



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

Occupational specialism assessment (OSA)

Optical Care Services

Assignment 2: observation of pre-screening / screening skills
with a patient

Guidance for Tutors and Supporting Documents

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

Optical Care Services

Guidance for Tutors and Supporting Documents

Assignment 2

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Detailed assessment delivery guidance – Assignment 2: observation of pre-screening / screening skills with a patient, task 1: carry out screening tests

This guidance is to be read in conjunction with the Provider Guide and Assignment Brief.

Setting up the assessment area

Prior to the start of the assessment, the assessment area should be set up as a simulated retail counter / office space to include:

- table
- computer / laptop, keyboard, mouse
- patient chair (**must** be adjustable)
- disposable sanitising wipes
- hypoallergenic tissues
- hand gel
- green waste bin
- general waste bin
- eye patch
- auto-refractor
- non-contact tonometer
- (automated) perimeter
- (automated) focimeter
- a space for the forms provided by NCFE for the student to complete throughout the assessment
- audiovisual recording equipment to record the completion of all tasks.

Use of supporting documents

Documents for the assessment area:

- Handover Form provided by NCFE in the Supporting Documents section should be printed out in preparation for the student to use during the assessment
- simulated auto-refractor and non-contact tonometry test results provided by NCFE in the Supporting Documents section should be printed out in preparation for the student to use during the assessment
- simulated visual field test results provided by NCFE in the Supporting Documents section should be printed out in preparation for the student to use during the assessment
- simulated focimeter results provided by NCFE in the Supporting Documents section should be printed out in preparation for the student to use during the assessment.

Documents for the standardised patient (SP) and role player (RP):

- Optometrist Guidance provided by NCFE in the Supporting Documents section should be passed (electronic or hard copy) to the RP optometrist in order that they can familiarise themselves with the detail.

Documents for the provider-appointed assessor:

- The Observation Record Form provided by NCFE in the Supporting Documents section should be passed to the provider-appointed assessor (electronic or hard copy) to complete throughout the assessment.

Assessment delivery

Once the student has been given sufficient time to read through the Assignment Brief and has been directed to the assessment area, the provider-appointed assessor should also read out the Assignment Brief and task information to ensure the student has understood the tasks.

The provider should ensure the audiovisual equipment is recording.

The student should then be informed the assessment will begin.

The optometrist (RP) should be in the room.

The student should then:

- ensure they can find the relevant forms in the assessment area
- await the SP's entrance into the room which denotes the start of the timing of the assessment
- complete steps 1 (a), 1 (b) (i), 1 (b) (ii), 1 (b) (iii) and 1 (c) within **30 minutes**.

Supporting documents

Refer to instructions given in the 'Use of supporting documents' section of this document on:

- page 4 for task 1.

SAMPLE

Task 1: Handover Form

Date	26/01/2026			
Name	Frank Edwards			
Date of birth	01/03/1954			
Home address	1a Everard Road, Dover, CT23 6FY			
Pre-screening: non-contact tonometer (mmHg)				
Time				
	Reading 1	Reading 2	Reading 3	Average
Right eye				
Left eye				
Comments:				
Pre-screening: visual fields (attach print out of visual field results)				
R:... Decibels (dB)..... points seen / missed				
L:... Decibels (dB)..... points seen / missed				
Comments:				
Pre-screening: focimeter measurements				
Comments:				

Task 1 (b) (i): Simulated auto-refractor and non-contact tonometry test results



-RM 0106201-

Name: Frank Edwards

2026_01_26 AM 10:05

VD: 12.00
<R> S C A
-0.50 -0.75 88
-0.50 -0.75 90
-0.50 -0.75 90
* -0.50 -0.75 90
S.E. -0.75
<L> S C A
-0.25 -0.75 88
-0.25 -0.75 90
-0.25 -0.75 90
* -0.25 -0.75 90
S.E. -0.75
PD: 65 NPD: 61



