



# **T Level Technical Qualification in Healthcare Science**

Occupational specialism assessment (OSA)

## **Optical Care Services**

Assignment 3

Mark scheme

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

# Optical Care Services

## **Mark scheme**

Assignment 3

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# Introduction

This mark scheme has been written by the assessment writer and refined, alongside the relevant tasks, by a panel of subject experts through the external assessment writing process and at standardisation meetings.

The purpose of this mark scheme is to give you:

- criteria of the observed skills expected from a student
- information on how individual marks are to be awarded
- the allocated performance outcomes and total mark for each task

In addition to the use of this document as a mark scheme, assessors should also ensure that actors playing the role of patients and/or supporting staff (for example, optometrist) as part of this assessment are aware of the relevant areas where they are able to support the student. This can be done by reviewing the lower bands of each marking grid as per the guidance set out in the provider guide document.

## Marking guidelines

The mark scheme for the practical skills assessment comprises of marking grids and indicative content.

The following marking grids should be used to assess students and award marks for their skills and underpinning knowledge. The indicative content included is for the practical skills assessment set for the **[insert series]** series only.

To understand what is required to be awarded marks, students should have already been provided with a copy of the marking grids. The marking grids are published in the 'all assignment provider guide' document which can be found within this document for each task.

Assessors are reminded that they should complete the relevant observation record form to record descriptive information and evidence of the student's skills and understanding demonstrated during the practical skills assessment. The student observation record form can be found within this document for each task.

**Note:** for any written evidence (for example, record forms) completed by students, assessors are not expected to observe and make comments on this evidence during the live assessment, as this can be viewed following the completion of the assessment and considered during the marking process. Assessors should review the marking grids to determine if and where there are instances where the completion of written element may contribute to another aspect of a marking grid (for example the level of efficiency when completing a task).

**Important:** As part of the marking approach for this assignment, all aspects of communication skills assessed within task 1 have been extracted from task 1(a) and task 1(b) and combined into a single marking grid labelled '1(a) & 1(b) communication skills'. However, markers should be aware that this approach has only been taken for task 1, and that markers should continue to consider descriptors themed on communication skills in task 2, with equal weighting with the other descriptors present (where applicable).

## General guidelines

You must apply the following marking guidelines to all marking undertaken throughout the observation. This is to ensure fairness to all students, who must receive the same treatment.

You must mark the first student in exactly the same way as you mark the last:

- the mark scheme must be referred to throughout the marking period and applied consistently; do not change your approach to marking once you have been standardised
- reward students positively giving credit for what they have shown, rather than what they might have omitted
- utilise the whole mark range and always award full marks when the response merits them
- be prepared to award zero marks if the student's response has no creditworthy material
- do not credit irrelevant material that does not answer the question, no matter how impressive the response might be
- the marks awarded for each response should be clearly and legibly recorded in the grid on the front of the question paper
- if you are in any doubt about the application of the mark scheme, you must consult with your team leader or the chief examiner

## Guidelines for using extended response marking grids

The marking grids for each task include a number of themes or criteria that students are assessed against. Each assessment criterion contributes, with equal weighting, to an overall holistic judgement of their performance.

The assessment criteria are broken down into (up to) 5 bands with a corresponding descriptor for each criterion. The descriptor for the band indicates the quality of a student's performance in that band. The band is the mark that should be awarded across the criterion (for example, band 1 = 1 to 4 marks and band 4 = 13 to 16 marks). There is a total of 16 marks available for this part of the task.

When determining marks for a student performance, assessors should only consider the quality of the student's performance that has been observed. When determining a band/mark, assessors' decisions should be based on the overall quality of the student's performance in relation to the descriptors from that part of the task. If the student's performance covers different aspects of different bands, assessors should use a best-fit approach to award the most appropriate band/mark.

Standardisation materials can be used to help assessors with determining a band/mark if they are unsure.

Assessors should start at the lowest band of the marking grid and move up until there is a match between the band descriptor and the student's performance.

## Indicative content

Indicative content has been provided as a guide to help assessors understand what should be expected in a student's performance to allow for a marking judgement to be made. Assessors are reminded that indicative content is not an exhaustive list but aim to cover the main elements expected to be observed.

