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## European Orthoptic Education Survey

Phase 1 of the European Diploma for Orthoptists (EDORTH) Project

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**AIM: to identify the level and type of orthoptic teaching delivered at European institutions.**

### 1. Participating countries and institutions

Sixty-nine institutions provide orthoptics teaching in Europe. Forty-five (65%) institutions from twelve countries in Europe participated and completed the questionnaire (Table 1). Fifteen institutions from Italy participated, nine from Germany, six from France, three from the UK, two from Austria, Belgium, Portugal and Switzerland and one institution from Czech Republic, the Netherlands, Poland and Sweden. The names of the institutions may be found in appendix 1.

**Table 1.** Number of participating Institutions.

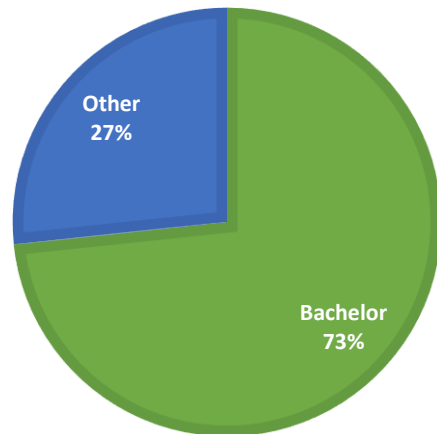
Country	Frequency (%)	No of institutions per country	% participation from each country
Austria	2 (4.4)	2	100%
Belgium	2 (4.4)	2	100%
Czech Republic	1 (2.2)	1	100%
France	6 (13.3)	14	43%
Germany	9 (20.0)	14	64%
Italy	15 (33.3)	22	68%
Netherlands	1 (2.2)	1	100%
Poland	1 (2.2)	6	17%
Portugal	2 (4.4)	2	100%
Switzerland	2 (4.4)	2	100%
Sweden	1 (2.2)	1	100%
UK	3 (6.7)	3	100%
<b>Total</b>	<b>45 (100)</b>	<b>69</b>	<b>65%</b>

### 2. Level of Education

The majority (n=33; 73%) of institutions offer orthoptics training at Bachelor degree level (Figure 1). However, 12 institutions (27%) offer a diverse range of education such as 2 year or 3 year courses, 3-year diploma in orthoptics or an ophthalmic nursing degree combined with a 1 year postgraduate orthoptics course.

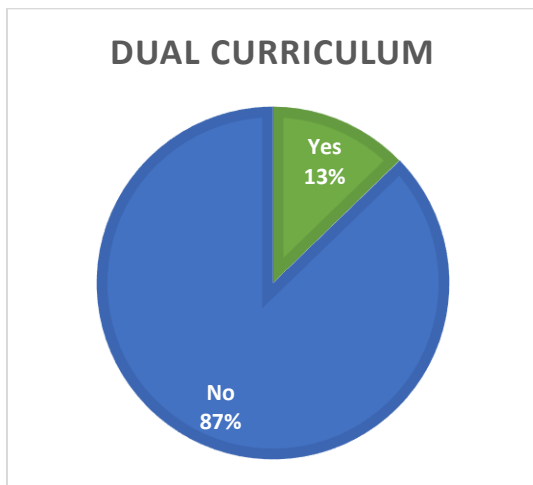
**Figure 1.** The level of education provided by the 45 institutions.

### LEVEL OF EDUCATION



### 3. Dual curriculum

There are 6 (13%) institutions that deliver the orthoptic training combined with other healthcare programmes including optometry (n=3), interprofessional healthcare (n=2), nursing (n=1) and ophthalmic assistant (n=1) see Figure 2.



**Figure 2.** The percentage of institutions delivering dual curriculum (n=45).

### 4. Offer Postgraduate level education

Postgraduate education for orthoptists is offered by 11 of the 45 institutions (24%). This is at Masters (n=7) or at PhD (n=4) level (see Table 2).

**Table 2.** The frequency and percentage of institutions that offer education for orthoptists at postgraduate level.

		Frequency	%
Valid	Master Level	7	16
	PhD Level	4	9
	No	34	75
	Total	45	100

### 5. Deliver life-long learning courses in orthoptics (missing n=1)

Sixteen (36%) institutions offer life-long learning courses in orthoptics and one institution on request, see Table 3.

