



THE COLLEGE OF
OPTOMETRISTS

CLiP Employer Handbook

college-optometrists.org



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1: CLiP placements overview

(a) The new Education and Training Requirements

Employers familiar with the Scheme for Registration will note a number of differences between Scheme and the new arrangements. These are mainly brought about by the GOC Education and Training Requirements stipulation that Optometry qualifications must now be integrated. The College Clinical Learning in Practice (CLiP) placement, therefore, needs to be arranged as part of the University degree, and award of the degree is the final stage of qualification.

CLiP placements will consist of 44 weeks of patient-facing activity, with sufficient time during the approximately 48-week period for statutory leave. Support for work-based learning and assessment on the placements will be organised in two parts, each of approximately 22 weeks' duration and with start dates aligned to the University's preferred structure. We would usually expect the student to be in the same placement for the whole experience, completing both CLiP Parts 1 and 2 with the same supervisors and in the same working environment.

Many core elements of the way student placements work now will continue, including:

- Employers will be able to advertise placement opportunities and select a candidate through application and interview.
- Employers will have a contract with the student and will pay them.
- The employer will arrange supervision for the student.
- The employer will be able to make arrangements to continue working with the student when the CLiP placement ends.

The shift from GOC competencies to GOC learning outcomes affects the way in which assessments are structured. However, the goal of ensuring that the student progresses to become a safe and effective practitioner, with all that entails, remains the same.

Some key differences to the structure and organisation of the placement experience are summarised below.

Scheme for Registration	Clinical Learning in Practice (CLiP)
Student typically starts after graduation	Students starts while still a student on the degree
Placement can start at any point in the year after the student has graduated	Placement needs to start and finish at set points in the year, to fit with the University calendar
The student's placement is the responsibility of the student and is arranged between the student and employer only	The College has responsibility for arranging the student placement, delegated from the University

Assessment happens when the Supervisor decides the student is ready	Assessment needs to happen during set windows in the placement, though opportunities for flexibility are built in
Types of clinical encounter are recorded and the student can progress when certain numbers of encounters have been reached	A risk framework approach will be used to monitor student progress
There is no written component to the assessment	There is a written Service Evaluation Project element to the CLiP assessment
All Scheme students complete the College OSCE as a final stage of assessment	There is no requirement for a set final stage of assessment which tests everything learnt so far
On completion of the work-based learning elements and OSCE, the student can register with the GOC	After completing CLiP, the student will need to complete University assessments and be awarded the degree in order to register with the GOC

(b) Requirements for offering a CLiP placement

Any employer offering a Clinical Learning in Practice (CLiP) work-based learning placement to a student will need to meet the following criteria:

- The employer arranges face-to-face patient encounters on a regular daily basis and is open at least 4 week-days each week.
- There is at least one employee who is suitably qualified and experienced to supervise a student.
- The employees who will supervise meet College requirements and can be given the required time and resources to fulfil the duties of this role.
- The required consulting room facilities and equipment are available to allow for student training and supervision for at least 20 hours per week.
- The employer is able to offer a fixed term employment contract to a student for around a year, starting in January/February or July/August with a minimum term of 11 months, ideally with scope to extend if needed if re-sits are required, for example.

More detailed guidance on supervision and these other areas is set out below.

2: Responsibilities

(a) The College

The College will:

- Facilitate the placement recruitment process and provide the employer with access to a software platform used to place advertisements, view applications and make offers.
- Act as the point of liaison with the University for all matters relating to the student's performance and progression.
- Provide professional development support to the student, including access to the learning platform in which the logbook and reflective learning materials are maintained.
- Arrange, carry out and record all student assessment on the placement.
- Provide induction, training, accreditation and ongoing support for Supervisors and Assessors.
- Provide access, via the CLiP Portal software platform, to information on the student's progress on the work-based placement to the employer, professional services teams and University.

