relevant individuals.
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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	<p>The evidence reviewed provided the necessary assurance that this standard is MET.</p> <p>Supporting evidence reviewed included, but was not limited to:</p> <ul style="list-style-type: none"> • A completed 'Template 2 - criteria narrative'. • A completed 'Template 3 – qualification diagram'. • A completed 'Template 4 – assessment strategy'. • A completed 'Template 5 – module outcome map'. • Draft Collaboration Agreements. • Draft/Example Apprenticeship Contracts. • The AO's 'Learning Outcomes Tracking Process'. <p>The information reviewed evidenced, amongst other elements, that:</p> <ul style="list-style-type: none"> • The process of monitoring and recording students' achievement of outcomes is adequate and appropriate.

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

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	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	<p>The evidence reviewed provided the necessary assurance that this standard is MET.</p> <p>Supporting evidence reviewed included, but was not limited to:</p> <ul style="list-style-type: none"> • A completed 'Template 2 - criteria narrative'. • Draft Collaboration Agreements. • Draft/Example Apprenticeship Contracts. • The AO's Ofqual registration confirmation. <p>The information reviewed evidenced, amongst other elements, that:</p> <ul style="list-style-type: none"> • 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	<p>The evidence reviewed provided the necessary assurance that this standard is MET.</p> <p>Supporting evidence reviewed included, but was not limited to:</p> <ul style="list-style-type: none"> • A completed 'Template 2 - criteria narrative'. • Draft Collaboration Agreements. • Draft/Example Apprenticeship Contracts. • End Point Assessment (EPA) Student Handbook. • Ophthalmic Dispensing Syllabus document. • The AO's Supervisor Guidance. <p>The information reviewed evidenced, amongst other elements, that:</p> <ul style="list-style-type: none"> • The outcomes are delivered and assessed in an appropriate environment.

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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	<p>The evidence reviewed provided the necessary assurance that this standard is MET.</p> <p>Supporting evidence reviewed included, but was not limited to:</p> <ul style="list-style-type: none"> • A completed ‘Template 2 - criteria narrative’. • Draft Collaboration Agreements. • Draft/Example Apprenticeship Contracts. • End Point Assessment (EPA) Student Handbook. • Ophthalmic Dispensing Syllabus document. • The AO’s Assessment research documents. <p>The information reviewed evidenced, amongst other elements, that:</p> <ul style="list-style-type: none"> • 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	<p>The evidence reviewed provided the necessary assurance that this standard is MET.</p> <p>Supporting evidence reviewed included, but was not limited to:</p> <ul style="list-style-type: none"> • A completed ‘Template 2 - criteria narrative’. • A completed ‘Template 5 – module outcome map’. • Draft Collaboration Agreements. • Draft/Example Apprenticeship Contracts. • Ophthalmic Dispensing Syllabus document. • The AO’s Practical Examiners Guidance documents. • The AO’s Assessment Research documents. • The AO’s student guidance documents. • End Point Assessment (EPA) Student Handbook. <p>The information reviewed evidenced, amongst other elements, that:</p>

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	<ul style="list-style-type: none"> The qualification meets the required minimum 1600 hours/48 weeks of patient-facing learning and experience in practice.
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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	<p>The evidence reviewed provided the necessary assurance that this standard is MET.</p> <p>Supporting evidence reviewed included, but was not limited to:</p> <ul style="list-style-type: none"> A completed 'Template 2 - criteria narrative'. A completed 'Template 4 – assessment strategy'. A completed 'Template 5 – module outcome map'. A completed 'Template 8 – mapping to indicative guidance'. Draft Collaboration Agreements. Draft/Example Apprenticeship Contracts. Ophthalmic Dispensing Syllabus document. The AO's Practical Examiners Guidance documents. The AO's Assessment Research documents. The AO's student guidance documents. End Point Assessment (EPA) Student Handbook. <p>The information reviewed evidenced, amongst other elements, that:</p> <ul style="list-style-type: none"> 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	<p>The evidence reviewed provided the necessary assurance that this standard is MET.</p> <p>Supporting evidence reviewed included, but was not limited to:</p> <ul style="list-style-type: none"> A completed 'Template 2 - criteria narrative'.

