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Level 7 Diploma in Paediatric Eyecare

COURSE SYLLABUS

LEVEL: DipPEc

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Updates to this guide

The information in this guide is correct at the time of publication. However, this document may be updated periodically to reflect any legislative, policy and/or operational changes.

Level 7 Diploma in Paediatric Eyecare Syllabus 2026 - entry requirements, conditions of admission and course structure.

VERSION: 1.0 - March 2026

Contents

Level 7 Diploma in Paediatric Eyecare

Entry requirements

The ABDO Level 7 Diploma in Paediatric Eyecare programme is designed for eyecare professionals who provide, or wish to develop, advanced paediatric services, including:

- dispensing opticians seeking enhanced paediatric dispensing and management competencies
- optometrists developing advanced paediatric assessment and communication skills

Applicants should be General Optical Council (GOC) registered eyecare professionals with the foundational knowledge required to engage with Level 7 study. Prior experience with paediatric patients is advantageous but not essential.

Non-GOC registered individuals who want to deepen their knowledge and understanding of paediatric eyecare are eligible to undertake the online module learning element of the programme but, owing to legal restrictions on spectacle dispensing to children under the age of 16, will not be eligible to undertake assessment. This may include:

- orthoptists and allied professionals engaging in multidisciplinary paediatric care
- clinicians working in community, hospital or specialist settings who want deeper expertise in complex needs, neurodiversity informed practice and acute presentations
- non-healthcare professionals with relevant links to paediatric eyecare

Individual applications with a case to undertake the final assessments for the award of the full qualification, will be considered on an individual basis.

Programme overview

The Level 7 Diploma in Paediatric Eyecare develops advanced clinical reasoning, communication and evidence-based decision-making for contemporary paediatric practice. Learners engage with seven online asynchronous modules, online synchronous peer-to-peer learning and a practical skills workshop day, before completing a professional assessment that synthesises knowledge, clinical judgement and reflective practice.

This qualification carries 900 learning hours, consistent with Level 7 study within the Office of Qualifications and Examinations Regulation (Ofqual) framework and carries 90 Level 7 credits.

This qualification is benchmarked against the Ofqual Level 7 framework descriptors and reflects the expectations of postgraduate level study, including critical evaluation, synthesis of complex information and autonomous professional judgement. The curriculum content and learning outcomes are also informed by contemporary paediatric eyecare standards and current evidence within the wider optical, orthoptic and ophthalmic communities.

Aims of the course

- To enhance reflective, autonomous practice with the ability to justify advanced clinical decisions in paediatric eyecare
- To strengthen the critical appraisal and application of research to clinical decision-making
- To enhance communication with children, parents/carers and multidisciplinary teams
- To consolidate and extend advanced paediatric assessment and management skills
- To build confidence managing acute presentations and specialist paediatric needs
- To promote safe, ethical, person-centred care across diverse paediatric populations

Teaching and learning approach

- Short, focused lecture segments with embedded learning tasks
- Guided notes and references for self-directed study
- Interactive peer discussion and case reflection
- Practical demonstrations and hands-on skills practice
- Formative self-checks leading to the summative assessment

Course structure

Online distance-learning modules

Module 1. Evidence-based practice
Module 2. Advanced communication
Module 3. Advanced vision management
Module 4. Myopia and refractive management
Module 5. Neurodiversity
Module 6. Facial anthropometry
Module 7. Acute and specialist eyecare

Interactive online components

- Specialist paediatric Peer Review
- Journal Club

Practical skills workshop day

- Research and critical appraisal in practice
- Manual frame modifications and specialist fitting
- Creation and critique of paediatric management plans

All course structure elements are mandatory to progress to the assessment stage

Level 7 Diploma in Paediatric Eyecare

Diploma domains and learning outcomes

Domain 1. Evidence-based practice

(Module 1)

1.1 Critically evaluate research methodologies and theoretical frameworks to enable appraisal of research design including robustness, rigour and/or trustworthiness.

