



**T Level Technical
Qualification in Healthcare
Science
(603/7083/X)**

Occupational specialism assessment (OSA)

Optical Care Services

Assignment 2: observation of pre-screening / screening skills
with a patient

Mark Scheme

**T Level Technical Qualification in Healthcare Science
Occupational specialism assessment (OSA)**

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Assignment 2

Contents

Introduction	3
Marking guidelines	4
General guidelines	4
Guidelines for using marking grids	4
Indicative content	5
Task 1: carry out screening tests	6
Task 1 (a) and (b): communication skills	7
Task 1 (b) (i): auto-refractor and non-contact tonometry test	11
Task 1 (b) (ii): routine visual fields test	14
Task 1 (b) (iii): focimetry measurement	17
Task 1 (c): conclude the pre-screen test	20
Change history record	22
Document information	23

Introduction

This Mark Scheme has been written by the assessment writer and refined by a panel of subject experts through the external assessment writing process and at standardisation meetings.

The purpose of this Mark Scheme is to give you:

- criteria to support assessment of the observed skills expected from a student
- information on how individual marks are to be awarded
- the total marks for each task.

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Marking guidelines

The Mark Scheme for the practical assignment comprises of marking grids and indicative content.

The following marking grids **must** be used to assess students and award marks for the skills and underpinning knowledge they demonstrate.

Descriptive information should be captured by assessors in the Observation Record Form which can be found in the Guidance for Tutors and Supporting Documents. This will serve as evidence of the skills demonstrated and the quality of students' performance during the practical assignment. Notes can follow the flow of the task and how the student completes them, rather than attempting to assign evidence against the criteria at this stage.

General guidelines

You **must** apply the following marking guidelines to all marking undertaken throughout the marking period. This is to ensure fairness to all students, who **must** receive the same treatment. You **must** mark the first student in exactly the same way as you mark the last.

- The Mark Scheme **must** be referred to throughout the marking period and applied consistently. Do **not** change your approach to marking once you have been standardised.
- Reward students positively giving credit for what they have shown, rather than what they might have omitted.
- Utilise the whole mark range and always award full marks when the response merits them.
- Be prepared to award zero marks if the student's response has no creditworthy material.
- Do **not** credit irrelevant material that does not demonstrate a response to the task, no matter how impressive the response or action might be.
- The marks awarded for each response should be clearly and legibly recorded.
- If you are in any doubt about the application of the Mark Scheme, you **must** consult with your team leader or the chief moderator.
- The indicative content is non-exhaustive and should be used as an illustrative guide and **not** used as an exemplar or checklist.

Guidelines for using marking grids

Marking grids have been designed to award a student's response holistically and should follow a best-fit approach. The grids are broken down into bands, with each band having an associated descriptor indicating the performance at that band. You should determine the band before determining the mark.

When determining a band, you should use a bottom-up approach. If the response meets all the descriptors in the lowest band, you should move to the next one, and so on, until the response matches the band descriptor. Remember to look at the overall quality of the response and reward students positively, rather than focusing on small omissions. If the response covers aspects at different bands, you should use a best-fit approach at this stage and use the available marks within the band to credit the response appropriately.

When determining a mark, your decision should be based on the quality of the response in relation to the descriptors. You **must** also consider the relative weightings of the performance outcomes (POs), so as not to over / under credit a response. Standardisation materials, marked by the chief moderator, will help you with determining a mark. You will be able to use exemplar student responses to compare to live responses, to decide if it is the same, better or worse.

Indicative content

Indicative content has been provided as a guide to help assessors understand what should be expected in a student's performance to allow for a marking judgement to be made. You are reminded that the indicative content provided is there as a guide and, therefore, you **must** credit any other suitable responses a student may produce. It is **not** a requirement that students cover all of the indicative content to be awarded full marks.

Practical skills assessment

This assessment requires students to complete the following tasks:

Task 1: carry out screening tests.

SAMPLE

Task 1: carry out screening tests

Brief

You are working as an optical assistant in a busy practice. A 59-year-old patient is attending your optical practice for an eye examination which will include pre-screening tests.

The patient reports difficulty focusing on text when using their phone and occasional headaches after prolonged screen use.

The optometrist has requested that you carry out a series of pre-screening tests before the eye examination.