(b) The Employer

When an employer registers with the College to provide a work-based placement opportunity, it is agreeing to:

- Comply with all the requirements included here about the student's employment, their supervision and access to facilities and equipment.
- Comply with this guidance over the course of the placement.
- Be part of the quality assurance procedures the College has in place.
- Make the required payment to the College for each student placed.

(c) The University

The University will:

- Organise short periods of clinical experience through the first three years of the degree, to develop the student's patient-facing experience.
- Ensure that students have completed the pre-requisite learning at the required levels to be able to start the CLiP placement.
- Inform other partners, in a timely manner, if there are any problems with a student's progress.
- Provide continued learning and instruction during the CLiP placement, including content for the weekly learning day, to meet expectations placed on degree providers.

3: Arrangements for the student's employment

(a) Placement facilitation

The timing for advertising offers for CLiP placements, for students applying and for the employers to make offers will be set out by the College, which will facilitate this process. To meet the needs of all stakeholders, the main stages of the process will happen via the CLiP Portal, which employers will have access to. The schedule for facilitating CLiP placements will be:

Month	Placement facilitation stage
October – December	Placement opportunities submitted on CLiP Portal
December – January	Applications open and students can view opportunities
February	Mid-February deadline for applications
March	Interviews
May	End of May deadline for employers to make offers
June	Early June deadline for the student to accept one offer and, by default, reject any others
	Second round applications open
July – August	Interviews and offers for second round applications
September	Third round of applications, in which the College engages in one-to-one support for unplaced students

Within these key dates, there will be a significant amount of activity and intervention from the College, contacting students who have not started applications by certain dates, support for those who have made mistakes in the application process and offering advice and support for students who do not secure a placement.

It can be noted that there is a short window of time between students receiving offers and accepting or rejecting them. Students holding multiple offers will be required to accept one of them in a short time-frame so that the offers they do not take can become available to students who were not the first choice of any employer they applied to.

(b) Employment contract

The vast majority of CLiP placements offered to students will be offered through the College facilitation process and so will have been made available to all students to apply.

The practice will need to give the student written conditions of service and terms of employment which offer:

- Paid employment for four working days per week in which the student is not required to work more than 30 hours, with the four days being roughly equal working hours, start and finish times to vary by location.

- One full learning day, Monday to Friday, in which the student is not required at the practice, which is reserved for the student's learning time and need not be paid.
- Cover for the student under the practice liability insurance.

Although we do not stipulate levels of pay, the College considers it good practice to invest in the student's development and to offer a full time salary equal to at least National Living Wage. This would also hopefully make the placement opportunity attractive to more students within the application process.

Provided the learning day is included in the contract, on a weekday, the practice and the student may agree that additional days can be worked, subject to employment law. Students are advised that they should consider any impact of additional work on their learning and progression.

The term of the student's contract should be at least 11 months but can extend to 12 or more. Most students will have set dates for starting and finishing the placement, depending on their degree programme, which means the initial contract for an extended work-based placement would usually be limited to a year, starting in January/February or July/August.

In addition, there could be certain adjustments which the employer is required to make to allow for disabilities or other circumstances. These should be known in advance and we would aim to inform the employer before the placement starts.

(c) Student learning day

The student on a CLiP placement is an employee, but also remains a university student throughout the full term of the placement. The student will continue to be in touch with the University while they are on the CLiP placement and will need to engage in weekly learning and assessment activity.

To allow time for this, employers will need to provide a learning day on which the student is not required to attend the place of work and has no work-related responsibilities. The employer does not need to schedule any activities for the learning day, this is the University's responsibility. Activities arranged on the learning day will generally be remote so that travel is not required.

The learning day, as noted above, must be arranged for one day per week, Monday to Friday. It is understood that employers will need to be flexible about which day the student takes for the learning day and where possible the University will not request a regular day. However, some Universities may have specific requirements for learning which will be communicated in advance and would need to be negotiated with the employer. This may include limited periods of assessment-related activity which may be handled as study leave.