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	<ul style="list-style-type: none"> • Draft Collaboration Agreements. • Draft/Example Apprenticeship Contracts. • Ophthalmic Dispensing Syllabus document. • The AO's Stakeholder Consultation documents. <p>The information reviewed evidenced, amongst other elements, that:</p> <ul style="list-style-type: none"> • The AO has established constructive relationships with stakeholders. • The AO has incorporated stakeholder feedback into the development of the qualification.
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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	<p>The evidence reviewed provided the necessary assurance that this standard is MET.</p> <p>Supporting evidence reviewed included, but was not limited to:</p> <ul style="list-style-type: none"> • A completed 'Template 2 - criteria narrative'. • A completed 'Template 4 – assessment strategy'. • A completed 'Template 5 – module outcome map'. • The AO's Practical Examiner Guidance. • The AO's Service Level Agreements. <p>The information reviewed evidenced, amongst other elements, that:</p> <ul style="list-style-type: none"> • Assessment of outcomes is carried out by appropriately trained and qualified GOC registrants. <p>Please note although, at present, the evidence submitted provides adequate assurance, as the delivery of the qualification begins, it is possible that the Education Team may require further assurance that:</p> <ul style="list-style-type: none"> • Ongoing training requirements of assessors/examiners/moderators are included in their contracts. • Assessors/examiners/moderators agree to the ongoing training requirements. <p>You may wish to take this into consideration when preparing documentation for your response to conditions, recommendations, and stage 4 of the application process. This feedback also applies to S4.8.</p>

Standard no.	S3.19
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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 AMR process for academic year 2023/24.
Rationale	<p>The evidence reviewed provided the necessary assurance that this standard is MET.</p> <p>Supporting evidence reviewed included but was not limited to:</p> <ul style="list-style-type: none"> • A completed 'Template 2 - criteria narrative'. • Draft Collaboration Agreements. • Draft/Example Apprenticeship Contracts. • The AO's '2023 Syllabus Conditions and Recommendations March update' document. <p>The information reviewed evidenced, amongst other elements, that:</p> <ul style="list-style-type: none"> • The AO has robust processes that will enable the collection and comparison of EDI data across centres. <p>Although the information reviewed provided sufficient assurance that this standard is met, a recommendation has been set as the GOC considers that it can be enhanced.</p> <p>Possible areas of evidence that can be submitted, are (this list is non-exhaustive):</p> <ul style="list-style-type: none"> • Evidence of the implementation and outcomes of ABX processes that support the collection and comparison of EDI data across its centres. • Evidence of how centre EDI data has been/will be used to inform curriculum design, delivery, and assessment.

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	<p>The evidence reviewed provided the necessary assurance that this standard is MET.</p> <p>Supporting evidence reviewed included, but was not limited to:</p> <ul style="list-style-type: none"> • A completed 'Template 2 - criteria narrative'. • Draft Collaboration Agreements.

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	<ul style="list-style-type: none"> • Draft/Example Apprenticeship Contracts. • End Point Assessment (EPA) Student Handbook. • Ophthalmic Dispensing Syllabus document. <p>The information reviewed evidenced, amongst other elements, that:</p> <ul style="list-style-type: none"> • Opportunities for regular and timely feedback to students have been incorporated into the qualification.
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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	<p>The evidence reviewed provided the necessary assurance that this standard is MET.</p> <p>Supporting evidence reviewed included, but was not limited to:</p> <ul style="list-style-type: none"> • A completed ‘Template 2 - criteria narrative’. • A completed ‘Template 3 – qualification diagram’. • A completed ‘Template 4 – assessment strategy’. • A completed ‘Template 5 – module outcome map’. • Draft Collaboration Agreements. • Draft/Example Apprenticeship Contracts. <p>The information reviewed evidenced, amongst other elements, that:</p> <ul style="list-style-type: none"> • 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	<p>The evidence reviewed provided the necessary assurance that this standard is MET.</p> <p>Supporting evidence reviewed included, but was not limited to:</p> <ul style="list-style-type: none"> • A completed ‘Template 2 - criteria narrative’. • The AO’s Ofqual registration confirmation. • Ophthalmic Dispensing Syllabus document. • The AO’s ‘Articles of Association’. <p>The information reviewed evidenced, amongst other elements, that:</p>