Task

You should assist the optometrist by completing the following:

1 (a): prepare for the screening tests

- greet the patient
- confirm the patient's details

1 (b) (i): auto-refractor and non-contact tonometry test

- prepare the patient and work area appropriately
- carry out and explain the non-contact tonometry test
- collect the simulated results and record them on the Handover Form

1 (b) (ii): routine visual fields test

- prepare the patient and work area appropriately
- carry out and explain the routine visual fields test
- collect the simulated results and record them on the Handover Form

1 (b) (iii): focimetry measurement

- prepare the patient and work area appropriately
- carry out and explain the focimetry measurement
- collect the simulated results and record them on the Handover Form

1 (c): conclude the screening tests

- ensure the patient information on the Handover Form is accurate and pass it to the optometrist
- prepare the screening room for future use.

[58 marks]

Task 1 (a) and (b): communication skills

Band	Level descriptor
<p>4 (13 to 16 marks)</p>	<p>The student demonstrates excellent communication skills with the patient, establishing excellent levels of rapport. They ensure all the patient's needs are met by demonstrating excellent levels of appropriate questioning techniques throughout most of the interaction.</p> <p>The student demonstrates excellent communication skills with the patient when explaining the purposes and expected experience for all screening tests. There is excellent use of appropriate terminology when describing all technical aspects of the tests.</p> <p>The student demonstrates excellent levels of attention to detail, that allow for the patient to consistently provide verbal consent (prior to each test) and ensure the patient is kept at ease throughout all screening tests.</p>
<p>3 (9 to 12 marks)</p>	<p>The student demonstrates good communication skills with the patient, establishing good levels of rapport. They ensure all the patient's needs are met by demonstrating good levels of appropriate questioning techniques throughout most of the interaction.</p> <p>The student demonstrates good communication skills with the patient when explaining the purposes and expected experience for all screening tests. There is good use of appropriate terminology when describing most technical aspects of the tests.</p> <p>The student demonstrates good levels of attention to detail that allow for the patient to regularly provide verbal consent (prior to most tests) and ensure the patient is kept at ease throughout most aspects of the screening tests.</p>
<p>2 (5 to 8 marks)</p>	<p>The student demonstrates adequate communication skills with the patient, establishing reasonable levels of rapport. They ensure all the patient's main needs are met by demonstrating reasonable levels of appropriate questioning techniques throughout most of the interaction.</p> <p>The student demonstrates adequate communication skills with the patient when explaining the purposes and some expected experience for all screening tests. There is reasonable use of appropriate terminology when describing some technical aspects of the tests.</p> <p>The student demonstrates reasonable levels of attention to detail that allow for the patient to verbally consent (at the beginning and on one further occasion) and ensure the patient is kept at ease throughout some aspects of the screening tests.</p>

Band	Level descriptor
<p>1 (1 to 4 marks)</p>	<p>The student demonstrates basic communication skills with the patient, establishing limited rapport. They ensure all the patient's basic needs are met by demonstrating a limited use of appropriate questioning techniques intermittently throughout the interaction.</p> <p>The student demonstrates basic communication skills with the patient when explaining the purposes and expected experience for some but limited aspects of screening tests. There is limited use of appropriate terminology when describing technical aspects of the tests.</p> <p>The student demonstrates basic levels of attention to detail that allow for the patient to verbally consent (at the very beginning) and ensure the patient is kept at ease throughout limited aspects of the screening tests.</p>
<p>0</p>	<p>No evidence demonstrated or nothing worthy of credit.</p>

Indicative content

The student should consider:

Communication: language and techniques

- greeting and closing the interaction
- confirming patient details in line with General Data Protection Regulation (GDPR) requirements (for example, spelling of patient's name, date of birth (DOB), address)
- respecting the individual with regards to sensitive information, in line with GDPR requirements (for example, ensuring door is closed before patient discloses personal information)
- using open and closed questions about patient's current health as appropriate (for example, 'are you diabetic?')
- using appropriate terminology with patients (for example, avoid overly complex technical language)
- being aware of potential sensitivity issues when asking questions about patient's details about health (for example, 'does anyone in your immediate family have glaucoma?')
- being aware of / investigating if there are any criteria that may indicate that the patient is eligible for NHS funding for tests.