(d) Continuity of service following CLiP

It is expected that students will enjoy and appreciate the support and career development they have received on their CLiP placement and will want to discuss working in the same setting on completion of their degree. The experience of other

professional subjects, where academic study and work-based placement are integrated, suggests that students often opt to continue in service, particularly when an offer is made during the placement period. However, the contracts will be a matter between the employer and the student and, as such, tie-in arrangements may be included, provided they are made clear as part of the placement offer during the application process.

In most cases, the CLiP placement will come toward the very end of the degree so the student will be able to register with the GOC soon after the point they complete the CLiP placement. Even in these circumstances, the student will probably at least one assessment element to complete before the degree is awarded and they can register with the GOC.

In some arrangements, the student will need to return to the university for some remaining months of study following the CLiP placement. In such cases, the employer could offer work to the student outside of their study time, maintain some keep-in-touch days and/or contract with them to return to the practice when they qualify. The College will work with the University and employer to ensure continued contact and maintenance of clinical skills.

We understand that this is an important consideration for those who would look to employ a CLiP student and we will provide practices with more information about how the transition from CLiP placement to registration will happen and how long it will take.

(e) Use of the CLiP Portal

Employers will have access to the CLiP Portal, a software platform developed to manage all stages of the CLiP placement, including handling applications for placement positions, logging placement activity and recording assessment. Details of the place of employment, the student and the members of the supervisory team will need to be stored in the Portal. All parties will have access, with user roles assigned so that all can access consistent, correct information.

4: Expectations for the student placement

(a) Types of experience offered

The employer should provide the student with a range of professional experience. There must be an emphasis on Optometric clinical practice but can include all elements of the usual work of the practice. As such, the work the student carries out will include some tasks which non-optometrist members of the team may usually be allocated, such as administrative work or dealing with general patient enquiries. However, there should be regular opportunity to conduct full eye examinations, contact lens appointments and dispensing to gain the required experience as an optometrist.

(b) Opportunities for clinical practice and training

The student needs to have access to a consulting room and to be allocated patients for at least 20 hours per week. The room must be available for the student to see patients, with space for a supervisor to attend and observe if required. The student will need to have access to resources and equipment needed to carry out patient consultations.

(c) Staff resources and time committed to supervision

The student must be supported by a supervisor or supervisory team, formed of suitably qualified staff who are allowed the time to fulfil this role. The student's supervisor or at least one member of the supervisory team, with the correct scope of practice to meet legal requirements for supervision, will need to be in the practice on the same days as the student is working.

Supervisors do not have to be in the room while the student consults with a patient at all times. However, a judgement will need to be made about what levels of oversight are required. These are expected to be higher in the first weeks or months of the placement. They will also need to be present whenever the task is considered to carry high risk or the patient has complex needs.

More details on changes to supervisory arrangements and the required roles for a CLiP placement are set out in the next section.

(d) Exposure to a range of clinical experience

The student will need to see as wide a range of patient types and visual conditions as possible within the practice. Where a student does not have the opportunity to see certain patient types within the practice, supervisors may need involve the University and the College to discuss ways in which the student can gain this experience.

(e) Equipment and resources

The main resources the employer needs to provide to support the student are the use of the consulting room for conducting eye examination and access to the supervisory team for support, as detailed above. In addition, the equipment which needs to be available for the student's use is set out below.

Equipment to be provided by the employer

Amsler charts manual

Colour tests – two versions to screen for all possible defects

Direct ophthalmoscope

Distance and near oculomotor balance tests

Distance and near tests suitable for:

- adults
- young children

Focimeter

Keratometer

Measuring device for accommodation – RAF rule

Personal Protective Equipment (PPE)

Slit-lamp biomicroscope

Test for stereopsis

Threshold controlled visual field equipment

Tonometer – both contact applanation and non-contact applanation (and calibration equipment)

Trial lenses, trial frame and accessories including pinhole

Equipment the student will be expected to own

Indirect lens (e.g. 'Volk lens')

Pen torch

Retinoscope

5: CLiP placement structure

(a) Delivery models

As students will need to complete the CLiP placement during their degree, the times at which they start and finish the placement need to be fixed and will follow one of two models:

- In Model A, students will start the long placement in January/February of Year 3 and should complete the placement within a year. They will need to complete their studies for the degree programme with the University after CLiP.
- In Model B, students will complete most elements of the degree programme by the end of Year 3 and take the placement in Year 4, starting in July/August and should complete the placement within a year. They will need to complete some final assessments with the University after CLiP.

