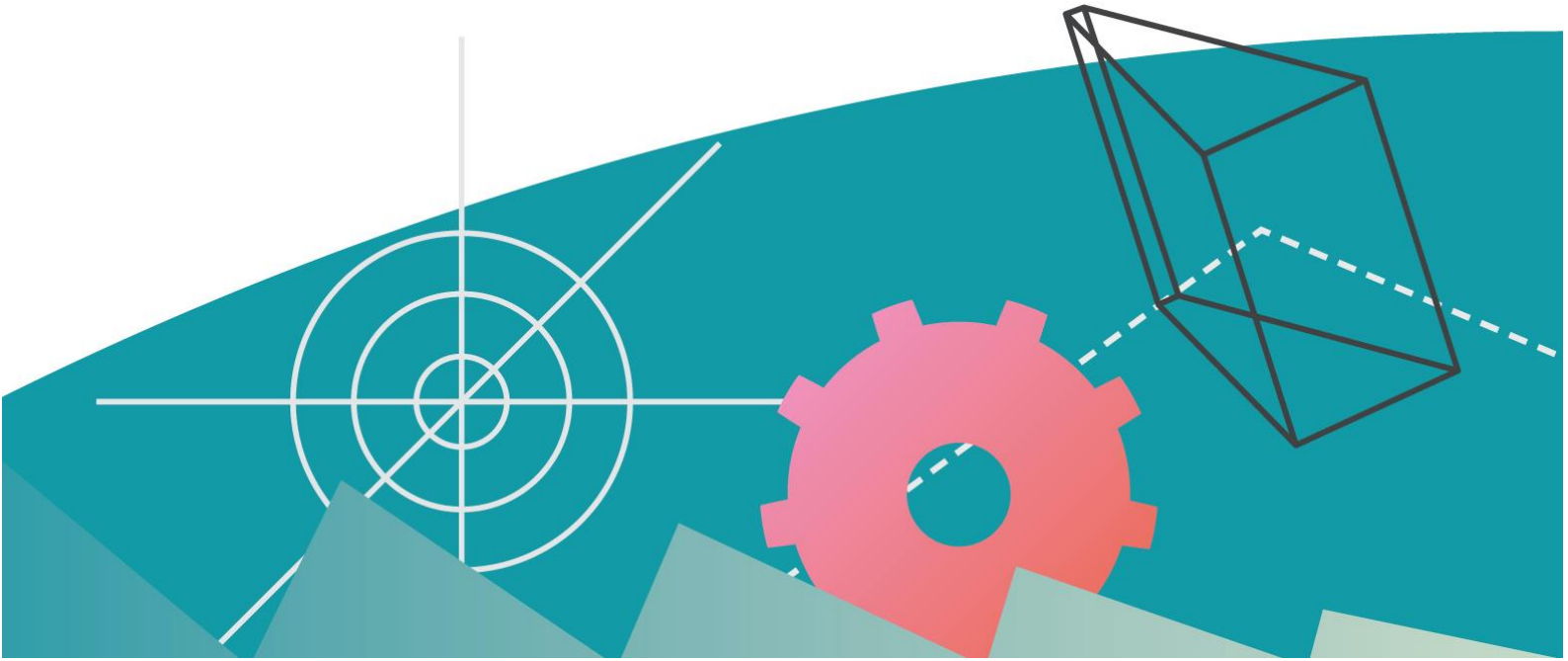
BIOS

British and Irish Orthoptic Society

## Allied Health Professions Enhanced Level Practice

# Orthoptic Model Curricula

*British and Irish Orthoptic Society, December 2025*



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# 1.0 Introduction

## 1.1 What is Enhanced Practice?

The Long Term Plan (LTP)[1] and the AHP strategy for England – AHPs Deliver[2] identified the need for improved career pathways for staff with associated funding for education and training. Enhanced practice (EP) education is seen as a key part of this improved career pathway for Allied Health Professions (AHP's) and will realise the full potential of the skill mix found within the health and social care workforce. There is acknowledgement that a large proportion of this multi-professional workforce provides complex care to patients and manages much of the day-to-day risk of services (The Principles of Enhanced Level Practice)[3]. Allied Health Professionals have a range of unique skills to meet the needs of complex populations and work autonomously within multi professional teams, however there is a lack of career structure between preceptorship and advanced practice roles. Providing meaningful career pathways and progressing the development of profession specific skills is essential to retain our valued staff.

**Figure 1:** ***Definition of Enhanced Practice***

> *"Enhanced Clinical Practice is a level of practice evident in the healthcare workforce. It is delivered by experienced, often registered professionals who practice with autonomy and independently. They do complex work and manage day to day risk, including risks on behalf of or with patients."*
>
> The Principles of Enhanced Level practice: Health Education England, 2022

Enhanced Practice (EP) is a level of practice that already exists within the AHP workforce. It is delivered by established clinicians, who are autonomous professionals, making a significant impact on patient care and clinical services. Through use of profession specific knowledge and skills they make autonomous decisions within a defined area of practice, mitigating and managing risk to the patient, themselves, others and the service. There are no 'generic' enhanced practitioner roles, they are post-qualification/ registration, have experience and a recognised body of profession specific knowledge. Enhanced level practice will drive cultural change and provide a positive impact on services.

*"Each profession develops approaches and expertise to meet the needs of patients and populations and to develop a body of knowledge that they hold and apply. Enhanced level practice is very much rooted in that development of knowledge and expertise, therefore different professional groups express what it looks like to work at this level of practice. This means there is no generic "enhanced clinical practitioner" role or training."*

Beverley Harden, AHP Lead Health Education England and Deputy Chief Allied Health Professions Officer.

**Figure 2: Value of Enhanced Practice**

Practitioners who work at an enhanced level practice do not have to include the term 'enhanced' in their job title. They work autonomously as part of a multidisciplinary team or independently and are proficient within their area of practice, being able to apply their skills, experience, and education to substantially contribute to episodes of care. This level of practice occupies the space after novice and before advanced practitioner and may be a destination in itself, or as a precursor to advanced practice. Enhanced level practice contributes significantly to person centred care, quality, safety, and efficiency within services.

## 1.2 Allied Health Profession Enhanced Practice

Enhanced practice has been identified as a level of practice within Allied Health Professions across all four nations. Each of the nation specific workforce and career framework articulate the purpose of enhanced level practice within the career journey of health and care professionals. Across the nations the hallmarks of enhanced level practice are described as focusing on the following areas of professional thinking and action:

- Demonstrating depth of knowledge to support complex decision-making skills, clinical competence, and judgement within a specific area of practice
- Autonomous practice leading to ability to exercise expert judgement within profession specific practice.
- Criticality of thought and action in using and developing evidence to inform their practice.
- Use evaluative approaches to interpret and synthesis information within complex situations in practice
- Developing as a situational leader including without authority and through influence

In exploring enhanced level practice across Allied Health Professions, it builds on the expectations that to support professional development programmes should ensure that learning enables the following

- Depth of professional knowledge, skills and behaviours building on autonomous practice
- Continuum of mastery, applied and transferrable profession specific knowledge, skills and behaviours within and across pathways
- Working with increasing complexity, risk and being able to confidently articulate your profession specific reasoning

The following sections therefore outline the principles, guidance and model curriculum for Orthoptists working at an enhanced level practice. The Orthoptic Profession Specific Curriculum has been designed to align with the existing AHP enhanced level practice schema and model curriculum[4] published in 2024.

# 2.0 Curricula Principles and Guidance: Enhanced Level Practice

## 2.1 Alignment to existing AHP National Schema and Model Curriculum

The overall aim of the Enhanced Level Practice curricula framework (NHSE 2024) originally developed was to support autonomous allied health professionals to develop as established and confident registrants able to demonstrate their profession specific knowledge, skills, and behaviours when working in complex multi professional teams across health and social care sectors. The overarching aim of the original schema and curricula development was to enable programmes for enhanced practice to enable development of confident, creative, critical thinkers, agile in their mindset, solution focused leaders who are working autonomously and are secure in their professional identity.

