



Anglia Ruskin University
Report of the outcomes of the application to the GOC education & training requirements – stages 1-3
BSc (Hons) Dispensing Optician Apprenticeship
ARU-DO2-APP
Report confirmed by GOC 22 May 2026

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SECTION ONE – ABOUT THIS DOCUMENT

1.1 ABOUT THIS DOCUMENT

This report outlines the outcomes of the review of Anglia Ruskin University's BSc (Hons) Dispensing Optician Apprenticeship application against stage 3 of the *Requirements for Approved Qualifications in Optometry and Dispensing Optics* (March 2021)

It includes:

- Feedback against each relevant standard as listed in the merged Application Form.
- The status of all the standards reviewed as part of the application process for stages 1-3.
- Any action Anglia Ruskin University is required to take.
- Whether the qualification is allowed to pass on to the next stage of the application 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>	☒
Awarding Organisation (AO) <i>Sole responsibility for the entire route to registration with centres delivering your qualification(s).</i>	☐

2.2 CENTRE DETAILS	
Centre name(s)	Not applicable

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	BSc (Hons) Dispensing Optician Apprenticeship
Qualification level	Level 6 – The Framework for Higher Education Qualifications of Degree-Awarding Bodies in England, Wales and Northern Ireland (FHEQ)
Duration of qualification	3 years
Number of cohorts per academic year	1
Month(s) of student intake	September 2026
Delivery method(s)	Blended learning
Alternative exit award(s)	- Exit with at least 120 credits achieved at Level 4 or above – Cert HE Ophthalmic Practice - Exit with at least 240 credits and level 4 and 5 – Dip HE Ophthalmic Practice
Total number of students per cohort	36 – combined with BSc (Hons) Dispensing Optician (Registrable Award)

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SECTION FOUR – SUMMARY OF THE OUTCOMES OF STAGE 3 OF THE APPLICATION PROCESS

4.1 QUALITY ASSURANCE ACTIVITY	
Type of activity	Review of Anglia Ruskin University's BSc Dispensing Optician Apprenticeship (qualification) application against the <i>Requirements for Approved Qualifications in Optometry and Dispensing Optics</i> (March 2021).

4.2 GOC REVIEW TEAM	
Education Officer	Lamine Kherroubi – Education Officer (Operations)
Education Manager	- Georgie Carter – Education Operations Manager - James Whitton – Education Operations Manager
Head of Education & CPD	Samara Morgan – Head of Education & CPD
Decision maker	Leonie Milliner – Chief Executive and Registrar
Education Visitor Panel (panel) members	- Will Naylor – Lay Chair - Sarah Fishburn – Lay member - Maryna Hura – Dispensing Optician member - Elizabeth Bartlam – Dispensing Optician member - Jonathan Denniss – Optometrist member

4.3 SUMMARY OF OUTCOMES OF REVIEW
The review of the supporting information evidences that the qualification: - provides sufficient assurance for the qualification to pass onto stage 4. - is ready to recruit as an “approved training establishment”
The qualification has been set conditions against the following standards: - S1.3 - S4.10
The qualification has been set recommendations against the following standards: - S3.1 - S3.2 - S3.4 - S3.7 - S3.11 - S4.7 - S4.14 - S5.3
Commentary against all the standards reviewed is set out in section 4.4.

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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: • Template 2 – Criteria Narrative • BSc (Hons) Dispensing Optician Student Handbook September 2025 • Student Module and Course Overview • Dispensing Optician Apprenticeship KSB map The information reviewed evidenced, amongst other elements, that: • There are policies and systems in place to ensure that students understand and adhere to the GOC's Standards for Optical Students. • The GOC's Standards for Optical Students and Standards of Practice for Optometrists and Dispensing Opticians appropriately inform qualification design, delivery and assessment.

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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: • Rules, Regulations and Procedures for Students • Fitness to Study Policy and Procedure • Whistleblowing Policy • Template 2 – Criteria Narrative The information reviewed evidenced, amongst other elements, that: • there are appropriate policies in place to support student conduct and wellbeing. • There are 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. students are required to meet professional standards throughout the programme.