1.2 Systematically identify, synthesise and critically appraise academic literature to construct a coherent, evidence-based analysis that demonstrates originality, critical insight and academic rigour.

Domain 2. Paediatric vision management

(Modules 3–4, with applied measurement and fitting skills reinforced in Module 6)

2.1 Demonstrate a critical understanding of advanced paediatric dispensing integrating anatomical, physiological and optical knowledge to evaluate and manage complex visual and refractive needs across diverse patient populations.

2.2 Apply problem-solving and clinical reasoning to assess, select and justify evidence-based interventions in contact lens practice, refractive correction, low vision habilitation and rehabilitation, with due consideration of patient-specific factors.

Domain 3. Patient-centred care

(Modules 2 and 5)

3.1 Demonstrate advanced communication skills, including the ability to adapt strategies sensitively and effectively to meet diverse cognitive, emotional and social needs, informed by critical reflection and evidence-based psychological principles.

3.2 Critically evaluate psychological, neurological and developmental theories in relation to neurodiversity and special educational needs (SEN), applying this knowledge to support inclusive, person-centred approaches in complex professional contexts.

Domain 4. Specialist paediatric eyecare practice

(Module 7, supported by relevant elements of Module 6)

4.1 Demonstrate a critical understanding of ocular and systemic anatomy, pathology and facial development, integrating this knowledge to support differential diagnosis leading to accurate referral processes and management of acute eyecare presentations.

4.2 Critically evaluate the impact of comorbidities, dysmorphia and developmental anomalies on paediatric ocular health and visual function, formulating patient-centred management strategies within multidisciplinary and emergency care contexts.

Evidence-based practice

Module 1

Evidence-based practice and research

Evaluate how research evidence, clinical expertise and patient values interact to shape clinical decision-making in optical practice.

Apply evidence-based principles to clinical decision-making in order to support accurate diagnoses, effective treatment and improved patient outcomes.

Define research in healthcare and differentiate it from other sources of information such as textbooks, websites and clinical audits.

Differentiate between primary and secondary research and analyse their roles within the healthcare evidence base.

Research methodologies

Recognise how the type of research question influences the ordering of study designs within the evidence hierarchy.

Critically evaluate the hierarchy of evidence as a conceptual framework, including how different study designs are positioned according to their risk of bias and capacity to support causal inference.

Differentiate between the four major qualitative approaches – phenomenology, grounded theory, ethnography and narrative research.

Critically appraise the role of qualitative research in generating evidence to inform patient-centred decision-making in optometric practice.

Define qualitative (categorical) and quantitative (numerical) data.

Identify appropriate summary measures (mean, median, mode) for different types/distributions of data.

Explain what standard deviation represents.

Understand risk, odds, absolute risk and odds ratio.

Interpret odds ratio in clinical research and evidence-based practice.

Recognise when odds ratio approximates relative risk and common misinterpretations.

Related Learning Outcomes

D1. Evidence based practice

1.1 *Critically evaluate research methodologies and theoretical frameworks to enable appraisal of research design including robustness, rigour and/or trustworthiness.*

1.2 *Systematically identify, synthesise and critically appraise academic literature to construct a coherent, evidence-based analysis that demonstrates originality, critical insight and academic rigour.*

Evidence-based practice

Module 1 - *continued*

Putting it into practice

Identify the main online search tools to locate academic literature, including search engines, academic databases and journals.

Recognise the importance of conducting a literature search to support evidence-based practice and improve patient care.

Compare the search functionality of Google Scholar and healthcare databases and evaluate the use of Boolean operators to widen or narrow a search.

Design and implement advanced search strings for clinical and academic queries to achieve a comprehensive coverage of relevant research evidence and minimise bias.

Critically appraise peer-reviewed research through evaluation of methodological rigour, interpretation of results, and identify any potential sources of bias.

