



# T Level Technical Qualification in Healthcare Science

Occupational specialism assessment (OSA)

## Optical Care Services

Assignment 3 - Distinction

Guide standard exemplification materials

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# Guide standard exemplification materials

## Optical Care Services

Assignment 3

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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 3 is a practical skills assignment where students must demonstrate a range of knowledge and skills based on laboratory analysis.

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

# Task 1: dispensing

## Brief

You are working as an optical assistant and a new patient brings a copy of their most recent sight test prescription from another practice for dispensing.

You should undertake your normal dispensing routine, obtaining any further information you may require before completing the sale and sending an order to the laboratory.

## Task

You must carry out the dispensing of the prescription by completing the following:

1(a) confirm a suitable frame and lens option with the patient to include:

- confirming the patient's details and the reason for their visit
- discussing and confirming frame and lens requirements

1(b) carry out appropriate measurements and complete the job order to include:

- providing the patient with all appropriate information
- completing the job order form
- closing the dispense

## Student evidence

### Task 1(a)

I observe the student greet the patient, introduce themselves, and use a mixture of open and closed questions to obtain the necessary information:

- what is the reason for your visit?
- what age are you?
- how long have you worn glasses?
- what is your occupation?
- what hobbies do you enjoy?
- do you have any fashion preferences?

The student selects a range of appropriate frames based upon the information they have obtained on the patient's fashion preference and visual requirements, and considers the lenses needed (varifocals). They explain the reasoning for their choice of frame, including style, shape, and colour, explaining any features and benefits of the material chosen, such as 'this frame is made from titanium; it is lightweight but strong'. They give feedback to the patient on frame appearance and how the colour and style suits their face shape and colouring. The student explains how the fit is suitable for the patient, considering the bridge, eye position, side length, and temple width, using appropriate language, such as: 'this frame fits well on the bridge'. The student explains to the patient that the depth of the frame is suitable for varifocals and will ensure that the reading part of the lens will not be compromised.

The student explains most elements of the spectacle prescription to the patient, including the sphere being the power of the lens, the cylinder and axis being the power and direction of the astigmatism correction and the near add the extra power required to help with reading. They make appropriate recommendations of lens options using the demonstration tools available, including multi-layered anti-reflection (MAR) coatings and varifocals. They demonstrate the anti-reflective features of the MAR and how this will help with night driving, computer use and/or the cosmetic look. They explain how the varifocal lenses will enhance their vision at all distances and ensure they do not have to swap glasses for different tasks, they relate all features and benefits to the patient's needs as found in their initial discussions. The student also advises the patient that the lenses may take a couple of weeks to get used to and that this is normal, putting the patient at ease. They also explain that if they are unable to get used to them, they can be returned, and another lens type will be given at no extra expense.

Once frame and lens options are made, I observe the student recapping the choices and getting agreement from the patient that they are happy.

## **Task 1(b)**

I observe the student undertake hand hygiene using the available alcohol gel and wiping down the measuring equipment to be used.

The student then explains what measurements they will need to take, including pupil centres and heights. They explain this is necessary to ensure the lenses are sitting in the correct position when put into the frames.

I observe the student taking pupillary distance (PD) using a ruler and height measurements. They double check measurements for accuracy.

The student then completes the order form in a logical manner, including all necessary measurements, lens type and MAR coating and accurate frame details.

I observe the student confirming the order with the patient and explaining that the glasses will take 7 to 10 days to be made and that we will contact them to arrange a collection appointment, where they will make final adjustments to the frame fit, explaining the use of the lenses to them.

The student then asks the patient if they have any questions, thanks them for their time and says: 'goodbye, I will see you when your glasses are ready'.

## Task 2: verification and collection, and adjustments

### Brief

You are working as an optical assistant and you are verifying jobs on return from the laboratory. A patient will be visiting the practice today to collect their spectacles and the optometrist has asked you to assist this patient.

### Task 2(a)

You must assist with this task by completing the following:

2(a)(i) undertake spectacle verification for the job which has returned from the laboratory

2(a)(ii) complete the collection process with the patient

### Student evidence

#### Task 2(a)(i)

I observe the student checking the glasses against the order. They check the frame details are correct and that the lenses have MAR coating. They check the lens sizing is not too small or too large. They check for any defects on the coating, lenses, and frames.