**Table 3.** The frequency and percentage of institutions that offer life-long learning courses in orthoptics.

		Frequency	%
Valid	yes	16	37
	no	27	61
	on request	1	2
	Total	44	100

### 6. Course mapped to the Bologna Process (missing data, n=1)

Participating institutions were asked if their orthoptics course was mapped to the Bologna Process. Forty-four of 45 (98%) institutions responded of which 23 (52%) answered yes, 14 (32%) no and 7 (16%) institutions did not know (Table 4).

**Table 4.** The frequency and percentage of institutions that have their orthoptics course mapped to the Bologna Process.

		Frequency	%
Valid	yes	23	52
	no	14	32
	don't know	7	16
	Total	44	100

### 7. ECTS credits of the orthoptic program

Participating institutions were asked of the number of European Credit Transfer System (ECTS) credits their orthoptics course is accredited. The majority (n=28) is 180 ECTS credits, four is 240, one is 285 due to the requirement of first studying a nursing Bachelor degree followed by ophthalmic nursing and orthoptics courses at Masters level. The remaining 12 institutions do not give ECTS credits (Table 5).

**Table 5.** The frequency and percentage of institutions using ECTS credits.

		Frequency	%
Valid	180	28	62
	240	4	9
	others	1	2
	Not applicable	12	27
Total		45	100

### 8. Level of EQF classified (missing data, n=5)

The European Qualification Framework (EQF) level at which the orthoptic education is taught at was provided by 40 (89%) of the institutions. Three quarters (n=30) deliver at Level 6 (Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles) and one at Level 7 (highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research). The remaining 9 (23%) institutions responding teach at Level 4 (Level 4: Factual and theoretical knowledge in broad contexts within a field of work or study). See Table 6.

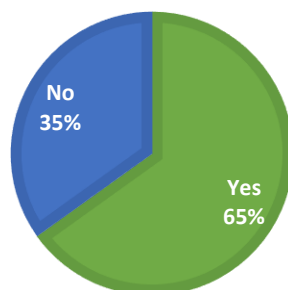
**Table 6.** The frequency and percentage of the EQF level that institutions teach orthoptics.

		Frequency	%
Valid	4	9	23
	6	30	75
	7	1	2
	Total	40	100

### 9. Accreditation and quality Assurance (missing data, n=4)

Forty-three (91%) responded if their orthoptics training course had undergone accreditation and quality assurance. Twenty-eight (65%) responded yes and 15 no (35%) Figure 3.

#### ACCREDITATION AND QUALITY ASSURANCE



**Figure 3.** The percentage of institutions that have undergone accreditation and quality assurance assessment (n=43).

## 10. Participating institutions were asked who they were accredited by.

From the responses it was evident that each country has different accreditors such as the Government, Ministry of Health, professional registering bodies or quality assurance by universities. The accreditors for each country are shown in appendix 2.

## 11. Duration of the orthoptics course (missing data, n=1)

The duration of the orthoptics course ranged between 2 to 6 years. For most (85%) the orthoptics course lasts 3 years. In four (9%) institutions the duration is 4 years, in two (4%) over 2 years and one institution 6 years (Table 7).

**Table 7.** The frequency and percentage of the duration of the orthoptics course given in years.

		Frequency	%
Valid	2	2	4
	3	38	85
	4	4	9
	6	1	2
	Total	45	100

## 12. The number of students starting per year

All but one institution responded to the number of students commencing the orthoptics course per year. The most common student intake is 10-20 (49%) followed by less than 10 students (26%), 21-30 students (9%), 31-40 (7%), and greater than 40 students (9%), see Table 8.

**Table 8.** Frequency and percentage of orthoptic student intake per year

N students	Frequency	%
< 10	12	26
10 - 20	22	49
21 - 30	4	9
31 - 40	3	7
>40	4	9
Total	45	100%

## 13. Required qualifications to be a teacher (missing data, n=1)

The question regarding the qualifications required to be an orthoptics teacher was answered by 44 (98%). Bachelor (30%) or Masters (34%) degree level is typically required. Although one institution requires their teachers to have a PhD and the remaining 15 (34%) mostly required the teacher to be an orthoptist (Table 9).