Communication: auto-refractor

- explaining the purpose of the auto-refractor test (for example, it is used to determine a base line prescription for the optometrist's interpretation)
- explaining the patient experience (for example, 'at the end of the road, you will see an image that will go in and out of focus')
- advising the patient that it is normal for the image to move in and out of focus
- checking that the patient feels comfortable with the current set up of the adjustable equipment – if not, repeating until the patient feels comfortable.

Communication: non-contact tonometry test

- explaining the purpose of the non-contact tonometry test (for example, it is used to monitor the pressure of the fluid within the eye for the optometrist's interpretation)
- explaining that inside the machine the patient will see a green flashing light, directing the patient to stare at that light which will be followed by 4 small puffs of air.

Communication: visual fields test

- explaining that this is a visual fields machine which will test your peripheral vision / sides of your vision, to be interpreted by the optometrist
- explaining that this test is conducted one eye at a time
- explaining that the clicker / button must be pressed once for every flash of light that is seen during the test
- asking the patient if they are comfortable in their current position
- explaining that we are about to conduct the visual fields test
- explaining that the patient is to stare at the central point / fixation point (reminding the patient to blink as normal) continuously throughout the test; whilst looking at this fixation target, small flashes of light will appear on the central fixation point – for every flash of light, press the clicker once
- explaining again that the patient is to stare at the fixation point (reminding the patient to blink as normal) but this time other lights will appear in all areas of vision; the clicker must be pressed once for every flash of light that is seen
- confirming that the patient is comfortable with the eye patch on so that the test can start
- explaining that the test can / will be paused if the patient would like a break or if the machine needs to be readjusted
- prompting the patient throughout to encourage fixation and concentration of the patient
- explaining to the optometrist during the handover if there was any reason that the test was not able to be completed, or was invalid.

Communication: focimetry

- confirming whether the patient is currently wearing spectacles
- asking if you could take a measurement of the spectacles for the optometrist to confirm the current prescription of what they are currently wearing.

Task 1 (b) (i): auto-refractor and non-contact tonometry test

Band	Level descriptor
3 (9 to 12 marks)	<p>The student demonstrates excellent practical skills when carrying out the auto-refractor and non-contact tonometry tests, including the highly efficient use of equipment that ensures the patient is only kept in position for a minimal amount of time. They complete the tests to an excellent standard by transferring the results to the Handover Form with high levels of accuracy (no errors).</p> <p>The student demonstrates excellent levels of understanding of the auto-refractor and non-contact tonometry tests as they are completed, including high levels of awareness of how the tests are progressing by always ensuring the patient is positioned correctly and following instructions. They also ensure the patient is accurately kept up to date throughout the entire test, as well as an excellent understanding if the test was successful or requires repeating.</p>
2 (5 to 8 marks)	<p>The student demonstrates good practical skills when carrying out the auto-refractor and non-contact tonometry tests, including the mostly efficient use of equipment that ensures the patient is only kept in position for a reasonable amount of time. They complete the tests to a good standard by transferring the results to the Handover Form with reasonable levels of accuracy (a maximum of 1 error).</p> <p>The student demonstrates good levels of understanding of the auto-refractor and non-contact tonometry tests as they are completed, including good levels of awareness of how the tests are progressing by mostly ensuring the patient is always positioned correctly and following instructions. They also ensure the patient is accurately kept up to date throughout most of the test, as well as a good understanding if the test was successful or requires repeating.</p>

<p>1 (1 to 4 marks)</p>	<p>The student demonstrates basic practical skills when carrying out the auto-refractor and non-contact tonometry tests, including some efficient use of the more basic functions of the equipment that ensures the patient is not kept in position for an unreasonable length of time with some support from the optometrist when aligning the target. They complete the tests to a basic standard by transferring the results to the Handover Form with limited levels of accuracy (a maximum of 2 errors).</p> <p>The student demonstrates limited levels of understanding of the auto-refractor and non-contact tonometry tests as they are completed, including limited levels of awareness of how the tests are progressing by ensuring the patient is always positioned correctly and sometimes following instructions. They also ensure the patient is kept up to date throughout some of the basic stages of the test, as well as basic understanding as to the success of the test, although they may require some support from the optometrist when determining if the test was successful or requires repeating.</p>
<p>0</p>	<p>No evidence demonstrated or nothing worthy of credit.</p>

Indicative content

The student should consider:

Auto-refractor:

- ensuring the patient is not wearing contact lenses for this test
- ensuring the setting on the auto-refractor is set for the measurement
- directing the patient to touch their head on the headrest and chin on the chin rest
- adjusting the height of the table / chair to ensure patient comfort
- adjusting the chin rest to ensure the outer canthus of patient's eye lines up
- directing the patient to look at and identify the image (for example, house, barn, hot air balloon) located on the screen in the machine
- adjusting the focus of the image forwards / closer and backwards / further until the target is aligned (for example, on the screen turns yellow / lines at the bottom corners disappear - purple = too close, blue = too far)
- checking that the patient is correctly positioned throughout the test
- confirming the results have been captured, including recording the results.