I observe the student putting the glasses on the focimeter, ensuring that the frame is flat against the lens table and the frame bridge is sat on the lens bridge bracket. The student uses the lens holder level to ensure the lenses are stable and secure before checking the distance prescription using the correct lens marking point and record this on the job checking form. They read the add marking from the lens and record this on the job checking form. They use a frame ruler to measure the optical carrier (OC) and heights and again record these on the form.

The student notices that the cylinder is not the same as that ordered and refer to the British Standards (BS) tolerances provided to see that it is in tolerance. They correctly accept the job order and record the reasons why on the form.

#### Task 2(a)(ii)

I observe the student greet the patient and ask them to take a seat. They ask them to confirm their name and check this against the job order, confirming the collection requirement with the patient. They explain that they are going to ask them to put the glasses on so they can check the fit of the frame and the alignment of the lenses. They advise the patient that there are markings on the lens which they will remove shortly.

I observe the student sanitise their hands using gel before touching the patient to check frame fit.

I observe the student checking the fit of the frame on the bridge, at the temples and behind the ears. They then check that the lenses are aligned correctly sitting opposite and at eye level with the patient.

I then observe the student ask the patient to remove the glasses and clean off the lens markings with the cleaning solutions and cloth provided.

The student then asks the patient to put the glasses back on so they can demonstrate how to use them. They ask the patient to look straight ahead out of the window and confirm they can see far away. They then give the patient a reading chart and advise them to point their nose at the text they wished to read and ask how their reading vision feels. The student checks the near visual acuity recorded by the optometrist before confirming with the patient which line they can read on the chart. They demonstrate the small areas of distortion to the side and explain that if they turn their head slightly, they can avoid these. They advise that this will become a natural process and that in a

couple of weeks, they will not even think about it. They reassure the patient if they have any further requirements or questions, they are welcome to come back.

I observe the student explain how to clean the lenses using the cloth provided and that tissues and other materials should not be used as this can damage the lens. They also recommend a cleaning spray to help remove greasy marks from the lens surface.

The student explains the manufacturer's warranty on the lenses and the 30-day satisfaction guarantee on the varifocals. They also explain that it is advisable to pop in from time to time to have the glasses MOT'd.

I observe the student ask if the patient has any more questions, which they do not. They then thank them for their time, show them to the door, and say goodbye.

## **Brief**

Following the collection process in task 2(a), the dispensing optician has asked you to carry out a series of adjustments to some spectacles as part of your continuous professional development (CPD).

## **Task 2(b)**

You must carry out the following adjustments for each referenced frame as follows:

2(b)(i) carry out a length to bend adjustment as requested by the dispensing optician

2(b)(ii) carry out adjustment of the splay and frontal angle of pads as requested by the dispensing optician

## **Student evidence**

### **Task 2(b)(i)**

I observe the student asking the patient to put the frame on.

I observe the student sanitising their hands using hand gel. The student checks all parts of the frame for fit by checking the bridge, both sides behind the ears and the temples. Following this, the student recognises the correct adjustment to be made.

I observe the student select a frame ruler and explain to the patient that they are going to measure the length of the side to ensure an accurate fit. The student measures the length to bend (LTB) from the front joint of the frame to the top of each ear in mm. They then ask the patient to remove the frame so they can make the adjustment.

I observe the student heat the right side of the frame in the frame heater and then straighten it. Using the ruler, they bend the frame to the correct LTB with a 45 degree angle of drop. This is repeated for the left side of the frame. The student switches the frame heater off after use.

I observe the student check the temperature of the frame before asking the patient to put it back on. They then recheck the LTB by measuring it with the ruler and make any fine adjustments needed to the length to bend and angle of drop.

The patient is asked to put the frame back on again for a final check. I observe the student recheck LTB and assess the downward angle of drop fits well behind the ear and flush with the skin. They then ask the patient if the frame feels comfortable.

I observe the student sanitise their hands upon completion of the adjustment.

## **Task 2(b)(ii)**

I observe the student ask the patient to put the frame on.

I observe the student sanitise their hands using hand gel before they correctly identify the adjustment to be made, checking the fit of the pads on the nose.

I observe the student selecting the correct pad pliers.

I observe the student adjusting the splay of the pads, taking care not to touch the lenses with the pliers. The patient is asked to put the frame back on.

