



# T Level Technical Qualification in Healthcare Science

Occupational specialism assessment (OSA)

## Optical Care Services

Assignment 1 - Distinction

Guide standard exemplification materials

v1.0: Specimen assessment materials  
November 2021  
603/7083/X

Internal reference: HCSci-GSEM-09

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# Guide standard exemplification materials

## Optical Care Services

Assignment 1

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## Introduction

The material within this document relates to the Optical Care Services occupational specialism sample assessment. These exemplification materials are designed to give providers and students an indication of what would be expected for the lowest level of attainment required to achieve a pass or distinction grade.

The examiner commentary is provided to detail the judgements examiners will undertake when examining the student work. This is not intended to replace the information within the qualification specification and providers must refer to this for the content.

Assignment 1 is a practical skills assignment where students must demonstrate a range of knowledge, understanding and skills based on a set of patient scenarios with patients.

After each live assessment series, authentic student evidence will be published with examiner commentary across the range of achievement.

# Task 1: patient interaction 1

## Brief

You are working as an optical assistant in a local practice. A new patient visits the practice because they are experiencing some eye related symptoms.

## Task

You must assist the patient by completing the following:

- greet the patient and discuss their reason for visiting, confirming their details
- carry out a triage and complete the relevant documentation
- discuss the symptoms that the patient is experiencing with the optometrist
- carry out the appropriate next steps, including explaining these to the patient

## Student evidence

I observe the student greeting the patient with a smile and asking them how they can help.

After discovering they have been having some eye related symptoms, the student empathises with the patient and reassures them that they are here to help and to do that they will need to ask further questions and complete a triage form. They ask the patient if that is OK and assure them that the information taken is to share with the optometrist in order to get their advice, and will not be shared with third parties without consent.

They date the form with today's date, time, and their name. They confirm the patient is in the practice by ticking the box.

They ask them their full name, address, date of birth, contact number and GP, ensuring that the area is private. This reassures the patient that their data will be protected. The student fills these details in on the form.

They ask them to explain the problem and I observe the student making notes on the form.

They ask them if they wear contact lenses, or have had any recent trauma or eye surgery, to which the patient responds that they wear contact lenses. I observe the student making notes on the form.

They ask if it is the right or left eye, or both; the patient answers right and the student records this on the form.

They ask if they are experiencing any pain; the patient says no and the student records this on the form.

They ask if there is any redness; the patient says there is and the student records this on the form.

They ask if their vision is affected; the patient says no and the student records this on the form.

They ask if there is any discharge; the patient says no and the student records this on the form.

They ask if they are sensitive to light; the patient says no and the student records this on the form.

They ask if there are any floaters, flashes, shadows or veils in their vision; the patient says no and the student records this on the form.

They ask if there are any other symptoms not already mentioned. The patient explains that the redness appeared 2 days ago and that it does not seem to have gotten any worse since then. The student makes notes on the form.

They summarise the information back to the patient and ask if they are happy to wait while they speak to the

optometrist.

They speak to the optometrist, summarising accurately the information gained from the patient. They explain that the patient has a red right eye but is not experiencing any pain or sensitivity to light. They explain there is no change in vision, no discharge and no flashes or floaters. They further explain that the patient is a contact lens wearer, and has not experienced any recent trauma or ocular surgery. They use appropriate terminology; however, the optometrist does need to ask when the redness appeared, to which the student responds, '2 days ago'.

Following the advice from the optometrist, the student confirms with the patient that an emergency appointment is required later that day. This will be free of charge as covered under the minor eye conditions service (MECS), which is an NHS funded service. They confirm the time of this with the patient and write it on an appointment card. They explain that the patient needs to remove their contact lenses and bring the contact lenses to the appointment.

They ask the patient if they have any further questions; the patient does not. They ask if the patient is OK; the patient says that they are nervous but grateful for the help.

They end the conversation by thanking the patient for their patience and explaining that they hope the problem would soon be resolved for them.

## Task 2: patient interaction 2

### Brief

You are working as an optical assistant within a local practice, and you have been working on the front desk supporting patients throughout the day, on a meet and greet basis.

An existing patient has visited the practice and would like to order a new supply of contact lenses.

### Task

You must manage the patient's query by completing the following, in line with current regulations relating to the supply of contact lenses:

- greet the patient and discuss their reason for visiting
- confirm their details and check their records
- determine the appropriate course of action for the patient, explaining the reasoning for this course of action to the patient

### Student evidence

I observe the student greeting the patient with a smile and asking how they can help.

