



# T Level Technical Qualification in Healthcare Science

Occupational specialism assessment (OSA)

## Optical Care Services

Assignment 4

Mark scheme

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# Optical Care Services

## Mark scheme

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## About this document

This mark scheme has been written by the assessment writer and refined, alongside the relevant questions, 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:

- examples and criteria of the types of response expected from a student
- information on how individual marks are to be awarded
- the allocated performance outcomes and total marks for each question

SAMPLE

# Marking guidelines

## General guidelines

You must apply the following marking guidelines to all marking undertaken throughout the extended written response assessment. 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 content they have included within their extended written response, 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 0 marks if the student's response has no creditworthy material.

Do not credit irrelevant material that does not answer the question, no matter how impressive the response might be.

If you are in any doubt about the application of the mark scheme, you must consult with your team leader or the chief examiner.

## Guidelines for using extended response marking grids

Extended response 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 levels, with each level having an associated descriptor indicating the performance at that level. You should determine the level before determining the mark.

When determining a level, you should use a bottom-up approach. If the response meets all the descriptors in the lowest level, you should move to the next one, and so on, until the response matches the level descriptor.

Remember to look at the overall quality of the response and reward students positively, rather than focussing on small omissions. If the response covers aspects at different levels, you should use a best-fit approach at this stage and use the available marks within the level 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 assessment objectives, so as not to over/under credit a response. Standardisation materials, marked by the chief examiner, 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.

You are reminded that the indicative content provided under the marking grid is there as a guide, and therefore you must credit any other suitable responses a student may produce. It is not a requirement either that students must cover all the indicative content to be awarded full marks.

## Extended written assessment

This assessment requires students to complete the following tasks:

**Extended written task 1:** multifocal problem solving

**Extended written task 2:** components of prescriptions and types of vision

**Extended written task 3:** higher powered lenses

**Extended written task 4:** legislation

	Extended written task 1	Extended written task 2	Extended written task 3	Extended written task 4	Total marks	% weightings
Performance outcome 1	13	20	19	16	68	85%
Performance outcome 2	5	N/A	N/A	1	6	7.5%
Performance outcome 3	2	N/A	1	3	6	7.5%
Totals	20	20	20	20	80	100%

**Total duration:** 2 hours

## Extended written task 1: multifocal problem solving

### Scenario

You are working as an optical assistant in a local practice. A patient returns to your practice concerned that they are struggling to read at work with their new varifocals. They work as an accountant and this is their first pair of glasses. They manage both computer and handwritten accounts as part of their role. You have been asked to investigate the problem to check whether they have been manufactured and fitted correctly and make recommendations to ensure the patient can use their glasses comfortably.

### Task

Discuss how you would investigate the problem, what checks you would complete and what equipment you would use, including a summary on what conclusions you reach and any advice you would give to the patient.

(20 marks)

Band	Mark	Descriptor
		<i>The student's response</i>
5	17–20	<ul style="list-style-type: none"><li>shows a <b>full and comprehensive</b> understanding of how to investigate the problem including multifocal lenses with an <b>excellent</b> ability when explaining the importance for accuracy by thorough analysis of lens power, measurements and frame fit. Shows a <b>fully comprehensive</b> appreciation of the impact of poor fit, inaccurate measurements, and incorrect lens or frame choice on vision, how to check visual acuity and what adjustments or amendments may need to be made</li><li>shows an <b>excellent</b> understanding of the steps needed when accurately and safely using a focimeter and lens templates to measure lens power and lens measurements</li><li>shows an <b>excellent</b> understanding of the range of multifocal lenses available with a <b>fully comprehensive</b> evaluation of the benefits and limitations. The student also demonstrates an <b>excellent</b> ability to consider if the optimal choice has been made including how to solve problems and make alternative recommendations. Shows an <b>excellent</b> understanding of the precautionary recommendations to make to patients on final fitting, adaptation time and invite to return if necessary</li><li>is <b>fully</b> relevant to the task and is structured in a way that addresses the specific scenario to a degree that shows an <b>excellent</b> understanding</li></ul>

