



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

Occupational specialism assessment (OSA)

Optical Care Services

Assignment 3: observation of spectacle dispensing, verification and collection, adjustments and repair skills

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 3

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SAMPLE

Detailed assessment delivery guidance – assignment 3: observation of spectacle dispensing, verification and collection, adjustments and repair skills, task 1: dispensing

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 dispensing area to include:

- display equipment – at least four frame bars to display the 40 frames (minimum)
- 40 frames in a range of styles, sizes and colours – to include plastic, metal, supra and full frames, traditional ladies, gents, unisex and contemporary styles:
 - not all frames are required to be distinctly unique but there should be a good range as referenced above
- lens demonstration materials
- high index / thinner lenses
- anti-reflection coating
- photochromic lenses
- tints
- a desk and two chairs
- mirrors – wall mounted or large desk mirror and a hand mirror with magnification
- marking-up pen, frame ruler and pupilometer
- a person enacting the role of the patient (SP)
- a space for the forms provided by NCFE for the student to complete throughout the assessment
- photographic equipment to capture images of the prepared assessment area prior to the start of the assessment, to include as evidence
- audiovisual recording equipment to record the student completing all tasks.

Note: providers should be careful to avoid the inclusion of other material not listed here but may already be present within the simulated assessment area, which may be a distraction for students.

Use of supporting documents

Documents for the assessment area:

- Patient Record Form provided by NCFE in the Supporting Documents section should be printed out in preparation for the student to use during the assessment
- Job Order Form provided by NCFE in the Supporting Documents section should be printed out in preparation for the student to use during the assessment.

Documents for standardised patient (SP):

- Patient Record Form (actor script) provided by NCFE in the Supporting Documents section should be passed (electronic or hard copy) to the SP in order that they can familiarise themselves with the detail
- Patient Spectacle Prescription provided by NCFE in the Supporting Documents section should be printed out and passed to the SP. The SP hands the prescription to the student for them to use during the assessment, as set out in the brief.

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 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 tasks 1 (a) and 1 (b) within **30 minutes**.

Detailed assessment delivery guidance – Assignment 3: observation of spectacle dispensing, verification and collection, adjustments and repair skills, task 2: verification and collection, and adjustments, task 2 (a): verification and collection

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 job checking / spectacle collection area to include:

- a desk and two chairs for student and patient (SP)
- Task 2 (a) (i): spectacles and an accompanying Job Order Form – including one element which falls outside of tolerances (for example, sphere, cyl, axis, add heights or centres) completed by the provider
- automatic focimeter
- frame ruler
- copy of BS tolerances (BS EN ISO 21987:2017)
- Task 2 (a) (ii): a pair of glasses with a corresponding Job Order Form with prescription details on for the collection element – these may be plano lenses marked up to appear as a varifocal lens prepared by the provider
- hand sanitiser
- lens cleaning products
- a person enacting the role of the patient
- a space for the forms provided by NCFE for the student to complete throughout the assessment
- photographic equipment to capture images of the prepared assessment area prior to the start of the assessment, to include as evidence
- audiovisual recording equipment to record the student completing all tasks.

Note: providers should be careful to avoid the inclusion of other material not listed here but may already be present within the simulated assessment area, which may be a distraction for students.

Use of supporting documents

Documents for the assessment area:

- Task 2 (a) (i): Job Order Form provided by NCFE in the Supporting Documents section should be completed in line with the accompanying pair of multifocal spectacles, with one element falling outside of tolerance, by the provider. It should then be printed out in preparation for the student to use during the assessment
- Job Verification Form provided by NCFE in the Supporting Documents section should be available (electronic or hard copy) in preparation for the student to use during the assessment
- Task 2 (a) (ii): Job Order Form provided by NCFE in the Supporting Documents section should be completed in line with prescription details for the collection element – these may be plano lenses

marked up to appear as a varifocal lens prepared by the provider. It should then be printed out in preparation for the student to use during the assessment.

Documents for standardised patient (SP):

- Patient Record Form (actor script) provided by NCFE in the Supporting Documents section should be passed (electronic or hard copy) to the SP 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.

Each sub-task should be introduced separately.

The student should then be informed the assessment will begin.

The student should then:

- ensure they can find the relevant forms in the assessment area
- complete task 2 (a) (i)
- state when they have completed task 2 (a) (i)
- await the entrance of the SP
- complete task 2 (a) (ii) once the SP has entered.

Note: both 2 (a) (i) and 2 (a) (ii) should be completed within the total **30 minutes**.

