**Programme Specification**

**Programme Title: FdSc Ophthalmic Dispensing**

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| **Awarding Institution:** | | | University of Bolton | | | | | |
| **Teaching Institution:** | | | Bradford College | | | | | |
| **Division and/or School/Institute:** | | | Department of Arts, Science and Creative Industries  School of Applied Sciences and Computing | | | | | |
| **Professional accreditation** | | | Professional body | Professional body URL | | | Status of graduates | |
| General Optical Council (GOC)  Association of British Dispensing Opticians (ABDO) | www.GOC.co.uk  www.ABDO.org.uk | | | GOC registered  FBDO | |
| **Final award(s):** | | | Foundation Degree - FdSc Ophthalmic Dispensing | | | | | |
| **Exit or Fall back award(s)** | | | Students are eligible for an intermediate award whilst working towards their target award. Students who do not achieve the professional body requirements and/or the minimum academic performance required for the target award shall be recommended for the conferment of a lower (intermediate) award they have achieved -   * a student is eligible for a **Certificate of Higher Education in Visual Science** if they successfully complete 120 credits at Level 4 but do not proceed with their studies or do not complete the academic and practice requirements for achievement of 120 credits at Level 5. This will be an unclassified award. * a student is eligible for a **Foundation Degree in Visual Science** if they successfully complete 240 credits (including 120 credits at Level 4 and 120 credits at Level 5) but do not successfully complete the Level 5 Core Competencies module to satisfy the General Optical Council requirements of core competence. This award will be a classified award.   **In the above cases, the student will not be allowed entry onto the General Optical Council Register for Dispensing Opticians and will not be eligible to use the protected title of Dispensing Optician.** | | | | | |
| **Programme title(s)** | | | Ophthalmic Dispensing | | | | | |
| **JACS Code** | | | B504 | | | | | |
| **University Course Code(s)** | | | FT - code to be added by UoB  PT - code to be added by UoB | | | | | |
| **QAA Benchmark Statement(s)** | | | The following benchmark statements apply to this programme:  Optometry - November 2019  Medicine - 2002 | | | | | |
| **Other internal and external reference points** | | | GOC Core Competencies for Dispensing Opticians  ABDO Syllabus | | | | | |
| **Language of study** | | | English | | | | | |
| **Mode of study and normal period of study** | | | Part-time - 3 years  Full-time - 2 years | | | | | |
| **Admissions criteria**  A minimum of 5 GCSEs (A\* - C) including Mathematics, English and Science.  One A Level (Grade D) or equivalent.  Applications from candidates who do not meet these criteria but have experience in the subject area are welcomed.  **Additional criteria**  You will need a GOC-registered supervisor throughout the programme for the part-time delivery only.  Minimum of 20 hours per week employment in a GOC-registered optician’s practice for the part-time delivery only. | | | | | | | | |
| **Additional admissions matters**  On enrolment, students must have membership with ABDO and be registered with the GOC. | | | | | | | | |
| **Fitness to practise declaration**  As detailed in the College’s Safeguarding policy, all students will be required to present a satisfactory enhanced Disclosure and Barring Services (DBS) certificate. | | | | | | | | |
| **Aims of the programme** | | | | | | | | |
| The principal aims of the programme are to:   * Develop lifelong independent and reflective students and enhance the employability and career prospects of students in the ophthalmic industry. * Develop theoretical and practical requisites to allow students to register with the GOC as Dispensing Opticians. * Provide curricula, informed by the GOC and the ABDO, which develop a range of technical, professional, vocational, employability, transferable and key skills appropriate to the level of the award and to the ophthalmic dispensing profession; * Provide the student with an understanding of the fundamental principles and practice of the ophthalmic dispensing profession. * Develop a broad appreciation of legal concepts relevant to the needs of ophthalmic practice. * Enable students to develop a range of integrative and interpersonal skills, including research and enquiry, analytical, planning, evaluative skills and professional communication. | | | | | | | | |
