Transferable Role Template
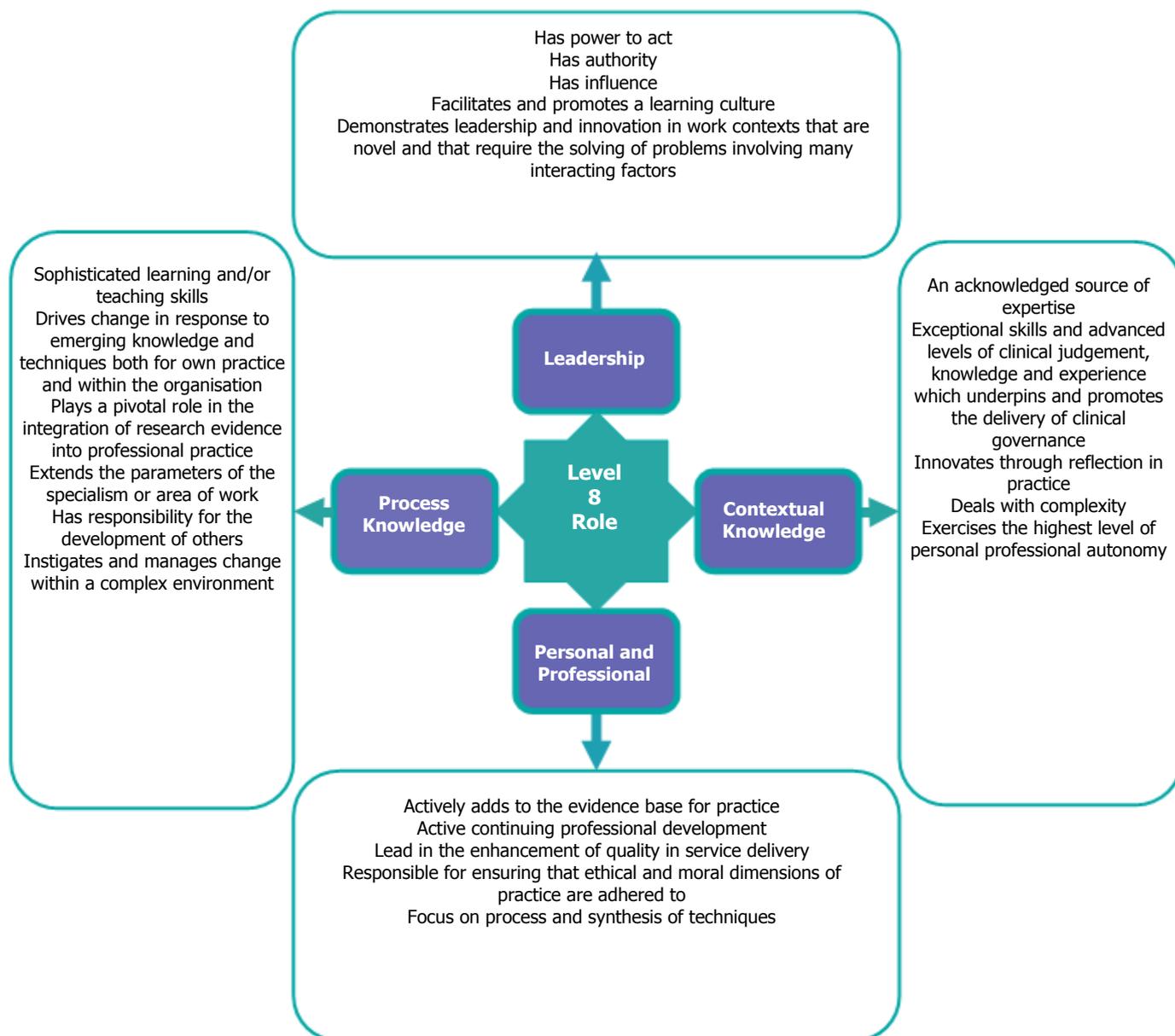
Career Framework Level 8

Orthoptist

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Developers

SKILLS FOR HEALTH CAREER FRAMEWORK PROJECT

Level Descriptors
Key characteristics of a Level 8 Role

Has power to act
Has authority
Has influence
Facilitates and promotes a learning culture
Demonstrates leadership and innovation in work contexts that are novel and that require the solving of problems involving many interacting factors