The original schema (Allied Health Professions Enhanced Practice NHSE 2024[4]) set out these core principles across all Allied Health Professions:

The Enhanced Level Practice curricula purpose is:

- To maximise autonomous practice as Allied Health Professionals
- To be values led at all levels of practice
- To be inclusive of all
- To be multi-professional in intent but celebrate clarity and depth of practice that is ***profession specific***
- To be agile in design across health and care
- To commit to transformational change at System, Place and Neighbourhood levels
- To be aligned to existing educational frameworks and curriculum
- To be cognisant of professionals' career journey from registration to advanced levels

of practice and beyond
- To be employer led to grow and sustain the local workforce who are representative of the community they serve

The aim of this model curricula therefore builds on these for Orthoptists and sets out to produce a diverse curriculum that is relevant to the profession, speciality, and interests, seeking to celebrate the depth of practice within health and social care, retaining this highly valued and skilled workforce. The Orthoptic model curriculum has been aligned to the existing AHP Enhanced practice curriculum, educational guidance and national frameworks. This approach has been adopted to maximise the opportunity to embed enhanced level practice within local systems to bring about change at a national level recognising the impact Orthoptists play in the delivery of care for the populations they serve.

## 2.2 Models of education for enhanced practice

This section provides a summary of the models of education and should be considered in the context of the national guidance document to provide greater clarity of the options for educational delivery.

1. Enhanced Clinical Practitioner Apprenticeship

Within England the Enhanced Clinical Practitioner apprenticeship standard[5] can be utilised to support professional development. The occupational standard is set at Level 6 however it is recommended for Orthoptists that any programme of learning should be at Level 7 (equates to an Master's level academic standard). The apprenticeship has been approved as non-academic credit bearing however academic education institutions can and where appropriately justified offer academic credits in addition to completion of the end point assessment (EPA). Where academic credits are included within the apprenticeship delivery guidance should be sought under the Education and Skills Funding Agency (ESFA)[6] funding regulations. The delivery of any programme would be mapped according to the apprenticeship standard and assessment at the appropriate level of study according to the Framework for Higher Education Qualifications (FEHQ) standards. The apprentices would be entitled to a minimum of 6 hours per week of protected time for off-the-job learning and currently the occupational standard indicates that the typical duration of the programme is 18 months.

2. Continuing professional development (fee-paying via employer or self-funded)

It is essential to recognise that there is a range of existing provision for post registration education and where this is provided across the profession and localities. To ensure parity and consistency for Enhanced Level Practice it is recommended that any education provider

develop CPD provision map against the occupational standard for Enhanced Clinical Practice.

**Distinguishing academic and practice levels**

It is important to distinguish the difference between academic qualification and levels of practice. There is specific guidance available on the NHS Learning Hub for academic education institutions, employers and practitioners to support understanding of the intersect of enhanced and advanced professional development. It is fully acknowledged that the level of practice and academic level of practice are two separate entities; academic level is indicative of the level of "difficulty" aligned to the academic quality standards What qualification levels mean: Overview - GOV.UK (www.gov.uk) whereas the level of practice denotes the application of knowledge, skills, behaviours and attributes required within the specific scope of practice within the registrants role.

## 2.3 Entry criteria

To ensure that practitioners are sufficiently prepared to develop their knowledge skills and behaviours to successfully work at an enhanced level, applicants need to have a sound depth of clinical experience as an Orthoptist. Whilst each HEI will have their own specific entry requirements it is expected the following will be required for an apprenticeship or fee-paying route:

- Registration with the appropriate professional regulatory body, with no restrictions to their practice
- Recognised qualification which may include BSc, MSc, MSCi or Diploma Orthoptist.
- Where applicants do not hold a Level 6 qualification, equivalence of professional experience should be considered
- To have the opportunity to work at an enhanced level within their employment as an Orthoptist.
- To have opportunity within practice across breadth of Orthoptic areas
- Agreement from employers to support, with respect to time and opportunity both in practice setting and at a Higher Educational Institution
- International registrants who are employed and have relevant visas can access apprenticeship programmes and therefore there should be no additional entry requirements.
- Additional criteria may be required by the education provider in line with their institutional policy.

If taking this through an apprenticeship route, guidance should be sought from the ESFA funding regulations regarding minimum requirements of working hours per week where relevant.

## 2.4 Learning and teaching considerations

The Learning, Teaching and Assessment strategy should therefore seek to assist established Allied Health Professionals working toward Enhanced Level Practice to further develop expertise in professional knowledge, skills and behaviours securing their depth of profession specific practice and identity but also promote expertise across multi-professional pathways of health and care provision. These recommendation from the original schema are relevant to apprenticeship and fee-paying programmes.

**Guiding Principles:**

- Focus on discipline and subject specific knowledge, skills and behaviours
- Multi-professional pathways should have authentic contribution from all professions in the design, development and delivery of programmes
- Acknowledge and address any underrepresentation of academic/teaching staff from underrepresented communities, which can lead to learners feeling unseen and unheard
- Recognise and value authentic inter-professional education
- Integration of university-based learning, work-based learning and occupational competence for enhanced level practice
- Ensure design principles fully embrace blended learning approaches and use of simulation techniques
- Ensure assessment strategies proactively implement anti-discriminatory policies and practices for off the job and on the job learning

In addition, it is essential to recognise the nature of Orthoptic practice as being specialised on entry to the profession; this distinct perspective is unique across many of the Allied Health Professions and must be considered in developing educational programmes for enhanced practice. It is the recommendation of within this curriculum that diversity and breadth of experience in Orthoptic practice is a central component of enhanced level practice rather than developing speciality-based approaches (such as a particular clinical area). By taking this focus on breadth and depth of practice, it is aimed that the future career progression will be based on a robust exposure to the full range of orthoptic practice securing professional judgement, reasoning and expertise which can be fully utilised where relevant in readiness

for future progression to advanced level practice in specific context. The purpose of the model curricula is to provide the high-level curricula principles that an education provider could then operationalise into a course, with an indicative programme of study outlined below Providers therefore can develop curricula within their institutional requirements and funding bands as profession specific, multi-professional, and or pathway specific.

## 3.0 Orthoptic Enhanced Level Practice

Orthoptic practice are specialists in visual development, binocular vision, amblyopia, ocular movements, strabismus, and eye movement disorders. By providing specialist investigation, assessment and intervention orthoptists can prevent and /or mitigate the impact of disease and disability. Orthoptists support people maintain a productive everyday life by enhancing vision, improving daily function through specialist interventions and collaborative care.

The workforce priorities for enhanced level of practice broadly focused on the following areas of clinical practice:

- Expertise in complex Amblyopia treatment, including cases that do not respond to standard treatment or have multiple amblyogenic factors.
- Expertise in complex investigation, diagnosis and conservative management of patients in a single-handed clinical setting.
- Expertise in complex investigation, diagnosis and conservative management of concomitant strabismus in children and/or adults.
- Expertise in complex investigation, diagnosis and conservative management of acute onset strabismus, incomitant strabismus and ocular motility defects in children and/or adults.
- Expertise in complex assessment of children and/or adults with complex needs, disabilities or multiple health conditions requiring multidisciplinary care.
- Expertise in complex assessment of static and kinetic visual fields in patients with visual and neurological disorders.

In addition, the development of the educator workforce in supporting profession specific and multi-professional practice-based learning was identified as a national workforce priority.

- Leading clinical supervision and teaching of students and other health professionals in the hospital setting, such as pre-registration orthoptic students on clinical placement, medical students or optometry students.
- Leading the design of practice based learning including profession specific and multi-professional education.

