



Programme Validation Report

(TU484)

Postgraduate Diploma in Science in the Advanced Practice of Clinical Eyecare (TU484)¹

Version of Report	Author	Date
1.0	Dr. Linda Moore	28/05/2024
2.0	Dr. Linda Moore	29/05/2024
		Click or tap to enter a date.
		Click or tap to enter a date.

Approval	Date
Programme Proposal approved by Faculty Board	26/01/2024
Programme Proposal approved by University Programmes Board	13/02/2024
Programme approved by Faculty Board	Click or tap to enter a date.
Programme approved by University Programmes Board	Click or tap to enter a date.

Section A - Programme Details

Title	Postgraduate Diploma in Advanced Clinical Practice in Ocular Health ²		
NFQ Level	9		
ECTS Credits	60		
Mode of delivery	Part-time <input checked="" type="checkbox"/>	Full-time <input type="checkbox"/>	
Duration	Part-time: 2yrs	Full-time: NA	
Mode of provision	Face-to-Face <input type="checkbox"/>	Blended <input checked="" type="checkbox"/>	Online <input type="checkbox"/>
Classification of award	See Section B		

¹ The programme team have requested that that title be modified. The validation panel supports this modified title. The original PPF for this PG Diploma programme was submitted with the programme title *Postgraduate Diploma in Advanced Clinical Practice in Ocular Health*. The new proposed title is *Postgraduate Diploma in Science in the Advanced Practice of Clinical Eyecare*.

² Changing to *Postgraduate Diploma in Science in the Advanced Practice of Clinical Eyecare* if approved by UPB.

Discipline Programmes Board	Optometry
Faculty Board	Faculty of Sciences & Health
Schools involved in delivery	School of Physics, Clinical & Optometric Sciences
Delivery location	TU Dublin Grangegorman
Collaborative Partner (where applicable)	NA
Date of Commencement	January 2025

Section B - Awards

Award Title	Postgraduate Diploma in Science in Advanced Clinical Practice in Ocular Health ³
NFQ Level	9
Award Class	Major
ECTS Credits	60
Classification of award	First Class Honours; Second Class Honours, Upper Division; Second Class Honours, Lower Division; Pass
Award (1) Title	Postgraduate Certificate in Science in Advanced Clinical Practice in Ocular Health ⁴
Exit/Embedded	Exit <input checked="" type="checkbox"/> Embedded <input type="checkbox"/>
NFQ Level	9
Award Class	Minor
ECTS Credits	30
Classification of award	Distinction; Merit, Grade One; Merit, Grade Two; Pass
Exit Award (2)	NA
Exit/Embedded	Exit <input type="checkbox"/> Embedded <input type="checkbox"/>
NFQ Level	Select Level
Award Class	Choose an item.
ECTS Credits	
Classification of award	

Section C - Programme Derogations (if required)

<i>Derogations from Assessment Regulations/Marks and Standards already approved by University Programmes Board</i>	
<p>“Module Assessment Thresholds: 50% pass. This is in line with similar programmes in healthcare disciplines at both undergraduate and postgraduate level...The 50% pass mark this is in line with similar programmes in healthcare disciplines (including the BSc Optometry at TU Dublin) at both undergraduate and postgraduate level. This reflects the need for safe clinical practice and this pass mark has been applied to Optometry post-graduate CPD modules previously.” (PPF approved by UPB on 13th February 2024).</p> <p><i>Even though the Module Assessment Threshold derogation was included in the PPF approved by UPB, the marks bands associated with the award classifications was not included in the PPF. As the bands of marks presented in the programme and associated document does not align with the current City Campus GAR, the approval of this programme is conditional upon such a derogation being sought by the UPB (see Condition C1 below).</i></p>	
Date of University Programmes Board Approval	13/02/2024

³ Changing to *Postgraduate Diploma in Science in the Advanced Practice of Clinical Eyecare* if approved by UPB.

⁴ Changing to *Postgraduate Certificate in Science in the Advanced Practice of Clinical Eyecare* if approved by UPB.

Section D Validation Process

Please tick the process that was followed:

Validation Panel <input checked="" type="checkbox"/>	AQEC Meeting <input type="checkbox"/>	AQEC Sub-Group <input type="checkbox"/>
Date: 23 rd May 2024	Date:	Date:

Panel Members

Name	Panel Role	Affiliation
Dr. Maureen Walsh	Chair	HoLD for the School of Physics, Clinical & Optometric Sciences, Lecturer in the School of Chemical & BioPharmaceutical Sciences, Faculty of Sciences & Health, TU Dublin.
Ms. Angela Whitaker	External panel member*	Senior Lecturer & IP Programme Director, Wales Optometry Postgraduate Education Centre, School of Optometry and Vision Sciences, Cardiff University, UK
Dr. Greg Byrne	Internal panel member	Lecturer & Programme Chair – MSc in Clinical Laboratory Science, School of Biological, Health & Sports Science, Faculty of Sciences & Health, TU Dublin.
Dr. Victor Hrymak	Internal panel member	Lecturer & Programme Chair – MSc in Environmental Health & Safety, School of Food Science & Environmental Health, Faculty of Sciences & Health, TU Dublin.
Dr. Linda Moore	Academic Affairs Representative	Academic Quality Advisor, Quality Framework Team, Academic Affairs, TU Dublin.

Section E – Programme Evaluation

Documentation Reviewed by Panel:

- Programme Validation Document
- TU484 Programme Document - Book of Modules
- TU484 Student Handbook

Governance & Management		
<i>Is the programme designed in accordance with the University's Strategic Plan, Educational Model and Quality Framework?</i>	Yes ✓	No <input type="checkbox"/>
<p>Comment:</p> <ul style="list-style-type: none"> The programme design aligns with the requirements of the Quality Framework. The Validation Document provides evidence of alignment of the programme with the three main pillars (People, Planet, Partnership) of the TU Dublin's Strategic Plan. The Validation Document evidences alignment of the programme to Guiding Principles 1, 2, 3 and 4 of the TU Dublin's new University Education Model. 		
<i>Will the proposed strategies for programme management and quality assurance ensure that the programme is well managed and continuously enhanced and is in accordance with the University's Quality Framework?</i>	Yes ✓	No <input type="checkbox"/>
<p>Comment:</p> <ul style="list-style-type: none"> Programme management and enhancement as outlined in the Validation Document aligns with the requirements of the TU Dublin's Quality Framework. 		

Awards Standards		
<i>Are the programme aims and learning outcomes clearly written using appropriate terminology? (See TU Dublin Guidelines)</i>	Yes ✓	No <input type="checkbox"/>
<p>Comment:</p> <ul style="list-style-type: none"> The module and programme learning outcomes (PLOs) are generally well written. The panel have recommended rewording of one PLO (PLO7) to promote greater clarity and understanding of this PLO. (See Recommendation R11). 		
<i>Are the programme aims and learning outcomes aligned to the proposed level of the award on the NFQ in accordance with applicable Award Standards?</i>	Yes ✓	No <input type="checkbox"/>
<p>Comment:</p> <ul style="list-style-type: none"> The Validation Document includes a table detailing the alignment of the PLOs with the National Framework of Qualifications (NFQ). 		
<i>Will the curricula, teaching, learning and assessment methods enable students to reach the appropriate standard to qualify for the award(s)?</i>	Yes ✓	No <input type="checkbox"/>
<p>Comment:</p> <ul style="list-style-type: none"> The afore-mentioned table - presenting the PLO-NFQ alignment - also details the mapping of the module learning outcomes (MLOs) to the PLOs, thereby demonstrating MLO-PLO alignment with the NFQ requirements for a Level 9 award. The module descriptors evidence alignment between assessments and the MLOs for each module. 		

