

Bradford College

Programme Specification

Diploma in Ophthalmic Dispensing Part-time face-to-face delivery

1	Teaching Institution	Bradford College
2	Delivery Location(s)	Face-to-face delivery at Bradford College
3	Programme Externally Accredited by (e.g. PSRB)	General Optical Council (GOC) Association of British Dispensing Opticians (ABDO)
4	Award Title(s)	Diploma in Ophthalmic Dispensing
5	QCF Level	6
6	Mode of Attendance	Part-time - one day per week
7	Duration of Study	3 years
8	Relevant QAA Subject Benchmarking Group(s)	Optometry 2019
9	Relevant Additional External Reference Points	GOC Standards for approval of qualifications ABDO Syllabus 2023
10	Date of Approval/ Revision	June 2023

<p>11</p>	<p>Criteria for Admission to the Programme</p> <p>A minimum of 5 GCSEs (A* - C) including Mathematics, English and Science.</p> <p>One A Level (Grade D) or equivalent.</p> <p>Applications from candidates who do not meet these criteria but have experience in the subject area are welcomed. These applicants will follow the College's Recognition of Prior Learning Procedures for Higher Education.</p> <p>Employment in a GOC-registered optician's practice for at least 20 hours per week.</p> <p>You will be required to have a GOC-registered supervisor throughout this Diploma programme.</p> <p>Applicants who have completed a relevant in-house training course may be eligible for RPL covering the first year of the programme and potentially allowing direct entry onto Year 2 of the Diploma.</p> <p>On enrolment, you must have membership with ABDO and be registered with the GOC.</p>
<p>12</p>	<p>The principal aims of the programme are to:</p> <ul style="list-style-type: none"> • Provide a broad, analytical and integrated ophthalmic dispensing curriculum, informed by the GOC and ABDO, which develops a range of technical, professional, vocational, employability, transferable and key skills appropriate to the level of the award and to the ophthalmic dispensing profession; • Develop lifelong, independent and reflective students; • Produce graduates with the potential to apply a variety of methods, skills and creative approaches who will contribute to the skill base of the local ophthalmic economy; • Produce graduates who are ready to further their careers in ophthalmic dispensing through promotion from an existing role, or through readiness to undertake further ophthalmic specialised study; • Develop a broad appreciation of management and legal concepts relevant to the needs of the ophthalmic industry and practice.
<p>13</p>	<p>Distinctive features of the programme</p> <ul style="list-style-type: none"> ▪ The programme is designed to prepare students already working in (and supported by their) optical practice for employment as qualified Dispensing Opticians. ▪ There are five educational establishments in total providing ophthalmic dispensing qualifications. The Diploma in Ophthalmic Dispensing provides a comprehensive programme of study up to Level 6. Students receive a professional qualification on successful completion of their practical examinations. ▪ The delivery of the Diploma benefits from the industrial and academic experience of the 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.

- The Bradford College Ophthalmic Dispensing department has excellent links with the optical industry. These include:
 - Hoya UK Ltd - Ophthalmic Lens Manufacturer;
 - Rodenstock - Ophthalmic Lens Manufacturer;
 - Optimum Rx Group - Ophthalmic Lens Manufacturer;
 - Stepper UK Ltd - Spectacle Manufacturer; and
 - Coopervision - Contact Lens manufacturer.

- Lecturers from ABDO and the GOC visit the College annually to provide you with information about registration and membership.

14	Learning Outcomes	
	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, including the impact of values, ethics and practice.
	K2	Professional and legal issues relevant to employment as a Dispensing Optician.
	K3	The physiological basis of the mechanisms of visual science.
	K4	Areas of management, marketing and retail relevant to the role of a dispensing optician.
	Cognitive/Intellectual Skills	
	On completion of the programme, successful students will be able to demonstrate the ability to:	
	C1	Appraise, critically evaluate, synthesise and apply optical principles in both theory and practice.
	C2	Employ critical 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 comprehensive range of research methods and designs appropriate to investigations in ophthalmic dispensing and management.
	C4	Solve complex problems in key areas of ophthalmic dispensing and management and apply appropriate knowledge/methods for their solution.
	Practical/Professional 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 an autonomous Dispensing Optician.
	P2	Operate legally and ethically in complex situations within the guidelines of the General Optical Council, requiring selection and application from a wide range of techniques.
	P3	Analyse complex prescriptions effectively and accurately and dispense them in an appropriate, professional manner with limited supervision.
	P4	Apply technical skills in the use of clinical instruments in optometric practices to assist in critically analysing clinical cases.
	Key Transferable Skills	
	On completion of the programme, successful students will be able to demonstrate the ability to:	
T1	Select, apply and critically evaluate appropriate learning resources.	
T2	Select and effectively employ a range of communication methods appropriate to the study or work context.	
T3	Appraise factors which enhance roles within a team, team working, and which modify and evaluate personal effectiveness within the team.	
T4	Select, apply and critically evaluate appropriate numerical skills associated with complex and open-ended tasks.	
T5	Determine and reflect on academic, professional and personal goals.	
T6	Recall, review and critically evaluate key performance indicators in work contexts and seek improvement thereof.	