Band	Mark	Descriptor <i>The student's response</i>
4	13–16	<ul style="list-style-type: none"> <li>• shows a <b>well-developed</b> understanding of how to investigate the problem including multifocal lenses with a <b>very good</b> ability when explaining the importance for accuracy by thorough analysis of lens power, measurements and frame fit. Shows a <b>very good</b> appreciation of the impact of poor fit, inaccurate measurements, and incorrect lens or frame choice on vision, how to check visual acuity and what adjustments or amendments may need to be made</li> <li>• shows a <b>very good</b> understanding of the steps needed when accurately and safely using a focimeter and lens templates to measure lens power and lens measurements</li> <li>• shows a <b>very good</b> understanding of the range of multifocal lenses available with a <b>very good</b> evaluation of the benefits and limitations. The student also demonstrates a <b>very good</b> ability to consider if the optimal choice has been made including how to solve problems and make alternative recommendations. Shows a <b>very good</b> understanding of the precautionary recommendations to make to patients on final fitting, adaptation time and invite to return if necessary</li> <li>• is <b>highly</b> relevant to the task and is structured in a way that addresses the specific scenario to a degree that shows a <b>very good</b> understanding</li> </ul>
3	9–12	<ul style="list-style-type: none"> <li>• shows a <b>developed</b> understanding of how to investigate the problem including multifocal lenses with a <b>good</b> ability when explaining the importance for accuracy by thorough analysis of lens power, measurements and frame fit. Shows a <b>good</b> appreciation of the impact of poor fit, inaccurate measurements, and incorrect lens or frame choice on vision, how to check visual acuity and what adjustments or amendments may need to be made</li> <li>• shows a <b>good</b> understanding of the steps needed when accurately and safely using a focimeter and lens templates to measure lens power and lens measurements</li> <li>• shows a <b>good</b> understanding of the range of multifocal lenses available with a <b>good</b> evaluation of the benefits and limitations. The student also demonstrates a <b>good</b> ability to consider if the optimal choice has been made including how to solve problems and make alternative recommendations. Shows a <b>good</b> understanding of the precautionary recommendations to make to patients on final fitting, adaptation time and invite to return if necessary</li> <li>• is <b>clearly</b> relevant to the task and is structured in a way that addresses the specific scenario to a degree that shows a <b>good</b> understanding</li> </ul>

Band	Mark	Descriptor
		<i>The student's response</i>
2	5–8	<ul style="list-style-type: none"> <li>shows a <b>reasonable</b> understanding of how to investigate the problem including multifocal lenses with a <b>reasonable</b> ability when explaining the importance for accuracy by thorough analysis of lens power, measurements and frame fit. Shows a <b>reasonable</b> appreciation of the impact of poor fit, inaccurate measurements, and incorrect lens or frame choice on vision, how to check visual acuity and what adjustments or amendments may need to be made</li> <li>shows a <b>reasonable</b> understanding of the steps needed when accurately and safely using a focimeter and lens templates to measure lens power and lens measurements</li> <li>shows a <b>reasonable</b> understanding of the range of multifocal lenses available with a <b>reasonable</b> evaluation of the benefits and limitations. The student also demonstrates a <b>reasonable</b> ability to consider if the optimal choice has been made including how to solve problems and make alternative recommendations. Shows a <b>reasonable</b> understanding of the precautionary recommendations to make to patients on final fitting, adaptation time and invite to return if necessary</li> <li>is <b>mostly</b> relevant to the task and is structured in a way that addresses the specific scenario to a degree that shows a <b>reasonable</b> understanding</li> </ul>
1	1–4	<ul style="list-style-type: none"> <li>shows a <b>basic</b> understanding of how to investigate the problem including multifocal lenses with a <b>limited</b> ability when explaining the importance for accuracy by thorough analysis of lens power, measurements and frame fit. Shows a <b>limited</b> appreciation of the impact of poor fit, inaccurate measurements, and incorrect lens or frame choice on vision, how to check visual acuity and what adjustments or amendments may need to be made</li> <li>shows a <b>limited</b> understanding of the steps needed when accurately and safely using a focimeter and lens templates to measure lens power and lens measurements</li> <li>shows a <b>limited</b> understanding of the range of multifocal lenses available with a <b>limited</b> evaluation of the benefits and limitations. The student also demonstrates a <b>limited</b> ability to consider if the optimal choice has been made including how to solve problems and make alternative recommendations. Shows a <b>limited</b> understanding of the precautionary recommendations to make to patients on final fitting</li> <li>has <b>some</b> relevance to the task and is structured in a way that addresses the specific scenario to a degree that shows a <b>basic</b> understanding</li> </ul>
	0	No creditworthy material.