## Practical skills assessment

This assessment requires students to complete the following tasks:

1. dispensing
2. verification and collection, and adjustments
3. repairs

## 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

(48 marks)

## Observation record form

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

<p><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.</p>	<p><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.</p>
<p><b>Communication:</b> <b>patient experience</b> Describe how well the student interacts with the patient to ascertain their needs.</p>	
<p><b>Patient centred care:</b> Describe how the student gives appropriate frame and lens advice based on the patient's needs, explaining the prescription, using demonstration equipment and accessible language. Ensuring the patient is happy with the products selected.</p>	
<p><b>Measurements:</b> Describe how the student takes the necessary measurements using appropriate equipment and techniques.</p>	
<p><b>Ordering:</b> Describe how the student completes the order form and closes the sale.</p>	
<p><b>Infection control:</b> Describe how the student prepares measuring equipment and themselves, including hand hygiene before and after patient contact.</p>	



## 1(a) and 1(b) communication skills

Band	Level descriptor
<b>Band 4</b> 13–16 marks	<p>The student demonstrates <b>excellent</b> communication skills with the customer, establishing rapport with the customer to an <b>excellent</b> level and ensuring the <b>majority</b> of the customer's needs (including the most important) are met by demonstrating an <b>excellent</b> use of appropriate questioning techniques <b>throughout</b> the interaction.</p> <p>The student demonstrates <b>excellent</b> communication skills when discussing frame and lens options with the patient, including identifying <b>most</b> of the factors (including the most important) that should be considered prior to a decision being made, including for <b>both</b> recommended and non-recommended options.</p> <p>The student demonstrates <b>excellent</b> communication skills when explaining the measurement process with the patient, including demonstrating <b>excellent levels of</b> attention to detail that allow for the patient to <b>confidently confirm</b> they are comfortable and happy for measurements to be taken.</p> <p>The student demonstrates <b>excellent</b> levels of communication skills when closing the sale, ensuring the patient is aware of <b>all</b> information regarding the next steps.</p>
<b>Band 3</b> 9–12 marks	<p>The student demonstrates <b>good</b> communication skills with the customer, establishing rapport with the customer <b>effectively</b> and ensuring the customer's <b>most important</b> needs are met by demonstrating a <b>good</b> use of appropriate questioning techniques <b>throughout most</b> of the interaction.</p> <p>The student demonstrates <b>good</b> communication skills when discussing frame and lens options with the patient, including identifying the <b>most important</b> factors that should be considered prior to a decision being made, including for <b>both</b> recommended and non-recommended options.</p> <p>The student demonstrates <b>good</b> communication skills when explaining the measurement process with the patient, including demonstrating <b>good levels of</b> attention to detail that allow for the patient to <b>confirm</b> they are comfortable and happy for measurements to be taken.</p> <p>The student demonstrates <b>good</b> levels of communication skills when closing the sale, ensuring the patient is aware of <b>most</b> information regarding the next steps.</p>

Band	Level descriptor
<b>Band 2</b> 5–8 marks	<p>The student demonstrates <b>moderate</b> communication skills with the customer, establishing <b>some</b> rapport with the customer and ensuring <b>some</b> of the customer's <b>most important</b> needs are met by demonstrating an <b>adequate</b> use of appropriate questioning techniques <b>throughout some parts</b> of the interaction.</p> <p>The student demonstrates <b>reasonable</b> communication skills when discussing frame and lens options with the patient, including identifying <b>some</b> of the <b>most important</b> factors that should be considered prior to a decision being made but, <b>may only focus on either</b> recommended or non-recommended options.</p> <p>The student demonstrates <b>reasonable</b> communication skills when explaining the measurement process with the patient, including demonstrating <b>reasonable levels of</b> attention to detail that requires the patient to ask or query one aspect of the process before <b>confirming</b> they are happy for measurements to be taken.</p> <p>The student demonstrates <b>reasonable</b> levels of communication skills when closing the sale, ensuring the patient is aware of <b>some</b> information regarding the next steps.</p>
<b>Band 1</b> 1–4 marks	<p>The student demonstrates <b>limited</b> communication skills with the customer, establishing <b>limited levels</b> of rapport with the customer and covering a <b>limited</b> set of the customer's <b>basic</b> needs by demonstrating a <b>limited</b> use of appropriate questioning techniques <b>throughout some</b> parts of the interaction.</p> <p>The student demonstrates <b>basic</b> communication skills when discussing frame and lens options with the patient, including identifying <b>some</b> of the <b>most basic</b> factors that should be considered prior to a decision being made but, <b>may only focus on</b> recommended options or, recommend <b>options</b> that are not fully suitable.</p> <p>The student demonstrates <b>basic</b> communication skills when explaining the measurement process with the patient, including demonstrating <b>limited levels of</b> attention to detail that requires the patient to query or ask multiple questions before <b>confirming</b> they are happy for measurements to be taken.</p> <p>The student demonstrates <b>limited</b> levels of communication skills when closing the sale, ensuring the patient is aware of <b>some basic</b> information regarding the next steps.</p>
<b>0</b>	<p>No evidence demonstrated or nothing worthy of credit.</p>

## Indicative content

The student should consider:

(greeting/opening interaction)

- introducing themselves, including name and job role
- asking what they can do for the patient today
- obtaining patient details allowing them to address them appropriately

(questioning techniques)

- using open/closed questions appropriately
- identifying occupational and lifestyle requirements
- identifying fashion preferences
- exploring previous spectacles, likes and dislikes
- repeating back what they have learned from the patient to ensure it is correct

