



# T Level Technical Qualification in Healthcare Science

Occupational specialism assessment (OSA)

## Optical Care Services

All assignments

Provider guide

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

# **Optical Care Services**

## **Provider guide**

All assignments

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## Document security

To be opened on **[day of the week] [date] [month] [year]** at **9:00am**, X months prior to the assessment period from **[day of the week] [date] [month] [year]** to **[day of the week] [date] [month] [year]**.

This assessment material must not be shared with students. Any breach of this assessment material must be reported to NCFE immediately in accordance with the assessment regulations found at:

[www.qualhub.co.uk/policies-documents/assessment-regulations](http://www.qualhub.co.uk/policies-documents/assessment-regulations)

### Paper number

[paper number]

## Introduction

This Optical Care Services occupational specialism is assessed synoptically with a suite of 4 assignments. The assignments require the student to independently apply an appropriate selection of knowledge, understanding, skills and techniques developed throughout the full course of study, in response to briefs and/or tasks. This will allow the student to demonstrate that they have met a level of threshold competence in the performance outcomes (POs) of the occupational specialism.

The assessment methods vary across the assignments to allow students to demonstrate the knowledge and skills they have acquired throughout their learning and experience.

The assessments' validly and reliably allow the student to be able to demonstrate, at the end of the qualification, the threshold competency gained in order to progress into employment or into higher education.

NCFE provides instructions for each of the assessments, and these must be followed by T Level providers.

Essential resources for each assessment, where applicable, must be purchased by the provider prior to the assessments taking place.

The synoptic assessment for this occupational specialism is graded pass, merit or distinction, and the final grade will contribute 50% of the overall technical qualification grade, so it is important that students have the opportunity to produce work of the highest standard they can. The assignments within this synoptic assessment are designed to allow the student to do this in a way that is as occupationally authentic to the roles that they may take on in future employment.

## What is threshold competence?

'Threshold competence' is defined as a level of competence that:

- a) signifies that a student is well placed to develop full occupational competence, with further support and development, once in employment
- b) is as close to full occupational competence as can be reasonably expected of a student studying the technical qualification in a college-based setting with a substantial industry placement
- c) signifies that a student has achieved the level for a pass in relation to the relevant occupational specialism component

## What is synoptic assessment?

A synoptic assessment is a form of assessment in which students are required to demonstrate that they can identify and use in an integrated way an appropriate selection of skills, techniques, concepts, theories, and knowledge from across the technical area, relevant to the tasks.

Synoptic assessment is integral to high quality technical qualifications to allow students to demonstrate a holistic understanding of the sector, making effective connections between different aspects of the subject content.

The assignments and tasks in this assessment are designed to be synoptic in a way that is as occupationally realistic as possible.

## How will students be assessed?

Students will be assessed against the following set of POs that describe what the student should be able to do:

Optical care services POs	
PO1	Provide optical care and advice including prescription interpretation, screening and dispensing to contribute to patient health and wellbeing
PO2	Provide spectacle collection, adjustments and repair services
PO3	Undertake retail activities to provide walk-in customers with a range of products and optical services

The synoptic assessment consists of 4 assignments covering the following areas:

1. observation of patient interactions
2. observation of pre-screening skills with a patient
3. observation of spectacle dispensing, adjustments, and repair skills
4. analysis and evaluation through extended written response tasks

Assignments are broken down into tasks where necessary. The assignments, tasks, and further guidance (within this document) are for students and tutors to show how the assignments are expected to be delivered.

Evidence produced by students for the assignments will be sent to NCFE for marking or moderation where applicable. Assessment judgements, including overall judgement of the performance required at each of the grade boundaries, will be made by NCFE and results released to the provider at the appropriate time.

## Assignment coverage

See section 'assignment coverage table' which shows how the PO content is covered by the assignments and tasks.

## Marks

Marks available for each assignment are detailed below.

Assignment		Marks	Weightings**
1	Observation of patient interactions	50	20%
2	Observation of screening skills with a patient	58	25%
3	Observation of dispensing, adjustment and repair skills	123	35%
4	Analysis and evaluation through extended written responses	80	20%
Total		311 marks*	100%

\*The raw marks will be scaled to ensure that the intended weightings of each assignment are met. The scaling factors for each assignment can be found in the qualification specification.

\*\*The weightings shown represent the weighted value of each assignment and are not a reflection of the number of marks per assignment as a percentage of the total marks available.

## Assessment windows and dates

Assignment 1 consists of 2 direct observation of skills which will take place at the provider. Assignment 1 will be available to the provider as an assessment sat during a window, set between 1 March and 30 April each year.

A submission deadline for the evidence for assignment 1 will be set for each academic year to allow NCFE to carry out remote moderation and awarding before the release of results in August of that year.

Assignment 2 consists of a single direct observation of skills which will take place at the provider. Assignment 2 will be available to the provider as an assessment sat during a window, set between 1 March and 30 April each year.

A submission deadline for the evidence for assignment 2 will be set for each academic year to allow NCFE to carry out remote moderation and awarding before the release of results in August of that year.

Assignment 3 consists of 3 direct observation of skills which will take place at the provider. Assignment 3 will be available to the provider as an assessment sat during a window, set between 1 March and 30 April each year.

A submission deadline for the evidence for assignment 3 will be set for each academic year to allow NCFE to carry out remote moderation and awarding before the release of results in August of that year.

Assignment 4 will be available as a dated assessment, set between 1 March and 30 April each year at a time set by NCFE. All students must sit the assignment on this date at the same time. Evidence for assignment 4 must be returned to NCFE for marking after completion.

All evidence created, generated and recorded for these assignments is subject to data protection rules and information should be anonymised to protect the rights of individuals where relevant.

All assignments are **unseen**. All assessment materials or knowledge of any assessment materials should not be provided to the student until the specified day and start time of each assessment.

