



**Association of British Dispensing Opticians Examinations and Registration**

**Report of the outcomes of the adaptation to the GOC education & training requirements**

**ABDO Level 6 Diploma in Ophthalmic Dispensing**

**ABX-DO1-ETR**

**Report confirmed by GOC – 21 March 2024**

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## SECTION ONE – ABOUT THIS DOCUMENT

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### 1.1 ABOUT THIS DOCUMENT

This report outlines the outcomes of the review of the Association of British Dispensing Opticians Examinations and Registration's adapted ABDO Level 6 Diploma in Ophthalmic Dispensing 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 Association of British Dispensing Opticians Examinations and Registration is required to take.

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## SECTION TWO – PROVIDER DETAILS

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

  

2.2 CENTRE DETAILS	
<b>Centre name(s)</b>	<ul style="list-style-type: none"> <li>• ABDO College</li> <li>• Bradford College</li> <li>• City &amp; Islington College</li> </ul>

  

2.3 EXTERNAL PARTNERS DELIVERING AND/OR MANAGING AREAS OF THE QUALIFICATION
None

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## SECTION THREE – QUALIFICATION DETAILS

<b>3.1 QUALIFICATION DETAILS</b>	
<b>Qualification title</b>	ABDO Level 6 Diploma in Ophthalmic Dispensing
<b>Qualification level</b>	Regulated Qualifications Framework (RQF) Level six
<b>Duration of qualification</b>	Three years
<b>Number of cohorts per academic year</b>	One
<b>Month(s) of student intake</b>	September
<b>Delivery method(s)</b>	Blended learning
<b>Alternative exit award(s)</b>	<p>If candidates are unsuccessful in completing the ABDO Level 6 Diploma in Ophthalmic Dispensing they may receive the following:</p> <ol style="list-style-type: none"> <li>1. Upon completion of 120 credits - Certificate of Higher Education in Visual Science.</li> <li>2. Upon completion of 240 credits - Diploma of Higher Education in Visual Science.</li> <li>3. Upon completion of 300 credits but having not achieved the GOC learning outcomes - BSc Visual Science.</li> </ol> <ul style="list-style-type: none"> <li>• Exit awards 1 &amp; 2 are unclassified awards.</li> <li>• All three exit awards acknowledge education attainment but do not permit the candidate entry to the GOC register as they have not successfully completed all GOC learning outcome requirements.</li> </ul>
<b>Total number of students per cohort</b>	350

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## SECTION FOUR – SUMMARY OF THE OUTCOMES OF THE ADAPTATION PROCESS

4.1 QUALITY ASSURANCE ACTIVITY	
Type of activity	Review of the Association of British Dispensing Opticians Examinations and Registration's (ABX) adapted ABDO Level 6 Diploma in Ophthalmic Dispensing qualification (qualification) against the <i>Requirements for Approved Qualifications in Optometry and Dispensing Optics</i> (March 2021).

4.2 GOC REVIEW TEAM	
Officer	Ella Pobee – Education Development Officer
Manager	Lisa Venables – Education Development Manager
Decision maker	Sam Morgan – Head of Education & CPD Development
Education Visitor Panel (panel) members	<ul style="list-style-type: none"> <li>• Carl Stychin – Lay Chair</li> <li>• Mark Chatham – Dispensing Optician &amp; Contact Lens Optician member</li> <li>• Pam McClean – Optometrist &amp; Independent Prescribing Optometrist member</li> <li>• Dr John Deane – Lay member</li> <li>• Graeme Stevenson – Dispensing Optician &amp; Contact Lens Optician member</li> </ul>

4.3 SUMMARY OF CONDITIONS & RECOMMENDATIONS	
The qualification has been set <b>one</b> condition against the following standard: <ul style="list-style-type: none"> <li>• S2.5</li> </ul>	
The qualification has been set <b>three</b> recommendations against the following standards: <ul style="list-style-type: none"> <li>• S3.1</li> <li>• S3.19</li> <li>• S4.13</li> </ul>	
Commentary against all the standards reviewed is set out in section 4.4.	
The qualification will remain subject to the GOC's Quality Assurance and Enhancement Methods (QAEM) on an ongoing basis.	

