



# T Level Technical Qualification in Healthcare Science

Occupational specialism assessment (OSA)

## Optical Care Services

Assignment 1

Mark scheme

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

# Optical Care Services

## Mark scheme

Assignment 1

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## Introduction

This mark scheme has been written by the assessment writer and refined, alongside the relevant tasks, by a panel of subject experts through the external assessment writing process and at standardisation meetings.

The purpose of this mark scheme is to give you:

- criteria of the observed skills expected from a student
- information on how individual marks are to be awarded
- the allocated performance outcomes and total mark for each task

In addition to the use of this document as a mark scheme, assessors should also ensure that actors playing the role of patients and/or supporting staff (for example, optometrist) as part of this assessment are aware of the relevant areas where they are able to support the student. This can be done by reviewing the lower bands of each marking grid as per the guidance set out in the provider guide document.

SAMPLE

## Marking guidelines

The mark scheme for the practical 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. The indicative content included is for the practical skills assessment (PSA) set for the **[insert series]** series only.

To understand what is required to be awarded marks, students should have already been provided with a copy of the marking grids. The marking grids are published in the 'all assignment provider guide' document which can be found within this document for each task.

Assessors are reminded that they should complete the relevant observation record form to record descriptive information and evidence of the student's skills and understanding demonstrated during the PSA. The student observation record form can be found within this document for each task.

**Note:** for any written evidence (for example, record forms) completed by students, assessors are not expected to observe and make comments on this evidence during the live assessment, as this can be viewed following the completion of the assessment and considered during the marking process. Assessors should review the marking grids to determine if and where there are instances where the completion of written element may contribute to another aspect of a marking grid, for example the level of efficiency when completing a task.

**Important:** As part of the marking approach for this PSA, all aspects of communication skills assessed have been extracted from each task and combined into a single marking grid per task. Markers should be aware that the communication skills observed from each of the tasks will contribute to a separate marking judgement required for the marking grid labelled 'Task 1 communication skills' and 'Task 2 communication skills'.

## General guidelines

You must apply the following marking guidelines to all marking undertaken throughout the observation. This is to ensure fairness to all students, who must receive the same treatment.

You must mark the first student in exactly the same way as you mark the last:

- the mark scheme must be referred to throughout the marking period and applied consistently, do not change your approach to marking once you have been standardised
- reward students positively giving credit for what they have shown, rather than what they might have omitted unless otherwise specified
- 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 demonstrate a response to the task, no matter how impressive the response or action might be
- the marks awarded for each response should be clearly and legibly recorded in the grid on the assignment mark form, found in the appendix section of the 'all assignment provider guide'
- if you are in any doubt about the application of the mark scheme, you must consult with your team leader or the chief examiner/assessor

## Guidelines for using extended response marking grids

The marking grids for each task include a number of themes or criteria that students are assessed against. Each assessment criterion contributes, with equal weighting, to an overall holistic judgement of their performance.

The assessment criteria are broken down into (up to) 5 bands with a corresponding descriptor for each criterion. The descriptor for the band indicates the quality of a student's performance in that band. The band is the mark that should be awarded across the criterion (for example, band 1 = 1 to 4 marks and band 4 = 13 to 16 marks). There is a total of 16 marks available for this part of the task.

When determining marks for a student performance, assessors should only consider the quality of the student's performance that has been observed. When determining a band/mark, assessors' decisions should be based on the overall quality of the student's performance in relation to the descriptors from that part of the task. If the student's performance covers different aspects of different bands, assessors should use a best-fit approach to award the most appropriate band/mark.

Standardisation materials can be used to help assessors with determining a band/mark if they are unsure.

Assessors should start at the lowest band of the marking grid and move up until there is a match between the band descriptor and the student's performance.

## 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. Assessors are reminded that indicative content is not an exhaustive list but aim to cover the main elements expected to be observed.