Leadership

Sophisticated learning and/or teaching skills
Drives change in response to emerging knowledge and techniques both for own practice and within the organisation
Plays a pivotal role in the integration of research evidence into professional practice
Extends the parameters of the specialism or area of work
Has responsibility for the development of others
Instigates and manages change within a complex environment

Process Knowledge

Level 8 Role

Contextual Knowledge

An acknowledged source of expertise
Exceptional skills and advanced levels of clinical judgement, knowledge and experience which underpins and promotes the delivery of clinical governance
Innovates through reflection in practice
Deals with complexity
Exercises the highest level of personal professional autonomy

Personal and Professional

Actively adds to the evidence base for practice
Active continuing professional development
Lead in the enhancement of quality in service delivery
Responsible for ensuring that ethical and moral dimensions of practice are adhered to
Focus on process and synthesis of techniques

Definition of the Level 8 Role

People at level 8 of the career framework have highly specialised knowledge, some of which is at the forefront of knowledge in a field of work, which they use as a basis for original thinking and/or research. They are leaders with considerable responsibility, and the ability to research and analyse complex processes. They have responsibility for service improvement or development. They may have considerable management responsibilities and be accountable for service delivery or have a leading education or commissioning role.

Example of Role at Level 8

Non-Medical Consultant Practitioner:

The non-medical consultant practitioner is an expert practitioner with a high level of responsibility for the development and delivery of services. They are clinical experts who lead practice and spend a significant amount of time in direct patient care. There is a strong element of research within the role. They will carry out research, as well as ensuring that current research findings are used by staff to inform their practice. They may have overall responsibility for the coordination of R&D programmes. The non-medical consultant practitioner will lead by example in developing highly innovative solutions to problems based on original research and inquiry. They will apply a highly developed theoretical and practical knowledge over a wide range of clinical, scientific, technical and/or management functions.

The role is intended to operate across four key areas or functions:

- Expert practice

  A key aspect focussed on specialist expert clinical work.

  Normally this will be up to 50% of the consultant practitioners? time.

- Professional leadership and consultancy

  They are seen within the workplace and external to the workplace as leaders and a source of expert knowledge and skill

- Education training and development

  They are a resource for the service, or wider area and will regularly engage in sharing their skills and knowledge with colleagues and a wider audience.

  They may have a formal link with higher education institutions through lecturing, research or other partnership activities.

- Practice and service development research and evaluation

  Research and development are an integral component of the role.

  Research whether original work or the work of others is used to improve quality, as a basis for innovation and service development and improvement.

All consultant practitioners are at level 8 on the Career Framework for Health.

Not all level 8 roles are consultant practitioners.

The characteristics of the level 8 practitioner have been developed by Skills for Health through working with employers and practitioners. They are intended to be broad descriptors which can be interpreted or contextualised at a local level.

Basic Information:

Named Role	**Orthoptist**
Area of work	Community NHS Or Local Authority Or Independent, Hospital NHS Or Independent
Role Family	AHPs
Experience required	N/A
Career Framework Level	8

Summary of Role

To manage resources effectively to ensure that orthoptic department spending is within general ophthalmology budgetary requirements

Scope of the Role

To manage resources effectively to ensure that orthoptic department spending is within general ophthalmology budgetary requirements

To analyse the needs of the department and consequently make decisions about efficient and effective use of resources available

To develop bids to apply for money to develop services

To maximise potential for income generation within the service, e.g. DVLA visual field assessment

To promote cost reduction initiatives within the Service, without affecting the quality of services provided

To be responsible for the procurement and/or maintenance of orthoptic assets and supplies for the service

To be an authorised budgetary signatory

To be the lead orthoptic representative at meetings relating to service developments, delivery and professional issues

To be responsible and accountable for the day-to-day management of the orthoptic service.

responsible and accountable for the management of the pre-school vision screening service and outreach clinic

To be responsible and accountable for the management of the orthoptic service for children with special needs

To be accountable and responsible for the provision of visual field assessment on behalf of the DVLA

Act as a source of expertise on the management of ocular motility and visual development disorders to patients, members of the ophthalmic team along with other health care professionals, education and social services.