As such, when employers advertise placement vacancies, they will need to declare if they would not be able to accept a student with a start date based on one of these models. We will encourage employers to be flexible on start dates, to ensure they have a larger pool of applicants to draw from.

(b) Assessment

To ensure that students consolidate core skills before they are assessed on more challenging clinical outcomes, the assessment of CLiP is organised in two stages, and the student will need to pass all elements of CLiP Part 1 before proceeding to CLiP Part 2. We would expect the most common arrangement to be for the student to complete the whole CLiP placement, Parts 1 and 2, with the same employer.

This approach allows for greater flexibility in dealing with any failed elements of assessment, and means that any student who needs it will have the chance to re-take one part only rather than the entire year.

The main assessed elements of CLiP Part 1 are:

- Remote visit: Student-selected case discussions with an Assessor, to cover simple conditions/abnormalities and methods for assessment, including management and regulation of common ocular drugs for examination and treatment purposes.
- Face-to-face visit: Eye examination and dispense spectacles, including history taking and patient communications, optical appliance discussion and verification; contact lens fit, aftercare and patient advice.
- Service evaluation project: Student led problem-solving project to examine environment/setting, processes, costs, opportunities (including personal and technological) for improved care/outcomes. Assessors will verify details of the project and monitor progression with students during visits. The student will submit a written report.
- Logbook recording patient-facing episodes and professional experience underpins and provides evidence for assessment tasks.

Students who successfully complete CLiP Part 1 may progress to CLiP Part 2. The main assessed elements are:

- Remote visit: Student-selected case discussions with an Assessor, on low vision and paediatrics, selection of drugs to aid ophthalmic examination, Consent, Non tolerance and equality, diversity and inclusion (EDI).
- Face-to-face visit: Complex condition cases; patient history, diagnosis, patient and relative engagement, accountability including risk assessment, risk stratification and referral options. Discussion to examine decision-making around referrals and the accuracy and quality of referral documentation, multi-professional team-working and delegation.
- Logbook recording patient-facing episodes and professional experience underpins and provides evidence for assessment tasks.

The way assessments are structured will provide opportunities for students to re-take assessments once they are not successful at the first attempt and stay on track with the progress of the CLiP placement. Assessment visits will be grouped into tasks, so students who fail an element would need to re-sit that task rather than the entire visit. Depending on the nature of the task, the re-take could happen remotely or at the next visit.

The GOC Education and Training Requirements do not allow extensive re-sit opportunities and generally students will have one further attempt to succeed in any failed assessment task during each part of CLiP. In the event of a second failed attempt, the student would need to re-take the whole part of CLiP they are on. As there are two models of delivery for CLiP, the student would be able to start the CLiP part again without a significant gap in practice.

(c) Assessment schedule

The table below provides an overview of how the College will arrange assessment. The two main columns show the schedule for both Model A and B CLiP delivery –for Model B CLiP Part 1 starts in July/August and the calendar year starts with Part 2.

Each student's assessment is to be scheduled within the windows for assessment shown below, with opportunities for arranging outside these dates for individuals where exceptional circumstances require.

