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**Regional OPT Lead  
for Ophthalmic Practitioner Training (OPT)  
based on the Ophthalmic Common Clinical Competency Framework (OCCCF)**

**Job Description & Person Specification**

Ophthalmic Practitioner Training (OPT) is a competency-based training programme founded on the Ophthalmic Common Clinical Competency Framework (OCCCF). It develops non-medical ophthalmic practitioners in secondary care, enabling them to take on extended roles to support the delivery of ophthalmology.

The Regional OPT Lead is responsible for the quality control of the award of the OPT Certificates. They oversee the OPT Programme and the quality of assessment of its Learners in their Region. They:

- Support the enrolment of Learners onto the Programme
- Advise on the delivery of OPT Training according to the OCCCF Curriculum
- Quality control the assessment of Learners to uniform standards
- Support and develop OPT Trainers

Regional OPT Leads are part of the RCOphth Regional Team coordinated by the Regional Educational Advisor (REA). They work together with members of the Regional Team who can also provide them with support. They oversee and support the Unit OPT Leads in their region, and the supervisors and trainers in those units.

**Responsibilities and Duties**

Support the enrolment of Learners onto the Programme

- When a potential OPT Learner is identified, check their eligibility (see Portfolio Guidance)
- Confirm with the Unit OPT Lead that the unit has the capacity to provide the necessary training, and clinical and educational supervision, before signing the enrolment form.

Advise on the delivery of OPT Training according to the OCCCF Curriculum

- Support Learners and Trainers in being familiar with the curriculum requirements.
- Advise Learners and Trainers on queries relating to the portfolio.
- Advise on the availability and provision of local education and training opportunities

- Work with members of the RCOphth Regional Team to identify and create educational opportunities suitable for OPT Learners

Quality control the assessment of Learners to uniform standards

- Take responsibility for the quality control of the award of OPT Certificates.
- Confirm that nominated Assessors, Educational Supervisors and Unit OPT Leads are suitable for these roles (see Unit OPT Lead and Educational Supervisor Job Descriptions and Portfolio Guidance on Assessors).
- Ensure standardisation of assessment by facilitating the pairing of assessors during some assessments and/or setting up bench-marking events.
- Sample performance of Learners and Trainers in the Region by:
  - supervising some Learners during part of their training.
  - assessing some WBAs for Learners.
  - supervising or assessing some evidence submitted in Learners' portfolios.
  - reviewing the quality of WBAs and CS and ES Reports in Learners' portfolios.
- Feedback to trainers on the quality of their performance as a trainer and assessor.
- Take responsibility for the quality of the End of Level Assessment of all Learners in the Region, leading to award of the OPT Certificates:
  - perform the End-of-Level Assessment for the majority of Learners.
  - request that any components not reaching the required standard are repeated.
  - for a few Learners (including those from the same unit as the Regional OPT Lead), the End-of-Level Assessment can be delegated to a trusted External Assessor (who may be the OPT Lead of an adjacent Region or Unit), then sampling of the portfolio performed to give reassurance of quality.
- Perform External End-of-Level Assessments for Learners in adjacent regions at the request of their Regional OPT Lead.
- Act promptly on any concerns raised about the quality of training and assessment.
- Handle appeals from adjacent regions at the request of their Regional OPT Lead.

Support and develop OPT Trainers

- Encourage suitable ophthalmologists and non-medical ophthalmic professionals to become OPT Trainers, and continue to advance their skills through feedback, discussions and courses.
- Participate in joint assessments and other local events aiming to improve standardisation of assessments across Trainers.
- Work with the Regional Training the Trainers (TTT) Lead in the Regional Team to identify educational opportunities suitable for OPT Trainers locally and nationally.

## **Time Commitment**

Timing is flexible, and dependent upon the size of the Programme – and particularly the number of Learners.

Some of the activities will be performed during existing working time (eg: training), whereas others will require separate time allocation (eg: portfolio assessment).

Time will be spent:

- Planning and supporting aspects of the OPT Programme
- Meeting with Learners or Trainers
- Training, supervising and assessing Learners

- Assessing OPT portfolios
- Liaising with the Unit OPT Leads and supporting trainers

### **Appointment and term of office**

One Regional OPT Lead is identified for each of the regions. They are part of the RCOphth Regional Team coordinated by the Regional Educational Advisor. It is suggested that the appointment is reviewed at intervals to give others the opportunity of holding the role.

#### Eligibility

- Ophthalmologist, Orthoptist, Optometrist or Ophthalmic Nurse
- Member of their professional organisation (RCOphth, BIOS, CoO, RCN)
- Registration with their professional regulatory body (GMC, HCPC, GOC, NMC)
- Undertaking active secondary ophthalmic clinical care in the region
- Recognised postgraduate trainer for their own profession

#### Appointment Process

Interest will be sought through communications within the region.

Spontaneous expressions of interest to the Regional Educational Advisor are encouraged.

The Regional Educational Advisor identifies an appointee after appropriate discussions in the units in the region, eg: including Clinical Leads, College Tutors or Heads of Department for Orthoptics, Optometry and Ophthalmic Nursing.

The appointee may also hold the Unit OPT Lead role and/or an OPT Educational Supervisor role; but should ensure that for each Learner, a variety of assessors is maintained, with externality of assessment where necessary.

*February 2020*

## Regional Ophthalmic Practitioner Training (OPT) Lead – Person Specification

Criterion	Essential	Desirable
<b>Eligibility</b>	<p>Ophthalmologist, Orthoptist, Optometrist or Ophthalmic Nurse</p> <p>Member of their professional organisation (RCOphth, BIOS, CoO, RCN)</p> <p>Registration with their professional regulatory body (GMC, HCPC, GOC, NMC) with Licence/Fitness to Practice</p> <p>Undertaking active secondary ophthalmic clinical care in the region</p> <p>Recognised postgraduate trainer for their own profession</p> <p>Up-to-date appraisal and revalidation, or professional performance review, with demonstrable commitment to continuing professional development</p> <p>UK resident</p>	
<b>Knowledge</b>	<p>Detailed understanding of the curriculum, portfolio and assessment structure of OPT</p> <p>Educational processes including planning, delivery, supervision and evaluation of curriculum-based teaching and its assessment</p> <p>Processes for global supervision of Learners, including feedback, appraisal, portfolio review, personal support and managing Learners in difficulty</p> <p>Standards required for certification as an OPT Practitioner</p>	<p>Attendance at an RCOphth OPT TTT course</p> <p>Familiarity with the principals of mentoring and buddying</p>
<b>Training</b>	<p>Current certificate in equal opportunities and diversity training</p> <p>Training in educational supervision, feedback, appraisal and assessment</p>	<p>Attendance at an appropriate RCOphth TTT Course, eg: Supervisor level</p>
<b>Experience</b>	<p>Delivery of postgraduate teaching and supervision for one or more ophthalmic professions</p>	<p>Organisation of an educational programme</p> <p>Significant leadership role in the department, region or nationally</p>

		Support of learners/colleagues through appraisal, educational supervision or mentoring
<b>Educational roles</b>	Active involvement in teaching, supervision and assessment of ophthalmology trainees or non-medical ophthalmic professionals	Appointment to recognised educational roles, eg: educational lead, clinical or educational supervisor
<b>Communication Skills and Behaviours</b>	Ability to communicate using good written and verbal skills with all stakeholders, eg: learners, trainers and colleagues  Ability to work to tight timescales	Ability to chair discussions  Ability to encourage and influence colleagues  Engenders respect from colleagues
<b>IT skills</b>	Microsoft office	
<b>Other</b>	Agreement from NHS Trust to give support to fulfil the role	