<i>Was the programme development appropriately informed by internal and external stakeholder input (including industry/practice, professional/regulatory bodies, and community organisations)?</i>	Yes ✓	No <input type="checkbox"/>
<p>Comment:</p> <ul style="list-style-type: none"> External stakeholder engagement consisted primarily of engagement with the Association of Optometrists Ireland (now known as Optometry Ireland), with evidence of this provided in the Validation Document. The PPF for this programme states that both the HSE and Specsavers (the largest employer of optometrists in Ireland) have requested the development of such a programme as currently any required postgraduate training is sought in other countries such as the UK. This is both inconvenient due to the travel required and because these programmes are not directly applicable to an Irish context. However, there is little evidence of engagement with stakeholders related to the other target professions (nursing, orthoptics, medical doctors) for this programme. 		
<i>Has the programme been benchmarked against similar programmes nationally and internationally?</i>	Yes ✓	No <input type="checkbox"/>
<p>Comment:</p> <ul style="list-style-type: none"> There is currently no postgraduate programme in Ireland in the area of advanced clinical practice in ocular health. The closest comparable Level 9 programmes available are offered in the UK. This programme would be a unique offering for TU Dublin and the first of its kind in Ireland. While the Validation Document did not provide evidence of direct benchmarking of this programme with those available internationally, panel discussions with the programme team elicited information related to how the design of the UK postgraduate optometry programmes informed the design of the TU484 programme put forward for validation. (The UK and ROI optometric scope of practice are very similar. The UK optometric/eyecare professional education therefore serves as the closest optometric education reference for eyecare education in the ROI). 		
<i>Did the programme development take account of relevant external discipline benchmarks and Professional Statutory and Regulatory Body requirements?</i>	Yes ✓	No <input type="checkbox"/>
<p>Comment:</p> <ul style="list-style-type: none"> The programme development did not consider specific accreditation requirements of PRSBs, but does align with the scope of practice associated with optometrists in the ROI. It should be noted however, that: <ul style="list-style-type: none"> Optometry Ireland does not accredit programmes. CORU only recognises/accredits programmes for the purposes of entry onto their professional registers. It does currently accredit programmes designed for the upskilling of eyecare professionals. The panel recommends that the programme team explore other possible accreditation options, both in the ROI and abroad, without limiting this to the accreditation of the programme by optometry-affiliated organisations. (See Recommendation R16). 		

Programme Design		
<i>Is the programme design informed by current developments in the discipline and associated subject areas, having taken into consideration current trends, stakeholder feedback and market analysis?</i>	Yes ✓	No <input type="checkbox"/>
<p>Comment:</p> <ul style="list-style-type: none"> There is strong evidence – both in the documentation and during panel meetings with the programme team – that the design of the programme was informed by the developments in both primary and secondary eyecare settings in the ROI. Of particular relevance is the expanded scope of practice of eyecare professionals in the ROI in recent years, creating an upskilling demand that needs to be met. The four main areas constituting the programme design have been identified as areas that will support the development of eyecare professions within their ever-expanding scopes of practice, with a view to meeting the demand for public health care in these areas. Upskilling of eyecare professionals in these areas has the potential to reduce the HSE waiting lists for treatment of certain ocular pathologies in HSE regions throughout the ROI. 		
<i>Will there be opportunities for students to input into curriculum design decisions in the future?</i>	Yes ✓	No <input type="checkbox"/>
<p>Comment:</p> <ul style="list-style-type: none"> The Validation Document outlines how annual programme monitoring will be used to monitor student experience and feedback with a view to informing curriculum design decisions into the future. 		
<i>Is there a mechanism to ensure the input of external stakeholders in the ongoing development of the programme?</i>	Yes <input type="checkbox"/>	No ✓
<p>Comment:</p> <ul style="list-style-type: none"> The Validation Document does not include a mechanism to ensure external stakeholder feedback in the ongoing development of the programme. 		
<i>Is the programme curriculum well-structured with a logical progression of learning and development across the modules and stages?</i>	Yes ✓	No <input type="checkbox"/>
<p>Comment:</p> <ul style="list-style-type: none"> The Curriculum has been planned as a single-stage curriculum, with the modules (or in the case of glaucoma management, 2 modules) functioning largely as independent units. This is typical of Level 9 clinical eyecare/optometry programmes, which tend to encompass modules covering a range of common ocular pathologies and their management. The teaching, learning and assessment within each module is well planned with a view to meeting MLOs and PLOs. 		

<i>Are there appropriate opportunities for students to undertake work-based learning, through work placements or work-based projects or assignments?</i>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<p>Comment:</p> <ul style="list-style-type: none"> The programme is not designed to include a work placement component. However, it is a stated entry requirement for the programme that students must be working in an environment where they have responsibility for the detection and management of ocular pathologies. This requirement is in place to ensure that the students are able to undertake the programme assignments (including case studies) in a manner that meets the requirements of the programme. 		
<i>If applicable, have the relevant Blended Learning Checklists (i.e. Learning Experience Context & Programme Context) been fully completed and submitted to the Panel?</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<p>Comment:</p> <ul style="list-style-type: none"> N/A as the implementation of the new Digital Education Policy is still under development. The requirements of this implementation plan were therefore not known to the programme team at the time of the development and proposal of the programme for validation. 		
<i>Is the required programme and module information provided in the correct format?</i>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<p>Comment:</p> <ul style="list-style-type: none"> Programme and module descriptors were supplied in the Programme Module Catalogue (Akari software), as required by the Quality Framework for submission for validation. 		

Learning, Teaching & Assessment		
<i>Is there an effective student-centred teaching and learning strategy that aligns with the University's strategies and Education Model?</i>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<p>Comment:</p> <p>The teaching and learning strategy aligns with the following:</p> <ul style="list-style-type: none"> - Three pillars of the TU Dublin's Strategic Plan - Guiding Principles of the University Education Model 		
<i>Does the assessment strategy provide an appropriate mix of assessment types that will enable students to demonstrate that they have met the module and programme learning outcomes?</i>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<p>Comment:</p> <ul style="list-style-type: none"> A wide variety of assessments is proposed throughout the programme. This includes a range of authentic assessment types, including some innovative assessments specifically tailored towards clinical decision-making with regards to complex ocular pathology cases (See Commendation No. 6). 		

<i>Do the learning outcomes and assessment strategy ensure that academic integrity can be maintained and attempted breaches of academic integrity are minimised/easily detected?</i>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<p>Comment:</p> <ul style="list-style-type: none"> The widespread use of both authentic assessments and supervised end-of-module examinations (mapped onto the MLOs) in the proposed programme promotes academic integrity of the assessment strategy. 		
<i>Is there a comprehensive mapping of assessment methods and module learning outcomes and between module learning outcomes and programme learning outcomes?</i>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<p>Comment:</p> <ul style="list-style-type: none"> Assessment methods are mapped to the MLOs within the module descriptors. The afore-mentioned PLO-NFQ alignment also details the mapping of the module learning outcomes (MLOs) to the PLOs, thereby demonstrating MLO-PLO alignment with the NFQ requirements for a Level 9 award. 		
<i>Are there opportunities in all modules to provide students with timely and constructive feedback on their learning and development?</i>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<p>Comment:</p> <ul style="list-style-type: none"> While the Validation Documentation and Student Handbook reference opportunities for both summative and formative feedback to students, a condition of validation (see Condition C5) is that an indicative assessment schedule be included in the Student Handbook, including timelines for both summative and formative feedback for assessments across the semester/year. The Validation Document also includes a sample rubric for a Case Study assignment. 		
<i>Do the teaching and assessment methods consider the diversity of the student cohort?</i>	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
<p>Comment:</p> <p>The potential diversity of the student cohort does not appear to have been considered in the design of teaching and assessment methods. The panel recommends (see Condition C3 and Recommendation R5) that there is greater incorporation of Universal Design for Learning (UDL) principles in the design of teaching materials and methods, as well as assessments.</p>		

Student Supports & Learning Environment		
<i>Are there sufficient and appropriate resources (e.g. human, financial and physical) to support the proposed programme aims and objectives, to deliver the programme as specified?</i>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<p>Comment:</p> <ul style="list-style-type: none"> The Validation Document and meeting with the programme management and team evidences that there are sufficient supports for the delivery of the programme in line with its stated aims and objectives. 		