Assess the validity, reliability and generalisability of the findings, distinguishing between statistical and clinical significance.

Critically analyse relevant literature to evaluate implications for routine clinical practice.

Related Learning Outcomes

D1. Evidence based practice

1.1 *Critically evaluate research methodologies and theoretical frameworks to enable appraisal of research design including robustness, rigour and/or trustworthiness.*

1.2 *Systematically identify, synthesise and critically appraise academic literature to construct a coherent, evidence-based analysis that demonstrates originality, critical insight and academic rigour.*

Advanced communication

Module 2

Consent, ethics and clinical reasoning

Apply advanced problem solving and clinical reasoning to assess a child's capacity to consent, including evaluating Gillick competence within a clinical setting.

Assess, select and justify evidence based interventions in paediatric spectacle wear, demonstrating clear clinical reasoning in communication with patients and carers.

Analyse the impact of comorbidities, dysmorphic features and developmental anomalies on ocular health and visual function, using this understanding to communicate clear, tailored management plans.

Integrate anatomical, physiological and optical knowledge to communicate effectively about complex paediatric dispensing decisions across diverse patient groups.

Advanced interpersonal communication

Demonstrate advanced communication skills, adapting tone, language and delivery to support children with diverse cognitive, emotional and social needs.

Communicate effectively and sensitively with parents and carers, providing clear, accessible explanations and addressing concerns with empathy and professionalism.

Use evidence based psychological principles to adapt communication strategies for children experiencing anxiety, behavioural challenges or limited clinical experience.

Apply communication techniques that support shared decision making, promoting patient autonomy while ensuring safeguarding and best practice care.

Respond effectively to challenging or emotionally sensitive scenarios, maintaining professional composure and delivering appropriate information in high pressure or emergency contexts.

Demonstrate the ability to explain complex clinical information, such as refractive conditions, treatment options or management plans, in developmentally appropriate, family centred ways.

Apply de-escalation and behaviour support strategies when communicating with neurodiverse children or those with SEN, ensuring equitable access to eyecare.

Related Learning Outcomes

D3. Patient-centred care

3.1 *Demonstrate advanced communication skills, including the ability to adapt strategies sensitively and effectively to meet diverse cognitive, emotional and social needs, informed by critical reflection and evidence-based psychological principles.*

3.2 *Critically evaluate psychological, neurological and developmental theories relevant to neurodiversity and special educational needs (SEN), applying this knowledge to support inclusive, person centred communication strategies.*

Advanced communication

Module 2 - *continued*

Professional practice, reflection and multidisciplinary communication

Work collaboratively within multidisciplinary teams, using clear and consistent communication to support coordinated paediatric eyecare.

Reflect critically on personal communication style and clinical interactions, identifying strengths, biases and development needs to enhance professional practice.

Communicate professional boundaries, roles and responsibilities clearly within paediatric care, ensuring ethical practice, accurate documentation and accountability.

Related Learning Outcomes

D3. Patient-centred care

3.1 *Demonstrate advanced communication skills, including the ability to adapt strategies sensitively and effectively to meet diverse cognitive, emotional and social needs, informed by critical reflection and evidence-based psychological principles.*

3.2 *Critically evaluate psychological, neurological and developmental theories relevant to neurodiversity and special educational needs (SEN), applying this knowledge to support inclusive, person centred communication strategies.*

Advanced vision management

Module 3

Advanced dispensing

Apply advanced dispensing techniques, including accurate frame and facial measurements, prescription analysis and frame design evaluation, to optimise fit, safety and comfort.

Appraise spectacle frames marketed for paediatric use, evaluating clinical suitability in relation to diverse facial characteristics, materials, standards and design principles.

Low vision

Critically evaluate paediatric ocular conditions associated with low vision, assessing their differential impact on visual function and interpreting global and regional prevalence patterns.

Analyse the emotional, social and economic implications of childhood sight impairment, linking condition specific symptoms to daily living and developmental needs.

