UNIVERSITY OF LEICESTER

Programme Specification (Undergraduate) FOR ENTRY YEAR: 2026/27

Date created: 20.06.25 **Last amended:** 03/03/2026 **Version no.** 1 **Date approved by EQED:** 1

1. Programme title(s) and code(s):

Master of Optometry (MOptom) (HECOS: 100036)

Certificate of Higher Education (Optical Science)*

Diploma of Higher Education (Optical Science)*

Bachelor of Science (Optical Science)*

Notes

* An award marked with an asterisk is only available as an exit award and is not available for students to register onto. Exit awards are **not recognised** nor registerable with the GOC.

a) HECOS Code

HECOS Code	%
100036	100

b) UCAS Code (where required)

B512

2. Awarding body or institution:

University of Leicester

3. a) Mode of study

Full-time

c) Type of study

Campus-based

4. Registration periods:

The normal period of registration is 4 years

The maximum period of registration 6 years

5. Typical entry requirements

Grades:

- **A-Level:** At least 3 A-Levels at AAB, comprising: at least one from Biology *or* Physics, plus at least one from; Biology / Chemistry / Physics / Maths / Psychology; minimum grades (*Excluding: General Studies, Citizenship Studies, Global Perspectives)*
- **GCSE:** At least 5 GCSEs at 5/C or above, including; Maths (6/B); English Language (6/B); Science subjects (6/B) (single, dependent upon those taken at A-Level) (*Excluding: English as a Second Language)*
- **IB:** Pass Diploma with 30 points overall including three higher level subjects at 6, 6, 6. Higher level subjects required are Biology or Chemistry or Physics plus Biology, Chemistry, Physics, Maths or Psychology). Minimum of grade 4 in Mathematics or 5 in SL Mathematics Analysis & Approaches or SL6 in Mathematics Application and Interpretation if minimum of grade 6/B not held in Maths GCSE, plus grade 5 in English A or 6 in English B if minimum of grade 6/B not held in GCSE English Language.

- **BTEC (Level 3 National Extended):** D*D*D
- **Access to HE:** (≥21years / ≥3 years since last A-Level sitting when start Access to HES) 45 credits at Distinction (at least 15 in Biology and 15 in Chemistry or Physics)
- **Graduates:** 2:1 or above in science-related degree subject on a case-by-case basis.
- **Course transfers:** Foundation in Optometry (external) or relevant degree within University of Leicester with a 70% end of year average with at least 65% in each module.
- **International Foundation Year:** As per A-Level requirements (in addition to IELTS requirements below)
- **Armed Forces:** See HEPAF pathway.
- **T-Levels:** Healthcare Science (Distinction) with Grade A in Optical Care Services.
- **Resits:** 1 resit sitting for maximum of 2 subjects (GCSE or A-Level)
- **Contextual:** 1x grade drop from requirements
- **IELTS:** Level 7, with minimum of 6.5 in each category

Personal:

- **Occupational Health clearance:** This will take place in the first weeks of study, with completion expected within the first six weeks of study in line with PSRB requirements for student registration. The criteria for fitness to train will be in line with HEOPS (Higher Education Occupational Physicians/Practitioners) Optometry Students – Standards of Medical Fitness to Train in addition to local School of Healthcare policies (such as vaccination status).
- **Enhanced DBS:** This will be applied for once students are enrolled upon the programme and the costs will be covered by the programme rather than the student. Students will not be permitted to undertake any patient-facing clinical work until this report has been returned and confirmation of status has taken place. In cases of criminal history, this will be discussed on a case-by-case basis in conjunction with the School of Healthcare and GOC.
- **Acceptance of offers:** All offers made to students will be conditional to meeting the above requirements.

6. Accreditation of Prior Learning

N/A

7. Programme aims

The Master of Optometry (MOptom) programme aims to prepare graduates to enter the optometric workforce as a fully-qualified and General Optical Council (GOC) registered optometrist. The programme has been designed to meet the GOC Requirements for Approved Qualifications in Optometry and will ensure that graduates will be able to meet the GOC Standards of Practice for Optometrists.