## Practical skills assessment

This assessment requires students to complete the following tasks based on:

Task 1: patient interaction 1

Task 2: patient interaction 2

SAMPLE

## 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

(25 marks)

## Observation record form

The observation record contains descriptive information and evidence of student’s skills during the PSA. Even though evidence of the quality of skills demonstrated should support decisions against the mark scheme, the notes should follow the flow of the tasks and how students are expected to complete them, rather than attempting to assign evidence against the criteria – at this stage.

**Note:** the observation record form is designed to capture observed skills only. Any written document or evidence that is completed by the student (for example, forms) will not need to be noted within this form, unless the mark scheme requires a judgement of skills whilst this is being produced.

### To be completed by the provider appointed assessor

<p><b>Area/objective</b> – the following areas/objective can cover a broad range of skills or actions which should be considered when adding notes. The text below each area/objective is an <b>example</b> of what should be observed and is not exhaustive.</p>	<p><b>Comments</b> – identifying student’s areas of strengths and weaknesses through the use of thorough and precise notes that differentiate between a range of students’ practical skills are required. This will be used to support accurate and consistent allocation of marks once all evidence had been generated.</p>
<p><b>Communication: patient care</b>                      Describe how well the student interacts with the patient, with consideration to how the patient may be feeling including any pain or discomfort being experienced, to support trust and confidence in service provided.</p>	
<p><b>Communication: patient</b>                      Describe how well the student engages with the patient including questioning techniques, body language and adaption of language.</p>	
<p><b>Communication: optometrist</b>                      Describe how well the student provides a summary of the information discussed with the patient.</p>	
<p><b>Patient information</b>                      Describe how well the student adheres to their legal obligations within their own role such as the GOC, GDPR, and including information that must be authorised before sharing.</p>	



## Task 1 - communication skills

Band	Level descriptor
<b>Band 4</b> (13–16 marks)	<p>The student demonstrates an <b>excellent</b> ability when engaging with the patient, with <b>no</b> omissions made when establishing the patient's needs, including when greeting the patient, <b>always</b> using clear and concise language. The student demonstrates an <b>excellent</b> use of open and closed questioning techniques that are <b>highly effective</b> when identifying the patient's needs, ensuring a <b>highly effective</b> summary of the information obtained is made to confirm accuracy.</p> <p>The student demonstrates <b>excellent</b> communication skills with the patient, ensuring the use of <b>appropriate and accurate</b> language when providing information to the patient.</p> <p>The student demonstrates <b>excellent</b> communication skills, with the use of <b>appropriate</b> technical language that is <b>accurate</b> when providing information and reporting to the optometrist.</p> <p>The student demonstrates <b>excellent</b> levels of knowledge with the use of a <b>clear</b> explanation of the next steps of the sight test, confirming the patient has understood all the information provided with <b>minimal</b> additional questions asked from the patient.</p>
<b>Band 3</b> (9–12 marks)	<p>The student demonstrates a <b>good</b> ability when engaging with the patient, with <b>minimal</b> omissions made when establishing the patient's needs, including when greeting the patient, including <b>mostly</b> using clear and concise language. The student demonstrates a <b>good</b> use of open and closed questioning techniques that are <b>effective</b> when identifying the patient's needs, ensuring an <b>effective</b> summary of the information obtained is made to confirm accuracy.</p> <p>The student demonstrates <b>good</b> communication skills with the patient, ensuring the use of <b>appropriate and mostly accurate</b> language when providing information to the patient.</p> <p>The student demonstrates <b>good</b> communication skills, with the use of appropriate technical language that is <b>mostly accurate</b> when providing information and reporting to the optometrist.</p> <p>The student demonstrates <b>good</b> levels of knowledge with the use of a <b>mostly clear</b> explanation of the next steps of the sight test, confirming the patient has understood all the information provided with <b>some limited (closed)</b> additional questions asked from the patient.</p>

