HM Government

T-LEVELS

T Level Technical Qualification in Healthcare Science 603/7083/X

Occupational specialism assessment (OSA)

Optical Care Services

Assignment 4: extended written responses assessment

Mark Scheme

NCFE CACHE

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30 April 2026

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

Optical Care Services

Mark Scheme

Assignment 4

Contents

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:

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

Marking guidelines

The Mark Scheme for the extended-response assignment comprises of marking grids and indicative content.

The following marking grids should be used to assess students and award marks for their skills and underpinning knowledge.

General guidelines

You **must** apply the following marking guidelines to all marking undertaken throughout the extended-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 shown within their extended-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 zero 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.
- 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

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 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 focussing 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 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.

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.

Extended written response 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 response task 1	Extended written response task 2	Extended written response task 3	Extended written response 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 response task 1: multifocal problem solving

Scenario

You are working as an optical assistant in a local practice. A 47-year-old returns to your practice with headaches, and they are concerned that they are struggling to read at work with their new varifocals.

They are not sure whether the headaches are related to stress or the new spectacles. They work as a teacher, and this is their first pair of varifocals. They wear varifocals when reading the board in class, when working on a computer during lesson planning, and when marking books in the evenings at home.

You have been asked to investigate the problem to check whether the varifocals have been manufactured and fitted correctly and make recommendations to ensure the patient can use their spectacles comfortably.

Task

Discuss how you would investigate the problem, including what checks you would complete and what equipment you would use.

Explain how you would carry out the checks you have chosen.

Discuss the potential implications for the patient and summarise the advice you would offer.

Your response should include examples to illustrate your points and demonstrate a clear understanding of the link between multifocal problem solving and high-quality patient care.

[20 marks]

Band	Mark	Descriptor The student's response shows:
5	17 to 20	**Full and comprehensive** understanding of how to investigate the problem including varifocal lenses, with an **excellent** ability when explaining the importance for accuracy by thorough analysis of lens power, measurements and frame fit. **Fully comprehensive** 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. **Excellent** understanding of the steps needed when accurately and safely using a focimeter and lens templates to measure lens power and lens measurements. **Excellent** understanding of the range of varifocal lenses available with a **fully comprehensive** evaluation of the benefits and limitations. **Excellent** ability to consider if the optimal choice has been made including how to solve problems and make alternative recommendations. **Excellent** understanding of the precautionary recommendations to make to patients on final fitting, adaptation time and invite to return if necessary. A **fully** relevant response to the task that is structured in a way that addresses the specific scenario to a degree that shows an **excellent** understanding.

Band	Mark	Descriptor The student's response shows:
4	13 to 16	**Well-developed** understanding of how to investigate the problem including varifocal lenses, with a **very good** ability when explaining the importance for accuracy by thorough analysis of lens power, measurements and frame fit. **Very good** 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. **Very good** understanding of the steps needed when accurately and safely using a focimeter and lens templates to measure lens power and lens measurements. **Very good** understanding of the range of varifocal lenses available with a **very good** evaluation of the benefits and limitations. **Very good** ability to consider if the optimal choice has been made including how to solve problems and make alternative recommendations. **Very good** understanding of the precautionary recommendations to make to patients on final fitting, adaptation time and invite to return if necessary. **A highly** relevant response to the task that is structured in a way that addresses the specific scenario to a degree that shows a **very good** understanding.
3	9 to 12	**Developed** understanding of how to investigate the problem including varifocal lenses, with a **good** ability when explaining the importance for accuracy by thorough analysis of lens power, measurements and frame fit. **Good** 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. **Good** understanding of the steps needed when accurately and safely using a focimeter and lens templates to measure lens power and lens measurements. **Good** understanding of the range of varifocal lenses available with a **good** evaluation of the benefits and limitations. **Good** ability to consider if the optimal choice has been made including how to solve problems and make alternative recommendations. **Good** understanding of the precautionary recommendations to make to patients on final fitting, adaptation time and invite to return if necessary. A **clearly** relevant response to the task that is structured in a way that addresses the specific scenario to a degree that shows a **good** understanding.