The MOptom programme will:

- Provide the knowledge, skills and professional behaviours/attributes required to enter the profession as a qualified optometrist across the breadth of the professional sector (from High Street primary care through to hospital-based work).
- Create graduates able to comfortably engage with academic resources to support evidence-based practice and continuing professional development in order to future-proof their qualification.
- Ensure that graduates have developed excellent clinical skills built upon firm foundational theory. Additionally, they will be able to work effectively within teams, including those of other professional backgrounds in a multi-disciplinary setting.
- Provide graduates with a well-rounded knowledge of the optometric profession, including skills extending beyond the consulting room such as education and leadership, as well as business and professional management.

8. Reference points used to inform the programme specification

- GOC Requirements for Approved Qualification in Optometry or Dispensing Optics
- SPOKE Indicative Guidance
- QAA Benchmarking Statement
- Framework for Higher Education Qualifications (FHEQ)
- UK Quality Code for Higher Education
- Education Strategy
- University Assessment Strategy [login required]
- External Examiners' reports (annual)
- United Nations Education for Sustainable Development Goals
- Student Destinations Data

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9. Programme Outcomes

Unless otherwise stated, programme outcomes apply to all awards specified in 1. Programme title(s). All numbers in square parentheses relate to relevant GOC Learning Outcome domain [1-7]:

1. Person centred care
2. Communication
3. Clinical practice
4. Ethics and standards
5. Risk
6. Leadership and management
7. Lifelong learning

a) Knowledge and Critical Understanding

i) Competence in an appropriate body of knowledge

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Apply theoretical knowledge of fundamental principles, physiology and pathology in a range of optometric scenarios [GOC LO 3]	• Lectures • Team-Based Learning • Practical classes • Tutorials/seminars	• Simulated patient episode • Problem-solving • Viva-style questions • Case studies • Feedback	• Problem-solving task • OSCEs • IUPAs • Logbook / case record review • Patient simulation • Written exams
Students should be able to: Apply practical knowledge in both clinical and occupational contexts [GOC LO 1,3,4,6]	• Lectures • Team-Based Learning • Practical classes • Tutorials/seminars	• Placements • Simulated patient episode • Problem-solving • Viva-style questions • Case studies • Feedback	• Problem-solving task • OSCEs • IUPAs • Logbook / case record review • Patient simulation • Written exams

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Combine theory and practical concepts to provide cohesive patient-centred care [GOC LO 1,2,3,4,5]	• Lectures • Team-Based Learning • Practical classes • Tutorials/seminars	• Placements • Simulated patient episode • Problem-solving • Viva-style questions • Case studies • Feedback	• Problem-solving task • OSCEs • IUPAs • Logbook / case record review • Patient simulation • Written exams
Students should be able to: Comply with professional regulations and other policies [GOC LO 4,5]	• Lectures • Team-Based Learning	• Placements • Feedback • Problem-solving • Viva-style questions • Self-directed learning	• Logbook / case record review • Written exams

ii) Breadth of knowledge

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Apply knowledge from a range of information sources [GOC LO 2,3,4]	• Lectures • Team-Based Learning • Practical classes • Tutorials/seminars	• Self-directed learning • Problem-solving • Case studies • Placements • Feedback	• Problem-solving task • OSCEs • IUPAs • Logbook / case record review • Patient simulation • Written exams
Students should be able to: Apply optometric principles into the wider context of multi-disciplinary care [GOC LO 1,2,3,4,6]	• Lectures • Team-Based Learning • Practical classes • Tutorials/seminars	• Self-directed learning • Problem-solving • Case studies • Placements • Feedback	• Problem-solving task • OSCEs • IUPAs • Logbook / case record review • Patient simulation • Written exams

iii) Understanding of source materials

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Critically evaluate a range of information sources of varying complexities [GOC LO 1,2,3,4,5,6,7]	• Tutorials/seminars • Team-Based Learning	• Team-Based problem-solving • Journal club • Self-directed learning • Feedback	• Dissertation/essay • Problem-solving task • Written exams
Students should be able to: Apply clinical and legal standards in a breadth of scenarios [GOC LO 3,4,5,6]	• Lectures • Team-Based Learning	• Placements • Problem-solving • Viva-style questions • Self-directed learning • Feedback	• Logbook / case record review • Written exams

b) Cognitive and Practical Skills

i) Selection and analysis of sources

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Select and analyse appropriate sources of information to support development of skills and knowledge [GOC LO 3,4,6,7]	• Lectures • Tutorials/seminars • Team-Based Learning	• Self-directed learning • Team-Based problem-solving • Journal club • Feedback	• Dissertation/essay • Written exams
Students should be able to: Gather, evaluate and implement changes in response to, feedback [GOC LO 2,4,5,6,7]	• Tutorials/seminars • Assessment literacy	• Self-directed learning • Feedback	• Reflective writing • Logbook