To be responsible for the assessment and management of children with special needs

To be responsible for the diagnosis and management of patients with suspected reading difficulties

To take sole responsibility to formulate relevant discharge plans and onward referral.

To be responsible as an autonomous practitioner for the evaluation of visual acuity and visual behaviour in referrals from specialist services.

To be responsible for planning, implementing and monitoring individual specialist orthoptic treatment plans/care pathways for patients of all ages

To be responsible for orthoptic input to the shared care orthoptic/optometry service, contributing to standards and guidelines for this service

To undertake highly specialised assessment, review and management of glaucoma patients providing highly specialist expert advice to colleagues working within this speciality.

Responsible and accountable for the supervision, education and training of students and health professionals visiting the orthoptic department including junior medical staff, pre-reg optometrists and nursing staff

To provide a safe working environment for staff members and patients attending the orthoptic department

Level 8 Core Competences / National Occupational Standards:

Underpinning Principle	Reference Function		Competence
1. COMMUNICATION	1.2	Communicate effectively	GEN97 Communicate effectively in a healthcare environment http://tools.skillsforhealth.org.uk/competence/show/html/id/3001
2. PERSONAL & PEOPLE DEVELOPMENT	2.1.1	Develop your own practice	GEN13 Synthesise new knowledge into the development of your own practice http://tools.skillsforhealth.org.uk/competence/show/html/id/376
			CFAM&LAA3 Develop and maintain your professional networks http://tools.skillsforhealth.org.uk/competence/show/html/id/3770
	2.1.2	Reflect on your own practice	GEN23 Monitor your own work practices http://tools.skillsforhealth.org.uk/competence/show/html/id/2051
			SCDHSC0033 Develop your practice through reflection and learning http://tools.skillsforhealth.org.uk/competence/show/html/id/3415
	2.2.1	Support the development of the knowledge and practice of individuals	SCDHSC0043 Take responsibility for the continuing professional development of yourself and others http://tools.skillsforhealth.org.uk/competence/show/html/id/3481
3. HEALTH SAFETY & SECURITY	3.5.1	Ensure your own actions reduce risks to health and safety	IPC2.2012 Perform hand hygiene to prevent the spread of infection http://tools.skillsforhealth.org.uk/competence/show/html/id/3309
			PROHSS1 Make sure your own actions reduce risks to health and safety http://tools.skillsforhealth.org.uk/competence/show/html/id/3327
			PMWRV1 Make sure your actions contribute to a positive and safe working culture http://tools.skillsforhealth.org.uk/competence/show/html/id/4027
	3.5.2	Protect individuals from abuse	SCDHSC0024 Support the safeguarding of individuals http://tools.skillsforhealth.org.uk/competence/show/html/id/3518
4. SERVICE IMPROVEMENT	4.6	Promote service improvement	CFAM&LCA1 Identify and evaluate opportunities for innovation and improvement http://tools.skillsforhealth.org.uk/competence/show/html/id/3783
5. QUALITY	5.1.1	Act within the limits of your competence and authority	GEN63 Act within the limits of your competence and authority http://tools.skillsforhealth.org.uk/competence/show/html/id/85
	5.1.2	Manage and organise your own time and activities	HT4 Manage and organise your own time and activities http://tools.skillsforhealth.org.uk/competence/show/html/id/2501

6. EQUALITY & DIVERSITY	6.1	Ensure your own actions support equality of opportunity and diversity	SCDHSC0234 Uphold the rights of individuals http://tools.skillsforhealth.org.uk/competence/show/html/id/3506
	6.2	Promote equality of opportunity and diversity	SCDHSC3111 Promote the rights and diversity of individuals http://tools.skillsforhealth.org.uk/competence/show/html/id/3540
B. HEALTH INTERVENTION	B2.1	Obtain information from individuals about their health status and needs	CHS169 Comply with legal requirements for maintaining confidentiality in healthcare http://tools.skillsforhealth.org.uk/competence/show/html/id/2820
D. INFORMATION MANAGEMENT / INFORMATION AND COMMUNICATION TECHNOLOGY	D2.4	Maintain information / record systems	CFA_BAD332 Store and retrieve information using a filing system http://tools.skillsforhealth.org.uk/competence/show/html/id/4104
H. MANAGEMENT & ADMINISTRATION	H1.2.4	Implement change	CFAM&LCA4 Implement change http://tools.skillsforhealth.org.uk/competence/show/html/id/3786
	H1.3.1	Contribute to the effectiveness of teams	SCDHSC0241 Contribute to the effectiveness of teams http://tools.skillsforhealth.org.uk/competence/show/html/id/3509
	H1.3.2	Develop relationships with individuals	CFAM&LDD1 Develop and sustain productive working relationships with colleagues http://tools.skillsforhealth.org.uk/competence/show/html/id/3787
	H2.6	Receive and pass on messages and information	ESKITU020 Use digital communications http://tools.skillsforhealth.org.uk/competence/show/html/id/4150