Band	Mark	Descriptor The student's response shows:
2	5 to 8	**Reasonable** understanding of how to investigate the problem including varifocal lenses, with a **reasonable** ability when explaining the importance for accuracy by thorough analysis of lens power, measurements and frame fit. **Reasonable** 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. **Reasonable** understanding of the steps needed when accurately and safely using a focimeter and lens templates to measure lens power and lens measurements. **Reasonable** understanding of the range of varifocal lenses available with a **reasonable** evaluation of the benefits and limitations. **Reasonable** ability to consider if the optimal choice has been made including how to solve problems and make alternative recommendations. **Reasonable** understanding of the precautionary recommendations to make to patients on final fitting, adaptation time and invite to return if necessary. A **mostly** relevant response to the task and is structured in a way that addresses the specific scenario to a degree that shows a **reasonable** understanding.
1	1 to 4	**Basic** understanding of how to investigate the problem including varifocal lenses, with a **limited** ability when explaining the importance for accuracy by thorough analysis of lens power, measurements and frame fit. **Limited** 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. **Limited** understanding of the steps needed when accurately and safely using a focimeter and lens templates to measure lens power and lens measurements. **Limited** understanding of the range of varifocal lenses available with a **limited** evaluation of the benefits and limitations. **Limited** ability to consider if the optimal choice has been made including how to solve problems and make alternative recommendations. **Limited** understanding of the precautionary recommendations to make to patients on final fitting. The response has **some** relevance to the task and is structured in a way that addresses the specific scenario to a degree that shows a **basic** understanding.
	0	No creditworthy material.

Indicative content

The student should consider:

Investigation of the problem

- 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

Carrying out checks and equipment to be used

- using 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)
- marking-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
- checking 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

Potential implications for the patient and advice

- providing information about 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?
- 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
- encouraging the patient to return if further adjustments are required
- advice for new varifocal users – depth perception, dizziness.

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

Scenario

You are working as an optical assistant when a 39-year-old research analyst attends for a dispensing appointment following their eye examination.

They have been told they have hyperopia and astigmatism and need spectacles specifically to use for reading on a screen.

Task

Analyse the prescription below and outline how you would explain it to the patient.

Discuss how it relates to their own sight, what hyperopia and astigmatism are, and how it may affect vision.

Explain how the lens suggested by the optometrist will improve their vision.

R I G H T	SPH	CYL	AXIS	PRISM	BASE		SPH	CYL	AXIS	PRISM	BASE	L E F T
	+1.00	-1.00	180			Distance	-0.75	-0.75	170			
		Near ADD	+0.50			Near		Near ADD	+0.50			

Comments:

VA: R. 6/5 L. 6/5

Near VA: R. N4 L. N4

[20 marks]

Band	Mark	Descriptor The student's response shows:
5	17 to 20	**Full and comprehensive** understanding of how an optical prescription is written with an **excellent** ability when explaining how this is interpreted. **Fully comprehensive** appreciation of the structure and function of all parts of the eye and how a prescription relates to these. **Excellent** understanding of common eye diseases and the effect these have on eyesight and visual acuity, including an **excellent** use of terminology when communicating this clearly to a patient, avoiding technical terms. **Excellent** understanding of the characteristics of positive and negative lenses, including their effects on the patient's vision and lens thickness. A **fully** relevant response to the task that is structured in a way that addresses the specific scenario to a degree that shows an **excellent** understanding.
4	13 to 16	**Well-developed** understanding of how an optical prescription is written with a **very good** ability when explaining how this is interpreted. **Well-developed** appreciation of the structure and function of all parts of the eye and how a prescription relates to these. **Very good** understanding of common eye diseases and the effect these have on eyesight and visual acuity, including a **very good** use of terminology when communicating this clearly to a patient, avoiding technical terms. **Very good** understanding of the characteristics of positive and negative lenses, including their effects on the patient's vision and lens thickness. A **highly** relevant response to the task that is structured in a way that addresses the specific scenario to a degree that shows a **very good** understanding.
3	9 to 12	**Developed** understanding of how an optical prescription is written with a **good** ability when explaining how this is interpreted. **Developed** appreciation of the structure and function of all parts of the eye and how a prescription relates to these. **Good** understanding of common eye diseases and the effect these have on eyesight and visual acuity, including a **good** use of terminology when communicating this clearly to a patient, avoiding technical terms. **Good** understanding of the characteristics of positive and negative lenses, including their effects on the patient's vision and lens thickness. A **clearly** relevant response to the task that is structured in a way that addresses the specific scenario to a degree that shows a **good** understanding.