-CT 0106201-

ID: 00123

Name: Frank Edwards

2026_01_26 AM 10:05

	mmHg			AVG
R	17	16	17	17
L	16	16	16	16

SAMPLE

Task 1 (b) (ii): Simulated visual field analysis results

Name: Frank Edwards

DOB: 01/03/1954

Eye: Left

Central 24-2 Threshold Test

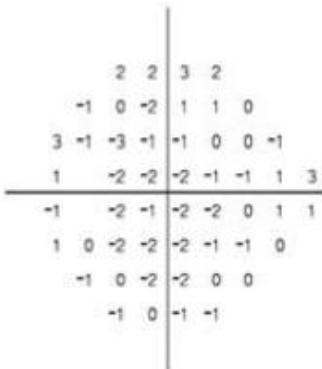
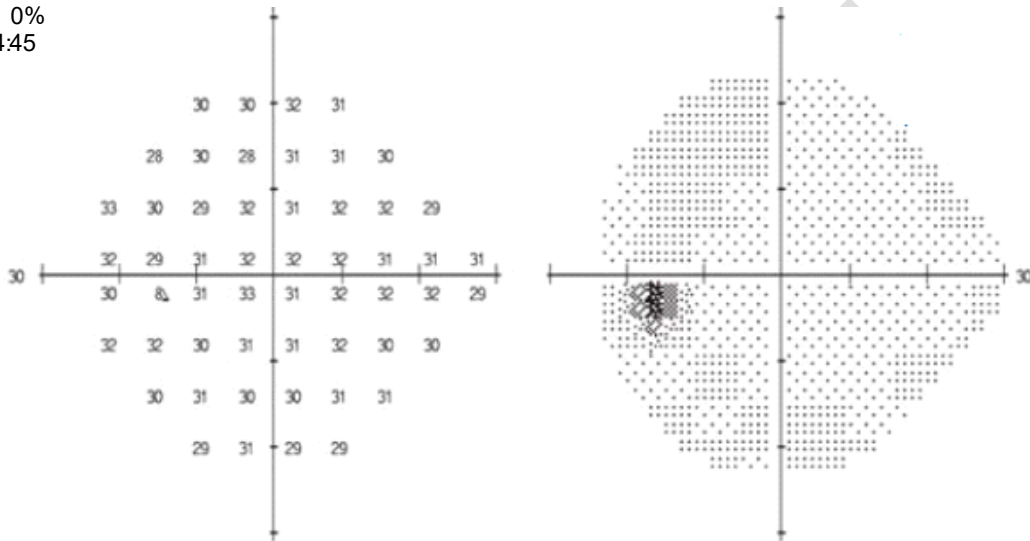
Fixation Monitor: Gaze/Blind Spot
 Fixation Target: Central
 Fixation Losses: 0/10
 False POS Errors: 0%
 False NEG Errors: 0%
 Test Duration: 04:45

Stimulus: III. White
 Background: 31.5 ASB
 Strategy: SITA-Standard

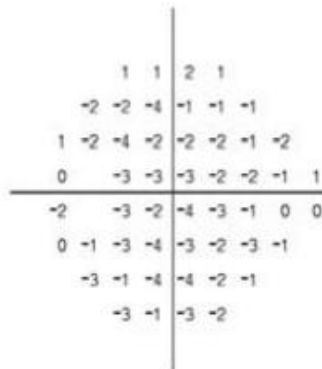
Pupil Diameter: 3.8 mm
 Visual Acuity:
 RX: DS DC