<ul style="list-style-type: none"> The PPF for the programme was signed by the Faculty of Sciences and Health Finance Partner in support of the delivery of the programme to an intake of 16 students into the first cohort, and projections for further student intakes as described in the PPF. 		
<i>Are there sufficient staff that are appropriately qualified and capable to support the programme delivery, from both context and pedagogy perspectives?</i>	Yes ✓	No <input type="checkbox"/>
<p>Comment:</p> <ul style="list-style-type: none"> The staff are well qualified and experienced in the specialist clinical areas required for the delivery of the proposed programme. Furthermore, it is evident that the staff are active in maintaining and developing their own professional clinical skills and practice, which is beneficial to delivering a programme that is designed to meet the contemporary needs of a constantly evolving professional context of eyecare professions in the ROI. In addition to being clinically qualified and experienced, the staff have strong academic profiles in the areas of experience and qualifications in teaching, learning and assessment, as well as research in professional areas aligned to the core programme modules (See Commendation No.4). 		
<i>Are there appropriate arrangements in place to support the student experience and to monitor student performance?</i>	Yes ✓	No <input type="checkbox"/>
<p>Comment:</p> <ul style="list-style-type: none"> While the stated intention of the programme chair and team is for the module co-ordinators to monitor student experience, while also promoting student engagement, the panel recommends that a more structured communication and engagement plan be developed to support and engage students of this programme. (See Recommendation R4) This recommendation is made on the basis that a blended learning modality will be used for programme delivery, including asynchronous and self-directed learning, with a low proportion of contact hours and a high proportion of required self-directed learning within each module. 		
<i>Are the access, transfer and progression arrangements clearly defined and appropriate, and aligned to TU Dublin policy/strategy in this regard?</i>	Yes ✓	No <input type="checkbox"/>
<p>Comment:</p> <ul style="list-style-type: none"> The access arrangements are clearly stated. However, a stated condition (see Condition C4) of validation is that the access arrangements must be defined with specific reference to the TU Dublin's Recognition of Prior Learning (RPL) policy. Progression arrangements are clearly stated in line with TU Dublin policy. Transfer arrangements do not apply to this programme. 		
<i>Do the student supports and learning environment cater for equality, diversity and inclusivity of students?</i>	Yes <input type="checkbox"/>	No ✓
<p>Comment:</p> <ul style="list-style-type: none"> Equality, diversity and inclusivity (EDI) was described with reference only to wider TU Dublin supports. Neither the documentation submitted, nor the panel meetings, elicited further information on EDI considerations with regards to programme management, 		

delivery and assessment arrangements. A panel condition of approval (see Condition C4) is that the Validation Document be updated to include a description of programme-specific EDI considerations, in line with the Validation Document checklist.		
<i>Is the relevant programme information clearly communicated to the students to ensure they are informed, guided and cared for?</i>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Comment: <ul style="list-style-type: none"> The Student Handbook is comprehensive and informative. The panel has a few stated conditions (see Conditions C2 and C5) and recommendations (Recommendations R7-R10) that relate to additional information required, or enhancement of the clarity of parts of this document. 		
<i>Has the Checklist for First Year Student Success (where applicable) been fully completed and submitted to the Panel?</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Comment: NA		

Collaborative Provision (if applicable) NA		
<i>Are the roles and responsibilities of each partner clearly defined?</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Comment: NA		
<i>In the case of Joint or Multiple Awards, has due diligence on capacity of partner institution meeting the QA-QE requirements for the programme been undertaken?</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Comment: NA		

Section F - Overall Recommendation

1.	Recommend approval of programme as submitted, without amendment	<input type="checkbox"/>
2.	Recommend approval of programme, subject to minor amendments/editorial changes to be completed as soon as possible and with recommendations for consideration. Note: recommendations are attached where it is considered that the programme would benefit from particular changes, or from a review of certain aspects of the programme over a period of time, with changes made if required. While recommendations are advisory in nature, there is an expectation that all recommendations are responded to appropriately and acted upon as appropriate.	<input type="checkbox"/>
3.	Recommend approval of programme subject to the fulfilment of conditions. Recommendations for consideration may also be attached. Note: conditions are attached where it is agreed that changes must be made to the programme / programme documentation prior to the commencement of the programme. Conditions must be set where issues are identified that	<input checked="" type="checkbox"/>

	<p>relate directly to academic standards or to University regulations or procedures. It should be clear what is required in order to meet the conditions.</p> <p>A new programme cannot go forward to Faculty Board for consideration/approval unless a response to the Validation Report is submitted with revised programme documentation and the Academic Quality Enhancement Committee is satisfied that all conditions are met.</p>	
4.	Do not recommend approval of programme.	<input type="checkbox"/>

Areas for commendation

1.	The curriculum was designed to meet the advanced eyecare needs in both public and private eyecare and healthcare settings in Ireland.
2.	The programme will be instrumental in developing and progressing eyecare services, and the clinical eyecare professions, within Ireland.
3.	The documentation submitted was well-written and of a high quality.
4.	The programme will be delivered by a highly-qualified and experienced programme team who keep up-to-date with professional developments.
5.	A strong teamwork ethos among programme team members in the development of the programme and associated documentation.
6.	Widespread application of novel and authentic, real-world teaching materials and assessments.
7.	Availability of advanced and modern clinical equipment and facilities in the TU Dublin's National Optometry Centre.

Conditions of Approval

C1.	<p>UPB approval requirement (derogation)</p> <ul style="list-style-type: none"> The pass mark of 50% (threshold of 43%) was approved as part of the approval of the programme proposal form (PPF) by the UPB (13-Feb-24). However, the band of marks associated with the classification of each award type (both the PG Diploma and the PG Certificate) are not consistent with those of the TU Dublin's General Assessment Regulations (GARs) currently applicable to City Campus programmes. UPB approval of a derogation for the proposed bands of marks associated with the classifications used must be sought by the programme team.
	<p>School Response:</p> <p>Approval for derogation for the proposed band marks (see below) has been sought from UPB in parallel with this response.</p> <ul style="list-style-type: none"> First Class Honours ≥70% Second Class Honours, Upper Division 63 – 69% Second Class Honours, Lower Division 56 – 62%

