T-LEVELS | Institute for Apprenticeships & Technical Education

T Level Technical Qualification in Healthcare Science

Occupational specialism assessment (OSA)

Optical Care Services

Assignment 4 - Pass

Guide standard exemplification materials

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Contents

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 4 is a written assessment where students must apply a range of knowledge and understanding based on valid scenarios from the real world and compose relevant and meaningful responses.

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

Extended written task 1: multifocal problem solving

Scenario

You are working as an optical assistant in a local practice. A patient returns to your practice concerned that they are struggling to read at work with their new varifocals. They work as an accountant and this is their first pair of glasses. They manage both computer and handwritten accounts as part of their role. You have been asked to investigate the problem to check whether they have been manufactured and fitted correctly and make recommendations to ensure the patient can use their glasses comfortably.

Task

Discuss how you would investigate the problem, what checks you would complete and what equipment you would use, including a summary on what conclusions you reach and any advice you would give to the patient.

Student evidence

I would greet the service user and ask them to explain what problems they are having.

After they have explained that they are struggling with reading at work, I would ask at what distance they are working and what they are struggling to see.

I would check the frame and lens details against the order and check the lens type by identifying the engravings, I would mark the temporal and nasal circles and mark up using the appropriate lens template.

I would use the focimeter to check the distance vision and verify the add from the engravings to ensure they are correct and accurate. I will measure heights and optical centres using the varifocal lens template to ensure measurements are accurate.

I ask the service user to try on the glasses and check the fitting cross is sitting on the pupil centre. I would check their vision for distance, intermediate and reading, using a reading chart and asking them if it’s clear in the distance. I will check the fit of the frame, including bridge, sides and temples and make any adjustments if required. I would also check the pantoscopic angle is correct and adjust the sides down or up if required.

I will reassure the service user that if they cannot get used to varifocals that there are other options we could try and that there is a non-tolerance guarantee if no conclusion can be reached.

If they were still struggling after all these checks are made, I would refer to the dispensing optician or optometrist explaining that I have checked the prescription and made some adjustments, but they are still struggling with near vision.

Extended written task 2: components of prescriptions and types of vision

Scenario

You are working as an optical assistant and you take a handover following a sight test. The patient has a prescription for glasses and has also been told by the optometrist that they have a cataract developing in their left eye. The patient asks you to explain what the prescription means and how this relates to their sight problem, as they cannot remember how the optometrist explained it to them, including the cataract.

Task

Analyse the prescription below and outline how you would explain the prescription to the patient including how it relates to their own sight, what a cataract is and how it may affect vision.

R	SPH	CYL	AXIS	PRISM	BASE		SPH	CYL	AXIS	PRISM	BASE	L
I G H T	-2.00	-1.00	80			Distance	-3.00	-0.50	170			E F T
		Near Add	+2.00			Near		Near Add	+2.00			

Comments:

VA: R. 6/6 L. 6/9

Near VA: R. N6 L. N8

Student evidence

I would explain that the sphere is the power of the lens and can be plus or minus, the higher the number the stronger the lens.

The cyl is the power of the astigmatism.

The axis is the direction of the cyl.

The near add is the extra power needed for reading.

They have a minus sphere, so they are short-sighted and need glasses to see far away. Minus lenses are thicker at the edge and thinner in the middle.

The cyl means they have an astigmatism, so their eye is rugby ball shaped not football shaped.

They are also presbyopic which happens in our mid-40s and means that they need an extra prescription to see for

reading, this could be reading glasses, bifocals, or varifocals.

The VA numbers show what they can see in the distance and relates to the letters on the sight test chart. The near VA is the size of writing they can see on the reading chart.

Cataract is a condition that affects the lens in the eye as you get older, it makes vision cloudy and can be corrected by an operation.

Extended written task 3: higher powered lenses

Scenario

You are working as an optical assistant and you take a handover from the optometrist; the patient wants advice on frame and lens options available. Following lens and frame selection, the patient agrees to proceed with the glasses, and you will need to take the appropriate measurements and order the lenses remotely from a glazing house. The glazing house works in plus cylinder form and requires knowing the blank size to order.

Task

Analyse the prescription below and discuss the optimal frames and lenses choices, including why these would be recommended and describe the measurements you should take and why. You should also transpose the prescription for the order, explaining how you would calculate the minimum blank size.

R I G H T	SPH	CYL	AXIS	PRISM	BASE		SPH	CYL	AXIS	PRISM	BASE	L E F T
	+5.00	-1.00	70			Distance	+5.50	-0.50	160			
						Near						

Comments:

BVD 12mm

Student evidence

I would ask the service user what sort of glasses they had worn in the past and take a look at them. I would ask if they had been happy with them and what, if anything, they don't like about them. I would ask if they were looking for a change in style or something similar. I would look at the lenses in their current glasses to see if they had an anti-reflection lens and ask if they know whether they have had them thinned in the past.