Demonstrate advanced understanding of statutory definitions, legal frameworks and terminology related to sight impairment and severe sight impairment.

Interpret and evaluate eligibility criteria and certification processes for paediatric sight impairment registration, considering implications for care pathways and support access.

Apply specialist knowledge of paediatric low vision assessment protocols, adapting testing methods to developmental stage and ability, including the use of specialist charts.

Evaluate and compare optical and electronic magnification systems and glare management strategies, using evidence based reasoning to tailor interventions for children.

Paediatric contact lenses

Evaluate the indications, considerations and monitoring requirements for paediatric contact lens use within myopia management.

Related Learning Outcomes

D2. Paediatric vision management

2.1 *Demonstrate a critical understanding of advanced paediatric dispensing integrating anatomical, physiological and optical knowledge to evaluate and manage complex visual and refractive needs across diverse patient populations.*

2.2 *Apply problem-solving and clinical reasoning to assess, select and justify evidence-based interventions in contact lens practice, refractive correction, and low vision habilitation and rehabilitation, with due consideration of patient-specific factors.*

Myopia and refractive management

Module 4

Myopia management

Critically evaluate evidence on the development and progression of myopia, including strengths and limitations of differing research methodologies.

Analyse epidemiological evidence on refractive error prevalence and development in typically developing children, interpreting expected developmental trajectories.

Critically analyse emmetropisation mechanisms and influencing factors and apply this theoretical knowledge to develop evidence based strategies for early detection and management of refractive errors.

Myopia management interventions

Apply knowledge of required instrumentation and clinical measures to initiate, monitor and adjust myopia management plans in paediatric patients.

Use clinical reasoning to select appropriate myopia management interventions, applying decision making skills to simulated paediatric scenarios.

Communicate effectively with parents and children about myopia and its management, addressing common concerns, explaining interventions clearly, and knowing when discussions about management are appropriate.

Related Learning Outcomes

D2. Paediatric vision management

2.1 *Demonstrate a critical understanding of advanced paediatric dispensing integrating anatomical, physiological and optical knowledge to evaluate and manage complex visual and refractive needs across diverse patient populations.*

2.2 *Apply problem-solving and clinical reasoning to assess, select and justify evidence-based interventions in contact lens practice, refractive correction, and low vision habilitation and rehabilitation, with due consideration of patient-specific factors.*

Myopia and refractive management

Module 4 - *continued*

Refractive management

Critically evaluate paediatric refractive assessment methodologies, assessing their validity, reliability and clinical applicability across different age groups and abilities.

Appraise the differential prevalence and progression of refractive errors in children with additional needs or disabilities, evaluating implications for clinical management.

Examine the relationship between accommodation and refractive status, assessing its impact on diagnosis, treatment decisions and long term refractive development.

Evaluate accommodative deficits in children, including those with disabilities, and synthesise evidence based strategies for managing associated refractive anomalies.

Apply advanced clinical reasoning to decisions on spectacle correction, balancing evidence based guidance with individual clinical, developmental and family needs.

Binocular vision

Critically evaluate common binocular vision anomalies in childhood and analyse the influence of spectacle prescribing on their management and outcomes.

Investigate causes of abnormal head posture in paediatric patients, assessing implications for refractive correction, optical dispensing and therapeutic interventions.

Critically examine barriers to spectacle compliance in children and formulate strategies to support adaptation, acceptance and sustained wear.

Analyse the aims, mechanisms and expected outcomes of amblyopia therapy and develop approaches to communicate realistic expectations to parents and carers.

Related Learning Outcomes

D2. Paediatric vision management

2.1 *Demonstrate a critical understanding of advanced paediatric dispensing integrating anatomical, physiological and optical knowledge to evaluate and manage complex visual and refractive needs across diverse patient populations.*

2.2 *Apply problem-solving and clinical reasoning to assess, select and justify evidence-based interventions in contact lens practice, refractive correction, and low vision habilitation and rehabilitation, with due consideration of patient-specific factors.*

Foundations of neurodiversity in paediatric eyecare

Critically evaluate psychological, neurological and developmental theories relating to neurodiversity and special educational needs (SEN), and apply them to guide inclusive, person centred clinical practice.