## 3.1 Outline of the Enhanced Practice model curricula

The curricula framework is set out across eight core Enhanced Level Practice Domains which are aligned to the four pillars of professional practice. Each profession specific curricula uses these as a foundation with the inclusion of additional profession specific domains to reflect enhanced practice within that profession. Each domain is mapped against the Enhanced Clinical Practitioner apprenticeship standard occupational duties[4] and knowledge, skills and behaviours and describes the *level of practice*.

| | |
|---|---|
| **Clinical Practice** | To be able to demonstrate safe and effective person-centred care with a particular focus on clinical reasoning, decision making and risk management and care management planning. |
| **Clinical Practice** | To be able to demonstrate the delivery of enhanced level care, using the application of anatomy, physiology and psycho-social factors within assessment and diagnostic processes, providing interventions and utilising appropriate equipment within your scope of practice. |
| **Leadership** | To be able to evaluate the impact of own leadership behaviours to be a confident, inclusive, and supportive leader contributing to a culture of continuous improvement. |
| **Leadership** | To be able to use critically informed evidence-based approaches to advocate and lead operational and transformational change in complex situations and systems. |
| **Education** | To be able to achieve a critical understanding of the principles and theories of education to an enhanced level; to develop, deliver and evaluate effective learning opportunities for all stakeholders. |
| **Education** | To be able to act as an expert resource, promote, lead, and monitor effective education in challenging environments for specialist and non-specialist audiences; encouraging the use of education to inform innovative clinical practice to enhance the well-being of others. |
| **Research** | To be able to construct appropriate research design and audit techniques to evaluate practice to identify quality improvement processes to enhance orthoptics provision. |
| **Research** | To demonstrate the ability to systematically search, gather and select, and critically appraise data, to inform professional practice, decision making and service design. |

**Figure 3: Enhanced Level Practice Domains**

**Enhanced Level Practice descriptors**

These are the key requirements that describe the level of practice within each specific domain and can be considered as multi-professional knowledge, skills and behaviours aligned to working within the defined scope of practice as a Health and Care Professions Council (HCPC) registrant these are tailored to but are not unique to a particular profession.

**Profession specific descriptors**

These are reflective of the unique practice at an enhanced level and describe profession specific practice principles, skills and practice when working to this level of practice within the scope of HCPC registration adhering to professional standards of proficiency and standards of conduct, performance, and ethics.

## 3.2 Understanding and using the Orthoptic model curricula

The curricula framework is set out across 10 Enhanced Level Practice Domains which are aligned to the 4 pillars of professional practice. Each domain is mapped against the Enhanced Clinical Practitioner apprenticeship standard occupational duties and knowledge, skills and behaviours and describes the *level of practice* for Orthoptists.

| | |
|---|---|
| **Clinical Practice** | To be able to demonstrate safe and effective person-centred care with a particular focus on clinical reasoning, decision making and risk management and care management planning. |
| **Clinical Practice** | To be able to demonstrate the delivery of enhanced level care, using the application of anatomy, physiology and psycho-social factors within assessment and diagnostic processes, providing interventions and utilising appropriate equipment within your scope of practice. |
| **Clinical Practice** | To be able to demonstrate expert professional reasoning within Orthoptic assessment, intervention and evaluation utilising enhanced communication skills to promote self-management. |
| **Clinical Practice** | To be able to articulate the impact of Orthoptic practice to address health inequalities, evidencing the outcomes for patients and service. |
| **Leadership** | To be able to evaluate the impact of own leadership behaviours to be a confident, inclusive, and supportive leader contributing to a culture of continuous improvement. |

| | |
|---|---|
| **Leadership** | To be able to use critically informed evidence-based approaches to advocate and lead operational and transformational change in complex situations and systems. |
| **Education** | To be able to achieve a critical understanding of the principles and theories of education to an enhanced level; to develop, deliver and evaluate effective learning opportunities for all stakeholders. |
| **Education** | To be able to act as an expert resource, promote, lead, and monitor effective education in challenging environments for specialist and non-specialist audiences; encouraging the use of education to inform innovative clinical practice to enhance the well-being of others. |
| **Research** | To be able to construct appropriate research design and audit techniques to evaluate practice to identify quality improvement processes to enhance service provision. |
| **Research** | To demonstrate the ability to systematically search, gather and select, and critically appraise data, to inform professional practice, decision making and service design. |

**Figure 4 : Enhanced Level Practice Domains for Orthoptics**

These are indicators for consideration to meet the workforce priorities of the profession were agreed in collaboration with stakeholders and the British and Irish Orthoptist Society (BIOS). The development of the model curriculum is based on preliminary workforce consideration undertaken by BIOS during 2022-24. Once the core domains were developed, they were mapped against multi-professional frameworks and capabilities relevant to Orthoptic Practice. Within the curriculum where specific areas provided these are indicative example and reflect the current priorities. Within Orthoptic practice these should be tailored as professional priorities evolve and in response to national and local workforce training need.  The indicative examples are by no means the only areas to consider but are starting points for academic education providers to include in any development of a course to ensure that orthoptists learning needs are met within multi-professional educational provision and can be achieved through combination of work based learning and academic modules.

### 3.3 Current national frameworks and capabilities referenced:

| | |
|---|---|
| Advanced Orthoptic Clinical Practice – Competency Framework | https://orthoptics.org.uk/resource/bios-advanced-orthoptic-clinical-practice-competency-framework/ |
| BIOS Professional Development Framework | https://orthoptics.org.uk/resource/professional-development-framework-guidance-for-the-orthoptic-workforce/ |
| The Ophthalmic Common Clinical Competency Framework – Curriculum | https://www.hee.nhs.uk/our-work/advanced-clinical-practice/ophthalmology-common-clinical-competency-framework-curriculum |
| HCPC standards of proficiency for orthoptists | https://www.hcpc-uk.org/standards/standards-of-proficiency/orthoptists/ |

## 4.0 Enhanced Level Practice- Model Curriculum for Orthoptics

*As an orthoptist working at an enhanced level, I will have developed expertise and in-depth of knowledge within visual development, binocular vision, amblyopia, ocular movements, strabismus, and eye movement disorders. I am confident to manage complex diagnostic and intervention processes using my professional knowledge, skills and behaviours within my scope of practice. I will be patient focused, using confident responsive communication to ensure complex information is accessible to patients, carers and the multi-professional team to support safe and effective care.*

*I will take responsibility for ensuring my practice is evidence based, and person centred, using leadership skills to contribute to the development of services and the wider team.*

**The graduate statement captures the purpose an orthoptist and the range of services within this context of time for those working at an enhanced level of practice. It outlines the composite knowledge, attributes, values, behaviours, and skills to be amplified as an orthoptist.**

## 4.1 Enhanced Level Practice Domains

| **Enhanced Level Practice Domains (Clinical)** |
|---|
| To be able to demonstrate expert professional reasoning within Orthoptic assessment, intervention and evaluation utilising enhanced communication skills to promote self-management. |
| **Mapped to Enhanced Clinical Practitioner Occupational Standard:**<br><br>Occupational Duties: 1, 2, 3 and 6 |
| **Enhanced Practice Descriptors:**<br><br>• To be cognisant of the on-going professional registration and professional standards requirements in relation to your scope of practice as an<br>• To take active professional accountability developing your defined scope of practice to create, embed new way of working, including understanding your professional boundaries.<br>• To understand the complexity of human beings through applied anatomy and physiology, pathophysiology and psychosocial theories and their influences on health and well-being.<br>• To be able to select appropriate tools and techniques to critically evaluate clinical information to inform professional reasoning and approaches to orthoptics interventions.<br>• To be able to apply a range of technologies within practice to meet differing groups needs<br>• To be able to draw and interpret diverse sources of information and evidence as part of the orthoptics process to underpin decision making and techniques to interpret and assimilate a diverse range of information and evidence in managing complexity<br>• To be able to apply a range of communication strategies, theories and modes within orthoptics practice to meet differing groups needs<br>• To treat all individuals with dignity, embracing and respecting their diverse backgrounds, beliefs, cultures, needs, values, privacy, and preferences<br>• To show respect and empathy for those you work with valuing their unique identities and experiences<br>• To be adaptable, reliable, and consistent |
| **Profession Specific Descriptors**<br><br>• To embed principles of personalised care and shared decision making to support those who access orthoptic services across the lifespan.<br>• Be able to use a range of communication methods to convey complex medical information to enable patients to be fully informed about their condition and treatment options.<br>• Be able to adapt and respond to differing communication needs within complex |

orthoptic practice to maximise collaborative and person-centred decision-making.

- Recognise and respond to the ethical implications of shared-decision making when working with children, young people and their families when providing complex care across the scope of Orthoptic clinical practice.
- Prepare and support patients, families and carers through effective approaches to maximise engagement within rehabilitation plans to enable them to manage their own health and care as independently as possible.
- Assimilate, synthesise and apply complex information to promote and advocate best interests of others, upholding the principles of safeguarding and evidence-based practice by using outcomes from audit and other data to make decisions about patient centred care.
- Be able to use the principles and theories of co-production, health coaching, peer support and self-management to build knowledge, skills and confidence to enable patient self-management.
- Facilitate patient and service user engagement in leading the evaluation of Orthoptic service delivery within the context of their practice
- To demonstrate an ability to reflect and contribute to changes in clinical practice at a service level with service user involvement.
- Critical application of orthoptic diagnostic reasoning approach to provide robust evidenced professional judgements and recommendation for onward care/follow-up/referral with appropriate services.