### Indicative content

- consideration of what the patient can see clearly with the lens and checks against visual acuity (for example, checking distance, intermediate and near vision, and comparing this to the optometrist's near visual acuity recorded during the sight test)
- consideration of what the patient can see clearly with the lens and checks distance, intermediate and near vision, comparing this to the optometrist's near visual acuity record during the sight test
- how to use a focimeter to check power and varifocal lens template to check lens measurements, ensuring accurate manufacture (for example, placing the frames square and flat on the measuring surface and ensuring the lenses are not damaged during the clamping process, measuring lens power and optical centres)
- how to mark-up optical centres and vertical heights – for example, finding the engravings on a varifocal lens and using progressive power templates to mark up the lens, check the lens measurements and the progressive design



- checking distance optical centres align with pupil distance to ensure the user is looking through the optimal part of the lens. Checking the position of fitting cross to ensure the user is looking through the optimal part of the lens and that there is sufficient depth to access the full reading power
- how to check fit
- the pantoscopic tilt, including how to measure with a pantoscopic measuring tool and to be aware that 8 to 12 degrees is the optimal angle. How to measure angle of side with an ABDO ruler, explaining the adjustment to be made with double nylon pliers if necessary
- the frontal bow, to minimise the distortion when looking **peripherally** and help ensure good fit on the temples
- the lens type and alternatives that may be recommended (for example, what design of varifocal has been dispensed, is it appropriate for working distance, and is there enough reading area?) Is there an alternative that may be considered? (for example, occupational or intermediate/reading bifocal)
- any precautionary recommendations that may be made to the patient in relation to the use of the lenses, such as reminding the patient of the use and limitations of the product
- any relevant adaptation advice, ensuring that the user is encouraged to allow time for adaptation
- encourages the patient to return if further adjustments are required

SAMPLE

## Extended written task 2: components of prescriptions and types of vision

### Scenario

You are working as an optical assistant and you take a handover following a sight test. The patient has a prescription for glasses and has also been told by the optometrist that they have a cataract developing in their left eye. The patient asks you to explain what the prescription means and how this relates to their sight problem, as they cannot remember how the optometrist explained it to them, including the cataract.

### Task

Analyse the prescription below and outline how you would explain the prescription to the patient, including how it relates to their own sight, what a cataract is and how it may affect vision.

R	SPH	CYL	AXIS	PRISM	BASE		SPH	CYL	AXIS	PRISM	BASE	L
I G H T	-2.00	-1.00	80			Distance	-3.00	-0.50	170			E
		Near Add	+2.00			Near		Near Add	+2.00			F T

#### Comments:

VA: R. 6/6 L. 6/9

Near VA: R. N6 L. N8

(20 marks)

Band	Mark	Descriptor
		<i>The student's response</i>
5	17–20	<ul style="list-style-type: none"> <li>shows a <b>full and comprehensive</b> understanding of how an optical prescription is written with an <b>excellent</b> ability when explaining how this is interpreted. Shows a <b>fully comprehensive</b> appreciation of the structure and function of all parts of the eye and how a prescription relates to these</li> <li>shows an <b>excellent</b> understanding of common eye diseases and the effect these have on eyesight and visual acuity including an <b>excellent</b> use of terminology when communicating this clearly to a patient, avoiding technical terms</li> <li>shows an <b>excellent</b> understanding of the characteristics of positive and negative lenses, including their effects on the patient's vision and lens thickness</li> <li>is <b>fully</b> relevant to the task and is structured in a way that addresses the specific scenario to a degree that shows an <b>excellent</b> understanding</li> </ul>