## General

The term 'synoptic assessment' refers to the combination of the 4 assignments in this occupational specialism.

The term 'assessment' is used in the same way as 'assignment' but will often refer to specific properties of the assignment.

## Guidance for tutors

The following synoptic assessment, comprised of 4 assignments, has been designed to test to what extent a student can meet the skills and underpinning knowledge required to achieve threshold competence as an optical assistant.

The guidance below explains the nature and purpose of this assessment and should be used alongside the general guidance provided in this document, the qualification specification and live assessment materials (once available).

This assessment consists of:

- assignment 1: patient interactions
  - task 1: patient interaction 1
  - task 2: patient interaction 2
- assignment 2: carry out pre-screening tests
  - task 1: carry out pre-screening tests
- assignment 3: dispensing, adjustments and repairs
  - task 1: dispensing
  - task 2(a): spectacle verification and collection
  - task 2(b): spectacle adjustments
  - task 3: spectacle repairs
- assignment 4: analysis and evaluation through extended written response tasks

This synoptic assessment must be completed for a student to achieve the T Level Technical Qualification in Healthcare Science with the Optical Care Services occupational specialism.

## Purpose

Assignments 1, 2 and 3 are designed to assess student's knowledge, understanding, and skills in an occupationally authentic and practical context across the performance outcomes of this technical qualification and contributes, along with assignment 4, to the student's overall grade.

## Provider appointed assessors

Each provider appointed assessor should be qualified to the level of the qualification they are assessing or above and have been trained and standardised as per the requirements of the technical qualification.

## Remote moderation and the recording of observations

Assignments 1, 2 and 3 are marked by the provider, and moderated remotely by NCFE. These are detailed below.

Moderators will access students' evidence for each of the above assignments as well as an audio-visual recording of the observation in order to carry out moderation activities. The moderator will make assessment judgements, including the allocation of marks for each of assignments 1, 2 and 3, using the same methods as the provider. All records and findings will be documented separately to the provider's assessor, to ensure that the 2 sets of findings can be reliably compared.

In addition, moderators will also review records of observations taken by the provider during the visit to ensure that sufficient detail is being captured to support robust and reliable remote moderation and review of assessment.

NCFE will deliver standardisation sessions for approved providers, to establish a consistent standard for the assessment per series. In each session, the same materials will be used by the providers and the moderation team, which will ensure the same standard is applied uniformly.

Record keeping will also be a factor when ensuring sufficient quality in approved provider marking. It is critically important that the assessor summarises what they have observed in relation to the criteria and guidance provided in the observation form. If there is no summary present, or if the summary lacks sufficient detail, then there will effectively be no record of evidence. The provider would therefore be required to observe the student again. The training and guidance that providers receive will reflect this accordingly.

Assignments 1, 2 and 3 are moderated by NCFE to ensure that the provider appointed assessor's marking judgements are in line with the NCFE visiting assessor, based on a sample of the criteria.

NCFE moderators will remotely moderate a sample of observations carried out by the provider appointed assessors, during the **[date] [month]** to **[date] [month]** delivery window. The observations they view will be selected by NCFE, based on the provider's observations plan, and in line with an appropriate sampling strategy. It is therefore vitally important that evidence is submitted to NCFE within **[days]** of the planned observation so that moderators can plan and be allocated to these.

The moderator will ensure that all observations are moderated across the sample.

Following moderation, the moderator will record their marks for the sample of students. There will be 3 potential outcomes from this activity:

- the moderator and provider marks are within a tolerance, in this case, all of the provider's marks would be accepted with no further action required
- the moderator and provider marks are out of tolerance, but in a consistent way (for example, they are all too lenient, or they are all too strict); in this case, a calculation would be applied to compare the provider's and moderator's marks in order to determine the required adjustment for each student – this adjustment will then be applied to all students in the cohort
- the moderator and provider marks are out of tolerance, but not in a consistent way that can be safely adjusted; in this case, additional support will be made available to the provider and all student evidence will need to be reassessed and moderated

## Planning and recording forms

This pack includes the mandatory forms which must be used by providers to record information for each of assignments 1, 2 and 3, prior to making final marking decisions. Other documentation is provided to support information related to the recording of evidence

All mandatory forms and final marks must be submitted to NCFE by the submission deadline in the final year of the T Level qualification.

Observations for assessment should not take place until the provider is confident that the student will be able to show an appropriate level of achievement during the observation and must be scheduled into the appropriate window or date as set by NCFE.

The forms are listed below, with guidance on their use.



## Observation planning form (appendix 1)

This form should be used to plan the observations the assessor will make for the student on each applicable assignment. This form will detail the date of the observations and the intended assignment to be observed.

## Observation record forms (appendix 2 – exemplar from assignment 2)

An observation record form will be available and tailored to each task within the assignment. This form should be used to make a narrative record of each observed assignment conducted by the assessor. Each observation form must be completed accurately. The observation narrative must be linked to the specific criteria in the form.

## Final mark form (appendix 3)

This form must be used to capture a final mark for the assignment. This form should be updated following the completion of each assignment and be fully completed following the completion of assignments 1–3. There will be a deadline in the final year of each student's T Level qualification for these final marks to be submitted.

## Resources and equipment

The resources required for each practical skills assessment (assignments 1–3) will be available in the specific guidance for each assignment in this document. These requirements will be in line with the resources specified in the qualification specification and as such, students should be familiar with these as they should be used during the delivery of the qualification.

## Standardisation of patients and optical staff

The practical skills assessments, which are observed and marked by the appointed assessor, require specific roles to be filled as part of a role-play activity, that sits outside of the responsibility of the assessor and student. These roles must be fulfilled by provider staff, which may include support staff. As part of the preparation for the delivery of these practical skills assessments, providers must ensure that those playing the roles of patients or optical staff are familiar with the specifics of the roles outlined in the assessment materials and any supporting documents, such as the patient details form (actor script). The role of a standardised patient is to convey details of the patient's life independently and accurately in an appropriate and consistent manner.