ii) Critical engagement

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Engage with all people involved in a case to uphold patient-centred care [GOC LO 1,2,3,4,5,6]	• Lectures • Tutorials/seminars	• Placements • Feedback	• Logbook / case record review • IUPAs • Patient simulation
Students should be able to: Engage within their working professional team and in a wider collaborative context [GOC LO 1,2,3,4,5,6,7]	• Lectures • Tutorials/seminars	• Placements • Feedback	• Logbook / case record review • IUPAs
Students should be able to: Engage with relevant processes and procedures (including regulatory procedures) [GOC LO 1,3,4,5,6,7]	• Lectures • Tutorials/seminars	• Placements • Feedback • Self-directed learning	• Logbook / case record review • IUPAs

iii) Presentation of an argument

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Formulate, justify and appropriately relate a person-centred management strategy [GOC LO 1,2,3,4,5,6]	• Lectures • Tutorials/seminars • Team-Based Learning	• Placements • Self-directed learning • Viva-style questions • Team-Based problem-solving • Problem-solving • Case studies • Feedback	• Logbook / case record review • IUPAs • Patient simulation • Viva

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Justify a course of action in relation to treatment or diagnosis drawing on evidence of presenting signs/symptoms and clinical knowledge [GOC LO 1,3,6]	• Lectures • Tutorials/seminars • Team-Based Learning	• Placements • Self-directed learning • Viva-style questions • Team-Based problem-solving • Problem-solving • Case studies • Feedback	• Logbook / case record review • IUPAs • Patient simulation • Viva • Presentation (with Q&As)

iv) Independent research

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Identify gaps in literature and knowledge, and formulate appropriate questions/strategies to address them [GOC LO 3,7]	• Tutorials/seminars • Team-Based Learning	• Self-directed learning • Journal club • Feedback	• Dissertation/essay • Reflective writing • Presentation (with Q&As)
Students should be able to: Ensure that own practice is informed and supported by appropriate research to support evidence-based practice [GOC LO 1,3,7]	• Lectures • Tutorials/seminars	• Self-directed learning • Feedback	• Patient simulation • IUPAs • Logbook / case record review

v) Relevant technical skills

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Select and safely utilise appropriate clinical examination techniques from a wider battery of tests [GOC LO 1,3]	• Lectures • Tutorials/seminars • Practicals	• Self-directed learning • Feedback • Case studies • Placements	• Direct observation • Patient simulation • IUPAs • Logbook / case record review • OSCEs

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Interpret and apply the results/findings from a range of examinations to support clinical decision making [GOC LO 1,3]	• Lectures • Tutorials/seminars • Practicals • Team-Based Learning	• Case studies • Self-directed learning	• Direct observation • Patient simulation • IUPAs • Logbook / case record review • OSCEs
Students should be able to: Apply relevant occupational, management, business and educational concepts into an optometric context [GOC LO 4,5,6,7]	• Lectures • Tutorials/seminars	• Self-directed learning • Case studies • Placements	• IUPAs • Case studies

vi) Autonomous working

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Take clinical ownership of patients to ensure effective and structured management [GOC LO 1,2,3,4,5,6]	• Observation	• Placements • Feedback	• Logbook / case record review • Direct observation • Reflective writing
Students should be able to: Operate independently but collaboratively within an optometric or wider context setting [GOC LO 1,3,6]	• Observation	• Placements • Feedback	• Logbook / case record review • Direct observation • Reflective writing

vii) Presentation of research findings

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Synthesise and relate appropriately the findings of research to a relevant audience [GOC LO 1,2,3,6,7]	• Tutorials/seminars • Team-Based Learning	• Self-directed learning • Journal club • Feedback	• Dissertation/essay • Presentation (with Q&As) • Viva
Select and apply appropriate research material in a clinical context to support evidence-based practice [GOC LO 1,2,3,6,7]	• Tutorials/seminars • Team-Based Learning	• Self-directed learning • Journal club • Feedback	• Dissertation/essay • Presentation (with Q&As) • Viva