Band	Mark	Descriptor <i>The student's response</i>
4	13–16	<ul style="list-style-type: none"> <li>shows a <b>well-developed</b> understanding of how an optical prescription is written with a <b>very good</b> ability when explaining how this is interpreted. Shows a <b>well-developed</b> appreciation of the structure and function of all parts of the eye and how a prescription relates to these</li> <li>shows a <b>very good</b> understanding of common eye diseases and the effect these have on eyesight and visual acuity including a <b>very good</b> use of terminology when communicating this clearly to a patient, avoiding technical terms</li> <li>shows a <b>very good</b> understanding of the characteristics of positive and negative lenses, including their effects on the patient's vision and lens thickness</li> <li>is <b>highly</b> relevant to the task and is structured in a way that addresses the specific scenario to a degree that shows a <b>very good</b> understanding</li> </ul>
3	9–12	<ul style="list-style-type: none"> <li>shows a <b>developed</b> understanding of how an optical prescription is written with a <b>good</b> ability when explaining how this is interpreted. Shows a <b>developed</b> appreciation of the structure and function of all parts of the eye and how a prescription relates to these</li> <li>shows a <b>good</b> understanding of common eye diseases and the effect these have on eyesight and visual acuity including a <b>good</b> use of terminology when communicating this clearly to a patient, avoiding technical terms</li> <li>shows a <b>good</b> understanding of the characteristics of positive and negative lenses, including their effects on the patient's vision and lens thickness</li> <li>is <b>clearly</b> relevant to the task and is structured in a way that addresses the specific scenario to a degree that shows a <b>good</b> understanding</li> </ul>
2	5–8	<ul style="list-style-type: none"> <li>shows a <b>reasonable</b> understanding of how an optical prescription is written with a <b>reasonable</b> ability when explaining how this is interpreted. Shows a <b>reasonable</b> appreciation of the structure and function of all parts of the eye and how a prescription relates to these</li> <li>shows a <b>reasonable</b> understanding of common eye diseases and the effect these have on eyesight and visual acuity including a <b>reasonable</b> use of terminology when communicating this clearly to a patient, avoiding technical terms</li> <li>shows a <b>reasonable</b> understanding of the characteristics of positive and negative lenses, including their effects on the patient's vision and lens thickness</li> <li>is <b>mostly</b> relevant to the task and is structured in a way that addresses the specific scenario to a degree that shows a <b>reasonable</b> understanding</li> </ul>
1	1–4	<ul style="list-style-type: none"> <li>shows a <b>basic</b> understanding of how an optical prescription is written with a <b>limited</b> ability when explaining how this is interpreted. Shows a <b>basic</b> appreciation of the structure and function of all parts of the eye and how a prescription relates to these</li> <li>shows a <b>limited</b> understanding of common eye diseases and the effect these have on eyesight including a <b>limited</b> use of terminology when communicating this clearly to a patient, avoiding technical terms</li> <li>shows a <b>limited</b> understanding of the characteristics of positive and negative lenses, including their effects on the patient's vision and lens thickness</li> <li>has <b>some</b> relevance to the task and is structured in a way that addresses the specific scenario to a degree that shows a <b>basic</b> understanding</li> </ul>
	0	No creditworthy material.

## Indicative content

- how a prescription is written, how this is interpreted and how to explain these to the patient, avoiding technical terms (for example, sphere is the power of the lens, cylinder and axis are power and direction of astigmatism correction, near add is the additional power the patient needs to complete tasks at near working distance)
- how the prescription relates to the vision type, how this relates to parts of the eye and how to explain these, avoiding technical terms – for example, myopia = short sighted, which prescriptions relate to myopia, distant objects will appear blurred and close objects clear. A negative (minus) lens corrects myopia by diverging rays of light before they enter the eye. Other examples include hypermetropia and presbyopia
- the characteristics of positive and negative powered lenses (for example, negative (minus) powered lenses minify the image, and are thicker on the edges than the centre)
- the ocular condition, how this relates to the anatomy of the eye and how it may affect vision (for example, how the cataract effects the intra ocular lens, causes gradual general blurring of vision, can affect colour perception, can cause glare – treated by surgery)
- the meaning of visual acuity and how this may be impacted, explaining distance and near visual acuity and the effect ocular conditions such as cataracts can have on this

## Extended written task 3: higher powered lenses

### Scenario

You are working as an optical assistant and you take a handover from the optometrist; the patient wants advice on frame and lens options available. Following lens and frame selection, the patient agrees to proceed with the glasses and you will need to take the appropriate measurements and order the lenses remotely from a glazing house. The glazing house works in plus cylinder form and requires knowing the blank size to order.

### Task

Analyse the prescription below and discuss the optimal frames and lenses choices, including why these would be recommended, and describe the measurements you should take and why. You should also transpose the prescription for the order, explaining how you would calculate the minimum blank size.

