

General Optical Council
GOC Approved Qualifications
Annual Monitoring & Reporting – 2020/21
Sector Report
June 2022

Annual Monitoring and Reporting Sector Report 2020/21

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1. Summary

1.1. The sector at a glance:

GOC approved and provisionally approved qualifications:	
Qualification type	Number of qualifications
Optometry (OO)	14
Independent prescribing (IP)	6
Dispensing optics (DO)	8
Contact Lens Optician (CLO)	4
Approved qualifications offered by professional associations	4

Student numbers:	
Student numbers have increased in optometry and independent prescribing.	Over 96% of eligible graduates joined the College of Optometrist's Scheme for Registration.
But they have decreased significantly for dispensing optics and contact lens opticians.	

Total students	2018/19	2019/20	2020/21	2021/22
OO*	2641	2826	3154	3268
IP	216	306	412	203
DO	1218	1054	758	702
CLO	112	101	58	66

(*excludes those on College of Optometrist's Scheme for Registration due to different reporting period)

Total students in Year 1	2018/19	2019/20	2020/21	2021/22
Optometry	885	996	1089	1004
Dispensing optics	346	314	135	276

The decline in admissions for dispensing optics presents a substantial risk for the sector. We hope that this report provides information needed for the relevant professional and representative bodies to consider the impact of this decline and explore the options to safeguard the public and secure service delivery given the potential likely decrease in workforce capacity in the medium term.

1.2. This year's annual monitoring and reporting (AMR) process highlighted the resilience and agility of the optical education sector in its response to the Covid-19 pandemic. Providers informed us of a return to some campus-based activities with many informing us of innovations deployed during the pandemic

that will remain in place, notably those relating to enhanced online offerings. Providers also informed us about the impact on staff who have worked hard and committed themselves to address the ongoing complex challenges related to the pandemic.

- 1.3. We asked providers of GOC approved and provisionally approved qualifications about their plans to transition to the new requirements for approved qualifications for entry and specialist entry to the GOC register. We received an excellent response from the sector and the GOC education department is working with each respondent to discuss their plans in greater detail. Future sector reports will cover progress on implementing the new education and training requirements, once organisations have confirmed their plans and started the adaptation process.
- 1.4. This year, approved and provisionally approved qualifications demonstrated continued strength across most metrics.
- 1.5. Optometry (OO) qualifications reported a high ratio of applications to admissions, strong academic qualifications (average offer) amongst prospective students, and high levels of student progression and attainment. Dispensing optics (DO) qualifications reported a lower ratio of applications to admissions, but good levels of student progression and attainment. National Student Survey (NSS) scores for OO qualifications continue to outperform both the national average and the 'Subjects Allied to Medicine' (SATM) for all categories except 'Learning Resources' for SATM. NSS scores for DO qualifications outperform the national average, and the SATM for all categories except 'Learning Opportunities' for SATM.
- 1.6. Independent prescribing (IP) qualifications showed increasing numbers of applicants and students admitted in 2020/21, with a high level of student attainment in exams. Qualifications run online experienced minimal disruption resulting from the COVID-19 pandemic and were able to increase admissions by accepting students from across the UK. Meanwhile, the 2020/21 cohort for contact lens optician (CLO) qualifications (58) was significantly smaller than the cohort for 2019/20 (101).
- 1.7. The relaxation of social distancing restrictions enabled professional associations affected by the COVID-19 pandemic to deal with the backlog of candidates requiring examination. A high proportion of OO and IP students passed the GOC approved qualification within the permitted timescale. Pass rates for the DO approved qualification have improved compared to the previous year and pass rates for the CLO approved qualification were similar to the previous year.
- 1.8. Our analysis identified several systemic risks to the optical education sector and the wider optical sector. These include:
 - the sustainability of student numbers, particularly for DO qualifications;

- the availability of placements for some students, particularly during periods of furloughs; and
- the continued resilience of the education workforce against high workloads and within a changing sector.

1.9. Recommended actions to mitigate these sector risks are below. We will:

- raise awareness to the sector bodies regarding DO recruitment. The decline in admissions for dispensing optics presents a substantial risk for the sector. We hope that this report provides information needed for the relevant professional and representative bodies to consider the impact of this decline and explore the options to safeguard the public and secure service delivery given the potential likely decrease in workforce capacity in the medium term.
- continue to remind providers that they must notify us of any reportable events and changes to their qualifications, including departure of staff, and their contingency plans to ensure our standards are met, in line with our policy.

1.10. We continue to monitor other trends in the wider education sector, for example regarding degree classifications¹. In this regard, this year we will contact providers whose awarding of first class degrees exceeds 40% to ask them to explain this occurrence.

1.11. In order to further develop our process we will:

- use the information obtained in the AMR to contribute to our assessment of providers' notifications of adaptation and sharing of good practice through SPOKE;
- continue to develop our data capabilities as part of the education and training requirements' Quality Assurance and Enhancement Method (QA&EM) to enable effective oversight and assurance of GOC approved qualifications, which will include standardising the data submitted to allow effective comparison between approved qualifications;
- look to further develop our approach to EDI and the information that we seek as part of our new QA&EM; and
- review how the 2020/21 AMR reporting process has operated and consider appropriate refinements and enhancements for the 2021/22 AMR process, as well as the changes to AMR that will be required under the QA&EM.

¹ The Office for Students published their analysis on degree classifications over time, considering the prevalence of grade inflation. Full report (OfS 2022.22) available here: <https://www.officeforstudents.org.uk/publications/analysis-of-degree-classifications-over-time-changes-in-graduate-attainment-from-2010-11-to-2020-21/>

2. Background

- 2.1. The GOC (also referred to as “we” in this document) are required to “keep informed of the nature of the instruction given by any approved training establishment to persons training as optometrists or dispensing opticians and of the assessments on the results of which approved qualifications are granted”, under s.13(1) Opticians Act 1989. Qualifications leading to a registrable therapeutic / independent prescribing (IP) or contact lens optician (CLO) specialism are also included within the GOC’s regulatory scope.
- 2.2. In executing this duty, we approve and quality assure qualifications leading to GOC registration or speciality registration, which includes all elements of training, learning and assessment that a provider must deliver for its students to be awarded a GOC approved qualification that meets the GOC’s requirements. and to enable students to be eligible to register with the GOC as an optometrist (OO) or dispensing optician (DO), or with an IP or CLO specialty, upon successful completion of their training and assessment.
- 2.3. As part of our approval and quality assurance (A&QA) of qualifications, all providers are required to demonstrate how their approved or provisionally approved qualification(s) meet our requirements, as currently listed in our handbooks. We seek assurance from providers of approved or provisionally approved qualifications(s) in several ways, including quality assurance visits, notification of reportable events and changes, conditions management, and the annual compulsory AMR submission.
- 2.4. Failure by a provider of a GOC approved or provisionally approved qualifications(s) to submit an AMR form on time or submitting incomplete or inaccurate data is treated seriously and may result in us undertaking additional quality assurance activities in relation to that qualification. This may include actions that may ultimately lead to a withdrawal of GOC approval for a qualification.

3. Annual Monitoring and Reporting process

- 3.1. Providers were required to report information for the period 1 September 2020 – 31 August 2021.
- 3.2. All providers of GOC-approved or provisionally approved qualifications(s) were required to submit information relating to qualifications changes, changes to qualification delivery and/or assessment (including risks to delivery), lessons learned, good practice, the impact of Covid-19 and plans to adapt provision to meet the new education and training requirements on our standard form.
- 3.3. We issued the AMR forms to providers on 12 October 2021. Providers were required to submit a completed form by 14 January 2022. The period from 12 October 2020 – 14 January 2022 is referred to as the ‘reporting period’.

- 3.4. Every AMR return must be signed by a 'Responsible Officer'. The Responsible Officer is a staff member with sufficient authority to represent and bind the provider and bears ultimate responsibility for the information submitted in the return. The Responsible Officer must only sign off the form when they are satisfied that the information gives a true and fair account of the qualification.
- 3.5. Following the end of the reporting period, we analysed the information to identify:
 - responses by each provider to the current COVID-19 pandemic;
 - updates regarding key events and changes at qualification level
 - current risks and issues relating to individual approved or provisionally approved qualifications(s);
 - themes, strengths, and risks within the optical education sector;
 - the diversity of students within the optical sector;
 - examples of good practice and lessons learnt; and
 - ways the GOC's quality assurance activities could be developed.
- 3.6. This sector report provides a high-level summary of the outcomes of the 2021/22 AMR process. In addition to this report, we produce a short report for each approved or provisionally approved qualifications(s) (referred to as a 'qualification report') to provide specific feedback regarding the qualification's submission.
- 3.7. The analysis and outcomes are based upon the information and data as calculated and submitted by providers of GOC approved or provisionally approved qualifications(s). We have not sought to externally verify the information submitted.
- 3.8. We consider all feedback from stakeholders regarding the 2020/21 AMR process and use this to help refine the AMR process.
- 3.9. The publication of this report closes the 2020/21 AMR process.

4. Themes

- 4.1. Compliance with this year's AMR process was very good, with all 36 returns submitted and 34 (94%) submitted by the 14 January 2022 deadline. Responses to additional queries were generally prompt. No significant compliance breaches occurred.