(explain lens choices)

- explaining the features and benefits of each lens type including varifocal, bifocal, single vision and occupational lenses
- explaining additional options such as thinner lenses, anti-reflective lenses, photochromic (based on patient needs and requirements)
- discussing the use of lenses, including adaptation time and limitations
- allowing the patient to ask questions and to provide appropriate responses

(explore frame choices)

- explaining the features and benefits of frames (for example, light weight but less durable, bolder but may not be suitable for all occasions, hypoallergenic)

(explaining the measurement process)

- explaining to the patient what they are measuring and why
- gaining consent before touching patient face with measuring equipment

(closing the dispense)

- providing a summary of the order
- providing delivery information
- explaining the collection process

## 1(a) confirm a suitable frame and lens option with the patient

Band	Level descriptor
<b>Band 4</b> 13–16 marks	<p>The student demonstrates <b>excellent levels of</b> understanding of the spectacle prescription information, ensuring a <b>highly developed</b> explanation including <b>high levels</b> of detail is provided to the patient.</p> <p>The student demonstrates <b>excellent levels of</b> understanding when recommending lens options, that are <b>highly appropriate</b> to the lifestyle and visual requirements (for example, prescription) of the patient, ensuring the lens proposed is <b>highly suitable</b> for the type of frames that the patient prefers.</p> <p>The student demonstrates <b>excellent levels of</b> understanding when recommending frame choices, that are <b>highly appropriate</b> to the lifestyle requirements and preferences of the patient, ensuring the frames proposed are <b>highly suitable</b> for the lenses that the patient requires/has agreed to.</p> <p>The student is able to make <b>excellent</b> recommendations for the patient, that takes into account <b>all</b> of their requirements.</p>
<b>Band 3</b> 9–12 marks	<p>The student demonstrates <b>good levels of</b> understanding of the spectacle prescription information, ensuring a <b>developed</b> explanation including <b>good levels</b> of detail is provided to the patient.</p> <p>The student demonstrates <b>good levels of</b> understanding when recommending lens options, that are <b>appropriate</b> to the lifestyle and visual requirements (for example, prescription) of the patient, ensuring the lens proposed is <b>suitable</b> for the type of frames that the patient prefers.</p> <p>The student demonstrates <b>good levels of</b> understanding when recommending frame choices, that are <b>appropriate</b> to the lifestyle requirements and preferences of the patient, ensuring the frames proposed are <b>suitable</b> for the lenses that the patient requires/has agreed to.</p> <p>The student is able to make <b>good</b> recommendations for the patient, that takes into account <b>most</b> of their requirements.</p>
<b>Band 2</b> 5–8 marks	<p>The student demonstrates <b>excellent levels of</b> understanding of the spectacle prescription information, ensuring a <b>moderately developed</b> explanation including <b>reasonable levels</b> of detail is provided to the patient.</p> <p>The student demonstrates <b>moderate levels of</b> understanding when recommending lens options, that are <b>adequate</b> for the patient's visual requirements (for example, prescription), ensuring the lens proposed is <b>reasonably suitable</b> for the type of frame that the patient prefers.</p> <p>The student demonstrates <b>moderate levels of</b> understanding when recommending frame choices, that are <b>adequate</b> to the lifestyle requirements, ensuring the frames proposed are <b>reasonably suitable</b> for the lenses that the patient requires.</p> <p>The student is able to make <b>reasonable</b> recommendations for the patient, that takes into account <b>some</b> of their requirements.</p>

Band	Level descriptor
<b>Band 1</b> 1–4 marks	<p>The student demonstrates <b>limited levels of</b> understanding of the spectacle prescription information, ensuring a <b>basic</b> explanation including <b>limited levels</b> of detail is provided to the patient.</p> <p>The student demonstrates <b>limited levels of</b> understanding when recommending lens options, that are <b>limited in appropriateness</b> for the patient's visual requirements (for example, prescription).</p> <p>The student demonstrates <b>limited levels of</b> understanding when recommending frame choices, that are <b>limited in appropriateness</b> to the lifestyle requirements, ensuring the frames proposed are compatible with the lenses required.</p> <p>The student is able to make <b>basic</b> recommendations for the patient, that takes into account <b>some, basic</b> requirements.</p>
<b>0</b>	No evidence demonstrated or nothing worthy of credit.