	<ul style="list-style-type: none"> • Pass 50 – 55% <p>Index of Document Amendments</p> <p>N/A (copy of memo to UPB attached)</p>
C2.	<p>Case study assessments and GDPR considerations</p> <ul style="list-style-type: none"> • While the panel recognises that patient data and case study assignments are included in programmes elsewhere within the School of Physics, Clinical & Optometric Sciences, a condition of validation is for greater clarity (as outlined below) as to data protection considerations regarding the requirements for this particular programme, and that this is documented and evidenced for both students and staff associated with the programme. This is particularly relevant due to the proposed use of data by the students of this programme as third parties. • The Student Handbook must incorporate a section outlining data protection considerations and measures (e.g. transfer and sharing of data) with regards to the use of patient data for case study assignments, discussions, etc. to ensure that there are no inadvertent data breaches with regards to this type of assessment. Particular consideration should be given to the Health Service Executive (HSE's) General Data Protection Regulation (GDPR) rules for sharing data with third parties https://www.hse.ie/eng/gdpr/. • The guidance must include a summary of information that could be considered personal data within the GDPR framework. Clarification should be sought from the TU Dublin Data Protection office where needed. For example, with regards to biometric data such as retinal images. • The TU Dublin Data Protection Officer should also be consulted for up-to-date guidance regarding data protection information to be incorporated into the Student Handbook. • The programme team must propose a contingency/alternative assessment in the event that a student is denied use of patient data for the purpose of a TU484 case study assignment, or other assignment or assessment relying on the sourcing of patient data from the student's workplace. <p>School Response:</p> <p>Having consulted with the TU Dublin Data Protection Officer for guidance, a section on GDPR has been added to the student handbook - it is a new Appendix C. This provides extensive guidance to students regarding their responsibilities in terms of data protection when accessing and using patient data as part of this programme. Additionally, links are provided to:</p> <ul style="list-style-type: none"> • TU Dublin's Data Protection Policy • HSE GDPR rules for sharing data with third parties • The Health Research Data Protection Network's Guide on Data Protection for Health Researchers <p>Should a student be denied use of patient data for the purpose of a TU484 case study assignment, or other assignment or assessment relying on the sourcing of patient data</p>

	<p>from the student's workplace, students may either develop a realistic scenario on which to base their case study or access a set of scenarios pre-prepared by the programme team.</p> <p>Additionally, programme team staff will receive GDPR training specifically on case reports from Joanne Lumley, Information Governance Senior Manager in TU Dublin.</p> <p><u>Index of Document Amendments</u></p> <p>Validation Document, Section 7.5</p> <p>TU484 Student Handbook, Appendix C</p>
C3.	<p><i>Assessment descriptions</i></p> <ul style="list-style-type: none"> • The Assessment Descriptions included in the assessment scheme of each module descriptor must be sufficiently detailed regarding the assessment types and components that will be used for the assessment of MLOs (rather than being presented as a range of possible types of assessments that may be used), along with appropriate timelines. • Consideration should be given to UDL and inclusivity in the design and correction of assessments. • Ideally, students should be given exemplars of assessments and associated marking schemes related to the assessment types listed under the Assessment Descriptions field in the module descriptor. <p>School Response:</p> <p>The Assessment Descriptions in each module descriptor have been updated to include more information regarding assessment types and components that may be used for the assessment of the MLOs, along with appropriate timelines. Based on the extensive experience of the programme team, it is felt that the Assessment Descriptions should retain a degree of flexibility to accommodate minor adjustments in exam structure etc. from year to year which will be informed by feedback from students who have undertaken the module.</p> <p>Students will be given the precise exam structure, along with sample questions, at the start of the semester in Brightspace.</p> <p>Consideration has been given to UDL and inclusivity in relation to the design and correction of the assessments. This was guided by the Assessment Strategies section of the TU Dublin LTA Curriculum Management Toolkit and Universal Design License to Learn's UDL A best practice guideline:</p> <p>https://tudublin.sharepoint.com/sites/LTA-CurriculumManagementToolkit https://www.ahead.ie/userfiles/files/shop/free/UDLL%20Online.pdf</p> <p>The Student Handbook has been updated under Section 1.6 <i>Programme Design</i>, to include information on how UDL strategies are incorporated into the design of the Programme's modules.</p> <p>Students will be given exemplars of assessments and associated marking schemes at the start of the semester. Exemplars of assessments (MCQ's, short answer questions, audio/video stimulus, extended questions, case reports) and detailed rubrics/associated marking schemes are also provided in the Student Handbook under Section 1.12 <i>Assessment</i>.</p>

	<p>All module descriptors have been updated accordingly.</p> <p>After implementing the above changes to the Student Handbook, some content previously within Section 1.5 <i>Programme Overview</i> has been re-formatted to more clearly segregate information. The new sections are:</p> <p>1.6 Programme Design</p> <p>1.7 Induction Event</p> <p>1.8 Programme Support</p> <p><u>Index of Document Amendments</u></p> <p>Student Handbook: Section 1.5, and new sections (1.6, 1.7, and 1.8) created.</p> <p>Student Handbook: Section 1.5, paragraph <i>Hardware and Software Requirements</i> moved to Section 1.2 <i>How To Get Online</i></p> <p>Student Handbook: Section 1.5, paragraph <i>Assessment</i> moved into Section 1.12 <i>Assessment</i></p> <p>Student Handbook: Section 1.12 <i>Assessment</i>, Table 9, Tables 10 to 14.</p> <p>Student Handbook: Appendix H</p> <p>OPTO 1001 Module Descriptor: Assessment Description</p> <p>OPTO 1002 Module Descriptor: Assessment Description</p> <p>OPTO 1003 Module Descriptor: Assessment Description</p> <p>OPTO 1004 Module Descriptor: Assessment Description</p> <p>OPTO 1005 Module Descriptor: Assessment Description</p>
C4.	<p>Validation Document</p> <ul style="list-style-type: none"> <p>Section 5.4</p> <p>The reference to using the Glaucoma Monitoring and Detection module, if previously completed, in an RPL capacity in relation to the TU484 programme must be revised to reference this as 5 ECTS credit module (not a 10 ECTS credit module), in alignment with the ECTS allocation for this module in the programme document.</p> <p>Section 7.8</p> <p><i>(Students will have the flexibility to complete just two modules, leading to a Post-graduate Certificate award or four modules for the Post-graduate Diploma award).</i></p> <p>This must be clarified, as the PG Certificate as an exit award cannot be offered to the students as a flexible pathway to completion of a postgraduate award. An exit award can only be applied for by a student when they are not able to complete the PG Diploma. Both the Validation Document and Student Handbook must include a statement to this effect.</p>

	<ul style="list-style-type: none"> • The Learning, Teaching, Assessment and Supports section of the Validation Document must be updated to include the following information – as per the <i>Documentation required for Programme Validation</i>. <ul style="list-style-type: none"> ○ Approaches to supporting student engagement, including with regards to EDI matters. ○ Award calculation (for both the PG Diploma and PG Certificate exit award). ○ Statement regarding derogations that have been sought/approved (including 50% threshold, award classification marks – as these both deviate from the GAR applicable to City Campus programmes). ○ Programme-level indicative schedule of assessments (across all modules), encompassing both summative and formative assessments. ○ Availability of module exemptions through the provisions of the TU Dublin's RPL policy, and how a student may apply for these. (Specific reference to the RPL policy and application process for module exemptions). ○ Programme-specific student supports that may apply, e.g. peer mentoring.
	<p>School Response:</p> <p>Section 5.4:</p> <p>The Glaucoma Detection module (OPTO 1003) is a 10 ECTS credit module. It is the Glaucoma Monitoring and Treatment module (OPTO 1002) that is a 5 ECTS credit module. All documents have been rechecked to ensure that all references to these modules are accurate in terms of ECTS credit assignment.</p> <p>Students who have previously successfully completed the Glaucoma Detection Module (in its former guise) will be considered under RPL for exemption from this module. OPTO 1003 (or equivalent) is a pre-requisite for OPTO 1002.</p> <p>Section 7.8</p> <p>This section in the Validation Document has been amended to indicate that students who successfully complete two modules (30 ECTS credits) may be eligible for the Exit Award of a Pg Cert, should they be unable to complete the full Pg Diploma programme.</p> <p>Learning, Teaching and Assessment and Supports</p> <p>A new section 7.4 Student Engagement has been added which covers approaches to support student engagement, including EDI matters (Validation Document pg. 36.) This also outlines the various supports available to students.</p> <p>Section 7.5.2 has been added showing the schedule of assessments for the programme.</p> <p>A statement regarding the derogation that have been sought regarding the 50% pass mark for all assessment elements is included in Section 7.6.</p> <p>The award calculation has been added to section 7.8 and a statement regarding the derogations has been added.</p> <p>Section 7.9 has been added with details of the application of RPL.</p>

