

Introduction:

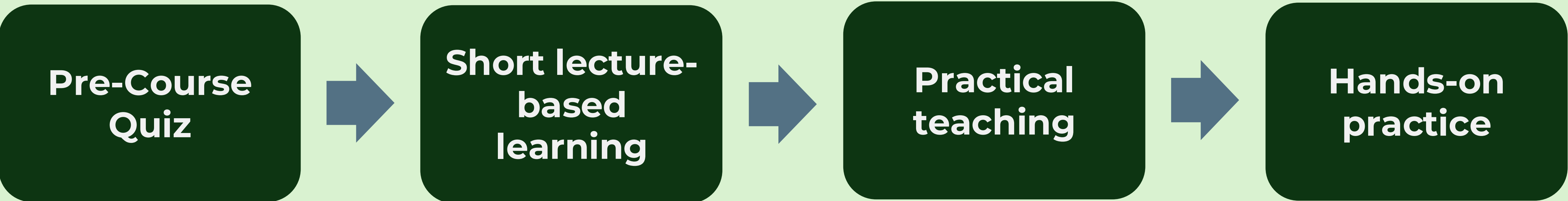
Slit-lamp competence is essential in ophthalmology and a core part of the UK Ophthalmic Specialist Training (OST) curriculum set by the Royal College of Ophthalmologists.¹ Many first-year residents start with minimal experience due to reduced undergraduate ophthalmology teaching.²

Early skill gaps can undermine confidence and slow clinical development, worsened by variable workplace teaching in the NHS.³

Peer-to-near-peer teaching can provide relatable, supportive learning and encourage open discussion.

We developed a **low-cost, centrally organised slit-lamp course** for first-year residents to address these challenges.

Methods:



Prior to starting the course delegates completed a quiz covering the five domains using a 7-point likert scale. This was completed pre- and post- and results were compared.

Course lasted 90 minutes on a single day, beginning with 30 minutes for short talks followed by 60 minutes of hands-on teaching.

Teaching team consisted of: two fourth year Ophthalmology Residents and three second year Residents. Session was organised and supported by and Education and Simulation Fellow.

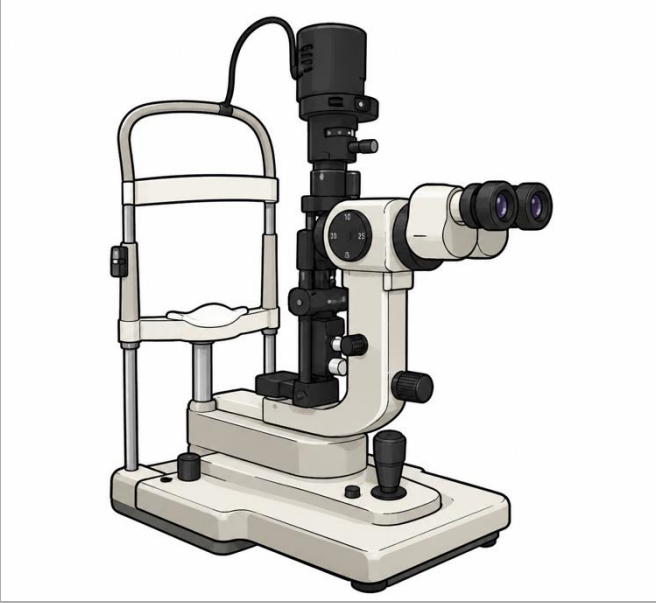
Equipment included: Slit-lamps present within clinic, indirect ophthalmoscopes, RetiEyes,⁴ SimulEYE models,⁵ standard funduscopy lenses, gonioscopy lenses and a 20D lens.