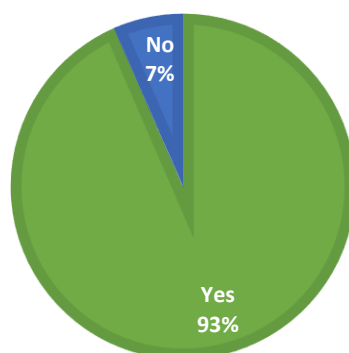
**Table 9.** The frequency and percentage of the required qualification to be an orthoptist teacher.

		Frequency	%
Valid	PhD	1	2
	Master	15	34
	bachelor	13	30
	others	15	34
	Total	44	100

**14. Mandatory that teachers are a qualified orthoptists (missing n=1)**

It is mandatory by 42 (93%) of the institutions that teachers are a qualified orthoptist, see Figure 4.

**MANDATORY TEACHERS ARE QUALIFIED ORTHOPTISTS**



**Figure 4.** Percentage of institutions where it is mandatory that the teachers are qualified orthoptists (n=45).

**15. Ratio of students to teaching staff (missing data, n=8)**

Many of the responding institutions found it difficult to answer the ratio of students to teaching staff. The answers ranged between ratios of 1:1 to 60:1. Theoretical teaching in lectures may involve a larger student cohort for example 12, 18, 24 or 60 students compared to clinical teaching where 1:1 or 1:2 is more common.

**16. The ratio of students to teaching staff per full time equivalent (included teaching and course management, excluded research activities)**

The ratio of students to teaching staff per full time equivalent varied considerably and ranged between 1 to 60. Table 10 gives a broad overview of the 22 institutions that were able to give an estimate.

**Table 10.** The ratio of students to teaching staff per full time equivalent.



Ratio	Frequency
1-3	5
>3-6	4
>6-9	2
>9-12	2
>12-15	2
>15-20	2
>20	5
Total	22

### 17. Frequencies of teaching grade per course

The competency level of teaching delivered for individual topics are shown in Table 11. The response rate was 99% (n=44) -100% (n=45) for each topic. Institutions graded each subject using a score of 0 (not taught) to grade 4 (Specialist knowledge; a specific orthoptic skill where other professionals might ask the Orthoptist's advice; autonomous practice expected). The subject areas that were taught at grade 3 or 4 by all responding institutions are listed in section 11a. These were subjects within physiology of binocular vision (BV), abnormal visual and binocular function (AbVBF), assessment of vision and binocular function (AVBF) and the subject visual acuity within the normal visual function (NVF) category. Section 11b represent the subject areas where most institutions taught at grade 3 or 4 although some taught at grade 2 (have observed or have some theoretical knowledge but limited practical skills; understand terms in letters and reports) and a few at grade 1 (outline knowledge of basic principles only). These were subjects within AbVBF, NVF, BF, AVBF, knowledge and theory (KT), optics (Opt), refractive (Ref), therapy and management of visual, binocular and ocular motility disorders (MVBOMD) and visual field assessment within the ophthalmics (Oph) category. One institution did not teach ocular anatomy and physiology, retinal rivalry, pathological diplopia and projection. Section 11c shows the subject areas where the level of teaching in specific subject areas where more diverse and typically ranging between grade 2-4. These subjects were mainly within the ophthalmic (Oph), disease affecting the eye (DE), ocular disease (OD), professional behavior (PB), knowledge and theory (KT) categories. Section 11d display the subject areas where the teaching is more commonly at grade 2-3 although some institutions teach at grade 1 or 4. The subject areas were primarily within KT and Oph. Section 11a and 11b mostly covered subject areas that may be considered core subject areas for orthoptics. Subject areas within section 11c and 11d are typically subjects within associated fields to orthoptics such as ophthalmic, ocular disease, disease affecting the eye, knowledge and theory and professional behavior.

**Table 11.** The competency level grading for each topic taught on orthoptics courses in Europe. The grading score are grouped into section a) to d) depending on the frequency of grade 0-4.

The grading scores represent following:

Grade 0 = Not taught

Grade 1 = Outline knowledge of basic principles only.

Grade 2 = Have observed or have some theoretical knowledge but limited practical skills; understand terms in letters and reports.