Impact of the COVID-19 pandemic on the sector

- 4.2. The pandemic continues to impact the education sector although as social distancing restrictions are eased, providers are adjusting at their own pace with few signs that the new post-pandemic learning environment will be the same as prior to the pandemic.
- 4.3. Some mitigation measures implemented during the pandemic continue to be utilised and the temporary optometry handbook has been welcomed by some providers in offering flexibility in managing their qualifications.
- 4.4. Various providers discussed having to increase the size of their Year 1 cohorts due to increased numbers of students meeting their UCAS point offers, with various reasons cited for this; one provider suggested the situation should be resolved when pre-pandemic arrangements return.
- 4.5. There are indications that some pre-pandemic teaching formats and activities are gradually being re-introduced. This includes in-person teaching, teaching activities including tutorials, lectures, clinical sessions, and the return to 'closed-book' in-person examinations. Some teaching methods deployed to mitigate the effects of the pandemic, such as the enhanced use of online learning resources, may continue to remain in use for the foreseeable future.
- 4.6. Providers have responded positively to innovations introduced and whilst all of these are unlikely to remain in place in the future, some may continue to have a long-term presence, though not necessarily uniformly across the sector.
- 4.7. The most promising innovations appear to be focussed on the enhanced virtual learning environment. Many providers recorded lectures to be viewed later by students. One provider told us that the adoption of innovative technologies for both teaching and assessment is now well established, giving the opportunity for their continued use beyond the pandemic. The use of virtual remote clinics has also been adopted by some providers with positive feedback from students and staff. Other innovations reported this year include smaller tutorial groups, different models of supervision in clinical settings, and various providers informed us about increased investment in new equipment and facilities.
- 4.8. The restriction on access to high street opticians during the pandemic was cited as having an adverse effect on the provision of placements although it is reported that the sector is now back in operation. Patient supply has been an issue with some providers investing in marketing to encourage patients to visit their clinics and some students have proactively recruited patients for clinics

using social media channels.

- 4.9. As noted in the Sector Report for 2019/20, most providers implemented no detriment policies (also called 'safety net' policies) to ensure students were not disadvantaged by the lockdown. These were implemented at university level. These policies typically included:
- automatic progression to the next academic year; and
 - basing degree classifications on students' best module marks.
- 4.10. There is a risk that some students would be awarded higher degree awards under the no detriment arrangements than under conventional arrangements, but degree classifications generally continue to be in line with previous years, with the exception of a couple of optometry providers with whom we will work to better understand their award distribution.
- 4.11. OO students who had not been able to complete the required competency assessments or clinical experience before graduating were allowed to trail incomplete competencies and clinical episodes into the pre-registration period.
- 4.12. Both OO and DO professional associations sought to address the backlog of registration places in the past year to reach what appears to be a normal state, albeit in exceptional circumstances and with many mitigating measures taken to get to this point.
- 4.13. As the sector transitions towards a new normality, it does so aware that the pandemic is ongoing with uncertainty on whether social restrictions may need to be reintroduced should a significant new variant of COVID-19 emerge. Whilst the sector remains alert, agile and responsive to public health developments, the pandemic has had an impact on the wellbeing of staff. Providers have reported the heavy burden of responding to the challenges of the pandemic, that job security has been a concern, staff have felt fatigued, and income has been lost due to furlough and redundancy. Various providers reported the issue of unexpected staff absences during the pandemic due to sickness.
- 4.14. The GOC continues to respond to the ongoing Covid-19 pandemic by:
- processing proposals by providers for temporary changes to their qualifications to enable them to meet GOC requirements, ensuring decisions are reviewed by the Education Manager and Head of Education;
 - permitting OO graduates to trail incomplete requirements into the pre-registration period; and
 - continuing planned quality assurance work, including remote quality assurance visits.

Student applications, recruitment, progression and attainment

- 4.15. On average, OO qualifications reported strong application and entry figures. Whilst applications for OO qualifications were buoyant in 2020/21 with an

increased average Year 1 cohort from the previous year, applications were low for DO qualifications with less than half of the previous year's average Year 1 cohort. However, early submission of figures for 2021/22 for DO qualifications suggest that there may be a recovery under way with the Year 1 cohort more than doubling, but still slightly below 2019/20's Year 1 cohort. The long-term trend continues to suggest that DO applications and cohort sizes are on the decline which presents a risk to the sustainability of DO qualifications, with new optometry provision cited as a significant factor.

- 4.16. Student numbers for OO qualifications are generally close, at or above (with 10%) the GOC number cap, all citing increased numbers of students meeting their required UCAS points as the reason for this.
- 4.17. There continues to be a lot of interest for the IP courses, the average Year 1 cohort size was 82 (61 in 2019/20; 41 in 2018/19). This is expected to increase in subsequent years due to qualifications being granted a larger student cap, or allowed more frequent cohorts.
- 4.18. Meanwhile, the average Year 1 cohort size for CLO qualifications was 58 (101 in 2019/20; 112 in 2018/19). Like 2019/20, all CLO qualifications admitted over 61% of their applicants, however it was stated that CLO recruitment figures have been affected due to the lockdown measures and some retailers ceasing to sponsor staff to enter CLO qualifications, which may explain the reduced Year 1 cohort size.
- 4.19. In terms of progression, both OO and DO qualifications experienced a dip in Year 1 progression rates and progress to the following year, although completion rates for OO and DO are very good and average attainment rates have increased since last year.
- 4.20. In a similar vein, both OO and DO academic (non-professional association) qualifications experienced a slight drop in first year student progression rates whilst student attainment rates remain high. For those qualifications offering degrees, performance in the National Student Survey (NSS) continues to remain high. OO and DO qualifications' average scores across most NSS categories exceeded both the national average and the average for 'Subjects Allied with Medicine'.
- 4.21. Attainment data related to the qualifications offered by the professional associations show that pass rates for OO and DO have increased since last year, for IP remains high at 96.8%, and there is no change for CLO.

Resourcing and investment

- 4.22. Whilst several providers have invested in new equipment and facilities, resourcing of qualifications, retaining staff and replacing equipment reaching the end of its lifespan has been highlighted as a significant risk.

4.23. The implementation of new education and training requirements arising from the GOC's Education Strategic Review (ESR), has been identified as a risk to resourcing, given that approved qualifications must now integrate 48 weeks of patient-facing professional and clinical experience, and that providers will be responsible for measuring student's achievement (assessment) of the Outcomes for Registration. The sector is continuing to review its funding streams and providers are reminded to ensure that the GOC are informed of any significant events or changes that arise, in line with our notification of reportable events and changes policy.

Risk and information management

4.24. All qualifications submitted risk analyses. This year, providers needed only to report changes (if any) to their SWOT analysis contained in their 2019/20 AMR submission.

4.25. The longstanding reputation and excellent NSS scores of many qualifications remained key strengths. Meanwhile, the implementation of the new education and training requirements was seen as presenting opportunities as well as threats to providers, particularly in relation to resourcing.

4.26. Some qualifications noted changes relating to staffing and increased Year 1 admissions as a result of more students than usual meeting their UCAS point offers as a risk, although they believe this will resolve when A-level marking returns to normal.

4.27. Placement availability continues to be challenging. Restricted access to placements in high street opticians during the pandemic was cited as having an adverse effect although it is reported that the sector is now back in operation. Patient supply has been an issue with some providers investing in marketing to encourage patients to visit their clinics and some students have proactively recruited patients for clinics using social media channels. There continues to be challenges within the IP qualification to secure appropriate placements in Hospital Eye Services.

Equality, Diversity, and Inclusion (EDI) data

4.28. Providers were asked to submit EDI data and information regarding widening participation initiatives in operation.

4.29. Most OO students were female, of Asian ethnicity and aged 20 or under. Most DO students were female, of White ethnicity and aged 21-24, with many DO qualifications recruiting more mature students than OO qualifications.

4.30. IP and CL qualifications recruit students who are already qualified practitioners. Although most IP and CL students were over the age of 30, many were within the 25-29 age bracket which shows an increasing interest in achieving an IP or CL qualification among more recently qualified optical professionals.

5. Recommendations & actions

5.1. We will:

- raise awareness within the sector regarding the decline in DO recruitment. We hope that this report provides information needed for the relevant professional and representative bodies to consider the impact of this decline and explore the options to safeguard the public and secure service delivery given the potential likely decrease in workforce capacity in the medium term.
- continue to remind providers that they must notify us of any reportable events and changes to their qualifications, including departure of staff, and their contingency plans to ensure our standards are met, in line with our policy.

5.2. We continue to monitor other trends in the wider education sector, for example regarding degree classifications. In this regard, this year we will contact providers whose awarding of first class degrees exceeds 40% to ask them to explain this occurrence.

5.3. In order to further develop our process we will:

- use the information obtained in the AMR to contribute to our assessment of providers' notifications of adaptation and sharing of good practice through SPOKE;
- continue to develop our data capabilities as part of the education and training requirements' Quality Assurance and Enhancement Method (QA&EM) to enable effective oversight and assurance of GOC approved qualifications, which will include standardising the data submitted to allow effective comparison between approved qualifications;
- look to further develop our approach to EDI and the information that we seek as part of our new QA&EM; and
- review how the 2020/21 AMR reporting process has operated and consider appropriate refinements and enhancements for the 2021/22 AMR process, as well as the changes to AMR that will be required under the QA&EM.

6. Qualification findings

Set out below is a summary of our findings for each qualification type, as follows:

- Optometry (OO)
- Independent prescribing (IP)
- Dispensing optics (DO)
- Contact lens opticians (CLO)
- Professional association offering qualifications in OO and IP
- Professional association offering qualifications in DO and CLO

Equality, Diversity and Inclusion (EDI) data is included at the end of the report across all qualification types.

Optometry

Unless otherwise indicated, the comments in this section relate to all optometry (OO) qualifications, excluding the optometry approved qualification offered by the College of Optometrists.

