University of Bradford:
Undergraduate Programme specification

UNIVERSITY OF BRADFORD
Faculty of Life Sciences
School of Optometry & Vision Science
Programme title: Optometry (Accelerated Route)

**Awarding and teaching institution:** University of Bradford

**Final and interim awards:**
- BSc (Hons) [Framework for Higher Education Qualifications Level 6]
- BSc [Framework for Higher Education Qualifications Level 6]
- Diploma of Higher Education [Framework for Higher Education Qualifications level 5]

**Programme title:**
- Optometry (Accelerated Route for Dispensing Opticians)
- Vision Science (for student gaining an award but do not meet the Clinical Competence requirements for GOC)

**Duration:** 30 weeks part-time and 45 weeks full-time

**UCAS code:** B510

**Subject benchmark statement:** Optometry (2007)

**Programme accredited by:** General Optical Council (GOC)

**FHEQ Levels:** 5 and 6

**Approved:** August 2014

**Introduction**

An optometrist requires a detailed knowledge and understanding of the human eye in health and disease and the skills needed to examine the eye, fit and supply optical appliances, and to diagnose and manage ocular conditions. The work calls for a high degree of accuracy, attention to detail and a measure of manual dexterity – all skills that you have the opportunity to acquire during the programme. You also need an interest and ability in scientific work, an ability to work well with people and to win their confidence. At Bradford, our 45 week accelerated route for dispensing opticians builds upon your previous experience and develops the theoretical and practical knowledge and skills needed to practise as a professional optometrist. Your learning will take place in an environment judged to be excellent in terms of its teaching quality by the QAAHE, where special emphasis is placed on the development of your clinical abilities and where staff research informs much of the undergraduate curriculum.
Programme Aims

The programme is intended to provide:

A1 A supportive, structured learning environment that encourages an attitude of continuing professional development and independent lifelong learning [QAA];

A2 A diversity of approaches to teaching and learning, incorporating both formative and summative methods of assessment [QAA];

A3 Integration of theoretical, practical and clinical aspects of the curriculum [QAA];

A4 Incremental development of students' learning and clinical skills development through the stages of the programme [QAA];

The programme is intended to encourage the development of:

A5 A systematic understanding of the basic and clinical sciences relevant to the practice of optometry [QAA];

A6 A range of transferable (key) skills [QAA];

A7 Clinical competencies required for entry to the pre-registration period in optometry practice [QAA, GOC];

A8 Interpersonal and communication skills, including effective use of relevant information technologies [QAA, GOC,];

A9 A professional attitude towards patients and colleagues [QAA, GOC];

A10 Awareness of the legal, ethical and commercial context of optometric practice [QAA];

A11 Ability to think critically and proficiency in clinical reasoning [QAA, GOC];

A12 Insight into research and scientific method [QAA];

Programme Learning Outcomes

LO1 Knowledge of structural and functional anomalies of the visual system, their investigation and correction [QAA];

LO2 Knowledge of general and ocular pharmacology and the legislation relating to the supply and use of ophthalmic drugs [QAA];

LO3 An understanding of the role of optometry as a healthcare profession, and the expectations and responsibilities of healthcare professionals [QAA, GOC];

LO4 Knowledge of occupational visual requirements in order to offer appropriate advice to patients [QAA];
LO5 Knowledge of a wide range of optical appliances and associated standards [QAA];

LO6 Awareness of the legal, ethical and commercial restraints and constraints within which optometry operates [QAA];

LO7 Knowledge of ocular and systemic disease to a level necessary for them to function as effective primary care optometric practitioners [QAA];

LO8 An understanding of his/her role within a multidisciplinary team [GOC];

LO9 A systematic understanding of aspects of optometry and vision science leading to the achievement of key clinical competencies [GOC];

LO10 A conceptual understanding to enable an evaluation of current research in optometry and vision science [GOC];

LO11 Awareness of components of optometry and vision science which are at the forefront of knowledge and reflect the expertise of academic staff [GOC];

LO12 An appropriate professional attitude towards patients and colleagues [QAA, GOC];

LO13 A range of transferable, lifelong and independent learning skills [QAA, GOC];