| **Distinctive features of the programme**   * While the course is designed to prepare students to work as qualified Dispensing Opticians, the part-time course is aimed at those already working in an optical practice, who are supported by their workplace, while the full-time course is aimed at students who may not have any experience of working in an optical practice, who wish to train to become a qualified Dispensing Optician. * There are five educational establishments in total providing ophthalmic dispensing qualifications. The FdSc in Ophthalmic Dispensing provided by Bradford College complements the provision available in the other institutions by providing a comprehensive programme of study up to Level 5. Students receive an academic qualification and, on successful completion of their practical examinations, a professional qualification. * The award benefits from the industrial and academic experience of staff. Members of the Ophthalmic Dispensing programme team are employed as ABDO external examiners of theory and practical examinations and this experience of working with the Professional Body is reflected in the currency of the programme. * All staff on the Ophthalmic Dispensing programme team are qualified opticians and are also qualified teachers or working towards a teaching qualification. * Bradford College has excellent links with industry and students on the FdSc in Ophthalmic Dispensing have benefitted from visiting lecturers on a regular basis. These include:   + - Essilor UK Ltd - Ophthalmic Lens Manufacturer;     - Hoya UK Ltd - Ophthalmic Lens Manufacturer;     - Stepper UK Ltd - Spectacle Manufacturer; and     - Alcon - Contact Lens manufacturer. * Lecturers from the ABDO and the GOC visit the College annually to provide the students with information about registration and membership. * Students are encouraged to go on organised trips to Optical fairs such as Optrafair and 100% Optical. This enables students to visit stands of optical exhibitors and liaise with industry professionals. Students are able to gain valuable information from leading optical companies. * Students also visit industrial manufacturers, such as the Norville Lens Company, Hoya, Rawdon Ophthalmic and Optimum Coatings to gain valuable experience in all aspects of lens manufacturing and modern glazing. * As part of their studies, students will visit an optical manufacturer to complete Case Record 51 - a compulsory part of their pre-registration period. A trip to a manufacturing laboratory is organised by the College each year, where students are able to gain valuable experience in all aspects of lens manufacture and glazing and will take place in their second year. * Non-assessed practical workshops timetabled at each level encourage professionalism and allow the student to prepare for the Professional Practical Qualifying examinations with ABDO. On successful completion of these examinations, graduates will be awarded the Fellowship of the Association of British Dispensing Opticians (FBDO). | | | | | | | | |
| **Programme learning outcomes** | | | | | | | | |
| **K. Knowledge and understanding**  On completion of the programme, successful students will be able to demonstrate systematic knowledge and understanding of: | | | | | | | | |
| K1. Current ophthalmic dispensing practice. | | | | | | | | |
| K2. Professional, ethical and legal issues relevant to the generation of knowledge within the ophthalmic industry. | | | | | | | | |
| K3. The physiological basis of the mechanisms of visual science. | | | | | | | | |
| K4. The optical principles of light and their effect on the use of optical corrections. | | | | | | | | |
| **C. Cognitive, intellectual or thinking skills**  On completion of the programme, successful students will be able to demonstrate the ability to: | | | | | | | | |
| C1. Analyse, apply and interpret optical principles in both theory and practice. | | | | | | | | |
| C2. Employ self-reflection, intellectual flexibility and openness to new ideas and developments associated with ophthalmic dispensing. | | | | | | | | |
| C3. Manage independent learning activities involving research and evaluation by adopting a range of research methods appropriate to investigations in ophthalmic dispensing. | | | | | | | | |
| C4. Solve problems in key areas of ophthalmic dispensing and choose appropriate methods for their solution. | | | | | | | | |
| **P. Practical, professional or subject-specific skills**  On completion of the programme, successful students will be able to demonstrate the ability to: | | | | | | | | |
| P1. Apply the advanced practical skills required for employment as a dispensing optician with increasing autonomy and reduced need for supervision and direction. | | | | | | | | |