	<p><u>Index of Document Amendments</u></p> <p>Programme Validation Document:</p> <ul style="list-style-type: none"> • Section 7.4, • Section 7.5.2 • Section 7.6 • Section 7.7 • Section 7.8 • Section 7.9
C5.	<p><i>Student Handbook</i></p> <ul style="list-style-type: none"> • (Section 1.5) The Graduate Attributes must be updated to reflect the new TU Dublin GAs (the ones currently listed in the document are the older ones) . The new GAs can be found here: https://www.tudublin.ie/explore/about-the-university/academic-affairs/lta/lta-resources/graduate-attributes/. • A more detailed assessment breakdown regarding assessments for each module must be included in the Student Handbook so that students know what is expected from them. • A more detailed assessment schedule (incl. Indicative dates) must be included in the Student Handbook. This must include indicative schedules and feedback timelines for both formative and summative assessments. The assessments should be spread out across the semesters of study to facilitate the students in having time to complete the assessments and to avoid bunching of assessments. • A more detailed and cohesive delivery schedule (including both indicative dates and times as mapped to the Academic Calendar) must be included in the Student Handbook. This must include both on-site and synchronous online activities. • Penalties for late submission must be clarified and presented only in one area of the document. • The links must be checked to ensure that they are all working and link to active web pages. <p>School Response:</p> <ul style="list-style-type: none"> • The Graduate Attributes have been updated and corrected (Section 1.5) • A detailed assessment breakdown regarding assessments for each module is now included in the Student Handbook in Section 1.12. A new table (Table 9) giving a detailed assessment breakdown for each module has been added. • A detailed assessment schedule (Table 9), including indicative submission and feedback dates, is now included in the Student Handbook. This is incorporated into the same table mentioned above (Section 1.12). The schedule and timelines have been designed to spread the learning and assessment workload evenly throughout the semester. • For each module the Student Handbook now includes a detailed schedule of student actions/learning/activities (including indicative times and dates as mapped to the Academic Calendar) – Tables 3 to 7, Section 1.9 • The incorrect (and duplicated) reference to lateness penalties has been removed and details of lateness implications are given in Section 1.13 and repeated in the FAQ (Section 5.8).

	<ul style="list-style-type: none"> All hyperlinks have been checked and are pointing to the correct (and active) webpages/resources (as of 19/6/2024). <p>Index of Document Amendments</p> <p>TU484 Student Handbook:</p> <p>Section 1.5</p> <p>Section 1.9</p> <p>Section 1.12</p> <p>Section 1.13</p>
C6.	<p>Registration and commencement of programme</p> <ul style="list-style-type: none"> The documentation indicates that a student can commence the programme “at any time”. This should be clarified to state that the programme can be commenced at either the start of Semester 1 or Semester 2. Before implementing such a system, the programme team must consult with the Student Registrations Team to confirm that such commencement of the programme at different stages of the programme is feasible. This system must not be implemented if not compatible with current and planned/incoming student registration systems. <p>School Response:</p> <p>The relevant documentation has been updated to indicate that the programme can be commenced at either the start of Semester 1 or Semester 2.</p> <p>The programme team has confirmed that such commencement is feasible for the Registrations Team. There are other instances of such a system in existence in the university already.</p> <p>Index of Documents Amended</p> <p>Validation document: Section 6 (updated)</p>
C7.	<p>Programme delivery and completion “module-by-module”</p> <ul style="list-style-type: none"> The validation event was held to validate a full Postgraduate Diploma. Validation of a full programme to be delivered in a stackable manner, where students only register for a module at a time, is not currently possible within the provisions of the TU Dublin Quality Framework. Any references to being able to undertake the programme in this manner must be removed from the documentation submitted for the purposes of this validation. <p>School Response:</p> <p>All references to being able to undertake the programme in a stackable manner (registering for one module at a time) have been removed from relevant documents.</p> <p>Index of Document Amendments</p> <p>Validation Document: Section 6</p>

Recommendations	
General Recommendations	
R1.	<p>Single Module Certification</p> <ul style="list-style-type: none"> The programme team is encouraged – upon approval and full validation of the PG Diploma as proposed here – to apply for Single Module Certification for each of the modules, on the basis that they are also addressing identified eyecare professional CPD needs. This will facilitate students in registering for individual modules, and taking them over a period of time. RPL can then be applied to these modules, should a student want to use these as credit when registering for the full programme. <p>School Response:</p> <p>It is in the programme team's plan to apply for Single Module Certification for each of the modules in this programme as soon as this is possible following approval and full validation of the PG Diploma.</p>
R2.	<p>Curriculum Design</p> <ul style="list-style-type: none"> Students should be supported in the development of skills, e.g. reflective practice, both within and across modules, to ensure progression of these skills as the student advances through the programme. Module descriptor pre-requisite and co-requisite modules should be revisited (naming of them into module descriptors) to ensure that they align with the intended delivery sequence and scaffolding of learning of core and other (e.g. reflective practice) skills, e.g. the two glaucoma modules. <p>School Response:</p> <p>The Case Study assignment will inherently involve an element of reflection.</p> <p>Additionally, students must submit a CPD portfolio entry which focuses on reflective practice to demonstrate learning of the module. This will be graded on a Pass/Fail basis.</p> <p>Module descriptors have been updated to include the detail above.</p> <p>Students registering on module OPTO 1003 Glaucoma detection must take OPTO 1002 Glaucoma monitoring and treatment as a co-requisite. Whereas students registering on module OPTO 1002 must have OPTO 1003 as a prerequisite. This allows students who have previously taken the glaucoma detection module (OPTO 1003) to apply for RPL and take OPTO 1002 as a standalone module. In time we intend to join both glaucoma modules into a single 15 credit module, so any new registrants will be required to complete OPTO 1003 and OPTO 1002 together.</p> <p><u>Index of Document Amendments</u></p> <p>All Module Descriptors</p> <p>Student Handbook Section 1.12, Table 9</p>