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	<ul style="list-style-type: none"> The qualification is appropriately approved, regulated, and legally incorporated. <p>Please note, although at present, the evidence submitted provides sufficient assurance, the Education Team does request confirmation that the Level 6 Dispensing Optician Apprenticeship qualification has been, or will be, added to the Register of Regulated Qualifications outlined by Ofqual.</p> <p>You may wish to take this into consideration when preparing documentation for your response to conditions, recommendations, and stage 4 of the application process. Please note that this is not a formal recommendation.</p>
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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	<p>The evidence reviewed provided the necessary assurance that this standard is MET.</p> <p>Supporting evidence reviewed included, but was not limited to:</p> <ul style="list-style-type: none"> A completed ‘Template 2 - criteria narrative’. The AO’s Ofqual registration confirmation. Draft Collaboration Agreements. Draft/Example Apprenticeship Contracts. The AO’s ‘Organisational Structure’ document. <p>The information reviewed evidenced, amongst other elements, of:</p> <ul style="list-style-type: none"> The AO’s Corporate form, governance, and lines of accountability.

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	MET – recommendation.
Deadline	Not applicable.
Rationale	<p>The evidence reviewed provided the necessary assurance that this standard is MET.</p> <p>Supporting evidence reviewed included but was not limited to:</p> <ul style="list-style-type: none"> A completed ‘Template 2 - criteria narrative’. Draft Collaboration Agreements. Draft/Example Apprenticeship Contracts. The AO’s ‘Student, Patient and Examiner Feedback Forms’. The AO’s ‘Service Level Agreements’. The AO’s ‘Risk Register 2023’.

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	<ul style="list-style-type: none"> • The AO's '2023 Syllabus Conditions and Recommendations March update' document. • The AO's consultation documents. <p>The information reviewed evidenced, amongst other elements, that:</p> <ul style="list-style-type: none"> • There are various robust mechanisms and processes for identifying and managing risks. • There are appropriate stakeholders feedback processes. <p>Although the information reviewed provided sufficient assurance that this standard is met, a recommendation has been set for S4.3, as the GOC considers that it can be enhanced.</p> <p>Possible areas of evidence that can be submitted, are (this list is non-exhaustive):</p> <ul style="list-style-type: none"> • Written evidence of the policies and processes (outlined by ABX within its narrative) that support ABX and centres' understanding of individual and joint roles and responsibilities in relation to risk. <p>This recommendation also applies to S4.13.</p>
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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	NOT MET – condition.
Deadline	29 August 2024
Rationale	<p>The evidence did not provide the necessary assurance and therefore this standard is NOT MET.</p> <p>Supporting evidence reviewed included but was not limited to:</p> <ul style="list-style-type: none"> • A completed 'Template 2 - criteria narrative'. • Draft Collaboration Agreement. • Draft/Example Apprenticeship Contracts. <p>The evidence did not provide the necessary assurance that this standard is met. There was insufficient evidence in the following areas:</p> <ul style="list-style-type: none"> • The evidence submitted did not provide assurance that the collaboration agreements, associated annex, and apprenticeship specific contracts had been agreed between the provider and its centres. <p>Possible areas of evidence that can be submitted, are (this list is non-exhaustive):</p> <ul style="list-style-type: none"> • The signed copies of collaboration agreements and associated apprenticeship contracts, with each centre.

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	This condition also applies to S2.2 & S4.6.
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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	<p>The evidence reviewed provided the necessary assurance that this standard is MET.</p> <p>Supporting evidence reviewed included, but was not limited to:</p> <ul style="list-style-type: none"> • A completed 'Template 2 - criteria narrative'. • A completed 'Form 1a – application for qualification approval'. <p>The information reviewed evidenced, amongst other elements, that:</p> <ul style="list-style-type: none"> • The AO has an appropriate named person for the qualification.