I observe the student checking the splay and frontal angle of pads.

The patient is asked to put the frame back on again for a final check. I observe the student recheck splay and frontal angle. They then ask the patient if the frame feels comfortable.

I observe the student sanitise their hands upon completion of the adjustment.



## Task 3: repairs

### Brief

As part of your role as an optical assistant, you have been asked to assess and carry out repairs on 2 spectacle frames brought into the practice by patients. The patients are returning to collect their frames on another day and both patients are using their spare pairs in the meantime.

### Task

You must complete the following for the 2 frames provided, using the appropriate tools and techniques. The spectacles should be left in an appropriate condition for collection with the expectation that minor adjustments will be made on the day of collection:

3(a) carry out repairs for the metal frame spectacle ref #0001

3(b) carry out repairs for plastic frame spectacle ref #0002

### Student evidence

#### Task 3(a)

I observe the student inspect the frame to ascertain the repair required. They correctly identify that both lenses have fallen out and that the screws are missing. They inspect the lenses for damage and identify which lens is for which eye due to the lens shape.

I observe the student using the screw sizing tool. They select 2 replacement screws from the supplies available. They then select an appropriate screwdriver – checking if flat head or cross head is required.

I observe the student position the screw in the first lug and turn it slightly to keep it in place. They then carefully insert the lens into the rim, protect the lens with a cloth and using the edge of the bench to support the frame and ensure safety, they proceed to tighten the screw into place using the screwdriver. They then repeat this exercise for the second lens.

I observe the student check that the lenses are secure and both screws are tight. I then observe them check the frame is set up correctly ready for collection. Placing them on the bench with sides facing up to confirm the frame is symmetrical and the angles of the side are equal – making an adjustment at the joint with double nylon pliers.

Finally, I observe the student clean the lenses using the spray and cloth provided and put the glasses into a case ready for collection.

#### Task 3(b)

I observe the student inspect the frame to ascertain the repair required. They correctly identify that both sides are bent out of alignment. They inspect the lenses and frame for damage.

I observe the student select the double nylon jaw pliers from the tool rack.

I observe the student hold the frame front firmly and make an adjustment to one side with the pliers. They then check the frame alignment, laying the frame flat on the bench before performing the same adjustment to the other side.

The student continues making small adjustments until the frame is level. I then observe them check the other frame components and set it up ready for collection.

Finally, I observe the student clean the lenses using the spray and cloth provided and put the glasses into a case ready for collection.

## Examiner commentary

The student demonstrated excellent knowledge and understanding of the spectacle dispensing process, including frame and lens selection, explaining how they use effective questioning to determine the patient's needs and making appropriate recommendations and choice of products. They demonstrated how to take and record accurate measurements.

The student demonstrated how to verify spectacles are correct, checking the prescription using a focimeter and the lens measurements with a ruler. The student followed the correct collection process, ensuring fit was checked before vision and the patient was informed of the process to be followed. They demonstrated excellent knowledge and understanding of the criteria to check fit, and the adjustments required. Accurate measurements were taken before making any adjustments to length to bend and checked throughout the adjustment to ensure accuracy. They showed excellent practical skills in undertaking a range of repairs and adjustments and selecting the most appropriate equipment and methods to complete the task safely and effectively, avoiding any damage to the frame and lenses, or injury to themselves and the patient.

They showed excellent communication skills, using a range of open and closed questions to ascertain the patient requirements. They confidently explained aspects of the process to the patient using appropriate language, ensuring the patient understands and is given the opportunity to ask questions.

The student could improve their results by ensuring all features and benefits of the lenses and frames are explained to the patient and how these meet their needs. They should also ensure they explain all components of the spectacle prescription to the patient and how these impact lens and frame choice. The student could give a more thorough explanation of what they are doing throughout the entire process, using customer friendly explanations. The student could have described to the patient the reasons behind coming in from time to time for a glasses service – screws becoming loose or the frames bending out of shape.

## Overall grade descriptors

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

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

Grade	Demonstration of attainment
Pass	The student demonstrates good knowledge and understanding of the topics and the optical/healthcare context in which it lies.
	The student demonstrates good levels of professional practice, including record keeping, whilst carrying out tasks/activities, showing respect to safety, care and confidentiality of 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 of 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 of 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 of 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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