MODULE SPECIFICATION

KEY FACTS

<table>
<thead>
<tr>
<th>Module name</th>
<th>Vision in the aged</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module code</td>
<td>OVM012</td>
</tr>
<tr>
<td>School</td>
<td>School of Health Sciences</td>
</tr>
<tr>
<td>Department or equivalent</td>
<td>Division of Optometry and Visual Science</td>
</tr>
<tr>
<td>UK credits</td>
<td>15</td>
</tr>
<tr>
<td>ECTS</td>
<td>7.5</td>
</tr>
<tr>
<td>Level</td>
<td>M</td>
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</table>

MODULE SUMMARY

Module outline and aims

The rising mean age of our population has increased the need for understanding and managing the physiologic consequences of ageing on visual function. In this country, when people notice a deterioration in their vision, it is usually the optometrist who will first evaluate the problem. Given the number of age-related changes that effect visual performance, this module is an opportunity for optometrists to extend their knowledge and understanding and be informed of developments at the forefront of vision research.

Content outline

This module aims to provide you with:
- a systematic understanding of knowledge relating to vision in the aged, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of optometry
- the specialised theoretical base necessary to manage older patients
- up-to-date information of the highest quality, imparted by experts in the field

On this module you will learn about:
- The ageing population
- Changes in the anterior segment with age
- Systemic disease of old age
- Neuro-degenerative disease
- Changes in visual function with age
- Contact lenses for the over 40s
- The ageing vitreous
- The ageing retina
- Pathogenesis, clinical features and classification of age-related macular degeneration
- Medical management of age-related macular degeneration
- Examining elderly patients
- Ocular adverse reactions of drugs
- The pathogenesis of cataract
- Classification of cataract and the assessment of vision
WHAT WILL I BE EXPECTED TO ACHIEVE?

On successful completion of this module, you will be expected to be able to:

Knowledge and understanding:

- Appreciate the demographics and complex visual requirements of the older population
- Evaluate the most appropriate tests for investigating a given age-related problem and analyse the results from clinical tests appropriately
- Provide detailed explanation of, and differentiate between, age-related ocular diseases and their treatment

Skills:

- Analyse with critical awareness the results of appropriate clinical examinations
- Exercise and further develop the analytical skills required in the field of vision and ageing
- Demonstrate the independent learning ability required for continuing professional study
- Advance your own knowledge and understanding and develop your skills to a high level
- Adapt skills and interpret clinical results appropriately and safely
- Evaluate and analyse the presenting symptoms of an elderly patient along with optometric observations
- Appreciate the most appropriate management strategy for a given elderly patient communicating effectively with the patient and health care professionals
- Apply the complex knowledge gained from the module to clinical practice in order to improve management strategies informed by current research
- Operate in a complex and unpredictable environment with an overview of the issues governing best practice
Values and attitudes:

- Show an awareness of ethical practice

HOW WILL I LEARN?

It is well-established that adult learners learn best in smaller groups and with greater interaction. The module is therefore designed using a blended learning approach so that we can use the most appropriate teaching methods: the first day is delivered online using our Virtual Learning Environment (VLE) called Moodle. This allows you to study the background materials in your own time and as needed. This flexible approach also reduces time away from your practice with all of its cost implications. However, it is very important that you have significant face to face learning and so the remainder of the module is taught in didactic sessions of up to 32 students with the addition of group work and case discussions. All lecturers are experts and encourage questions and discussion during their teaching. Some will also include specific interaction sessions to encourage critical thinking and to allow you put what you have learnt into practice. Practical sessions work in groups of about 5/6 allowing you some hands-on experience and the chance to ask in-depth questions. Finally, virtual case discussions allow group discussion about specific cases.