I would explain that due to the plus sphere, this means they are long-sighted, and their lenses will be thicker in the middle than at the edges. I would advise a smaller frame and recommend something with no nose pads for comfort.

I would explain that they could have thinner lenses and that these can also be made flatter too.

I would show them a range of frames that would be suitable and let them try them on and choose which one they preferred. Once they have chosen their frame, I would check the fit, check the eyes are sitting centrally in the frame to ensure the best thickness and check length to bend and the temple width.

I would discuss the different types of lenses and explain the higher the number, the thinner the lens will be. I would use any resources, such as demonstration lenses, to show the difference in thickness and advise an anti-reflection coating.

I would measure pupil distance, vertical heights, and vertex distance. Vertex distance is measured from the back of the lens to the front of the eye with a ruler/VD measuring tool, to ensure it measured 12mm as per the optometrist's prescription. If not, I would refer to a dispensing optician (DO).

I would calculate the minimum blank size by adding together the eye size and bridge size, subtracting the service user's pupil distance and adding 2mm for glazing. I would add this to the longest diagonal of the lens.

I would transpose the prescription before ordering.

+4.00/+1.00 x 160

+5.00/+0.50 x 70

Extended written task 4: legislation

Scenario

You are working as an optical assistant within an independent practice and you have the following scheduled appointments for this morning:

- a patient is returning with their safety glasses as their lens has fallen out
- a 15 year old is attending for a sight test and will require glasses to be dispensed
- a patient has complained about their new frame after a rash appeared, they are returning to the practice for it to be sorted
- a patient who had their eyes tested elsewhere is booked in to purchase a pair of prescription sunglasses

The floors within the practice are prone to becoming slippery during wet weather and it has been raining since the night before.

Task

Discuss the legal requirements that you must follow, including appropriate working practices, with consideration to the impact on both you as an optical assistant, and the business if these are **not** followed.

Student evidence

As it's a wet day, I would be aware of any water on the floor and mop it up as soon as possible and add a wet floor sign.

I would explain to the service user that we can't legally repair any safety glasses and they will have to be returned to the manufacturer.

I would check the teenager was due for a sight test, when their last test was, and that a parent is there to sign the form. Whilst checking details I would ensure that I protected their data by asking them to give me any personal information rather than telling them. Following the dispense, I would ensure a General Optical Council (GOC) registered colleague checked everything over before ordering.

I would check where the rash is and look at the frame to see whether I thought it was related to the frame. I would check when the frame was purchased to check if it was under warranty. If the sides of the frame are worn or damaged, we may be able to get a replacement. It may be a nickel allergy; in which case I would advise a titanium or acetate frame as these are hypoallergenic. If it's a silicone nose pad allergy, then I would change for hypoallergenic nose pads. I would make a note on the patient record that we had changed the frame or pads.

I would check the prescription is in date and completed correctly, ask what the sunglasses are to be used for and advise that filter 3 is the darkest they can use for driving. I would ensure that I dispensed a UV protection. I would also explain that there was a choice of tint, and that brown and grey were most popular.

Examiner commentary

The student showed a basic understanding of all topics, including frame and lens knowledge, components of a prescription and relevant legislation.

The student demonstrated a good professional attitude by outlining questions to determine the situation and outlining how they would act on this knowledge to a solution. They made basic recommendations to the service user, including both products and advice and ensured this was explained in a service user friendly manner avoiding jargon.

The student understood the actions needed to solve problems and carried these out in a logical manner.

The student was able to recognise when there was further support needed from their professional colleagues as demonstrated in task 3 when measuring vertex distance and seeking GOC supervision in task 4.

The student was able to demonstrate basic knowledge and a basic understanding of the products to recommend and were also able to complete the skills required to dispense these products or explain them to the service user.

The student was aware of safety and confidentiality whilst dealing with their patients, ensuring that legislation such as Health and Safety and GDPR are met.

To improve their responses, the student could have better demonstrated their knowledge of prescription notation, astigmatisms, and presbyopia by developing their explanations with specifics related to the individual's prescription. They could have given more detail when outlining how they would take measurements when dispensing different lenses, making the difference explicit. When discussing legal requirements, the student could have made reference to specific legislation and policies such as, the Health and Safety at Work Act, the GOC policies and NHS guidelines.

The student could have improved their communication with the service user by giving explanations of technical terminology, by giving the reasoning behind their advice, and by asking more questions of the service user to gather more relevant information.

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, 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 for 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 for 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 for 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 for 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

The T Level Technical Qualification is a qualification approved and managed by the Institute for Apprenticeships and Technical Education.

Owner: Head of Assessment Design

Change History Record

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