1. Themes

- 1.1. Overall, the information submitted indicates strong performance amongst optometry qualifications in several academic metrics. However, the inability to retain staff was identified as a risk for some qualifications and many identified the implementation of new education and training requirements as a risk.
- 1.2. Applications for OO qualifications remain strong and there remains a considerable range of small, medium, and large cohort sizes.
- 1.3. In general, student progression through OO qualifications remains high. Student attainment is very high, with a mean of 96.8% of students obtaining a 2.2 or higher (98.1% in 2019/20; 95.6% for 2018/19).

2. Key data – Optometry qualifications

Total students	2018/19	2019/20	2020/21	2021/22
Total optometry students	2641	2826	3154	3268
Year 1 cohort	885	996	1089	1004

Metric	Lowest	Mean	Highest
Proportion of applicants admitted	10.0%	21.26%	53.6%
Average UCAS points offer	129.3	136.3	147.0
First year progression	64.3%	88.5%	100.0%
Progression to following year	75.4%	93.3%	100.0%
Successful completion	83.5%	95.6%	100.0%
Degree – 2:2 or higher	89.0%	96.8%	100.0%

3. Observations

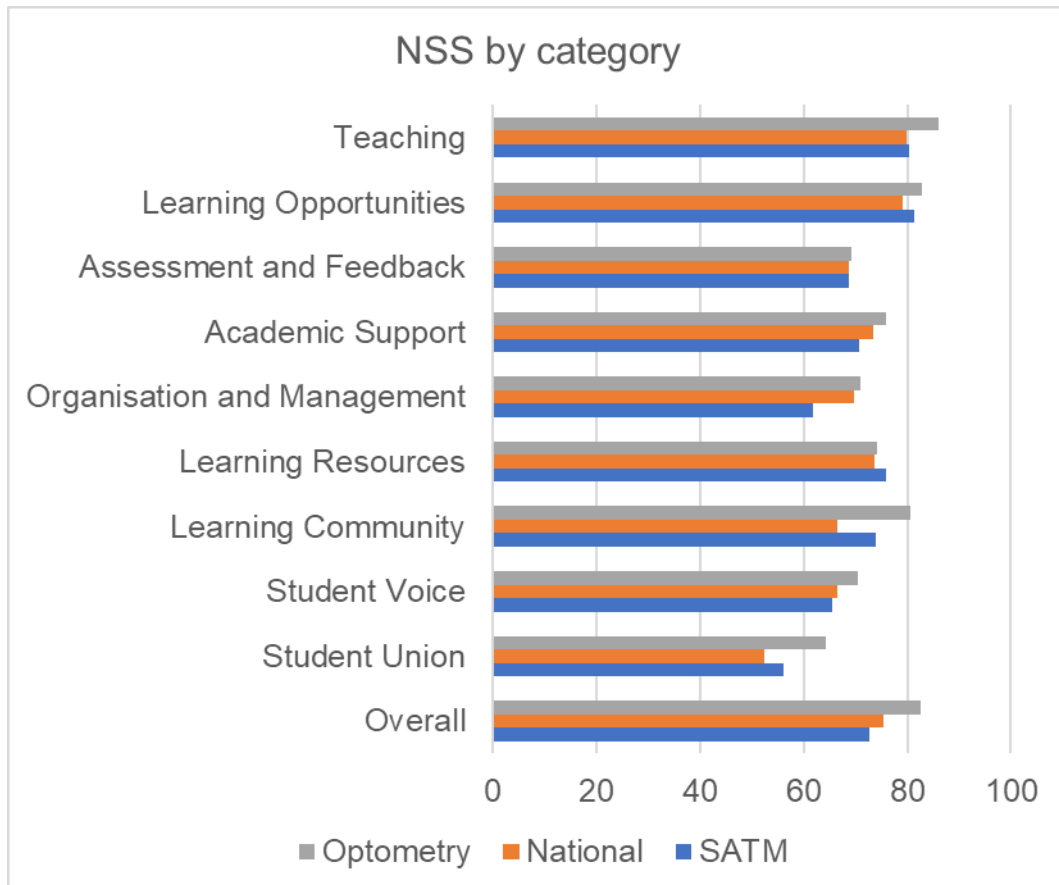
- 3.1. Admissions to OO qualifications remain strong, with applications far exceeding the number of places available. OO qualifications admitted a mean of 21.6% of applicants (22.9% in 2019/20).
- 3.2. With one exception, all OO qualifications admitted between 10.0% and 28.3% of applicants to their qualification. The outlier admitted 53.6% of applicants, however, this provider received fewer than thirty total applications.
- 3.3. The mean academic offer made by OO qualifications to prospective students was 136.3 UCAS tariff points which approximately equates to AAB grades at A-Level. This is in comparison to a mean of 134.5 (approximately equivalent to AAB) in 2019/20, and 135.6 (approximately equivalent to AAB) in 2018/19. The range extended from 112.3 UCAS points (approximately equivalent to BBC) to

147 UCAS points (approximately equivalent to AAA).

- 3.4. The strength of OO qualifications' admissions is shown by the large number of qualifications whose Year 1 cohort sizes are close to, or greater than, their GOC student number cap. Year 1 cohort sized filled between 85.0% and 126.7% (excluding an outlier of 15.0%) of their cap. Comparatively, in 2019/20, Year 1 cohorts filled between 87.5% and 120.0%.
- 3.5. The size of individual optometry qualification cohorts varies significantly. For example, the Year 1 cohort size varied from 9 to 177 students (20 to 138 in 2019/20). The mean cohort sizes across were 72 students in Year 1 (77 in 2019/20), 68 students in Year 2 (81 in 2019/20), 69 students in Year 3 (81 in 2019/20), and 29 students in Year 4 (27 in 2019/20).
- 3.6. The combined Year 1 cohort size for all OO qualifications has increased since the 2018/19 academic year: there were 885 Year 1 OO students in 2018/19, 996 in 2019/20, and 1167 in 2020/21. This represents a rise of 32% in the Year 1 OO cohort across the UK between 2018/19 and 2020/21.
- 3.7. In the light of the UK Government's changes to the grading of 2020 A-Level exams, the GOC permitted OO qualifications to exceed the GOC cap by more than 10% in 2020/21, provided that suitable arrangements were made to ensure the adequacy of teaching. As a result, five providers exceeded their admissions +10% cap.
- 3.8. Student performance remains strong on OO qualifications. A mean of 88.5% (96.4% in 2019/20; 92.3% in 2018/19) of students progressed to the second year; a mean of 93.3% (95.9% in 2019/20; 92.5% in 2018/19) of students progressed to the following year of the qualification overall. A mean of 95.6% (96.2% in 2019/20; 97.7% in 2018/19) of students successfully completed the qualification.
- 3.9. With regards to EDI, the data showed that 66% of students were female (67% in both 2019/20 and 2018/19), and 64% of students were Asian (59% in 2019/20; 56% in 2018/19). There is evidence of local variation, probably reflecting the demography of the local population, with one provider reporting that 80% of its students were White but another that almost 96% of students were Asian. 56% (54% in 2019/20) of students were aged 20 years or under, with 83% (87% in 2019/20) aged 24 or under, indicating that most are recent school leavers.
- 3.10. Student attainment was excellent. A mean of 96.8% (98.1% in 2019/20; 95.6% in 2018/19) of students obtained a 2.2 degree or higher. Few students failed the qualification: an average of 2.3% (1.4% in 2019/20; 2.6% in 2018/19) of students failed, and all but one OO provider had fewer than 3% of students failing. Three OO qualifications awarded a high percentage of first-class degree awards (ranging between 40-49%). One provided a robust explanation to

support their award distribution on submission, the remaining two were contacted to explain their award distribution. Mitigating actions from the pandemic were cited as being key reasons behind the anomalies, such as the university’s no-detriment policy.

3.11. Student satisfaction was high. By category², the OO mean score in the National Student Survey (NSS) for nine of the ten categories exceeded both the national average and the average for ‘Subjects Allied to Medicine’ (SATM), which includes OO qualifications. The averages by category are illustrated in the chart below.



3.12. There do not appear to be any significant systemic risks to OO qualifications at present. However, external factors, such as Brexit and new COVID-19 variants, have the potential to increase systemic risk amongst OO qualifications.

3.13. Many providers cited uncertainties and costs created by implementing the new education and training requirements, but many also noted that it could lead to more opportunities to develop their qualifications.

² The figures refer to the proportion (%) of students expressing satisfaction in each category of their university experience. An explanation of the category groupings is provided at Appendix 2.

4. Recommendations & actions

We will:

- continue to monitor risk to qualifications through our existing quality assurance activities, particularly regarding staffing.
- contact providers whose awarding of first class degrees exceeds 40% to explain this occurrence.

Independent Prescribing

Unless otherwise indicated, the comments in this section relate to all independent prescribing and therapeutic prescribing (IP) qualifications, excluding the IP approved qualification offered by the College of Optometrists.

1. Themes

- 1.1. A number of IP qualifications noted that the COVID-19 pandemic continued to pose a risk to the availability of clinical placements. Meanwhile, IP qualifications run entirely online experienced minimal impact in meeting GOC standards.
- 1.2. IP qualifications are not covered by the National Student Survey, but most qualifications reported the results of internal processes capturing student views. These showed positive student feedback with IP qualifications.