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	NOT MET – condition
Deadline	Wednesday 1 July 2026
Rationale	The evidence reviewed did not provide the necessary assurance and therefore this standard is NOT MET. Supporting evidence reviewed included but was not limited to: • Lead supervisor declaration form • Practice audit report form

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	• BSc (Hons) Dispensing Optician supervisor training materials, guidance and training records • Student exam guidance • Further information narrative • Template 2 – Criteria Narrative The evidence did not provide the necessary assurance that this standard is met. There was insufficient evidence in the following areas: • Evidence that all supervision-related documentation, processes and training materials have been fully adapted from existing ophthalmic dispensing qualifications delivered by the provider and applicable to the Dispensing Optician Apprenticeship qualification. • Confirmation that supervisor training, declarations, audit processes and monitoring arrangements will be implemented in the context of the apprenticeship from the outset of delivery. • Assurance that supervision arrangements specific to the apprenticeship have been finalised and will operate consistently across all practice settings. Possible areas of evidence that can be submitted, are (this list is non-exhaustive): • Evidence of supervision-related documentation specifically for the Dispensing Optician Apprenticeship. • Evidence that supervisor training materials and processes have been reviewed and updated to reflect the requirements of the apprenticeship qualification. • Documentation demonstrating how supervision quality will be monitored and assured in the apprenticeship context from the start of delivery. This condition is linked to S4.10
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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	The evidence reviewed provided the necessary assurance that this standard is MET. Supporting evidence reviewed included but was not limited to: • Template 2 – Criteria Narrative

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	• BSc (Hons) Dispensing Optician Student Handbook September 2025 • BSc (Hons) Dispensing Optician Student Module and Course Overview PowerPoint • Key Intake Details • Applicant information webpage extract The information reviewed evidenced, amongst other elements, that: • 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.
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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: • Template 2 – Criteria Narrative • Admissions documentation • DBS guidance • Fitness to Study Policy and Procedure • Academic Regulations The information reviewed evidenced, amongst other elements, that: • admissions requirements are appropriate, comprehensive, and clearly defined. • There are appropriate admission governance processes and tools

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

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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: • Template 2 – Criteria Narrative • Admissions documentation • Equality, Diversity and Inclusion policy • Access and Participation Plan • EDI Objectives The information reviewed evidenced, amongst other elements, that: • The recruitment, selection and admission processes are fair and complies with relevant regulations and legislation (including equality and diversity 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: • Template 2 – Criteria Narrative • Conscious Inclusion training • Admissions documentation • Equality, diversity and inclusion policy • Expectations of Academic Staff documentation The information reviewed evidenced, amongst other elements, that: • staff involved in admissions and delivery are appropriately trained. • quality and inclusion principles are embedded within staff development.

Standard no.	S2.4
Standard description	Information provided to applicants must be accurate, comply with relevant legislation and include:

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	- 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: - Template 2 – criteria narrative - Further information narrative - Lead supervisor declaration form - Key Intake Details - Applicant information webpage extract The information reviewed evidenced, amongst other elements, that: - applicant-facing materials clearly state the requirement for students to remain registered with the GOC. - this requirement is communicated prior to enrolment through programme and admissions materials. - the requirement is reinforced through programme documentation and processes.

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

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	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: • Template 2 – Criteria Narrative • Admissions documentation • Accreditation of Prior (Certified) Learning (APCL) documentation The information reviewed evidenced, amongst other elements, that: • The provider has an APCL policy that is clear and supported by effective and robust processes and systems.

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	Wednesday 1 July 2026
Rationale	The evidence reviewed provided the necessary assurance that this standard is MET. Supporting evidence reviewed included but was not limited to: • Template 2 – Criteria Narrative • Template 4 – Assessment Strategy • Template 5 – Module outcome map • Rules, Regulations and Procedures for Students document • Senate Code of Practice on the Assessment of Students Policy • Academic Regulations • Assessment Protocol document • Further information narrative • Learning Outcome map The information reviewed evidenced, amongst other elements, that: • a programme-level assessment strategy is in place; • assessments are mapped to learning outcomes across the programme;