**Suggested evidence.**

- Work based learning
- Profession specific module
- Personalised Care e-learning resources
- E-Learning resources from NHSE and BIOS
- Peer review and feedback
- Mentor feedback
- Supervision and reflection
- Portfolio evidence
- Case based learning and discussion
- Reflection and learning logs

**Pillars of Professional Practice**

- Clinical Practice
- Research

**Professional Development Framework**

Topic 1 Supporting Service users, carers and Families: 1.1-1.4, 1.6-1.9

Topic 2 Work readiness: 2.1-2.5

Topic 3: Safe, effective, evidence-based and high-quality practice: 3.1-3.10

Topic 4: Supporting Self: 4.1-4.2, 4.8

Topic 5: Supporting others: 5.2- 5.3, 5.4, 5.5

Topic 6: Underpinning knowledge and skills: 6.2- 6.6

Topic 7: Quality improvement: 7.1, 7.4

Topic 8: Promoting the Orthoptic profession: 8.1-8.3

**Apprenticeship KSB mapping**

Knowledge: K3, K6, K7, K8, K10, K11, K17, K19, K27

Skills: S3, S5, S6, S7, S9, S10, S11, S17, S19, S27

Behaviours: B1, B2, B3,

| **Enhanced Level Practice Domains (Clinical)** |
|---|
| To be able to articulate the impact of Orthoptic practice to address health inequalities, evidencing the outcomes for patients and services. |
| **Mapped to Enhanced Clinical Practitioner Occupational Standard:**<br>Occupational Duties: 1, 7, 9 |
| **Enhanced Practice Descriptors:**<br>• To be able to draw and interpret diverse sources of information and evidence to underpin orthoptics practice in addressing health inequalities.<br>• Embed principles and theories of change management and co-production within your practice to co-create and evaluate service innovation to meet the needs of patients.<br>• Challenge systems and processes to identify the need for change including recognising evidence gaps within your area of practice in orthoptics.<br>• Co-ordinate, synthesis and disseminate evidence on the impact of orthoptics through a range of methods<br>• Contribute to the development of innovation, service improvement and quality improvement projects that articulate the outcomes of orthoptics practice<br>• To treat all individuals with dignity, embracing and respecting their diverse backgrounds, beliefs, cultures, needs, values, privacy, and preferences<br>• To show respect and empathy for those you work with valuing their unique identities and experiences<br>• To be adaptable, reliable, and consistent |
| **Profession Specific Descriptors**<br>• To evaluate the implications of population needs within a defined service and how to address health inequalities including access to care, engagement and outcomes<br>• To consider the impact of determinants of health in equity of access to care within orthoptic practice implementing changes that effects service needs and local population needs.<br>• Plan, prioritise and implement practices that are underpinned by robust evidence |

to address identified determinant of health for people across the life span including childhood educational attainment, employment and quality of life.

- To evaluate the impact of health protection such as screening, early detection and treatment of eye conditions to prevent long-term visual impairment, contributing to reducing health disparities.
- To be able to utilise tools and techniques to appraise, interpret and assimilate a diverse range of information, evidence, and quality standards in demonstrating the impact of orthoptic care to address health inequalities
- To embed health improvement approaches within everyday practice through making every contact count to deliver personalised health promotion advice to patients utilising sensitive inclusive communication.
- Actively value the range of people and cultures that present in clinical practice, demonstrating compassion or empathy that is appropriate to the context and needs of patients.
- Be able to design health informatics and health literacy approaches to produce relevant public health materials for support vision health.

**Suggested evidence.**

- Work based learning
- Profession specific module
- Personalised Care e-learning resource
- Population Health e-learning resources
- E-Learning resources from NHSE and BIOS
- Peer review and feedback
- Mentor feedback
- Supervision and reflection
- Portfolio evidence
- Case based learning and discussion
- Reflection and learning logs

**Pillars of Professional Practice**

- Clinical Practice
- Research

**Professional Development Framework**

Topic 1 Supporting Service users, carers and Families: 1.1-1.4, 1.6-1.9

Topic 2 Work readiness: 2.1-2.5, 2.7, 2.9

Topic 3: Safe, effective, evidence-based and high-quality practice: 3.1, 3.4 - 3.11

Topic 4: Supporting Self: 4.1-4.2, 4.8

Topic 5: Supporting others: 5.2- 5.7

Topic 6: Underpinning knowledge and skills: 6.2 -6.6

Topic 7: Quality improvement: 7.1, 7.4

Topic 8: Promoting the Orthoptic profession: 8.1-8.3

**Apprenticeship KSB mapping**

Knowledge: K1, K2, K20, K21, K22, K29, K30

Skills: S2, S3, S20, S21, S22, S29, S30

Behaviours: B1, B2, B3

| Enhanced Level Practice Domains (Clinical) |
| --- |
| To be able to articulate the impact of Orthoptic practice to address health inequalities, evidencing the outcomes for patients and services. |
| **Mapped to Enhanced Clinical Practitioner Occupational Standard:**<br><br>Occupational Duties: 1, 7, 9 |
| **Enhanced Practice Descriptors:**<br><br>• To be able to draw and interpret diverse sources of information and evidence to underpin orthoptics practice in addressing health inequalities.<br>• Embed principles and theories of change management and co-production within your practice to co-create and evaluate service innovation to meet the needs of patients.<br>• Challenge systems and processes to identify the need for change including recognising evidence gaps within your area of practice in orthoptics.<br>• Co-ordinate, synthesis and disseminate evidence on the impact of orthoptics through a range of methods<br>• Contribute to the development of innovation, service improvement and quality improvement projects that articulate the outcomes of orthoptics practice<br>• To treat all individuals with dignity, embracing and respecting their diverse backgrounds, beliefs, cultures, needs, values, privacy, and preferences<br>• To show respect and empathy for those you work with valuing their unique identities and experiences<br>• To be adaptable, reliable, and consistent |
| **Profession Specific Descriptors**<br><br>• To evaluate the implications of population needs within a defined service and how to address health inequalities including access to care, engagement and outcomes<br>• To consider the impact of determinants of health in equity of access to care within orthoptic practice implementing changes that effects service needs and local population needs.<br>• Plan, prioritise and implement practices that are underpinned by robust evidence to address identified determinant of health for people across the life span including childhood educational attainment, employment and quality of life.<br>• To evaluate the impact of health protection such as screening, early detection and treatment of eye conditions to prevent long-term visual impairment, contributing to reducing health disparities.<br>• To be able to utilise tools and techniques to appraise, interpret and assimilate a diverse range of information, evidence, and quality standards in demonstrating the impact of orthoptic care to address health inequalities |

- To embed health improvement approaches within everyday practice through making every contact count to deliver personalised health promotion advice to patients utilising sensitive inclusive communication.
- Actively value the range of people and cultures that present in clinical practice, demonstrating compassion or empathy that is appropriate to the context and needs of patients.
- Be able to design health informatics and health literacy approaches to produce relevant public health materials for support vision health.