R3.	<p>Sustainability</p> <ul style="list-style-type: none"> The Validation Document contains a number of references to the programme team's intention to embed and recognise sustainability within the TU484 programme. However, this is not evidenced in either MLOs or PLOs, nor is any other mechanism used to highlight where sustainability is captured in the programme. The programme team may consider the use of a sustainability education tool, such as the European commission SDG mapper tool: https://knowsdgs.jrc.ec.europa.eu/sdgmapper for this purpose.
	<p>School Response:</p> <p>The panel's feedback regarding the integration of sustainability within the TU484 programme is appreciated and has been taken on board by the programme team. We appreciate the panel's insights and the suggestion to utilise tools like the European Commission SDG Mapper to enhance our approach. We are committed to ensuring that sustainability is not only a stated intention but a measurable and integral part of our programme. To effectively embed these sustainability elements into our programme, we have reviewed the programme and included sustainability elements, in all of the TU484 modules. Accordingly, the module descriptors have been updated. The sections updated include the module overviews, MLOs and recommended reading lists to explicitly include sustainability goals aligned with the relevant SDGs.</p> <p>Below, the relevant Sustainable Development Goals (SDGs) as they pertain to each module are highlighted.</p> <p>Mapping Sustainability to Postgraduate Optometry Modules</p> <p>Emergency and Acute Eyecare OPTO 1001:</p> <p>The OPTO 1001 module provides specialised education which supports SDGs 3 (Good Health and Well-being), 4 (Quality Education), and 10 (Reduced Inequalities) by improving immediate patient care, preparing optometrists for urgent situations, and reducing health disparities through enhanced emergency care capabilities, contributing to global health, education, and equality goals outlined in the SDGs.</p> <p>Introduction to Glaucoma Monitoring and Treatment OPTO 1002:</p> <p>The module aims to contribute to global efforts in improving eye health for good health and well-being (Sustainable Development Goal (SDG) 3, promoting continuous professional development and quality education in healthcare (Quality Education, SDG 4), reducing inequalities in access to eye care services (Reduced Inequalities, SDG 10), supporting collaborative efforts among healthcare professionals, educators, and communities (Partnerships for the Goals, SDG 17).</p> <p>Glaucoma Detection OPTO 1003:</p> <p>The OPTO 1003 module emphasises the importance of education (SDG 4), health improvement (SDG 3), equitable access to care (SDG 10), and evidence-based practice in global efforts to combat glaucoma and promote eye health (SDG 3) through</p>

	<p>collaboration (SDG 17). Additionally, emphasis on sustainable practices and technologies in eye care helps reduce waste and promotes the use of eco-friendly diagnostic tools and treatments (SDG 12)</p> <p>Medical Retina OPTO 1004:</p> <p>The Medical Retina Module contributes to advancing SDGs 3 (Good Health and Well-being), 4 (Quality Education), and 9 (Industry, Innovation, and Infrastructure) through enhanced healthcare delivery, education, and technological innovation in retina care.</p> <p>Clinical Aspects of Cataract Management OPTO 1005:</p> <p>This module aligns with multiple Sustainable Development Goals (SDGs), including promoting health and well-being (SDG 3) through decentralised eye care, advancing education quality (SDG 4) with specialised learning, supporting innovation and infrastructure development (SDG 9), and addressing poverty (SDG 1) by enhancing health and economic outcomes. It also contributes to gender equality (SDG 5) through equitable access and training, reduces inequalities (SDG 10) by decentralising services, and fosters sustainable urban development (SDG 11) by integrating eye care into local communities (SDG 17).</p> <p><u>Index of Document Amendments</u></p> <p>All Module Descriptors</p> <p>Student Handbook Section 1.5</p>
R4.	<p><i>Student Engagement</i></p> <p>It is recommended that a student engagement plan be developed by the programme team to ensure that students in a blended learning environment are engaged on a regular basis, and have regular opportunities to raise concerns, address queries, etc. to support all students, year tutors, etc. The panel felt that this is particularly relevant, given the relatively low proportion of contact hours, relative to ECTS credits, within each module.</p> <p>School Response:</p> <p>The Validation Document has been updated to indicate the strategies that will be used in this programme to support and optimize student participation and engagement.</p> <p>Additionally, the programme coordinator will act as a point of contact for students and will ensure that the students are provided with regular opportunities to raise concerns, queries etc. both as a group and individually.</p> <p>Support will also be provided by the school office, whose administrators are very experienced in dealing with and supporting students (including students at post-graduate level).</p>

	<p><u>Index of Document Amendments</u></p> <p>Validation Document, Section 7.4</p> <p>Student Handbook, Section 1.8</p>
R5.	<p><i>Universal Design for Learning (UDL)</i></p> <p>It is recommended that there should be a greater incorporation of UDL into learning, teaching and assessment design for the TU484 programme to promote greater inclusivity of students from diverse backgrounds.</p> <p>School Response:</p> <p>Consideration has been given to UDL in learning, teaching and assessment design for the TU484 programme to promote greater inclusivity of students from diverse backgrounds. This was guided by the Assessment Strategies section of the LTA Curriculum Management Toolkit and UDL A best practice guideline:</p> <p>https://tudublin.sharepoint.com/sites/LTA-CurriculumManagementToolkit</p> <p>https://www.ahead.ie/userfiles/files/shop/free/UDLL%20Online.pdf</p> <p>The Student Handbook has been updated under Section 1.6 Programme Design to include information on how UDL strategies are incorporated into the design of the programme's modules.</p> <p>To effectively integrate UDL principles into the programme's modules, we plan to:</p> <ol style="list-style-type: none"> 1. Conduct Training: Provide professional development opportunities for teaching academic staff to learn about UDL principles and practical implementation strategies. 2. Curriculum Review and Update: Conduct a thorough review of existing modules to identify areas for improvement and update learning materials, teaching methods, and assessments to align with UDL principles. 3. Student Feedback: Regularly gather and incorporate student feedback to meet their diverse needs and preferences. 4. Continuous Improvement: Establish a process for ongoing review and refinement of our UDL implementation to ensure that our programme remains inclusive and accessible to all students. <p>We are dedicated to creating a learning environment that supports all students, regardless of their backgrounds, and we appreciate your recommendations in this regard.</p> <p><u>Index of Documents Amended</u></p> <p>Validation document: Section 7.1.1</p> <p>TU484 Student Handbook Section 1.6</p>
R6.	<p><i>Validation Document</i> (Section 5.4.1 RPL)</p> <p>This must reference the TU Dublin's RPL policy and the provisions therein. This should include how students will be invited to apply for recognition of prior learning. This should also be captured in the <i>Student Handbook</i>.</p> <p>School Response:</p> <p>A detailed description of the RPL process, making reference to the TU Dublin RPL policy has now been included in the Validation Document and the Student Handbook</p>

	<p><u>Index of Documents Amended</u></p> <p>Validation Document, Section 7.9</p> <p>Student Handbook, Section 1.1</p>
Student Handbook	
R7.	<p>Section 1.4</p> <p>A link to the travel information and the campus map should be included here to familiarise the students with the location and access routes to the Grangegorman Campus/National Optometry Centre.</p> <p>School Response:</p> <p>Information on travel to the campus including a link to the relevant section of the TU Dublin website (see links below) is now available in Sections 1.4 and 4.19 of the Student Handbook</p> <p>https://www.tudublin.ie/explore/our-campuses/grangegorman/getting-here/</p> <p>https://www.tudublin.ie/explore/our-campuses/campus-maps/</p> <p><u>Index of Documents Amended</u></p> <p>Student Handbook, Section 1.4</p> <p>Student Handbook, Section 4.19</p>
R8.	<p>Recommended for inclusion</p> <p>The following items should be included in the Student Handbook:</p> <p>(a) A description of how to access the online induction and orientation event (as one of the purposes of this is to facilitate students in setting up their online learning resources, so it is therefore assumed that they will not all have access to Brightspace classroom at this stage, nor will they be familiar with Brightspace classroom).</p> <p>(b) Description of the supports available to students (at a programme level) to facilitate their ongoing engagement with and in the programme, early identification of issues that may arise, etc. What system is being adopted to check in regularly with students and to ensure that they have a forum to address queries?</p> <p>(c) Description of how the award is calculated and classified for both the PG Diploma and its exit award, the PG Certificate.</p> <p>School Response:</p> <p>a. A new Section in the Student Handbook (Section 1.7 Induction Event) has been created to provide this information regarding the student induction event.</p> <p>b. The Faculty will appoint a programme coordinator to oversee student support and engagement at a programme level. A new section in the Student Handbook (Section</p>

