

University of Huddersfield
Report of the outcomes of the adaptation to the GOC education & training requirements
(MOptom) Master of Optometry
HUD-OP1-ETR
Report confirmed by GOC 25 November 2024

TABLE OF CONTENTS

SECTION ONE – ABOUT THIS DOCUMENT	3
1.1 ABOUT THIS DOCUMENT	3
SECTION TWO – PROVIDER DETAILS.....	4
2.1 TYPE OF PROVIDER	4
2.3 EXTERNAL PARTNERS DELIVERING AND/OR MANAGING AREAS OF THE QUALIFICATION	4
SECTION THREE – QUALIFICATION DETAILS	5
3.1 QUALIFICATION DETAILS	5
SECTION FOUR – SUMMARY OF THE OUTCOMES OF THE ADAPTATION PROCESS.....	6
4.1 QUALITY ASSURANCE ACTIVITY	6
4.2 GOC REVIEW TEAM	6
4.4 STANDARDS OVERVIEW	6

ADP-RPT Report of the outcomes of the adaptation to the education & training requirements			
Version	v1.0	Date version approved	29 January 2024
Version effective from	January 2024	Next review date	January 2025

SECTION ONE – ABOUT THIS DOCUMENT

1.1 ABOUT THIS DOCUMENT

This report outlines the outcomes of the review of University of Huddersfield's (provider) adapted (MOptom) Master of Optometry qualification (qualification) against the *Requirements for Approved Qualifications in Optometry and Dispensing Optics* (March 2021).

It includes:

- Feedback against each relevant standard (as listed in Form 2a).
- The status of all the standards reviewed as part of the adaptation process (which includes the formal response process).
- Any action the University of Huddersfield is required to take.

ADP-RPT Report of the outcomes of the adaptation to the education & training requirements			
Version	v1.0	Date version approved	29 January 2024
Version effective from	January 2024	Next review date	January 2025

SECTION TWO – PROVIDER DETAILS

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

2.2 CENTRE DETAILS	
Centre name(s)	Not applicable.

2.3 EXTERNAL PARTNERS DELIVERING AND/OR MANAGING AREAS OF THE QUALIFICATION
As part of the qualification, the College of Optometrists (CoO) will be delivering the Clinical Learning in Practice (CLiP) scheme.

ADP-RPT Report of the outcomes of the adaptation to the education & training requirements			
Version	v1.0	Date version approved	29 January 2024
Version effective from	January 2024	Next review date	January 2025

SECTION THREE – QUALIFICATION DETAILS

3.1 QUALIFICATION DETAILS	
Qualification title	(MOptom) Master of Optometry
Qualification level	Level seven (Regulated Qualifications Framework [RQF])
Duration of qualification	Four years
Number of cohorts per academic year	One
Month(s) of student intake	September
Delivery method(s)	Full time
Alternative exit award(s)	<ul style="list-style-type: none"> Year two – Certificate of Higher Education in Vision Science Studies Year three – BSc (Hons) Vision Science Studies (360 credits) or BSc in Vision Science Studies (300 credits)
Total number of students per cohort	100

ADP-RPT Report of the outcomes of the adaptation to the education & training requirements			
Version	v1.0	Date version approved	29 January 2024
Version effective from	January 2024	Next review date	January 2025

SECTION FOUR – SUMMARY OF THE OUTCOMES OF THE ADAPTATION PROCESS

4.1 QUALITY ASSURANCE ACTIVITY	
Type of activity	Review of the provider's adapted (MOptom) Master of Optometry qualification against the <i>Requirements for Approved Qualifications in Optometry and Dispensing Optics</i> (March 2021).

4.2 GOC REVIEW TEAM	
Officer	Georgia Smith – Education Development Officer
Manager	Lisa Venables – Education Development Manager
Decision maker	Samara Morgan – Head of Education & CPD Development
Education Visitor Panel (panel) members	<ul style="list-style-type: none"> • Gail Fleming – Lay Chair • Dr Rebekah Stevens – Optometrist member • Brian McCotter – Optometrist member • Graeme Stevenson – Dispensing Optician & Contact Lens Optician member

4.3 SUMMARY OF CONDITIONS AND RECOMMENDATIONS	
Conditions	The qualification has been set no conditions.
Recommendations	The qualification has been set no recommendations.
<p>Commentary against all of the standards reviewed are 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>	