## Indicative content

The student should consider:

(patient centred care: prescription detail)

- interpreting the prescription presented by the patient explaining using appropriate terminology including:
  - short sighted makes distance vision blurred, you are moderately/highly short sighted
  - astigmatism, which is related to the curvature of your eye, makes vision at all distances out of focus, you have low/medium/high astigmatism
  - reading add, this helps you to focus close when you have your glasses on. As you get older the eye loses the ability to focus close up, making it more difficult to read with glasses on

(patient centred care: make recommendations)

- detailing lens choices, including proposing appropriate recommendations (for example, varifocals will provide all round vision for work and home use, an anti-reflective lens will make vision more comfortable in office conditions and also when driving, reducing glare). A thinner lens (depending on frame choice) will make lenses thinner and lighter, improving comfort and appearance
- detailing frame choices and propose frames based on visual requirements and fashion preferences (for example, a contemporary frame will give you the trendy look you asked for, being deeper it is better for vision with the varifocal providing maximised distance, middle and long vision)

- giving feedback to the patient
- confirming the frames fit and explaining this to the patient

## 1(b) Carry out appropriate measurements and complete the job order

Band	Level descriptor
<b>Band 4</b> 13–16 marks	<p>The student demonstrates <b>excellent</b> levels of understanding of the appropriate measurements required for the patient and <b>excellent levels of</b> practical skill, carrying out those measurements with <b>high levels of</b> accuracy (with one measurement within 0mm of accuracy and the other within 1mm of accuracy), including carrying out pupillary distance (PD) and heights with <b>very high</b> levels of care.</p> <p>The student demonstrates <b>excellent</b> levels of understanding of the information needed to complete a job order and is able to process the job order with <b>high levels of</b> efficiency and accuracy, transferring <b>all</b> the relevant prescription information over accurately, and completing the remainder of the job order form with minimal (less than 2) errors or omissions.</p> <p>The student's adherence to infection control throughout the measurement process is <b>excellent</b>, including the correct use of hand hygiene prior to and following the dispense, including when taking measurements and handling spectacles.</p>
<b>Band 3</b> 9–12 marks	<p>The student demonstrates <b>good</b> levels of understanding of the appropriate measurements required for the patient and <b>good levels of</b> practical skill, carrying out those measurements with <b>good levels of</b> accuracy (with both measurements within 2mm of accuracy), including carrying out pupillary distance (PD) and heights with <b>high</b> levels of care.</p> <p>The student demonstrates <b>good</b> levels of understanding of the information needed to complete a job order and is able to process the job order with <b>good levels of</b> efficiency and accuracy, transferring <b>all</b> the relevant prescription information over accurately, and completing the remainder of the job order form with some (between 2–3) errors or omissions.</p> <p>The student's adherence to infection control throughout the measurement process is <b>good</b>, including the correct use of hand hygiene prior to and following the dispense, including when taking measurements.</p>



Band	Level descriptor
<b>Band 2</b> 5–8 marks	<p>The student demonstrates <b>reasonable</b> levels of understanding of the appropriate measurements required for the patient and <b>reasonable levels of</b> practical skill, carrying out those measurements with <b>reasonable levels of</b> accuracy (with both measurements within 3mm of accuracy), including carrying out pupillary distance (PD) and heights with <b>reasonable</b> levels of care.</p> <p>The student demonstrates <b>reasonable</b> levels of understanding of the information needed to complete a job order and is able to process the job order with <b>reasonable levels of</b> efficiency and accuracy, transferring <b>most</b> of the relevant prescription information over accurately, and completing the remainder of the job order form with multiple (between 4–5) errors or omissions.</p> <p>The student's adherence to infection control throughout the measurement process is <b>adequate</b>, including the correct use of hand hygiene prior to and following the completion of the dispense.</p>
<b>Band 1</b> 1–4 marks	<p>The student demonstrates <b>basic</b> levels of understanding of the appropriate measurements required for the patient and <b>basic levels of</b> practical skill, carrying out those measurements with <b>basic levels of</b> accuracy (with one measurement within 3mm of accuracy and the other within 4mm of accuracy), including carrying out pupillary distance (PD) and heights with <b>basic</b> levels of care.</p> <p>The student demonstrates <b>basic</b> levels of understanding of the information needed to complete a job order and is able to process the job order with <b>limited levels of</b> efficiency and accuracy, transferring <b>some</b> of the relevant prescription information over accurately, and completing the remainder of the job order form with more than 5 errors or omissions.</p> <p>The student's adherence to infection control throughout the measurement process is <b>basic</b>, including the correct use of hand hygiene prior to starting the dispensing process.</p>
<b>0</b>	No evidence demonstrated or nothing worthy of credit.

## Indicative content

The student should consider:

(measurements)

- carrying out PD measurements
- measuring heights

(ordering: completing the job order)

- updating the order form with patient details, such as name and reference number
- recording the correct measurements to include PD and heights
- recording the correct lens type including any additional items (for example, MAR, tint)
- recording the correct frame details to include brand, name and reference, colour and size

(ordering: spectacle prescription)

- recording the correct prescription to include sphere, cyl, axis and reading addition

(infection control)

- sanitising measuring equipment before use
- adhering to hand hygiene and ensuring it is completed before and after patient contact

## Task 2: verification and collection, and adjustments

### Brief

You are working as an optical assistant and you are verifying jobs on return from the laboratory. A patient will be visiting the practice today to collect their spectacles and the optometrist has asked you to assist this patient.