15 Learning and teaching strategies

The teaching and learning strategies for delivery of the Diploma reflect the aims of the College's Learning, Teaching and Assessment Strategy and are designed to enable you to achieve the aims and learning outcomes. The provision of opportunities for the integration of theory and practice, aligned with 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 your learning including formative assessment, with feedback 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 by the use of a range of teaching and learning methods employed throughout the Diploma, including the following:

- seminars, tutorials and practical sessions;
- self-directed learning;
- lectures; and
- workshops.

You will be expected to undertake a range of personal reading from sources provided on the VLE and through library-based research. You will also be encouraged to engage in reflective activity at all stages of the Diploma.

The curriculum and the teaching styles employed by staff are both designed to encourage and facilitate active participation by students. You are encouraged to use a wide range of materials drawn from various sources to enhance your achievement, for example: case studies and online resources.

As this is a vocational programme, the intended learning outcomes are focussed on developing your practitioner skills and professional attributes.

In line with College policy, the practice of lecturers is subject to regular and systematic management and peer observation. Lecturers receive feedback on their practice and are encouraged to reflect upon ways in which their pedagogical 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	Year 1	Year 2	Year 3
Scheduled	33%	33%	25%
Guided independent study	67%	67%	75%
Placement	0%	0%	0%

16 Assessment Strategy/Key Assessment Methods

The programme follows all requirements of the current ABDO syllabus and complies with GOC requirements, including practical assessments based around the GOC outcomes.

A diverse range of assessment methods will enable you to demonstrate you have met the range of learning outcomes required by the Diploma. These methods have been agreed with the ABDO and the GOC, which involves internal and external scrutiny. They are also reviewed regularly to account for student views and workload, feedback from the External Examiner and the changing needs of the industry. The range of methods employed includes oral presentations, examinations, oral examinations (vivas), case studies and practical demonstrations, showing a greater diversity in the types of assessments completed under controlled conditions.

Student performance is rigorously assessed and you will receive written and oral formative and summative feedback.

Assignment briefs use appropriate scenarios that reflect the professional and technical skills required by the industry.

Assessment methods

	Year 1	Year 2	Year 3
Exams	35%	20.8%	30%
Written Academic Work	15%	29.2%	30%
OSCE style stations	0%	8.3%	0%
VIVA	5%	8.3%	0%
MCQ	5%	16.7%	10%
Practical Tracking Sheet	20%	16.7%	20%
Portfolio of Tasks	20%	0%	10%

17	Programme Units	
	Year 1	
	Code	Title
	TBC	Theory of General Optics
	TBC	Patient-Centred Care
	TBC	Theory of Ophthalmic Lenses
	TBC	Ophthalmic Dispensing Practice
	TBC	Practitioner Development (Part 1)
	Year 2	
	TBC	Ocular Anatomy
	TBC	Ocular Pathology
	TBC	Theory of Ophthalmic and Paediatric Dispensing
	TBC	Standards of Practice
	TBC	The Assessment of Refractive Errors
	TBC	Practitioner Development (Part 2)
	Year 3	
	TBC	The Assessment and Management of Visual Impairment and the Principles of Contact Lens Wear
	TBC	The Assessment and Management of Refractive Errors
	TBC	Advanced Ophthalmic Dispensing Practice
	TBC	Advanced Theory of Ophthalmic Lenses
TBC	Practitioner Development (Part 3)	

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Assessment Map**Year 1**

Code	Title	Component 1	Weighting	Component 2	Weighting
TBC	Theory of General Optics	Written exam	100%	N/A	
TBC	Patient-Centred Care	Written academic piece	75%	Oral examination	25%
TBC	Theory of Ophthalmic Lenses	Written exam	75%	Multiple Choice Questions	25%
TBC	Ophthalmic Dispensing Practice	Tracking sheet	100%	N/A	
TBC	Practitioner Development (Part 1)	Portfolio of tasks	100%	N/A	

Year 2

TBC	Ocular Anatomy	Multiple Choice Questions	25%	Written exam	75%
TBC	Ocular Pathology	Station exams	50%	Examination	50%
TBC	Theory of Ophthalmic and Paediatric Dispensing	Multiple Choice Questions	75%	Oral examination	25%
TBC	Standards of Practice	Written academic piece	75%	Oral examination	25%
TBC	The Assessment of Refractive Errors	Tracking sheet	100%	N/A	
TBC	Practitioner Development (Part 2)	Written academic piece	100%	N/A	