R	SPH	CYL	AXIS	PRISM	BASE		SPH	CYL	AXIS	PRISM	BASE	L
I G H T	+5.00	- 1.00	70			Distance	+5.50	- 0.50	160			E F T
						Near						

#### Comments:

BVD 12mm

(20 marks)

Band	Mark	Descriptor
		<i>The student's response</i>
5	17–20	<ul style="list-style-type: none"> <li>shows a <b>full and comprehensive</b> understanding of dispensing higher powered prescriptions and shows a <b>fully comprehensive</b> appreciation of the correct lens and frame choice, including features, benefits and limitations, and how to demonstrate these to the patient</li> <li>shows an <b>excellent</b> understanding of the measurements that should be taken and how to take them, including the effect on vision if incorrect measurements are taken. Shows an <b>excellent</b> understanding of the conversion of a written spectacle lens power from one format to another by transposition and why this is necessary</li> <li>shows an <b>excellent</b> understanding of the lens manufacturing process and how this can impact on lens thickness, including the use of formula for calculating optimal blank size</li> <li>is <b>fully</b> relevant to the task and is structured in a way that addresses the specific scenario to a degree that shows an <b>excellent</b> understanding</li> </ul>

Band	Mark	Descriptor <i>The student's response</i>
4	13–16	<ul style="list-style-type: none"> <li>shows a <b>well-developed</b> understanding of dispensing higher powered prescriptions and shows a <b>well-developed</b> appreciation of the correct lens and frame choice, including features, benefits and limitations, and how to demonstrate these to the patient</li> <li>shows a <b>very good</b> understanding of the measurements that should be taken and how to take them, including the effect on vision if incorrect measurements are taken. Shows a <b>very good</b> understanding of the conversion of a written spectacle lens power from one format to another by transposition and why this is necessary</li> <li>shows a <b>very good</b> understanding of the lens manufacturing process and how this can impact on lens thickness, including the use of formula for calculating optimal blank size</li> <li>is <b>highly</b> relevant to the task and is structured in a way that addresses the specific scenario to a degree that shows a <b>very good</b> understanding</li> </ul>
3	9–12	<ul style="list-style-type: none"> <li>shows a <b>developed</b> understanding of dispensing higher-powered prescriptions and shows a <b>developed</b> appreciation of the correct lens and frame choice, including features, benefits and limitations, and how to demonstrate these to the patient</li> <li>shows a <b>good</b> understanding of the measurements that should be taken and how to take them, including the effect on vision if incorrect measurements are taken. Shows a <b>good</b> understanding of the conversion of a written spectacle lens power from one format to another by transposition and why this is necessary</li> <li>shows a <b>good</b> understanding of the lens manufacturing process and how this can impact on lens thickness, including the use of formula for calculating optimal blank size</li> <li>is <b>clearly</b> relevant to the task and is structured in a way that addresses the specific scenario to a degree that shows a <b>good</b> understanding</li> </ul>
2	5–8	<ul style="list-style-type: none"> <li>shows a <b>reasonable</b> understanding of dispensing higher powered prescriptions and shows a <b>reasonable</b> appreciation of the correct lens and frame choice, including features, benefits and limitations, and how to demonstrate these to the patient</li> <li>shows a <b>reasonable</b> understanding of the measurements that should be taken and how to take them, including the effect on vision if incorrect measurements are taken. Shows a <b>reasonable</b> understanding of the conversion of a written spectacle lens power from one format to another by transposition and why this is necessary</li> <li>shows a <b>reasonable</b> understanding of the lens manufacturing process and how this can impact on lens thickness, including the use of formula for calculating optimal blank size</li> <li>is <b>mostly</b> relevant to the task and is structured in a way that addresses the specific scenario to a degree that shows a <b>reasonable</b> understanding</li> </ul>

Band	Mark	Descriptor
		<i>The student's response</i>
1	1–4	<ul style="list-style-type: none"> <li>shows a <b>basic</b> understanding of dispensing higher powered prescriptions and shows a <b>basic</b> appreciation of the correct lens and frame choice, including features, benefits and limitations, and how to demonstrate these to the patient</li> <li>shows a <b>limited</b> understanding of the measurements that should be taken and how to take them, including the effect on vision if incorrect measurements are taken. Shows a <b>limited</b> understanding of the conversion of a written spectacle lens power from one format to another by transposition and why this is necessary</li> <li>shows a <b>limited</b> understanding of the lens manufacturing process and how this can impact on lens thickness, including the use of formula for calculating optimal blank size</li> <li>has <b>some</b> relevance to the task and is structured in a way that addresses the specific scenario to a degree that shows a <b>basic</b> understanding</li> </ul>
	0	No creditworthy material.