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	- assessment methods align with Miller's Pyramid and support demonstration of competence. 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): - Clarity on how the provider is assured that every learning outcome will be achieved by the end of the qualification. - Clarity on how individual learning outcomes are assessed within combined assessments. - Module descriptors highlighting where individual learning outcomes are assessed. This recommendation links to S3.2, and S3.11. This is not considered to present a risk at present but will be monitored as part of ongoing quality assurance activity.
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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 ⁹), introducing, progressing and assessing knowledge, skills and behaviour until the outcomes are achieved.
Status	MET – recommendation.
Deadline	Wednesday 1 July 2026
Rationale	The evidence reviewed provided the necessary assurance that this standard is MET. Supporting evidence reviewed included but was not limited to: - Template 2 – Criteria Narrative - Template 4 – Assessment Strategy - Template 5 – Module outcome map - Senate Code of Practice on the Assessment of Students Policy - Dispensing Optician KSB map. - Further information narrative - Learning outcome map - Document to show how learning is developed and progresses. 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):

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	• Clarity on how the provider is assured that every learning outcome will be achieved by the end of the qualification. • Clarity on how individual learning outcomes are assessed within combined assessments. • Module descriptors highlighting where individual learning outcomes are assessed. This recommendation links to S3.1 and S3.11. • This is not considered to present a risk at present but will be monitored as part of ongoing quality assurance activity.
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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	The evidence reviewed provided the necessary assurance that this standard is MET. Supporting evidence reviewed included but was not limited to: • Template 2 – Criteria Narrative • Stakeholder consultation documents • Case record template • Logbook example • Further information narrative • How can Professionalism Promote Patient Safety document The information reviewed evidenced, amongst other elements, that: • students are exposed to inter-professional learning opportunities; • learning includes a range of simulated and real-world scenarios; • complexity of learning increases as students progress through the programme.

Standard no.	S3.4
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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 – recommendation.
Deadline	Wednesday 1 July 2026
Rationale	The evidence reviewed provided the necessary assurance that this standard is MET. Supporting evidence reviewed included but was not limited to: • Template 2 – Criteria Narrative • Expectations of staff document • Further information narrative • Stakeholder consultation documents The information reviewed evidenced, amongst other elements, that: • stakeholders have contributed to programme development; • mechanisms are in place to gather and consider stakeholder feedback; • stakeholder input informs aspects of programme design. 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): • Information on how stakeholder feedback will directly inform programme development going forward. This recommendation links to S4.7. This is not considered to present a risk at present but will be monitored as part of ongoing quality assurance activity.

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

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Rationale	The evidence reviewed provided the necessary assurance that this standard is MET. Supporting evidence reviewed included but was not limited to: • Template 2 – Criteria Narrative • Senate Code of Practice on the Assessment of Students • Health and Safety marking rubric • Further information narrative • Academic Regulations • Course specification form The information reviewed evidenced, amongst other elements, that: • reassessment opportunities are clearly defined and limited; • compensation and trailing are not permitted; • all summative outcomes must be achieved prior to progression.
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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	The evidence reviewed provided the necessary assurance that this standard is MET. Supporting evidence reviewed included but was not limited to: • Template 2 – Criteria Narrative • Senate Code of Practice on the Assessment of Students • Health and Safety marking rubric • Module definition form • Further information narrative • Student Exam Guidance 2025 • Spoke indicative guidance • Learning outcome to assessment map The information reviewed evidenced, amongst other elements, that: • assessment design supports safe and effective practice; • safety-critical elements are embedded within assessment; • a range of assessment methods are used to test competence.

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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 – recommendation.
Deadline	Wednesday 1 July 2026
Rationale	The evidence reviewed provided the necessary assurance that this standard is MET. Supporting evidence reviewed included but was not limited to: • Template 2 – Criteria Narrative • Template 4 – Assessment Strategy • Spoke indicative guidance • Internal moderation checklist • Further information narrative • Senate Code of Practice on the Assessment of Students The information reviewed evidenced, amongst other elements, that: • assessment standards are defined through learning outcomes; • standard-setting approaches are applied across assessment types; • moderation processes support consistency. We recognise that we have oversight of Anglia Ruskin University's Dispensing Optician (Registerable Award) where a condition was set against this standard which has since been deemed MET. However, it was not entirely clear through the application submission whether the information for the condition for Dispensing Optician (Registerable Award) applied for this qualification too. As such, 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): • Clearer documentation on standard-setting methodologies across assessment types for the apprenticeship specifically. • The procedure for setting appropriate module standards for the apprenticeship specifically. This is not considered to present a risk at present but will be monitored as part of ongoing quality assurance activity.