| P2. Operate legally and ethically in situations of varying complexity within the guidelines of the General Optical Council, requiring application from a wide range of techniques. | | | | | | | | |
| P3.Analyse more complex prescriptions with increasing effectiveness and accuracy and dispense them in an appropriate, professional manner. | | | | | | | | |
| P4.Measure and verify a range of ophthalmic frames and lenses to required accuracy to comply with relevant standards. | | | | | | | | |
| **T. Transferable, key or personal skills**  On completion of the programme, successful students will be able to demonstrate the ability to: | | | | | | | | |
| T1. Select and employ a range of specialist software applications and appropriate learning resources. | | | | | | | | |
| T2. Select and employ a range of communication methods appropriate to the study or work context. | | | | | | | | |
| T3. Prepare, deliver and evaluate presentations to an audience. | | | | | | | | |
| T4. Adopt a range of roles within a team and contribute to the effectiveness of the team. | | | | | | | | |
| T5. Apply numerical skills in more complex disciplinary contexts. | | | | | | | | |
| T6. Reflect systematically on performance to further develop learning. | | | | | | | | |
| **Programme structure**  **Part-time Route**  Level 4 is delivered in Semesters 1 and 2 of Year 1 and Semester 1 of Year 2.  Level 5 is delivered in Semester 2 of Year 2 and Semesters 1 and 2 of Year 3.  **Year 1**   |  |  | | --- | --- | | **Semester 1** | **Semester 2** | | Optics  (Level 4 - 20 credits) | Introduction to Ophthalmic Lenses  (Level 4 - 20 credits) | | Communication Skills  (Level 4 - 10 credits) | Prescription Analysis  (Level 4 - 10 credits) | | Practice Related Learning  (Level 4 - 20 credits) | |   **Year 2**   |  |  | | --- | --- | | **Semester 1** | **Semester 2** | | Practical Ophthalmic Dispensing  (Level 4 - 20 credits) | Ophthalmic Lenses  (Level 5 - 20 credits) | | Ocular Anatomy  (Level 4 - 20 credits) | Ocular Pathology  (Level 5 - 20 credits) |   **Year 3**   |  |  | | --- | --- | | **Semester 1** | **Semester 2** | | Practical Dispensing Skills  (Level 5 - 20 credits) | | | Visual Optics  (Level 5 - 20 credits) | | | Theory of Low Vision and Contact Lenses  (Level 5 - 20 credits) | | | Core Competencies  (Level 5 - zero credits) | | | Professional Practice  (Level 5 - 10 credits) | Vocational Ophthalmic Dispensing  (Level 5 - 10 credits) |   **Full-time Route**  Level 4 is delivered in Year 1.  Level 5 is delivered in Year 2.  **Year 1**   |  |  | | --- | --- | | **Semester 1** | **Semester 2** | | Communication Skills  (Level 4 - 10 credits) | Prescription Analysis  (Level 4 - 10 credits) | | Practice Related Learning  (Level 4 - 20 credits) | | | Practical Ophthalmic Dispensing  (Level 4 - 20 credits) | | | Introduction to Ophthalmic Lenses  (Level 4 - 20 credits) | | | Ocular Anatomy  (Level 4 - 20 credits) | | | Optics  (Level 4 - 20 credits) |  |   **Year 2**   |  |  | | --- | --- | | **Semester 1** | **Semester 2** | | Ocular Pathology  (Level 5 - 20 credits) | Vocational Ophthalmic Dispensing  (Level 5 - 10 credits) | | Visual Optics  (Level 5 - 20 credits) | | | Theory of Low Vision and Contact Lenses  (Level 5 - 20 credits) | | | Ophthalmic Lenses  (Level 5 - 20 credits) | | | Practical Dispensing Skills  (Level 5 - 20 credits) | | | Core Competencies  (Level 5 - zero credits) | | |  | Professional Practice  (Level 5 - 10 credits) | | | | | | | | | |
| **Module Code** | **Module title** | | | | **Core/**  **Option**  **(C/O)** | **Credits** | | **Length**  **(1, 2 or 3 periods)** |
|  | Optics | | | | C | 20 | | 1 |
|  | Introduction to Ophthalmic Lenses | | | | C | 20 | | 1PT, 2FT |
|  | Practical Ophthalmic Dispensing | | | | C | 20 | | 1PT, 2FT |
|  | Practice Related Learning | | | | C | 20 | | 2 |
|  | Ocular Anatomy | | | | C | 20 | | 1PT, 2FT |
|  | Prescription Analysis | | | | C | 10 | | 1 |
|  | Communication Skills | | | | C | 10 | | 1 |
|  | Ophthalmic Lenses | | | | C | 20 | | 1PT, 2FT |
|  | Ocular Pathology | | | | C | 20 | | 1 |
|  | Visual Optics | | | | C | 20 | | 2 |
|  | Theory of Low Vision and Contact Lenses | | | | C | 20 | | 2 |
|  | Practical Dispensing Skills | | | | C | 20 | | 2 |
|  | Vocational Ophthalmic Dispensing | | | | C | 10 | | 1 |
|  | Professional Practice | | | | C | 10 | | 1 |
|  | Core Competencies | | | | C | 0 | | 2 |