Detailed assessment delivery guidance – Assignment 3: observation of spectacle dispensing, verification and collection, adjustments and repair skills, task 2: verification and collection, and adjustments, task 2 (b): adjustments

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 adjustment area to include:

- a full range of adjustment tools should be available to include:
 - frame heater
 - pliers: double nylon jaw pliers, angling pliers, snipe nose pliers, cutter pliers, nose pad pliers and axis pliers
 - screwdrivers: range of sizes, cross and flat heads
 - file
- frames for adjustments
- Task 2 (b) (i): metal frame to carry out a length to bend adjustment
 - provider to prepare frame so that it needs adjustment – either too tight or too loose
- Task 2 (b) (ii): splay and frontal angle of pads adjustment
 - splay angle and frontal angle should both be 'off' for the SP
- hand sanitiser
- lens cleaning products
- a person enacting the role of the patient (SP)
- a space for the forms provided by NCFE for the student to complete throughout the assessment
- photographic equipment to capture images of the prepared assessment area prior to the start of the assessment, to include as evidence
- audiovisual recording equipment to record the student completing all tasks.

Note: providers should be careful to avoid the inclusion of other material not listed here but may already be present within the simulated assessment area, which may be a distraction for students.

Note: the SP **must not** speak or aid the student during the assessment with the exception of commenting on the fit of the frame when the student initially places the frame on the SP as part of assessing the fit of the frame.

Use of supporting documents

Documents for dispensing optician (RP):

- 'Dispensing optician guidance' provided by NCFE in the Supporting Documents section should be passed (electronic or hard copy) to the RP dispensing optician in order that they can familiarise themselves with the detail. They should also have access to the Mark Scheme before the assessment begins as noted in the guidance.

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.

Each sub-task should be introduced separately.

The student should then be informed the assessment will begin.

The SP should be in the assessment area.

The student should then:

- ensure they can find the relevant spectacles in the assessment area
- complete task 2 (b) (i)
- state when they have completed task 2 (b) (i)
- complete task 2 (b) (ii).

Note: both 2 (b) (i) and 2 (b) (ii) should be completed within the total **20 minutes**.

Detailed assessment delivery guidance – Assignment 3: observation of spectacle dispensing, verification and collection, adjustments and repair skills, task 3: repairs

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 repair area to include:

- a chair
- Task 3 (a): one pair of metal spectacles that have a bent frame
- Task 3 (b): one pair of plastic spectacles that are misaligned because they were impacted by a ball.

Note: students should be provided with a second pair of spectacles to re-attempt the repair if the first pair is broken. Consideration should be given to awarding marks in Band 1 if this is caused by student error. If the frames carry a defect, no such penalty should be given.

- a full range of adjustment tools including:
 - frame heater
 - pliers: double nylon jaw pliers, angling pliers, snipe nose pliers, cutter pliers, nose pad pliers, axis pliers
 - screwdrivers: range of sizes, cross and flat heads
 - file
 - screws
 - self-tapping screws
 - screw sizer
 - a range of nose pads
 - supra cord and ribbon
 - frame ruler
 - cleaning cloth and solutions
- photographic equipment to capture images of the prepared assessment area prior to the start of the assessment, to include as evidence
- audiovisual recording equipment to record the student completing all tasks.

Use of supporting documents

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.

Each sub-task should be introduced separately.

The student should then be informed the assessment will begin.

The student should then:

- ensure they can find the relevant spectacles in the assessment area
- complete task 3 (a) within **15 minutes**
- state when they have completed task 3 (a)
- complete task 3 (b) within **15 minutes**.

Note: both task 3 (a) and task 3 (b) should be completed within the total **30 minutes**.

Supporting Documents

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

- page 5 for task 1
- pages 6 and 9 for task 2
- page 10 for task 3.

SAMPLE

Task 1: Patient Record Form

Name	
Date of birth	
Home address	
Last sight test date	
NHS entitlements	Yes / No
GDPR	Consent / No consent

SAMPLE

Task 1: Patient Record Form (actor script)

Name	Anna West
Date of birth	01/04/1981 (45 years old)
Address	11 Lime Street, Exeter, EX1 4YZ
Telephone number	07413 553298
NHS entitlement	No entitlements – paying customer.
Occupation	Factory floor manager
GDPR consent	Yes
VDU use	A lot of the day at work – often in the evening at home.
Driver	Yes
Hobbies and interests	Knitting and art galleries.
Current glasses	Currently not suitable after a cataract operation on left eye.
Frame preferences	Completely open to suggestions.
Sunglasses	Does not wear sunglasses.