4.4 STANDARDS OVERVIEW	
The standards reviewed as part of the 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: <ul style="list-style-type: none"> <li>• A <b>condition</b> is set when the information submitted did not provide the necessary evidence and assurance that a standard is met; further action is required.</li> <li>• A <b>recommendation</b> 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.</li> <li>• <b>No further action</b> is required – the information submitted provides the necessary assurance that a standard is met.</li> </ul>	

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\*The following standards listed below were **not** reviewed as part of the adaptation process but are monitored as part of the GOC's QAEM:

- Standard one - public and patient safety S1.1, S1.2, S1.3, S1.4
- Standard two - admission of students S2.2, S2.3, S2.4
- 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 ABX was required to complete or submit as part of the education and training requirements (ETR) adaptation process can be found here <https://optical.org/en/publications/qualifications-in-optometry-or-dispensing-optics/>

<b>Standard no.</b>	S2.1
<b>Standard description</b>	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.
<b>Status</b>	<b>MET – no further action is required at this stage.</b>
<b>Deadline</b>	Not applicable.
<b>Rationale</b>	<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"> <li>• A completed 'Template 2 - criteria narrative'.</li> <li>• ABX's Qualification Centre Agreement.</li> <li>• Narrative provided in support of a further information request that detailed ABX's admission governance processes and tools.</li> </ul> <p>The information reviewed evidenced, amongst other elements, that:</p> <ul style="list-style-type: none"> <li>• ABX has appropriate, clear and comprehensive entry and IELTS requirements.</li> <li>• ABX has appropriate admission governance processes and tools.</li> </ul>

<b>Standard no.</b>	S2.5
<b>Standard description</b>	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.
<b>Status</b>	<b>NOT MET – condition.</b>
<b>Deadline</b>	Monday 08 April 2024
<b>Rationale</b>	<p>The evidence did not provide the necessary assurance and therefore this standard is NOT MET.</p> <p>Supporting evidence reviewed included, but was not limited to:</p> <ul style="list-style-type: none"> <li>• A completed ‘Template 2 - criteria narrative’.</li> <li>• ABX’s Qualification Centre Agreement.</li> <li>• ABX’s recognition of prior learning (RPL) policy.</li> <li>• Narrative provided in support of a further information request that detailed ABX’s quality assurance of centres’ use of its RPL policy and processes.</li> </ul> <p>The GOC acknowledges that ABX has provided evidence of its governance of centres’ use of its RPL processes which provided some assurance. However, the evidence did not fully provide the necessary assurance that this standard is met. There was insufficient evidence in the following areas:</p> <ul style="list-style-type: none"> <li>• The evidence submitted included contradictory information in relation to who (ABX, the centre or both) undertakes the RPL process.</li> <li>• The evidence submitted included contradictory information in relation to whether exemptions from assessments are allowed.</li> <li>• There is a lack of clarity as to whether exemption is allowed for theoretical assessments set and administered by the centres.</li> </ul> <p>Possible types of evidence that can be submitted (but not limited to) are:</p> <ul style="list-style-type: none"> <li>• Clarity around the process of RPL in relation to the assessment exemption process. Are exemptions from ABX assessments allowed?</li> <li>• Clarity around which institution (ABX or centre or both) has the authority and responsibility to make RPL decisions? Where are the lines drawn for this?</li> <li>• Does ABX allow centres to exempt students from theoretical assessments set and administered by centres? What is the process for this? How does ABX quality assure this process?</li> </ul>

<b>Standard no.</b>	S3.1
<b>Standard description</b>	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.
<b>Status</b>	<b>Met – recommendation.</b>