**Suggested evidence.**

- Work based learning
- Profession specific module
- Personalised Care e-learning resource
- Population Health e-learning resources
- E-Learning resources from NHSE and BIOS
- Peer review and feedback
- Mentor feedback
- Supervision and reflection
- Portfolio evidence
- Case based learning and discussion
- Reflection and learning logs

**Pillars of Professional Practice**

- Clinical Practice
- Research

**Professional Development Framework**

Topic 1 Supporting Service users, carers and Families: 1.1-1.4, 1.6-1.9

Topic 2 Work readiness: 2.1-2.5, 2.7, 2.9

Topic 3: Safe, effective, evidence-based and high-quality practice: 3.1, 3.4 - 3.11

Topic 4: Supporting Self: 4.1-4.2, 4.8

Topic 5: Supporting others: 5.2- 5.7

Topic 6: Underpinning knowledge and skills: 6.2 -6.6

Topic 7: Quality improvement: 7.1, 7.4

Topic 8: Promoting the Orthoptic profession: 8.1-8.3

**Apprenticeship KSB mapping**

Knowledge: K1, K2, K20, K21, K22, K29, K30

Skills: S2, S3, S20, S21, S22, S29, S30

Behaviours: B1, B2, B3

| Enhanced Level Practice Domains (Clinical) |
|---|
| To be able to demonstrate safe and effective person-centred care with a particular focus on clinical reasoning, decision making and risk management and care management planning. |
| **Mapped to Enhanced Clinical Practitioner Occupational Standard:**<br><br>Occupational Duties: 1, 2, 3, 6 |
| **Enhanced Practice Descriptors:**<br><br>• To be cognisant of the on-going professional registration and professional standards requirements in relation to your scope of practice as an Orthoptist<br>• To understand and respect the cultural, religious, and ethnic backgrounds of all people<br>• To actively work to eliminate any biases or discriminatory practices, ensuring equal access to care for those who access services regardless of their background or identity<br>• To recognise unique perspectives, experiences, and values of those who access services, and to ensure their autonomy and privacy are upheld throughout their care journey.<br>• To be able to draw and interpret diverse sources of information and evidence to underpin decision making.<br>• To be able to select and apply techniques to interpret and assimilate a diverse range of information and evidence within complex practice to support positive risk management and care planning in orthoptics.<br>• Apply evidence-based strategies to manage complexity and risk within orthoptics practice, to deliver personalised safe compassionate care<br>• Implement and support others to fulfil safeguarding duties and procedures in a timely and proactive manner in orthoptics practice and your workplace<br>• To be able to apply a range of communication theories, strategies, and modes within orthoptics practice to meet differing groups needs<br>• Work within legislative, national, and local policy, frameworks, standards, and procedures relevant to orthoptics and your defined practice to support professional decision-making.<br>• Develop, implement, and evaluate an enhanced care management plan which may include interventions and referral to other members of the multidisciplinary team or other agencies<br>• To treat people with dignity, respecting individuals' diversity, beliefs, culture, needs, values, privacy, and preferences<br>• To show respect and empathy for those you work with<br>• To be adaptable, reliable, and consistent |
| **Profession Specific Descriptors:**<br><br>• Apply the principles and values of orthoptic complex practice drawing on appropriate evidence, technology, and data science.<br>• To ensure precision of diagnostic assessment approaches to underpin reasoning leading to effective diagnostic processes within complex care in orthoptic practice |

- Be able to recognise and appropriately undertake differential diagnosis (signs of serious pathology) within complex orthoptic practice that require medical or onward referral.
- Plan, prioritise and deliver complex orthoptic assessments and personalised interventions supported by a depth of understanding of patient-led experiences that are underpinned by evidence demonstrating safe and effective care
- Exercise expert professional judgement in your practice to identify and manage risk, acting in a manner that provides reassurance through considered, transparent and thoughtful decisions
- Develop, implement and evaluate an enhanced care management plan which may include interventions and referral to other members of the multidisciplinary team or other system-wide agencies.
- Articulate specialist recommendation for orthoptic care plan and onward referrals including appropriateness of medical and surgical interventions
- Be able to apply clinical expertise in the context of uncertainty or situations of multiple differential diagnosis/treatment pathway options, in own area of practice
- Know how to escalate to and engage others when working at the boundaries of your scope of practice within orthoptic including negotiation, diffusing strategies, and de-escalation skills.

**Suggested evidence.**

- Work based learning
- Profession specific module
- Shared decision-making e-resources
- E-Learning resources from NHSE and BIOS
- Peer review and feedback
- Mentor feedback
- Supervision and reflection
- Portfolio evidence including clinical examinations
- Case based learning and discussion
- Reflection and learning logs
- Personal development plans
- Observation of practice

**Pillars of Professional Practice**

- Clinical Practice
- Leadership

**Professional Development Framework**

Topic 1 Supporting Service users, carers and Families: 1.1-1.4, 1.6-1.9

Topic 2 Work readiness: 2.1-2.5, 2.7, 2.9

Topic 3: Safe, effective, evidence-based and high-quality practice: 3.1, 3.4 - 3.11

Topic 4: Supporting Self: 4.1-4.2, 4.8

Topic 5: Supporting others: 5.2- 5.7, 5.11

Topic 6: Underpinning knowledge and skills: 6.2 -6.6

Topic 7: Quality improvement: 7.1, 7.4

Topic 8: Promoting the Orthoptic profession: 8.1-8.3

**Apprenticeship KSB mapping**

Knowledge: K2, K3, K4, K5, K7, K11, K18, K27

Skills: S1. S2, S3, S4, S5, S6, S7, S8, S9, S10, S11, S17, S18. S19. S27

Behaviours: B1, B2, B3

| **Enhanced Level Practice Domains (Clinical)** |
|---|
| To be able to demonstrate the delivery of enhanced level care, using the<br><br>application of anatomy, physiology and psycho-social factors within assessment and diagnostic processes, providing interventions and utilising appropriate equipment within your scope of practice. |
| **Mapped to Enhanced Clinical Practitioner Occupational Standard:**<br><br>Occupational Duties: 1, 2, 3 |
| **Enhanced Practice Descriptors:**<br><br>• To be cognisant of the on-going professional registration and professional standards requirements in relation to your scope of practice as an Orthoptist<br>• To be able to draw and interpret diverse sources of information and evidence to underpin assessment and intervention approaches in orthoptics.<br>• To understand the complexity of human beings through applied anatomy and physiology, pathophysiology, and psychosocial factors to support assessment and diagnostic processes in orthoptics practice<br>• To work within legislative, national, and local policy, frameworks, standards, and procedures relevant to orthoptics and your defined practice.<br>• To develop, implement and evaluate orthoptics practice at enhanced level including recognition of multi-professional and interagency working for the benefit of those accessing services.<br>• To treat all individuals with dignity, embracing and respecting their diverse backgrounds, beliefs, cultures, needs, values, privacy, and preferences<br>• To show respect and empathy for those you work with valuing their unique identities and experiences<br>• To be adaptable, reliable, and consistent |
| |

**Profession Specific Descriptors**

- To apply professional reasoning skills and judgement drawing on robust patient led experience to justify decision-making for the delivery of timely, safe and effective orthoptic care
- To independently manage a diverse caseload of orthoptic cases across the lifespan and takes professional responsibility for adapting and extending standard orthoptic practices in response to complex clinical presentations and/or psychosocial factors.
- To utilise deep clinical reasoning skills to make autonomous clinical decisions with confidence in the investigation, diagnosis, and management of all orthoptic conditions across the lifespan, even in challenging or atypical situations. To extend this experience to offer mentorship and advice to more junior orthoptic colleagues or other individuals within the multidisciplinary team as required.
- To lead the personalised assessment of children and/or adults with complex needs, disabilities or multiple health conditions and have significant input to their multidisciplinary care
- To undertake and interpret visual field assessment in patients with complex visual and neurological disorders when appropriate
- To be able to identify and utilise appropriate technology to make differential diagnosis, assessment and personalised treatment plans within complex care pathways of orthoptic practice
- To evaluate the effectiveness of digital imaging and analysis as part of defined pathway of care within orthoptic practice.
- To evaluate the clinical efficacy of technology enabled rehabilitation approaches in orthoptic practice in meeting clinical outcomes.
- Identify, select, and implement technologies with consideration of related legal responsibilities across multiple settings.
- To undertake complex diagnostic assessment(s) and presenting synthesised rationale for onward treatment option(s) and approaches in collaboration with Ophthalmology teams.
- Develop understanding of the implications of medicine management and the appropriate mechanism that are within complex orthoptic scope of practice.
- Develop a comprehensive understanding and practice experience in a breadth of orthoptic aetiology/conditions within practice at a service level

**Suggested evidence.**

- Work based learning
- Profession specific module
- Shared decision-making e-resources
- E-Learning resources from NHSE and BIOS
- Peer review and feedback
- Mentor feedback

