



UCL Institute of Ophthalmology

Enhanced Clinical Practice

Supervisor Handbook

Introduction

This guide has been developed to explain the roles and responsibilities of the Educational Supervisor of Enhanced Practice students (both Apprentices and NHS England funded students). It is designed to be used in conjunction with the IoO Workplace-Based Assessment (WBA) and Apprenticeship Handbooks.

As part of the Enhanced Practice training programme, each student is expected to undertake Workplace-Based Learning and Assessments (WBAs), supported by their employer alongside theoretical learning on their modules. Apprenticeship students are also required to show evidence they have met each of the Knowledge, Skills and Behaviours (KSBs) for the [Enhanced Clinical Practitioner Apprenticeship Standard](#).

To facilitate this, the employer must nominate an Educational Supervisor, who will oversee the students progress throughout the programme. All students undertaking the Enhanced Practice training programme must ensure they have a named Educational Supervisor before starting the programme with access to appropriate clinics to achieve the expected sign offs (this will not be provided by the university). In addition to the Educational Supervisor, students will also require clinical supervision to achieve them. The university supplies the workplace-based curriculum for students to follow. More information on what this involves can be found in the accompanying WBA handbook.

Completion of both the Workplace-Based Assessment curriculum and the academic components of the course (as well as meeting the KSBs for apprentices) is required in order for a student to qualify for an Enhanced Clinical Practice award. Apprenticeship students will not be allowed to pass through the End Point Assessment gateway to sit their final End Point Assessment unless their workplace-based assessments and KSBs are fully signed off by their Educational Supervisor. PG Cert Optometry and Ophthalmology (Enhanced Clinical Practice) students will not be presented for their final award until confirmation from their Educational Supervisor has been received that they are fully signed off for their WBAs.

In addition to this guide, the WBA handbook and the Apprenticeship Handbook (where you are supervising an apprenticeship student), the HEE website hosts resources on Enhanced Practice supervision and Enhanced Practice as a whole in their [Advanced Clinical Practice Toolkit](#) that you may find useful, in particular the [Employers](#) and [Education, Training and Accreditation](#) sections. Their [Workplace Supervision for Advanced Clinical Practice guide](#) and [supporting videos](#) may also be useful in helping you understand the role.

If you have any questions about the Supervisor role or the course in general, please contact the Education Team (ioo.pgt@ucl.ac.uk).

Role of the Educational Supervisor

Each student must have a named Educational Supervisor in their workplace, who is responsible for overseeing their progress with workplace based learning and assessment. The Educational Supervisor will not necessarily hold the same professional registration as the student. The role and responsibilities of the Educational Supervisor are as follows:

- Help the student agree their personal development plan and oversee the trainees progress against this
- Help student progress through to completion of their ECP PG Cert
 - Be a point of contact between the workplace and the HEI for their student
 - Represent the trust at tripartite meetings for students (apprentices only)
- Have an in-depth understanding of the enhanced practitioner's role in the specialty
- Have an understanding of the practice-based (all) and off-the-job (apprentices only) components of the students development
- Support the student with the socio-professional aspects of professional development
- Support the student to balance the competing workplace and development demands as an employed registered professional, signposting to more specialist professional or personal support when indicated
- Completed professional development which includes a focus on multi-professional supervision and practice-based education
- Guide and signpost the student to identify clinical supervisors who can support specific knowledge and skills
- Ensure access to sufficient, structured, practice-based learning opportunities to ensure the student can develop to the agreed competences and capabilities
- Ensure that competency and capability verification is conducted by a suitably authorised or approved supervisor
- Detailed job plan that provides ring fenced time for education supervision activities including regular meetings with student.

The role of the Clinical Supervisor

Clinical Supervisors are practice-based practitioners who are experienced in practice-based education and the supervision of experienced registered professionals. The students will work with a variety of clinical supervisors, each matched to support the development of specific, identified aspects of enhanced practice capability. The clinical supervisor will not necessarily hold the same professional registration as the student. A clinical supervisor will:

- Work collaboratively with the coordinating Educational Supervisor and the developing enhanced practitioner to support a specified aspect of their development
- Have an in depth understanding of the specified competency (clinical, education, leadership/management or research) of enhanced practice
- Have an awareness of the scope of registration of the student they are supervising and an understanding of their differing professional starting points
- Have completed professional development with a focus on multi-professional supervision and practice-based education
- Give the student constructive and meaningful feedback on their performance, development and progress
- Familiarity with the PG Cert work based assessments undertaken by the student

Who can act as an Educational or Clinical Supervisor?