<p><b>Band 2</b> (5–8 marks)</p>	<p>The student demonstrates a <b>reasonable</b> ability when engaging with the patient, with <b>some</b> omissions made when trying to establish the patient’s needs, including when greeting the patient, <b>generally</b> using clear and concise language. The student demonstrates the use of open and closed questioning techniques that are <b>reasonably</b> effective when identifying the patient’s needs, ensuring a <b>reasonably effective</b> summary of the information obtained is made to confirm accuracy.</p> <p>The student demonstrates <b>satisfactory</b> communication skills with the patient, ensuring the use of <b>appropriate and reasonably accurate</b> language when providing information to the patient.</p> <p>The student demonstrates <b>satisfactory</b> communication skills, with some use of appropriate technical language that is <b>reasonably accurate</b> when providing information and reporting to the optometrist.</p> <p>The student demonstrates <b>satisfactory</b> levels of knowledge with the use of a <b>reasonably clear</b> explanation of the next steps of the sight test, confirming the patient has understood all the information provided with <b>some broader (open)</b> additional clarification questions asked from the patient.</p>
<p><b>Band 1</b> (1–4 marks)</p>	<p>The student demonstrates a <b>basic</b> ability when engaging with the patient, with <b>some</b> omissions made when trying to establish the patient’s needs, including when greeting the patient, <b>sometimes</b> using clear and concise language.</p> <p>The student demonstrates the use of open and closed questioning techniques with <b>limited</b> effectiveness when identifying the patient’s needs, ensuring a <b>limited</b> summary of the information obtained is made to which may not confirm accuracy.</p> <p>The student demonstrates <b>basic</b> communication skills with the patient, with minimal use of language that is <b>limited in accuracy</b> when providing information to the patient.</p> <p>The student demonstrates <b>basic</b> communication skills, with <b>some but limited</b> use of appropriate technical language that is <b>limited in accuracy</b> when providing information and reporting to the optometrist.</p> <p>The student demonstrates <b>basic</b> levels of knowledge with the use of a <b>limited</b> explanation of the next steps of the sight test, confirming the patient has understood all the information provided with <b>a wide range (open and closed)</b> of additional questions asked from the patient.</p>
<p><b>0</b></p>	<p>No evidence demonstrated or nothing worthy of credit.</p>

## Indicative content

The student should consider:

(communication with patient):

- using open questions when discussing with the patient
- using closed questions when confirming GDPR consent
- using a range of relevant questions asking where appropriate
- using positive body language (for example, smiling and eye contact)
- summarising the patient's symptoms/presentation

(communication with optometrist):

- using clear and concise language
- using appropriate terminology
- clearly explaining/summarising the information gathered from the patient

(closing the interaction):

- confirming the patient is clear on the next steps
- giving the patient an opportunity to ask questions and providing appropriate answers
- using appropriate closing of conversation

## Task 1: assist the patient

Band	Level descriptor
<b>Band 3</b> (7–9 marks)	<p>The student demonstrates an <b>excellent</b> understanding of the initial greeting and triage process, ensuring information from the patient is requested in a logical and clear order, supporting patient trust and confidence in the service provided.</p> <p>The student demonstrates <b>excellent</b> levels of knowledge when completing the patient record and triage form including <b>all</b> relevant information is captured <b>accurately</b> and requires <b>no further</b> clarification when relayed to the optometrist.</p> <p>Consent for holding information in line with GDPR is sought and a <b>clear</b> explanation is given to the patient on how their data is managed.</p>
<b>Band 2</b> (4–6 marks)	<p>The student demonstrates a <b>good</b> understanding of the initial greeting and triage process, ensuring information from the patient is requested in a <b>mostly</b> logical and clear order, supporting patient trust and confidence in the service provided.</p> <p>The student demonstrates <b>reasonable</b> levels of knowledge when completing the patient record and triage form including capturing <b>mostly</b> relevant information <b>accurately</b> and requires <b>minimal</b> clarification when relayed to the optometrist.</p> <p>Consent for holding information in line with GDPR is sought and a <b>reasonably clear</b> explanation is given to the patient on how their data is managed.</p>
<b>Band 1</b> (1–3 marks)	<p>The student demonstrates a <b>basic</b> understanding of the initial greeting and triage process, ensuring information from the patient is requested with <b>minimal</b> logic and order, that <b>mostly</b> supports patient trust in the service provided.</p> <p>The student demonstrates <b>basic</b> levels of knowledge when completing the patient record and triage form including <b>some</b> relevant information is captured with <b>some</b> degree of <b>accuracy</b> and requires <b>some</b> clarification when relayed to the optometrist.</p> <p>Consent for holding information in line with GDPR is sought and a <b>limited</b> explanation is given to the patient on how their data is managed.</p>
<b>0</b>	No evidence demonstrated or nothing worthy of credit.