<p>Task 1 (a) (dispensing): Questions to ask / decisions to be made if not covered by student</p>	<p>Would varifocals work well now, given the surgery on one eye?</p> <p>Are there particular lenses you recommend for someone who has had cataract surgery?</p> <p>Will I get glare or halos, and can certain coatings help with that?</p> <p>Would photochromic lenses help with light sensitivity after the operation?</p> <p>Is this going to be expensive?</p> <p>Do they cost a lot?</p> <p>Didn't like any in the other shop, they were too trendy.</p> <p>Will these be suitable for driving, especially at night?</p> <p>Will they work well at the computer as well as for reading and distance?</p> <p>Do I need a separate pair for close work or screens?</p> <p>Is this frame strong?</p> <p>What do you think of this frame?</p> <p>Which one do you like best?</p> <p>If photochromic lenses are offered, you should accept these.</p> <p>If prescription sunglasses are offered, you should question if that is the best option.</p>
<p>Task 1 (b) (during measurements): Questions to ask / decisions to be made if not covered by student</p>	<p>What is being measured?</p> <p>Why are these measurements being made?</p> <p>Will I feel anything when you are taking these measurements?</p>
<p>Task 1 (b) (during the closing of the sale): Questions to ask / decisions to be made if not covered by student</p>	<p>How long before they are ready?</p> <p>Can someone else pick them up for me?</p>

Task 1: Patient Spectacle Prescription

S.U. Vision Optical Practice

Name: Anna West

Date of birth: 01/04/1981

Address: 11 Lime Street, Exeter, EX1 4YZ

	Sph	Cyl	Axis	Prism	Near add	Prism	Int add
RE	-3.00	-1.00	20		+2.25		
LE	+0.00	-0.25	95		+2.25		

Date of prescription: 01/05/2026

Next exam due: 01/05/2028

Signed: J.J. Harper

Date: 01/05/2026

Task 1: Job Order Form

Name / Reference		Date of order		Dispenser			
Frame		Style				Plastic	
		Colour				Metal	
		Eye size / DBL				Supra	
Lens details		Lens type		Index		Tints / coatings	
RX	Sph	Cyl	Axis	Prism	Near Add	Prism	Int add
RE							
LE							
Centres		RE			LE		
Heights		RE			LE		
Special instructions:							

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

<p>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 example of what should be observed and is not exhaustive.</p>	<p>Comments – identifying the student's areas of strengths and weaknesses using 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.</p>
<p>Communication: patient experience Describe how well the student interacts with the patient to ascertain their needs.</p>	
<p>Patient centred care: Describe how the student gives appropriate frame and lens advice based on the patient's needs, including:</p> <ul style="list-style-type: none"> • explaining the prescription using demonstration equipment and accessible language • explaining the choice of frames and lenses • ensuring the patient is satisfied with the products selected. 	
<p>Measurements: Describe how the student takes the necessary measurements using appropriate equipment and techniques, including:</p> <ul style="list-style-type: none"> • explaining what is being measured and why • gaining consent. 	

Ordering:

Describe how the student completes the Job Order Form and closes the dispense, including:

- summarising the order
- explaining the collection process.

SAMPLE

Task 2 (a) (i): Job Order Form

Name / Reference		Date of order		Dispenser			
Frame		Style		Plastic			
		Colour		Metal			
		Eye size / DBL		Supra			

Lens details		Lens type		Index		Tints / coatings	

RX	Sph	Cyl	Axis	Prism	Near Add	Prism	Int add
RE							
LE							

Centres	RE	LE
Heights	RE	LE

Special instructions:

Task 2 (a) (i): Job Verification Form

Frame correct	Y / N (include comments where appropriate)
Coatings / tints correct	Y / N (include comments where appropriate)

RX	Sph	Cyl	Axis	Prism	Near Add	Prism	Int add
RE							
LE							

Centres	RE	LE
Heights	RE	LE

Job accepted: Y / N

Task 2 (a) (ii): Job Order Form

Name / Reference		Date of order		Dispenser			
Frame		Style		Plastic			
		Colour		Metal			
		Eye size / DBL		Supra			
Lens details		Lens type		Index		Tints / coatings	
RX	Sph	Cyl	Axis	Prism	Near Add	Prism	Int add
RE							
LE							
Centres	RE			LE			
Heights	RE			LE			
<p>Special instructions:</p>							

Task 2 (a) (ii): Patient Record Form (actor script)

Name	Jane Francis
Date of birth	16/11/72 (53 years old)
Address	1 Elkington Crescent, Birmingham, B418 3SX
Reason for visit	Needing glasses for driving for the first time
Comments during fitting	How do I clean them? They seem fine but should I make sure they work well at long distances? Frame is comfortable. Vision is great.