NCFE recommend that providers research the principles of good practice in presenting simulated patients, reading around the subject (for example, Simulated Patient Handbook, A Comprehensive Guide for Facilitators and Simulated Patients by Fiona Dudley). NCFE will also provide training on delivery to support consistency of delivery and provide series-specific guidance.

Members of staff who take on the role should ensure they have the appropriate level of subject knowledge to understand the nature and complexity of the role.

They will be expected to:

- access and apply information from the training provided by NCFE
- deeply engage with the patient's details (although the role players are permitted to have the appropriate notes with them to refer to during the practical activity scenario)
- remain in a specific character when responding to student questions
- play the role in a convincing but not melodramatic manner, being mindful of facial expression

- check that language used is appropriate for a typical patient (for example, not overly medicalised)
- refrain from embellishing the condition or other medical considerations in a misleading way
- play the role consistently so that every students' experience will be the same
- repeat aspects that the student has not understood, be prepared to alter the wording slightly if they continue to fail to be understood but not radically, so not to advantage that student in comparison to other students
- avoid tips or prompts that make the assessment less challenging
- give information but only in response to appropriate prompting

Where specific optical staff roles are required, providers must ensure that persons playing these roles are qualified or have experience to a level at least equal to this qualification. Optical staff input will be minimal and prescriptive, with sufficient information and materials being provided to support them. Whilst registered roles such as the optometrist is specified in the specific assignment tasks, these roles will not require the same levels of knowledge, understanding or skills (including registration, where applicable) required to undertake these roles in the real world. They are present to support an occupational authentic experience, as well as provide support for students as explained further below. Optometrists, for example, are not required to carry out level-specific responsibilities, such as interpreting pre-screen results but instead will be supporting students with optical assistant specific responsibilities.

Where a combination of student performance and mark scheme allows, input may be permitted during the observation of practical skills, persons playing the role must be aware of when they would be expected to step in to support the student against specific steps or criteria. It is therefore critical that students are given sufficient time to attempt or complete the relevant stage before either requesting further support from the optical staff member or appropriate intervention being required as part of the process, as support/intervention can impact on the number of marks that can be awarded to students for each task part and in some cases may lead to students being awarded 0 marks for specific criteria (for example, when the level of support students require goes beyond the level stated in the lower bands).

The purpose of support/intervention is so that students are not disadvantaged from accessing marks further along the assessment by completing an action that would either prevent them from continuing with a process or procedure, or otherwise be prevented from doing so when being support by the relevant optical staff member in the workplace. If students appear to be causing a health and safety risk as a result of their actions, then the assessment must be stopped.

Additionally, persons enacting the role of patients do not have to reflect the profiles provided in the assessment detail, and students should be made aware that they must follow the information within the assessment materials and/or ascertained during an interaction with the patient. This is critically important to consider when the brief may focus on persons of varying age to the script.

The use of patient record forms will support the assignments and, with the standard expectation of the actors for role plays, will facilitate a consistent approach across providers. These forms with scripts should not be shared with students, but actors should use this information to inform their role play.

# Assignment specific guidance – assignment 1

## Task 1: patient interaction 1

### Brief

You are working as an optical assistant in a local practice. A new patient visits the practice because they are experiencing some eye related symptoms.

### Task

You must assist the patient by completing the following:

- greet the patient and discuss their reason for visiting, confirming their details
- carry out a triage and complete the relevant documentation
- discuss the symptoms that the patient is experiencing with the optometrist
- carry out the appropriate next steps, including explaining these to the patient

### Available marks

The marks available for this assignment can be found underneath each (where relevant) brief and task information within the assignment brief. The maximum number of marks available for this task is 25.

### Equipment and resources

The following essential equipment and resources are required to support the delivery of this observed practical skills assessment. Providers should be careful and avoid the inclusion of other material not listed below but may already be present within their simulated patient waiting area and/or pre-screening room which may be a distraction for students.

- a simulated retail counter space to include
  - desktop computer/laptop
  - a clock
- a person enacting the role of the patient
- a person enacting the role of the optometrist
- waste bin
- paper or electronic triage form
- paper or electronic patient record form template

## Assessment delivery guidance

Assessors must ensure that:

- all equipment is present in the assessment area and that a photograph of the assessment area is taken and included as evidence, as per guidance within the practical assessment evidence requirement form
- students understand the brief, tasks, guidance, and any other information within the assignment brief document
- actors playing the role of the patient and optometrist have been briefed and standardised on how and when they should interact with students throughout the assessment (for example, reading the mark schemes to understand where involvement is permitted which is typically at the lower bands)
- when making observation notes that they do not act in a way that may lead or distract students
- prompted questions or involvement from actor played roles are recorded and taken into consideration when marking
- students are given the prescribed time to read through the assignment brief prior to commencement of the assessment, and that where appropriate, answers to student questions are given
- students should be made aware/reminded that the person enacting the role may not necessarily reflect the information provided in the brief or the details provided to them during any part of the interaction, and that they must adhere to the information provided by the person enacting the role of the patient
- the actor playing the role of the patient enters the room at the appropriate time, which will mark the official start of the assessment
- students will be given a total of 10 minutes to complete this task

## Task 1: patient interaction 1

### Patient record form template

<b>Name</b>	
<b>Date of birth</b>	
<b>Home address</b>	
<b>Last sight test</b>	
<b>GDPR</b>	Consent/No Consent
<b>Other comments</b>	