Role Specific Competences / National Occupational Standards:

Underpinning Principle	Reference Function		Competence
1. COMMUNICATION	1.1	Develop methods of communicating	SCDHSC0041 Maintain effective communication systems and practice http://tools.skillsforhealth.org.uk/competence/show/html/id/3479
	1.4	Develop relationships with individuals	SCDHSC0233 Develop effective relationships with individuals http://tools.skillsforhealth.org.uk/competence/show/html/id/3505
	1.5	Provide information, advice and guidance	GEN14 Provide advice and information to individuals on how to manage their own condition http://tools.skillsforhealth.org.uk/competence/show/html/id/377
2. PERSONAL & PEOPLE DEVELOPMENT	2.2.1	Support the development of the knowledge and practice of individuals	CFAM&LDC2 Support individuals' learning and development http://tools.skillsforhealth.org.uk/competence/show/html/id/3793

	2.3.1	Evaluate another's performance in the workplace	LSILADD08 Engage and support learners in the learning and development process http://tools.skillsforhealth.org.uk/competence/show/html/id/3174
3. HEALTH SAFETY & SECURITY	3.1	Ensure an organisational approach to health and safety	CFAM&LEB1 Provide healthy, safe, secure and productive working environments and practices http://tools.skillsforhealth.org.uk/competence/show/html/id/3798
	3.5.1	Ensure your own actions reduce risks to health and safety	GEN1 Ensure personal fitness for work http://tools.skillsforhealth.org.uk/competence/show/html/id/372
			GEN96 Maintain health, safety and security practices within a health setting http://tools.skillsforhealth.org.uk/competence/show/html/id/2859
			IPC3.2012 Clean, disinfect and remove spillages of blood and other body fluids to minimise the risk of infection http://tools.skillsforhealth.org.uk/competence/show/html/id/3362
			IPC4.2012 Minimise the risk of spreading infection by cleaning, disinfection and storing care equipment http://tools.skillsforhealth.org.uk/competence/show/html/id/3363
			IPC5.2012 Minimise the risk of exposure to blood and body fluids while providing care http://tools.skillsforhealth.org.uk/competence/show/html/id/3364
			IPC6.2012 Use personal protective equipment to prevent the spread of infection http://tools.skillsforhealth.org.uk/competence/show/html/id/3365
	3.5.1	(Contd..) Ensure your own actions reduce risks to health and safety	IPC7.2012 Safely dispose of healthcare waste, including sharps, to prevent the spread of infection http://tools.skillsforhealth.org.uk/competence/show/html/id/3366
			IPC12.2012 Minimise the risk of spreading infection when storing and using clean linen http://tools.skillsforhealth.org.uk/competence/show/html/id/3368
			IPC9.2012 Minimise the risk of spreading infection when removing used linen http://tools.skillsforhealth.org.uk/competence/show/html/id/3371
5. QUALITY	5.2.2	Monitor the progress and quality of work within your area of responsibility	CFAM&LDB3 Quality assure work in your team http://tools.skillsforhealth.org.uk/competence/show/html/id/3792

