



T Level Technical Qualification in Healthcare Science

Occupational specialism assessment (OSA)

Optical Care Services

Assignment 2 - Pass

Guide standard exemplification materials

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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 2 is a practical skills assignment where students must demonstrate a range of knowledge and skills based on pre-screening activities with patients.

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

Task 1: carry out pre-screening tests

Brief

A 54-year-old patient is visiting your practice for an eye examination which will include pre-screening tests. The patient is struggling with using their visual display unit (VDU) with their current single vision reading glasses.

Task

You must assist the optometrist with the assessment of the patient by completing the following:

1(a) Prepare for pre-screen tests including:

- greeting the patient
- confirming the patient's details

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

1(b)(ii) routine visual field test

1(b)(iii) focimetry measurement

1(c) Conclude the pre-screen tests by completing the following:

- updating the patient's records
- completing the handover record form and pass to the optometrist
- preparing the pre-screen room for future use

(58 marks)

Student evidence

Task 1(a)

I observe the student greeting the patient and asking how they can help. The patient responds that they are having issues with their VDU, they are having to squint when using it. They call the patient through to the screening room before they ask them to confirm their details ensuring that they speak discreetly to keep details private. The patient confirmed their full name, address, date of birth, and telephone number to the student. The student asks if the patient has any current health concerns. They confirm they are over 40 but have no other concerns. The student informs the patient that if they have a close family member with glaucoma, they will be able to have the tests funded by the NHS. The patient responds that they have an uncle with glaucoma. The student says that an uncle does not allow them to qualify for the tests to be funded.

Task 1(b)(i)

I observe the student washing their hands.

I observe the student wiping down the equipment with a fresh wipe and removing a layer of tissue paper from the chin rest. They explain the auto-refractor and the process to follow, they explain to look at the image, which may go in and out of focus, and complete the test. They explain that it gives an estimated prescription. They check the patient is comfortable by asking them and checking their head is at the correct level, the student ensures the machine is pulled back when swapping from one eye to the other.

The student explains that the next test will measure the pressure in their eye. They will need to look at the flashing light and will feel a few puffs of air. They ensure the patient's head is in the correct position, asks them if they are comfortable and completes the test. The student does not inform the patient not to blink, which the patient does during one of the readings. The student repeats the test to ensure 4 accurate readings.

The results are printed out from the machine.

Task 1(b)(ii)

I observe the student wiping down the chin rest, eye patch and clicker with a fresh wipe. A layer of tissue paper is removed from the chin rest. They explain to the patient that the field screener tests their peripheral vision. The student completes the patient's details and asks them to place the eye patch over the left eye. They offer the patient the clicker and asks them to press it to ensure they know how to use it. They ask them to place their chin on the chin rest and check they feel comfortable. The student explains that they need to keep looking straight ahead at the light and if they see any lights flash, they need to press the clicker. The student starts the test and checks the patient was fixating on the centre light throughout. They encourage the patient to keep looking straight ahead. They repeat the left eye in the same way. They print the results out to show the optometrist.

Task 1(b)(iii)

I observe the student asking if the patient had any glasses. They ask whether they were single vision (SV), bifocals, or varifocals. The patient replies, single vision lenses, so the student places the glasses on the focimeter and reads the prescription for distance and reading addition values, recording this on the patient's records.

Task 1(c)

I observe the student completing all records, including the handover form, and passing them to the optometrist. The student tells the optometrist that all readings have been taken and that one had to be repeated. The student then wipes over the equipment with an anti-bacterial wipe and ensures patient information is removed from the screens.

[See the attached handover form as further evidence.]

Examiner commentary

The student demonstrated a good knowledge of the initial greeting and process to follow and the questions to ask to complete the initial paperwork.

The student demonstrated a basic understanding of the relevant information required and how to explain the tests in a customer friendly manner.

The student demonstrated a basic understanding of how errors could occur, for example the actions to take if the patient lost fixation during the field screening.

The student showed good skills and respected the safety, care, and confidentiality of the patient. They adhered to General Data Protection Regulation (GDPR) legislation by asking questions in a discreet manner and in a private environment.

The student demonstrated a basic level of knowledge and understanding when completing the screening checks and focimetry, ensuring the tests were completed and the results shared with the optometrist.

To improve their responses, the student could have better demonstrated their knowledge of GDPR by explicitly asking consent from the patient and explaining how their data would be stored and used. The student could also have explained the reasoning for the health and safety precautions to the patient and could have checked the positioning of the patient more frequently whilst conducting the test to reduce the possibility of needing to conduct a retest. The student could have informed the patient before the non-contact tonometry test that the test would need to be repeated if they blinked, reducing the likelihood of this occurring.

The student could have provided a more detailed overview to the optometrist by informing them what test needed to be repeated and why. The student could also have been more accurate when undertaking technical procedures, checking optical centres and heights of the varifocals during focimetry.

The student could improve the accuracy of their record keeping by ensuring that all measurements are written to the appropriate degree of accuracy, and that more information is given around the tests. For example, the student should have noted that the patient blinked during the non-contact tonometry test and should have ascertained for what reason the patient wears their glasses.

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, 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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