Band	Mark	Descriptor The student's response shows:
2	5 to 8	**Reasonable** understanding of how an optical prescription is written with a **reasonable** ability when explaining how this is interpreted. **Reasonable** appreciation of the structure and function of all parts of the eye and how a prescription relates to these. **Reasonable** understanding of common eye diseases and the effect these have on eyesight and visual acuity, including a **reasonable** use of terminology when communicating this clearly to a patient, avoiding technical terms. **Reasonable** understanding of the characteristics of positive and negative lenses, including their effects on the patient's vision and lens thickness. A **mostly** relevant response to the task and is structured in a way that addresses the specific scenario to a degree that shows a **reasonable** understanding.
1	1 to 4	**Basic** understanding of how an optical prescription is written with a **limited** ability when explaining how this is interpreted. **Basic** appreciation of the structure and function of all parts of the eye and how a prescription relates to these. **Limited** understanding of common eye diseases and the effect these have on eyesight and visual acuity, including a **limited** use of terminology when communicating this clearly to a patient, avoiding technical terms. **Limited** understanding of the characteristics of positive and negative lenses, including their effects on the patient's vision and lens thickness. Response that has **some** relevance to the task and is structured in a way that addresses the specific scenario to a degree that shows a **basic** understanding.
	0	No creditworthy material.

Indicative content

The student should consider:

Prescription analysis and explanation to the patient

- 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
- explaining the characteristics of positive powered lenses which can magnify the image, and are thicker in the centre than the edges
- explaining the effect on the peripheral vision
- emphasising the importance of regular eye examinations
- explaining the NHS funded eye tests for when the patient reaches 40.

Extended written response task 3: higher powered lenses

Scenario

You are working as an optical assistant and take a handover from the optometrist.

An 18-year-old social media content influencer attends for lens and frame selection after noticing their vision is blurred. Following the sight test, it is found that the patient is moderately myopic, and they become concerned about wearing spectacles and more so because of the strength of the lenses. Appearance is a key aspect of their job. They are not keen to explore contact lenses at this stage.

They work extensively on their phone, tablets and laptops, almost 15 hours a day. They want the thinnest, lightest lenses possible due to the high prescription.

The patient wants advice on frame and lens options available. Following lens and frame selection, the patient agrees to proceed with the spectacles, and you will need to take the appropriate measurements and order the lenses from a glazing laboratory.

Task

Analyse the prescription below and discuss the optimal frames and lens choices for the patient. Include reasons for your recommendation.

Describe the measurements you will need to take and why.

You should also transpose the prescription for the order.

R I G H T	SPH	CYL	AXIS	PRISM	BASE		SPH	CYL	AXIS	PRISM	BASE	L E F T
	-7.00	-1.00	70			Distance	-6.50	-0.50	160			
						Near						

Comments:

BVD 12 mm

[20 marks]

Band	Mark	Descriptor The student's response shows:
5	17 to 20	**Full** and **comprehensive** understanding of dispensing higher powered prescriptions. **Fully comprehensive** appreciation of the correct lens and frame choice, including features, benefits and limitations, and how to demonstrate these to the patient. **Excellent** understanding of the measurements that should be taken and how to take them, including the effect on vision if incorrect measurements are taken. **Excellent** understanding of the conversion of a written spectacle lens power from one format to another by transposition and why this is necessary. A **fully** relevant response to the task that is structured in a way that addresses the specific scenario to a degree that shows an **excellent** understanding.
4	13 to 16	**Well-developed** understanding of dispensing higher powered prescriptions. **Well-developed** appreciation of the correct lens and frame choice, including features, benefits and limitations, and how to demonstrate these to the patient. **Very good** understanding of the measurements that should be taken and how to take them, including the effect on vision if incorrect measurements are taken. **Very good** understanding of the conversion of a written spectacle lens power from one format to another by transposition and why this is necessary. A **highly** relevant response to the task that is structured in a way that addresses the specific scenario to a degree that shows a **very good** understanding.
3	9 to 12	**Developed** understanding of dispensing higher powered prescriptions. **Developed** appreciation of the correct lens and frame choice, including features, benefits and limitations, and how to demonstrate these to the patient. **Good** understanding of the measurements that should be taken and how to take them, including the effect on vision if incorrect measurements are taken. **Good** understanding of the conversion of a written spectacle lens power from one format to another by transposition and why this is necessary. A **clearly** relevant response to the task that is structured in a way that addresses the specific scenario to a degree that shows a **good** understanding.