## Task 1: patient interaction 1

### Patient record form (actor script)

<b>Name</b>	Sam Seewell
<b>Date of birth</b>	1 <sup>st</sup> April 1986
<b>Home address</b>	50 Victoria Crescent Longtown VC8 9IT
<b>Last sight test</b>	1 year ago
<b>Current eyecare</b>	Yes, contact lens wearer.
<b>Reason for visit (eye health concern)</b>	My eye has been red for 2 days and I'm concerned.
<b>Symptoms (when asked)</b>	<ul style="list-style-type: none"> <li>- uncomfortable red eye</li> <li>- not sensitive to light</li> <li>- vision unaffected</li> <li>- sticky discharge</li> </ul>
<b>Other information</b>	No recent trauma or surgery. Yes, consent to GDPR storing of data.
<b>Questions to ask if not prompted – task 1:</b>	<p><b>General questions to ask the student</b></p> <ul style="list-style-type: none"> <li>- How long do you think it will be until I'm seen?</li> <li>- Do you need/is it important to know about... (when any of the above information is not requested/asked for, prior to the student leaving to speak with the optometrist)</li> </ul> <p><b>Following receiving advice and next steps, questions to ask if not mentioned</b></p> <ul style="list-style-type: none"> <li>- will I be able to wear my contact lenses</li> <li>- will this cost any money?</li> </ul>

## Task 1: patient interaction 1

### Patient triage form

Date	Time	Staff name	Where is the patient?	
			Practice	Phone
Patient name & address		Date of birth	Contact number	GP
Patient complains of			C/L wearer	Yes / No
			Any recent trauma	Yes / No
			Any recent ocular surgery	Yes / No
			Give details:	
Main concern		Questions		
Problem with eye R                      L		Is it painful?		
		No	Yes	
		Is it sensitive to light?		
		No	Yes	
		Is the eye red?		
		No	Yes	
		Is there a change in vision?		
		No	Yes	
Problem with vision R                      L		Is there any discharge?		
		No	Yes	
		Has it come on suddenly?		
		No	Yes	
		Is it constant?		
No	Yes			
Flashes and/or Floaters R                      L		When did it start?		
Any other comments/symptoms?		Are there any shadows or veils in your vision?		

## Task 1: patient interaction 1

### Optometrist (actor) 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, but also 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:

- check the triage form for completeness
- advise the student if there are any critical aspects of the form not completed or not clear
- provide the following advice to the student, to relay to the patient:
  - request that the patient books an emergency appointment before the end of the day, at the practice
  - carefully remove their contact lenses and store them
  - ensure they bring their contact lenses in with them to the appointment
  - advise that there will be no costs associated with the appointment and that it will be covered under the minor eye conditions service (MECS), which is an NHS funded service
- accept the patient triage form and keep secure, handing this back to the assessor upon completion of the assessment



## 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 has visited the practice and would like to order a new supply of contact lenses.

### Task

You must manage the patient's query by completing the following, in line with current regulations relating to the supply of contact lenses:

- greet the patient and discuss their reason for visiting
- confirm their details and check their records
- determine the appropriate course of action for the patient, explaining the reasoning for this course of action to the patient

### Available marks

The marks available for this assignment can be found underneath each (where relevant) brief and task information within the assignment brief. The maximum number of marks available for this task is 25.

### Equipment and resources

The following essential equipment and resources are required to support the delivery of this observed practical skills assessment. Providers should be careful and avoid the inclusion of other material not listed below but may already be present within their simulated patient waiting area and/or pre-screening room which may be a distraction for students.

- a simulated retail counter space to include:
  - desktop computer/laptop
  - a clock
- a person enacting the role of the patient
- waste bin
- paper or electronic triage form
- paper or electronic patient record form template

## Assessment delivery guidance

Assessors must ensure that:

- all equipment is present in the assessment area and that a photograph of the assessment area is taken and included as evidence, as per guidance within the practical assessment evidence requirement form
- students understand the brief, tasks, guidance, and any other information within the assignment brief document
- actors playing the role of the patient have been briefed and standardised on how and when they should interact with students throughout the assessment (for example, reading the mark schemes to understand where involvement is permitted which is typically at the lower bands)
- when making observation notes that they do not act in a way that may lead or distract students
- prompted questions or involvement from actor played roles are recorded and taken into consideration when marking
- students are given the prescribed time to read through the assignment brief prior to commencement of the assessment, and that where appropriate, answers to student questions are given
- students should be made aware/reminded that the person enacting the role may not necessarily reflect the information provided in the brief or the details provided to them during any part of the interaction, and that they must adhere to the information provided by the person enacting the role of the patient
- the actor playing the role of the patient enters the room at the appropriate time, which will mark the official start of the assessment
- students will be given a total of 10 minutes to complete this task

## Task 2: patient interaction 2

### Patient record form

<b>Name</b>	Alex Holston
<b>Date of birth</b>	1 <sup>st</sup> June 1989
<b>Home address</b>	50 George Road Longtown VC8 9IT
<b>Last sight test date</b>	2+ years
<b>Last sight test prescription</b>	
<b>Last aftercare date</b>	
<b>Last aftercare prescription</b>	

## Task 2: patient interaction 2

### Patient record form (actor script)

<b>Name</b>	Alex Holston
<b>Date of birth</b>	1 <sup>st</sup> June 1989
<b>Home address</b>	50 George Road Longtown VC8 9IT
<b>Last sight test</b>	2+ years
<b>Reason for visit</b>	To collect contact lenses.
<b>Occupation</b>	Office manager
<b>No. of contact lenses left</b>	5–10 pairs left.
<b>Questions to ask if not prompted – task 2:</b>	N/A

## Assignment specific guidance – assignment 2

### Task 1: carry out pre-screening tests

#### Brief

A 54-year-old patient is visiting your practice for an eye examination which will include pre-screening tests. The patient is struggling with using their visual display unit (VDU) with their current single vision reading glasses.