Month	Week	CLiP Model A	CLiP Model B
Jan	1	Earliest placement start date	CLiP Part 2 start
	2		
	3		
	4		
Feb	1	Latest placement start date	CLiP Part 2 remote visits
	2		
	3		
	4		
March	1		
	2		
	3		
	4		
	5	CLiP Part 1 remote visits	CLiP 2 face-to-face visits
1			
April	2		
	3		
May	4		
	1		
	2		
	3	CLiP 1 face-to-face visits	
	4		
5		End of placement	
June	1		
	2		
	3	Submit service Evaluation Project	
	4	End of CLiP Part 1	
July	1		Earliest placement start date
	2		
	3		
	4		
August	1	CLiP Part 2 start	Latest placement start date
	2		
	3		
	4		
	5	CLiP Part 2 remote visits	
1			
Sept	2		CLiP Part 1 remote visits
	3		
	4		
	5	CLiP 2 face-to-face visits	
1			
Oct	2		CLiP 1 face-to-face visits
	3		
	4		
	5		
Nov	1		
	2		
	3		
	4		
Dec	1		
	2		
	3		Submit service Evaluation Project
	4	End of placement	End of CLiP Part 1

(d) Arrangements for re-takes

Any student who fails one or more parts of an assessment visit (which will be made up of 3-4 groups of tasks, each with their own pass/fail element) will be given the opportunity to re-take with no additional fee. Depending on the type of task, this may be arranged at a separate date, at a separate re-take visit or at the next scheduled visit. The aim would be to secure a successful result for the whole visit in advance of the next visit date.

A student who failed one or more parts of an assessment visit at the second attempt (assuming that extenuating circumstances are not presented or granted) will be required to re-take the CLiP part. This would happen at the next available opportunity, with both parts of CLiP being delivered by the College twice a year.

Here are some examples of how student re-takes would be arranged:

Model A student needing to re-sit a CLiP Part 1 assessment task:

The student started CLiP Part 1 in January and passes the remote visit stage of assessment. At the second stage, the face-to-face visit, they pass all the dispensing elements of assessment but fail one of the tasks on contact lens aftercare.

The elements of the face-to-face assessment which the student passed are recorded on the CLiP Portal and do not have to be repeated. A follow-up assessment visit is arranged two weeks later, for repeat of the contact lens task, and the student is able to work with their supervisor on preparation for this.

At the rearranged assessment opportunity, the student passes the task and is now recorded as successfully completing the CLiP Part 1 face-to-face visit. The student continues with the placement and will now just have the Service Evaluation Project to complete.

Model A student needing to re-take CLiP Part 1:

The student started CLiP Part 1 in February but fails a task at the CLiP 1 face-to-face visit in May. A re-take visit is arranged and the student is given support and advice prior to this. When the re-take is unsuccessful, the student is required to re-take the whole of CLiP Part 1.

The student is able to join CLiP Part 1 on the Model B schedule, starting in July, so has until mid-September to gain more experience and prepare for the next round of assessment. Their original CLiP completion date of end of December will now be the following June, with CLiP Part 2 taken on the Model B schedule between January and June.

As the Model A student needs to complete their studies with the University, the date for completion would depend on when they are able to re-join and complete the degree. Where possible, Universities will support students to completion without a break in studies.

Model B student needing to re-take CLiP Part 2:

The student started the CLiP placement in July and had passed all assessment elements of CLiP Part 1 by the end of December. CLiP Part 2 starts in January but

the student is unsuccessful in one of the tasks at the face-to-face visit in April and does not pass the rearranged re-sit opportunity two weeks later. As such, the student will need to re-take CLiP Part 2.

The student is able to join the CLiP Part 2 on the Model A schedule, starting in July, so has until September to get prepared for the assessments. The student's original date of completion for CLiP was the end of May and is now the end of December.

On successful completion of CLiP Part 2, the student will still need to complete final assessments with the University, and timing of this will depend on the University.