Band	Mark	Descriptor The student's response shows:
2	5 to 8	**Reasonable** understanding of dispensing higher powered prescriptions. **Reasonable** appreciation of the correct lens and frame choice, including features, benefits and limitations, and how to demonstrate these to the patient. **Reasonable** understanding of the measurements that should be taken and how to take them, including the effect on vision if incorrect measurements are taken. **Reasonable** understanding of the conversion of a written spectacle lens power from one format to another by transposition and why this is necessary. A **mostly** relevant response to the task that is structured in a way that addresses the specific scenario to a degree that shows a **reasonable** understanding.
1	1 to 4	**Basic** understanding of dispensing higher powered prescriptions. **Basic** appreciation of the correct lens and frame choice, including features, benefits and limitations, and how to demonstrate these to the patient. **Limited** understanding of the measurements that should be taken and how to take them, including the effect on vision if incorrect measurements are taken. **Limited** understanding of the conversion of a written spectacle lens power from one format to another by transposition and why this is necessary. A response that has **some** relevance to the task and is structured in a way that addresses the specific scenario to a degree that shows a **basic** understanding.
	0	No creditworthy material.

Indicative content

The student should consider:

Discussion of optimal frames, lens choices and recommendations based on analysis of prescription

- the features, benefits and limitations of lens material recommended:
  - high index such as 1.67 or 1.74: features include thinner and generally lighter; benefits include more comfortable, slip less, cosmetically appealing; include limitations such as increased peripheral distortion, cost
  - aspheric lens
  - use demonstration lenses to further explain and illustrate to patient
- the features, benefits and limitations of lens coatings recommended:
  - anti-reflective coating: features include reduced reflections from lens surfaces; benefits include improved visual comfort, improved cosmesis, allows better eye contact; include limitations, such as smudge more easily than untreated lenses, harder to clean, scratches are more obvious
  - use demonstration lenses to further explain and illustrate to patient
- the features, benefits and limitations of frame materials recommended:
  - plastic (cellulose acetate) with a thicker rim to hide lens thickness; explain the benefits such as a fixed bridge so weight is evenly distributed, more comfortable, cosmetically more appealing; advise the patient about the limitations such as less range of adjustments, frame becomes more brittle with age
  - use demonstration frames to further explain and illustrate to patient
- the resources used to demonstrate features and benefits are explained (for example, demonstration lenses to show difference between reflective and non-reflective lenses)

Description of the measurements taken and why

- explaining that the vertex distance is a measurement from the back of the lens to the front of the cornea taken with a ruler in millimetres where the patient must look straight ahead (primary gaze)
- measurement taken by optometrist during eye test and comparison made when frame dispensed
- the impact of this measurement on the power of the lens – dispensed frame further from eye more positive, and closer more negative
- explaining frame sizes and the effect of smaller eye size which can affect lens thickness and weight
- explaining frame shapes to reduce edge thickness
- explaining bridge width and effect on frame fitting to minimise pressure on the nose
- demonstrating understanding of box (frame) size and how this is measured to ensure the optimal blank size is ordered
- demonstrating understanding that lenses can be surfaced to a specific diameter to achieve a thinner lens and aspheric lens form to achieve a flatter lens
- taking measurements:
  - pupillary distance (PD) - monocular
  - frame vertex distance
  - vertical heights
  - pantoscopic tilt

Transposing the prescription for the order

- transposing the prescription correctly from one format to another (for example, from minus cylinder form to plus cylinder form or vice versa).

Extended written response 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 14-year-old student arrives requesting an adjustment on their new spectacles that were ordered online from another company but with the prescription from your practice. They ask you to adjust them as they don't fit properly
- a customer wants to return expensive designer frames purchased last month, claiming the metal is causing skin irritation, but they have no receipt and the frames show signs of damage
- a patient falls in the entrance area on a wet bit of floor that had no signage in place
- one of your acquaintances comes in for a ‘temporary’ repair on their safety spectacles. They tell you it is an emergency as they cannot go to work without the spectacles being fixed.

Task

Discuss the legal requirements you must follow in relation to the scenarios listed above.

Your response should include examples of 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 The student's response shows:
5	17 to 20	**Full** and **comprehensive** understanding of legislation, regulations, and standards relevant to the optical industry with **excellent** consideration of the impact these have on the role of an optical assistant. **Excellent** understanding of the importance of adhering to legal requirements including for supervision. **Excellent** understanding of the policies and procedures put in place to protect self, colleagues and patients and the consequences of **not** following the correct process. **Excellent** consideration of possible complaints and the policies and procedures linked to this. A **fully** relevant response that is structured in a way that addresses the specific scenario to a degree that shows an **excellent** understanding.
4	13 to 16	**Well-developed** understanding of legislation, regulations, and standards relevant to the optical industry with **very good** consideration of the impact these have on the role of an optical assistant. **Very good** understanding of the importance of adhering to legal requirements including for supervision. **Very good** understanding of the policies and procedures put in place to protect self, colleagues and patients and the consequences of **not** following the correct process. **Very good** consideration of possible complaints and the policies and procedures linked to this. A **highly** relevant response that is structured in a way that addresses the specific scenario to a degree that shows a **very good** understanding.
3	9 to 12	**Developed** understanding of legislation, regulations, and standards relevant to the optical industry with **good** consideration of the impact these have on the role of an optical assistant. **Good** understanding of the importance of adhering to legal requirements including for supervision. **Good** understanding of the policies and procedures put in place to protect self, colleagues and patients and the consequences of **not** following the correct process. **Good** consideration of possible complaints and the policies and procedures linked to this. A **clearly** relevant response that is structured in a way that addresses the specific scenario to a degree that shows a **good** understanding.