2. Key data – IP qualifications

Total students	2018/19	2019/20	2020/21	2021/22
Total IP students	249	306	412	203
Year 1 cohort	216	306	412	203

Metric	Lowest	Mean	Highest
Applicants admitted	53.8%	78.6%	100.0%
Attainment – pass or higher	76.0%	94.2%	100.0%

3. Observations

- 3.1. IP qualifications continue to admit a high proportion of applicants: an average of 78.6% applicants (87.3% in 2019/20; 92.2% in 2018/19) were admitted.
- 3.2. The size of IP qualification cohorts varies significantly: the average Year 1 cohort size was 82 (61 in 2019/20; 41 in 2018/19) but varied from 16 to 224 (5 to 139 in 2019/20; 14 to 136 in 2018/19) students. This is expected to increase in subsequent years due to qualifications being granted a larger student cap or allowed more frequent cohorts.
- 3.3. An average of 94.2% (98.0% in 2019/20; 98.4% in 2018/19) of students passed the IP qualification, with four of the six qualifications having a pass rate of 100%.
- 3.4. There was, however, some variance in the data submitted regarding the admission and attainment of students on IP qualifications. This variance results from the structure of some IP qualifications, with some providers admitting students to specific modules rather than full qualifications.
- 3.5. EDI data showed that most IP students, like 2019/20, were white females aged 30 years or above. 58% of students are aged over 30, and 34% are between

the ages of 25 and 29.

- 3.6. IP qualifications do not participate in the National Student Survey (NSS). Many IP qualifications indicated that they undertake alternative work to obtain feedback and monitor student satisfaction with the qualification and reported positive feedback among students.

4. Recommendations & actions

We will:

- continue to monitor risk to qualifications through our existing quality assurance activities;
- continue to develop our data capabilities as part of the education and training requirements' Quality Assurance and Enhancement Method (QA&EM) to enable effective oversight and assurance of GOC approved qualifications, which will include standardising the data submitted to allow effective comparison between approved qualifications; and
- use the information obtained in the AMR to contribute to the implementation of new education and training requirements for IP, AS and SP.

Dispensing optics

Unless otherwise indicated, the comments in this section relate to all dispensing optics (DO) qualifications, excluding the DO approved qualification offered by the ABDO.

1. Themes

- 1.1. DO qualifications maintained good student progression for most qualifications. Whilst first year progress and progress to the following year dipped slightly, completion rates are very good. Student attainment is also good.
- 1.2. Participation in the National Student Survey (NSS) was limited, as per usual, for reasons including qualification ineligibility. However, qualifications that did participate performed well.
- 1.3. DO qualifications highlighted that student numbers remain an ongoing concern. This view was expressed in the last three annual monitoring processes and is reinforced by another fall in student recruitment this year. It is suggested that the decline is caused by the ongoing pandemic which has deterred employers from funding students' studies or led to students being furloughed from their work. Cohort data for 2021/22 suggests a slight improvement in numbers but the overall trend over five years is one of gradual decline.

2. Key data – DO qualifications

Total students	2018/20	2019/20	2020/21	2021/22
Total DO students	1218	1054	758	702
Year 1 cohort	346	314	135	276

Metric	Lowest	Mean	Highest
Proportion of applicants admitted	11.8%	74.2%	200.0%
Average UCAS points offer	24.0	66.8	104.0
First year progression	50.0%	79.7%	100.0%
Progression to following year	70.0%	87.4%	100.0%
Successful completion	69.0%	90.4%	100.0%
Degree – 2:2 or higher	91.0%	97.5%	100.0%

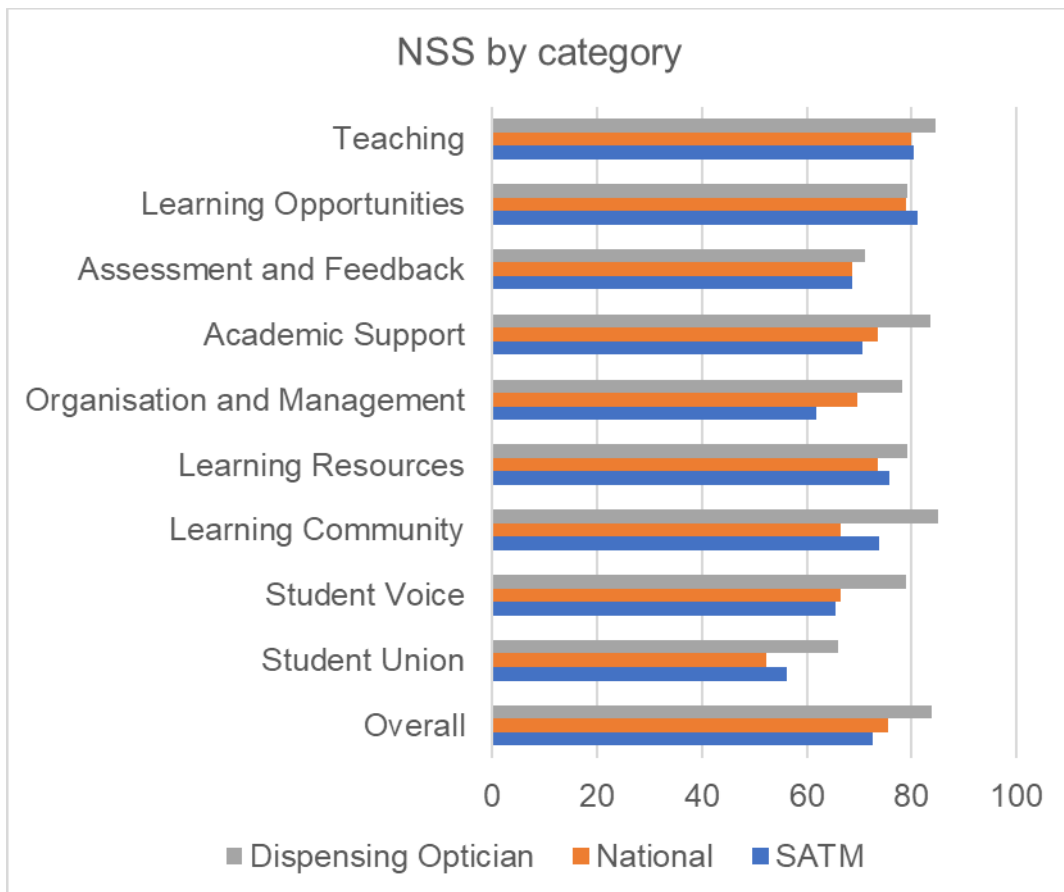
3. Observations

- 3.1. DO qualifications admitted a mean of 74.2% (73.7% in 2019/20; 60.4% in 2018/19) of applicants. There is significant variance across DO qualifications, with one qualification admitting 200% of its applicants (due to additional students enrolling via the UCAS Clearing process), two over 90%, two between 70% and 80%, two between 30% and 50%, and two below 20%. The qualification admitting 200% is not statistically significant due to the very small number of students on the qualification.

- 3.2. Four dispensing optics qualifications required A Levels for entry. The average UCAS points offer data quoted includes only these qualifications. The other four qualifications require other qualifications, typically at GCSE level with practical experience also required.
- 3.3. There is some variance in the mean UCAS tariff points offer made to students entering DO qualifications. The average UCAS offer was 66.8 points (approximately equivalent to DDE at A-Level) in 2019/20. This compares to an average of 36 points (DE/EE) in 2019/20 and 57.4 points (DEE) in 2018/19.
- 3.4. The mean cohort sizes across the qualifications were 17 students (45 in 2019/20; 58 in 2018/19) in Year 1, 39 students (55 in 2019/20; 62 in 2018/19) in year 2, and 60 students (58 in 2019/20; 63 in 2018/19). The size of individual DO qualification cohorts varies quite significantly: 4 to 50 (10 to 152 in 2019/20) in Year 1, 2 to 171 (21 to 176 in 2019/20) in Year 2, and 19 to 174 (7 to 213 in 2019/20) in Year 3.
- 3.5. Year 1 cohort sizes for DO qualifications often fell far below the GOC student number cap, showing that admissions are low. No Year 1 qualification admitted sufficient students to fill more than 54% of the permitted intake (90% in 2019/20). The combined Year 1 cohort size of all DO qualifications has fallen to 135 students (141 in 2019/20; 346 in 2018/19). This data demonstrates that DO qualifications are struggling to recruit students, which presents a significant risk to workforce capacity.
- 3.6. DO qualifications identified declining student numbers as a risk to the sustainability of their qualifications. This risk is perceived as being driven mainly by new optometry provision.
- 3.7. EDI data showed that almost 63% (65% in 2019/20) of DO students were female and 48% (53% in 2019/20) were white. However, students' age ranges and ethnicities vary between qualifications.
- 3.8. An average of 79.7% (87.7% in 2019/20; 78.1% in 2018/19) of students on DO qualifications progressed to the second year of the qualification. An average of 87.4% (91.4% in 2019/20; 89.0% in 2018/19) of all DO students progressed to the following year of DO qualifications, and an average of 90.4% (84.1% in 2019/20; 88.3% in 2018/19) of students successfully completed their qualifications.
- 3.9. The progression rates for DO qualifications is lower than for that of OO qualifications, and there is great variability across DO qualifications.
- 3.10. Analysis of student attainment is difficult for DO qualifications because not all awards are classified in the same way (some use 'pass', 'merit', and 'distinction' grades) and some are not classified at all. A mean of 97.5% (96.9% in 2019/20; 91.7% in 2018/19) of students obtained either a 2:2 or higher (for honours

degrees), or a pass or higher (for non-honours qualifications). One provider issued an exceptionally high percentage of first-class awards, which was reviewed internally and satisfactorily explained to us.

3.11. By category³, the average score for DO qualifications in the National Student Survey (NSS) is above both the national average and the average for ‘Subjects Allied to Medicine’ (SATM) for all categories except ‘Learning Opportunities’. The averages by category are illustrated in the chart below.



4. Recommendations & actions

We will:

- raise awareness of decline in admissions for dispensing optics. We hope that this report provides information needed for the relevant professional and representative bodies to consider the impact of this decline and explore the options to safeguard the public and secure service delivery given the potential likely decrease in workforce capacity in the medium term.