**Pillars of Professional Practice**

- Clinical Practice
- Research

**Professional Development Framework**

Topic 1 Supporting Service users, carers and Families: 1.1-1.4, 1.6-1.9

| | |
|---|---|
| • Supervision and reflection<br>• Portfolio evidence<br>• Case based learning and discussion<br>• Reflection and learning logs | Topic 2 Work readiness: 2.1-2.5, 2.7, 2.9<br><br>Topic 3: Safe, effective, evidence-based and high-quality practice: 3.1, 3.4 - 3.11<br><br>Topic 4: Supporting Self: 4.1-4.2, 4.7, 4.8<br><br>Topic 5: Supporting others: 5.2- 5.7, 5.11<br><br>Topic 6: Underpinning knowledge and skills: 6.2 -6.6<br><br>Topic 7: Quality improvement: 7.1, 7.4<br><br>Topic 8: Promoting the Orthoptic profession: 8.1-8.3 |
| **Apprenticeship KSB mapping**<br><br>Knowledge: K1, K2, K3, K4, K5, K6, K7, K8, K10, K11<br><br>Skills: S1, S2, S3, S4, S5, S6, S7, S8, S9, S10, S11<br><br>Behaviours: B1, B2, B3, | |

| **Enhanced Level Practice Domains (Leadership)** |
|---|
| To be able to evaluate the impact of own leadership behaviours to be a confident, inclusive, and supportive leader contributing to a culture of continuous improvement. |
| **Mapped to Enhanced Clinical Practitioner Occupational Standard:**<br><br>Occupational Duties: 1 4, 8 and 10 |
| **Enhanced Practice Descriptors:**<br><br>• To be cognisant of the on-going professional registration and professional standards requirements in relation to your scope of practice as an Orthoptist<br>• Use and select principles and theories of leadership, coaching and mentorship to support others.<br>• Judicious use of protocols and systems to plan, prioritise and direct resources within areas of enhanced practice in orthoptics<br>• Know how to escalate to and engage others when working at the boundaries of your scope of practice within orthoptics<br>• Apply evidence-based strategies to manage complexity and risk within orthoptics practice fostering inclusivity and supporting others in unpredictable and complex |

working environments

- Implement and support others to fulfil safeguarding duties and procedures in a timely and proactive manner in orthoptics practice and your workplace
- Review and enhance orthoptics services as part of a team drawing on orthoptic outcomes and evidence to influence change
- Actively and effectively lead quality improvement change and developments within your area of practice
- Applying best-practice methods for clinical supervision, mentoring and preceptorship
- Take a lead role in student training, preceptorship and mentoring of new staff
- Recognise and influence changes in culture where needed taking an active role in anti-discriminatory practice for continuous improvement
- To treat all individuals with dignity, embracing and respecting their diverse backgrounds, beliefs, cultures, needs, values, privacy, and preferences
- To show respect and empathy for those you work with valuing their unique identities and experiences
- Be adaptable, reliable, and consistent

**Profession Specific Descriptors**

- Provide leadership and support within scope of own role as an orthoptist, acting as a positive role model for others in the multidisciplinary team to promote the profession
- Conduct anti-discriminatory practice in orthoptics, promoting inclusion, equity, and equality of access to orthoptic services, to reduce health inequalities and improve outcomes for individuals accessing services
- Use person-centred and compassionate leadership principles underpinning orthoptic practice to empower others to safely prioritise and deliver care, fostering a culture of inclusivity and respect
- To make accountable decisions to support safe and effective delegation of tasks to others as part of orthoptic practice
- Recognise your leadership qualities and level of influence as an orthoptist through critical reflection and ongoing professional development for yourself and others
- Recognise your role as a leader in developing orthoptic services within your organisation, contributing to the robust evaluation of service design, delivery and impact.
- Recognise your role as a leader of pre-registration student learning and multi-professional education

| **Suggested evidence.** | **Pillars of Professional Practice** |
|---|---|
| • Work based learning<br>• Multi-professional or profession specific module | ▪ Leadership<br>▪ Research |

| | |
|---|---|
| • Portfolio evidence<br>• 360 leadership review<br>• E-Learning resources<br>• Peer review and feedback<br>• Mentor feedback<br>• Supervision and reflection<br>• Reverse mentoring<br>• Practice Education experiences<br>• Line management responsibilities | **Professional Development Framework**<br><br>Topic 1 Supporting Service users, carers and Families: 1.1, 1.2, 1.7-1.9<br><br>Topic 2 Work readiness: 2.1, 2.3, 2.5, 2.7, 2.9, 2.11, 2.12, 2.17<br><br>Topic 3: Safe, effective, evidence-based and high-quality practice: 3.1, 3,4, 3,8, 3.9, 3.11<br><br>Topic 4: Supporting Self: 4.1, 4.3-4.9<br><br>Topic 5: Supporting others: 5.1-5.8, 5.10-5.11<br><br>Topic 6: Underpinning knowledge and skills: 6.2, 6.4, 6.6<br><br>Topic 7: Quality improvement: 7.1-7.5<br><br>Topic 8: Promoting the Orthoptic profession: 8.1-8.4 |
| **Apprenticeship KSB mapping**<br><br>Knowledge: K3, K12, K13, K23, K25, K26, K31, K32<br><br>Skills: S3, S12, S13, S23, S25, S26, S31, S32<br><br>Behaviours: B1, B2, B3, | |

| **Enhanced Level Practice Domains (Leadership)** |
|---|
| To be able to use critically informed evidence-based approaches to advocate and lead operational and transformational change in complex situations and systems. |
| **Mapped to Enhanced Clinical Practitioner Occupational Standard:**<br><br>Occupational Duties: 4, 5, 7, 8, 9 |
| **Enhanced Practice Descriptors:**<br><br>• Identify, appraise, select, and apply principles and theories of leadership, coaching and mentorship to support others in managing change in complex situations and systems |

- Embrace inclusive practices that recognise and accommodate the diverse needs and preferences of individuals, families and carers of those who access services
- Know how to escalate to and engage others when working at the boundaries of your scope of practice in leading change within complex situations and integrated care
- Contribute to the judicious use of policy, protocols, and systems to strategically plan and prioritise resources managing short- and long-term service level requirements in orthoptics
- Contribute to the effective and efficient management of resources at an individual and service level context to deliver enhanced level care
- Apply evidence-based strategies within alignment to national and international guidelines to support the leadership of transformational change within orthoptics practice
- Challenge complacency, actions and ways of thinking that may not be in the best interests of others including those who access services drawing on evidence-based strategies to manage risk and safety of others in complex environments
- Role-model actively challenging ineffective systems and processes, taking a proactive approach to seek and respond appropriately to feedback in leading change at an enhanced level
- Work collaboratively to develop innovation and enterprise approaches in orthoptics including contributing to business cases for change
- Actively and effectively delegate to others including support workers and the wider team to ensure effective operational delivery within your area of practice
- To treat all individuals with dignity, embracing and respecting their diverse backgrounds, beliefs, cultures, needs, values, privacy, and preferences
- To show respect and empathy for those you work with valuing their unique identities and experiences
- To be adaptable, reliable, and consistent

**Profession Specific Descriptors**

- Support and inspire others to understand the value of vision and eye health when designing and leading operational and transformational change in orthoptic services
- Provide leadership and support within scope of own role as an orthoptist, acting as a positive role model for others in the multidisciplinary team by fostering an inclusive and collaborative environment to enact transformational change
- Facilitate co-production within your operational and organisational transformational change of orthoptic provision through effective use of service improvement methodologies
- Act as an expert within your service and organisation to provide specialist knowledge and advice in advocating for the inclusion of orthoptic roles within service level clinical transformation

| **Suggested evidence.** | **Pillars of Professional Practice** |
|---|---|
| • Work based learning<br>• Multi-professional or profession specific module<br>• Portfolio evidence<br>• 360 leadership review<br>• E-Learning resources<br>• Peer review and feedback<br>• Mentor feedback<br>• Supervision and reflection<br>• Reverse mentoring<br>• Practice Education experiences<br>• Line management responsibilities | ▪ Leadership<br>▪ Education<br><br>**Professional Development Framework**<br><br>Topic 1 Supporting Service users, carers and Families: 1.1-1.4, 17, 1.8, 1.9<br><br>Topic 2 Work readiness: 2.1-2.3, 2.5, 2.7, 2.9, 2.11, 2.12, 2.15, 2.16<br><br>Topic 3: Safe, effective, evidence-based and high-quality practice: 3.1, 3.4, 3.6- 3.11<br><br>Topic 4: Supporting Self: 4.1, 4.3-4.9<br><br>Topic 5: Supporting others: 5.1-5.8, 5.10-5.11<br><br>Topic 6: Underpinning knowledge and skills: 6.2, 6.4, 6.6<br><br>Topic 7: Quality improvement: 7.1, 7.2, 7.4<br><br>Topic 8: Promoting the Orthoptic profession: 8.1-8.4 |

