

## MODULE SPECIFICATION – POSTGRADUATE PROGRAMMES

### KEY FACTS

Module name	Professional Certificate in Low Vision
Module code	OVM013
School	School of Health Sciences
Division	Division of Optometry and Visual Science
UK credits	15
ECTS	7.5
Level	7

### MODULE SUMMARY

#### Module outline and aims

From time to time, every practising optometrist encounters patients who suffer from, or develop impaired vision. With the increasing mean age of our population, the number of patients with impaired vision will rise since a great many conditions causing impaired vision are due to "ageing". Given the specialist nature of the topic, it is clear that many more optometrists will need to increase their knowledge and understanding of optometric and general issues relating to the needs of the visually impaired person in order to serve the community effectively. The advanced level of information imparted on this module will update you on recent developments in vision research relevant to visual impairment in addition to providing you with knowledge which will help you to manage a visually impaired person in practice.

#### Content outline

This module aims to provide you with:

- the specialised theory of low vision assessment, in order to maximise visual performance
- knowledge to enable you to meet patients' complex visual requirements, being critically aware of the clinical protocols to follow in order to prescribe the most suitable low vision aid
- specialised knowledge of pathology, psychology, therapy, lighting, the law, social services and support groups.

On this module you will learn about:

Definitions and epidemiology of visual impairment

Registration and Certification process in the UK including benefits of registration

Assessing visual performance and refracting a patient with visual impairment

Different organisations involved in low vision care in the UK including different service modules

Optics of low vision devices

Prescription and dispensing of optical, non-optical and electronic aids

Rehabilitation techniques such as eccentric viewing and steady eye fixation strategy

The use of contrast and lighting to maximise performance in visually impaired people  
Children and visual impairment including the law relating to low vision service provision in this population  
Optometric management of visually impaired patients including children  
Psychosocial effect of visual impairment and its management  
New research on low vision rehabilitation

## **WHAT WILL I BE EXPECTED TO ACHIEVE?**

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

### Knowledge and understanding:

- Demonstrate in-depth knowledge on how to critically evaluate and assess the visually impaired person presenting in everyday practice
- Be critically aware of the available low vision devices and be able to advise the patient accordingly
- Provide a detailed explanation, and differentiate between available services and entitlements.

### Skills:

- Be critically aware of recent research and accepted clinical practice in the field of visual impairment
- Exercise and further develop the analytical skills required in the field of visual impairment
- Demonstrate a refinement of their analytical and problem-solving skills
- Advance your own knowledge and understanding and develop your skills to a high level
- Synthesise information from a number of sources i.e. RNIB, social services, ophthalmologists in order to develop your overall knowledge and understanding
- Communicate effectively with visually impaired individuals, relatives and carers
- Refine problem-solving skills to enable the patient to live as independently as possible given their level of visual impairment and other possible disabilities
- Use appropriate judgement in patient management having analysed the visual requirements of the patient
- Refer patients appropriately

Values and attitudes:

- Use appropriate interpersonal and communication skills

**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.

*Teaching pattern:*

Teaching component	Teaching type	Contact hours (scheduled)	Self-directed study hours (independent)	Placement hours	Total student learning hours
Online lectures	Online lectures delivered via Moodle	7	22	0	29
Lectures	Face to face lectures	14	103	0	117
Practical sessions	Practical Sessions	4	0		4
Totals		25	125	0	150

**WHAT TYPES OF ASSESSMENT AND FEEDBACK CAN I EXPECT?**

Assessments

The assessment will consist of an MCQ paper, a practical skills assessment (OSCE) and a written assignment. Questions will test your critical and evaluative understanding, clinical recognition skills, ability to differentially diagnose and application of knowledge.

Knowledge components of competence will be tested using MCQs (30%). Key clinical competencies and patient management will be assessed by OSCEs (50%). Knowledge of local and national services in the voluntary and social sector will be assessed by a written assignment of no more than 2000 words (20%). Further details can be found in the assessment criteria available on Moodle.

Students will be expected to pass (i.e. achieve 50%) each component. The overall module mark will be generated by the weighting.

#### *Assessment pattern*

<b>Assessment component</b>	<b>Assessment type</b>	<b>Weighting</b>	<b>Minimum qualifying mark</b>	<b>Pass/Fail?</b>
MCQ Exam	Written Exam	30	50%	N/A
Practical Skills Assessment	Practical Skills Assessment	50	50%	N/A
Written Assignment	Written Assignment	20	50%	N/A

Resit Provisions: If the Assessment Board for the Programme requires that a resit be conducted then you should normally resit any component where the component pass mark has not been reached, but the component mark will be capped at 50% irrespective of the original/resit component marks. The marks gained for the rest of the components will stand.

#### Assessment criteria

Assessment Criteria are descriptions of the skills, knowledge or attributes you need to demonstrate in order to complete an assessment successfully and Grade-Related Criteria are descriptions of the skills, knowledge or attributes you need to demonstrate to achieve a certain grade or mark in an assessment. Assessment Criteria and Grade-Related Criteria for module assessments will be made available to you prior to an assessment taking place. More information will be available from the module leader.

#### Feedback on assessment

Following an assessment, you will be given your marks and feedback in line with the Assessment Regulations and Policy. More information on the timing and type of feedback that will be provided for each assessment will be available from the module leader.

#### Assessment Regulations

Any minimum qualifying marks for specific assessments are listed in the table above. The weighting of the different components can also be found above. The Programme Specification contains information on what happens if you fail an assessment component or the module.

## INDICATIVE READING LIST

Dickinson, C.M., 1998. Low Vision: principles and practice Oxford: Butterworth Heinemann

Macnaughton, J. 2005 Low vision assessment. Philadelphia: Elsevier-Butterworth-Heinemann, 2005.

Brilliant, R. L. 1999. Essentials of Low Vision Practice. Boston: Butterworth-Heinemann

Ryan, B., Sinclair, A., Woodhouse, M. 2009 Low Vision: The Essential Guide for Optometrists. London: Guide Dogs for the Blind Association

Jackson, A.J., Wolffsohn, J.S. 2007. Low Vision Manual. Philadelphia: Butterworth-Heinemann-Elsevier

Kanski, J.J. and Bowling, B. (2011) Clinical ophthalmology: a systematic approach (7th Edition). Oxford: Butterworth-Heinemann.

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

Version: 6.0

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For use from: 2018-19

**Appendix:** see <http://www.hesa.ac.uk/content/view/1805/296/> for the full list of JACS codes and descriptions

## CODES

HESA Code	Description	Price Group
106	Anatomy of Physiology	B

JACS Code	Description	Percentage (%)
B510	The study of the principles and techniques for examining, diagnosing and treating conditions of the human visual system.	100