Analyse how neurodevelopmental differences influence visual behaviour, sensory processing and engagement in clinical environments, applying this understanding to optimise patient interactions.

Recognise and respect the diversity of neurodivergent experiences, avoiding assumptions and adapting communication to individual strengths and challenges.

Evaluate the influence of comorbidities and developmental anomalies on visual function and clinical assessment and communicate this effectively within care planning.

Related Learning Outcomes

D3. Patient-centred care

3.1 *Demonstrate advanced communication skills, including the ability to adapt strategies sensitively and effectively to meet diverse cognitive, emotional and social needs, informed by critical reflection and evidence-based psychological principles.*

3.2 *Critically evaluate psychological, neurological and developmental theories relevant to neurodiversity and special educational needs (SEN), applying this knowledge to support inclusive, person centred communication strategies.*

Advanced communication and interaction with neurodiverse children

Demonstrate advanced, adaptable communication skills that sensitively meet the cognitive, emotional and social needs of neurodiverse paediatric patients and their parents/carers.

Apply evidence based strategies to manage clinical encounters involving sensory sensitivities, communication differences or behavioural challenges.

Communicate clinical findings and management plans clearly and accessibly, adapting explanations to developmental level, processing preferences and family needs.

Support parents and carers with evidence informed guidance, addressing concerns sensitively and empowering them to participate in shared decision making.

Apply problem solving and clinical reasoning to assess and justify evidence based interventions for managing visual stress, including the appropriate use of tinted lenses.

Professional responsibilities, pathways and collaborative working

Demonstrate a thorough understanding of the SEND Code of Practice, including legal responsibilities, collaborative working and its implications for paediatric eyecare.

Work effectively with multidisciplinary teams across health, education and social care, ensuring coordinated assessment, communication and support for neurodiverse children.

Demonstrate knowledge of local and national support pathways, organisations and referral routes available to children with neurodiverse profiles and their families.

Reflect critically on personal interactions with neurodiverse children and their families, identifying strengths, learning needs and opportunities to enhance inclusive communication strategies.

Justify clinical decisions in complex scenarios, integrating neurodevelopmental, psychological and visual information to support safe and effective care.

Demonstrate professional and ethical practice when working with neurodiverse children, including safeguarding awareness, consent considerations and culturally competent communication.

Related Learning Outcomes

D3. Patient-centred care

3.1 *Demonstrate advanced communication skills, including the ability to adapt strategies sensitively and effectively to meet diverse cognitive, emotional and social needs, informed by critical reflection and evidence-based psychological principles.*

3.2 *Critically evaluate psychological, neurological and developmental theories relevant to neurodiversity and special educational needs (SEN), applying this knowledge to support inclusive, person centred communication strategies.*

Facial anthropometry

Module 6

Craniofacial growth and development

Demonstrate advanced understanding of paediatric craniofacial development, including growth patterns of the neurocranium and viscerocranium, and apply this knowledge to spectacle frame fitting.

Critically appraise academic literature on facial growth and relate research findings to paediatric spectacle frame design and fitting criteria.

Analyse differences in facial measurements across age, gender, ethnicity and developmental conditions, interpreting how these variations influence spectacle design and clinical decision making.

Critically analyse recent anthropometric datasets, including measurements for typically developing White British, Chinese children and children with Down's syndrome, and apply findings to spectacle selection and design.

Understand and interpret key craniofacial landmarks and their relevance to paediatric spectacle fitting.

Facial measurements, data interpretation and frame parameters

Evaluate facial anthropometric data, including key craniofacial landmarks, and apply these measurements to determine optimal paediatric spectacle fit.