**Apprenticeship KSB mapping**

Knowledge: K9, K13, K16, K20, K21, K22, K25, K26, K29, K30

Skills: S13, S16, S20, S21, S22, S26, S28, S29, S30

Behaviours: B1, B2, B3,

| **Enhanced Level Practice Domains (Education)** |
|---|
| To be able to achieve a critical understanding of the principles and theories of education to an enhanced level; to develop, deliver and evaluate effective learning opportunities for all stakeholders. |
| **Mapped to Enhanced Clinical Practitioner Occupational Standard:**<br><br>Occupational Duties: 5, 6, 7, 10 |

**Enhanced Practice Descriptors:**

- Facilitate positive inclusive learning cultures where self and others are encouraged to reflect, and grow with support to receive and give constructive feedback
- Identify, appraise, select, and apply principles, theories, and models of education to support yours and others professional practice
- To contribute to the ongoing design and review of education and training, for self, and others (including pre-registration learners), within your role as an orthoptist and context of practice
- Keep up to date with current digital literacy knowledge and skills, and support yourself and others in using them safely and effectively in practice, with guidance as needed
- Identify, appraise, select, and apply principles, theories of communication, support others in managing in complex care situations and systems
- To be able to apply a range of communication strategies, theories, and tools of communication within orthoptics practice to meet differing groups needs
- Contribute to the overall management of self and others through effective mechanisms of supervision, mentorship, and appraisal to support multi-professional learning and practice
- Support others to engage in supervision, while developing your ability to participate effectively as both a supervisee and a supervisor, with guidance as needed
- Distinguish differing principles of education to develop your skills of mentoring counselling, coaching, and teaching, applying this to specific contexts such as preceptorship and practice-based learning
- Plan, facilitate and lead the delivery of practice-based education, training, and assessment
- Distinguish differing principles of education to develop your skills of mentoring counselling, coaching, and teaching, applying this to specific contexts such as preceptorship and practice-based learning in orthoptics
- Plan, facilitate and lead the delivery of practice-based education, training, and assessment in orthoptics
- To treat all individuals with dignity, embracing and respecting their diverse backgrounds, beliefs, cultures, needs, values, privacy, and preferences
- To show respect and empathy for those you work with valuing their unique identities and experiences
- To be adaptable, reliable, and consistent

**Profession Specific Descriptors**

- Support and inspire others through educational approaches about the value of vision care and eye health for well-being and quality of life
- Demonstrate anti-discriminatory practice in orthoptics, promoting inclusion, equity, and equality in creating an inclusive culture of learning and development for yourself and others
- Know how to escalate to and engage others when using educational approaches in

orthoptics, including negotiation, diffusing strategies, and de-escalation skills in complex clinical scenarios
- With appropriate support, ensure that you and others understand and uphold legal and ethical responsibilities, including (but not limited to) consent, equality, health and safety, incident reporting, infection control, risk management, safeguarding, safe delegation, and supervision
- Facilitate co-production within orthoptics to develop effective learning strategies for all stakeholders within your scope of practice, particularly in diverse settings and multi-disciplinary teams

**Suggested evidence**

- Work based learning
- Multi-professional or profession specific module
- Portfolio evidence
- Formal and informal teaching practices
- E-Learning resources
- Peer review and feedback
- Mentor feedback
- Supervision and reflection
- Reverse mentoring
- Practice Education experiences
- Line management responsibilities

**Pillars of Professional Practice**

- Education
- Clinical Practice

**Professional Development Framework**

Topic 1 Supporting Service users, carers and Families: 1.7, 1.9,

Topic 2 Work readiness: 2.5, 2.9, 2.11, 2.14,

Topic 4: Supporting Self: 4.3, 4.4, 4.9,

Topic 5: Supporting others: 5.1, 5.10

**Apprenticeship KSB mapping**

Knowledge: K14, K15, K16, K17, K18, K19, K20, K23, K27, K31, K32

Skills: S14, S15, S16, S18, S19, S23, S31, S32

Behaviours: B1, B2, B3

| Enhanced Level Practice Domains (Education) |
|---|
| To be able to act as an expert resource, promote, lead, and monitor effective education in challenging environments for specialist and non-specialist audiences; encouraging the use of education to inform innovative clinical practice to enhance the well-being of others. |
| **Mapped to Enhanced Clinical Practitioner Occupational Standard:**<br><br>Occupational Duties: 4, 6, 7, 10 |
| **Enhanced Practice Descriptors:**<br><br>• To evaluate principles, theories of communication in managing in complex care situations<br>• To be able to apply a range of communication strategies, theories, and modes within orthoptics practice that are appropriate to the context of care and multi-professional working<br>• Support and inspire others to understand and apply principles personalised care and adapt approaches to communication in managing in complex care situations<br>• Apply evidence-based strategies within alignment to national and international guidelines to support complex communication in practice working with others<br>• Utilise evidence informed approaches to support your own and others psychological wellbeing considering diverse perspectives, experiences, and backgrounds<br>• Role-model strategies for psychological and physical self-care to promote self-awareness in maintaining professional standards and safe working practices for self and others<br>• Contribute to effective communication and collaboration through supervision, mentorship, and appraisal to support self and others to maintain their health and well-being<br>• Contribute to the evaluation of education, mentoring counselling, coaching, and teaching, to lead forward improvement in the delivery of preceptorship and practice-based learning<br>• Evaluate and implement changes in the delivery of practice-based education, training, and assessment to enhance learning<br>• To treat all individuals with dignity, embracing and respecting their diverse backgrounds, beliefs, cultures, needs, values, privacy, and preferences<br>• To show respect and empathy for those you work with valuing their unique identities and experiences<br>• To be adaptable, reliable, and consistent |
| **Profession-specific descriptors**<br><br>• Ensure yourself and others evaluate appropriate communication strategies for complex orthoptic situations, including sensitive topics, with patients, families, |

multidisciplinary teams, and other agencies, and to modify the communication to meet the individuals' preferences and needs
- Support other health professionals in promoting ocular health, in alignment with their scope of practice
- Recognise and appropriately manage the power dynamics inherent in your professional role as an orthoptist, with sensitivity and professionalism
- Counsel and signpost patients, family members, peers, and others to manage psychological well-being
- Demonstrate an understanding of, and compliance with, legal and ethical responsibilities, including (but not limited to) consent, equality, health and safety, incident reporting, infection control, risk management, and safeguarding
- Develop the knowledge and skills to design research studies, incorporating principles of governance, ethical practice, meaningful patient and public involvement, and effective data management
- Use and evaluate inclusive tools and technologies to aid communication for patients, to champion psychological health and well-being across populations
- Recognise the characteristics and consequences of barriers to inclusion for orthoptists that can impact on communication and psychological well-being

**Suggested evidence.**

- Work based learning
- Multi-professional or profession specific module
- Portfolio evidence
- Formal and informal teaching practices
- E-Learning resources
- Peer review and feedback
- Mentor feedback
- Supervision and reflection
- Reverse mentoring
- Practice Education experiences
- Line management responsibilities