#### Task

You must assist the optometrist with the assessment of the patient by completing the following:

1(a) prepare for pre-screen tests including:

- greeting the patient
- confirming the patient's details

1(b)(i) auto-refractor and non-contact tonometry test

1(b)(ii) routine visual field test

1(b)(iii) focimetry measurement

1(c) conclude the pre-screen tests by completing the following:

- updating the patient's records
- completing the handover record and pass to the optometrist
- preparing the pre-screen room for future use

#### Available marks

The marks available for this assignment can be found underneath each (where relevant) brief and task information within the assignment brief. The maximum number of marks available for this task is 58.

#### Equipment and resources

The following essential equipment is required to support the delivery of this observed practical skills assessment. Providers should be careful and avoid the inclusion of other material not listed below but may already be present within their simulated patient waiting area and/or pre-screening room which may be a distraction for students.

- patient record form and handover form
  - these must be provided to students as either an electronic copy that can be amended, or a paper copy with sufficient space to complete with hand-written notes. If a paper copy is provided, this must be signed and dated by both the student and assessor following the completion of this assignment
- automated refraction system combined with/or separate to a non-contact tonometer machine
  - providers should ensure the focus is set-up furthest away
- automated perimeter, oculus centerfield, or visual fields machine including detachable stand for trial lens

- set up as '24 point suprathreshold', which is a standard test.
- automatic focimeter
- single vision reading glasses:
  - to be given to the actor playing the role of the patient
  - no specific prescription requirements
- a clock
- eye patch
- lenses for add on machine
- table and patient chair (minimum of 1 must be adjustable)
- computer, keyboard, mouse
- disposable chin rest papers
- disposable sanitising wipes
- hypoallergenic tissues
- alcohol gel
- green waste bin
- general waste bin

## Assessment delivery guidance

Assessors must ensure that:

- all equipment is present in the pre-screen room or patient waiting area (where appropriate) and that a photograph of the assessment area is taken and included as evidence, as per guidance within the practical assessment evidence requirement form
- students understand the brief, tasks, guidance, and any other information within the assignment brief document
- optical machines are cleaned in a hygienic manner, with any settings pre-programmed for normal use, taking into account any resource specific guidance provided in the equipment and resources section above
- actors playing the role of patient or other roles have been briefed and standardised on how and when they should interact with students throughout the assessment (for example, reading the mark schemes to understand where involvement is permitted which is typically at the lower bands)
- when making observation notes that they do not act in a way that may lead or distract students
- prompted questions or involvement from actor played roles are recorded and taken into consideration when marking
- students are given the prescribed time to read through the assignment brief prior to commencement of the assessment, and that where appropriate, answers to student questions are given
- students should be made aware/reminded that the person enacting the role may not necessarily reflect the information provided in the brief or the details provided to them during any part of the interaction, and that they must adhere to the information provided by the person enacting the role of the patient

- the actor playing the role of the patient enters the room at the appropriate time, which will mark the official start of the assessment
- students will be given a total of 30 minutes to complete this task, which amount to the complete assessment of assignment 2

## Task 1: carry out pre-screening tests

### Patient record form

<b>Name</b>	Mr Mark Jones
<b>Date of birth</b>	15/07/1966
<b>Home address</b>	79 Bretlins close, Essex
<b>Last sight test</b>	2 years ago
<b>Latest prescription</b>	R) -1.00/ -0.50 x 120 L) -2.25/-0.25 x 35 Near Add: +2.00 R & L
<b>Other comments</b>	



## Task 1: carry out pre-screening tests

### Actor script (patient)

The following details have been provided for actors role-playing the role of a patient.

You may open the interaction with the following statement, but you should not lead the conversation with the student.

- hello, my name is ...
- the reason for my visit today is...

Where applicable, you may lead on specific aspects of the interaction, detailed below in the section 'Questions to ask if not prompted' if the student has not covered these areas or questions within the relevant task parts, and only when the student has clearly progressed past the point in which it would be appropriate for you as the patient to be asked those questions or prompted with information.

<b>Name</b>	Mr Mark Jones
<b>Date of birth</b>	15/07/1966
<b>Home address</b>	79 Bretlins Close, Essex
<b>Last sight test</b>	2 years ago
<b>Occupation</b>	Financial advisor
<b>Hobbies</b>	Golf, gardening
<b>Reason for visit</b>	Struggling with VDU.
<b>Current glasses condition</b>	Good condition
<b>Symptoms</b>	Squinting when using VDU.
<b>Questions to ask if not prompted – task 1(a):</b>	N/A
<b>Questions to ask if not prompted – task 1(b)(i):</b>	Where should I position my head/chin? What should I be able to see? What should I expect to happen during the test? What does this measure?

<b>Questions to ask if not prompted – task 1(b)(ii):</b>	Where should I position my head/chin? What should I be able to see? What should I expect to happen during the test? What does this measure? Should I use this clicker?
<b>Questions to ask if not prompted – task 1(b)(iii):</b>	N/A
<b>Questions to ask if not prompted – task 1(c):</b>	N/A

## **Task 1: carry out pre-screening tests**

### **Actor guidance (optometrist)**

The purpose of the role of the optometrist is to support occupational authenticity, in terms of the simulated nature of this practical skills assessment, but also allow 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 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 handed to you by the student
- advise the student if there are any critical aspects of the form not completed or not clear

## Task 1: carry out pre-screening tests

### Handover form

Date			
Name			
Date of birth			
Home address			
Contact number			
NHS or privately funded			
<b>Pre-screening: auto-refractor</b>			
	Sphere	Cylinder	Axis
Right eye			
Left eye			
<b>Comments:</b>			
<b>Pre-screening: non-contact tonometer (mmHg)</b>			
Time			
	Reading 1	Reading 2	Reading 3
Right eye			
Left eye			
<b>Comments:</b>			
<b>Pre-screening: visual fields*</b>			
<b>*attach print out of visual field results</b>			
R: ..... Decibels (dB) ..... points seen/missed			

L: ..... Decibels (dB) ..... points seen/missed					
<b>Comments:</b>					
<b>Pre-screening: focimetry*</b>					
<b>*attach print out of focimetry results</b>					
	<b>Sphere</b>	<b>Cylinder</b>	<b>Axis</b>	<b>Addition</b>	<b>Prism</b>
<b>Right eye</b>					<b>N/A</b>
<b>Left eye</b>					<b>N/A</b>
<b>Comments:</b>					
<b>Student name, number/ID and date</b>			<b>Assessor name and date</b>		

## Assignment specific guidance – assignment 3

### 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
- discuss and confirm 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

#### Available marks

The marks available for this assignment can be found underneath each (where relevant) brief and task information within the assignment brief. The maximum number of marks available for this task is 48.