6. EQUALITY & DIVERSITY	6.2	Promote equality of opportunity and diversity	CFAM&LBA7 Promote equality of opportunity, diversity and inclusion http://tools.skillsforhealth.org.uk/competence/show/html/id/3782
A. ASSESSMENT	A2.1	Plan assessment of an individual's health status	CHS38 Plan assessment of an individual's health status http://tools.skillsforhealth.org.uk/competence/show/html/id/1040
	A2.3	Assess an individual with a suspected health condition	CHS40 Establish a diagnosis of an individual's health condition http://tools.skillsforhealth.org.uk/competence/show/html/id/220
			Diab HC7 Assess the eye for evidence of disease or abnormality using slit-lamp biomicroscopy http://tools.skillsforhealth.org.uk/competence/show/html/id/1576
			CHS168 Obtain a patient/client history http://tools.skillsforhealth.org.uk/competence/show/html/id/2819
	A2.5	Agree courses of action following assessment	EUSC05 Review presenting conditions and determine the appropriate intervention for the individual http://tools.skillsforhealth.org.uk/competence/show/html/id/959
B. HEALTH INTERVENTION	B1.1	Obtain valid consent for interventions or investigations	CHS167 Obtain valid consent or authorisation http://tools.skillsforhealth.org.uk/competence/show/html/id/2818
	B2.2	Obtain information from indirect sources about an individual's health status and needs	EUSC02 Obtain supporting information to inform the assessment of an individual http://tools.skillsforhealth.org.uk/competence/show/html/id/956
	B2.5	Undertake triage	EUSC07 Prioritise individuals for further assessment, treatment and care http://tools.skillsforhealth.org.uk/competence/show/html/id/960
	B3.1.1	Plan activities, interventions or treatments to achieve specified health goals	CHS41 Determine a treatment plan for an individual http://tools.skillsforhealth.org.uk/competence/show/html/id/219
			CHS112 Select Imaging techniques/procedures for individual investigation http://tools.skillsforhealth.org.uk/competence/show/html/id/2202
	B3.1.4	Agree changes to interventions and treatments	CS9 Agree changes to improve individualised care plans to meet the health and well-being needs of children and young people http://tools.skillsforhealth.org.uk/competence/show/html/id/2182
	B3.3.1	Prepare and dress for specified health care roles	GEN2 Prepare and dress for work in healthcare settings http://tools.skillsforhealth.org.uk/competence/show/html/id/383

	B3.3.4	Prepare environments and resources for use in health care activities	GEN6.2012 Manage environments and resources for use during healthcare activities http://tools.skillsforhealth.org.uk/competence/show/html/id/3381
	B6	Investigate specimens and samples using diagnostic procedures	HCS9 Investigate biological specimens and samples http://tools.skillsforhealth.org.uk/competence/show/html/id/2869
	B7	Interpret and report on findings from investigations	CHS220 Provide clinical interpretation from investigations http://tools.skillsforhealth.org.uk/competence/show/html/id/2845
	B7	(Contd..) Interpret and report on findings from investigations	CHS221 Report results from healthcare investigations http://tools.skillsforhealth.org.uk/competence/show/html/id/2846
	B8.2	Investigate system/organ function	CHS134 Undertake vision screening http://tools.skillsforhealth.org.uk/competence/show/html/id/2730
			HCS5 Investigate the structure function or performance of an organ or physiological system http://tools.skillsforhealth.org.uk/competence/show/html/id/2865
	B9.1	Obtain images and impressions of organs and tissues	Diab HC4 Obtain images of the retina http://tools.skillsforhealth.org.uk/competence/show/html/id/1573
			CHS218 Obtain images to assist healthcare interventions http://tools.skillsforhealth.org.uk/competence/show/html/id/2843
	B9.2	Check suitability of acquired images for diagnostic purposes	CHS111 Assess suitability of acquired images for diagnostic purposes http://tools.skillsforhealth.org.uk/competence/show/html/id/2201
	B11.8	Monitor an individual's physiological condition	HCS6 Perform a range of procedures to monitor/support physiological response to modify function, performance or therapy http://tools.skillsforhealth.org.uk/competence/show/html/id/2866
	B15.6	Administer medication to individuals	CHS3 Administer medication to individuals http://tools.skillsforhealth.org.uk/competence/show/html/id/356
			Diab HC3 Instil eye drops to dilate the pupil prior to image capture http://tools.skillsforhealth.org.uk/competence/show/html/id/1572