Date: 26 - 01 - 2026
 Time: 10.46
 Age: 72

Fovea: 32dB



Total Deviation



Pattern Deviation

GHT: Within Normal Limits

VFI 99%
 MD -0.60dB
 PSD 1.30dB

∴ < 5%
 ⦿ < 2%
 ⦿ < 1%
 ■ < 0.5%

Name: Frank Edwards
 Eye: Right
 Central 24-2 Threshold Test

DOB: 01/03/1954

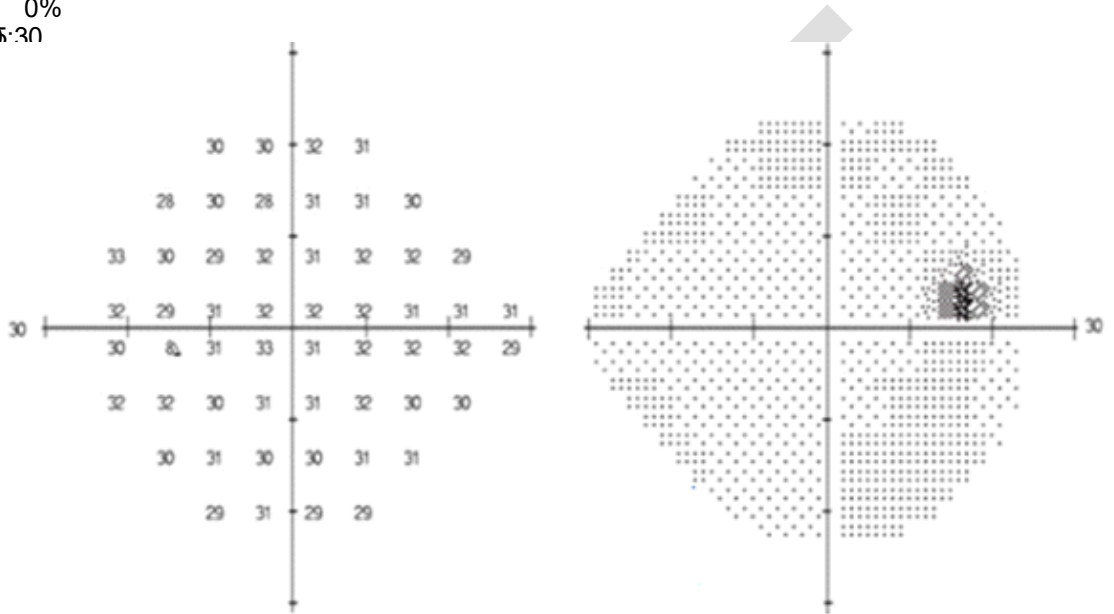
Fixation Monitor: Gaze/Blind Spot
 Fixation Target: Central
 Fixation Losses: 0/ 09
 False POS Errors: 0%
 False NEG Errors: 0%
 Test Duration: 05:30

Stimulus: III. White
 Background: 31.5 ASB
 Strategy: SITASstandard

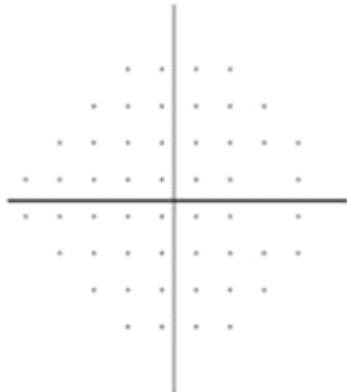
Pupil Diameter: 40 mm
 Visual Acuity:
 RX: DS DC

Date: 26-01-2026
 Time: 1054
 Age: 72

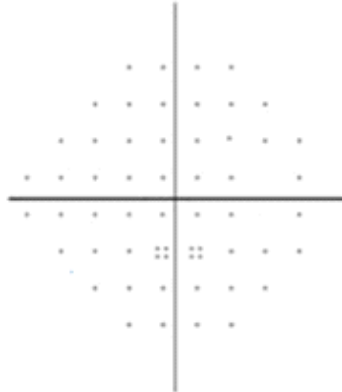
Fovea: 34dB



Total Deviation



Pattern Deviation



GHT: Within Normal Limits

VFI 99%
 MD -0.58dB
 PSD 1.23dB

:: < 5%
 ☼ < 2%
 ☼ < 1%
 ■ < 0.5%

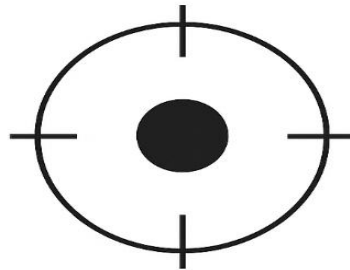
Task 1 (b) (iii): Simulated focimetry measurement