Supervisors should be a more experienced member of staff working at Enhanced Practice level or above (eg. a Specialist Optometrist who is working at the CoO Diploma level), a specialist nurse or specialist orthoptist, consultant ophthalmologist, senior ophthalmic trainee with knowledge of the area/skill/technique that a student is demonstrating. Educational Supervisors can be the student's Line Manager, although this isn't a requirement of the role.

How many students can I expect to be an Educational Supervisor for?

There is no limit to the number of students that you can support as Educational Supervisor, however it is expected that the Educational Supervisor meets their student regularly, at least once per month (for approx. 1 hour each) so you must have sufficient time in your job plan to allow for this.

How often should I meet students and what should I cover in those meetings?

It is suggested that the Educational Supervisor meets the students at least monthly (for approx. 1 hour or longer as required). The following (as a minimum) should be covered:

1. Review of academic studies, understanding competing demands of employee and student obligations
2. Review of WBA/KSBs- status of completion, assessing barriers and enablers, ensuring access to clinical settings as required
3. Pastoral support

Educational Supervisors of apprentices are additionally required to attend quarterly tripartite meetings with their apprentice and their allocated tripartite tutor (a member of UCL staff) to discuss and record their tutee's progress. More information on tripartite meetings can be found in the Apprenticeship Handbook.

What documentation is needed for meetings?

Minutes of the meeting should be recorded and signed by the Educational Supervisor and students on completion of the meeting to ensure accuracy and consistency.

What is my role, if a student is not getting the opportunities to do the WBAs/meet KSBs?

It is the Educational Supervisor's role to ensure the student has the opportunities to complete the required WBAs and KSBs. If there are barriers to this that the student is unable to overcome themselves, the Educational Supervisor must ensure these barriers are removed, either alone or through escalation in the workplace.

Employers who have Enhanced Practice students that are funded by HEE or through the apprenticeship levy are committed to ensuring that the students are able to access opportunities to adequately complete the WBAs required by the HEI.

What if my student is struggling with their WBA/KSB's?

It is the Educational Supervisors responsibility to investigate the cause of these struggles and support the student with problem solving. This is likely to require more time commitment from the Educational Supervisor but is essential in order for the student to be successful on the programme.

The [Education Team](#) would be the best people to contact if advice and guidance from the university is needed. They will then advise on the best course of action or will bring in another member of staff or signpost to appropriate services in UCL or through external services if appropriate. They will not find or recommend opportunities/placements for students to complete WBAs.

What is Off-The-Job Training and who is it relevant for?

Off-the-job training is relevant for apprenticeship Enhanced practice trainees. Apprentices must receive a minimum of 20% of their weekly working hours off of their usual duties to complete developmental activities related to the apprenticeship programme and the KSBs apprenticeship standard, which can include completing WBAs. This is a condition of the apprenticeship contract and funding. Educational Supervisors must ensure that their tutees are receiving their minimum number of off-the-job hours and raise the issue with the relevant members of staff locally where this isn't happening.

More information on Off-The Job training can be found in the Apprenticeship Handbook.

Non-apprenticeship students may also receive off-the-job training time but this is not a mandatory requirement and would be at the discretion of their employer.

How do I view my student's WBA/KSB evidences?

Students can generate a Secret URL from their ePortfolio account and share it with their Supervisor to allow them to see their portfolio. They will have to do this at least a month ahead of their final gateway assessment to allow their Educational Supervisor time to review their work but they can do this at any point if their Supervisor would like to view their work earlier in their journey. A guide for the student on how to do this can be found in Appendix One of the WBA handbook.

Portfolio Sign Off/gateway assessment

It is the Educational Supervisor's responsibility to 'sign off' the student's portfolio of WBAs at the end of the programme. Once all WBAs are completed and uploaded to the students UCL 'MyPortfolio' account, they send an automated link to their Educational Supervisor with access to their portfolio for review (see "How do I view my student's WBAs above). If you are satisfied that they have completed all required WBAs to the standard expected, and all log books and case based discussions are completed, then the "Workplace Based Assessments (WBA) Gateway assessment and Final Sign off" form is completed, signed and returned to UCL as evidence of WBAs completion. Apprenticeship students also require the PG Cert Enhanced Clinical Practice in Ophthalmology Apprenticeship End Point Assessment Gateway Review and Sign off Form completing and returning at the same time to confirm they have met the Knowledge, Skills and Behaviours (KSBs) for the apprenticeship standard.

If your student has outstanding portfolio elements (WBA or KSBs) at the review, new dates for providing outstanding evidence and review meetings are set with the student based on how much additional time the supervisor and student feel is required to complete the outstanding elements to the necessary standard. This information should be passed on to the Education Team to record and advise on any additional processes that may be needed. Depending on how long this will take, it may result in a delay to the student's award or, for apprenticeship students, result in a delay to their final End Point Assessment.

A full explanation of the sign off process can be found in the WBA handbook.