The patient explains they wish to collect their contact lenses and the student asks them to confirm their personal details. This is done in a private area to ensure the General Data Protection Regulation (GDPR) is adhered to. They ask open questions to establish all data is up-to-date and to confirm when the last checks were, as it has been a while since they were last in store. They explain that the data would not be shared with any third-party and it is just for practice use. They also ask what the best way to contact them would be so they can ensure that reminders can be sent in a timely manner in the future.

The student apologises and explains that they will not be able to supply contact lenses today as the patient is overdue for both a sight test and aftercare, so these will both need to be booked before contact lenses can be supplied. They empathise that this may be an inconvenience; however, it is important to comply with contact lens legislation and to have an up-to-date specification before supplying lenses. This ensures the safety of the patient.

They explain that the sight test will need to be attended whilst wearing their glasses but to bring their contact lenses with them and the aftercare will need to be attended wearing contact lenses; however, they must bring their glasses with them. They ask when the best time will be to book the appointments. They explain that both appointments will need to be with the optometrist; however, they can have a contact lens check with a contact lens optician if available.

The student makes the appointments for the patient at a mutually convenient time and asks the patient how they would like to receive confirmation (appointment card/text message and/or email). The patient asks for a text message.

The student thanks the patient for their understanding and says they look forward to seeing them on the day of their appointment.

## Examiner commentary

The student demonstrated an excellent knowledge of the initial greeting process to follow and the questions to ask in order to complete the enquiry. They showed empathy, and built confidence and trust through their knowledge and understanding.

The student demonstrated an excellent understanding of the relevant information required, asked questions in a logical and clear order, and completed the records accurately.

The student respected the safety, care and confidentiality of the patient by referring to the optometrist for further advice and adhering to GDPR. They explained fully to the service user the use of data and how their data is managed. They understood the legal obligations to adhere to.

The student demonstrated an excellent level of knowledge and understanding when completing the patient's records by ensuring that they used relevant detail. This was relayed to the optometrist requiring one point of clarification.

To improve their responses, the student could demonstrate better knowledge of the situation by explaining all information when liaising with the optometrist and patients to ensure the entire team has a full understanding of the situation. The student could also demonstrate deeper understanding of professional practice by explaining the journey in more detail to the patient (for example, they could have explained the specific processes involved within the sight test).

## Overall grade descriptors

The performance outcomes form the basis of the overall grading descriptors for pass and distinction grades.

These grading descriptors have been developed to reflect the appropriate level of demand for students of other level 3 qualifications and the threshold competence requirements of the role, and have been validated with employers within the sector to describe achievement appropriate to the role.

Grade	Demonstration of attainment
Pass	The student demonstrates good knowledge and understanding of the topics and the optical/healthcare context in which it lies.
	The student demonstrates good levels of professional practice, including record keeping, whilst carrying out tasks/activities, showing respect to safety, care and confidentiality for patients, colleagues and oneself.
	The student has an appreciation of the action to be taken when errors occur.
	The student demonstrates a good understanding of their own development with some learning through reflective practice.
	The student demonstrates good skills and knowledge of the relevant concepts and techniques reflected in an optical setting and generally applies this across different contexts.
	The student demonstrates good practical skills, showing respect for safety, care and confidentiality for patients, colleagues and oneself.
	The student can interact with a range of staff and patients and has good knowledge and understanding of prescriptions, spectacles and lenses across a range of contexts.
Distinction	The student demonstrates excellent knowledge and understanding of the topics and appreciation of the optical/healthcare context in which it lies.
	The student demonstrates excellent levels of professional practice, including record keeping, whilst carrying out tasks/activities, applying them in the optical context.
	The student shows respect for safety, care and confidentiality for patients, colleagues and oneself.
	The student fully acknowledges when errors occur and the reporting process.
	The student demonstrates a good insight to their own development, demonstrating significant learning through reflective practice.
	The student draws on reflective practice and relates their development and learning to work in practice.
	The student demonstrates excellent practical skills, showing respect for safety, care and confidentiality for patients, colleagues and oneself.
	The student can interact with a broad range of staff and patients and displays an excellent range of knowledge and understanding of prescriptions, spectacles and lenses across a range of contexts.



## Document information

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Owner: Head of Assessment Design

## Change History Record

Version	Description of change	Approval	Date of Issue
v1.0	Published final version.		November 2021