Teaching pattern:

<table>
<thead>
<tr>
<th>Teaching component</th>
<th>Teaching type</th>
<th>Contact hours (scheduled)</th>
<th>Self-directed study hours (independent)</th>
<th>Placement hours</th>
<th>Total student learning hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 hours of online materials</td>
<td>Online lectures and tutorials delivered via Moodle</td>
<td>8</td>
<td>22</td>
<td>0</td>
<td>30</td>
</tr>
<tr>
<td>13 hours of lectures, practical classes and workshops and demonstrations</td>
<td>Lectures, practical classes and workshops, demonstrations and discussions</td>
<td>13</td>
<td>107</td>
<td>0</td>
<td>120</td>
</tr>
</tbody>
</table>

Totals 21 129 0 150

WHAT TYPES OF ASSESSMENT AND FEEDBACK CAN I EXPECT?

Assessments

The assessment consists of a written assessment (MCQs). Questions will test your critical and evaluative understanding, clinical recognition skills, ability to differentially diagnose and application of knowledge.
Assessment pattern:

<table>
<thead>
<tr>
<th>Assessment component</th>
<th>Assessment type</th>
<th>Weighting</th>
<th>Minimum qualifying mark</th>
<th>Pass/Fail?</th>
</tr>
</thead>
<tbody>
<tr>
<td>MCQ exam</td>
<td>Written Exam</td>
<td>100%</td>
<td>50%</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Assessment Criteria

Assessment Criteria are descriptions, based on the intended learning outcomes, of the skills, knowledge or attitudes that you need to demonstrate in order to complete an assessment successfully, providing a mechanism by which the quality of work can be measured. Grade-Related Criteria are descriptions of the level of skills, knowledge or attributes that you need to demonstrate in order achieve a certain grade or mark in an assessment, providing a mechanism by which the quality of an assessment can be measured and placed within the overall set of marks. Assessment Criteria and Grade-Related Criteria will be made available to you to support you in completing assessments. These will be provided on the virtual learning environment or attached to a specific assessment task.

Feedback on assessment

Feedback will be provided in line with our Assessment and Feedback Policy. For end of module examinations or an equivalent significant task, feedback will normally be provided within four weeks of the submission deadline or assessment date. In the case of smaller pieces of work you will normally be provided with feedback within three weeks. This would normally include a provisional grade or mark. The timescale for feedback on final year projects or dissertations may be longer. The full policy can be found at: https://www.city.ac.uk/__data/assets/pdf_file/0008/68921/assessment_and_feedback_policy.pdf

Assessment Regulations

The Pass mark for each module is 50%. Where the module requires more than one assessment, the contribution of each to the final mark is stated in the module specification.

In the event of a fail mark being awarded, the following will apply

Resit: You will normally be offered one resit attempt. However, if you did not participate in the first assessment and have no extenuating circumstances, you may not be offered a resit.

If you are successful in the resit, you shall be awarded the credit for that module. The mark used for the purpose of calculation towards your Award shall be calculated from the original marks for the component(s) that you passed at first attempt and the minimum pass mark for the component(s) for which you took a resit.
If you do not satisfy your resit by the date specified you will not progress and the Assessment Board shall require that you withdraw from the Programme.

If you would like to know more about the way in which assessment works at City, please see the full version of the Assessment Regulations at: http://www.city.ac.uk/__data/assets/word_doc/0003/69249/s19.doc

INDICATIVE READING LIST


Notes relating to each lecture are provided on-line. Individual lecture notes also specify recommended further reading (including journal articles and research reports).

Version: 2.0
Version date: July 2014
For use from: 2014-15

Appendix:

CODES

<table>
<thead>
<tr>
<th>HESA Code</th>
<th>Description</th>
<th>Price Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Anatomy and Physiology</td>
<td>B</td>
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</table>

<table>
<thead>
<tr>
<th>JACS Code</th>
<th>Description</th>
<th>Percentage (%)</th>
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<tbody>
<tr>
<td>B510</td>
<td>The study of the principles and techniques for examining, diagnosing and treating conditions of the human visual system.</td>
<td>100</td>
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