Module Specification

The Ageing Eye

Version: 2025-26, v1.0, Approved

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Part 1: Information

Module title: The Ageing Eye

Module code: UZYYHU-30-2

Level: Level 5

For implementation from: 2025-26

UWE credit rating: 30

ECTS credit rating: 15

College: College of Health, Science & Society

School: CHSS School of Health and Social Wellbeing

Partner institutions: None

Field: Allied Health Professions

Module type: Module

Pre-requisites: None

Excluded combinations: None

Co-requisites: None

Continuing professional development: No

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: The Ageing Eye module follows the eye as it ages and has a focus on optometry in paediatric and geriatric populations. It covers techniques and technology used to identify the causes of ocular diseases that result in certified sight impairment, as well as how to clinically support patients with sight impairment.

Features: Not applicable

Educational aims: To prepare students for interaction with a variety of vulnerable populations including those with additional needs, those certified as sight impaired and, the immature and mature eye.
To provide students with the skills to perform and interpret results from history taking, ocular examination techniques and technology.
To enable students to identify the most appropriate tests for groups and populations.
To enable students to identify ocular abnormality and be aware of the types of ocular abnormality that impacts various groups.

Outline syllabus: The syllabus will typically cover:

Testing the paediatric population
Adapting routine examination, including tests and techniques used in children and those with additional needs.
Sight impairment in the elderly and in children, including advice, referral, and management.
The importance of patient history and systemic medications
Ocular techniques and technology interpretation including OCT technology, tonometry, visual fields and other biometry.
Use of Contact tonometers.
Visual illusions and perception and their link with visual conditions.
Collaborative patient care, consent and understanding the roles of carers and power of attorney.

Part 3: Teaching and learning methods

Teaching and learning methods: A variety of approaches will typically be used to deliver the module content which will include lectures, seminars sessions, practical sessions and workshops, which may also include elements of peer learning and feedback.

There will be a student-centred approach to teaching, where individual responsibility for learning and development is encouraged. Independent learning will include

essential reading, quiz preparation and completion, and case study preparation. Students will be given support and direction for self-directed learning throughout the module.

Teaching will employ a practice-led approach through various means including practical sessions that will allow students to perform techniques, take part in role-play activities, specific tasks (including contact tonometry) and workshops. This will cover sight impairment, optical equipment/technology, and paediatric specific skills. The tasks will be relevant to real-world situations and focus on case study activities.

Students will be engaged in critical enquiry learning through case study tasks and their assessments. This will also be used when working with mock low vision patients and include problem solving for their visual needs.

Formative assessment including feedback will form a key part of students learning. Students will be encouraged to engage in peer-support/feedback and will receive on-going feedback from professionals, throughout the module.

Module Learning outcomes: On successful completion of this module students will achieve the following learning outcomes.

MO1 Record an appropriate history, assess the visual function and appropriately manage, refer, and recommend suitable optical devices and non-optical aids for a sight impaired patient.

MO2 Interpret examination findings and apply knowledge to suggest further investigation for a patient and aid differential diagnosis.

MO3 Implement appropriate examination techniques, referrals, safeguarding and dispensing for paediatric patients, patients with additional requirements and vulnerable patients.

MO4 Use contact tonometer's safely to measure intraocular pressure and analyse and interpret the results

Hours to be allocated: 300

Contact hours:

Independent study/self-guided study = 228 hours

Face-to-face learning = 72 hours

Reading list: The reading list for this module can be accessed at readinglists.uwe.ac.uk via the following link https://uwe.rl.talis.com/index.html

Part 4: Assessment

Assessment strategy: This module will be assessed by:

Portfolio: 100%
Students will complete a portfolio of clinical skills competencies to include assessment of patient with low vision, paediatric assessment, interpretation of advanced techniques and technology. Students will review case studies and complete a reflective assignment.

Rationale: This component will assess both the practical elements, to ensure students are able to reach an appropriate standard of technique; and the theoretical knowledge by implementing the correct strategies. The use of case studies encourages practical application, independent research and writing skills.

Formative Assessment: Students will be given the opportunity to complete peer mock assessments for all the practical elements of the portfolio. Students will also receive in the moment feedback from professionals for all practical clinics and peer support/feedback will be encouraged.

Assessment tasks:

Portfolio (First Sit)
Description: Portfolio
Weighting: 100 %
Final assessment: Yes
Group work: No
Learning outcomes tested: MO1, MO2, MO3, MO4

Portfolio (Resit)
Description: Portfolio
Weighting: 100 %
Final assessment: Yes
Group work: No
Learning outcomes tested: MO1, MO2, MO3, MO4

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Optometry [Glenside] MSci 2024-25