Grade 3 = Core competence for autonomous practice in a straightforward situation; recognition of abnormalities; recognise limits of personal competence; support needed for more complex examples. A minimal level 3 is given to all statutory topics.

Grade 4 = Specialist knowledge; a specific orthoptic skill where other professionals might ask the Orthoptist's advice; autonomous practice expected.

Abbreviation for each competency level category are listed here:

NVF = Normal visual function

BV = Physiology of Binocular Vision

AbVBF = Abnormal Visual and Binocular Function

KT = Knowledge and Theory

Opt = Optics

Ref = refractive

Oph = Ophthalmic

MVBOM = Therapy and Management of Visual, Binocular and Ocular Motility Disorders

DE = Disease affecting the eye

OD = ocular disease

AVBF = Assessment of vision and binocular function

PB = Professional behavior

Course	Category	GRADE					N
		0	1	2	3	4	
a) Grade 3 and 4 only $f > 40$							
Visual Acuity	NVF	-	-	-	4	41	45
Normal correspondence	BV	-	-	-	4	41	45
Fusion and Stereopsis	BV	-	-	-	4	41	45
Ocular muscle laws (Hering, Sherrington, Listing)	BV	-	-	-	4	41	45
Vergence	BV	-	-	-	7	38	45
Accommodation	BV	-	-	-	8	37	45
Binocular functions and correspondence	AVBF	-	-	-	6	39	45
Ocular motor functions	AVBF	-	-	-	5	40	45
Abnormal correspondence	AbVBF	-	-	-	6	39	45
Amblyopia	AbVBF	-	-	-	4	41	45
Heterophoria	AbVBF	-	-	-	4	41	45
Concomitant strabismus	AbVBF	-	-	-	5	40	45
Binocular functions and correspondence	AVBF	-	-	-	6	39	45
Ocular motor functions	AVBF	-	-	-	5	40	45
b) Most grade 3- 4 $f > 40$							
Ocular anatomy and physiology	KT	1	-	2	19	24	45
Foveal and peripheral vision	NVF	-	-	2	8	35	45
Colour vision	NVF/AbVbF	-	-	5	20	20	45
Phoropter. Panum's area/Physiological diplopia	BV	-	-	1	4	40	45
Retinal Rivalry	BV	1	1	3	7	34	45

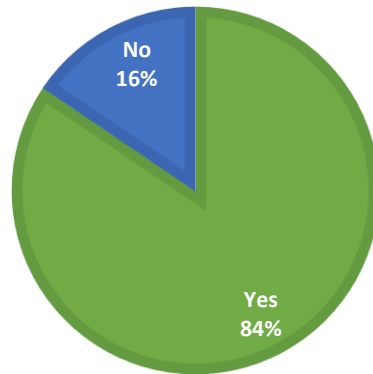
Accommodation and Convergence relationships (AC/A an CA/C)	BV	-	-	3	7	35	45
Pathological diplopia and projection in strabismus	AbVBF	1	-	2	4	39	45
Suppression	AbVBF	-	-	1	6	38	45
Eccentric fixation	AbVBF	-	1	2	8	33	44
Fixation disparity	AbVBF	-	3	3	9	30	45
Incomitant strabismus (neurogenic, mechanical and myogenic palsies)	AbVBF	-	-	1	5	39	45
Cyclotropia	AbVBF	-	1	3	6	37	45
Infranuclear and supranuclear palsies	AbVBF	-	-	3	10	32	45
Orbital traumas	AbVBF	-	-	4	16	25	45
Congenital cranial dysinnervation syndromes e.g. congenital fibrosis syndrome, Marcus Gunn	AbVBF	-	-	3	13	29	45
Lid anomalies (e.g. ptosis)	AbVBF	-	-	5	17	23	45
Nystagmus (infantile and acquired)	AbVBF	-	-	3	9	32	44
Pre-and post-operative assessment for strabismus surgery	AVBF	-	1	1	9	34	45
Refractive errors (hypermetropia, myopia, astigmatism, anisometropia)	Opt	-	-	1	3	41	45
Presbyopia	Opt	-	-	2	3	40	45
Emmetropisation	Opt	-	-	1	8	36	45
Lens optics and types	Opt	-	-	6	22	19	45
Prisms (optics, Frenel and incorporating prisms)	Opt	-	-	1	10	34	45
Subjective and objective refraction	Ref	-	-	3	12	30	45
Therapeutic use of prisms	Ref	-	1	2	8	34	45
Visual field assessment (manual and automated)	Oph	-	2	4	7	32	45
Amblyopia therapy	MVBOM	-	-	1	6	38	45
Ocular alignment	MVBOM	-	-	1	6	38	45
c) Mainly grade 2- 4 $f > 30$							
Contrast sensitivity	NVF	-	1	8	15	21	45
Surgical techniques for strabismus, nystagmus and lid anomalies	AVBF	-	3	6	16	20	45
Neuro-rehabilitation techniques e.g. in hemianopia	AVBF	-	5	10	18	12	45
Low vision aids	Oph	-	1	5	20	18	44
Pupil assessment	Oph	-	-	7	11	26	44
Ocular Coherence tomography (OCT)	Oph	-	4	9	10	22	45
Ophthalmoscope (including fixation ophthalmoscope)	Oph	-	2	9	15	19	45
Corneal topography	Oph	-	8	11	8	20	44
Lid assessment	Oph	-	1	11	13	20	45
Auto-immune disease (eg MS , MG, GD)	DE	-	1	8	18	18	45
Inflammatory and infectious diseases	DE	-	2	11	25	7	45
Neurological diseases	DE	-	-	10	20	15	45
Glaucoma	OD	-	1	14	11	19	45
Cataract	OD	-	1	12	15	16	44