³ The figures refer to the proportion (%) of students expressing satisfaction in each category of their university experience. An explanation of the category groupings is provided at Appendix 2.

Contact Lens Opticians

Unless otherwise indicated, the comments in this section relate to all contact lens optician (CLO) qualifications, excluding the CLO approved qualification offered by the ABDO.

1. Themes

- 1.1. There are considerable differences in cohort size amongst CLO qualifications, ranging between 4 and 41 students. This wide range was noted in 2019/20 when cohorts varied from 11 to 77, and in 2018/19 when cohorts varied from 8 to 91.

2. Key data

Total students	2018/19	2019/20	2020/21	2021/22
Total students/ Year 1 cohort	112	101	58	66

Metric	Lowest	Mean	Highest
Applicants admitted	80.0%	75.8%	85.4%
Attainment – pass or higher	49.0%	63.5%	77.0%

3. Observations

- 3.1. Like 2019/20, all CLO qualifications admitted over 61% of their applicants. However, recruitment was affected due to the lockdown measures and some retailers ceasing to sponsor staff to enter CLO qualifications. One provider estimated that next year's recruitment to be better as the sector returns to a steadier state.
- 3.2. In terms of cohort sizes, one provider recruited a cohort of 41 students, but the other providers recruited 4 and 13 students.
- 3.3. CLO qualifications do not participate in the National Student Survey (NSS). Most qualifications indicated that they use alternative methods to obtain feedback and monitor student satisfaction with the qualification. These include internal surveys and the use of WhatsApp groups which allow students to raise concerns or give feedback to the qualification team. The information supplied by providers suggested that the students were satisfied with their learning experience.
- 3.4. EDI data showed that 77% (71 in 2019/20) of CLO students were white. 64% of CLO students (65% in 2019/20) were aged 30 years or above, which is unsurprising for a qualification taken after initial qualification.
- 3.5. One CLO qualification is an approved qualification which leads directly to speciality registration. Most students, however, gain two GOC approved CLO qualifications either sequentially or simultaneously, staggering their theoretical

and practical examinations, and taking different parts of the examination at different times, making it difficult to compare achievement. A CLO qualification notified us that while workplace restrictions are still in place for contact lens clinics, students starting the qualification in 2020/21 still needed to take their final practical examinations.

4. Recommendations & actions

We will:

- continue to monitor risk to qualifications through our existing quality assurance activities;
- continue to develop our data capabilities as part of the education and training requirements' Quality Assurance and Enhancement Method (QA&EM) to enable effective oversight and assurance of GOC approved qualifications, which will include standardising the data submitted to allow effective comparison between approved qualifications.

GOC Approved Qualifications offered by the College of Optometrists (Optometry and Independent Prescribing)

Unless otherwise indicated, the comments in this section relate to approved qualifications offered by the College of Optometrists in Optometry (the Scheme for Registration) and Independent Prescribing (Therapeutic Final Common Assessment).

1. Themes

- 1.1. The pass rates submitted by the College of Optometrists was calculated on differing bases from academic qualification pass rates.
- 1.2. The College of Optometrists sought to address the backlog of registration places in the past year and appear to have reached 'near to normal' state, having implemented mitigating measures.

2. Key data – attainment data

Qualification	Pass rate
Optometry (Scheme for Registration) (27-month)	96.8%
Independent Prescribing (Therapeutic Final Common Assessment)	86.7%

3. Attainment data

- 3.1. Due to the nature of the qualifications and the format of the AMR form, each professional association provided attainment data on differing bases, i.e., the basis for each calculation has been different. For clarity, an explanation of the attainment data for the College of Optometrists in Optometry (the Scheme for Registration) and Independent Prescribing (Therapeutic Final Common Assessment) is set out below.
- 3.2. The College of Optometrist's OO approved qualification (the Scheme for Registration) is calculated on a different basis and for an alternative time period to all other qualifications. This is due to the structure and timing of the qualification. Reporting attainment data on this basis allowed the College of Optometrists to report data that they consider to be most reflective of attainment on the qualification.
- 3.3. It was reported that although 2020 graduates experienced a delayed start, there has been no overall reduction in new trainees as a result of the COVID-19 pandemic, with over 96% of 2020 graduates joining the Scheme for Registration.

- 3.4. The pass rate reported above is the overall pass rate for students⁴ who were scheduled to complete the qualification during the 2020/21 period, i.e., enrolling on the qualification in the enrolment year running 1 June 2018 – 31 May 2019. The pass rate represents the proportion of students that successfully completed the qualification within 27 months of their date of enrolment.
- 3.5. 16% of trainees were delayed from progressing on the Scheme with their assessments paused for between six and ten months and various extensions to their allotted time for completion of the Scheme were granted. As such, the average (mean) time taken to complete the Scheme for Registration was 14.4 months, and 41% of students completed it within 12 months or under after enrolment, and 45% of students completed it within 13-18 months after enrolment. However, other than the 27-month limit (which 5.75% of students exceeded), time taken to complete the Scheme is not considered to be a measure of student performance by the College of Optometrists.⁵ Time taken to complete the qualification may be affected by a range of factors such as supervisor or assessor availability, a change in practice or supervisor, and a student's personal circumstances. In addition to this, final assessment sessions are available at fixed points in the year. A student may take longer to complete the qualification due to the timing of the next available assessment.
- 3.6. The Independent Prescribing approved qualification (Therapeutic Final Common Assessment) reported an average pass rate of 86.7% (94.9% in 2019/20; 93.1% in 2018/19).

4. Observations

- 4.1. The College of Optometrist's approved qualification in Optometry (the Scheme for Registration) and Independent Prescribing (Therapeutic Final Common Assessment) do not take part in the National Student Survey (NSS), but instead use alternative methods to capture and monitor student feedback on the qualifications. Feedback was gathered from a survey of all Scheme for Registration trainees in May 2021 with 231 responses. Respondents were asked to agree to a set of statements relating to Stages One and Two of the Scheme. For both stages, feedback was overall very positive for questions relating to how clear the format and preparation guidance was, how supportive the assessor was, and fairness. Usefulness of feedback, which for the overarching assessment in Stage Two, was the only question with less than 60% agreement (53.8%). The professional association's response to COVID-19

⁴ Individuals enrolled on approved qualifications offered by The College of Optometrists are referred to by the professional association as 'trainees'. The term 'trainees' is equivalent to 'student' on other qualifications, as used elsewhere in this document.

⁵ All data for time taken for cohort to complete the Scheme for Registration in 2020/21 is extrapolated from a data set which includes extension information.

received strong support and questions about OSCE data received positive feedback.

- 4.2. The qualitative feedback provided highlighted the emotional and operational disruption caused by delays stemming from the pandemic, as well as concern regarding the consistency between assessors for both stages, standardisation, fairness of the marking scheme in Stage Two, and confusion about how to fill out the logbook for which an instruction video was suggested. The quality of supervision was also raised including the need for a better training process and monitoring of their performance. It was noted that supervisors should be reminded to check in on trainees regularly, particularly from a welfare point of view regarding their mental health.

5. Recommendations & actions

We will:

- I. continue to monitor risk to qualifications through our existing quality assurance activities;
- II. continue to work with providers to develop standardised student progression and attainment data as part of the Education and Training Requirements' Quality Assurance Enhanced Methodology.

GOC Approved qualifications offered by the Association of British Dispensing Opticians (Dispensing & Contact Lens Opticians)

Unless otherwise indicated, the comments in this section relate to the approved qualifications delivered by Association of British Dispensing Opticians (ABDO) in Dispensing Optics and Contact Lens Optician.

1. Themes

- 1.1. The pass rates submitted by the ABDO were calculated on differing bases from academic qualification pass rates.
- 1.2. The ABDO sought to address the examination backlog in the past year and, like OO, appear to have reached 'near to normal' state, having implemented mitigating measures.

2. Key data – student attainment data

Qualification	Pass rate
Dispensing – Practical	53.0%
Contact Lens – Practical	49.0%

3. Student attainment data

- 3.1. Due to the nature of the qualifications and the format of the AMR form, each professional association has provided student attainment data on differing bases, i.e., the basis for each calculation has been different.
- 3.2. The ABDO reported that due to the adaptive measures that have been put in place, there was little impact on the delivery of qualifications due to the pandemic. Practical exam sittings delayed by the COVID-19 pandemic, resumed in August 2020 and extended examinations ran until December 2020 to allow candidates to attend when they were comfortable to do so. In addition, the April 2021 resit examination was offered as a full examination to support remaining students from 2020.
- 3.3. The ABDO's DO qualification reported a pass rate of 53.0% (43.8% in 2019/20; 17% in 2018/19) for the sittings of its examinations.
- 3.4. For the CLO qualification, exam sittings resumed in August 2020, with an extra CL practical session in September 2020 as well as the main winter practical examinations in January 2021, plus an additional session in March, followed by the main summer session in July 2021. The intake number is healthy taking account of January intake figures, which will be reflected in the following reporting period.

3.5. The CLO qualification reported a pass rate of 49.0% (49.0% in 2019/20; 38.0% in 2018/19).

4. Observations

4.1. These qualifications do not participate in the National Student Survey (NSS) but instead use alternative methods to capture and monitor student feedback on the qualifications such as issuing surveys to students at the time of their exams. We understand these methods were suspended during the COVID-19 pandemic and instead candidates were encouraged to provide feedback by email.

5. Recommendations & actions

We will:

- continue to monitor risk to qualifications through our existing quality assurance activities; and
- continue to work with providers to develop standardised student progression and attainment data as part of the Education and Training Requirements' Quality Assurance Enhanced Methodology.