## Indicative content

The student should consider:

(patient information: collection):

- identifying patient's personal details such as name, contact number, date of birth
- obtaining consent under GDPR including how any recorded information will be used in line with requirements

(triage):

- completing a triage form
- asking relevant questions based on the presenting complaint
- reviewing the information obtained to ensure it is accurate and the patient agrees
- reviewing the details recorded to ensure it can be understood by other professionals

(patient information: management):

- ensuring records are updated and kept secure
- ensuring that no data is disclosed or visible to anyone other than the patient and practice

## 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

(25 marks)

## Observation record form

The observation record contains descriptive information and evidence of student’s skills during the PSA. Even though evidence of the quality of skills demonstrated should support decisions against the mark scheme, the notes should follow the flow of the tasks and how students are expected to complete them, rather than attempting to assign evidence against the criteria – at this stage.

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<p><b>Communication: patient</b>                      Describe how well the student engages with the patient including questioning techniques, body language and adaption of language.                      Describe how the student explains the reasons for the actions which need to be taken.                      Describe how the student closes the interaction.</p>	
<p><b>Patient information</b>                      Describe how well the student adheres to their legal obligations within their own role such as the GOC, GDPR, and including information that must be authorised before sharing.</p>	
<p><b>Service</b>                      Describe how well the student offers and books the appropriate appointment.</p>	

## Task 2 - communication skills

Band	Level descriptor
<b>Band 4</b> (13–16 marks)	The student demonstrates <b>excellent</b> communication techniques when greeting and closing the interaction with the patient, <b>always</b> using clear and concise language. The student demonstrates an <b>excellent</b> use of open and closed questioning techniques that are <b>highly effective</b> when identifying the patient’s needs. The student demonstrates <b>excellent</b> communication skills with a <b>clear</b> explanation of the need for both appointments. The student demonstrates <b>excellent</b> communication skills when booking the appropriate appointments with a <b>clear</b> explanation provided to the patient regarding the appointment process and what they need to do/bring.
<b>Band 3</b> (9–12 marks)	The student demonstrates <b>good</b> communication techniques when greeting and closing the interaction with the patient, including <b>mostly</b> using clear and concise language. The student demonstrates a <b>good</b> use of open and closed questioning techniques that are <b>effective</b> when identifying the patient’s needs. The student demonstrates <b>good</b> communication skills with a <b>mostly clear</b> explanation of the need for both appointments. The student demonstrates <b>good</b> communication skills when booking the appropriate appointments with a <b>mostly</b> clear explanation provided to the patient regarding the appointment process and what they need to do/bring.
<b>Band 2</b> (5–8 marks)	The student demonstrates <b>reasonable</b> levels of communication techniques when greeting and closing the interaction with the patient, using <b>some</b> clear and concise language. The student demonstrates the use of open and closed questioning techniques that are <b>reasonably</b> effective when identifying the patient’s needs. The student demonstrates <b>reasonable</b> levels of communication skills with the use of <b>partially clear</b> explanations of the need for both appointments. The student demonstrates <b>reasonable</b> communication skills when booking the appropriate appointments with a <b>partially</b> clear explanation provided to the patient regarding the appointment process and what they need to do/bring.



<b>Band 1</b> (1–4 marks)	<p>The student demonstrates <b>basic</b> levels of communication techniques when greeting and closing the interaction with the patient, with a <b>limited</b> use of clear and concise language.</p> <p>The student demonstrates the use of open and closed questioning techniques with <b>limited</b> effectiveness when identifying the patient’s needs.</p> <p>The student demonstrates <b>basic</b> levels of communication skills with the use of <b>limited</b> explanations of the need for both appointments.</p> <p>The student demonstrates <b>basic</b> communication skills when booking the appropriate appointments with a <b>limited</b> explanation provided to the patient regarding the appointment process and what they need to do/bring.</p>
<b>0</b>	No evidence demonstrated or nothing worthy of credit.