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	NOT MET – condition.
Deadline	29 August 2024
Rationale	<p>The evidence did not provide the necessary assurance and therefore this standard is NOT MET.</p> <p>Supporting evidence reviewed included but was not limited to:</p> <ul style="list-style-type: none"> • A completed 'Template 2 - criteria narrative'. • Draft Collaboration Agreement. • Draft/Example Apprenticeship Contracts. <p>The evidence did not provide the necessary assurance that this standard is met. There was insufficient evidence in the following areas:</p> <ul style="list-style-type: none"> • The evidence submitted did not provide assurance that the collaboration agreements, associated annex, and apprenticeship specific contracts had been agreed between the provider and its centres. <p>Possible areas of evidence that can be submitted, are (this list is non-exhaustive):</p> <ul style="list-style-type: none"> • The signed copies of collaboration agreements and associated apprenticeship contracts, with each centre. <p>This condition also applies to S2.2 & S4.4.</p>

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Standard no.	S4.7
Standard description	<p>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:</p> <ul style="list-style-type: none"> • 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. <p>To ensure that:</p> <ul style="list-style-type: none"> • 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	<p>The evidence reviewed provided the necessary assurance that this standard is MET.</p> <p>Supporting evidence reviewed included, but was not limited to:</p> <ul style="list-style-type: none"> • A completed ‘Template 2 - criteria narrative’. • Draft Collaboration Agreements. • Draft/Example Apprenticeship Contracts. • The AO’s ‘Student, Patient and Examiner Feedback Forms’. • The AO’s stakeholder Consultation documents. <p>The information reviewed evidenced, amongst other elements, that:</p> <ul style="list-style-type: none"> • The qualification incorporated appropriate stakeholder feedback. • The qualification will continue to incorporate appropriate stakeholder feedback.

Standard no.	S4.8
Standard description	<p>There must be policies and systems in place for:</p> <ul style="list-style-type: none"> • 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	NOT MET – condition.

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Deadline	29 August 2024
Rationale	<p>The evidence did not provide the necessary assurance and therefore this standard is NOT MET.</p> <p>Supporting evidence reviewed included but was not limited to:</p> <ul style="list-style-type: none"> • A completed 'Template 2 - criteria narrative'. • Draft Collaboration Agreements. • Draft/Example Apprenticeship Contracts. • The AO's Service Level Agreements. <p>The evidence did not provide the necessary assurance that this standard is met. There was insufficient evidence in the following areas:</p> <ul style="list-style-type: none"> • That ongoing training of assessors/examiners/moderators was a requirement and agreed by those individuals. <p>Possible areas of evidence that can be submitted, are (this list is non-exhaustive):</p> <ul style="list-style-type: none"> • Evidence that ongoing training requirements of assessors/examiners/moderators are included in their contracts. • Evidence that assessors/examiners/moderators agree to the ongoing training requirements.

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	<p>The evidence reviewed provided the necessary assurance that this standard is MET.</p> <p>Supporting evidence reviewed included, but was not limited to:</p> <ul style="list-style-type: none"> • A completed 'Template 2 - criteria narrative'. • Draft Collaboration Agreements. • Draft/Example Apprenticeship Contracts. • The AO's 'Service Level Agreements'. • The AO's Supervisor guidance documents. • The AO's Malpractice Policy. <p>The information reviewed evidenced, amongst other elements, that:</p> <ul style="list-style-type: none"> • 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.