## Indicative content

- transposing the prescription correctly from one format to another (for example, from minus-cylinder form to plus cylinder form or vice versa)
- the features, benefits and limitations of lens material recommended (for example, high index: features include thinner and generally lighter; benefits include more comfortable, slip less, cosmetically appealing; limitations include increased peripheral distortion, expensive)
- the features, benefits and limitations of lens coatings recommended (for example, anti-reflective coating: features include reduced reflections from lens surfaces; benefits include improved visual comfort, improved cosmesis, allows better eye contact; limitations include smudge more easily than untreated lenses, harder to clean, scratches are more obvious)
- the features, benefits and limitations of frame materials recommended (for example, plastic (cellulose acetate) features include thicker rim to hide lens thickness; benefits include no nose pads so weight is evenly distributed, more comfortable, cosmetically more appealing; limitations include less range of adjustment, becomes more brittle with age)
- the resources used to demonstrate features and benefits are explained (for example, demonstration lenses to show difference between reflective and non-reflective lenses)
- explaining the vertex distance measurement. Explains how this is measured, from back of lens to front of cornea with a ruler, measured in millimetres, ensuring the patient is looking straight ahead (primary gaze). Measured by optometrist and comparison made when frame dispensed. Shows an understanding of the impact of this on the power of the lens – dispensed frame further from eye more positive, and closer more negative
- an understanding of box (frame) size and how this is measured to ensure the optimal blank size is ordered. Understands that lenses can be surfaced to a specific diameter to achieve a thinner lens and aspheric lens form to achieve a flatter lens

## Extended written task 4: legislation

### Scenario

You are working as an optical assistant within an independent practice and you have the following scheduled appointments for this morning:

- a patient is returning with their safety glasses as their lens has fallen out
- a 15 year old is attending for a sight test and will require glasses to be dispensed
- a patient has complained about their new frame after a rash appeared; they are returning to the practice for it to be sorted
- a patient who had their eyes tested elsewhere is booked in to purchase a pair of prescription sunglasses

The floors within the practice are prone to becoming slippery during wet weather and it has been raining since the night before.

### Task

Discuss the legal requirements that you must follow, including appropriate working practices, with consideration to the impact on both you as an optical assistant and the business if these are **not** followed.

(20 marks)

Band	Mark	Descriptor
		<i>The student's response</i>
5	17–20	<ul style="list-style-type: none"><li>• shows a <b>full and comprehensive</b> understanding of legislation, regulations, and standards relevant to the optical industry with an <b>excellent</b> consideration of the impact these have on the role of an optical assistant</li><li>• shows a <b>fully comprehensive</b> appreciation of the British standards and industry governance set out by the General Optical Council (GOC) regulatory body and the business' responsibility. Shows an <b>excellent</b> understanding of the importance of adhering to legal requirements</li><li>• shows an <b>excellent</b> understanding of the policies and procedures put in place to protect self, colleagues and patients and the consequences of <b>not</b> following the correct process. Shows an <b>excellent</b> consideration of possible complaints, such as allergens, and the policies and procedures linked to this</li><li>• is <b>fully</b> relevant to the task and is structured in a way that addresses the specific scenario to a degree that shows an <b>excellent</b> understanding</li></ul>