Age-related MD	OD	-	1	13	14	17	45
Diabetic retinopathy	OD	-	2	13	14	15	44
Optic Nerve pathology	OD	-	1	12	16	16	45
Corneal diseases	OD	-	2	12	19	12	45
Ocular Pharmacology including botulinum toxin for strabismus, atropine for amblyopia and therapy for slowing progress of myopia	OD	-	1	8	20	16	45
Orthoptic exercises	MVBOM	-	-	3	9	33	45
Prescription of spectacle and contact lenses	Ref	-	6	10	16	13	45
Communication skills and professional behaviour	PB	-	-	2	21	22	45
Interprofessional team working and appropriate referral pathways	PB	-	-	8	21	16	45
Medical ethics and law related to orthoptics	PB	-	1	4	14	26	45
Quality control and management	PB	-	3	10	20	12	45
Typical Child developments and ageing	KT	1	1	15	25	4	45
Neuro-anatomy and physiology	KT	-	1	8	28	8	45
d) Grade 1-4 $f < 30$							
General human anatomy and physiology	KT	-	7	22	14	2	45
General pathology and disease processes	KT	-	4	18	17	5	
Fitting contact lens	Ref	-	6	15	17	7	45
Slit lamp examination	Oph	-	5	15	16	9	45
Biometry	Oph	-	10	9	12	14	45
Heidelberg Retinal Tomography	Oph	-	8	13	12	12	45
Retinal imaging and fluorescein angiography	Oph	-	11	11	15	8	45
Electrophysiology (VEP, ERG, EOG)	Oph	-	8	15	12	10	45
Genetic diseases (chromosomal abnormalities)	DE	-	6	15	16	8	45
Acute and emergency ophthalmology	OD	-	2	14	21	7	44
Assisting at strabismus surgery	MVBOM	-	6	11	15	13	45

**18. Does the institution have a practical clinical skills facility/room/lab?**

Thirty-eight (84%) have a practical clinical skills facility, see Figure 5.

## CLINICAL SKILLS FACILITY



**Figure 5.** Percentage of institutions that have a practical clinical skills facility (n=45).

### 19. The number of weeks of clinical placement training (missing data, n=1).

Forty-four (98%) of institutions responded to the number of weeks of clinical placement training they offer their students. Table 12 shows there is a large variation in placement provision of less than 20 weeks to over 100 weeks during the orthoptics education. The most common duration is between 21-40 weeks. Although there are 8 (18%) institutions where the students have between 41-100 weeks of clinical placement training.