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<b>Deadline</b>	Supporting evidence to be submitted as part of the GOC annual monitoring review process for academic year 2023-4.
<b>Rationale</b>	<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"> <li>• A completed 'Template 2 - criteria narrative'.</li> <li>• ABX's Qualification Centre Agreement.</li> <li>• ABX's RPL policy.</li> <li>• Narrative provided in support of a further information request that detailed ABX's exemptions process and use of external examiners.</li> <li>• Evidence of the mapping of the GOC learning outcomes within units and assessments to the Sector Partnership for Optical Knowledge and Education (SPOKE) guidelines.</li> </ul> <p>The information reviewed evidenced, amongst other elements, that:</p> <ul style="list-style-type: none"> <li>• ABX has a comprehensive and clear assessment strategy.</li> <li>• How the assessments lead to the awarding of an approved qualification.</li> </ul> <p>Although the information reviewed provided sufficient assurance that this standard is MET, <b>a recommendation has been set</b> in relation to this standard as the GOC considers that it can be enhanced.</p> <p>Possible areas of evidence that can be submitted, are (this list is non-exhaustive):</p> <ul style="list-style-type: none"> <li>• A clarification of the different levels of monitoring that centre-employed and ABX-employed external moderators will be subject to.</li> <li>• The support/guidance/direction ABX gives to centres employing their own external moderators on issues such as criteria and training etc.</li> </ul>

<b>Standard no.</b>	S3.3
<b>Standard description</b>	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). This experience must increase in volume and complexity as a student progresses through a programme.
<b>Status</b>	<b>MET – no further action is required at this stage.</b>
<b>Deadline</b>	Not applicable.
<b>Rationale</b>	<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>

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	<ul style="list-style-type: none"> <li>• A completed 'Template 2 - criteria narrative'.</li> <li>• ABX's Qualification Centre Agreement</li> <li>• The qualification syllabus.</li> <li>• Evidence of the mapping of the GOC learning outcomes within units and assessments to the SPOKE guidelines.</li> </ul> <p>The information reviewed evidenced, amongst other elements:</p> <ul style="list-style-type: none"> <li>• That the qualification provides students with access to an appropriate range of patients.</li> </ul>
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<b>Standard no.</b>	S3.4
<b>Standard description</b>	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.
<b>Status</b>	<b>MET – no further action is required at this stage.</b>
<b>Deadline</b>	Not applicable.
<b>Rationale</b>	<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"> <li>• A completed 'Template 2 - criteria narrative'.</li> <li>• Evidence of a consultation on the syllabus undertaken with a range of stakeholders.</li> </ul> <p>The information reviewed evidenced, amongst other elements, that:</p> <ul style="list-style-type: none"> <li>• ABX has established constructive relationships with stakeholders.</li> <li>• ABX has incorporated stakeholder feedback into the development of the qualification.</li> </ul>

<b>Standard no.</b>	S3.5
<b>Standard description</b>	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.
<b>Status</b>	<b>MET – no further action is required at this stage.</b>
<b>Deadline</b>	Not applicable.
<b>Rationale</b>	<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"> <li>• A completed 'Template 2 - criteria narrative'.</li> <li>• A completed 'Template 4 – assessment strategy'.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Evidence of the mapping of the GOC learning outcomes within units and assessments to the SPOKE guidelines.</li> <li>• ABX's 'Practical Examiners' guide.</li> <li>• Narrative provided in support of a further information request that detailed progression.</li> </ul> <p>The information reviewed evidenced, amongst other elements, that:</p> <ul style="list-style-type: none"> <li>• The qualification includes a range of assessment methods.</li> <li>• Summative assessments must be passed.</li> <li>• Compensation is not allowed within the restrictions of this standard.</li> </ul>
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<b>Standard no.</b>	S3.6
<b>Standard description</b>	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.
<b>Status</b>	<b>MET – no further action is required at this stage.</b>
<b>Deadline</b>	Not applicable.
<b>Rationale</b>	<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"> <li>• A completed 'Template 2 - criteria narrative'.</li> <li>• A completed 'Template 4 – assessment strategy'.</li> <li>• Evidence of the mapping of the GOC learning outcomes within units and assessments to the SPOKE guidelines.</li> <li>• Narrative provided in support of a further information request that detailed assessment choice and design.</li> </ul> <p>The information reviewed evidenced, amongst other elements, that:</p> <ul style="list-style-type: none"> <li>• The types and range of assessment methods are appropriate to the approved qualification.</li> <li>• GOC learning outcomes must be passed.</li> </ul>