### Task 2(a)

You must assist with this task by completing the following:

2(a)(i) undertake spectacle verification for the job which has returned from the laboratory

2(a)(ii) complete the collection process with the patient

(25 marks)

### Brief

Following the collection process in task 2(a), the dispensing optician has asked you to carry out a series of adjustments to some spectacles as part of your continuous professional development (CPD).

### Task 2(b)

You must carry out the following adjustments for each referenced frame as follows:

2(b)(i) carry out a length to bend adjustment as requested by the dispensing optician

2(b)(ii) carry out adjustment of the splay and frontal angle of pads as requested by the dispensing optician

(32 marks)

(Total marks: 57)

## Observation record form

The observation record form contains descriptive information and evidence of student's skills during the practical assignment. 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

<p><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.</p>	<p><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.</p>
<p><b>Task 2(a)</b></p>	
<p><b>Verification:</b> Describe how the student checked the job against the order to ensure accuracy, including referring to relevant British standards (BS EN ISO 21987:2017) and identifying any errors.</p>	
<p><b>Measurements:</b> Describe how the student undertakes the necessary measurements to verify the spectacle job including accuracy and use of appropriate equipment.</p>	
<p><b>Patient care:</b> Describe how the student explained the process to the patient, the use of the spectacles, spectacle care and any aftercare and warranties.</p>	
<p><b>Spectacle collection:</b> Describe how the student checked the fit of the spectacles including lens centration and frame fit.</p>	

Task 2(b)	
<b>Preparation:</b> Describe how the student selected the appropriate tools for the adjustment required, considering the type of frame and adjustment to be undertaken.	
<b>Making the adjustment:</b> Describe how the student followed a logical process in undertaking the adjustment, using appropriate tools and methods and the accuracy of their results.	

## 2(a)(i) undertake spectacle verification for the job which has returned from the laboratory

Band	Level descriptor
<b>Band 3</b> (7–9 marks)	<p>The student demonstrates <b>excellent</b> levels of understanding when checking the job against the order, including the visual check of information within/on the frame and completing the verification form ensuring <b>all</b> elements have been checked.</p> <p>The student demonstrates <b>high</b> levels of practical skills when marking up and measuring the lenses using a focimeter, to a <b>high</b> level of accuracy (within 0.25D, or 5 degrees on cyl axis).</p> <p>The student shows <b>excellent</b> understanding of the BS tolerances and is able to identify the element that does not meet tolerance requirements, and correctly rejects the job.</p>
<b>Band 2</b> (4–6 marks)	<p>The student demonstrates <b>good</b> levels of understanding when checking the job against the order, including the visual check of information within/on the frame and completing the verification form ensuring the <b>main</b> elements (including the minimum of the frame number, colour and lens coatings) have been checked.</p> <p>The student demonstrates <b>good</b> levels of practical skills when marking up and measuring the lenses using a focimeter, to a <b>reasonable</b> level of accuracy (between 0.50D and 0.75D or between 6-10 degrees on cyl axis).</p> <p>The student shows <b>good</b> understanding of the BS tolerances and is able to identify <b>some</b> of the elements not meeting tolerance requirements.</p> <p>The student shows <b>good</b> understanding of the BS tolerances and is able to identify the element that does not meet tolerance requirements, as well as incorrectly identifying an additional element as being out of tolerance, and incorrectly rejects the job.</p>
<b>Band 1</b> (1–3 marks)	<p>The student demonstrates <b>basic</b> levels of understanding when checking the job against the order, ensuring that <b>some</b> elements are checked.</p> <p>The student demonstrates <b>excellent</b> levels of understanding when checking the job against the order, including the visual check of information within/on the frame and completing the verification form ensuring <b>some of the main</b> elements (frame number) have been checked.</p> <p>The student demonstrates <b>basic</b> levels of practical skills when marking up and measuring the lenses using a focimeter, to a <b>basic</b> level of accuracy (&gt;0.750D or, &gt;10 degrees on cyl axis).</p> <p>The student shows a <b>limited</b> understanding of the BS tolerances and <b>either</b> identifies the incorrect element as not meeting tolerance requirements, as well as incorrectly rejecting the job <b>or</b> accepts the job having found no issues regarding BS tolerances.</p>
<b>0</b>	No evidence demonstrated or nothing worthy of credit.