Year 3					
TBC	The Assessment and Management of Visual Impairment and Principles of Contact Lens Wear	Portfolio of tasks	50%	Written academic piece	50%
TBC	The Assessment and Management of Refractive Errors	Multiple Choice Questions	25%	Examination	75%
TBC	Advanced Ophthalmic Dispensing Practice	Tracking sheet	100%		
TBC	Advanced Theory of Ophthalmic Lenses	Examination	75%	Multiple Choice Questions	25%
TBC	Practitioner Development (Part 3)	Research proposal	10%	Research project	90%

19 Programme Structure

Bradford College offers an extensive curriculum range covering all levels from basic education to Masters Level. Programmes in Ophthalmic Dispensing have been offered in the College since 1948.

The Ophthalmic Dispensing team is responsible for the delivery of the Diploma in Ophthalmic Dispensing which is professionally accredited by the General Optical Council (GOC) and the Association of British Dispensing Opticians (ABDO).

The Diploma is delivered over three years on a part-time basis. Both theory and practical elements of the programme are delivered to develop a broad range of skills. The programme is designed to support the continued development of core skills to enable you to qualify as an effective Dispensing Optician.

The requirements for approved qualifications in Dispensing Optics and outcomes for registration were introduced in March 2021. Students who enrol on the Diploma in Ophthalmic Dispensing have to achieve and/or demonstrate all of the published GOC outcomes before they can register on the Opticians Register as a fully qualified Dispensing Optician. Achievement of the outcomes will provide you with the practical knowledge and skills necessary to practise safely as a Dispensing Optician.

All students are informed of the GOC outcomes for registration and of how and when these will be tracked and assessed. It is hoped that a GOC representative will speak to the students annually about the outcomes for registration and the importance of registration.

The units explicitly address the content and the assessment of the ABDO Diploma in Ophthalmic Dispensing Syllabus 2023. This ensures that students successfully completing the Diploma at Bradford College will be exempt from sitting the ABDO Theoretical Examinations.

The delivery of the units and assessments you will complete on the Diploma are mapped to the GOC outcomes for registration. The outcomes for registration must be passed without compensation if you wish to achieve the professional qualification of Fellow of British Dispensing Opticians (FBDO).

The programme structure has been designed following feedback from both students and employers and will gradually build specialised skills to produce knowledgeable and competent dispensing opticians.

Structure Chart

Year 1

Semester 1	Semester 2
Theory of General Optics	Theory of Ophthalmic Lenses
Patient-Centred Care	Ophthalmic Dispensing Practice
Practitioner Development (Part 1)	

There are five units in Year 1. Theory of General Optics, delivered first, is designed to introduce you to basic optical concepts and will aid with a unit delivered in Semester 2 - Theory of Ophthalmic Lenses - which in turn will help to inform the Advanced Theory of Ophthalmic Lenses in Year 3. Patient-Centred Care is delivered in semester 1 to gradually

build up the required skills to support the creation of the ABDO pre-qualification portfolio and as preparation for the subsequent Theory of Ophthalmic and Paediatric Dispensing unit in Year 2. Ophthalmic Dispensing Practice is designed to prepare you for the ABDO Preliminary Qualifying Exams which will take place in May/June and which you will be expected to sit in the month following completion of the study year.

Year 2

Semester 1	Semester 2
Ocular Anatomy	Theory of Ophthalmic and Paediatric Dispensing
Standards of Practice	The Assessment of Refractive Errors
	Ocular Pathology
Practitioner Development (Part 2)	

There are six units in Year 2. Ocular Anatomy is delivered first and introduces you to structures in the eye and adnexa (anatomy) and will help to inform the Ocular Pathology unit which is delivered in semester 2. The Standards of Practice unit in semester 1 will act as a foundation for referral procedures which will be addressed in more detail in the Ocular Pathology unit in semester 2.

The Standards of Practice unit and the Theory of Ophthalmic and Paediatric Dispensing unit in semester 2 are both designed to help you in the completion of the Pre-Qualifying portfolio required for the Final Qualifying Examinations sat at the end of Year 3. The Assessment of Refractive Errors unit is designed to introduce some of the practical aspects of refraction, which will lead into The Assessment and Management of Refractive Errors unit which is delivered in Year 3.