6: Arrangements for supervision

(a) Changes to supervision arrangements

With the introduction of the Education and Training Requirements, the General Optical Council has encouraged stakeholders to review the requirements for supervision under these new arrangements. As a result, the College will follow guidance on supervision published by the Sector Partnership for Optical Knowledge and Education (SPOKE) in the introduction of CLiP placements. As such, employers familiar with Scheme for Registration arrangements will note some key changes in the guidance set out below, including:

- Supervisory roles are different to the current 'Principal Supervisor' and 'Additional Supervisor'.
- More flexibility in the experience requirements for staff fulfilling these roles – no set requirement for the equivalent of a Principal Supervisor to have two years' post-qualifying experience; and
- Opportunities for newly-qualified registrants to become involved in supervision of specific tasks or areas.
- Scope for larger practices, or smaller practices working together, to create a team to support the student, with the allocation of supervisory tasks.
- Different rules on the number of students any individual can supervise.
- Enhanced College support for all types of supervisor, including new training courses and the CLiP Portal, which will include logbook and risk framework tool.

(b) Supervisory roles

Arrangements for CLiP supervision take account of the fact that some employers will need to have one individual supervising a student, while others will be able to engage a team.

The University will appoint an Academic Clinical Placement Tutor to support and monitor progression of the student while on the CLiP placement. This Tutor will be in contact with the student and may also engage with the student's supervisory team and the College about the student's progress.

Within the employing organisation, every CLiP student will need to be supervised by a 'Practice Educational Lead' as a minimum requirement. Where resources allow, the Practice Educational Lead can be supported by a 'Practice Task Supervisor', or more than one, and the Practice Educational Lead may allocate supervision tasks, appropriate to each Practice Task Supervisor's knowledge and experience, to this individual or to a supervisory team.

The Practice Educational Lead (hereafter 'Practice Lead') will generally need to demonstrate significant experience of supervising in order to take on the role, whereas a Practice Task Supervisor ('Task Supervisor') need have no prior experience and may be a newly-qualified Optometrist or a member of another profession.

Whatever the supervisory role taken, anyone supervising a CLiP student will need to be a College member to access the required training materials, software platform and support. Any Task Supervisors who are members of other professions will be able to obtain Associate Membership of the College.

(c) Requirements for taking on a supervisory role

The Practice Lead will need to:

- Be registered as an Optometrist with the General Optical Council.
- Be up-to-date with the current CPD cycle, maintaining this on an ongoing basis.
- Be a full and current member of the College of Optometrists.
- Complete the College training for a Practice Lead (in the case of current Scheme supervisors, there will be selected modules to convert to CLiP).
- Have appropriate indemnity insurance in place.

The Practice Lead will not need to have two years' post-qualifying experience but instead will need to meet at least one of the following:

- They must have supervised at least one student to the point of registration as an Optometrist (on the Scheme or CLiP); or
- They may submit a portfolio of evidence demonstrating their contribution to the supervision of student optometrists at all stages of the process;
- They would need to be mentored and supported by another established Practice Lead, or someone who is eligible to be one, throughout the supervision of their first student.

The Task Supervisor does not have to be an Optometrist but will need to:

- Be an optical professional registered with the General Optical Council or other registered medical professional.
- Be up-to-date with the current CPD cycle, maintaining this on an ongoing basis.
- Be an Associate Member of the College of Optometrists (or hold full membership, if an Optometrist).
- Supervise only those activities which are within their own scope of practice, if they are not an Optometrist.
- Complete the College training for a Task Supervisor.
- Have appropriate indemnity insurance in place.

It is expected that newly-qualified optometrists will be able to gain experience as Task Supervisors and will in due course be able to use this as evidence of the experience required to become a Practice Lead.

(d) Requirements for supervision in the workplace

Students do not need to have a supervisor present in the room at all times when carrying out eye examinations. However, at least one member of the supervisory team needs always to be present on the premises while the student is engaged in tasks which can only be undertaken by registered professionals. It is important that the student and supervisor always know who is supervising any particular activity. The level of supervision required is a matter of professional judgement for the responsible supervisor. The College portal will provide a dashboard (see below) based on the student's logbook that will help to inform this.