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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 – 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: • Template 2 – Criteria Narrative • Internal moderation checklist • Further information narrative • Senate Code of Practice on External Examiners for End Point Assessment of Integrated Apprenticeships • Senate Code of Practice on Admissions • Senate Code of Practice on the Assessment of Students The information reviewed evidenced, amongst other elements, that: • internal and external moderation processes are in place; • assessment quality is reviewed and monitored; • processes support fairness, reliability and consistency.

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: • Template 2 – Criteria Narrative • Reasonable Adjustments and Support Policy and Examples • Student Handbook • Academic Techniques module documentation The information reviewed evidenced, amongst other elements, that:

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	• students are supported in developing academic skills; • the provider as an appropriate Reasonable Adjustments Policy in place.
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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: • Template 2 – Criteria Narrative • Student exam guidance • Ophthalmic Practice documentation The information reviewed evidenced, amongst other elements, that: • assessment regulations appropriately prioritise patient safety, which means unsafe practise in summative assessment results in failure of the assessment.

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 – recommendation.
Deadline	Wednesday 1 July 2026
Rationale	The evidence reviewed provided the necessary assurance that this standard is MET. Supporting evidence reviewed included but was not limited to: • Template 2 – Criteria Narrative • Senate Code of Practice on the Assessment of Students • Academic Regulations • Further information narrative • Case Record Template • Logbook example The information reviewed evidenced, amongst other elements, that: • a programme-level assessment strategy is in place; • assessments are mapped to learning outcomes across the programme;

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	- assessment methods align with Miller's Pyramid and support demonstration of competence. 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): - Clarity on how the provider is assured that every learning outcome will be achieved by the end of the qualification. - Clarity on how individual learning outcomes are assessed within combined assessments. - Module descriptors highlighting where individual learning outcomes are assessed. This recommendation links to S3.1 and S3.2. This is not considered to present a risk at present but will be monitored as part of ongoing quality assurance activity.
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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: - Template 2 - Criteria Narrative - Student Module and Course Overview - Dispensing Optician Apprenticeship KSB map The information reviewed evidenced, amongst other elements, that: - the provider is registered with the Framework for Higher Education Qualifications of Degree-Awarding Bodies in England, Northern Ireland (FHEQ);

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	the provider holds membership with the Quality Assurance Agency for Higher Education (QAA).
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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: - Template 2 – Criteria Narrative - Ophthalmic Practice documentation - Student Handbook - Apprentice Line Manager Handbook The information reviewed evidenced, amongst other elements, that: - teaching is informed by current relevant research; - learning in academic, clinical, and professional contexts provides opportunities to develop as future professionals.

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: - Template 2 – Criteria Narrative - Stakeholder consultation documentation - Student handbook - Apprentice Line Manager Handbook - Logbook example - Case Record Template

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	The information reviewed evidenced, amongst other elements, that: • a range of teaching and learning methods are used to deliver the qualification.
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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: • Template 2 – Criteria Narrative • Logbook example. • Ophthalmic Practice documentation. The information reviewed evidenced, amongst other elements, that: • students are supported through reasonable adjustments where required; • processes are in place to support diverse learning needs; • support mechanisms are clearly defined.

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: • Template 2 – Criteria Narrative • Template 4 – Assessment Strategy • Ophthalmic Practice documentation • Dispensing Optician Apprenticeship KSB map • Practice audit report form

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	• Student Handbook • Academic Techniques module The information reviewed evidenced, amongst other elements, that: • the types and range of assessment methods are appropriate to the approved qualification; • the qualification has a comprehensive assessment strategy.
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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: • Template 2 – Criteria Narrative • Stakeholder consultation documentation. • Further information narrative • ARU education strategy The information reviewed evidenced, amongst other elements, that: • the provider has incorporated stakeholder feedback into the development of the qualification.

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: • Template 2 – Criteria Narrative • Expectations of Academic Staff document

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	• Peer teaching review documentation The information reviewed evidenced, amongst other elements, that: • staff are supported in their teaching roles; • peer review and development processes are in place; • teaching quality is monitored and enhanced.
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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 – 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: • Template 2 – Criteria Narrative • ARU Access participation plan • ARU EDI Objectives (2021-2025) • Race and Equality Strategy • Further information narrative The information reviewed evidenced, amongst other elements, that: • the provider clearly demonstrates how it collects, analyses, and utilises EDI data.