	<p>1.8 <i>Module and Programme-Level Support for Students</i>) has been created to provide this information.</p> <p>c. Details regarding how the award is calculated and classified for both the PG Diploma and its exit award (the PG Certificate) have been described in the Student Handbook Section 2.4 <i>Award</i>.</p> <p><u>Index of Documents Amended</u></p> <p>Student Handbook, Section 2.4</p> <p>After implementing the above changes to the Student Handbook, some content previously within Section 1.5 <i>Programme Overview</i> has been re-formatted to more clearly segregate information. The new sections are:</p> <p>1.6 Programme Design</p> <p>1.7 Induction Event</p> <p>1.8 Module and Programme-Level Support for Students</p>
R9.	<p><i>The following should be clarified:</i></p> <p>(a) Feedback Guidelines:</p> <ul style="list-style-type: none"> - The text here suggests that only summative feedback will be used, while the Validation Document states that formative assessment will also be used. This section should include a brief definition of summative and formative assessment, their significance and role of each of these types of feedback in assessment and learning to manage student expectations and to facilitate engagement in the process. <p>(b) Supplemental (repeat) assessment procedures: The first section here belongs under the “Assessments” heading?</p> <ul style="list-style-type: none"> - It is recommended that a sentence be included here to manage student expectations regarding the release of module and programme marks. A sentence such as the one below should be considered for inclusion at the end of this section: <p>“All marks should be considered provisional only until approved by the examination board”.</p> <p>(c) 1.6 Timetable and Calendar</p> <ul style="list-style-type: none"> - As the intention is to run the programme for a calendar year, that does not align with the TU Dublin academic year, an explanatory note should be included to provide clarity regarding the alignment of the semesters of the TU484 programme with those as listed in the TU Dublin Calendar (e.g. TU484 Semester 1 will be TU Dublin Semester 2). <p>(d) 1.8 Pass Requirements</p>

	<ul style="list-style-type: none"> - Should include a statement about whether the supplemental is in the form of an exam or assessment submission is as per decision of the examination board. <p>(e) 2.4 Award</p> <ul style="list-style-type: none"> - It is recommended that a statement be included here to indicate that repeat assessments are offered at the discretion of the examination board. - <p>(f) Assessment information - general comments</p> <ul style="list-style-type: none"> - Assessment information should be consolidated and clarified, as the topic of assessment is addressed in a number of places, e.g. 1.5 Programme Overview (“Assessment” sub-heading), “1.9 Assessment”, statement at the end of the 1.6 Timetable and Calendar” section. A single section on assessment is advised to ensure that all assessment-relevant information is presented cohesively under one distinct section of the Student Handbook. - Consistency is required throughout the Student Handbook regarding whether the students “will” be offered a repeat assessment opportunity, or whether they “may” be offered a repeat assessment opportunity. - The assigned weeks for the assessments/exams must be aligned across all documents (student handbook, Validation doc and module descriptors) - should be now -
	<p>School Response:</p> <p>(a) Modules typically will include optional formative MCQs and/or short answer questions at the end of each topic block. These MCQs are formative as they give students a chance to test their recall and comprehension on key points of learning in the topic, but they are not part of the summative assessment in the module.</p> <p>(b) Agree, the <i>Supplemental (repeat) assessment procedures</i> paragraph belongs under Section 1.12 Assessment. It has been repositioned accordingly.</p> <p>As recommended, the sentence “All marks should be considered provisional only until approved by the examination board” has been added to the Assessments section of the Student Handbook (now Section 1.12).</p> <p>(c) An explanatory note has now been included in the Student Handbook (now Section 1.9) to provide clarity regarding the alignment of the semesters of the TU484 programme with those as listed in the TU Dublin Calendar.</p> <p>(d) A clarification “Normally a repeat assessment is set in the same format as the element failed (assignment or exam) but the final determination of this is made by the Exam Board” has been added to the Student Handbook Section 1.12 <i>Assessment</i>.</p> <p>(e) The sentence “The opportunity to repeat assessments is at the discretion of the Examination Board” has been added to the Student Handbook Section 2.4 <i>Award</i>.</p>

	<p>(f) Agree. Within the Student Handbook text referring to assessment that was previously within Section 1.5 and 1.9 (previously enumerated as Section 1.6) has been removed and consolidated into the Section 1.12 <i>Assessment (previously enumerated as Section 1.9 but now 1.12)</i>. This provides a single cohesive area for all assessment-relevant information.</p> <p>The Student Handbook has been edited to remove ambiguity. It now states that students will be offered opportunity for repeat assessment (“at the discretion of the Examination Board” consistent with the previous recommendation item). The programme team has checked for consistency in all documents (Module Descriptors, Validation Document and Student handbook) in relation to assessment schedules.</p> <p><u>Index of Document Amendments</u></p> <p>Student Handbook: Sections 1.5, 1.9, 1.12, 2.4</p>
R10.	<p><i>The following should be considered for removal/modification in the handbook:</i></p> <p><i>For removal?</i></p> <p>The national Student Survey is currently paused to facilitate its revision and updating. The questions listed here are therefore considered to be outdated. It is recommended that these be removed from the Student Handbook, or that an introductory sentence be included advising that the survey is undergoing revision and will incorporate updated questions, so the questions listed should be considered to be indicative only.</p> <p>School Response:</p> <p>As it is expected that the survey will return in the future, notes of clarification have been included in the Student Handbook to indicate that it is currently paused and that the questions listed are indicative only.</p> <p><u>Index of Document Amendments</u></p> <p>Student Handbook: Section 3.5 and Appendix F</p>
Programme Documentation	
R11.	<p><i>PLOs</i></p> <ul style="list-style-type: none"> • PLO7 should be rephrased to promote understanding of this for the reader. • With reference to Table 5 of the Validation Document and the module descriptors for OPTO 1001 and 1005, clarity should be given as to how PLO7 is assessed by the examination in these modules. • Similarly, clarity should be provided on how PLO8 is assessed in the module OPTO 1005. <p>School Response:</p> <p>PLO7 has been reworded to:</p> <p><i>Recognise their responsibility to deliver optimal patient outcomes individually and as part of a team</i></p>