Band	Mark	Descriptor <i>The student's response</i>
4	13–16	<ul style="list-style-type: none"> <li>• shows a <b>well-developed</b> understanding of legislation, regulations, and standards relevant to the optical industry with a <b>very good</b> consideration of the impact these have on the role of an optical assistant</li> <li>• shows a <b>well-developed</b> appreciation of the British standards and industry governance set out by the GOC regulatory body and the business' responsibility. Shows a <b>very good</b> understanding of the importance of adhering to legal requirements</li> <li>• shows a <b>very good</b> understanding of the policies and procedures put in place to protect self, colleagues and patients and the consequences of <b>not</b> following the correct process. Shows a <b>very good</b> consideration of possible complaints, such as allergens, and the policies and procedures linked to this</li> <li>• is <b>highly</b> relevant to the task and is structured in a way that addresses the specific scenario to a degree that shows a <b>very good</b> understanding</li> </ul>
3	9–12	<ul style="list-style-type: none"> <li>• shows a <b>developed</b> understanding of legislation, regulations, and standards relevant to the optical industry with a <b>good</b> consideration of the impact these have on the role of an optical assistant</li> <li>• shows a <b>developed</b> appreciation of the British standards and industry governance set out by the GOC regulatory body and the business' responsibility. Shows a <b>good</b> understanding of the importance of adhering to legal requirements</li> <li>• shows a <b>good</b> understanding of the policies and procedures put in place to protect self, colleagues and patients and the consequences of <b>not</b> following the correct process. Shows a <b>good</b> consideration of possible complaints, such as allergens, and the policies and procedures linked to this</li> <li>• is <b>clearly</b> relevant to the task and is structured in a way that addresses the specific scenario to a degree that shows a <b>good</b> understanding</li> </ul>
2	5–8	<ul style="list-style-type: none"> <li>• shows a <b>reasonable</b> understanding of legislation, regulations, and standards relevant to the optical industry with a <b>reasonable</b> consideration of the impact these have on the role of an optical assistant</li> <li>• shows a <b>reasonable</b> appreciation of the British standards and industry governance set out by the GOC regulatory body and the business' responsibility. Shows a <b>reasonable</b> understanding of the importance of adhering to legal requirements</li> <li>• shows a <b>reasonable</b> understanding of the policies and procedures put in place to protect self, colleagues and patients and the consequences of <b>not</b> following the correct process. Shows a <b>reasonable</b> consideration of possible complaints, such as allergens, and the policies and procedures linked to this</li> <li>• is <b>mostly</b> relevant to the task and is structured in a way that addresses the specific scenario to a degree that shows a <b>reasonable</b> understanding</li> </ul>

Band	Mark	Descriptor
		<i>The student's response</i>
1	1–4	<ul style="list-style-type: none"> <li>shows a <b>basic</b> understanding of legislation, regulations, and standards relevant to the optical industry with <b>limited</b> consideration of the impact these have on the role of an optical assistant</li> <li>shows a <b>basic</b> appreciation of the British standards and industry governance set out by the GOC regulatory body and the business' responsibility. Shows <b>limited</b> understanding of the importance of adhering to legal requirements</li> <li>shows a <b>limited</b> understanding of the policies and procedures put in place to protect self, colleagues and patients and the consequences of <b>not</b> following the correct process. Shows <b>limited</b> consideration of possible complaints, such as allergens, and the policies and procedures linked to this</li> <li>has <b>some</b> relevance to the task and is structured in a way that addresses the specific scenario to a degree that shows a <b>limited</b> understanding</li> </ul>
	0	No creditworthy material.

## Indicative content

- the consequences to the optical assistant and business, such as warnings, fines and hearings, and how these might vary depending on the type of legal requirement that is not being followed
- the Health and Safety at Work etc Act (1974) and how the employer must provide a safe place of work for employees and look after the health and safety of the public (for example, slip hazard – wet floor to be mopped and wet floor sign)
- industry governance set out by the GOC regulatory body (for example, GOC supervision required for dispensing glasses to a child under 16)
- the legal requirements regarding safety eyewear (for example, no repairs must be undertaken – even replacing a screw)
- the potential allergens that may cause a reaction
- the strategies used to handle customer complaints within the optical environment, such as adhering to company after-sales policy, behaving in a professional manner, empathising, and establishing what the patient would like to happen
- policies and procedures in respect of customer complaints (for example, attempting to tackle any potential complaint before it escalates)
- the NHS minimum sight test intervals – recall period appropriate to the patient's category
- what makes a valid prescription (for example, the patient's personal details, practice's address, name of the examining optical professional, registration number of the person signing the specification, date of examination, expiry date)
- the General Data Protection Regulation (GDPR) (for example, patients' personal details must be collected in a private setting)
- the importance of adhering to standard operating procedures (SOPs) and quality standards (including NHS standards) that apply to the optical assistant (for example, ensuring the practice remains compliant with national guidelines – not providing NHS eye tests sooner than the minimum intervals without cause)

## Document information

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## Change History Record

Version	Description of change	Approval	Date of Issue
v1.0	Post approval, updated for publication.		September 2021
v1.1	Sample added as a watermark	November 2023	17 November 2023