## Indicative content

The student should consider:

(verification: job order)

- checking frame details against order
- checking for any additional treatments (for example, MAR and tints against the lens order)
- confirming spectacles are made within tolerances using the BS tolerances provided
- accepting the job and marking on the job checking sheet provided

(measurements)

- checking the lens measurements, PD and heights against the order
- checking frame and lenses for damage or imperfections
- (automatic) focimeter the lenses and checking against the order

## 2(a)(ii) complete the collection process with the patient

Band	Level descriptor
<b>Band 4</b> (13–16 marks)	<p>The student demonstrates <b>excellent</b> levels of communication when checking the patient details and explaining <b>all</b> aspects of the collection process.</p> <p>The student demonstrates <b>excellent</b> practical skills in assessing the fit of the frame, checking <b>all</b> of the elements required.</p> <p>The student demonstrates <b>excellent</b> understanding of the lens type, explaining its use to the patient including eye position, adaptation and limitations and checking vision at distance or near.</p> <p>The student shows <b>excellent</b> levels of communication explaining <b>all</b> elements of care, aftercare and warranties.</p>
<b>Band 3</b> (9–12 marks)	<p>The student demonstrates <b>good</b> levels of communication when checking the patient details and explaining <b>most</b> aspects of the collection process.</p> <p>The student demonstrates <b>good</b> practical skills in assessing the fit of the frame, checking <b>most</b> of the elements required.</p> <p>The student demonstrates <b>good</b> understanding of the lens type, explaining its use to the patient including eye position, adaptation and checking vision at distance or near.</p> <p>The student shows <b>good</b> levels of communication explaining <b>most</b> elements of care, aftercare and warranties.</p>
<b>Band 2</b> (5–8 marks)	<p>The student demonstrates <b>reasonable</b> levels of communication when checking the patient details and explaining <b>some</b> aspects of the collection process.</p> <p>The student demonstrates <b>reasonable</b> practical skills in assessing the fit of the frame, checking <b>some</b> of the elements required.</p> <p>The student demonstrates <b>reasonable</b> understanding of the lens type, explaining its use to the patient including adaptation and checking vision at distance or near.</p> <p>The student shows <b>reasonable</b> levels of communication explaining some elements of care, aftercare and warranties.</p>
<b>Band 1</b> (1–4 marks)	<p>The student demonstrates <b>basic</b> levels of communication when checking the patient details.</p> <p>The student demonstrates <b>limited</b> practical skills in assessing the fit of the frame.</p> <p>The student demonstrates <b>limited</b> understanding of the lens type, explaining its <b>basic</b> use.</p> <p>The student shows <b>basic</b> levels of communication explaining <b>some limited</b> elements of care, aftercare and warranties.</p>
<b>0</b>	No evidence demonstrated or nothing worthy of credit.



## Indicative content

The student should consider:

(patient care: preparation)

- asking the patient to confirm their name and check against order
- presenting the spectacles to the patient
- explaining the process they are going to follow, including there will be markings on the lenses (for example, 'I will check the fit and then the vision once we have cleaned the lenses')

(spectacle collection: fitting the spectacles)

- explaining if there are markings on the lenses
- asking the patient to put the spectacles on
- fitting the frame confirming all elements are correct including nose pads if adjustable, bow of frame, pantoscopic tilt, temple and head width, length to bend and downward angle of drop
- checking the lenses are centred correctly, PD and heights

(patient care: explain use of lenses)

- explaining the use of lenses including eye position, adaptation, and limitations

(spectacle collection: checking the vision)

- checking the vision at distance, asking patient to look out window/across room
- checking the vision at near using a reading chart/material

(patient care: explain care and aftercare)

- explaining care of spectacles to user, including recommending sprays and cloths
- explaining the aftercare and warranties, including returning for adjustments as required

## 2(b)(i) carry out a length to bend adjustment as requested by the dispensing optician

Band	Level descriptor
<b>Band 4</b> (13–16 marks)	<p>The student demonstrates <b>excellent levels of</b> understanding of the frame adjustment required, identifying the correct elements with <b>high levels of</b> efficiency.</p> <p>The student demonstrates <b>excellent levels of</b> practical skills and understanding of the methods required for the adjustment, following <b>all</b> the steps of the process to an <b>excellent</b> level.</p> <p>The student demonstrates <b>excellent</b> practical skills when completing the relevant measurements, showing <b>high levels of</b> accuracy (within 3mm) with no further adjustments required.</p>
<b>Band 3</b> (9–12 marks)	<p>The student demonstrates <b>good levels of</b> understanding of the frame adjustment required, identifying the correct elements with <b>good levels of</b> efficiency.</p> <p>The student demonstrates <b>good levels of</b> practical skills and understanding of the methods required for the adjustment, following <b>most</b> steps of the process to a <b>good</b> level.</p> <p>The student demonstrates <b>good</b> practical skills when completing the relevant measurements, showing <b>good levels of</b> accuracy (between 4–7mm).</p>
<b>Band 2</b> (5–8 marks)	<p>The student demonstrates <b>reasonable levels of</b> understanding of the frame adjustment required, identifying the correct elements with <b>reasonable levels of</b> efficiency.</p> <p>The student demonstrates <b>reasonable levels of</b> practical skills and understanding of the methods required for the adjustment, following the <b>main</b> steps of the process to a <b>reasonable</b> level.</p> <p>The student demonstrates <b>reasonable</b> practical skills when completing the relevant measurements, showing <b>reasonable levels of</b> accuracy (between 8–10mm).</p>
<b>Band 1</b> (1–4 marks)	<p>The student demonstrates <b>basic levels of</b> understanding of the frame adjustment required, identifying the correct elements with some support from the dispensing optician.</p> <p>The student demonstrates <b>basic levels of</b> practical skills and understanding of the methods required for the adjustment, following <b>some of the main</b> steps of the process to a <b>basic</b> level, but may require some support when attempting the incorrect adjustment or technique.</p> <p>The student demonstrates <b>basic</b> practical skills when completing the relevant measurements, showing <b>basic levels of</b> accuracy (between 11–12mm) that requires further adjustment before a fit is confirmed.</p>