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: • Template 2 – Criteria Narrative

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	• Supervisor handbook • Ophthalmic Dispensing Practice Documentation • Senate Code of Practice on the Assessment of Students • Assessment Protocol The information reviewed evidenced, amongst other elements, that: • 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	The evidence reviewed provided the necessary assurance that this standard is MET. Supporting evidence reviewed included but was not limited to: • Template 2 – Criteria Narrative • Academic Regulations • Assessment Protocol 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: • Template 2 – Criteria Narrative • Articles of Government • Constitutional Document The information reviewed evidenced, amongst other elements, that:

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	the qualification is appropriately approved, regulated and legally incorporated.
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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	The evidence reviewed provided the necessary assurance that this standard is MET. Supporting evidence reviewed included but was not limited to: - Template 2 – Criteria Narrative - Constitutional document - Articles of Government - Senate Code of Practice on Curriculum Approval and Review - Pre-qualification Practice Placement Audit Process Flow Chart - Risk Appetite Statement The information reviewed evidenced, amongst other elements, that: - the provider has clear lines of accountability; - the provider has clear lines of roles and responsibility in governance.

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 – 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: - Template 2 – Criteria Narrative - Training Review Scheme – Peer Teaching document - Further information narrative - Senate Code of Practice on Curriculum Approval and Review - Pre-qualification Practice Placement Audit Process Flow Chart - Quality Improvement Plan and Self-assessment report flowchart - University governance and faculty structures

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	The information reviewed evidenced, amongst other elements, that: • programme-level governance and management structures are clearly defined; • roles and reporting lines for programme delivery are established and understood; • quality assurance and monitoring processes operate at programme, faculty and institutional level; • annual monitoring and review processes are in place to evaluate programme performance; • risk management and quality improvement processes are embedded within the apprenticeship governance framework.
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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	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: • Template 2 – Criteria Narrative • Senate Code of Practice on Curriculum Approval and Review • Constitutional Document • Pre-qualification Practice Placement Audit Process Flow Chart The information reviewed evidenced, amongst other elements, that: • the provider is a single organisation and has ownership of the award of the approved qualification; • the provider has clear corporate form and governance.

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:

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	• Template 2 – Criteria Narrative The information reviewed evidenced, amongst other elements, that: • the provider has an appropriate named person for the qualification.
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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: • Template 2 – Criteria Narrative • Training plan template • Further information narrative • Written Agreement with Employer • Apprenticeship agreement with Employer The information reviewed evidenced, amongst other elements, that: • there are appropriate agreements in place with employers which clearly outline roles and responsibilities.

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.

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	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 – recommendation.
Deadline	Wednesday 1 July 2026
Rationale	The evidence reviewed provided the necessary assurance that this standard is MET. Supporting evidence reviewed included but was not limited to: • Template 2 – Criteria Narrative • Further information narrative • Pre-qualification Practice Placement Audit Process Flow Chart • Audit report form The information reviewed evidenced, amongst other elements, that: • the qualification incorporates stakeholder feedback; • the qualification will continue to incorporate stakeholder feedback. 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): • Information on how feedback from patients will directly inform programme development going forward. This recommendation links to S3.4. This is not considered to present a risk at present but will be monitored as part of ongoing quality assurance activity.

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.

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	Supporting evidence reviewed included but was not limited to: • Template 2 – Criteria Narrative • Senate Code of Practice on External Examiners for Taught Courses • Senate Code of Practice on External Examiners for End Point Assessment of Integrated Apprenticeships The information reviewed evidenced, amongst other elements, that: • there are clearly defined roles and responsibilities for external examiners.
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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: • Template 2 – Criteria Narrative • BSc (Hons) Dispensing Optician Lead Supervisor Declaration Form • BSc (Hons) Dispensing Optician Lead Student Handbook • Handbook Template for Apprentice Line Manager 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.