**Pillars of Professional Practice**

- Education
- Leadership

**Professional Development Framework**

Topic 1 Supporting Service users, carers and Families: 1.7, 1.8, 1.9

Topic 2 Work readiness: 2.5, 2.7, 2.8, 2.11, 2.14, 2.17

Topic 4: Supporting Self: 4.6, 4.8

Topic 5: Supporting others: 5.2, 5.4

Topic 6: Underpinning knowledge and skills: 6.4

Topic 7: Quality improvement: 7.6

**Apprenticeship KSB mapping**

Knowledge: K9, K12, K13, K17, K22, K23, K27, K31

Skills: S12, S13, S19, S23, S27, S31

Behaviours: B1, B2, B3

| Enhanced Level Practice Domains (Research) |
| --- |
| To be able to construct appropriate research design and audit techniques to evaluate practice to identify quality improvement processes to enhance orthoptics provision**.** |
| **Mapped to Enhanced Clinical Practitioner Occupational Standard:**<br>Occupational Duties: 1, 4, 7, 9 |
| **Enhanced Practice Descriptors:**<br>• To be cognisant of the on-going professional registration and code of conduct requirements in relation to your scope of practice as an orthoptist<br>• Critically appraise, translate, apply, and present evidence to inform your and others orthoptics practice.<br>• To be able to draw and interpret diverse sources of information and evidence as part of quality improvement processes<br>• To apply range of techniques to interpret and assimilate a diverse range of information and evidence in managing complexity in orthoptics provision<br>• Distinguish the role and purpose of service evaluation, research, and audit techniques to support quality improvement processes to enhance your practice as an orthoptist<br>• Adopt an intersectional lens in research, audit and quality improvement and challenge factors that perpetuate inequalities in the creation, utilisation and dissemination of evidence<br>• Use culturally appropriate tools and approaches in evaluating practice, being mindful of cultural nuances, health literacy levels, language barriers<br>• To design, participate in, and co-ordinate appropriate research and audit activities to evaluate orthoptics practice<br>• To synthesise findings from small-scale research, audit, or quality improvement projects to demonstrate the impact of orthoptics<br>• Embed principles and theories of co-production within service improvement methodologies to evaluate the impact of orthoptics provision<br>• Work collaboratively to evaluate orthoptics practice contributing to business cases for change<br>• Collaborate and disseminate research, audit and service improvements locally and nationally to contribute to the development of practice-based evidence<br>• Contribute to research and service improvement outputs that have a positive impact on policy, practice, and social change, addressing health inequalities and promoting inclusive and equitable outcomes<br>• To treat all individuals with dignity, embracing and respecting their diverse backgrounds, beliefs, cultures, needs, values, privacy, and preferences<br>• To show respect and empathy for those you work with valuing their unique identities and experiences<br>• To be adaptable, reliable, and consistent |

**Profession Specific Descriptors**

- Demonstrate leadership as an orthoptist within your own scope of practice and act as a positive role model to provide a culture promoting research design and audit techniques that influence orthoptic service provision
- Demonstrate the ability to critically reflect on your role as an orthoptic researcher and your skills in audit techniques and quality improvement to address specific issues arising from practice, and use this appraisal to inform service improvement, development, and redesign
- Recognise situations where the effectiveness, efficiency and quality of an orthoptic service are compromised and, with guidance, take appropriate action to challenge the situation in a professional manner
- Identify, select and apply research and audit technology and techniques in complex orthoptic practice with an appreciation of related ethical considerations, to enhance orthoptic provision
- Engage with stakeholders to understand local, regional, and national strategic priorities for patient populations within area of orthoptic practice
- Support and direct others to actively engage in the critical use of evidence to promote and demonstrate personalised, safe, and effective care

**Suggested evidence**

- Work based learning
- Multi-professional or profession specific module
- Portfolio evidence
- Formal and informal research activities
- Formal and informal dissemination opportunities in practice
- Participation in conference and networking
- E-Learning resources from NHSE and BIOS
- Peer review and feedback
- Mentor feedback
- Supervision and reflection
- Reverse mentoring
- Practice Education experiences
- Line management responsibilities

**Pillars of Professional Practice**

- Research
- Leadership

**Professional Development Framework**

Topic 1 Supporting Service users, carers and Families: 1.3, 1.4, 1.7, 1.8, 1.9

Topic 2 Work readiness: 2.8, 2.9

Topic 3: Safe, effective, evidence-based and high-quality practice: 3.1, 3.11

Topic 4: Supporting Self: 4.2

Topic 6: Underpinning knowledge and skills: 6.1, 6.6

Topic 7: Quality improvement: 7.1, 7.3, 7.4, 7.5, 7.6

**Apprenticeship KSB mapping**

Knowledge: K1, K2, K3, K9, K20, K21, K22, K29, K30

Skills: S1, S2, S3, S12, S13, S20, S21, S22, S30

| |
|---|
| Behaviours: B1, B2, B3 |

| **Enhanced Level Practice Domains (Research)** |
|---|
| To demonstrate the ability to systematically search, gather and select, and critically appraise data, to inform professional practice, decision making and service design. |
| **Mapped to Enhanced Clinical Practitioner Occupational Standard:**<br><br>Occupational Duties: 1, 4, 7, 9, 10 |
| **Enhanced Practice Descriptors:**<br><br>• To be cognisant of the on-going professional registration and code of conduct requirements in relation to your scope of practice as an orthoptist<br>• To be able to systematically search gather and interpret diverse sources of information and evidence as part of the orthoptics process to support decision-making and evaluation of practice<br>• Ensure inclusivity by considering lived experiences in as part of critical appraisal process<br>• Critically appraise, translate, apply, and present evidence to inform your professional judgment and decision making in orthoptics<br>• To apply range of techniques to interpret and assimilate a diverse range of information and evidence in evaluating complexity in orthoptics provision<br>• Apply evidence-based strategies within alignment to national and international guidelines to professional practice, decision making and service design within orthoptics practice<br>• Work collaboratively with multi-professional teams and cross agencies to develop evidence informed approaches in orthoptics through critical appraisal and creation of evidence from diverse sources<br>• Challenge complacency, actions, and ways of thinking through evidence-based strategies to inform your practice as an orthoptist<br>• To treat all individuals with dignity, embracing and respecting their diverse backgrounds, beliefs, cultures, needs, values, privacy, and preferences<br>• To show respect and empathy for those you work with valuing their unique identities and experiences<br>• To be adaptable, reliable, and consistent |
| **Profession Specific Descriptors**<br><br>• Promote a culture of evidence-based practice within orthoptics<br>• Challenge professional thinking and action to create opportunities to generate new |

<table>
<tr><td colspan="2">insights, perspectives, and knowledge to further orthoptists within your specialist area(s)<br>• Utilise evidence to inform orthoptic practice, ensuring reflection and evaluation of effectiveness and outcomes<br>• Translate and transfer evidence from adjacent domains when there are gaps in the evidence base, exercising critical caution<br>• Support others to access, understand, appraise, and translate evidence into orthoptic practice<br>• Collaborate with the wider multidisciplinary team to develop or inform local evidence-based guidance</td></tr>
<tr><td>Suggested evidence.<br><br>• Work based learning<br>• Multi-professional or profession specific module<br>• Portfolio evidence<br>• Formal and informal research activities<br>• Formal and informal dissemination opportunities in practice<br>• Participation in conference and networking<br>• E-Learning resources from NHSE and BIOS<br>• Peer review and feedback<br>• Mentor feedback<br>• Supervision and reflection<br>• Reverse mentoring<br>• Practice Education experiences<br>• Line management responsibilities</td><td>Pillars of Professional Practice<br><br>▪ Research<br>▪ Clinical Practice<br><br>Professional Development Framework<br><br>Topic 1 Supporting Service users, carers and Families: 1.3, 1.4, 1.5, 1.7, 1.8, 1.9<br><br>Topic 2 Work readiness: 2.8, 2.9<br><br>Topic 3: Safe, effective, evidence-based and high-quality practice: 3.1, 3.11<br><br>Topic 4: Supporting Self: 4.2<br><br>Topic 6: Underpinning knowledge and skills: 6.1, 6.2, 6.6<br><br>Topic 7: Quality improvement: 7.2, 7.3, 7.4, 7.5</td></tr>
<tr><td colspan="2">Apprenticeship KSB mapping<br><br>Knowledge: K1, K2, K3, K9, K12, K23, K29, K30<br><br>Skills: S1, S2, S3, S12, S13, S20, S21, S23, S31<br><br>Behaviours: B1, B2, B3</td></tr>
</table>

# 5.0 References


[1] The NHS Long Term Plan (2019) NHS Long Term Plan

[2] The Allied Health Professions for England: AHP's Deliver (2022) The Allied Health Professions (AHP) for England: 2022 to 2027 AHPs Deliver

[3] The Principles of Enhanced Level Practice. Health Education England (2022) The Principles of Enhanced Level Practice

[4] Allied Health Professions Enhanced Level Practice Schemas with Model Curriculum (10 professions) https://www.hee.nhs.uk/our-work/enhanced-clinical-practice-apprenticeships/ahp-enhanced-practice-0

[5] The Enhanced Clinical Practitioner Apprenticeship Standard (2021) Enhanced clinical practitioner / Institute for Apprenticeships and Technical Education

[6] Education and Skills Funding Agency Apprenticeship funding rules - GOV.UK (www.gov.uk)