	<p>This has been changed in the Programme Document, Validation Document, and in the Student Handbook.</p> <p>PLO 7 is best assessed by the students describing their management of patients with ocular disease so is best assessed as part of assessment 1 (A1), the case study element. Table 5 has been updated to indicate this.</p> <p>PLO 8 is assessed in a variety of ways across the modules. As hospital-based optometry becomes a more common feature in Irish hospitals, optometry led cataract, glaucoma and injection clinics will become more widespread. The relative merits of these clinics will be discussed in the relevant modules and assessed as part of the exam and by students describing their own experience of managing patients in these environments as part of the case study submissions.</p> <p><u>Index of Document Amendments</u></p> <p>Validation Document: Section 5.2 and Tables 4 & 5.</p> <p>Programme Document: Programme Learning Outcomes</p> <p>Student Handbook: Section 1.5</p>
R12.	<p><i>OPTO 1003 Glaucoma Detection</i></p> <ul style="list-style-type: none"> The Assessment Type and Description seem to be misaligned. The Assessment Type is recorded as a case study, but the assessment description is more aligned with a critical literature analysis? This should be revised to ensure closer alignment between Type and Description, while also considering the relationship of this assessment to the stated MLOs. <p>School Response:</p> <p>The assessment description has now been reworded to clarify that the assessment is a case study with some elements of literature analysis to be included:</p> <p><i>The case report will be on a patient with a relevant pathology seen by the student in practice or alternatively chosen from a bank of case studies based on realistic scenarios. This is an individual report. The student will detail the specifics of the case including a differential diagnosis, clinical investigations, management of the patient (including any referral or shared care aspects) and a discussion of the literature applying to the case. This assignment will assess learners ability to critically evaluate published research, demonstrating proficiency in scientific thought and analysis, and demonstrate awareness of evidence-based glaucoma care. Written assignment (2000 words).</i></p> <p>This description has also been added to Section 1.12 Assessment in the Student Handbook.</p> <p><u>Index of Document Amendments</u></p> <p>Module Descriptor, OPTO 1003</p> <p>Student Handbook, Section 1.12</p>
R13.	<p><i>OPTO 1001 Emergency and Acute Eyecare</i></p>

	<ul style="list-style-type: none"> Rewording of MLO7 is recommended to promote greater clarity and understanding of this MLO.
	<p>School Response:</p> <p>In the OPTO 1001 module descriptor, MLO 7 has been reworded to the following:</p> <p><i>Formulate and justify appropriate management plans which are demonstrably evidence based with support from the literature, enhancing the quality of education and professional development in eye care (aligning with SDG 4).</i></p> <p>Index of Document Amendments</p> <p>Module Descriptor, OPTO 1001</p>
R14.	<p>All module descriptors</p> <p>(a) Module descriptors: Indicative week for assessment need to be revised in some modules. (Refer to Condition C4 above).</p> <p>(b) The “Assessment Role” must be recorded for all assessments in all module descriptors where this has not already been done.</p> <p>(c) Reading Lists – These should include contemporary references to promote best contemporary practice, and up-to-date information on recognising and managing ocular pathology. This should also include links to websites related to best practice in this area.</p>
	<p>School Response:</p> <p>All module descriptors have been revised regarding the indicative week for assessment, assessment role, and reading lists.</p> <p>Index of Document Amendments</p> <p>Module descriptors</p>
General Comments	
R15.	<p>Professional accreditation</p> <p>The panel encourages the programme team to explore professional accreditation of the programme, both within Ireland and abroad.</p>
	<p>School Response:</p> <p>While the Association of Optometrists (AOI) aka Optometry Ireland (OI) has already indicated that it is not in a position to accredit programmes, they are extremely supportive of the development of this programme and are happy to endorse it and advertise it to members. However, the programme team will continue to engage the AOI in ongoing development of this programme and should the AOI get to a position of accrediting programmes in the future, we will most definitely work towards such accreditation.</p> <p>Because of the different regulatory/practice environments in the UK compared with in Ireland, accreditation by the UK College of Optometrists does not appear to be possible or appropriate currently but this is something that the programme team will continue to explore in the future.</p>

	<p>CORU, is currently exploring mechanisms to recognise additional qualifications in the context of Enhanced/Advanced clinical practice of the professions they regulate. This may involve annotating individual registrants as being an Advanced Practitioner following achievement of a particular additional qualification. The Optometry Discipline and the School are actively involved in engagement with CORU (through membership of the Optical Registration Board, CORU council etc.) and are intimately aware of these developments. As soon as such mechanisms are in place in the future, the programme team will be seeking CORU approval of the programme for this purpose.</p> <p>Index of Document Amendments</p> <p>NA</p>
R16.	<p>Further programme development</p> <p>The panel recommends that the School consider development and validation of an MSc to facilitate students in further studying in this area. Consideration should also be given to the validation of a PG Cert as an embedded award, in addition to being an exit award. This will facilitate students in stacking two modules to achieve a PG Cert, which is not possible currently as the PG Cert is only an exit award, which is only an option for students who have registered for the full PG Dip and were not able to complete the full qualification.</p> <p>School Response:</p> <p>The programme team welcomes the panel's advice in this regard and will work towards validation of the PG Cert as an embedded award as well as development and validation of an MSc programme.</p> <p>Index of Document Amendments</p> <p>NA</p>

Other matters to be brought to the attention of Faculty Board and/or University Programmes Board

Programme Title

The programme was originally proposed under the title of *Postgraduate Diploma in Science in the Advanced Clinical Practice in Ocular Health*. However, the programme team have since proposed (during the School presentation as part of the validation event) the title of *Postgraduate Diploma in Science in the Advanced Practice of Clinical Eyecare*. The panel supports this updated title proposal if it is the decision of the UPB to approve this.

SMCs

As is common practice in medical and allied healthcare professions, the programme team hope to deliver the modules individually on the basis of Single Module Certification (SMC), as CPD⁵ to address a professional need in the area of upskilling in these advanced eyecare

⁵ "CPD" is still widely used for professional knowledge/skills maintenance and upskilling in medical and allied healthcare professions, hence its use here, even though it is no longer recognised by TU Dublin governance structures as per the *University Award Framework and Nomenclature Policy* (2022).

topics. The panel support this and the programme team have been advised that they can seek SMC approval through Faculty Board and the UPB of these modules once the TU484 programme and associated modules, has been validated.

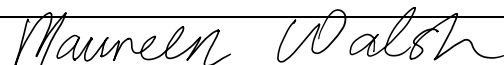
Section G - Approvals

Validation Report

This report has been agreed by the Validation Panel and is signed on their behalf by the chairperson.

Chairperson: Dr. Maureen Walsh

Signed:



Date: 10/06/2024

School Response

The response to the conditions and recommendations has been agreed by the School and is signed by the Head of School.

Head of School: Dr Siobhan Daly

Signed:



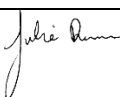
Date: 01/09/2024

Faculty Board

The report and response have been approved by Faculty Board

Head of Learning Development:

Signed:



Nominated Chair Faculty Board 27-09-2024

Date: 27/09/2024

University Programmes Board (Programmes of 30 ECTS or greater)

The report and response have been approved by the University Programmes Board

Registrar:

Signed:

Date: Click or tap to enter a date.

Postgraduate Diploma in Science in Advanced Clinical Practice in Ocular

Health (TU484)

Validation Event Schedule

Thursday 23rd May 2024

09:30-13:30

Online in MS Teams

<p style="text-align: center;">Microsoft Teams Join the meeting now Meeting ID: 326 920 005 250 Passcode: jgdZWz</p>		
Time	Description	In attendance
09:30-10:15	Panel introductions & preliminary meeting to confirm agenda and plan for event	Panel only
10:15-11:00	Presentation and meeting with programme leadership team <i>(Discussion of incl. rationale, market demand, programme design, aims, learning outcomes, entry requirements, student numbers, resources, regulatory, policy matters)</i>	Head of School Head of Discipline Programme Co-ordinator(s)
11:00-11:15	Panel comfort break	Panel only
11:15-12:15	Meeting with staff responsible for module delivery and assessment <i>(Discussion of incl. modules and syllabus, teaching and learning methods and assessment)</i>	Head of School Head of Discipline Programme Co-ordinator(s) Staff responsible for delivery & assessment of modules
12:15-13:00	Panel meeting to discuss findings	Panel only
13:00-13:30	Final meeting with Programme leadership team to verbally report findings.	Programme Co-ordinator Staff as nominated by the programme chair