LO14 An investigative approach to academic subjects and clinical practice which integrates theory and practice to identify and solve problems [GOC];

LO15 Ability to evaluate new concepts, procedures, techniques and products relevant to optometric practice [GOC];

LO16 Ability to relate research findings to optometry practice [QAA, GOC];

LO17 Ability to conduct appropriate tests and investigations of visual status in a safe and effective manner [GOC];

LO18 Ability to communicate effectively with patients and professional colleagues through the application of a range of skills using English as the primary language of communication [GOC];

LO19 Ability to make appropriate decisions about the ocular health of patients [GOC];

LO20 Ability to analyse, and evaluate critically, diagnostic and therapeutic interventions [GOC];

LO21 Ability to learn autonomously using scholarly reviews and primary sources to support the requirement for continuing professional development and lifelong learning [QAA];

LO22 Complete the requirements for a professional Certificate of Clinical Competence, which includes an appropriate number of patient episodes and demonstration of the full range of clinical competencies as defined by the General Optical Council;
Curriculum

You will study units amounting to 240 credits (60 in Stage A and 180 in Stage B), including units amounting to at least 150 Credits at Level 5 or above, of which at least 100 must be at Level 6.

Stage A is studied in your place of work over a period of two semesters and comprises of a 40 credit module and two 10 credit modules. Stage B on the other hand is studied in three semesters over one calendar year at the university. Each semester in Stage B comprises of single (10 credit), double (20 credit) or linked (20 credits spread across two semesters) modules. You will study a total of 60 Credits each semester.

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Title</th>
<th>Type</th>
<th>Credits</th>
<th>Level</th>
<th>Semester</th>
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<tbody>
<tr>
<td>OP-0108K</td>
<td>Optometric Skills</td>
<td>Core</td>
<td>40</td>
<td>5</td>
<td>A1/A2</td>
</tr>
<tr>
<td>OP-0402M</td>
<td>Contact Lens Practice I</td>
<td>Core</td>
<td>10</td>
<td>5</td>
<td>A1</td>
</tr>
<tr>
<td>OP-0502M</td>
<td>Contact Lens Practice II</td>
<td>Core</td>
<td>10</td>
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Stage B

<table>
<thead>
<tr>
<th>Module Code</th>
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<th>Type</th>
<th>Credits</th>
<th>Level</th>
<th>Trimester</th>
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</thead>
<tbody>
<tr>
<td>OP-0401L</td>
<td>Clinical Optometry &amp; Communication Skills</td>
<td>Core</td>
<td>20</td>
<td>5</td>
<td>1&amp;2</td>
</tr>
<tr>
<td>OP-0408L</td>
<td>Assessment &amp; Management of Binocular Vision</td>
<td>Core</td>
<td>20</td>
<td>5</td>
<td>1&amp;2</td>
</tr>
<tr>
<td>OP-0407L</td>
<td>Visual &amp; Ocular Assessment</td>
<td>Core</td>
<td>20</td>
<td>5</td>
<td>1&amp;2</td>
</tr>
<tr>
<td>OP-0404L</td>
<td>General &amp; Ocular Pharmacology</td>
<td>Core</td>
<td>20</td>
<td>5</td>
<td>1&amp;2</td>
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<tr>
<td>OP-0603L</td>
<td>Ocular &amp; Systemic Disease</td>
<td>Core</td>
<td>20</td>
<td>6</td>
<td>1&amp;2</td>
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<tr>
<td>OP-0503M</td>
<td>Visual Impairment &amp; Rehabilitation</td>
<td>Core</td>
<td>10</td>
<td>6</td>
<td>1</td>
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<tr>
<td>OP-0602M</td>
<td>Professional, Legal &amp; Ethical Studies</td>
<td>Core</td>
<td>10</td>
<td>6</td>
<td>2</td>
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<tr>
<td>OP-0608D</td>
<td>General Clinical Practice</td>
<td>Core</td>
<td>20</td>
<td>6</td>
<td>3</td>
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<tr>
<td>OP-0609D</td>
<td>Advanced Clinical Practice</td>
<td>Core</td>
<td>20</td>
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<tr>
<td>OP-0607D</td>
<td>Clinical Decision Making</td>
<td>Core</td>
<td>20</td>
<td>6</td>
<td>3</td>
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</table>
The curriculum may change, subject to the University’s programme approval, monitoring and review procedures.