| **Learning and teaching strategies**  The teaching and learning approaches of the programme reflect the aims of the College’s Learning, Teaching and Assessment Strategy and relevant University strategies and are designed to enable students to achieve the aims and learning outcomes of the programme. The provision of opportunities for the integration of theory and practice and an evaluative approach to ophthalmic dispensing are essential components of this strategy. The strategy also provides opportunities for the progressive development of independent learning skills.  A range of methods is used to promote student learning including formative assessment, with feedback to students on graded work which provides guidance on improving future performance. Detailed feedback forms, oral feedback on coursework and examinations and advisory tutorials are all used.    The effectiveness of this strategy is further strengthened and developed with the use of a range of teaching and learning strategies used throughout the programme including the following:   * Small group discussions; * Seminars, tutorials and practical sessions; * Group work; * Self-directed learning; * Independent and group projects; * Lectures; * VLE based exercises; * Presentations; and * Workshops.   Students will be expected to engage in reflective activity at all levels of the programme, learning how to engage in reflection on - and in - practice. Students will additionally be expected to undertake a range of personal reading from sources provided on the VLE and through library-based research.  The curriculum and teaching styles employed by staff are designed to encourage and facilitate active participation by students. Students are encouraged to use a wide range of materials drawn from various sources to enhance their achievement, for example: case studies, on-line resources, internet.  Part-time FdSc Ophthalmic Dispensing students will undertake an assessed Practice Related Learning module during Level 4 of the programme. They will work in practice under the supervision of an experienced, professionally qualified Dispensing Optician or Optometrist who will be approved by the GOC/ABDO. The students build a portfolio of evidence to record their experiences in practice-based learning (PBL) and reflect on their strengths and weaknesses. During their Practice experience, students work with a wide range of patients in relation to their age, ocular condition and refractive error.  During their time in practice, students will develop their dispensing and clinical skills and reflect upon and evaluate their experiences. This is followed up by tutorials in College where feedback is given. The PBL tutor liaises with the practice supervisors to ensure that each student has the correct support during their placement therefore facilitating the development of vocational skills.  As this is a vocational programme, the intended learning outcomes are focussed on developing students’ practitioner skills and professional attributes.  The use of visiting speakers from industry or practice has further strengthened the relationship between the ophthalmic dispensing programme and the workplace, ensuring students are informed of current practice and developments.    In line with College policy, the classroom practice of teachers is subject to regular and systematic management and peer observation. Teachers receive feedback on their practice and are encouraged to reflect upon ways in which their pedagogic skills can be further developed. Increasingly, the outcomes of this activity are fed back into departmental development planning, e.g. provision of relevant staff development sessions on teaching and learning and attendance at external conferences and events. | | | | | | | | |
| **Learning activities (KIS entry)**   |  |  |  |  | | --- | --- | --- | --- | | **Course Year** | **HE4** | **HE5** | **HE6** | | Scheduled learning and teaching activities | 30% | 30% | N/A | | Guided independent study | 70% | 70% | N/A | | Placement | 0% | 0% | N/A | | | | | | | | | |
| **Assessment strategy**  The programme specific approach to assessment follows University regulations ensuring a robust standard of practice and enables students to constructively use assessment to promote their own learning and achievement. Assessment procedures are rigorously monitored internally and externally to ensure they are valid and reliable. Comprehensive information is relayed to students in the programme handbook, module specifications and teaching programmes, in tutorials and at induction.  Information is posted on programme notice boards, the VLE and can be sent to individual students by e-mail.  The programme follows all requirements of the current ABDO syllabus.  All assessments follow current ABDO and GOC requirements, including practical and theoretical assessments based on the GOC core competencies.  