Equality, Diversity, and Inclusion (EDI) data

Unless otherwise indicated, the comments in this section relate to all qualifications (OO, DO, IP, and CLO).

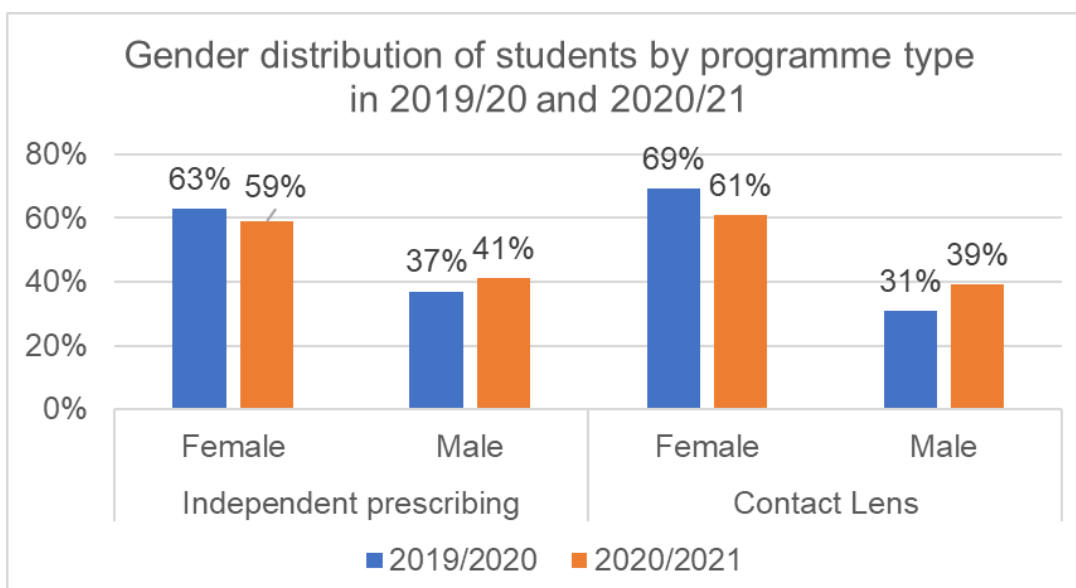
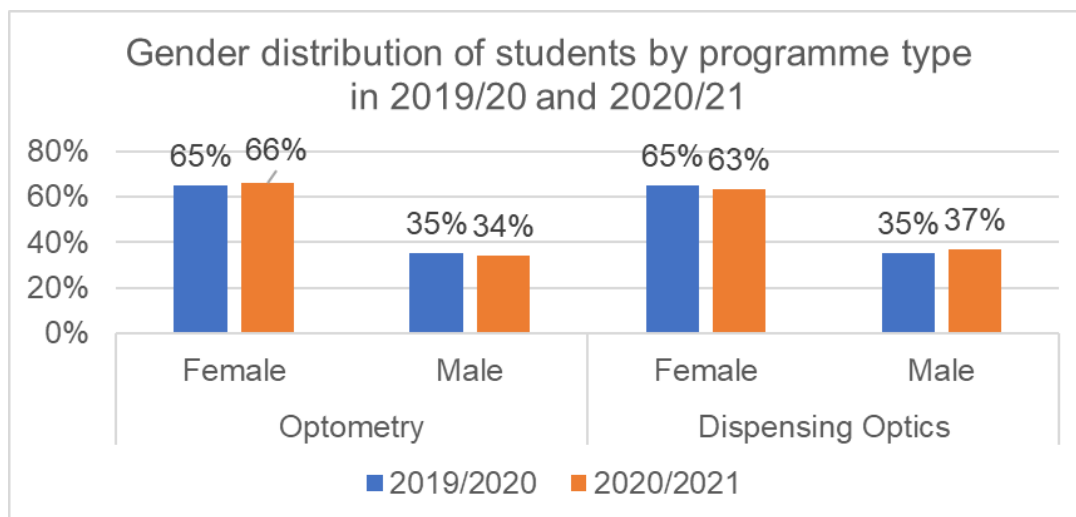
1. Themes

Some qualifications did not provide EDI data which was sufficiently precise to facilitate analysis – these have been discounted. We will look to develop our approach to EDI and the information that we seek as part of the new education and training requirements produced from the ESR.