FOCIMETER

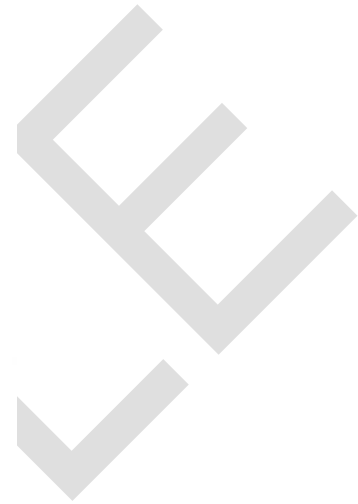
Frank Edwards

26/01/2026 10:00AM

	SPH	CYL	ADD
R	-2.25	-1.00	+2.25
L	-2.00	-0.75	+2.25
Avg	19	17	



Total Deviation



Task 1: Handover Form (actor script)

Name	Frank Edwards
Date of birth	01/03/1954
Home address	1a Everard Road, Dover, CT23 6FY
NHS Entitlement	Yes
Last sight test date	Around 10 months ago
Occupation	Retired jockey
Hobbies	Gardening and mountaineering
Reason for visit	Routine check
Current glasses condition	NA
GDPR consent	Yes
Questions to ask if not prompted – task 1 (b) (i) and (ii):	<p>Where should I position my head / chin?</p> <p>What should I be able to see?</p> <p>What should I expect to happen during the test?</p> <p>What does this measure?</p>
Questions to ask if not prompted – task 1 (b) (iii):	<p>Where should I position my head / chin?</p> <p>What should I be able to see?</p> <p>What should I expect to happen during the test?</p> <p>What does this measure?</p> <p>Should I use this clicker?</p>

Task 1: Optometrist role player (RP) guidance

The purpose of the role of the optometrist is to support occupational authenticity, in terms of the simulated nature of this practical skills assessment. The role player (RP) must allow the assessor to mark and make relevant comments around student performance without the risk of distraction that would be present if they were also acting as the optometrist.

You **must** carry out the following:

- review the Mark Scheme with the assessor ahead of the first assessment to ensure you are familiar with all relevant aspects of the assessment where you may support the student, and when this would be appropriate to do so
- accept and check the Handover Form for completeness when it is handed to you by the student
- advise the student if there are any critical aspects of the form **not** completed or **not** clear
- keep the Handover Form secure, handing it back to the assessor upon completion of the assessment.

SAMPLE

Task 1: Observation Record Form

This form is intended to support the capture of descriptive information as evidence of the student's skills during the practical assignment. 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. The notes should support decisions against the Mark Scheme in relation to the quality of skills demonstrated by the student.

To be completed by the provider-appointed assessor:

Area / objective – the following areas / objectives can cover a broad range of skills or actions that should be considered when adding notes. The text below each area / objective is an indication of what should be observed and is not exhaustive.	Comments – identifying the student's areas of strengths and weaknesses in thorough and precise notes that differentiate between a range of the student's practical skills are required. This will be used to support accurate and consistent allocation of marks once all evidence has been generated.
Patient information Describe how well the student: <ul style="list-style-type: none">• complies with data protection legislation when collecting sensitive information• ensures confidentiality, sensitivity and respect for the individual throughout.	
Communication: patient care Describe how well the student interacts with the patient, including communication skills, with consideration to comfort, dignity and respect.	
Communication: procedure Describe how well the student explains the pre-screening equipment and test, including use of appropriate terminology for function and use.	

Pre-screening: auto refractor / non-contact tonometry

Describe how well the student carries out the test, for example:

- cleaning hands
- cleaning the machine headrest using correct antibacterial wipes and disposing of them correctly
- removing the chin rest paper and disposing of it appropriately
- explaining what the machine is measuring, what the patient will experience during the tests and what is required from the patient
- cleaning machine and hands.

Pre-screening: visual field test

Describe how well the student carries out the test, for example:

- cleaning hands
- cleaning machine headrest, chin rest, clicker and eye patch using appropriate methods
- explaining what the machine is measuring, what the patient will see and what is required from the patient
- cleaning machine and hands.

Pre-screening: focimetry

Describe how well the student carries out the test, for example:

- cleaning hands
- explaining what the machine is measuring
- identifying lens type and selecting the correct setting on the focimeter
- placing spectacles facing upwards on the machine, using the nose piece on the machine and locking to hold glasses in place.

Recording / reporting

Describe how the student:

- records the results
- updates the relevant paper / computer-based logs (such as focimetry of spectacles, input data using signs, numbers).

SAMPLE

Change history record

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

SAMPLE

Document information

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