A diverse range of assessment methods enables students to demonstrate effectively the range of learning outcomes to which the programme leads. These methods are agreed at validation, which incorporates a degree of internality and externality, and are reviewed regularly to account for student views and workload, feedback from external examiners and the changing needs of the programme. The range of methods employed includes oral presentations, portfolios, VLE-based questions and a greater diversity in the types of practical assessments completed under controlled conditions.  Student performance is rigorously assessed with students receiving written and oral formative and summative feedback.  Assignment briefs use an appropriate scenario that reflects the professional and technical skills required by the industry.  Group work is used to promote transferable skills in appropriate modules and this group work forms part of the assessment process.  Communication skills are developed through a range of delivery methods including presentation, demonstration, report, essay and discussion. | | | | | | | | |
| **Assessment methods (KIS entry)**   |  |  |  |  | | --- | --- | --- | --- | | **Course Year** | **HE4** | **HE5** | **HE6** | | Written exams | 50% | 42% | N/A | | Coursework | 8% | 21% | N/A | | Practical | 42% | 37% | N/A | | | | | | | | | |
| **Assessment regulations**  Assessment Regulations for Undergraduate Programmes apply to this programme.  Regulations can be found at:  <https://www.bolton.ac.uk/about/governance/policies/student-policies/> | | | | | | | | |
| **Grade bands and classifications**  **Degree/Foundation Degree (delete as appropriate)**   |  |  | | --- | --- | | **Grade** | **Mark** | | Distinction | 70% | | Merit | 60% | | Pass | 40% | | | | | | | | | |
| **Role of external examiners**  External examiners are appointed for all programmes of study. They oversee the assessment process and their duties include: approving assessment tasks, viewing assessed samples of work with corresponding feedback/feed forward, reviewing assessment marks, attending assessment boards and reporting to the University on the assessment process. | | | | | | | | |
| **Support for student learning**    Each student on the programme (part-time and full-time) will have a named tutor available for support throughout the academic year.  Induction week comprises a full programme of events designed to welcome the students to the College and make them familiar with their new surroundings. The process of establishing effective relationships between students and the teaching team begins at this point and activities are geared towards establishing and promoting a cohort identity. All students are provided with a Student and Programme Handbook and supported in gaining access to on-line resources.  Students enrolling on the Foundation Degree in Ophthalmic Dispensing have access to the College’s Virtual Learning Environment. Appropriate information relating to lecture notes, revision questions, quizzes and links to related websites is available across all modules.  Students have access to the David Hockney Library where a comprehensive range of resources is available. The Subject Specific Ophthalmic Dispensing Librarian at the College liaises closely with teaching staff and with students to ensure regular monitoring and updating of resources.  At induction, all students are provided with a library-user education programme involving a general introduction to the library and the use of electronic information sources.  Talks presented by the professional bodies and external speakers from industry enhance the learning resources made available to students.  Students are informed at induction of the College Central Services offering the following:   * Confidential counselling services; * Careers guidance; * Financial advice; * The enrichment programme (leisure, sport etc.); * Accommodation advice; * Childcare; * Health service; * Support for disabled students; * Multi-faith support.   A tutorial system is in place to provide academic and pastoral support to all students. Tutors are available on both a walk-in and by appointment basis. Tutors are also contactable via e-mail and the VLE.  The staff operate a series of additional lectures and workshops in preparation for the Association of British Dispensing Opticians (ABDO) practical examinations and tutors are available to offer support and guidance to students.  Other areas of student support include:   * English and Maths workshops; * Information and Communication Technology facilities throughout the College.   There will be the opportunity to elect a student as programme representative who will be able to raise issues of behalf of individuals or the whole cohort to the programme/module leaders at Programme Committee meetings. | | | | | | | | |