Band	Mark	Descriptor The student's response shows:
2	5 to 8	**Reasonable** understanding of legislation, regulations, and standards relevant to the optical industry with **reasonable** consideration of the impact these have on the role of an optical assistant. **Reasonable** understanding of the importance of adhering to legal requirements. **Reasonable** understanding of the policies and procedures put in place to protect self, colleagues and patients and the consequences of **not** following the correct process. **Reasonable** consideration of possible complaints and the policies and procedures linked to this. A **mostly** relevant response that is structured in a way that addresses the specific scenario to a degree that shows a **reasonable** understanding.
1	1 to 4	**Basic** understanding of legislation, regulations, and standards relevant to the optical industry with **limited** consideration of the impact these have on the role of an optical assistant. **Limited** understanding of the importance of adhering to legal requirements. **Limited** understanding of the policies and procedures put in place to protect self, colleagues and patients and the consequences of **not** following the correct process. **Limited** consideration of possible complaints and the policies and procedures linked to this. A response with **some** relevance to the task that is structured in a way that addresses the specific scenario to a degree that shows a **limited** understanding.
	0	No creditworthy material.

Indicative content

The student should consider:

Relevant legislation, regulations and standards

- explaining the Health and Safety at Work 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, noting:
  - the slip hazard
  - assessing risk
  - wet floor – requires a wet floor sign displayed immediately
  - maintain dry surfaces
  - regular checks on wet floors in rainy conditions by ongoing monitoring
- documentation on:
  - risk assessment
  - incident reporting
  - safety measures put in place
  - evidence of staff training on Health and Safety
- explaining the industry governance set out by the GOC regulatory body:
  - GOC supervision required for dispensing glasses to a child under 16; must be supervised by a registered professional
  - the legal requirements and regulations regarding safety eyewear in accordance with British Standards
  - no repairs must be undertaken – even replacing a screw as this could create weak points
  - explain that any modification compromises the safety rate

Appropriate working practices

- investigating and assessing for the potential allergens that may cause a reaction
  - review frame material specifications - check for known allergens (particularly nickel content)
  - examine manufacturing information
  - review dispensing records if allergy was noted
  - document the reaction thoroughly with photographs if appropriate
  - identify potential allergens in frame materials (nickel, latex, acetate additives)
  - remove and discard offending product immediately
  - signpost to GP / A&E if reaction is severe
- describing 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
- following policies and procedures (SOPs) in respect of customer complaints
- attempt to tackle any potential complaint before it escalates:
  - offer immediate replacement with hypoallergenic materials
  - provide refund if suitable alternative unavailable
  - document incident in incident log and practice records
  - consider reporting to manufacturer if material defect suspected
  - maintain detailed records for potential legal proceedings

- checking the requirements for a valid prescription by following the appropriate SOP:
    - 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
- demonstrating and following the General Data Protection Regulations (GDPR):
    - obtain patient consent for data processing
    - follow SOPs if contacting dispensing practice (or online company in this case) to verify prescription
- demonstrating the importance of adhering to standard operating procedures (SOPs) and quality standards (including NHS standards) that apply to the optical assistant, such as:
    - importance of regular audits
    - maintain documentation

Consequences of non-compliance

- discussing the consequences to the optical assistant and business:
    - professional disciplinary action such as warnings, fines and hearings, and how these might vary depending on the type of legal requirement that is not being followed
    - loss or suspension of registration
    - criminal liability to the optical assistant and / or practice because of civil or criminal investigations
    - impact on the insurance – may become void or loss of insurance by provider
    - liability implications – practice may get sued by patient or employer if injury occurs
    - personal liability
    - compensation claims
    - increased insurance premiums
    - loss of business, impact on reputation, loss of patient confidence.

Change history record

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

Document information

NCFE is authorised by the Department for Education to develop and deliver this T Level Technical Qualification.