Year 3

Semester 1	Semester 2
Advanced Theory of Ophthalmic Lenses	The Assessment and Management of Refractive Errors
The Assessment and Management of Visual Impairment and The Principles of Contact Lens Wear	Advanced Ophthalmic Dispensing Practice
Practitioner Development (Part 3)	

There are five units in Year 3. The Assessment and Management of Visual Impairment and The Principles of Contact Lens Wear unit is designed to support the relevant GOC outcomes and the completion of relevant case records in the pre-qualifying portfolio. The Advanced Theory of Ophthalmic Lenses unit is designed to build on the mathematical principles taught in Years 1 and 2. The Assessment and Management of Refractive Errors unit introduces you to aspects of optometric practice and builds on knowledge gained in Year two, as well as covering numerous GOC outcomes.

Advanced Ophthalmic Dispensing Practice is delivered at the end of the year. This unit will develop the more advanced dispensing skills required for the ABDO Final Qualifying Practical Examination at the end of Year 3.

Support for Students and Their Learning

Students enrolling on the Diploma 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 are available across all units.

Each unit will have its own dedicated handbook, which will detail the learning process fully. This is in addition to the programme handbook and the Bradford College student handbook, which will detail the opportunities and responsibilities of the students while studying with the College. The unit handbook will be situated on the unit's own dedicated Moodle page, along with other resources and exercises.

Induction comprises a full programme of events designed to welcome you to the College and make you familiar with your 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.

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. Students have access to the main David Hockney Library where a comprehensive range of resources is available, along with a smaller library provision based in the Advanced Technology Centre. 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

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.

Other areas of student support include:

- English and Maths workshops;
- Information and Communication Technology facilities throughout the College.

Programme Level

Each student on the programme will have a named tutor available for support throughout the academic year. 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, MS Teams and the VLE.

Due to the semesterised delivery of the Diploma, we are able to monitor progress of each individual student on a regular basis, and students who have had difficulty with a particular unit, for example, are able to access additional tutorial support, if required. Formative assessment will be utilised throughout each unit and feedback will be given for the exercises to facilitate development through the unit. Feedback for summative assessment will also be used developmentally to inform future units, or to consider whether further assessment attempts are required.

	<p>The tutorial system will also address potential issues around engagement and attendance, and the Bradford College attendance policy will be utilised on the Diploma.</p> <p>Students will elect a programme representative who will be able to raise issues of behalf of individuals or the whole cohort to the programme/unit leaders at Programme Committee meetings.</p> <p>The Ophthalmic Dispensing area is equipped with specialist equipment that reflects the standards currently required by industry and the equipment is reviewed annually.</p> <p>Talks presented by the professional bodies and external speakers from industry enhance the learning resources made available to students.</p> <p>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.</p>
21	<p>Methods for evaluating and enhancing the quality of learning opportunities</p> <ul style="list-style-type: none"> ▪ Student Experience Surveys (post-induction and end of year). ▪ Student unit evaluations. ▪ Tutor unit evaluations. ▪ Annual programme monitoring and evaluation reports - including analysis of key performance indicators e.g. admissions, retention, achievement, degree classifications, employment destinations, etc. ▪ Student staff liaison through Programme Committee meetings. ▪ External Examiners reports. ▪ Assessment boards.

Map of Outcomes to Units

T = Taught A = Assessed

Unit Title	K1	K2	K3	K4	C1	C2	C3	C4	P1	P2	P3	P4	T1	T2	T3	T4	T5	T6
Theory of General Optics	TA				TA			T										TA
Theory of Ophthalmic Lenses	TA				TA		T										TA	
Patient-Centred Care	TA			TA	T	TA	TA						T	TA	T	TA		
Ophthalmic Dispensing Practice	TA			T	TA			T	TA			TA						
Practitioner Development (Part 1)	TA	TA		T	TA	TA	TA	TA	TA	TA	TA	T	T	TA	T	TA	TA	TA
Ocular Anatomy	TA		TA		T		T											
Practitioner Development (Part 2)	TA	TA		TA		T	TA	TA					TA		TA			TA
Ocular Pathology	TA	TA	TA			TA	T			TA			T					
Theory of Ophthalmic and Paediatric Dispensing	TA	TA	T	T	TA	T	T	T	TA		T	T			T	T	T	T
Standards of Practice	TA	TA	TA		TA			T	TDA		TA				TA	T		
The Assessment of Refractive Errors	T	T			TA				TA		T	TA						
Advanced Theory of Ophthalmic Lenses	TA				TA			TA	T			TA	T				TA	

The Assessment and Management of Visual Impairment and Principles of Contact Lens Wear	TA	TA	TA	T	TA	TA	TA	TA			TA	T						
The Assessment and Management of Refractive Errors	TA	T	TA		TA	T	T	TA				T				TA		
Advanced Ophthalmic Dispensing Practice	TA	T			TA		T	TA	TA		T	TA						
Practitioner Development (Part 3)	TA	TA	T	TA	A	T	TA	TA		T			TA	T	T	A		TA