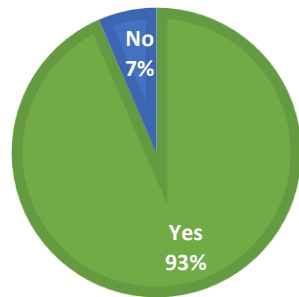
**Table 12.** The frequency and percentage of clinical placement training given in weeks (n=44).

weeks	<i>f</i>	%
≤20	7	16
21≤30	9	20
31≤40	10	23
41≤100	8	18
>100	10	23
Total	44	100

### 20. Dedicated clinical tutor/supervisor at each clinical placement site.

Forty-two (93%) of 45 reported there is a dedicated clinical tutor (supervisor) at each clinical placement site their orthoptic students attend (Figure 6).

## DEDICATED CLINICAL TUTOR ON EACH PLACEMENT SITE

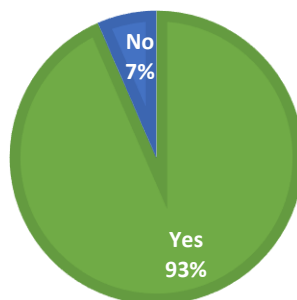


**Figure 6.** Percentage with a dedicated clinical tutor (supervisor) at each clinical placement site students attend (n=45).

### 21. Is it mandatory for students to be supervised by orthoptists at each clinical placement site?

It is mandatory for students to be supervised by orthoptists at each clinical placement site for 42 (93%) of the 45 institutions (Figure 7).

## MANDATORY SUPERVISED BY ORTHOPTISTS ON CLINICAL PLACEMENT



**Figure 7.** Percentage of it is mandatory for students to be supervised by orthoptists at each clinical placement site (n=45).

## Appendix 1. Names of participating institutions.

<b>Italy n=15</b>
Claudiana - Università Cattolica del Sacro Cuore, Campus: Bolzano
Clinica oftalmologica, universita' "g. d'annunzio" of Chieti-Pescara
Dept of Ophthalmology -University of Messina Messina
Dipartimento di (full detail not provided)
Ferrara University, Italy
Luigi Vanvitelli Università degli studi della Campania
Rome Catholic University
Università degli Studi "Magna Graecia" di Catanzaro
Università degli Studi dell'Aquila
Università degli Studi di Milano
Università di Padova
University of Palermo
University Tor Vergata
Università degli studi di Genova
Universita degli studi di Torino
<b>Germany n=9</b>
Klinik für Augenheilkunde Freiburg, Akademie für medizinische Berufe, Schule für Orthoptik
Orthoptistenschule am Universitätsklinikum Heidelberg, Akademie für Gesundheitsberufe Heidelberg gGmbH
Lehranstalt für Orthoptisten Universitaets-Augenlinik Bonn
Berufsfachschule für Orthoptik am Zentrum für Augenheilkunde der Uniklinik Köln
Universitäts-Augenklinik Düsseldorf, Ausbildungszentrum für Gesundheitsberufe, Fachbereich Orthoptik
Berufsfachschule für Orthoptik, Universitäts-Augenklinik Hamburg-Eppendorf
Staatlich anerkannte Schule für Orthoptisten, Schulzentrum am Universitätsklinikum des Saarlandes
Staatlich anerkannte private Berufsfachschule für Orthoptik München
Universitätsklinikum Münster, Schule für Orthoptistinnen und Orthoptisten, UKM Augenlinik
<b>France n=6</b>
Département d'Orthoptie de Lille
Faculte des sciences médicales et paramedicales
Sorbonne University
Université Clermont Auvergne
University of Tours
UPJV De Picardie Département d orthoptie UFR Médecine
<b>UK n=3</b>
Glasgow Caledonian University
University of Liverpool
University of Sheffield
<b>Austria n=2</b>
FH Campus Wien
University of Applied Sciences Salzburg
<b>Belgium n=2</b>
<b>Arteveldehogeschool</b>
Haute Ecole de la Province de Liège et Haute Ecole de la Ville de Liège
<b>Portugal n=2</b>
Escola Superior de Saúde do Porto
Escola Superior de Tecnologia da Saúde de Lisboa
<b>Switzerland n=2</b>
Ecole supérieure d'orthoptique de Lausanne
ZAG Winterthur
<b>Czech Republic n=1</b>
Masaryk University, Faculty of Medicine, Brno
<b>the Netherlands n=1</b>
University of Applied Sciences Hogeschool Utrecht
<b>Poland n=1</b>