4.4 STANDARDS OVERVIEW
<p>The standards reviewed as part of the adaptation process for approved qualifications (as outlined in Form 2a*) are listed below along with the outcomes, statuses, actions, and any relevant deadlines. Actions may include the following:</p> <ul style="list-style-type: none"> • 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. • No further action is required – the information submitted provides the necessary assurance that a standard is met. <p>*The following standards listed were not reviewed as part of the adaptation process but are monitored as part of the GOC's Quality Assurance and Enhancement Methods (QAEM):</p> <ul style="list-style-type: none"> • Standard one - public and patient safety: S1.1, S1.2, S1.3, S1.4 • Standard two - admissions of students: S2.2, S2.3, S2.4

ADP-RPT			
Report of the outcomes of the adaptation to the education & training requirements			
Version	v1.0	Date version approved	29 January 2024
Version effective from	January 2024	Next review date	January 2025

- Standard three - assessment of outcomes and curriculum design: S3.2, S3.8, S3.9, S3.10, S3.11, S3.12, S3.13, S3.20, S3.21
- Standard four - management, monitoring and review of approved qualifications: S4.6, S4.7, S4.8, S4.9, S4.10, S4.11, S4.12
- Standard five - leadership, resources and capacity: S5.3, S5.4, S5.5

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 our [qualifications in optometry or dispensing optics](#) webpage.

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	<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 provider's 'Admissions Policy'. • The provider's 'Course Handbook 2024-25'. <p>The information reviewed evidenced, amongst other elements, that:</p> <ul style="list-style-type: none"> • The provider has appropriate, clear, and comprehensive entry and IELTS requirements. • The provider has appropriate, clear, and comprehensive admissions criteria. • The provider conducts appropriate, clear, and comprehensive occupational checks.

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

ADP-RPT Report of the outcomes of the adaptation to the education & training requirements			
Version	v1.0	Date version approved	29 January 2024
Version effective from	January 2024	Next review date	January 2025

	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'. • The provider's 'Regulations for Awards 2023-24'. • The provider's 'Application for the Accreditation of Prior Learning (APL)' form. <p>The information reviewed evidenced, amongst other elements, that:</p> <ul style="list-style-type: none"> • The provider has an appropriate accreditation of prior learning policy which is applied consistently and fairly.

Standard no.	S3.1
Standard description	There must be a clear assessment strategy for the award of an approved qualification. The strategy must describe how the outcomes will be assessed, how assessment will measure students' achievement of outcomes at the required level (Miller's Pyramid) and how this leads to an award of an approved qualification.
Status	MET – no further action is required at this stage
Deadline	Not applicable.
Rationale	<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 – outcome mapping to indicative guidance'. • The provider's 'Summary of Stakeholder Engagement Survey' document. • The provider's 'Module Specification Descriptors (MSDs)'. <p>The information reviewed evidenced, amongst other elements, that:</p> <ul style="list-style-type: none"> • The provider has an appropriate and consistent assessment strategy mapped against the learning outcomes.

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

ADP-RPT Report of the outcomes of the adaptation to the education & training requirements			
Version	v1.0	Date version approved	29 January 2024
Version effective from	January 2024	Next review date	January 2025

	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'. • The provider's 'Optometry Programme Specification'. • Narrative provided in support of the formal response process. <p>The information reviewed evidenced, amongst other elements, that:</p> <ul style="list-style-type: none"> • The provider has demonstrated how their patient cohorts develop and increase in complexity throughout the qualification. • The provider has demonstrated how the variety of patients and patient care settings increase in complexity throughout the qualification. • The provider has a robust approach to, and integration of, inter-professional learning (IPL). <p>*The consideration was given to the larger cohort size and the GOC was assured that the provider submitted sufficient evidence to demonstrate how it will continue to meet this standard whilst catering for the increase in student numbers.</p>

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' which evidences: <ul style="list-style-type: none"> ○ The range and variety of stakeholder consultations. • Narrative provided in support of the formal response process which evidences:

ADP-RPT Report of the outcomes of the adaptation to the education & training requirements			
Version	v1.0	Date version approved	29 January 2024
Version effective from	January 2024	Next review date	January 2025

	<ul style="list-style-type: none"> ○ How stakeholder feedback has informed assessment choice and design, and the outcomes taught assessed in practice. ○ The mandatory training requirements of staff members, including in equality and diversity. <p>The information reviewed evidenced, amongst other elements, that:</p> <ul style="list-style-type: none"> • Curriculum design, delivery and the assessment of outcomes have involved and been informed by feedback from a range of stakeholders. • Stakeholders involved in the teaching, supervision and/or assessment of students are appropriately trained, including in equality and diversity.
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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'. • The provider's 'Module Specification Descriptors (MSDs)'. • The provider's 'Optometry Programme Specification'. <p>The information reviewed evidenced, amongst other elements, that:</p> <ul style="list-style-type: none"> • The qualification includes a range of assessment methods. • The provider has an appropriate and consistent assessment strategy mapped against the learning outcomes. • The qualification does not permit module trailing or extended resit opportunities.