Band	Level descriptor
0	No evidence demonstrated or nothing worthy of credit.

### Indicative content

The student should consider:

(preparation)

- checking the frame against the model's head
- looking at fit of frame
- measuring length to bend (LTB) required on both sides

(making the adjustment)

- heating the frame using the heater
- straightening the sides
- making a bend at the measured distance
- ensuring the frame is sufficiently cool before re-checking the fit of the frame
- assessing the downward angle of drop
- making any fine adjustments if required

## 2(b)(ii): Carry out adjustment of the splay and frontal angle of pads as requested by the dispensing optician

Band	Level descriptor
<b>Band 4</b> (13–16 marks)	<p>The student demonstrates <b>excellent levels of</b> understanding of the frame adjustment required, correctly identifying the elements involved.</p> <p>The student demonstrates <b>excellent levels of</b> practical skills and understanding of the methods required for the adjustment, following <b>all</b> the steps of the process to an <b>excellent</b> level.</p> <p>The student demonstrates <b>excellent</b> practical skills when completing the relevant measurements, showing <b>very high levels of</b> accuracy with no further adjustments required.</p>
<b>Band 3</b> (9–12 marks)	<p>The student demonstrates <b>good levels of</b> understanding of the frame adjustment required, correctly identifying the elements involved.</p> <p>The student demonstrates <b>good levels of</b> practical skills and understanding of the methods required for the adjustment, following <b>most</b> steps of the process to a <b>good</b> level.</p> <p>The student demonstrates <b>good</b> practical skills when completing the relevant measurements, showing <b>high levels of</b> accuracy with only minor adjustments required to one element.</p>
<b>Band 2</b> (5–8 marks)	<p>The student demonstrates <b>reasonable levels of</b> understanding of the frame adjustment required, correctly identifying the elements involved.</p> <p>The student demonstrates <b>reasonable levels of</b> practical skills and understanding of the methods required for the adjustment, following the <b>main</b> steps of the process to a <b>reasonable</b> level.</p> <p>The student demonstrates <b>reasonable</b> practical skills when completing the relevant measurements, showing <b>reasonable levels of</b> accuracy with only minor adjustments required to both elements.</p>
<b>Band 1</b> (1–4 marks)	<p>The student demonstrates <b>basic levels of</b> understanding of the frame adjustment required, correctly identifying the elements involved.</p> <p>The student demonstrates <b>basic levels of</b> practical skills and understanding of the methods required for the adjustment, following <b>some of the main</b> steps of the process to a <b>basic</b> level, but may require some support when attempting the incorrect adjustment or technique.</p> <p>The student demonstrates <b>basic</b> practical skills when completing the relevant measurements, showing <b>basic levels of</b> accuracy that requires further adjustments to both elements before a fit is confirmed.</p>
<b>0</b>	No evidence demonstrated or nothing worthy of credit.

## **Indicative content**

The student should consider:

(preparation)

- checking the frame against the model's head
- looking at fit of frame, assessing the splay and frontal angle of pads
- selecting the pad pliers

(making the adjustment)

- making adjustments to the pads
- re-checking the frame fit
- making any further adjustments as required

## Task 3: repairs

### Brief

As part of your role as an optical assistant, you have been asked to assess and carry out repairs on two 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

(18 marks)

## Observation record form

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

<p><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.</p>	<p><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.</p>
<p><b>Preparing for repair:</b> Describe how the student assesses the spectacles for faults. Looking at the frame alignment, frame components and lenses.</p>	
<p><b>Undertaking repair:</b> Describe how the student undertakes the frame repair including selecting and using appropriate tools, selecting and applying appropriate parts.</p>	
<p><b>Setting up for collection:</b> Describe how the student sets up the frame ready for final fitting at collection, including ensuring all parts are aligned and the lenses are cleaned.</p>	