| **Methods for evaluating and enhancing the quality of learning opportunities**   * Student Experience Surveys (post-induction and end of stage). * National Student Survey (NSS). * Student module evaluations. * Tutor module evaluations. * Annual programme monitoring and evaluation reports - including analysis of key performance indicators e.g. admissions, retention, achievement, degree classifications, employment destinations, etc. * Peer review of learning, teaching and assessment. * Student staff liaison through Programme Committee meetings. * External Examiners reports. * Module/programme exam boards. | | | | | | | | |
| **Other sources of information**   * **Bradford College University Centre website:** <https://www.bradfordcollege.ac.uk/study/university-centre> * **Student Handbook:** <https://www.bradfordcollege.ac.uk/study/university-centre/handbook> * **College Regulations:** <https://www.bradfordcollege.ac.uk/study/university-centre/handbook/regulations> * VLE - Moodle - <https://moodle.bradfordcollege.ac.uk> * Student Portal - <https://www.bradfordcollege.ac.uk/student-portal> * Learner Portal - <https://learnerportal.bradfordcollege.ac.uk> * Library Services - <https://www.bradfordcollege.ac.uk/student-services/library-services> * College Careers - <https://www.bradfordcollege.ac.uk/student-services/student-support/careers-advice> | | | | | | | | |
| **Document control** | | | | | | | | |
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| **Effective from:** | |  | | | | | | |
| **Document History:** | |  | | | | | | |

**Learning Outcomes Map** *(D – Developed; T – Taught; A – Assessed)*

**Level 4**

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| **Module title** | **Module Code** | **Status**  **C/O** | **K1** | **K2** | **K3** | **K4** | **C1** | **C2** | **C3** | **C4** | **P1** | **P2** | **P3** | **P4** | **T1** | **T2** | **T3** | **T4** | **T5** | **T6** |
| Optics | TBC | C | TDA |  |  | TDA | TDA |  |  |  | T |  |  |  |  |  |  |  | TDA |  |
| Introduction to Ophthalmic Lenses | TBC | C | TDA |  |  | TDA | TDA |  |  |  | TD |  |  |  |  |  |  |  | TDA |  |
| Ocular Anatomy | TBC | C | TDA |  | TD |  |  |  | TDA |  |  |  |  |  |  |  |  |  |  |  |
| Practical Ophthalmic Dispensing | TBC | C | TDA |  |  | TDA | TDA |  |  |  | TDA |  |  | TDA | TD |  |  |  | TDA |  |
| Practice Related Learning | TBC | C | TDA | TDA |  |  | TD | TDA | TDA | TDA | TDA | TDA | TDA |  |  | TDA |  | TDA |  | TDA |
| Communication Skills | TBC | C | TDA |  |  |  |  | TDA | TDA |  |  |  |  |  | TD | TDA |  | TDA |  | TDA |
| Prescription Analysis | TBC | C | TDA | TDA |  | TDA | TDA |  | TDA | TDA | TDA |  | TDA |  |  | TD |  |  | TDA |  |

K. Knowledge and understanding P. Practical, professional and subject specific skills C. Cognitive, Intellectual and thinking skills T. Transferable, key or personal skills

**Level 5**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module title** | **Module Code** | **Status**  **C/O** | **K1** | **K2** | **K3** | **K4** | **C1** | **C2** | **C3** | **C4** | **P1** | **P2** | **P3** | **P4** | **T1** | **T2** | **T3** | **T4** | **T5** | **T6** |
| Ophthalmic Lenses | TBC | C | TDA |  |  | TDA | TDA |  |  | TDA | TD |  |  |  | TD | D |  |  | TDA |  |
| Ocular Pathology | TBC | C | TDA | TDA |  |  |  | TDA | TD | TDA |  | TDA |  |  | TD | TD |  |  |  |  |
| Visual Optics | TBC | C | TDA |  | TDA | TDA | TDA |  | TD | TDA | TD | T |  |  |  | D |  |  | TDA |  |
| Practical Dispensing Skills | TBC | C | TDA | TD |  | TDA | TDA |  | TDA |  | TDA | TDA | TDA | TDA | TD | TDA |  | D |  | TD |
| Theory of Low Vision and Contact Lenses | TBC | C | TDA | TDA |  |  | TDA |  | TDA |  | TDA | TDA | TDA |  | TDA | TD |  |  | TDA |  |
| Vocational Ophthalmic Dispensing | TBC | C | TDA | TDA |  | TDA | TDA | A |  | TDA | TDA | TDA | TDA | TD | TDA | TDA | TD |  | TDA | TD |
| Professional Practice | TBC | C | TDA | TDA |  |  |  | A |  | TDA | TDA | TDA |  |  |  | TDA |  | TDA |  | TD |
| Core Competencies\* | TBC | C | A | A | A |  | A |  |  | A | A | A | A | A |  | A | A |  |  |  |

\* This module involves no new learning outcomes for students. The assessment of core competencies takes place via all other core modules on the programme and this row highlights which learning outcomes link to core competencies that will then be recorded on this module’s tracking sheet which is completed by members of the teaching team - not students - to collate student achievement of these core competencies across the other modules.