Standard no.	S4.10
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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	NOT MET – condition.
Deadline	29 August 2024
Rationale	<p>The evidence did not provide the necessary assurance and therefore this standard is NOT MET.</p> <p>Supporting evidence reviewed included but was not limited to:</p> <ul style="list-style-type: none"> • A completed ‘Template 2 - criteria narrative’. • Draft Collaboration Agreements. • Draft/Example Apprenticeship Contracts. • The AO’s Service Level Agreements. • The AO’s Supervisor Guidance Documents. <p>The evidence did not provide the necessary assurance that this standard is met. There was insufficient evidence in the following areas:</p> <ul style="list-style-type: none"> • That ongoing training of supervisors is a requirement and agreed by those individuals. <p>Possible areas of evidence that can be submitted, are (this list is non-exhaustive):</p> <ul style="list-style-type: none"> • Evidence that ongoing training requirements of supervisors are included in their contracts. • Evidence that supervisors agree to the ongoing training requirements.

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	<p>The evidence reviewed provided the necessary assurance that this standard is MET.</p> <p>Supporting evidence reviewed included, but was not limited to:</p> <ul style="list-style-type: none"> • A completed ‘Template 2 - criteria narrative’. • Draft Collaboration Agreements. • Draft Apprenticeship Contracts. • The AO’s ‘Student, Patient and Examiner Feedback Forms’. • The AO’s Stakeholder Consultation documents. <p>The information reviewed evidenced, amongst other elements, that:</p> <ul style="list-style-type: none"> • There are appropriate policies and systems in place for stakeholders to provide feedback and raise concerns.

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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	<p>The evidence reviewed provided the necessary assurance that this standard is MET.</p> <p>Supporting evidence reviewed included, but was not limited to:</p> <ul style="list-style-type: none"> • A completed 'Template 2 - criteria narrative'. • Draft Collaboration Agreements. • Draft/Example Apprenticeship Contracts. • The AO's 'Malpractice Policy'. • End Point Assessment (EPA) Student Handbook. <p>The information reviewed evidenced, amongst other elements, that:</p> <ul style="list-style-type: none"> • The AO's complaints process was appropriate and sufficient.

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	MET – recommendation.
Deadline	Supporting evidence to be submitted as part of the AMR process for academic year 2023/24.
Rationale	<p>The evidence reviewed provided the necessary assurance that this standard is MET.</p> <p>Supporting evidence reviewed included but was not limited to:</p> <ul style="list-style-type: none"> • A completed 'Template 2 - criteria narrative'. • Draft Collaboration Agreements. • Draft/Example Apprenticeship Contracts. • The AO's 'Student, Patient and Examiner Feedback Forms'. • The AO's 'Risk Register 2023'. • The AO's '2023 Syllabus Conditions and Recommendations March update' document. <p>The information reviewed evidenced, amongst other elements, that:</p> <ul style="list-style-type: none"> • There are various robust mechanisms and processes for identifying and managing risks. • There are appropriate stakeholders feedback processes.

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	<p>Although the information reviewed provided sufficient assurance that this standard is met, a recommendation has been set as the GOC considers that it can be enhanced.</p> <p>Possible areas of evidence that can be submitted, are (this list is non-exhaustive):</p> <ul style="list-style-type: none"> • Written evidence of the policies and processes (outlined by ABX within its narrative) that support ABX and centres' understanding of individual and joint roles and responsibilities in relation to risk. <p>This recommendation also applies to S4.3.</p>
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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	<p>The evidence reviewed provided the necessary assurance that this standard is MET.</p> <p>Supporting evidence reviewed included, but was not limited to:</p> <ul style="list-style-type: none"> • A completed 'Template 2 - criteria narrative'. • Draft Collaboration Agreements. • Draft/Example Apprenticeship Contracts. <p>The information reviewed evidenced, amongst other elements, that:</p> <ul style="list-style-type: none"> • The appropriate processes are followed to notify the GOC of any major events and/or changes to the qualification.

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	MET – no further action is required at this stage.
Deadline	Not applicable.
Rationale	<p>The evidence reviewed provided the necessary assurance that this standard is MET.</p> <p>Supporting evidence reviewed included, but was not limited to:</p> <ul style="list-style-type: none"> • A completed 'Template 2 - criteria narrative'. • Draft Collaboration Agreements.