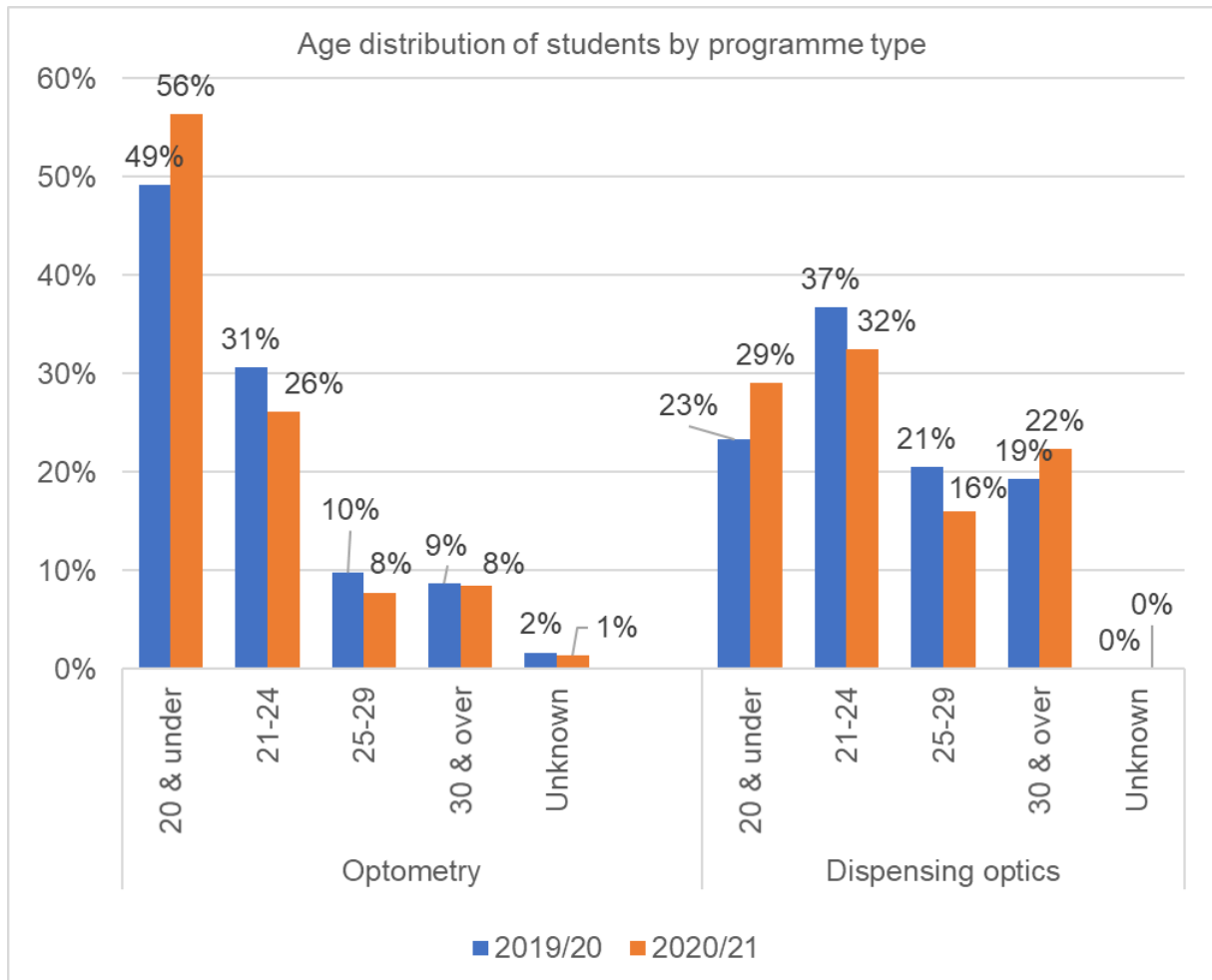
2. Key data

2.1. Data tables can be found in Appendix 1.

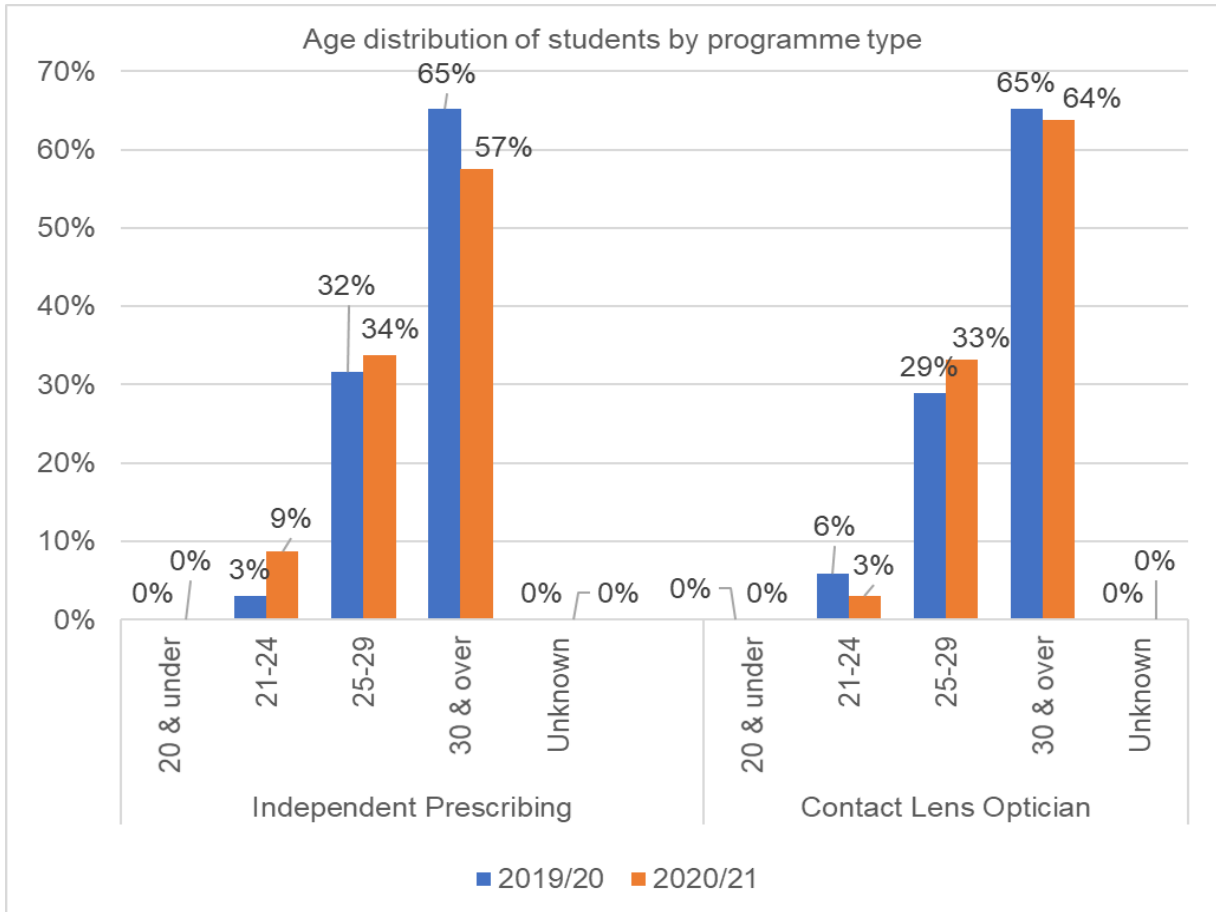
2.2. **Gender:** All qualifications have more female than male students, similar to the figures reported for the past two years.



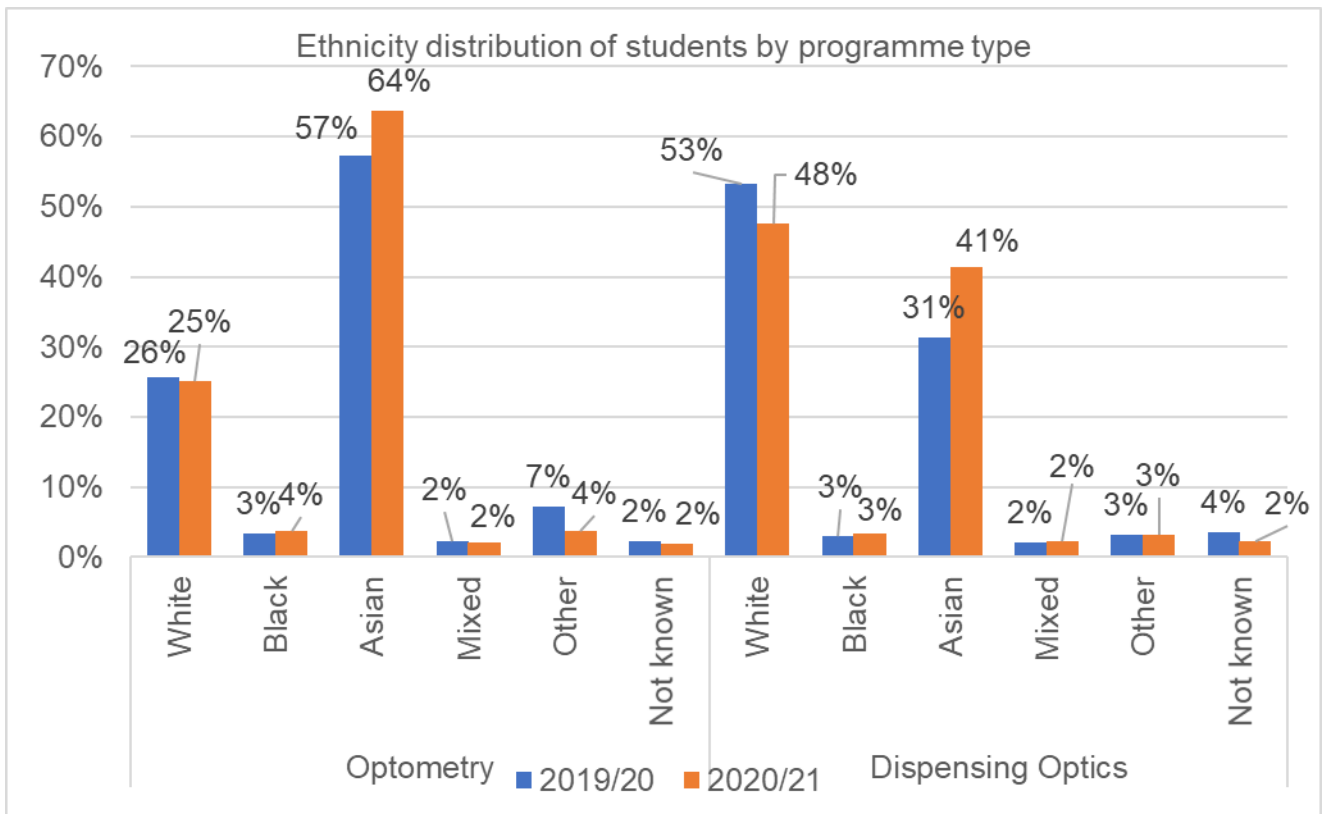
2.3. **Age:** 56% of students (54% in 2019/20) on OO qualifications are aged 20 and under. Like in 2019/20, compared to OO qualifications, DO qualifications have a wider distribution of ages and a higher proportion of students aged 30 years and over; this reflects the larger proportion of mature students enrolling on part-time DO qualifications.

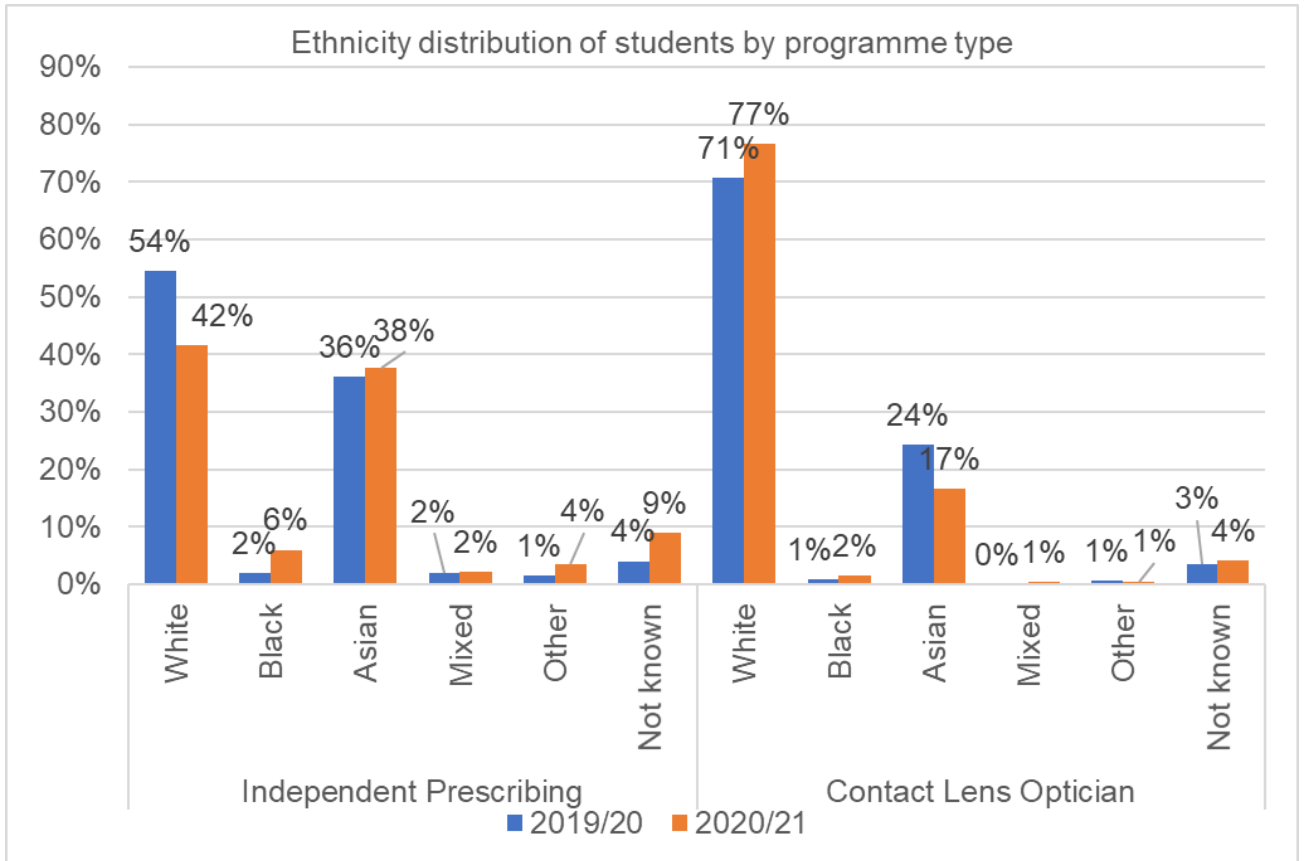


2.4. IP and CLO qualifications are only open to qualified practitioners and their age ranges are therefore dominated by students aged 30 and over. It is encouraging that, like in 2019/20, over 30% of IP and CLO students are aged under 30; this shows these qualifications are attractive to recently-qualified practitioners.