Compare paediatric and adult spectacle frame parameters, evaluating how manufacturer measurements influence fit, comfort and safety.

Evaluate spectacle manufacturing parameters and understand how frame geometry interacts with paediatric craniofacial growth and morphology.

Assess and interpret population data on facial measurements, understanding how to extract relevant parameters and evaluate data quality and applicability.

Review and critically evaluate paediatric spectacle frame designs using academic evidence and measurement data.

Related Learning Outcomes

D4. Specialist paediatric eyecare practice

4.1 *Demonstrate a critical understanding of ocular and systemic anatomy, pathology and facial development, integrating this knowledge to support differential diagnosis leading to accurate referral processes and management of acute eyecare presentations.*

4.2 *Critically evaluate the impact of comorbidities, dysmorphia and developmental anomalies on paediatric ocular health and visual function, formulating patient-centred management strategies within multidisciplinary and emergency care contexts.*

Facial anthropometry

Module 6 - *continued*

Clinical application, communication and professional collaboration

Apply specialist dispensing skills to develop individualised solutions for children with facial differences or atypical craniofacial development.

Identify and justify key fitting requirements for children with complex facial growth patterns or syndromic diagnoses affecting craniofacial structure.

Explain to paediatric patients and their parents/carers how facial shape, pressure points and growth patterns affect spectacle comfort, durability and fitting outcomes.

Formulate evidence based recommendations for paediatric frame selection using integrated anthropometric, optical and developmental data.

Work collaboratively with manufacturers, clinicians and dispensing professionals to review and enhance paediatric spectacle frames supplied in practice.

Related Learning Outcomes

D4. Specialist paediatric eyecare practice

4.1 *Demonstrate a critical understanding of ocular and systemic anatomy, pathology and facial development, integrating this knowledge to support differential diagnosis leading to accurate referral processes and management of acute eyecare presentations.*

4.2 *Critically evaluate the impact of comorbidities, dysmorphia and developmental anomalies on paediatric ocular health and visual function, formulating patient-centred management strategies within multidisciplinary and emergency care contexts.*

Acute paediatric ocular pathology and emergency management

Critically evaluate common paediatric ocular pathologies, recognising key signs and symptoms and applying appropriate management or referral pathways.

Identify and accurately classify different types of paediatric strabismus using correct clinical terminology and evaluating available treatment options.

Recognise and assess papilloedema and optic disc swelling, understanding grading systems and differentiating these from other optic nerve anomalies.

Identify clinical presentations that may indicate underlying intracranial pathology, such as symptoms linked to paediatric brain tumours, and apply urgent referral protocols.

Demonstrate an advanced understanding of congenital cataracts, including current research, treatment pathways and anticipated visual outcomes.

Related Learning Outcomes

D4. Specialist paediatric eyecare practice

4.1 *Demonstrate a critical understanding of ocular and systemic anatomy, pathology and facial development, integrating this knowledge to support differential diagnosis leading to accurate referral processes and management of acute eyecare presentations.*

4.2 *Critically evaluate the impact of comorbidities, dysmorphia and developmental anomalies on paediatric ocular health and visual function, formulating patient-centred management strategies within multidisciplinary and emergency care contexts.*

Craniofacial development and specialist dispensing

Demonstrate advanced understanding of cranial and facial development in infants, including how over or underdeveloped sutures and fissures influence spectacle dispensing.

Develop specialist dispensing skills to conceptualise, design and deliver individualised optical solutions for children with facial differences or complex craniofacial presentations.

Evaluate and apply practical and technical skills required for safe and effective spectacle frame fitting in children with ocular, neurological or developmental conditions.

Analyse the anatomical and functional implications of specialist paediatric conditions, evaluating potential treatment and dispensing strategies through evidence based practice.

Understand and integrate a child's preferences, concerns and perspective into clinical decisions involving frame choice, lens options and necessary modifications.