Polish Orthoptic Association of Prof. Krystyna Krzystkova on behalf of all orthoptic schools in Poland
Sweden n=1
Karolinska Institutet

## Appendix 2. Accreditors for each country.

Country	Accrediting body
Austria	Agency for Quality and Accreditation Austria
Belgium	None
Czech Republic	Ministry of Health
France	Ministry of Higher Education and Research (n=3), None (n=3)
Germany	Government (n=2), None (n=7)
Italy	Quality Assurance Agency of the University and/or Italian National Agency for the evaluation of universities and research institutes (n=10). None (n=5)
Netherlands	Government
Poland	Ministry of Health
Portugal	A3ES Agency
Sweden	None
Switzerland	State Secretariat for Education, Research and Innovation
United Kingdom	Health and Care Professions Council

## Appendix 3

**What is the approximate percentage of teaching versus clinical placement assessing patients? Example: 60% teaching (including lectures, tutorials and practical teaching) versus 40% clinical placement seeing patients.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	8,5	8,5	8,5
20%	1	2,1	2,1	10,6
25 % clinica	1	2,1	2,1	12,8
30% teaching	1	2,1	2,1	14,9
32% theoreti	1	2,1	2,1	17,0
38% teaching	1	2,1	2,1	19,1
40% teaching	2	4,3	4,3	23,4
45% teaching	1	2,1	2,1	25,5



50 vs 50	1	2,1	2,1	27,7
50%	4	8,5	8,5	36,2
50% 50%	1	2,1	2,1	38,3
50% teaching	1	2,1	2,1	40,4
58% teaching	1	2,1	2,1	42,6
59% teaching	1	2,1	2,1	44,7
60 - 40	1	2,1	2,1	46,8
60% clinical	1	2,1	2,1	48,9
60% practica	1	2,1	2,1	51,1
60% teaching	3	6,4	6,4	57,4
60% vs 40%	1	2,1	2,1	59,6
62 % seeing	1	2,1	2,1	61,7
65% practic	1	2,1	2,1	63,8
65% teaching	2	4,3	4,3	68,1
66%	1	2,1	2,1	70,2
66% teaching	1	2,1	2,1	72,3
66% versus 3	1	2,1	2,1	74,5
67% teaching	1	2,1	2,1	76,6
70 vs 30	1	2,1	2,1	78,7
74% teaching	1	2,1	2,1	80,9
75% teaching	1	2,1	2,1	83,0
about 65% cl	1	2,1	2,1	85,1
approx. 70%	1	2,1	2,1	87,2
Around 30% p	1	2,1	2,1	89,4
by law it is	1	2,1	2,1	91,5
first year 7	1	2,1	2,1	93,6
non évalué	1	2,1	2,1	95,7
overall incl	1	2,1	2,1	97,9
teaching 35%	1	2,1	2,1	100,0
Total	47	100,0	100,0	

### How is the quality of the clinical placement assured?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	8	17,0	17,0	17,0
2 students f	1	2,1	2,1	19,1
60%	1	2,1	2,1	21,3
70%/30%	1	2,1	2,1	23,4
Annual evalu	1	2,1	2,1	25,5
Approval vis	1	2,1	2,1	27,7
AQ evaluatio	1	2,1	2,1	29,8
audit system	1	2,1	2,1	31,9
BIOS accredi	1	2,1	2,1	34,0
By assessmen	1	2,1	2,1	36,2
by ongoing e	1	2,1	2,1	38,3
checklist (p	1	2,1	2,1	40,4
class scedul	1	2,1	2,1	42,6
Compétences	1	2,1	2,1	44,7