c) Transferable skills

i) Verbal, written and digital communication

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Use a range of communication skills in patient-centred interactions with appropriate sensitivities [GOC LO 1,2]	• Tutorials/seminars • Lectures • Observation	• Placements • Feedback • Case studies • Team-Based problem-solving • Problem-solving • Viva-style questions • Simulated patient episode	• IUPAs • Case studies • Vivas • Presentation (with Q&As) • Logbook / case record review • Direct observation • Reflective writing
Students should be able to: Use a range of communication modes to present ideas to others, including in a multi-disciplinary context [GOC LO 1,2,3,4,5,6,7]	• Tutorials/seminars • Lectures • Observation	• Placements • Feedback • Case studies • Team-Based problem-solving • Problem-solving • Viva-style questions • Simulated patient episode	• IUPAs • Case studies • Vivas • Presentation (with Q&As) • Logbook / case record review • Direct observation • Reflective writing

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Employ active listening skills to critically evaluate, engage and empathise in interactions with others [GOC LO 1,2,6,7]	• Tutorials/seminars • Lectures • Observation	• Placements • Feedback • Case studies • Team-Based problem-solving • Problem-solving • Viva-style questions • Simulated patient episode	• IUPAs • Case studies • Vivas • Presentation (with Q&As) • Logbook / case record review • Direct observation • Reflective writing

ii) Numeracy

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Apply numerical skills in the context of optics, appliances and dispensing [GOC LO 3]	• Tutorials/seminars • Lectures • Practicals • Team-Based Learning	• Placements • Simulated patient episode • Case studies • Team-Based problem-solving • Problem-solving	• Problem-solving task • Written exams • OSCEs
Students should be able to: Apply numerical skills in the context of business, accounting and practice management [GOC LO 4,6]	• Tutorials/seminars • Lectures • Practicals • Team-Based Learning	• Placements • Simulated patient episode • Case studies • Team-Based problem-solving • Problem-solving	• Problem-solving task • Written exams • OSCEs

iii) Self-reflection

Intended Learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Apply ongoing self-reflective practice in relation to patient interactions [GOC LO 2,7]	• Lectures • Practicals • Observation	• Feedback • Placements • Simulated patient episode	• Reflective writing • Logbook / case record review • Presentation (with Q&As) • Case studies • Vivas

Intended Learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Use self-reflection to support lifelong learning and enhance personal practice [GOC LO 7]	• Lectures • Practicals • Observation	• Feedback • Placements • Simulated patient episode	• Reflective writing • Logbook / case record review • Presentation (with Q&As) • Case studies • Vivas

iv) Problem solving

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Evaluate, diagnose and manage based upon case-specific needs [GOC LO 1,3,4,5,6,7]	• Lectures • Team-Based Learning • Practical classes • Tutorials/seminars • Observation	• Simulated patient episode • Problem-solving • Viva-style questions • Case studies • Feedback • Placements • Self-directed learning	• Problem-solving task • OSCEs • IUPAs • Logbook / case record review • Patient simulation • Written exams • Presentation (with Q&As) • Case studies
Students should be able to: Identify the underlying problem(s) which causes conflict with other professionals or patients [GOC LO 1,2,3,4,5,6,7]	• Lectures • Team-Based Learning • Tutorials/seminars • Observation	• Simulated patient episode • Problem-solving • Viva-style questions • Case studies • Feedback • Placements • Self-directed learning	• Problem-solving task • OSCEs • IUPAs • Logbook / case record review • Patient simulation • Written exams • Presentation (with Q&As) • Case studies • Reflective writing

v) Organisation and management

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Autonomously manage own time/caseload effectively [GOC LO 3,4,5,6]	• Observation	• Placements • Feedback • Simulated patient episode • Self-directed learning	• Logbook / case record review • Direct observation • Reflective writing • Patient simulation • OSCEs
Students should be able to: Work collegiately with others, including peers in a multi-disciplinary context [GOC LO 1,2,3,4,5,6,7]	• Team-Based Learning • Tutorials/seminars	• Placements • Feedback • Simulated patient episode • Team-Based problem-solving	• Logbook / case record review • Direct observation • Reflective writing • Patient simulation • OSCEs • Presentation (with Q&As) • Group problem-solving task
Students should be able to: Adopt a leadership role when working with others [GOC LO 1,2,3,4,5,6,7]	• Observation • Team-Based Learning • Peer mentoring	• Placements • Feedback • Peer mentoring • Simulated patient episode	• Direct observation • Logbook / case record review • Reflective writing • Case studies

vi) Teamwork

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Provide patient-centred care in a wider context, such as cultural expectations and responsibilities [GOC LO 1,2,3,4,6]	• Team-Based Learning • Observation • Tutorials/seminars • Lectures	• Simulated patient episode • Problem-solving • Viva-style questions • Case studies • Placements • Self-directed learning	• Logbook / case record review • Reflective writing • Case studies • Patient simulation • IUPAs • Presentation (with Q&As)