Non-contact tonometry:

- ensuring that the machine is set to non-contact tonometry mode (note: where separate machines are used, the marker should not include moving the patient from one machine to another as part of the observation and marking process)
- offering the patient to test the feel of the puff of air on their hand
- directing the patient to put their chin on the chin rest and forehead touching the bar and, where required, prompting to retain it there
- adjusting the focus of the image forwards / closer and backwards / further until the target is aligned (for example, on the screen turns yellow / lines at the bottom corners disappear - purple = too close, blue = too far)
- confirming the results have been captured, including recording the results.

Task 1 (b) (ii): routine visual fields test

Band	Level descriptor
3 (9 to 12 marks)	<p>The student demonstrates excellent practical skills when carrying out the visual fields test, including a highly efficient use of equipment that ensures the patient is only kept in position for a minimal amount of time. They complete the tests to an excellent standard by transferring the results to the Handover Form with high levels of accuracy (no errors).</p> <p>The student demonstrates excellent levels of understanding when carrying out the visual fields test, including the demonstration of high levels of awareness by always monitoring fixation and checking for false positives. They also ensure the patient is accurately kept up to date throughout the entire test and demonstrate excellent understanding of whether the test was successful or requires repeating.</p>
2 (5 to 8 marks)	<p>The student demonstrates good practical skills when carrying out the visual fields test, including a mostly efficient use of equipment that ensures the patient is only kept in position for a reasonable amount of time. They complete the tests to a good standard by transferring the results to the Handover Form with reasonable levels of accuracy (a maximum of 1 error).</p> <p>The student demonstrates good levels of understanding when carrying out the visual fields test, including the demonstration of good levels of awareness by mostly monitoring fixation and checking for false positives. They also ensure the patient is accurately kept up to date throughout most of the test and demonstrate good understanding of whether the test was successful or requires repeating.</p>

<p>1 (1 to 4 marks)</p>	<p>The student demonstrates basic practical skills when carrying out the visual fields test, including the use of equipment with limited efficiency that ensures the patient is not kept in position for an unreasonable length of time, with some support from the optometrist. They complete the tests to a basic standard by transferring the results to the Handover Form with limited levels of accuracy (a maximum of 2 errors).</p> <p>The student demonstrates basic levels of understanding when carrying out the visual fields test, including the demonstration of basic levels of awareness by sometimes monitoring the fixation and false positives which may result in a short delay of these being noticed. They also ensure the patient is kept up to date regarding the main aspects of the test, as well as showing a limited understanding regarding test success.</p>
<p>0</p>	<p>No evidence demonstrated or nothing worthy of credit.</p>

Indicative content

The student should consider:

Carrying out the visual fields test:

- ensuring the correct setting on the machine for the test is selected
- confirming the patient's full name and date of birth
- placing any trial lenses needed into the trial lens holder located on the patient's side of the machine
- that the right eye is to be tested first therefore the eye patch must be worn over the left eye covering all vision in that eye
- adjusting the chair, chin rest and table, ensuring that the pupil is visible (for example, on the computer screen with the cross in the centre of it) - if not, adjusting to ensure the pupil is in the correct position
- ensuring that the patient is in position (for example, chin is placed on the left side of the chin rest and the forehead is firmly on the headrest)
- ensuring that the correct threshold is obtained relevant for the age group of the patient
- monitoring the test (for example, through the camera linked to the computer) and pausing the test if there is a fixation / false positive issue to ensure the validity of the test
- moving the patch from the left eye and placing over the right eye so the test can resume and be completed fully
- printing and recording the test results and ensuring they are attached to the patient's record.