Coordinator	1	2,1	2,1	46,8
evaluation s	1	2,1	2,1	48,9
good	3	6,4	6,4	55,3
great level	1	2,1	2,1	57,4
high	1	2,1	2,1	59,6
high level	1	2,1	2,1	61,7
Institutions	1	2,1	2,1	63,8
Law for orth	1	2,1	2,1	66,0
minimum 10%	1	2,1	2,1	68,1
Nhs educatio	1	2,1	2,1	70,2
orthoptic te	1	2,1	2,1	72,3
Orthoptic tr	1	2,1	2,1	74,5
Ottimo	1	2,1	2,1	76,6
Pas concern	1	2,1	2,1	78,7
regular trai	1	2,1	2,1	80,9
regular visi	1	2,1	2,1	83,0
report bookl	1	2,1	2,1	85,1
selection of	1	2,1	2,1	87,2
teacher for	1	2,1	2,1	89,4
teachers are	1	2,1	2,1	91,5
There are co	1	2,1	2,1	93,6
Very good	1	2,1	2,1	95,7
We train the	1	2,1	2,1	97,9
wybór renom	1	2,1	2,1	100,0
Total	47	100,0	100,0	

### Who delivers the educational training to clinical tutors/ supervisors?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	13	27,7	27,7	27,7
BIOS, local	1	2,1	2,1	29,8
Course Coord	1	2,1	2,1	31,9
degree cours	1	2,1	2,1	34,0
different pr	1	2,1	2,1	36,2
Director	1	2,1	2,1	38,3
Director of	1	2,1	2,1	40,4
ECM educazio	1	2,1	2,1	42,6
Generic trai	1	2,1	2,1	44,7
governmental	1	2,1	2,1	46,8
inhouse trai	2	4,3	4,3	51,1
Institut pé	1	2,1	2,1	53,2
Institution	1	2,1	2,1	55,3
intern or ex	1	2,1	2,1	57,4
none	1	2,1	2,1	59,6
older tutors	1	2,1	2,1	61,7
only the per	1	2,1	2,1	63,8
Our Hospital	1	2,1	2,1	66,0
our Universi	1	2,1	2,1	68,1
paedagogical	1	2,1	2,1	70,2
Pedagogical	1	2,1	2,1	72,3
PROF. CARLO	1	2,1	2,1	74,5
senior tutor	1	2,1	2,1	76,6

Specialized	1	2,1	2,1	78,7
the Coordina	1	2,1	2,1	80,9
The Course D	1	2,1	2,1	83,0
The responsi	1	2,1	2,1	85,1
This was not	1	2,1	2,1	87,2
Uniklinik	1	2,1	2,1	89,4
University	1	2,1	2,1	91,5
University c	1	2,1	2,1	93,6
University/c	1	2,1	2,1	95,7
w swoim zakr	1	2,1	2,1	97,9
yes	1	2,1	2,1	100,0
Total	47	100,0	100,0	

### If you answered YES, what is the minimum duration of training?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	35	74,5	74,5	74,5
100h	1	2,1	2,1	76,6
150 hours	1	2,1	2,1	78,7
16 days a mo	1	2,1	2,1	80,9
2 day's	1	2,1	2,1	83,0
24h/3days	1	2,1	2,1	85,1
3 years	1	2,1	2,1	87,2
300 heures	1	2,1	2,1	89,4
5 years	1	2,1	2,1	91,5
at least 5 y	1	2,1	2,1	93,6
eight days a	1	2,1	2,1	95,7
min. 10% of	1	2,1	2,1	97,9
the question	1	2,1	2,1	100,0
Total	47	100,0	100,0	

### Students\_ano

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
Inf_10	23	48,9	54,8	54,8
11-20	10	21,3	23,8	78,6
21-30	3	6,4	7,1	85,7
up_31	6	12,8	14,3	100,0
Total	42	89,4	100,0	
Missing	System	5	10,6	
Total		47	100,0	

### Students\_year2

	Frequency	Percent	Valid Percent	Cumulative Percent

Valid	Inf_10	23	48,9	51,1	51,1
	11-20	12	25,5	26,7	77,8
	21-30	3	6,4	6,7	84,4
	31-40	3	6,4	6,7	91,1
	up_41	4	8,5	8,9	100,0
	Total	45	95,7	100,0	
Missing	System	2	4,3		
Total		47	100,0		

### Students\_Year3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Inf_10	23	48,9	50,0	50,0
	11-20	12	25,5	26,1	76,1
	21-30	4	8,5	8,7	84,8
	31-40	3	6,4	6,5	91,3
	up_41	4	8,5	8,7	100,0
	Total	46	97,9	100,0	
Missing	System	1	2,1		
Total		47	100,0		