If you have achieved the regulatory credit at Level 5 and have achieved learning outcomes LO 1-5 and LO 12-18 you may exit the programme and are eligible for the award of Diploma of Higher Education.

If you have achieved the regulatory credit at Levels 5 and 6 and have achieved learning outcomes LO 1-22 you are eligible for the award of a BSc Honours degree in Optometry. If you have achieved the regulatory credit at Levels 5 and 6 and have achieved learning outcomes LO 1-21 you are eligible for the award of a BSc Honours degree in Vision Science.

If you have not met the credit requirements for an Honours degree but have achieved the regulatory credit requirements for the award of an Ordinary degree and have met learning outcomes LO 1-9 and LO 12-20 you are eligible for the award of an Ordinary degree.

Bradford School of Optometry and Vision Science is committed to the principles of Education for Sustainable Development (ESD) set out in UNESCO’s definition (see http://www.unesco.org/en/esd/), which includes interdisciplinary; value-driven; critical thinking and problem solving; participatory decision-making; and applied learning which is relevant and culturally appropriate to local and other contexts. In your programme you will find these principles underlie the teaching learning and assessment strategies. ESD is integrated within the programme aims enabling you to develop specific skills while also gaining a broad understanding of how values such as diversity, equality and respect are mobilised within the discipline of optometry. Modules in Clinical Optometry/Clinical Practice at all stages of the programme involve applied learning with a problem-solving focus and a need to participate in clinical decision making with awareness of professional and ethical values and the health-care role of optometry in supporting sustainable communities. In addition there are modules in which the themes and issues of ESD are particularly relevant, such as: OP0607D – Clinical Decision Making where you will encounter critical thinking, participatory decision-making and problem solving in the context of specific clinical cases. OP0602M – Professional, Legal and Ethical Studies involves awareness of ethical issues and professional behaviour.

**Learning, Teaching and Assessment Strategies**

The programmearticulates with the Learning, Teaching and Assessment strategy of the University. It recognises and builds upon the knowledge, skills and experience you have acquired in the field of ophthalmic dispensing. You will consolidate this learning and acquire a range of optometric skills via the Optometric Skills module. This takes an approach unique in optometry education in that it is work-based. After an initial orientation session at the university you will, supported by a training guide, textbook written by departmental staff, module study guides and web-based materials, begin to develop outcome LO1 and LO7 by following a task-based learning approach, whilst working in practice. Working with a mentor (optometrist) in the practice you will compile a logbook detailing your development and together
with a clinical station examination and traditional closed book examinations these will determine your eligibility to continue with your studies.

A wide variety of teaching methods appropriate to the learning outcomes of the individual modules are employed throughout the programme. They progressively focus on student-centred approaches to learning, thus you will be expected to take increasing responsibility for your learning as you progress through the programme. In this way you will develop the attributes needed for life-long learning and continued professional development.

Key skills are embedded in the curriculum and many modules develop and assess one or more of the key skills listed in outcome LO13.

Assessment provides an evaluation of the students’ competence in meeting specified objectives, but it is also an essential part of the teaching and learning process. Properly selected assessment tasks signal the importance of particular content, concepts and skills, influence approaches to study and help students to allocate their time appropriately. Constructive and timely feedback on assessment helps students to gain a sense of achievement and progress, an appreciation of the performance and standards expected in a particular discipline or professional area, and to learn from their endeavours.

The Optometry programme aims to select from a range of assessment methods for each module. All modules include both formative and summative assessments. Formative assessment has a developmental purpose and is designed to help students learn more effectively by giving them feedback on their performance and on how it can be improved and/or maintained. Reflective practice by students sometimes contributes to formative assessment. Summative assessment is used to indicate the extent of a student's success in meeting the assessment criteria used to gauge the intended learning outcomes of a module or programme. In addition, some of the assessments in later stages of the programme, for example in clinical practice and clinical decision making, are synoptic in nature. Synoptic assessments are those that encourage students to combine elements of their learning from different parts of a programme and to show their accumulated knowledge and understanding of a topic or subject area. A synoptic assessment normally enables students to show their ability to integrate and apply their skills, knowledge and understanding with breadth and depth in the subject. It can help to test a student's capability of applying the knowledge and understanding gained in one part of a programme to increase their understanding in other parts of the programme, or across the programme as a whole.