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Work collaboratively, including in a multi-disciplinary context [GOC LO 1,2,3,4,6,7]	• Team-Based Learning • Observation • Tutorials/seminars • Lectures	• Team-Based problem-solving • Simulated patient episode • Problem-solving • IUPA-style questions • Case studies • Placements • Feedback • Self-directed learning	• Direct observation • Logbook / case record review • Reflective writing • Case studies • Patient simulation • IUPAs • Group presentation (with Q&As)
Students should be able to: Work with others to uphold due process [GOC LO 1,2,3,4,5,6,7]	• Team-Based Learning • Observation • Tutorials/seminars • Lectures	• Team-Based problem-solving • Simulated patient episode • Problem-solving • IUPA-style questions • Case studies • Placements • Feedback • Self-directed learning	• Direct observation • Logbook / case record review • Case studies • Patient simulation • IUPAs • Group presentation (with Q&As)

10. Progression points

Proceed and resit is not available for this programme by nature of both its clinical requirements (set by the General Optical Council, GOC) and also its module structure.

Additionally, the module OV4001 forms the first part of the 44-week Clinical Learning in Practice (CLiP) placement run in conjunction with the College of Optometrists (CoO). The CoO element is pass/fail, however within the module there are weight-bearing assessment elements. As such, an exam board will be required in December to allow students to proceed onto Part 2 of CLiP whilst still resitting the graded element in the conventional summer resit period. The same will apply for OV4002, as students can automatically repeat the CoO element as a continuation of their placement (which will overrun into the summer period).

The following additional progression requirements for this programme have been approved by the Quality and Standards Sub Committee on 16/10/2025:

- Senate Regulation 5 (Governing Undergraduate Programmes of Study)
    - SR5 5.45-5.54; 5.66-5.75: Compensated passes, trailing marks and proceed-and-resit are all prohibited from the course. This means that students must pass **all** exams at either the **first or retake sitting** for each year. Students can only then proceed to the next year with all modules passed. Students who fail retakes in First Year will be able to re-enrol to repeat First Year and must retake all modules irrespective of prior passes. Students in subsequent years will **not** be able to re-enrol to retake years again and will be exited from the programme.
    - SR5 5.77: An immediate opportunity to retake any assessed elements of OV4001 (the initial 22 weeks of the CLiP placement) will take place before the summer exam retake period to prevent pausing the CLiP placement itself.

In cases where a student has failed to meet a requirement to progress, they will be required to withdraw from the course.

a) Course transfers

N/A

b) Year abroad

N/A

c) Year in Industry

N/A

11. Criteria for award and classification

Assessment requirements are higher than those set out in Senate Regulation 5. Compensated passes and proceed-and-resit contingencies are not permitted by the regulator (GOC), and derogations from the regulation have been sought as a result.

The following additional award requirements for this programme have been approved by the Curriculum and Quality Sub Committee on 16/10/2025:

- SR5 5.45-5.54; 5.66-5.75: *see above*
- SR5 5.77: *see above*

12. Special features

The MOptom programme has been designed to provide graduates with all of the requisite knowledge, skills and personal attributes required to enter the profession as a fully-qualified and GOC registered optometrist upon graduation. The programme has been developed in close collaboration with industry to ensure that the needs of employers are addressed within the programme to ensure graduates have a strong profile within the job market. This is further supported by regular short placements throughout the first three years of study, which have a strong focus on translation of learning into a 'real world' clinical setting. This approach also helps to illustrate to students which area of the profession they may wish to work in upon completion of their studies.

The final year of the programme incorporates a 44-week placement facilitated in conjunction with the College of Optometrists. This offers an extended period in which students can put their knowledge and skills into practice, consolidating and solidifying knowledge. Students will remain in close contact with University staff throughout this placement to ensure that ongoing support is provided. Students may be able to undertake this (or earlier placements) whilst living at home, as the University has a wide network of nationally-based businesses who will be able to support placements. In-person events throughout this period will also be kept to a minimum to help enable participation off-campus.