The student will record all their activity, and their reflections on practice, in the logbook area of the CLiP Portal. The supervisory team will, as College members, have access to view the student's logbook, with user roles assigned which allow sign-off and comment on activities as appropriate to their role. The Practice Lead is expected to monitor and support student progress by maintaining oversight of the logged sessions and providing feedback to the student. This would be particularly important at certain key stages, such as when a student is approaching assessment periods and is expected to have achieved an appropriate range of experience. Again, the CLiP portal and dashboard will enable this oversight and developmental conversations.

(e) CLiP progression and dashboard

With regard to the need for direct supervision of the student's activities, the College is developing a risk framework which Practice Leads and their supervisory teams can use to assess and rate the student's progress. Different rating levels will be attached to different tasks, different types of patient and the varying levels of complexity of patient complaints. This risk framework and rating system will replace the Scheme system of needing to reach certain numbers of encounters.

In broad terms, the student will begin the placement with a high risk rating and will need to be directly supervised by the supervisory team or Practice Lead for much of the time. The team and Practice Lead will start to review records of the student's activity to confirm that the student has carried out certain tasks and patient interactions safely on a regular basis. Where a student is struggling with completion of particular tasks, opportunities for reflection and feedback will be provided through the logbook. Progress to a lower risk category on the dashboard will only occur when tasks are agreed by the supervisor as completed successfully.

The student's risk rating will continue to be re-assessed and it will be expected that they are capable of carrying out many core activities independently after a number of weeks. Other, higher risk, patients and tasks will require closer monitoring for longer periods.

(f) Time commitment

As an approximate guide to how much time supervisors would need to spend working with the student:

Placement stage	Supervision requirements
First 16 weeks	The student will spend around 15 hours per week engaged in activity which involves a member of the supervisory team, such as carrying out eye examinations which need close supervision, receiving training or discussing interactions and development with a supervisor.
16 – 30 weeks	The student will spend around 10 hours per week engaging in tasks which involve a member of the supervisory team (examples as above). The number of hours the student spends with supervisors would be expected to reduce significantly throughout this period.
30 – 44 weeks	The student will spend around 1-2 hours per week engaging in tasks which involve a member of the supervisory team.

Within these guidelines, it is expected that these guide hours would be accumulated in short bursts, with the student and supervisor liaising briefly around patient interactions and other duties, rather than spending extended blocks of time together.

(g) Number of students per Supervisor

In a supervisory team which has sufficient experience, the Practice Lead could delegate practically all day-to-day support for the student and observation of their clinical practice. In such cases, the Practice Lead would still be expected to oversee the student's progress and liaise with them, but this could be less than one hour per week if the student were in later stages of the placement and supported by other supervisors. In such cases, the Practice Lead could be involved in:

- monitoring the student's progress on the CLiP Portal;
- reviewing records and the team's sign-off of interactions;
- discussing student progress with Task Supervisors; and
- Coaching and assessment preparation with the student(s).

A Practice Lead who is fully supported in this way, and does not need to engage in any direct observation or support of student activity, could be expected to lead on the progress of up to 8 students.

If a student is being supervised by one Practice Lead with no supervisory team support, the Practice Lead would not be able to delegate for this kind of activity and would need to be allowed the required time to observe and support the student.

Realistically, a Practice Lead supervising students without Task Supervisors would be limited to two students.

(h) Moving from Scheme for Registration to CLiP supervision

As indicated above, experience gained by Principal Supervisors on the Scheme for Registration will be recognised as suitable experience requirements for CLiP supervision. Any Principal Supervisor on the Scheme who is preparing to supervise as a CLiP Practice Lead will only be asked to complete a selection of short CLiP-specific training modules rather than the entire course.

(i) Opportunities for new supervision arrangements

The new arrangements for supervision will enable different ways of working and we would encourage employers to consider how the rules outlined above may allow for new arrangements. For example, the Practice Educational Lead, if working with a team, could potentially be shared between practices who would not otherwise be able to commit a member of the team to supervision. The Practice Lead could also have supervisory team members in different locations, which could enable collaborations with other working environments, such as high street practice and hospital.