C. HEALTH PROMOTION & PROTECTION	C1.2.2	Implement strategies to promote individuals' health and wellbeing	PHS15 Implement strategies for putting policies to improve health and wellbeing into effect http://tools.skillsforhealth.org.uk/competence/show/html/id/2477
	C1.3.1	Monitor strategies for improving public health	PHS14 Assess the impact of policies and shape and influence them to improve health and wellbeing and reduce inequalities http://tools.skillsforhealth.org.uk/competence/show/html/id/2476
F. EDUCATION LEARNING & RESEARCH	F1.1.2	Design learning and development programmes	LSILADD03 Plan and prepare learning and development programmes http://tools.skillsforhealth.org.uk/competence/show/html/id/3169
	F2.1	Deliver learning and development programmes	LSILADD06 Manage learning and development in groups http://tools.skillsforhealth.org.uk/competence/show/html/id/3172
			LSILADD07 Facilitate individual learning and development http://tools.skillsforhealth.org.uk/competence/show/html/id/3173
G. MEDICAL DEVICES PRODUCTS & EQUIPMENT	G3.6	Set up equipment, medical devices and products	CHS224 Set up equipment to monitor physiological function http://tools.skillsforhealth.org.uk/competence/show/html/id/2849
H. MANAGEMENT & ADMINISTRATION	H1.1.1	Manage operational plans for an area of responsibility	CFAM&LBA9 Develop operational plans http://tools.skillsforhealth.org.uk/competence/show/html/id/3771
			CFAM&LFA2 Implement operational plans http://tools.skillsforhealth.org.uk/competence/show/html/id/3772
	H1.1.4	Put a strategic business plan into operation	WP9 Contribute to developing and implementing a workforce plan http://tools.skillsforhealth.org.uk/competence/show/html/id/2059
	H1.1.4	(Contd..) Put a strategic business plan into operation	CFAM&LFA1 Implement and evaluate strategic business plans http://tools.skillsforhealth.org.uk/competence/show/html/id/3775
	H1.1.5	Provide leadership	CFAM&LBA2 Provide leadership in your area of responsibility http://tools.skillsforhealth.org.uk/competence/show/html/id/3777
			CFAM&LBB4 Ensure compliance with legal, regulatory, ethical and social requirements http://tools.skillsforhealth.org.uk/competence/show/html/id/3779
	H1.3.1	Contribute to the effectiveness of teams	CFAM&LDB2 Allocate work to team members http://tools.skillsforhealth.org.uk/competence/show/html/id/3791
	H1.3.5	Recruit, select and retain colleagues	CFAM&LDA2 Recruit, select and retain people http://tools.skillsforhealth.org.uk/competence/show/html/id/3789

	H1.5.3	Manage business processes	CFAM&LFA3 Manage business processes http://tools.skillsforhealth.org.uk/competence/show/html/id/3801
	H1.5.7	Manage information and knowledge	HI6.2010 Identify and specify data and information requirements in a health context http://tools.skillsforhealth.org.uk/competence/show/html/id/2979
			HI9.2010 Monitor, evaluate and improve the management of data and information in a health context http://tools.skillsforhealth.org.uk/competence/show/html/id/2982
	H3.3	Manage a budget	CFAM&LEA4 Manage budgets http://tools.skillsforhealth.org.uk/competence/show/html/id/3794
	H3.5	Administer financial management systems	CFAM&LEA3 Manage the use of financial resources http://tools.skillsforhealth.org.uk/competence/show/html/id/3795

Facets of Role (National Occupational Standards):

Underpinning Principle	Reference Function	Competence
	None Assigned	

Locality Specific Competences / National Occupational Standards:

Underpinning Principle	Reference Function	Competence
	None Assigned	

Indicative Learning and Development
THIS JOB WAS IMPORTED FROM THE CAREER FRAMEWORK TOOL AND AS SUCH DOES NOT HAVE SPECIFIC LEARNING AND DEVELOPMENT INFORMATION

Transferable role	Orthoptist
Formal endorsed learning	N/A
Informal learning	N/A
Summary of learning and development including aims and objectives	N/A
Duration	N/A
National Occupational Standards used	N/A
Credits (including framework used)	N/A
Accreditation	N/A
APEL and progression	N/A
Programme structure	N/A
Continuous Professional Development	NOT SPECIFIED
Resources required, e.g. placement learning, preceptors, accredited assessors etc	N/A
Quality Assurance	N/A
Policies included in learning programme documentation	N/A
Funding	N/A

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Leading to registration or membership with:	HPC

References & Further Information:

N/A