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.

ADP-RPT Report of the outcomes of the adaptation to the education & training requirements			
Version	v1.0	Date version approved	29 January 2024
Version effective from	January 2024	Next review date	January 2025

	<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 provider's 'Optometry Programme Specification'. • Narrative provided in support of the formal response process. • The provider's 'Clinical Learning in Practice (CLiP) Logbook Guide'. <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 qualification. • The provider contractually retains the rights to assess students outside of the College of Optometrists' assessments in the CLiP modules if deemed necessary.
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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 – 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 provider's 'Optometry Programme Specification'. • The provider's 'Module Specification Descriptors (MSDs)'. • The provider's 'Assessment and Feedback Framework'. • A signed and finalised copy of the partnership agreement between the University of Huddersfield and the College of Optometrists. • Narrative provided in support of the formal response process. <p>The information reviewed evidenced, amongst other elements, that:</p> <ul style="list-style-type: none"> • The provider has clear, consistent, and appropriate marking criteria. • The provider has clear, consistent, and appropriate assessment criteria, including its lowest pass standard.

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

ADP-RPT Report of the outcomes of the adaptation to the education & training requirements			
Version	v1.0	Date version approved	29 January 2024
Version effective from	January 2024	Next review date	January 2025

	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'. • A completed 'Template 8 – outcome mapping to indicative guidance'. • The provider's 'Optometry Programme Specification'. • The provider's 'Module Specification Descriptors (MSDs)'. <p>The information reviewed evidenced, amongst other elements, that:</p> <ul style="list-style-type: none"> • The provider has an appropriate and consistent assessment strategy mapped against the learning outcomes. • The provider has a clear variety of assessment types. • The provider has clear teaching and learning approaches.

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 3 – qualification diagram (outcomes for registration)'. • The provider's 'Optometry Programme Specification'. <p>The information reviewed evidenced, amongst other elements, that:</p> <ul style="list-style-type: none"> • The qualification includes the required minimum 1600 hours/48 weeks of patient-facing learning and experience in practice.

Standard no.	S3.16
Standard description	Outcomes delivered and assessed during learning and experience in practice must be clearly identified within the assessment strategy and fully integrated within the programme leading to the award of an approved qualification.
Status	MET – no further action is required at this stage
Deadline	Not applicable.

ADP-RPT Report of the outcomes of the adaptation to the education & training requirements			
Version	v1.0	Date version approved	29 January 2024
Version effective from	January 2024	Next review date	January 2025

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 provider's 'Optometry Programme Specification'. <p>The information reviewed evidenced, amongst other elements, that:</p> <ul style="list-style-type: none"> • The provider has a comprehensive and clear assessment strategy. • The provider has clear assessment methods and mapping of outcomes within the qualification. • The types and range of assessment methods are appropriate to the qualification.
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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	<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' which evidences: <ul style="list-style-type: none"> ○ The range and variety of stakeholder consultations. • Narrative provided in support of the formal response process which evidences: <ul style="list-style-type: none"> ○ How stakeholder feedback has informed assessment choice and design and the outcomes taught and assessed in practice. <p>The information reviewed evidenced, amongst other elements, that:</p> <ul style="list-style-type: none"> • Stakeholder feedback has influenced the choice and design of assessments. • Stakeholder feedback has influenced the selection of learning outcomes that are taught and assessed in practice. <p>This is not considered to present a risk at present but will be monitored and reviewed as part of ongoing quality assurance activity</p>

Standard no.	S3.19
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ADP-RPT Report of the outcomes of the adaptation to the education & training requirements			
Version	v1.0	Date version approved	29 January 2024
Version effective from	January 2024	Next review date	January 2025

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 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 provider's 'Equality, Diversity and Inclusion (EDI)' webpage including: <ul style="list-style-type: none"> ○ Details on the EDI strategy, policy and governance. • Narrative provided in support of the formal response process which evidences: <ul style="list-style-type: none"> ○ How the university EDI policy and data informs the qualification and its design and delivery. ○ How differential attainment data is collected and reviewed at qualification level. <p>The information reviewed evidenced, amongst other elements, that:</p> <ul style="list-style-type: none"> • The collection and analysis of equality and diversity data has informed the qualification design, delivery, and assessment.