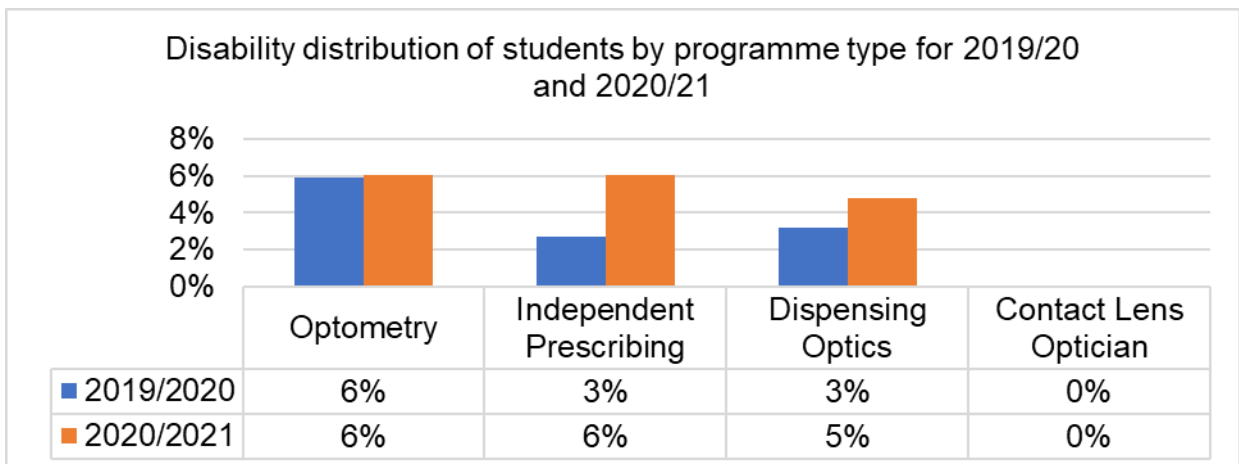


2.5. **Ethnicity** data is very similar to that of 2019/20 across all qualification types.





2.6. **Disabilities:** Optometry, Dispensing Optics and Independent Prescribing qualifications have an average of 5-6% disabled students with one or multiples disabilities.



3. Recommendations & actions

We will:

- look to develop our approach to EDI and the information that we seek as part of the new education and training requirements produced from the ESR.

Appendices

Appendix 1 – Data tables

Unless otherwise specified, the data reported below relates to the period 1 September 2020 – 31 August 2021.

Unless otherwise specified, the data reported below relates to ‘academic’ (non-professional association) qualifications.

A. Application data

	Admissions Ratio (Applications:Admissions)		UCAS Points Offer (equivalent)	
	Mean	Median	Mean	Median
All Qualifications	53.9%	50.7%	118.9	136.0
Optometry	24.9%	18.7%	136.3	136.0
Dispensing Optics	74.2%	67.8%	66.8	69.5
Independent Prescribing	78.6%	80.5%	N/A	N/A
Contact Lens Opticians	75.8%	80.0%	N/A	N/A

B. Cohort data – mean student cohort size (2020/21)

	Year 1	Year 2	Year 3	Year 4
Optometry	78	73	75	29
Dispensing Optics	17	39	60	45
Independent Prescribing	82	N/A	N/A	N/A
Contact Lens Opticians	19	N/A	N/A	N/A

C. GOC mean Year 1 student cap utilisation (2020/21)

Optometry	105.1%
Dispensing Optics	10.4%
Independent Prescribing	86.8%
Contact Lens Opticians	49.0%

D. Student mean progression

	Progression from first year	Progression to the following year	Students completing the qualification
Optometry	88.5%	93.3%	95.6%
Dispensing Optics	79.7%	87.4%	90.4%

E. Student mean attainment: Optometry, Dispensing Optics and all qualifications

	Good Pass_{P3F}⁶	Fail
All qualifications	90.7%	8.7%
Optometry	96.8%	2.3%
Dispensing Optics	97.9%	0.9%

F. Student mean attainment: Independent Prescribing and Contact Lens Opticians

	Good Pass	Fail
Independent Prescribing	94.2%	5.8%
Contact Lens Opticians	63.5%	36.5%

G. Student mean attainment: Professional Associations

	Good Pass	Fail
Professional Association (Dispensing & Contact Lens Opticians)	51.0%	49%
Professional Association (Independent Prescribing & Optometry)	91.8%	8.3%

H. National Student Survey – mean satisfaction score by category

	All qualifications	Optometry	Dispensing Optics	National Average	Subjects Allied to Medicine
Teaching	85.3%	86.1%	84.5%	79.9%	80.4%
Learning Opportunities	81.0%	82.8%	79.2%	79.0%	81.3%
Assessment & Feedback	70.1%	69.3%	71.0%	68.6%	68.8%
Academic Support	79.7%	75.8%	83.6%	73.5%	70.7%
Organisation & Management	74.5%	70.8%	78.2%	69.7%	61.7%
Learning Resources	76.7%	74.2%	79.1%	73.6%	75.8%
Learning Community	82.7%	80.5%	85.0%	66.5%	73.9%
Student Voice	74.7%	70.5%	78.9%	66.4%	65.6%
Student Union	65.2%	64.3%	66.0%	53.3%	56.1%
Overall	83.2%	82.5%	83.9%	75.4%	72.6%

I. EDI – Average gender data

	Female	Male
All qualifications	63.2%	36.8%
Optometry	65.8%	34.2%
Dispensing Optics	63.3%	36.7%
Independent Prescribing	58.7%	41.2%
Contact Lens Opticians	61.0%	39.0%

J. EDI – Average age data

	20 & under	21-24	25-29	30 & over	Unknown
All qualifications	31.6%	21.6%	18.0%	28.1%	0.6%
Optometry	56.4%	26.2%	7.8%	8.4%	1.3%
Dispensing Optics	29.0%	32.4%	16.0%	22.4%	0.2%
Independent Prescribing	0.0%	8.7%	33.8%	57.5%	0.0%
Contact Lens Opticians	0.0%	3.0%	33.3%	63.8%	0.0%

K. EDI – average disability data

	Known disability	No known disability
All qualifications	5.0%	95.0%
Optometry	6.0%	94.0%
Dispensing Optics	4.8%	95.2%
Independent Prescribing	6.1%	93.9%
Contact Lens Opticians	0.0%	100.0%

L. EDI – Average ethnicity data

	White	Black	Asian	Mixed	Other	Not known
All qualifications	39.8%	3.9%	47.5%	1.9%	3.2%	3.7%
Optometry	25.1%	3.7%	63.6%	2.1%	3.7%	1.8%
Dispensing Optics	47.6%	3.4%	41.4%	2.2%	3.3%	2.2%
Independent Prescribing	41.6%	6.0%	37.7%	2.1%	3.5%	8.9%
Contact Lens Opticians	76.5%	1.6%	16.6%	0.5%	0.5%	4.3%

Appendix 2 – National Student Survey categories

#	Question	Category
1	Staff are good at explaining things	Teaching
2	Staff have made the subject interesting	
3	The course is intellectually stimulating	
4	My course has challenged me to achieve my best work	Learning Opportunities
5	My course has provided me with opportunities to explore ideas or concepts in depth	
6	My course has provided me with opportunities to bring information and ideas together from different topics	
7	My course has provided me with opportunities to apply what I have learnt	Assessment & Feedback
8	The criteria used in marking have been clear in advance	
9	Marking and assessment has been fair	
10	Feedback on my work has been timely	Academic Support
11	I have received helpful comments on my work	
12	I have been able to contact staff when I needed to	
13	I have received sufficient advice and guidance in relation to my course	Organisation & Management
14	Good advice was available when I needed to make study choices on my course	
15	The course is well organised and running smoothly	
16	The timetable works efficiently for me	Learning Resources
17	Any changes in the course or teaching have been communicated effectively	
18	The IT resources and facilities provided have supported my learning well	
19	The library resources (e.g. books, online services and learning spaces) have supported my learning well	Learning Community
20	I have been able to access course-specific resources (e.g. equipment, facilities, software, collections) when I needed to	
21	I feel part of a community of staff and students	
22	I have had the right opportunities to work with other students as part of my course	Student Voice
23	I have had the right opportunities to provide feedback on my course	
24	Staff value students' views and opinions about the course	
25	It is clear how students' feedback on the course has been acted on	Overall
26	The students' union (association or guild) effectively represents students' academic interests	
27	Overall, I am satisfied with the quality of the course	

Appendix 3 – Caveats

- 1) The AMR process remains in development and will make refinements and improvements for each year of the process.
- 2) The findings, analysis, and outcomes of this year's AMR process will be fed into the GOC Education team's approval and quality assurance activities.
- 3) Please note that the findings outlined in this report are indicative and do not represent a formal position or policy of the GOC. The findings in this report should not be relied upon for advice or used for any other purpose and may not be representative.
- 4) The analysis and outcomes contained within this report are based solely upon the information and data as calculated and submitted by the qualifications. The GOC has not sought to externally verify the information and data submitted. The responsible officer for each qualification has attested that the information submitted in the AMR return gives a true and fair view of that qualification.
- 5) The information provided by each professional association qualification in relation to student attainment (assessment pass rates) has been calculated on different bases (i.e., the basis for each calculation has been different) from the other professional association qualifications and the academic qualifications.