#### Equipment and resources

The following essential equipment and resources are required to support the delivery of this observed practical skills assessment. Providers should be careful and avoid the inclusion of other material not listed below but may already be present within their simulated patient waiting area and/or pre-screening room which may be a distraction for students.

- patient record form and job order form
- a simulated dispensing area to include:
  - display equipment – at least 4 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
    - at least 5 of which meet the criteria required by the patient requirement of 'trendy'
    - not all frames are required to be distinctly unique but there should be a good range as referenced above

- lens demonstration materials
- varifocal with 3 lens options: premium, mid-range and basic
- bifocals
- high index/thinner lenses
- anti-reflection coating
- photochromic lenses
- tints
- desk with chair for patient and student
- mirrors – wall mounted or large desk mirror and a hand mirror with magnification
- marking up pen, frame ruler and pupillometer
- a person acting as the patient

## Assessment delivery guidance

Assessors must ensure that:

- all equipment is present in the assessment area and that a photograph of the assessment area is taken and included as evidence, as per guidance within the practical assessment evidence requirement form
- the frames are displayed in a realistic manner grouped as male/female/unisex and contemporary styles
- all demonstration materials and equipment are visible and accessible
- students understand the brief, tasks, guidance, and any other information within the assignment brief document.
- students have access to patient record form and job order form
- actors playing the role of patient or other roles have been briefed and standardised on how and when they should interact with students throughout the assessment (for example, reading the mark schemes to understand where involvement is permitted which is typically at the lower bands).
- when making observation notes that they do not act in a way that may lead or distract students
- prompted questions or involvement from actor played roles are recorded and taken into consideration when marking
- students are given the prescribed time to read through the assignment brief prior to commencement of the assessment, and that where appropriate, answers to student questions are given by the relevant actors
- students should be made aware/reminded that the person enacting the role may not necessarily reflect the information provided in the brief or the details provided to them during any part of the interaction, and that they must adhere to the information provided by the person enacting the role of the patient
- the actor playing the role of the patient enters the room at the appropriate time, which will mark the official start of the assessment
- students will be given a total of 30 minutes to complete this task

## Task 1 dispensing

### Patient record form

<b>Name</b>	
<b>Date of birth</b>	
<b>Home address</b>	
<b>Last sight test</b>	
<b>Latest prescription</b>	
<b>Other comments</b>	



## Task 1 dispensing

### Patient details form (actor script)

<b>Name</b>	J Smith
<b>Date of birth</b>	12/02/1971 (50 years old)
<b>Address</b>	14 Brown Street, Anytown, UK
<b>Telephone number</b>	0123 45678
<b>NHS entitlement</b>	No, private customer.
<b>Occupation</b>	Civil servant
<b>VDU use</b>	All day at work, working distance if asked - arm's length.
<b>Driver</b>	Yes
<b>Hobbies and interests</b>	Hill walking, cooking and travelling abroad.
<b>Current glasses</b>	Has distance glasses but takes them off to read which is becoming a problem at work and at home.
<b>Frame preferences</b>	Something trendy, open to suggestions.
<b>Sunglasses</b>	Has prescription sunglasses, sometimes that is an issue swapping between pairs.
<b>Task 1(a) (dispensing): Questions to ask/decisions to be made if not covered by student</b>	<p>How easy will it be to get used to these lenses?</p> <p>Can I use these on the computer and for driving?</p> <p>What happens if I cannot get used to them? I have friends who say they are very difficult to use.</p> <p>Is this going to be expensive?</p> <p>What about bifocals – are they cheaper/easier to use?</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 say you will question if that is the best option.</p>

<b>Task 1(b) (during measurements): Questions to ask/decisions to be made if not covered by student</b>	What is being measured? Why are these measurements being made? Will I feel anything when you are taking these measurements?
<b>Task 1(b) (during the closing of the sale): Questions to ask/decisions to be made if not covered by student</b>	How long before they are ready? Can someone else pick them up for me?

## Task 1 dispensing

### Task 1: patient spectacle prescription

#### Any opticians

**Name:** J Smith      **Date of birth:** 12/02/1971

**Address:** 14 Brown Street, Anytown, UK

	Sph	Cyl	Axis	Prism	Near add	Prism	Int add
RE	-3.50	+0.75	95		+1.50		
LE	-3.00	+0.50	80		+1.50		

**Date of prescription:** 01/02/2021

**Next exam due:** 01/02/2023

**Signed:** *An Optometrist*

**Date:** 01/02/2021

## Task 1 dispensing

### Task 1: job order form

#### 'XY Lab' 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: verification and collection, and adjustments**

### **Task 2(a)**

#### **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**

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

#### **Available marks**

The marks available for this assignment can be found underneath each (where relevant) brief and task information within the assignment brief. The maximum number of marks available for this task is 25.

### **Task 2(b)**

#### **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**

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

#### **Available marks**

The maximum number of marks available for this task is 32.