7: Quality assurance

The College delivers CLiP as a partner of the universities, so is responsible for setting standards for the placement experience and ensuring these are maintained. In doing so, the College is answerable not only to the university programme partners, but also to the oversight bodies which quality-assure their processes. We therefore need to follow set process and procedure in appointing partners and recording information about what is happening during the placement.

As such, the College will maintain a register of all the employers providing CLiP placements and store their information on the CLiP Portal. Each employer will be asked to complete a desk-based registration exercise when committing to offer a CLiP placement, providing key details and confirming commitment to providing a certain level of service. This will include:

- Required resources and equipment are available for the student to use.
- A Practice Lead and/or a supervisory team will be available and will have the required time allowed to carry out their duties.
- Indemnity insurance is in place.
- Acceptance of information agreement and storage of information on the CLiP Portal.
- The employer agrees to inform the College if any problems occur or there are concerns about the student's performance.
- The employer will participate in annual feedback surveys relating to CLiP.

During the student's placement, the College Assessors will be checking in with the student and supervisors, particularly at the face-to-face visits, to ensure that the student's experience is as it should be.

As part of the overall College quality assurance process, an external verifier will be appointed and the CLiP Partnership Board (University representatives) and CLiP Oversight Board (University and Employer representatives) will meet on a regular basis. The reports considered at these meetings will be focussed on the overall CLiP experience and will include feedback from stakeholders, including employers. We will expect these oversight bodies to suggest actions for the College to follow up, in a cycle of continuous improvement.

Universities will also make use of the assessment and performance data recorded by the College in their own quality assurance processes.

8: Dealing with problems

By agreeing to become a registered employer with the College, and to provide a placement opportunity for a student, the employer will not be held liable for unforeseen circumstances which prevent the student from completing the placement or from completing it on time. For example, a Supervisor may not remain available for the whole placement, or the student could become ill for a significant period of time. However, we ask that employers consider occurrences such as this when applying to take on a student and set out the contingency plans they need to have in place.

The employer will have a direct contractual relationship with the student and when problems arise during the course of the placement the employer will be able to use their usual process and guidance, such as disciplinary procedures, to deal with them. However, the College will set out certain problems of a serious nature which will need to be reported to the College, and potentially other partners, when the employer becomes aware. These will include:

- The student failing to attend work and so not completing the required time in practice.
- Concerns about patient safety or other aspects of the student's performance at work.
- The employer being unable to maintain the student's supervision and training for any reason.

Assessor visits will also incorporate an element of quality assurance and checking that student and supervisor are satisfied with the placement experience and could be a forum in which problems are raised by the employer and made known to the College.

As facilitator of the CLiP placement, the College will maintain overall responsibility for ensuring that the student receives the required learning and training experience. If the employer, members of the supervisory team or the student have any concerns about the CLiP placement experience, the first approach should be made to the Practice Lead to discuss ways to resolve the issue.

Problems can be referred to the College team where necessary, including where required. If the College becomes involved in these discussions, our aim will be to resolve any challenges pragmatically and as quickly as possible. We will encourage all parties to raise concerns as early as possible when they arise, so that they can be dealt with at an early stage of the placement experience.

9: Administration and fees

(a) Registering as a CLiP employer

Employers will need to register, either directly or through company professional services teams, as CLiP placement providers with the College as outlined in the section on Quality Assurance, above.

This guidance will be updated in due course with the more detail on the process to become registered and direction on how to do this. In the meantime, the College will set up a system for employers to register interest in hearing more about CLiP and receiving updates.

(b) Fees for CLiP services

As CLiP involves provision of services to both universities and employers, the costs of delivery will be shared. As such, we expect the fee that employers are asked to pay to be significantly lower than the current Scheme for Registration fees, at no more than £2,500 per student. Fees will become due on the day the student starts work on the placement and will cover any required re-sits of assessment tasks.

The College is working with relevant sector stakeholders to ensure that the pre-registration supervisor training grant is maintained or increased.

The College will publish further information on fees in due course.



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