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	NOT MET – condition.
Deadline	Wednesday 1 July 2026
Rationale	The evidence reviewed did not provide the necessary assurance and therefore this standard is NOT MET. Supporting evidence reviewed included but was not limited to:

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	• Template 2 – Criteria Narrative • BSc (Hons) Dispensing Optician supervisor training materials, guidance and training records • Further information narrative • Pre-qualification Practice Placement Audit Process Flow Chart The evidence did not provide the necessary assurance that this standard is met. There was insufficient evidence in the following areas: • Evidence that all supervision-related documentation, processes and training materials have been fully adapted and applicable to the Dispensing Optician Apprenticeship qualification. • Confirmation that supervisor training, declarations, audit processes and monitoring arrangements will be implemented in the context of the apprenticeship from the outset of delivery. • Assurance that supervision arrangements specific to the apprenticeship have been finalised and will operate consistently across all practice settings. Possible areas of evidence that can be submitted, are (this list is non-exhaustive): • Evidence of supervision-related documentation adapted specifically for the Dispensing Optician Apprenticeship. • Evidence that supervisor training materials and processes have been reviewed and updated to reflect the requirements of the apprenticeship qualification. • Documentation demonstrating how supervision quality will be monitored and assured in the apprenticeship context from the start of delivery. This condition is linked to S1.3.
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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: • Template 2 – Criteria Narrative • Evidence of feedback and actions form

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	- Apprenticeship Survey Results The information reviewed evidenced, amongst other elements, that: - 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	The evidence reviewed provided the necessary assurance that this standard is MET. Supporting evidence reviewed included but was not limited to: - Template 2 – Criteria Narrative - Complaints flow chart - Academic regulations - Rules, Regulations and Procedures for Students document - Constitutional Document The information reviewed evidenced, amongst other elements, that: - the provider has clear and consistently applied policies and systems for considering complaints.

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 – 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: - Template 2 – Criteria Narrative - Apprenticeship specific risk register - Senate Code of Practice on Curriculum Approval and Review. - Complaints flow chart - Staff grievance procedure - Disclosure in the Public Interest Policy and Procedures

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	• Whistleblowing Policy • Risk Appetite Statement The information reviewed evidenced, amongst other elements, that: • risk management processes support programme delivery; • there are appropriately considered mechanism for identifying risks to the qualification.
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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 – recommendation.
Deadline	Wednesday 1 July 2026
Rationale	The evidence reviewed provided the necessary assurance that this standard is MET. Supporting evidence reviewed included but was not limited to: • Template 2 – Criteria Narrative 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. 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): • Formalisation of roles and responsibilities in the process for notifying the GOC of major events and/or changes. This is not considered to present a risk at present but will be monitored as part of ongoing quality assurance activity.

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

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	be evidenced, together with evidence of recommendations considered and implemented.
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: • Template 2 – Criteria Narrative • Academic Regulations • Apprenticeship specific risk register • Senate Code of Practice on Curriculum Approval and Review. • Complaints flow chart • Staff grievance procedure • Disclosure in the Public Interest Policy and Procedures • Whistleblowing Policy • Risk Appetite Statement The information reviewed evidenced, amongst other elements, that: • the provider has sufficiently demonstrated appropriate resourcing.

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	Supporting evidence to be submitted as part of the AMR process for academic year 2026-27.
Rationale	The evidence reviewed provided the necessary assurance that this standard is MET. Supporting evidence reviewed included but was not limited to: • Template 2 – Criteria Narrative • Pre-qualification Practice Placement Audit Process Flow Chart • BSc (Hons) Dispensing Optician audit report form

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	• Further information narrative The information reviewed evidenced, amongst other elements, that: • those involved in the teaching and assessment of the qualification are appropriately trained and supported.
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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 – recommendation.
Deadline	Wednesday 1 July 2026
Rationale	The evidence reviewed provided the necessary assurance that this standard is MET. Supporting evidence reviewed included but was not limited to: • Template 2 – Criteria Narrative • How to Guide for Appraisals • Further information narrative The information reviewed evidenced, amongst other elements, that: • those involved in the teaching and assessment of the qualification are appropriately trained and supported. 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): • Evidence that supervisor training materials and processes have been reviewed and updated to reflect the requirements of the apprenticeship qualification. This recommendation links to the conditions set against S1.3 & S4.10.

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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: • Template 2 – Criteria Narrative The information reviewed evidenced, amongst other elements, that: • there are appropriate facilities and resources to deliver and assess the outcomes for the qualification.

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: • Template 2 – Criteria Narrative • Disability and Dyslexia Support Policy • Line Manager Handbook • Apprenticeship survey results The information reviewed evidenced, amongst other elements, that:

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	• students have access to academic and wellbeing support; • specialist services are available to support student needs;
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