## Indicative content

The student should consider:

(communication with patient - “meeting and greeting” and closing):

- using open questions to identify the patient’s needs

(communication with patient - “patient details”):

- identifying/extrapolating patient’s personal details such as name, contact number
- asking to update or change anything on record upon patient’s request
- confirming the patient is clear on the next steps
  - reiterating appointment time
  - advising we will send a text reminder/call you the day before
- ensuring all needs have been dealt with
- using appropriate closing remarks.

(communication with patient – “techniques”):

- using open questions when discussing their last recorded checks

- explaining why they need an appointment before receiving their lenses
- explaining the appointment times and booking appropriately to the patient needs

(communication with patient - "next steps"):

- explaining how the appointments will proceed
- giving advice to the patient to prepare for their appointment (for example, wearing contact lenses and bringing glasses and/or contact lens spares/case)
- confirming they are happy to proceed

SAMPLE

## Task 2 - assist the patient

Band	Level descriptor
<b>Band 3</b> (7–9 marks)	<p>The student demonstrates <b>excellent</b> understanding when following a logical process when assisting the patient, with <b>no</b> omissions made when establishing the patient's needs.</p> <p>The student demonstrates <b>excellent</b> understanding of the patient's status, including determining the appropriate course of action for the patient with <b>high levels of efficiency</b>.</p> <p>The student demonstrates <b>excellent</b> levels of knowledge when completing the patient's record, including recording all personal information <b>accurately</b>, and ensuring that GDPR processes <b>are followed</b> with the use of a <b>clear</b> explanation to the patient on how their data is managed.</p>
<b>Band 2</b> (4–6 marks)	<p>The student demonstrates <b>good</b> understanding when following a <b>mostly</b> logical process when assisting the patient, with <b>some</b> minor omissions made when establishing the patient's needs.</p> <p>The student demonstrates <b>good</b> understanding of the patient's status, including determining the appropriate course of action for the patient with <b>reasonable levels of efficiency</b>.</p> <p>The student demonstrates <b>good</b> levels of knowledge when completing the patient's record, including recording all personal information <b>mostly accurately</b>, and ensuring that GDPR processes <b>are followed</b> with the use of a <b>mostly clear</b> explanation to the patient on how their data is managed.</p>
<b>Band 1</b> (1–3 marks)	<p>The student demonstrates a <b>basic</b> understanding when assisting the patient, that includes following a process with <b>minimal</b> logic, that contains <b>some</b> omissions when establishing the patient's needs.</p> <p>The student demonstrates <b>basic</b> understanding when determining the appropriate course of action for the patient, requiring some support from the optometrist when deciding on the appropriate next steps.</p> <p>The student demonstrates <b>basic</b> levels of knowledge when completing the patient's record, including recording <b>some</b> key aspects personal information that is <b>mostly</b> accurate, and ensuring that GDPR processes <b>are followed</b> with the use of a <b>minimal but clear</b> overview to the patient on how their data is managed.</p>
<b>0</b>	No evidence demonstrated or nothing worthy of credit.

## Indicative content

The student should consider:

(patient information: management):

- ensuring records are kept secure
- ensuring no data is disclosed or visible to anyone other than the patient and practice

(service: meeting patient needs):

- identifying that the patient requires an appointment prior to dispensing further contact lenses
- offering and booking appointments which meet the patient's requirements

(service: booking process):

- updating/confirming patient's personal details (for example, name, contact number, GDPR consent)
- ensuring booking is confirmed and advising to the patient through the best practice method (for example, appointment card, SMS, e-mail)

## Mark allocation

Task	Number of marks available:
1 communication skills	16
1 assist the patient	9
2 communication skills	16
2 assist the patient	9
<b>Total marks</b>	<b>50</b>

SAMPLE

## Document information

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Owner: Head of Assessment Design

## 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