<b>Standard no.</b>	S3.7
<b>Standard description</b>	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.
<b>Status</b>	<b>MET – no further action is required at this stage.</b>
<b>Deadline</b>	Not applicable.
<b>Rationale</b>	<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>

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	<ul style="list-style-type: none"> <li>• A completed 'Template 2 - criteria narrative'.</li> <li>• A completed 'Template 4 – assessment strategy'.</li> <li>• ABX's 'Practice Visit Examiners Guidance'.</li> <li>• Evidence of the mapping of the GOC learning outcomes within units and assessments to the SPOKE guidelines.</li> <li>• Narrative provided in support of a further information request that detailed assessment choice and design.</li> </ul> <p>The information reviewed evidenced, amongst other elements:</p> <ul style="list-style-type: none"> <li>• That qualification assessment criteria for all learning settings are set at the appropriate level.</li> <li>• There is a process in place for reviewing and awarding exemptions (The GOC requires clarification in relation to the RPL process and exemptions – see S2.5 for further information).</li> <li>• ABX's assessment setting, moderation, marking and verification processes.</li> </ul>
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<b>Standard no.</b>	S3.14
<b>Standard description</b>	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.
<b>Status</b>	<b>MET – no further action is required at this stage.</b>
<b>Deadline</b>	Not applicable.
<b>Rationale</b>	<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"> <li>• A completed 'Template 2 - criteria narrative'.</li> <li>• Research evidence for assessment criteria.</li> <li>• ABX's 'Qualification Centre Agreement'.</li> <li>• Evidence of a consultation on the syllabus undertaken with a range of stakeholders.</li> <li>• Evidence of the mapping of the GOC learning outcomes within units and assessments to the SPOKE guidelines.</li> </ul> <p>The information reviewed evidenced, amongst other elements, that:</p> <ul style="list-style-type: none"> <li>• Expertise from stakeholders has been incorporated into the qualification.</li> <li>• ABX has established constructive relationships with internal and external stakeholders.</li> </ul>

<b>Standard no.</b>	S3.15
<b>Standard description</b>	In meeting the outcomes, the approved qualification must integrate at least 1600 hours/48 weeks of patient-facing learning and experience in practice.

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	Learning and experience in practice must take place in one or more periods of time and one or more settings of practice.
<b>Status</b>	<b>MET – no further action is required at this stage.</b>
<b>Deadline</b>	Not applicable.
<b>Rationale</b>	<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"> <li>• A completed 'Template 2 - criteria narrative'.</li> <li>• ABX's 'Practice Visit Examiners Guidance'.</li> <li>• ABX's 'PQP Guidance for Supervisors'.</li> <li>• ABX's 'Qualification Centre Agreement'.</li> </ul> <p>The information reviewed evidenced, amongst other elements, that the qualification incorporates:</p> <ul style="list-style-type: none"> <li>• The required minimum 1600 hours/48 weeks of patient-facing learning and experience in practice.</li> </ul>

<b>Standard no.</b>	S3.16
<b>Standard description</b>	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.
<b>Status</b>	<b>MET – no further action is required at this stage.</b>
<b>Deadline</b>	Not applicable.
<b>Rationale</b>	<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"> <li>• A completed 'Template 2 - criteria narrative'.</li> <li>• A completed 'Template 4 – assessment strategy'.</li> <li>• The qualification syllabus.</li> <li>• Evidence of the mapping of the GOC learning outcomes within units and assessments to the SPOKE guidelines.</li> </ul> <p>The information reviewed evidenced, amongst other elements, that:</p> <ul style="list-style-type: none"> <li>• The principles of Miller's pyramid have been incorporated within the qualification.</li> <li>• The types and range of assessment methods are appropriate to the approved qualification.</li> <li>• The qualification has a comprehensive and clear assessment strategy.</li> </ul>

<b>Standard no.</b>	S3.17
<b>Standard description</b>	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,

