



# T Level Technical Qualification in Healthcare Science

Occupational specialism assessment (OSA)

## Optical Care Services

Assignment 3 - Pass

Guide standard exemplification materials

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## T Level Technical Qualification in Healthcare Science Occupational specialism assessment

# 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 and ask: 'can I help you?' I observe the student obtain the basic information including patient details and occupation. Questioning is closed: 'do you use a computer?', 'do you drive?', 'do you like your current frames?' The patient responds that they use a computer for work, that they do drive, and although they like their current frames, they are open to trying something new. No open questions are asked.

The student selects a range of frames based upon the information they have obtained and matching the features to the patient's needs.

The choice of frames has limited explanation using features only. For the first frame selected: 'this frame is titanium; it is strong and light'. For the second frame selected: 'this frame is full-rimmed and wood textured; it is sturdy and more durable.' For the final frame selected: 'this is a semi-rimless frame, which is lighter than a full rimmed frame'.

The student explains the spectacle prescription to the patient: 'you are short-sighted and need help with reading'. They recommend an anti-reflection coating using the features that meet the patient's needs as identified in previous discussions: it cuts out glare when driving and on the computer. The student also advises the patient that the lenses may take a couple of weeks to get used to.

### Task 1(b)

I observe the student undertake hand hygiene using the available alcohol gel.

The student then explains what measurements they will need to take, including pupil centres and height.

I observe the student taking pupillary distance (PD) using a ruler and height measurements.

The student then completes the order form in a logical manner, including all necessary measurements, lens type and multi-layered anti-reflective (MAR) coating and 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.

The student then asks the patient if they have any questions; they say they will be in touch and say goodbye.

## 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.

The student then puts the glasses on the focimeter. They check 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. They ask them to confirm their name and check this against the job order. They explain that they are going to check the fit of the glasses and then check how the vision is.

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 behind the ears. They then check that the lenses are aligned correctly.

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 check the vision. They ask the patient to look straight ahead and confirm they can see. They then give the patient a reading chart and ask how their reading vision felt. When the patient confirms vision is OK, they advise the patient that the vision might be blurry to the sides and that they will need to move their head a bit more. They advise that they get used to this but if they have any issues, they should 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.

The student explains the 30-day satisfaction guarantee on the varifocals. They also say they can pop in if the frames loosen.

I observe the student asking if that is all OK. They then 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 before they correctly identify the adjustment to be made, checking the fit of the frame behind both ears.

I observe the student selecting a frame ruler and measuring the length to bend (LTB) from the front joint of the frame to the top of the right ear. 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. This is repeated for the left side of the frame. They wait a few moments and then I observe the student asking the patient to put the frames back on. They then recheck the LTB, asking the patient to remove the frame again to make a fine adjustment; no heat is required this time.

The patient is asked to put the frame back on again for a final check. 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 asking the patient to put the frame on.

I observe the student sanitising 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 adjusting the splay of the pads. The patient is asked to put the frame back on.

I observe the student checking the splay and frontal angle of the 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 identify which lens is for which eye due to the lens shape.

I observe the student trying different screws and selecting 2 replacement screws from the supplies available. They then select a screwdriver.

I observe the student position the lens into the rim, then put a screw in the first lug. Then, using the edge of the bench to support the frame, they screw the screw into place using the screwdriver. They then repeat this exercise for the second lens.

I then observe them check the frame is set up correctly, ready for collection, and put the glasses into a case.

#### Task 3(b)

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

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 perform the same adjustment to the other side.

The student continues making small adjustments until the frame is level.

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



## Examiner commentary

The student demonstrated basic knowledge and understanding of the spectacle dispensing process, including frame and lens selection, explaining how they use closed questioning to determine the patient's needs and using product features to make appropriate recommendations and choice of products. They demonstrated how to take and record measurements to a good standard.

The student demonstrated how to verify spectacles are correct. The student followed the correct collection process, ensuring fit was checked before vision. They demonstrated a good knowledge and understanding of the criteria to check fit, and the adjustments required. Measurements were taken before making any adjustments to length to bend with reasonable accuracy. They showed basic practical skills in undertaking a range of repairs and adjustments and selecting some of the correct equipment and methods to complete the task safely and with reasonable accuracy.

They showed basic communication skills, using mainly closed and a few open questions to ascertain the patient requirements. They were able to explain some aspects of the process to the patient using basic language, answering most of the questions the patient asked.

The student could improve their performance by developing their questioning style to use more open questions. Throughout the responses, they could have improved on their explanations to the patient by giving the reasoning for what they were doing so the patient was fully aware of the process. The student could explain the benefits of the products recommended and how these meet the patient's needs. The student could also improve their accuracy whilst undertaking technical procedures (for example, when measuring, by double checking the measurements before recording them, or by taking more care to use the most appropriate instruments available for repair).

## 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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