Task 2 (a): 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.

SAMPLE

To be completed by the provider-appointed assessor

<p>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 example of what should be observed and is not exhaustive.</p>	<p>Comments – identifying the student’s areas of strengths and weaknesses using 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.</p>
<p>Verification:</p> <p>Describe how the student checked the job against the order to ensure:</p> <ul style="list-style-type: none"> • accuracy • reference to relevant British Standards (BS EN ISO 21987:2017) • identification of any errors. 	
<p>Measurements:</p> <p>Describe how the student undertakes the necessary measurements to verify the spectacle job, including:</p> <ul style="list-style-type: none"> • accuracy • use of appropriate equipment. 	
<p>Patient care:</p> <p>Describe how the student explained the process to the patient, including:</p> <ul style="list-style-type: none"> • confirming patient details against the Job Order Form • the use of the spectacles • spectacle care, any aftercare and warranties. 	
<p>Spectacle collection:</p> <p>Describe how the student checked the fit of the spectacles, including:</p> <ul style="list-style-type: none"> • lens centration and frame fit. 	

Task 2 (b): Dispensing optician (RP) guidance

The purpose of the role of the dispensing optician is to support occupational authenticity, in terms of the simulated nature of this practical skills assessment. It also allows the assessor to mark and make relevant comments around student performance independently and without the risk of distraction that would be present if they were also acting as the dispensing optician.

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.

SAMPLE

Task 2 (b): 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

<p>Area / objectives – 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 example of what should be observed and is not exhaustive.</p>	<p>Comments – identifying the student's areas of strengths and weaknesses using 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.</p>
<p>Preparation:</p> <p>Describe how the student selected the appropriate tools for the adjustment required, including:</p> <ul style="list-style-type: none"> • considering the type of frame and adjustment to be undertaken • checking the frame against the patient's head • assessing the splay and frontal angle of the pads. 	
<p>Making the adjustment:</p> <p>Describe how the student followed a logical process in undertaking the adjustment, including:</p> <ul style="list-style-type: none"> • using appropriate tools • using an appropriate method • checking for accuracy and repeating adjustments if necessary. 	

Task 3 (a): 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

<p>Area / objective – the following areas / objectives can cover a broad range of skills or actions which should be considered when adding notes. The text below each area / objective is an example of what should be observed and is not exhaustive.</p>	<p>Comments – identifying the student's areas of strengths and weaknesses using thorough and precise notes, that differentiate between a range of the students' practical skills, are required. This will be used to support accurate and consistent allocation of marks once all evidence has been generated.</p>
<p>Preparation:</p> <p>Describe how the student assesses the spectacles for faults, looking at:</p> <ul style="list-style-type: none"> • frame alignment • frame components • lenses. 	
<p>Undertaking the repair:</p> <p>Describe how the student undertakes the repair, including:</p> <ul style="list-style-type: none"> • selecting and using appropriate tools • selecting and applying appropriate parts. 	
<p>Setting up collection:</p> <p>Describe how the student sets up for collection, including:</p> <ul style="list-style-type: none"> • checking the frame for alignment • setting up for collection • cleaning lenses appropriately. 	

Task 3 (b): 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

<p>Area / objective – the following areas / objectives can cover a broad range of skills or actions which should be considered when adding notes. The text below each area / objective is an example of what should be observed and is not exhaustive.</p>	<p>Comments – identifying the student's areas of strengths and weaknesses using thorough and precise notes, that differentiate between a range of the students' practical skills, are required. This will be used to support accurate and consistent allocation of marks once all evidence has been generated.</p>
<p>Preparation:</p> <p>Describe how the student assesses the spectacles for faults, looking at:</p> <ul style="list-style-type: none"> • frame alignment • frame components • lenses. 	
<p>Undertaking the repair:</p> <p>Describe how the student undertakes the repair, including:</p> <ul style="list-style-type: none"> • selecting and using appropriate tools • selecting and applying appropriate parts. 	
<p>Setting up collection:</p> <p>Describe how the student sets up for collection, including:</p> <ul style="list-style-type: none"> • checking the frame for alignment • setting up for collection • cleaning lenses appropriately. 	

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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