



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

Occupational specialism assessment (OSA)

**Optical Care Services**

Assignment 1: observation of patient interactions

Mark Scheme

**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 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 to support assessment of the observed skills expected from a student
- information on how individual marks are to be awarded
- the total marks for each task.

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## Marking guidelines

The Mark Scheme for the practical assignment comprises of marking grids and indicative content.

The following marking grids **must** be used to assess students and award marks for the skills and underpinning knowledge they demonstrate.

Descriptive information should be captured by assessors in the Observation Record Form, which can be found in the Guidance for Tutors and Supporting Documents. This will serve as evidence of the skills demonstrated and the quality of students' performance during the practical assignment. Notes can follow the flow of the task and how the student completes them, rather than attempting to assign evidence against the criteria at this stage.

## General guidelines

You **must** apply the following marking guidelines to all marking undertaken throughout the marking period. 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.
- Utilise the whole mark range and always award full marks when the response merits them.
- Be prepared to award zero marks if the student's response has no creditworthy material.
- Do **not** credit irrelevant material that does not answer the question, no matter how impressive the response might be.
- The marks awarded for each response should be clearly and legibly recorded.
- If you are in any doubt about the application of the Mark Scheme, you **must** consult with your team leader or the chief moderator.
- The indicative content is non-exhaustive and should be used as an illustrative guide and **not** used as an exemplar or checklist.

## Guidelines for using marking grids

Marking grids have been designed to award a student's response holistically and should follow a best-fit approach. The grids are broken down into bands, with each band having an associated descriptor indicating the performance at that band. You should determine the band before determining the mark.

When determining a band, you should use a bottom-up approach. If the response meets all the descriptors in the lowest band, you should move to the next one, and so on, until the response matches the band descriptor. Remember to look at the overall quality of the response and reward students positively, rather than focusing on small omissions. If the response covers aspects at different bands, you should use a best-fit approach at this stage and use the available marks within the band to credit the response appropriately.

When determining a mark, your decision should be based on the quality of the response in relation to the descriptors. You **must** also consider the relative weightings of the performance outcomes (POs), so as not to over / under credit a response. Standardisation materials, marked by the chief moderator, will help you with determining a mark. You will be able to use exemplar student responses to compare to live responses, to decide if it is the same, better or worse.

## 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. You are reminded that the indicative content provided is there as a guide, and therefore, you **must** credit any other suitable responses a student may produce. It is **not** a requirement that students cover all of the indicative content to be awarded full marks.

## Practical skills assessment

This assessment requires students to complete the following tasks:

- task 1: patient interaction 1
- task 2: patient interaction 2.

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## Task 1: patient interaction 1

### Brief

You are working as an optical assistant in a busy practice.

A 47-year-old patient presents at reception complaining of red eyes, blurred vision and eye pain. There is a clinic running in your practice today and there is an optometrist on site.

### Task

You **must** answer the telephone and manage the telephone call by completing the following:

1 (a): greet the patient and discuss the reason for their call, confirming their details by populating the Patient Triage Form

1 (b): place the patient on hold and discuss the symptoms that the patient is experiencing with the optometrist

1 (c): carry out the appropriate next steps including explaining these to the patient.

[25 marks]

## Task 1: verbal communication skills

Band	Level descriptor
4 (13 to 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.</p> <p>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 appointment process, confirming the patient has understood all the information provided with <b>minimal</b> additional questions asked from the patient.</p>

<p><b>3</b> (9 to 12 marks)</p>	<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.</p> <p>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 appointment process, confirming the patient has understood all the information provided with <b>some limited (closed)</b> additional questions asked from the patient.</p>
<p><b>2</b> (5 to 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.</p> <p>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 appointment process, 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>1</b> (1 to 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 appointment process, 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 the following.

### 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: identification of patient need

Band	Level descriptor
<b>3</b>  (7 to 9 marks)	<p>The student produces a <b>highly accurate and effective</b> summary of the relevant information obtained from the call to inform a course of action.</p> <p>The student demonstrates an <b>excellent</b> level of knowledge with the use of a <b>clear</b> explanation of the next steps, confirming the patient has understood all the information provided, with <b>no</b> additional questions asked from the patient.</p> <p>The student <b>consistently</b> acts within the scope of their own responsibility.</p>
<b>2</b>  (4 to 6 marks)	<p>The student produces a <b>mostly accurate and effective</b> summary of the relevant information obtained from the call to inform a course of action.</p> <p>The student demonstrates a <b>good</b> level of knowledge with the use of a <b>reasonably clear</b> explanation of the next steps, confirming the patient has understood all the information provided, with <b>minor</b> additional questions asked from the patient.</p> <p>The student <b>reasonably</b> acts within the scope of their own responsibility.</p>
<b>1</b>  (1 to 3 marks)	<p>The student produces a <b>basic</b> summary of the relevant information obtained from the call to inform a course of action.</p> <p>The student demonstrates a <b>basic</b> level of knowledge with the use of a <b>limited</b> explanation of the next steps, confirming the patient has understood all the information provided, with <b>several</b> additional questions asked from the patient.</p> <p>The student <b>partly</b> acts within the scope of their own responsibility.</p>
<b>0</b>	No evidence demonstrated or nothing worthy of credit.

## Indicative content

The student should consider the following.

### 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 complaints
- 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 calls the practice and would like to get new lenses for their glasses.

### Task

You must manage the patient's query by completing the following, in line with current regulations:

2 (a): greet the patient and discuss their reason for visiting

2 (b): confirm their details and check their records

2 (c): determine the appropriate course of action for the patient, explaining the reasoning for this course of action to the patient.

[25 marks]

## Task 2: verbal communication skills

Band	Level descriptor
<b>4</b> (13 to 16 marks)	<p>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.</p> <p>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.</p> <p>The student demonstrates <b>excellent</b> communication skills with a <b>clear</b> explanation of the need for both appointments.</p> <p>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.</p>
<b>3</b> (9 to 12 marks)	<p>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.</p> <p>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.</p> <p>The student demonstrates <b>good</b> communication skills with a <b>mostly clear</b> explanation of the need for both appointments.</p> <p>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.</p>

<p><b>2</b> (5 to 8 marks)</p>	<p>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.</p> <p>The student demonstrates the use of open and closed questioning techniques that are <b>reasonably</b> effective when identifying the patient's needs.</p> <p>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.</p> <p>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.</p>
<p><b>1</b> (1 to 4 marks)</p>	<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>
<p><b>0</b></p>	<p>No evidence demonstrated or nothing worthy of credit.</p>

## Indicative content

The student should consider the following.

### 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 new 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.

## Task 2: understanding patient need

Band	Level descriptor
<p><b>3</b> (7 to 9 marks)</p>	<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</b> of efficiency.</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>
<p><b>2</b> (4 to 6 marks)</p>	<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</b> of efficiency.</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>
<p><b>1</b> (1 to 3 marks)</p>	<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 of 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.
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## Indicative content

The student should consider the following.

### **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 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 the patient through the best practice method (for example, appointment card, SMS, e-mail).

## Change history record

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

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## Document information

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