The programme will make extensive use of paid actor 'surrogate' patients throughout clinical skills tutorials. This forms part of the student learning journey from initial skills practice on model eyes and colleagues and bridges the gap of skills development before employing them on 'real' patients in the final-year placement. These surrogate patients will also be able to provide constructive patient-centred feedback in additional to clinical feedback from tutors, giving students a much more rounded insight into their performance.

The clinical teaching spaces have been optimised to foster strong clinical training. Each of the slit lamp microscopes is fitted with a teaching eyepiece to allow direct visualisation of what students are looking at to give much more tailored tuition and guidance. It also allows for students to directly observe how the tutors achieve technical proficiency. This ethos is built throughout the teaching material rationale, with opportunities for teaching support always included with instrumentation to provide the best clinical learning experience for students.

Extensive emphasis throughout the programme is placed on the skills around those of 'core' clinical optometry. Awareness of education skills, to help prepare graduates for future roles in guidance and training of junior colleagues; an understanding of business and management skills to better navigate work environments and progress into these roles, and skills required for effective communication are all built into the programme to provide a much more rounded experience. Sessions in line with NHS mandatory training are also included, from Basic Life Support and Manual Handling through to safeguarding adults and children. Whilst this is covered post-qualification, these courses will underpin the responsibility placed upon optometrists within their teams from the very beginning of their studies.

12a. Research-inspired Education

Students on this programme will advance through the four quadrants of the University of Leicester Research-inspired Education Framework as follows:

RiE Quadrant	Narrative
Research-briefed Bringing staff research content into the curriculum.	**Research-briefed** All staff draw on their own published research and the wider published literature to inform teaching. Clinical teaching sessions allow for tutoring staff to showcase ongoing research with students, implementation of findings and share approaches to research design. Learning outcomes stipulated by the General Optical Council (GOC) also include reference to evidence-based practice, lifelong learning and engaging with research literature for the generation of knowledge through research and clinical audit. **Research-based**

Research-based Framed enquiry for exploring existing knowledge. **Research-oriented** Students critique published research content and process. **Research-apprenticed** Experiencing the research process and methods; building new knowledge.	Students will be taught and expected to routinely implement evidence-based practice techniques during clinical work and patient management. Lectures, tutorials and seminars will make use of structured case examples with the application of existing clinical management guidelines to inform decision making. Written assessments will allow students to develop scientific writing skills and data presentation. **Research-oriented** Students will review clinical management guidelines, including the evidence base from which they are derived and how this is applied to clinical settings. They will also participate in a regular Journal Club where they will review and critique content from a range of scientific disciplines which inform the delivery of care and clinical decision making. Students will be expected to conduct literature searches and appraisals as part of a dissertation module, in addition to undertaking a clinical audit whilst on their final year placement. **Research-apprenticed** In third year, the students will experience first-hand the process of synthesising knowledge relating to the field of optometry whilst undertaking a dissertation assignment. Working with a supervisor, students will identify and develop a research question, design and implement an experimental approach and analyse the results. These will be used to build knowledge and insights for potential publication. As part of this, students will be expected to present their findings to colleagues and be able to answer relevant questions. Additionally, whilst on final year placement, students will be expected to conduct a clinical audit to help inform local service delivery.

As part of studying at a research-intensive university, students on this programme have the following extra or co-curricular opportunities available to them to gain exposure to research culture:

An ongoing Journal Club (meeting 3-4 times per semester) will be delivered by invited staff and guest speakers to present research material for discussion. Additionally, lecture materials will include contemporaneous references to research and findings to ensure that the most current knowledge from optometry, ophthalmology and associated healthcare professions is shared.

Students will also participate in a research poster presentation day in the style of an academic conference to present the findings of their own research work as part of their dissertations and clinical audits. Cohorts from other years will also be encouraged to attend to strengthen interaction between years and also to inform and inspire younger students.

University-wide opportunities, such as the Leicester Ocular Imaging Conference and Hospital Eye Meetings of local departments (Leicester Royal Infirmary, Kettering General Hospital, Northampton General Hospital) will also be promoted to students to enable them to participate in events outside of the academic programme. The School of Healthcare has a car loan scheme for students needing to hire affordable (and environmentally friendly) transport for placements etc.