Advanced clinical judgement, communication and multidisciplinary care

Apply specialist communication skills to support children and families navigating complex or acute eyecare needs, ensuring clarity, sensitivity and shared decision making.

Collaborate effectively with multidisciplinary teams, including orthoptists, ophthalmologists and paediatric services to ensure coordinated and safe care.

Critically appraise research and literature relevant to acute paediatric eyecare, including emerging studies on ocular pathology, craniofacial development and treatment outcomes.

Demonstrate professional judgement in complex clinical scenarios, integrating anatomical, pathological and psychosocial factors to deliver high quality, specialist paediatric eyecare.

Apply clinical reasoning to specialist dispensing and management challenges, demonstrating the ability to justify decisions in high complexity cases.

Related Learning Outcomes

D4. Specialist paediatric eyecare practice

4.1 *Demonstrate a critical understanding of ocular and systemic anatomy, pathology and facial development, integrating this knowledge to support differential diagnosis leading to accurate referral processes and management of acute eyecare presentations.*

4.2 *Critically evaluate the impact of comorbidities, dysmorphia and developmental anomalies on paediatric ocular health and visual function, formulating patient-centred management strategies within multidisciplinary and emergency care contexts.*

Assessment

Summative assessment leading to the award of a Level 7 Diploma in Paediatric Eyecare is only available to GOC registrants owing to legal restrictions on spectacle dispensing to children under the age of 16. Non-GOC registrants will be provided with a certificate of completion upon successful conclusion of all seven online modules.

ABDO may consider applications from alternative healthcare professionals who wish to complete the full qualification assessments; applicants must have current membership with a healthcare-related regulatory body such as the General Medical Council (GMC), Health and Social Care Professionals Council (CORU) etc., with evidence of working in the field of paediatric care.

Clinical areas

Five modules of the course content have been categorised as clinical areas for the purpose of assessment.

Module 3 – Advanced vision management

Module 4 – Myopia and refractive management

Module 5 – Neurodiversity

Module 6 – Facial anthropometry

Module 7 – Acute and specialist eyecare

Modules 1 and 2 – Evidence-based practice and Advanced communication, will be assessed throughout all sections.

Section A – Portfolio

The expected learning outcomes are:

A1. to complete three patient case records with individualised management plans (anonymised), each covering a different clinical area

A2. to demonstrate that evidence-based principles have been applied to clinical decisions

A3. to evidence the ability to produce contemporaneous case records

A4. to submit a reflective statement evaluating how knowledge base and clinical skills have developed and been applied through the programme of study and are in line with the course learning domains

Section B – Literature review

The expected learning outcomes are:

B1. to select and refine a topic using a different clinical area to those selected for Section A

B2. to complete a 3,000 word literature review on the chosen subject

B3. to construct a coherent, evidence-based analysis that demonstrates originality, critical insight and academic rigour

Section C – Professional discussion

The expected learning outcomes are:

C1. to complete a one hour online professional discussion exploring work submitted from Sections A and B, the remaining clinical areas

i. to demonstrate reflective, autonomous practice with the ability to justify advanced clinical decisions in paediatric eyecare

ii. to demonstrate the critical appraisal and application of research to clinical decision-making

iii. to demonstrate enhanced communication with children, parents/carers and multidisciplinary teams

iv. to demonstrate advanced paediatric assessment and management skills

v. to demonstrate confident management of acute presentations and specialist paediatric needs

vi. to demonstrate safe, ethical, person-centred care across diverse paediatric populations

Quality and assurance

Content is written and reviewed by subject specialists across optometry, orthoptics, ophthalmology, hospital dispensing and psychology to ensure contemporary, evidence informed practice.

All results are ratified through ABDO's formal examinations board process, including internal and external review, assessor standardisation and an appeals procedure.

Further assistance

For any academic or technical queries, please contact the professional development team at *professionaldevelopment@abdo.org.uk*

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