**Assessment Regulations**

This Programme conforms to the general principles set out in the standard University Assessment Regulations which are available at the following link:  [http://www.bradford.ac.uk/aqpo/ordinances-and-regulations](http://www.bradford.ac.uk/aqpo/ordinances-and-regulations)

Progression from Stage A to Stage B will be based on satisfactory performance in the Stage A modules Optometric Skills (OP-0108K), Contact Lens Practice I (OP-
0402M) and Contact Lens Practice II (OP-0502M). You will need to attain at least 40% in all modules prior to starting Stage B of the programme.

To be eligible for the award of the classified Honours Degree of Bachelor, you must attain at least 40% in all Stage B modules.

The class and division of your degree will be awarded according to the order of the final overall weighted average marks from the assessments in Stage B, derived from a 20.0% weighting for Level 5 units and a 80.0% weighting for Level 6 units.

Note that graduates in Optometry are required by the General Optical Council to achieve a minimum of Second Class Honours / Second Division in order to be permitted to enter the pre-registration period in optometry practice.

**Admission Requirements**

The University welcomes applications from all potential students regardless of their previous academic experience; offers are made following detailed consideration of each individual application. Most important in the decision to offer a place is our assessment of a candidate’s potential to benefit from their studies and of their ability to succeed on this particular programme. Entrance requirements for each programme will vary but consideration of your application will be based on a combination of your formal academic qualifications and other relevant experience.

If you have prior certificated learning or professional experience which may be equivalent to parts of this programme, the University has procedures to evaluate this learning in order to provide you with exemptions from specified modules contained within the curriculum. Please talk to us if you do not fit the standard pattern of entry qualifications.

The University of Bradford has always welcomed applications from disabled students, and these will be considered on the same academic grounds as are applied to all applicants. If you have some form of disability you may wish to contact the programme leader before you apply.

We admit up to 24 students with advanced standing each year. In addition to fulfilling the University's general entrance requirements, if you are seeking advanced standing you will need to fulfil the Department's specific requirements, which are as follows:

- Dispensing opticians registered with General Optical Council.
- Substantial experience of working in practice as a registered dispensing optician
- Evidence of continued professional development since registration (such as an award in delegated functions).

All students of Optometry in the UK are required to register with the General Optical Council (GOC) from the date on which they enrol on the Optometry programme, and to maintain this registration henceforth. The GOC also requires student registrants
to adhere to its Code of Conduct, and may take disciplinary action against any student found to be in breach of this Code.

**Learning Resources**

The JB Priestley Library on the city campus and our specialist library in the Faculty of Management provide a wide range of printed and electronic resources to support your studies. We offer quiet study space if you want to work on your own, and group study areas for the times when you need to discuss work with fellow students. Subject librarians for each Faculty provide training sessions and individual guidance in finding the information you need for your assignment, and will help you organise your references properly.

Student PC clusters can be found in all our libraries and elsewhere on the campus. Many of these are open 24/7. You can also use the University's wireless network to access the internet from your own laptop. Most of our online journals are available on the internet (both on and off campus), and you can also access your University email account, personal information and programme-related materials this way.

Staff are on hand during the daytime to help you if you get stuck, and there is a 24/7 IT helpline available.

Optometry specific learning support: students requiring academic help or support with a specific subject should speak to the Module Coordinator for that subject. Module teachers have a responsibility to engage constructively with students in ways that provide support for student learning. This may include responding to questions on specific topics or being available for individual or group discussion on any specific difficulties arising with the study of programme material. The University also provides a range of services to support Learning & Teaching, particularly for students who require additional help with study skills, and those with specific reading or learning difficulty.