Teaching on this programme will be research-informed (it draws consciously on systematic inquiry into the teaching and learning process itself) in the following way:

Teaching on the Optometry programme has been designed around a wide range of published and current literature regarding clinical teaching delivery, both in optometry and wider healthcare professions. This includes material published by the Sector Partnership in Optical Knowledge and Education (SPOKE); a dedicated body convened by the General Optical Council to share and promote best practices in teaching.

The integration of placements throughout the degree programme in addition to team- and problem-based learning are based upon published literature which supports these approaches to clinical exposure and professional development.

Staff are encouraged to explore and implement novel pedagogical concepts into teaching material and this is reviewed regularly (and shared) at programme curriculum reviews, including staff and student feedback. More broadly, School-wide Away Days offer the opportunity for staff from different disciplines to share and exchange teaching ideas and practices to further ensure that programmes are continuously refined.

Staff are supported by the School to gain accreditation from Higher Education teaching qualifications in which they demonstrate their use of teaching theory to support their own practice and reflect on their current teaching and continuing professional development.

12b. Work-related learning

The workload of all students on this programme includes the opportunity to engage with *at least* 100 hours of employer informed, work-related learning activity. Further information regarding work-related learning is available online.

13. Indications of programme quality

Internal assessment of programme quality is assessed by the University Programme and Portfolio Development Group (PPDG) and Programme Approval Panel (PAP). External assessment of programme quality is carried out through the provisional programme approval process administered by the GOC, ongoing annual approvals by the GOC until the first cohort of students graduates, and subsequent regular re-accreditation visits; and the standard process of External Examination and Programme Validation as specified in the Senate Regulations.

14. External Examiner(s) reports

As a new programme, there are currently no such reports, however the details of the External Examiner(s) for this programme and the most recent External Examiners' reports for this programme will be found at exampapers@Leicester [log-in required] in due course.

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Date created: 20.06.25 **Last amended:** 03/03/2026 **Version no.** 1 **Date approved by EQED:** 1

Appendix 1: Programme structure (programme regulations)

The University regularly reviews its programmes and modules to ensure that they reflect the current status of the discipline and offer the best learning experience to students. On occasion, it may be necessary to alter particular aspects of a course or module.

Master of Optometry (MOptom)

Level 4/Year 1 2026/27

Credit breakdown

Status	Year long	Semester 1	Semester 2
Core	120 credits	n/a	n/a
Optional	n/a	n/a	n/a

120 credits in total

Core modules

Delivery period	Code	Title	Credits
Year long	OV1001	Anatomy & Vision	30 credits
Year long	OV1002	Fundamental Optics & Appliances	30 credits
Year long	OV1003	Elementary Clinical Skills	30 credits
Year long	OV1004	Professional, Communication & Education Skills	30 credits

Notes: n/a

Level 5/Year 2 2027/28

Credit breakdown

Status	Year long	Semester 1	Semester 2
Core	120 credits	n/a	n/a
Optional	n/a	n/a	n/a

120 credits in total

Core modules

Delivery period	Code	Title	Credits
Year long	OV2001	Ocular Pathology	30 credits
Year long	OV2002	Advanced Optical Appliances	30 credits
Year long	OV2003	Binocular Vision & Paediatrics	30 credits
Year long	OV2004	Clinical Procedures & Refraction	30 credits

Notes: n/a

Level 6/Year 3 2028/29

Credit breakdown

Status	Year long	Semester 1	Semester 2
Core	120 credits	n/a	n/a
Optional	n/a	n/a	n/a

120 credits in total

Core modules

Delivery period	Code	Title	Credits
Year long	OV3001	Research-Based Practice	30 credits
Year long	OV3002	Practice Management & Law	30 credits
Year long	OV3003	Patient Care & Case Management	30 credits
Year long	OV3004	Advanced Instrumentation	30 credits

Notes: n/a

Level 7/Year 4 2029/30

Credit breakdown

Status	Year long	Semester 1	Semester 2
Core	30 credits	45 credits	45 credits
Optional	n/a	n/a	n/a

120 credits in total

Core modules

Delivery period	Code	Title	Credits
Semester 1	OV4001	Initial Clinical Learning in Practice	45 credits
Semester 2	OV4002	Further Clinical Learning in Practice	45 credits
Year long	OV4003	Specialism in Glaucoma	30 credits

Notes: n/a

Appendix 2: Module specifications

See undergraduate module specification database [log-in required] (Note - modules are organized by year of delivery).