Task 1 (b) (iii): focimetry measurement

Band	Level descriptor
3 (9 to 12 marks)	<p>The student demonstrates excellent practical skills when carrying out the focimetry measurement. This includes the highly efficient use of equipment, including excellent positioning and control of each lens that ensures the measurement process is completed efficiently.</p> <p>The student completes the measurements to an excellent standard by successfully acquiring the required values and transferring the results to the Handover Form with high levels of accuracy (no errors).</p> <p>The student demonstrates excellent levels of understanding when carrying out the focimetry measurement, including identifying the correct lens type, selecting the correct setting on the machine and ensuring the results are noted down with high levels of efficiency and accuracy, and to British Standards (BS).</p>
2 (5 to 8 marks)	<p>The student demonstrates good practical skills when carrying out the focimetry measurement. This includes the mostly efficient use of equipment, including reasonable lens positioning and control techniques that ensures the measurement process is completed with reasonable efficiency.</p> <p>The student completes the measurements to a good standard by successfully acquiring the required values and transferring the results to the Handover Form with reasonable levels of accuracy (a maximum of 1 error).</p> <p>The student demonstrates reasonable levels of understanding when carrying out the focimetry measurement, including identifying the correct lens type, selecting the correct setting on the machine and ensuring the results are noted down with good levels of efficiency and accuracy, and to BS.</p>

<p>1 (1 to 4 marks)</p>	<p>The student demonstrates basic practical skills when carrying out the focimetry measurement. This includes the use of equipment with limited efficiency, including basic lens positioning and control techniques, ensuring the measurement process is completed with limited levels of efficiency.</p> <p>The student completes the measurements to a basic standard by successfully acquiring the required values with some support from the optometrist and transferring the results to the Handover Form with limited levels of accuracy (a maximum of 2 errors).</p> <p>The student demonstrates basic levels of understanding when carrying out the focimetry measurement, including when identifying the correct lens type, selecting the correct setting on the machine and noting the results down with some support from optometrist.</p>
<p>0</p>	<p>No evidence demonstrated or nothing worthy of credit.</p>

Indicative content

The student should consider:

- confirming that the spectacles are single vision
- selecting the appropriate settings to measure the lens type on the focimeter
- placing the spectacles facing upward on the lens table ensuring that the bridge piece is on the left side of the right lens
- securing the holding claw on the lens being measured
- gently moving the frame right and left then up and down to get the right lens image cross cursor aligned with the graticule
- ensuring the automatic setting has been selected (if applicable), then the automatic measurement will be taken followed by a beep sound once completed
- lifting the holding claw and securing it onto the left lens
- following the same instructions carried out for the right lens
- confirming and recording the values to BS such as
- sphere including + or - and to 2 decimal places
- cylinder including + or - and to 2 decimal places
- axis value between 1 and 180 degrees (the use of degree symbol is not permitted).

Task 1 (c): conclude the pre-screen test

Band	Level descriptor
3 (9 to 12 marks)	<p>The student demonstrates excellent levels of knowledge and understanding when concluding the tests with the patient. They also ensure the completion of the Handover Form and carry out the handover with the optometrist to an excellent level. They provide high levels of detail regarding the tests, anomalies and / or re-tests.</p> <p>The student checks that hygiene has been maintained to an excellent standard.</p>
2 (5 to 8 marks)	<p>The student demonstrates good levels of knowledge and understanding when concluding the tests with the patient. They also ensure the completion of the Handover Form and carry out the handover with the optometrist to a good level. They provide good levels of detail regarding the tests, anomalies and / or re-tests.</p> <p>The student checks that hygiene has been maintained to a good standard.</p>
1 (1 to 4 marks)	<p>The student demonstrates basic levels of knowledge and understanding when concluding the tests with the patient. They also ensure the completion of the Handover Form and carry out the handover with the optometrist at a basic level. There are some gaps / omissions present.</p> <p>The student checks that hygiene has been maintained to a basic standard.</p>
0	No evidence demonstrated or nothing worthy of credit.

Indicative content

The student should consider:

- compiling prescription notes which must contain signs and correct usage of decimal places to BS
- completing a Handover Form detailing any anomalies found during the test
- inputting and storing information accurately
- transferring information onto patients' record form
- using disinfectant spray / wipes.

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Change history record

Version	Description of change	Approval	Date of issue
v1.0	First published version	20 April 2026	30 April 2026

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Document information

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