Bradford School of Optometry & Vision Science (BSOVS) has its own student resources room equipped with 24 computers for optometry student use, a tape/slide machine and a videotape monitor with a library of slides, videotapes and CD ROMs is also provided for help in independent study. There are regular meetings of the Student/Staff Consultative Committee, where staff listen to and act upon issues raised by the student body. Departmental support is enhanced by a strong university infrastructure including a careers service, a disability office, a job shop and an active student union where our students have their own Bradford Optical Students Association. The university also provides 24-hour access to the library and computing facilities. Internet connections are installed in all university accommodation rooms giving access to the Internet and to all the university network material. This means that students have access to the library facilities in their own room. You also have access to our optometry learning resources site where you will find items like module lecture notes, previous exam question papers, PowerPoint slide presentations, links to the other optometry departments and links to the large commercial optometric organisations.
Student Support and Guidance

Programme Team
Support for you personally and in your programme of study, will be provided both by the University and the Programme Team. You will be allocated a personal tutor who is someone with whom you will be able to talk about any academic or personal concerns. The School will ensure that there is someone available with whom you feel comfortable to help and support you. You will be provided with a comprehensive series of handbooks that you can consult on a range of learning issues and your programme tutors will be available to consult on subject specific queries.

Students’ Union
We value the feedback provided by students and collaborate with the Students’ Union, through a system of programme representatives and formal staff student liaison committees, so that any issues you wish to raise are addressed rapidly.

The Students’ Union and the University of Bradford work in partnership to provide confidential counselling and welfare services where you can get help with any aspect of your personal or academic life. Student Financial and Information Services (based in the Hub) will provide you with information about a diverse range of issues such as council tax, personal safety and tourist information. International Students can access a range of additional advice and support services through the Student’s Union.

Employability and Career Development
The University is committed to helping students develop and enhance their employability profile and capabilities through learning opportunities embedded within the curriculum.

Furthermore, the University is committed to supporting students to develop their commitment towards a career pathway(s) and to implementing a career plan. Professional career guidance and development support is available throughout your time as a student and as a graduate from Career Development Services. The support available from Career Development Services includes a wide range of information resources, one to one appointments, a weekly workshop programme, a mentoring programme, graduate recruitment and careers fairs, plus information and help to you find part time work, summer work placements, graduate internship programmes and graduate entry vacancies. In addition, some students as part of their programme of study may have the opportunity to complete a Career & Personal Development accredited module delivered by the Career Development Service.

All students are encouraged to access Career Development Services at an early stage during their studies and to use the extensive resources available on their web site http://www.bradford.ac.uk/careers/
Career Development Services annually undertakes a survey of all graduates to find out their destination six months after graduation. The survey gathers data on the employment and further study routes graduates have entered and a range of other information including job roles, name and location of employers, salary details etc. The survey findings for each programme of study are presented on the programme information pages on the University website and via Career Development Services’ website [http://www.bradford.ac.uk/careers/](http://www.bradford.ac.uk/careers/)

The specific student support provided on this programme is through a dedicated tutor and adviser on the Pre-Registration Period. This tutor organises presentations by optometric employers, circulates job offers and provides advice on how to make successful applications for careers in optometry.

**Learner Development Unit for Academic Skills Advice**

For undergraduate students who are looking to improve their marks during their time at university, study skills and maths advice is available to all regardless of degree discipline or level of study. Students can access a programme of interactive workshops and clinics which is delivered throughout the year. This is in addition to our extremely popular face-to-face guidance from our advisors, who also offer a wide range of online and paper based materials for self-study.

[http://www.bradford.ac.uk/academic-skills/index.php](http://www.bradford.ac.uk/academic-skills/index.php)

**Disability**

Disabled students will find a supportive environment at Bradford where we are committed to ensuring that all aspects of student life are accessible to everyone. The Disability Service can help by providing equipment and advice to help you get the most out of your time at Bradford and is a place where you can discuss any concerns you may have about adjustments that you may need, whether these relate to study, personal care or other issues. For more information contact the Disability Service by phoning: 01274 233739 or via email: disabilities@bradford.ac.uk

**BSOVS Specific Support**

Diversity and Equality Support: the Equal Opportunities Facilitator (EOF)

We are committed to the promotion of equal opportunities and to ensuring that all students are treated equitably, irrespective of disability, family responsibilities, sexuality, gender, race, ethnic or national origin, socio-economic background or any other inappropriate distinction. For this purpose, the EOF is available to provide information, support and advice to all students regarding issues of Equal Opportunities.