DISCUSSION & CONCLUSIONS:

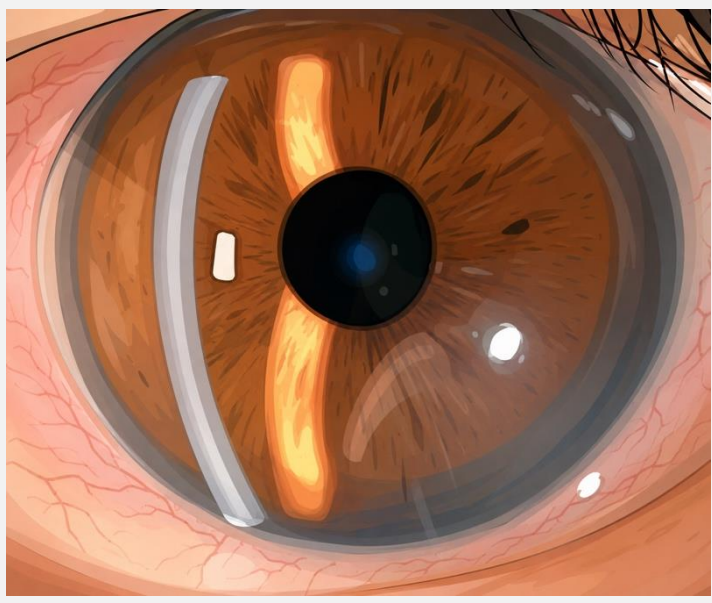
- Peer-to-near-peer teaching makes learning relatable, inclusive, and supportive
 - Hands-on, discussion-based learning enhanced skill acquisition compared to lectures alone
 - High tutor-to-delegate ratio allowed personalised feedback and troubleshooting
 - Reusable equipment makes the course cost-effective and sustainable
 - Timing (~1 month into training) allows residents to identify areas they find difficult so that they can be targeted
 - Improvement for future iterations: Increase time for indirect ophthalmoscopy practice
- Structured, low-cost slit-lamp course significantly improves STI confidence in core ophthalmic skills
 - Peer-to-near-peer + senior oversight creates a safe, engaging, and open learning environment
 - Use of existing, reusable equipment ensures accessibility and sustainability
 - Model is replicable and recommended for incorporation into trainee programs
 - Supports equitable, consistent early training experiences

Domains targeted:

[Knowledge of slit-lamp components](#)



[Assessment of the cornea and anterior segment of the eye using a slit lamp](#)



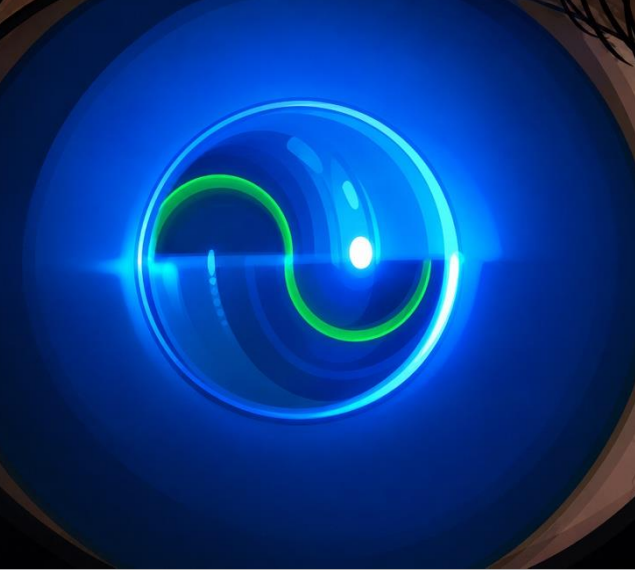
[Using slit lamp to examine the posterior segment](#)



[Assessment of the fundus via indirect ophthalmoscopy](#)



[Knowledge of how to assess intraocular pressure at the slit lamp](#)



Results:

- 9 residents** attended the course
- 7 residents** completed pre-course feedback; **8 residents** completed post-course feedback
- All participants** reported no prior formal ophthalmology experience

Confidence improved across all assessed domains

- Slit-lamp knowledge: **2.85 → 5.13**
- Corneal & anterior chamber examination: **3.0 → 4.75**
- Posterior segment examination: **1.86 → 4.5**
- Indirect ophthalmoscopy: **1.29 → 3.88**
- Intraocular pressure measurement: **2.0 → 4.38**

Participant feedback

- 100% reported the session improved confidence with slit-lamp skills
- 100% recommended inclusion within the STI teaching programme
- All participants felt tutors created an environment where questions were welcomed



REFERENCES:

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