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	<ul style="list-style-type: none"> • Draft/Example Apprenticeship Contracts. • The AO's 'Service Level Agreements'. • The AO's 'Risk Register 2023'. <p>The information reviewed evidenced, amongst other elements, that:</p> <ul style="list-style-type: none"> • There are robust mechanisms for identifying appropriate resources from the initial stages of qualification development and on an ongoing basis. • There are various stakeholder groups with responsibility for the allocation, governance, and evaluation of resources.
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Standard no.	S5.2
Standard description	<p>There must be sufficient and appropriately qualified and experienced staff to teach and assess the outcomes. These must include:</p> <ul style="list-style-type: none"> • 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	NOT MET – condition.
Deadline	29 August 2024
Rationale	<p>The evidence did not provide the necessary assurance and therefore this standard is NOT MET.</p> <p>Supporting evidence reviewed included but was not limited to:</p> <ul style="list-style-type: none"> • A completed 'Template 2 - criteria narrative'. • Draft Collaboration Agreements. • Draft/Example Apprenticeship Contracts. • The AO's Supervisor Guidance documents. <p>The evidence did not provide the necessary assurance that this standard is met. There was insufficient evidence in the following areas:</p> <ul style="list-style-type: none"> • An appropriate SSR had been agreed and benchmarked. <p>Possible areas of evidence that can be submitted, are (this list is non-exhaustive):</p> <ul style="list-style-type: none"> • Evidence that an appropriate SSR has been agreed and benchmarked.

Standard no.	S5.3
Standard description	<p>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.</p> <p>These must include:</p>

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	<ul style="list-style-type: none"> 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	<p>The evidence reviewed provided the necessary assurance that this standard is MET.</p> <p>Supporting evidence reviewed included, but was not limited to:</p> <ul style="list-style-type: none"> A completed 'Template 2 - criteria narrative'. Draft Collaboration Agreements. Draft/Example Apprenticeship Contracts. The AO's 'Risk Register 2023'. The AO's Practical Examiner Guidance documents. <p>The information reviewed evidenced, amongst other elements, that:</p> <ul style="list-style-type: none"> There those involved in the teaching and assessment of the qualification are appropriately trained and supported.

Standard no.	S5.4
Standard description	<p>There must be sufficient and appropriate learning facilities to deliver and assess the outcomes. These must include:</p> <ul style="list-style-type: none"> 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	<p>The evidence reviewed provided the necessary assurance that this standard is MET.</p> <p>Supporting evidence reviewed included, but was not limited to:</p> <ul style="list-style-type: none"> A completed 'Template 2 - criteria narrative'. Draft Collaboration Agreements. Draft/Example Apprenticeship Contracts. The AO's 'Risk Register 2023'. The AO's Practical Examiner Guidance documents. <p>The information reviewed evidenced, amongst other elements, that:</p>

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	<ul style="list-style-type: none"> • There are appropriate facilities and resources to deliver and assess the outcomes.
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Standard no.	S5.5
Standard description	Students must have effective support for health, wellbeing, conduct, academic, professional and clinical issues.
Status	NOT MET – condition.
Deadline	29 August 2024
Rationale	<p>The evidence did not provide the necessary assurance and therefore this standard is NOT MET.</p> <p>Supporting evidence reviewed included but was not limited to:</p> <ul style="list-style-type: none"> • A completed ‘Template 2 - criteria narrative’. • Draft Collaboration Agreements. • Draft/Example Apprenticeship Contracts. • AO’s Reasonable Adjustment Policy. • End Point Assessment (EPA) Student Handbook • The AO’s Malpractice Policy. <p>The evidence did not provide the necessary assurance that this standard is met. There was insufficient evidence in the following areas:</p> <ul style="list-style-type: none"> • That the AO had appropriate assurance of the support mechanisms in place for students, at its centres. <p>Possible areas of evidence that can be submitted, are (this list is non-exhaustive):</p> <ul style="list-style-type: none"> • Evidence of the policies and processes in place to obtain assurance of centre’s support mechanisms. • Detail surrounding the benchmark for centres on this standard.

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