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	students, employers, placement providers, members of the eye-care team and other healthcare professionals.
<b>Status</b>	<b>MET – no further action is required at this stage.</b>
<b>Deadline</b>	Not applicable.
<b>Rationale</b>	<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"> <li>• A completed 'Template 2 - criteria narrative'.</li> <li>• The qualification syllabus.</li> <li>• ABX's 'Qualification Centre Agreement'.</li> <li>• Evidence of a consultation on the syllabus undertaken with a range of stakeholders.</li> <li>• Evidence of the mapping of the GOC learning outcomes within units and assessments to the SPOKE guidelines.</li> </ul> <p>The information reviewed evidenced, amongst other elements, that:</p> <ul style="list-style-type: none"> <li>• ABX has established constructive relationships with stakeholders.</li> <li>• ABX has incorporated stakeholder feedback into the development of the qualification.</li> </ul>

<b>Standard no.</b>	S3.19
<b>Standard description</b>	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.
<b>Status</b>	<b>MET – recommendation.</b>
<b>Deadline</b>	Supporting evidence to be submitted as part of the GOC annual monitoring review process for academic year 2023-4.
<b>Rationale</b>	<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"> <li>• A completed 'Template 2 - criteria narrative'.</li> <li>• The qualification syllabus.</li> <li>• ABX's 'Qualification Centre Agreement'.</li> <li>• Narrative provided in support of a further information request that detailed EDI data collection processes.</li> </ul> <p>The information reviewed evidenced, amongst other elements, that:</p> <ul style="list-style-type: none"> <li>• ABX has robust processes that will enable the collection and comparison of EDI data across centres.</li> </ul>

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	<p>Although the information reviewed provided sufficient assurance that this standard is MET, <b>a recommendation has been set</b> in relation to this standard as the GOC considers that it can be enhanced.</p> <p>Possible areas of evidence that can be submitted, are (this list is non-exhaustive):</p> <ul style="list-style-type: none"> <li>• Evidence of the implementation and outcomes of ABX processes that support the collection and comparison of EDI data across its centres.</li> <li>• Evidence of how centre EDI data has been/will be used to inform curriculum design, delivery, and assessment.</li> </ul>
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<b>Standard no.</b>	S4.1
<b>Standard description</b>	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.
<b>Status</b>	<b>MET – no further action is required at this stage.</b>
<b>Deadline</b>	Not applicable.
<b>Rationale</b>	<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"> <li>• A completed ‘Template 2 - criteria narrative’.</li> <li>• ABX’s ‘Qualification Centre Agreement’.</li> <li>• ABX’s ‘Qualification Collaboration Agreement’.</li> <li>• ABX’s Articles of Association.</li> </ul> <p>The information reviewed evidenced, amongst other elements, that ABX is:</p> <ul style="list-style-type: none"> <li>• An approved provider of higher education.</li> <li>• A legally incorporated higher education institution.</li> </ul>

<b>Standard no.</b>	S4.2
<b>Standard description</b>	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.
<b>Status</b>	<b>MET – no further action is required at this stage.</b>
<b>Deadline</b>	Not applicable.
<b>Rationale</b>	<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"> <li>• A completed ‘Template 2 - criteria narrative’.</li> <li>• ABX’s ‘Qualification Centre Agreement’</li> <li>• An ABX organisational chart.</li> </ul> <p>The information reviewed evidenced, amongst other elements, ABX’s:</p>

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	<ul style="list-style-type: none"> <li>Corporate form, governance, and lines of accountability.</li> </ul>
<b>Standard no.</b>	S4.4
<b>Standard description</b>	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.
<b>Status</b>	<b>MET – no further action is required at this stage.</b>
<b>Deadline</b>	Not applicable.
<b>Rationale</b>	<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"> <li>A completed 'Template 2 - criteria narrative'.</li> <li>ABX's 'Qualification Centre Agreement'.</li> <li>ABX organisational chart.</li> <li>ABX's Articles of Association.</li> </ul> <p>The information reviewed evidenced, amongst other elements, that:</p> <ul style="list-style-type: none"> <li>There is a robust framework supporting the relationship between ABX and its centres.</li> </ul>