### 3(a): carry out repairs for metal frame spectacle ref #0001

Band	Level descriptor
<b>Band 3</b> (7–9 marks)	<p>The student demonstrates <b>excellent</b> understanding when preparing for the repair, selecting <b>all</b> of the appropriate equipment prior to starting.</p> <p>The student demonstrates an <b>excellent</b> practical ability in undertaking the repair, carrying out the repair to a <b>high</b> standard.</p> <p>The student demonstrates <b>excellent</b> adherence to safety requirements* throughout and ensures the frame is set up correctly, including cleaning the lenses.</p>
<b>Band 2</b> (4–6 marks)	<p>The student demonstrates <b>good</b> understanding when preparing for the repair, selecting <b>most</b> of the appropriate equipment prior to starting.</p> <p>The student demonstrates a <b>good</b> practical ability in undertaking the repair, carrying out the repair to a <b>good</b> standard.</p> <p>The student demonstrates <b>good</b> adherence to safety requirements* throughout and ensures the frame is <b>mostly</b> set up correctly, including cleaning the lenses.</p>
<b>Band 1</b> (1–3 marks)	<p>The student demonstrates <b>basic</b> understanding when preparing for the repair, selecting <b>some</b> of the appropriate equipment prior to starting.</p> <p>The student demonstrates <b>basic</b> practical ability in undertaking the repair, <b>either</b> carrying out the repair to a <b>basic</b> standard <b>or</b> having to request a second pair of spectacles following a breakage during the first repair attempt.</p> <p>The student demonstrates <b>basic</b> adherence to safety requirements* throughout and ensures the frame is set up reasonably correctly.</p>
<b>0</b>	No evidence demonstrated or nothing worthy of credit.

#### Indicative content

The student should consider:

(preparing for repair)

- identifying which lens is for which eye (based on lens shape)
- selecting the correct size of screw using the lens sizing tool (if required)
- selecting the correct screwdriver



(undertaking repair)

- inserting screw into lug
- positioning lens in rim
- \*safely positioning frame while applying pressure to insert screw (for example, on rubber block/metal desk edge)
- tightening screw
- repeating for second lens

(setting up for collection)

- checking frame for alignment and ensure set up correctly for collection
- \*cleaning lenses using appropriate spray and cloth

**Note:** Safety requirements referenced in the descriptors marked with an asterisk.

### 3(b): carry out repairs for plastic frame spectacle ref #0002

Band	Level descriptor
<b>Band 3</b> (7–9 marks)	<p>The student demonstrates <b>excellent</b> understanding when preparing for the repair, selecting <b>all</b> of the appropriate equipment prior to starting.</p> <p>The student demonstrates an <b>excellent</b> practical ability in undertaking the repair, carrying out the repair to a <b>high</b> standard.</p> <p>The student demonstrates <b>excellent</b> adherence to safety requirements* throughout and ensures the frame is set up correctly, including cleaning the lenses.</p>
<b>Band 2</b> (4–6 marks)	<p>The student demonstrates <b>good</b> understanding when preparing for the repair, selecting <b>most</b> of the appropriate equipment prior to starting.</p> <p>The student demonstrates a <b>good</b> practical ability in undertaking the repair, carrying out the repair to a <b>good</b> standard.</p> <p>The student demonstrates <b>good</b> adherence to safety requirements* throughout and ensures the frame is <b>mostly</b> set up correctly, including cleaning the lenses.</p>
<b>Band 1</b> (1–3 marks)	<p>The student demonstrates <b>basic</b> understanding when preparing for the repair, selecting <b>some</b> of the appropriate equipment prior to starting.</p> <p>The student demonstrates <b>basic</b> practical ability in undertaking the repair, <b>either</b> carrying out the repair to a <b>basic</b> standard <b>or</b> having to request a second pair of spectacles following a breakage during the first repair attempt.</p> <p>The student demonstrates <b>basic</b> adherence to safety requirements* throughout and ensures the frame is set up reasonably correctly.</p>
<b>0</b>	No evidence demonstrated or nothing worthy of credit.

### Indicative content

The student should consider:

(preparing for repair)

- identifying which side is out
- selecting the correct pliers (double nylon jaw and/or angling pliers)

(undertaking repair)

- \*holding front of frame firmly when repairing

- making the adjustments using appropriate pliers
- checking progress and ensuring frame is straight by checking on a flat surface

(setting up for collection)

- checking frame for alignment and ensure set up correctly for collection
- \*cleaning lenses using appropriate spray and cloth

**Note:** Safety requirements referenced in the descriptors marked with an asterisk.

## Breakdown of available marks

Task	Number of marks available
1(a) and 1(b) communication skills	16
1(a) confirm a suitable frame and lens option with the patient	16
1(b) carry out appropriate measurements and complete the job order	16
2(a)(i) undertake spectacle verification	9
2(a)(ii) complete the collection process	16
2(b)(i) carry out a length to bend adjustment	16
2(b)(ii) carry out adjustment of the splay and frontal angle of pads	16
3(a) carry out repairs for the metal frame spectacle	9
3(b) Carry out repairs for plastic frame	9
<b>Total marks</b>	<b>123</b>

## Document information

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## Change History Record

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