### **Task 2(a): equipment and resources**

The following essential equipment and resources are required to support the delivery of this observed practical skills assessment. Providers should be careful and avoid the inclusion of other material not listed below but may already be present within their simulated patient waiting area and/or pre-screening room which may be a distraction for students.

- a simulated job checking/spectacle collection area to include:

- desk and 2 chairs for student and patient
- a pair of multifocal spectacles and accompanying job order form – including one element which falls outside of tolerances (for example, sphere, cyl, axis, add heights or centres)
- a blank job verification form to record measurements checked
- automatic focimeter
- frame ruler
- copy of BS tolerances (BS EN ISO 21987:2017)
- a person enacting the role of the patient, attending the practice for collection
- a pair of glasses with a corresponding order with prescription details on for the collection element – these may be plano lenses marked up to appear as a varifocal lens
- hand sanitiser
- lens cleaning products

## Task 2(a): assessment delivery guidance

Assessors must ensure that:

- the frame is pre-fitted for the actor playing the role of the patient and/or that the actor is advised to confirm that the frame is comfortable with good vision when asked by the student
- all equipment is visible and accessible and that a photograph of the assessment area is taken and included as evidence, as per guidance within the practical assessment evidence requirement form
- students understand the brief, tasks, guidance, and any other information within the assignment brief document
- students have access to job verification form
- they complete the job order form based on the frame and lens used for this assessment. This should be completed prior to the start of the assessment and before making it available to students, to include the following:
  - one incorrect element
  - within +/- 4 prescription
  - cyl no greater than 1.50
- actors playing the role of patient or other roles have been briefed and standardised on how and when they should interact with students throughout the assessment (for example, reading the actor script to understand where involvement is permitted)
- prompted questions or involvement from actor played roles are recorded and taken into consideration when marking
- when making observation notes they do not act in a way that may lead or distract students
- students are given the prescribed time to read through the assignment brief prior to commencement of the assessment, and that where appropriate, answers to student questions are given by the relevant actors

- students should be made aware/reminded that the person enacting the role may not necessarily reflect the information provided in the brief or the details provided to them during any part of the interaction, and that they must adhere to the information provided by the person enacting the role of the patient
- the actor playing the role of the patient enters the room at the appropriate time, which will mark the official start of the assessment
- students will be given a total of 30 minutes to complete this task
- each part of the task is introduced as separate parts
- students complete 2(a)(i) before asking the actor to enter the assessment area to begin 2(a)(ii)

## Task 2(a) verification and collection

### Task 1: job order form

#### 'XY Lab' 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) verification and collection

### Task 2(a)(i): job verification form

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

  

RX	Sph	Cyl	Axis	Prism	Near Add	Prism	Int add
<b>RE</b>							
<b>LE</b>							

  

<b>Centres</b>	<b>RE</b>	<b>LE</b>
<b>Heights</b>	<b>RE</b>	<b>LE</b>

  

**Job accepted Y/N**

## Task 2(a)(ii) verification and collection

### Patient details form (actor script)

<b>Name</b>	R White
<b>Date of birth</b>	14/03/1965 (56 years old)
<b>Address</b>	12 Green Lane
<b>Reason for visit</b>	Collecting new glasses
<b>Comments during fitting</b>	Frame is comfortable Vision is great

## Task 2(b): equipment and resources

The following essential equipment and resources are required to support the delivery of this observed practical skills assessment. Providers should be careful and avoid the inclusion of other material not listed below but may already be present within their simulated patient waiting area and/or pre-screening room which may be a distraction for students.

- a simulated adjustment area
- 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
- plastic frame for length to bend adjustment for task 2(b)(i):
  - standard width sides
  - no optyl
  - LTB should be too long or too short for the patient by > 10 mm but < 20mm
  - cutting of the side or tip should not be required
- metal frame for task 2(b)(ii):
  - splay and frontal angle should be > 5 degrees out on both pads either too steep or too flat
  - spare pads for should not be required
- a volunteer to act as a model
  - the model must not speak or aid the student during the assessment with exception to commenting on the fit of the frame when the student initially places the frame on the model as part of assessing the fit of the frame
- hand sanitiser
- lens cleaning products

## Task 2(b): assessment delivery guidance

Assessors must ensure that:

- they assess the fit of the frames on the model's head, ensuring the adjustments required to be done by students meet the parameters set out, ensuring that in other aspects the frame fit is acceptable
- all equipment and tools are visible and accessible and that a photograph of the assessment area is taken and included as evidence, as per guidance within the practical assessment evidence requirement form
- students understand the brief, tasks, guidance, and any other information within the assignment brief document

- when making observation notes they do not act in a way that may lead or distract students
- students are given the prescribed time to read through the assignment brief prior to commencement of the assessment, and that where appropriate, answers to student questions are given by assessor
- students are given a total of 20 minutes to complete this task
- the task is introduced as a separate part to task 2(a)
- students complete 2(a) before beginning 2(b)
- actors playing the role of dispensing optician have been briefed and standardised on how and when they should interact with students throughout the assessment (for example, reading the mark scheme to understand what level of involvement is permitted)

## **Task 2(b) adjustments**

### **Actor guidance (dispensing optician)**

The purpose of the role of the optometrist is to support occupational authenticity, in terms of the simulated nature of this practical skills assessment, but also allow 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 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

## 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

### Available marks

The marks available for this assignment can be found underneath each (where relevant) brief and task information within the assignment brief. The maximum number of marks available for this assignment is 18.

## Task 3: equipment and resources

The following essential equipment and resources are required to support the delivery of this observed practical skills assessment. Providers should be careful and avoid the inclusion of other material not listed below but may already be present within their simulated patient waiting area and/or pre-screening room which may be a distraction for students.