**Personal Support: the Personal Tutor**

Every student is assigned an individual member of academic staff as a personal tutor. The major responsibilities of a personal tutor are:
1. To monitor the academic progress of their tutees through the Optometry programme.
2. To provide references in support of their tutees in relation to academic and professional attributes (for example, when applying for a job) or personal standing (for example, for financial institutions, government agencies or accommodation agencies).
3. To act as the representative of their tutees at examination boards (these determine issues such as whether examinations have been missed for good cause and if there are genuine reasons for poor results which should be taken into consideration). For this reason it is important that students keep their personal tutor informed of any factors which may adversely affect their progress on the programme.
4. To help students with personal problems. These might include loneliness, homesickness, financial worries, distress and upsets in families and other personal relationships, physical disability, anxiety, depression and so on. The personal tutor may be regarded as a first point of contact who may, as appropriate, direct a student to more specialized support (for example, medical centre, counselling service, disability office or student welfare services) within the university. All discussions of a personal nature between students and tutors will be treated in strict confidence.

Personal Support: the Clinical (university based) Tutor and a Clinical Mentor for the work-based learning modules.

Mentors will be appointed as Honorary Consultant Clinicians through the normal University procedures. The appointment process ensures quality assurance and provides adequate consideration of equal opportunity issues. Staff development and support will be offered to all mentors.

Organisational Support: Year Tutors

Year tutors are responsible for ensuring that the programme of study is managed in a manner that supports students' learning experience. They deal with a wide range of matters, including co-ordination of class lists, monitoring student attendance and performance, communication with Personal Tutors, acting as consultants on timetabling issues, receiving examination and coursework marks and serving on the Staff-Student Liaison Committee.
University policies and initiatives
Learning and Teaching

Our University approach to learning, teaching and assessment is encapsulated by an integrated set of themes and principles within our Curriculum Framework. All of our degree programmes have been designed to provide you with an inclusive and engaging learning environment which gives you the opportunity to thrive and develop in your area of study. Our research-informed programmes have a particular focus on developing your employability. We also place a strong emphasis on collaborative, real-world and enquiry-based learning, supported by appropriate learning technologies. Our assessment is designed not just to measure your achievement, but also to shape and guide your learning through preparing you for the increasing level of challenge as you progress through your degree. Together, these lead to you developing a distinctive set of graduate attributes which will prepare you for life beyond university.

Ecoversity:
Ecoversity is a strategic project of the University which aims to embed the principles of sustainable development into our decision-making, learning and teaching, research activities campus operations and lives of our staff and students. We do not claim to be a beacon for sustainable development but we aspire to become a leading University in this area. The facilities we create for teaching and learning, including teaching spaces, laboratories, IT labs and social spaces, will increasingly reflect our commitments to sustainable development. Staff and student participation in this initiative is crucial to its success and its inclusion in the programme specification is a clear signal that it is at the forefront of our thinking in programme development, delivery, monitoring and review. For more details see [http://www.brad.ac.uk/about/ecoversity/](http://www.brad.ac.uk/about/ecoversity/)

Education for Sustainable Development
The University of Bradford and the Faculty of Life Sciences are committed to the principles of Education for Sustainable Development as outlined in the UNESCO definition (see [http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-sustainable-development/](http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-sustainable-development/))

Responsible professionalism is a key aspect of optometric qualification and forms an integral part of modules in pharmacology, binocular vision, contact lenses, low vision, dispensing, clinical practice, professional studies and clinical decision making. In addition, critical thinking is a fundamental aspect of the research project module, inter-disciplinary approaches inform the ocular disease module, and participatory decision-making is required for clinical and clinical decision making modules.

Further Information
The Admissions Office
The University of Bradford
Richmond Road
Bradford, BD7 1DP

The Admissions Tutor
Bradford School of Optometry & Vision Science
The University of Bradford
The contents of this programme specification may change, subject to the University’s regulations and programme approval, monitoring and review procedure.