K. Knowledge and understanding P. Practical, professional and subject specific skills C. Cognitive, Intellectual and thinking skills T. Transferable, key or personal skills

**Module Listing and Assessments Map**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module title** | **Module**  **Code** | **New?**  **✓** | **Level** | **Credits** | **Type** | **Core/Option/Elective**  **C/O/E** | **Pre-requisite**  **Module** | **Assessment**  **1** | | | **Assessment**  **2** | | |
|  |  |  |  |  |  |  |  | **Assessment type** | **Assessment %** | **Add Y if final item** | **Assessment type** | **Assessment %** | **Add Y if final item** |
| Optics |  |  | 4 | 20 | Standard | Core | None | Examination | 100 | Y |  |  |  |
| Introduction to Ophthalmic Lenses |  |  | 4 | 20 | Standard | Core | None | Examination | 75 | Y | Multiple Choice Questions | 25 |  |
| Practical Ophthalmic Dispensing |  |  | 4 | 20 | Practical | Core | None | Tracking Sheet | 75 |  | Written academic piece | 25 | Y |
| Ocular Anatomy |  |  | 4 | 20 | Standard | Core | None | Multiple Choice Questions | 25 |  | Examination | 75 | Y |
| Practice Related Learning |  | ✓ | 4 | 20 | Standard | Core | None | Portfolio of tasks | 100 | Y |  |  |  |
| Prescription Analysis |  |  | 4 | 10 | Standard | Core | None | Written academic piece | 75 |  | Viva | 25 | Y |
| Communication Skills |  |  | 4 | 10 | Standard | Core | None | Written academic piece | 75 |  | Presentation | 25 | Y |

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| **Module title** | **Module**  **Code** | **New?**  **✓** | **Level** | **Credits** | **Type** | **Core/Option/Elective**  **C/O/E** | **Pre-requisite**  **Module** | **Assessment**  **1** | | | **Assessment**  **2** | | |
|  |  |  |  |  |  |  |  | **Assessment type** | **Assessment %** | **Add Y if final item** | **Assessment type** | **Assessment %** | **Add Y if final item** |
| Ophthalmic Lenses |  |  | 5 | 20 | Standard | Core | None | Examination | 75 | Y | Multiple Choice Questions | 25 |  |
| Ocular Pathology |  | ✓ | 5 | 20 | Standard | Core | None | Examination | 50 | Y | Station Examination | 50 |  |
| Visual Optics |  |  | 5 | 20 | Standard | Core | None | Multiple Choice Questions | 25 |  | Examination | 75 | Y |
| Practical Dispensing Skills |  |  | 5 | 20 | Practical | Core | None | Practical Tracking Sheet | 100 | Y |  |  |  |
| Theory of Low Vision and Contact Lenses |  | ✓ | 5 | 20 | Standard | Core | None | Low Vision OSCE stations | 50 |  | Written academic piece | 50 | Y |
| Vocational Ophthalmic Dispensing |  |  | 5 | 10 | Standard | Core | None | Multiple Choice Quiz | 75 |  | Viva | 25 | Y |
| Professional Practice |  | ✓ | 5 | 10 | Standard | Core | None | Written academic piece | 75 |  | Viva | 25 | Y |
| Core Competencies\* |  |  | 5 | 0 | Standard | Core | None | Tracking Sheet | 100 | Y |  |  |  |

\* This module involves no additional work at all for students. The assessment of core competencies takes place via all other core modules on the programme. The tracking sheet linked to this module will be completed by members of the teaching team not students to collate student achievement of these core competencies across the other modules.