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 provider's 'Instrument and Articles of Government' webpage. • The provider's 'Governance' webpage. <p>The information reviewed evidenced, amongst other elements, that:</p> <ul style="list-style-type: none"> • The provider has clear awarding powers and is a legally incorporated higher education institution.

Standard no.	S4.2
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ADP-RPT Report of the outcomes of the adaptation to the education & training requirements			
Version	v1.0	Date version approved	29 January 2024
Version effective from	January 2024	Next review date	January 2025

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 provider's 'Governance' webpage. <p>The information reviewed evidenced, amongst other elements, that:</p> <ul style="list-style-type: none"> • The provider has clearly defined committees and roles, including governance expectations. • The provider has clear lines of accountability.

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 required at this stage
Deadline	Response to the recommendation to be submitted Monday 27 May 2024.
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 signed and finalised version of the partnership agreement between the University of Huddersfield and the College of Optometrists. • The provider's 'Report of the Validation Panel for the Validation of the MOptom – 24 November 2023'. <p>The information reviewed evidenced, amongst other elements, that:</p> <ul style="list-style-type: none"> • There are clear roles and responsibilities for both the provider and partnering organisation.

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.

ADP-RPT Report of the outcomes of the adaptation to the education & training requirements			
Version	v1.0	Date version approved	29 January 2024
Version effective from	January 2024	Next review date	January 2025

	<p>Supporting evidence reviewed included, but was not limited to:</p> <ul style="list-style-type: none"> • A completed 'Template 2 - criteria narrative'. • 'Form 2a - notification of proposed adaptation of programmes'. • The provider's 'Staff Curriculum Vitae (CVs)'. <p>The information reviewed evidenced, amongst other elements, that:</p> <ul style="list-style-type: none"> • The provider has an appropriate named person for the qualification.
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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 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 provider's 'Optometry Risk Register'. • The provider's 'Expenses and Benefits Policy and Procedure'. <p>The information reviewed evidenced, amongst other elements, that:</p> <ul style="list-style-type: none"> • There are appropriate mechanisms in place for identifying and mitigating risks to the qualification. • The provider has considered and implemented appropriate management of commercial conflicts of interest. <p>*Although the GOC was sufficiently assured by the information submitted to deem this standard as met, it was noted that the risk register does not state who is responsible for updating it, or how often it is reviewed.</p>

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 required at this stage
Deadline	Not applicable.
Rationale	The evidence reviewed provided the necessary assurance that this standard is MET.

ADP-RPT Report of the outcomes of the adaptation to the education & training requirements			
Version	v1.0	Date version approved	29 January 2024
Version effective from	January 2024	Next review date	January 2025

	<p>Supporting evidence reviewed included, but was not limited to:</p> <ul style="list-style-type: none"> • A completed 'Template 2 - criteria narrative'. • The provider's 'Optometry Risk Register February 2024'. • The provider's 'Staff Curriculum Vitae (CVs)' folder. • Narrative provided in support of the formal response process. <p>The information reviewed evidenced, amongst other elements, that:</p> <ul style="list-style-type: none"> • The provider has suitable teaching and learning environments to deliver the qualification. • The provider has sufficient and fit for purpose physical resourcing to deliver the qualification. • The provider has clear processes in place for managing the resourcing of the qualification.
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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	MET – no further action 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 provider's signed and finalised 'Partnership agreement' between the University of Huddersfield and the College of Optometrists. • The provider's 'Staff Curriculum Vitae (CVs)' folder. • Narrative provided in support of the formal response process. <p>The information reviewed evidenced, amongst other elements, that:</p> <ul style="list-style-type: none"> • The qualification has appropriate staffing levels with an appropriately benchmarked SSR. • The provider has clear processes in place for managing the resourcing of the qualification.

ADP-RPT Report of the outcomes of the adaptation to the education & training requirements			
Version	v1.0	Date version approved	29 January 2024
Version effective from	January 2024	Next review date	January 2025