<b>Standard no.</b>	S4.5
<b>Standard description</b>	The provider of the approved qualification must have a named person who will be the primary point of contact for the GOC.
<b>Status</b>	<b>MET – no further action is required at this stage.</b>
<b>Deadline</b>	Not applicable.
<b>Rationale</b>	<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"> <li>A completed 'Template 2 - criteria narrative'.</li> <li>A completed 'Form 2a - notification of proposed adaptation of programmes'.</li> </ul> <p>The information reviewed evidenced, amongst other elements, that:</p> <ul style="list-style-type: none"> <li>ABX has an appropriate named person for the qualification.</li> </ul>

<b>Standard no.</b>	S4.13
<b>Standard description</b>	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.
<b>Status</b>	<b>MET – recommendation.</b>
<b>Deadline</b>	Supporting evidence to be submitted as part of the GOC annual monitoring review process for academic year 2023-4.

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<b>Rationale</b>	<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"> <li>• A completed 'Template 2 - criteria narrative'.</li> <li>• A completed 'Form 2a - notification of proposed adaptation of programmes' that details the qualification's key risks and mitigations.</li> <li>• ABX's risk register.</li> <li>• ABX's student protection plan.</li> <li>• ABX's auditing process.</li> </ul> <p>The information reviewed evidenced, amongst other elements, that ABX has:</p> <ul style="list-style-type: none"> <li>• Various robust mechanisms and processes for identifying and managing risks.</li> <li>• Stakeholders feedback processes.</li> </ul> <p>Although the information reviewed provided sufficient assurance that this standard is MET, <b>a recommendation has been set</b> in relation to this standard as the GOC considers that it can be enhanced.</p> <p>Possible areas of evidence that can be submitted, are (this list is non-exhaustive):</p> <ul style="list-style-type: none"> <li>• Written evidence of the policies and processes (outlined by ABX within its narrative) that support ABX and centres' understanding of individual and joint roles and responsibilities in relation to risk.</li> </ul>
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<b>Standard no.</b>	S5.1
<b>Standard description</b>	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.
<b>Status</b>	<b>MET – no further action is required at this stage.</b>
<b>Deadline</b>	Not applicable.
<b>Rationale</b>	<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"> <li>• A completed 'Template 2 - criteria narrative'.</li> <li>• A completed 'Form 2a - notification of proposed adaptation of programmes' that details the qualification's key risks and mitigations.</li> <li>• ABX's risk register.</li> <li>• ABX's student protection plan.</li> </ul>

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	<ul style="list-style-type: none"> <li>• ABX’s auditing process.</li> <li>• ABX organisational chart.</li> </ul> <p>The information reviewed evidenced, amongst other elements, that the ABX has:</p> <ul style="list-style-type: none"> <li>• Robust mechanisms for identifying appropriate resources from the initial stages of qualification development and on an ongoing basis.</li> <li>• Various stakeholder groups with responsibility for the allocation, governance, and evaluation of resources.</li> </ul>
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<b>Standard no.</b>	S5.2
<b>Standard description</b>	<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"> <li>• an appropriately qualified and experienced programme leader, supported to succeed in their role;</li> <li>• sufficient staff responsible for the delivery and assessment of the outcomes, including GOC registrants and other suitably qualified healthcare professionals;</li> <li>• sufficient supervision of students’ learning in practice by GOC registrants who are appropriately trained and supported in their role;</li> <li>• and an appropriate student:staff ratio (SSR), which must be benchmarked to comparable provision.</li> </ul>
<b>Status</b>	<b>MET – no further action is required at this stage.</b>
<b>Deadline</b>	Not applicable.
<b>Rationale</b>	<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"> <li>• A completed ‘Template 2 - criteria narrative’.</li> <li>• ABX’s auditing process.</li> <li>• ABX’s risk register.</li> </ul> <p>The information reviewed evidenced, amongst other elements, that:</p> <ul style="list-style-type: none"> <li>• The qualification has leadership.</li> <li>• ABX has robust quality assurance, governance and monitoring and evaluation processes in place to ensure its centres are adhering to requirements and can notify it of any changes.</li> <li>• ABX has considered and implemented the additional support centres will require as they deliver its adapted qualification.</li> </ul>

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