- a simulated repair area to include:
  - a chair for the student
- frames for repairs
- metal frame for task 3(a):
  - lenses out of frame
  - screws missing
  - lens shape allows distinction between right and left lens without the need for focimetry
  - lens without the need for focimetry
- plastic frame for task 3(b):
  - standard width sides acetate
  - no optyl
  - bent out of shape and sides not level – sides misaligned by > 15 degrees and < 25 degrees

- 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
  - screw drivers: range of sizes, cross and flat heads
  - file
  - range of screws appropriate to the frames for repair
  - self-tapping screws
  - screw sizer
  - range of nose pads appropriate to the frame for repair
  - supra cord and ribbon
  - frame ruler
  - cleaning cloth and solutions

### **Task 3: assessment delivery guidance**

Assessors must ensure that:

- they assess the frames for repair ensuring they meet the guidance set in the source list
- students are provided with a second pair of spectacles to re-attempt the repair if these are broken. Consideration should be given to awarding marks in band 1 if has been caused by student error. If the frames carry a defect, then no such penalty should be given.
- all equipment and tools are present including ensuring the correct screw size is available, and that a photograph of the assessment area is taken and included as evidence, as per guidance within the practical assessment evidence requirement form
- students understand the brief, tasks, guidance, and any other information within the assignment brief document
- when making observation notes that they do not act in a way that may lead or distract students
- students are given the prescribed time to read through the assignment brief prior to commencement of the assessment, and that where appropriate, answers to student questions are given by assessor
- students will be given a total of 15 minutes per task part, as part of this assignment
- students complete 3(a) before beginning 3(b)

## Assignment specific guidance – assignment 4

### Assessment delivery guidance

The purpose of the extended written response element of the occupational specialism (OS) is to ensure that students have the opportunity to apply their core knowledge and skills as well as the key skills from a range of areas across the OS content.

The extended written response assessment, whilst not a 'practical' assessment in the sense of a 'show how' performance, is 'practical' in the sense of a 'knows how to' performance. It is a written simulation, testing students' breadth and depth of knowledge and skills across the performance outcomes (POs) in an authentic, occupationally relevant way, with focus on the application of students' knowledge, understanding and skills.

Students will be provided with an assignment brief, which includes scenarios, information and resources to support the completion of the assessment. Students will be required to apply their knowledge and skills when considering multiple aspects of information when responding to each task.

Students will be given 2 hours to complete this assignment.

### Assessment conditions

Students must complete the extended written response assessment independently and under supervised conditions.

Students and tutors are required to sign declarations of authenticity to confirm that the work is their/the student's own. The declaration forms can be found at [www.qualhub.co.uk](http://www.qualhub.co.uk). This is to ensure authenticity and to prevent potential malpractice and maladministration. Students must be made aware of the importance of this declaration and the impact this could have on their overall grade if the evidence was found not to be the student's own work.

Some of the tasks may require students to refer to information from a range of sources, such as tables of data, to use as references or as part of calculations to support their knowledge and understanding, or to justify their responses.

### Resources

Students must have access to the appropriate resources required to complete the extended written response assessment. These include the following:

- computer
- word processing software (for example, Microsoft Word)

All students' scripts must be submitted to NCFE for marking. All assessment material must be stored securely prior to submission.



## Appendix 1: observation planning form

T Level Technical Qualification in Healthcare Science  
Optical Care Services

Student name	Student number	Assessor name	Observation date and time	Assignment to be observed

## Appendix 2: observation record forms (exemplar from assignment 2)

The observation record form contains descriptive information and evidence of student's skills during the practical skills assessment. Even though evidence of the quality of skills demonstrated should support decisions against the mark scheme, 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.

**Note:** the observation record form is designed to capture observed skills only. Any written document or evidence that is completed by the student (for example, forms) will not need to be noted within this form, unless the mark scheme requires a judgement of skills whilst this is being produced.

### To be completed by the provider appointed assessor

<b>Area/objective</b> – the following areas/objective can cover a broad range of skills or actions which should be considered when adding notes. The text below each area/objective is an <b>example</b> of what should be observed and is not exhaustive.	<b>Comments</b> – identifying student's areas of strengths and weaknesses through the use of thorough and precise notes that differentiate between a range of students' practical skills are required. This will be used to support accurate and consistent allocation of marks once all evidence had been generated.
<b>Patient information</b> Describe how well the student complies with data protection legislation when collecting sensitive information. Ensuring confidentiality, sensitivity and respect for the individual throughout.	
<b>Communication: patient care</b> Describe how well the student interacts with the patient to including communication skills with consideration to comfort, dignity and respect.	
<b>Communication: procedure</b> 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
- explaining what the machine is measuring, what the patient will experience during the tests and what is required from the patient
- creating/updating a patient's record/handover form
- cleaning machine and hands

**Pre-screening: visual field test**

Describe how well the student carries out visual field 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
- creating/updating a patient's record/handover form
- cleaning machine and hands

**Pre-screening: focimetry**

Describe how well the student carries out focimetry, 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 lock to hold glasses in place
- creating/updating a patient's record/handover form

**Recording/reporting:**

Describe how the student records the results and updates the relevant paper/computer-based logs.

*(Such as, focimetry of spectacles, input data using signs, numbers.)*

## Appendix 3: final mark form

**T Level Technical Qualification in Healthcare Science**

**Optical Care Services**

<b>Student name:</b>		<b>Assessor name:</b>	
<b>Student ID:</b>		<b>Provider name:</b>	

Assignment	Task 1	Task 2	Task 3	Total mark
Assignment 1			N/A	
Assignment 2		N/A	N/A	
Assignment 3				
Final mark:				

<b>Student name (PRINT):</b>		<b>Assessor name (PRINT):</b>	
<b>Student signature:</b>		<b>Assessor signature:</b>	
<b>Date:</b>		<b>Date:</b>	

## Document information

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Owner: Head of Assessment Design

## Change History Record

Version	Description of change	Approval	Date of Issue
v1.0	Post approval, updated for publication.		September 2021