



T Level Technical Qualification in Healthcare Science

Occupational specialism assessment (OSA)

Optical Care Services

Assignment 2 - Distinction

Guide standard exemplification materials

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Optical Care Services

Assignment 2

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Introduction

The material within this document relates to the Optical Care Services occupational specialism sample assessment. These exemplification materials are designed to give providers and students an indication of what would be expected for the lowest level of attainment required to achieve a pass or distinction grade.

The examiner commentary is provided to detail the judgements examiners will undertake when examining the student work. This is not intended to replace the information within the qualification specification and providers must refer to this for the content.

Assignment 2 is a practical skills assignment where students must demonstrate a range of knowledge and skills based on pre-screening activities with patients.

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

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 form and pass to the optometrist
- preparing the pre-screen room for future use

(58 marks)

Student evidence

Task 1(a)

I observe the student greeting the patient in a polite manner and asking how they can help. The patient responds that they have been having issues with their VDU and are in to have some tests done. They ask the patient to come through to the screening room and explain that they would need to take some personal details before also asking if it is OK to keep their details on record. They ask the patient to confirm their name, address, date of birth and phone number with the door closed and ensuring that they speak discreetly. The student explains that to keep records up to date they would like to ask some questions about the patient's current health. The student checks if any family member has glaucoma and explains that if it is a parent, sister, brother, or their child, it would make them eligible for a free sight test on the NHS. The patient responds that they have an uncle with glaucoma, to which the student responds that this would not make them eligible for NHS funding, and that they will have to pay for the tests themselves. The patient agrees.

Task 1(b)(i)

I observe the student explaining to the patient that they are going to wash their hands and then wash their hands thoroughly.

I observe the student wiping down the equipment in front of the patient with an anti-bacterial wipe, removing a layer of tissue paper from the chin rest and explaining to the patient the precautions being taken. They explain that during the screening they would complete 3 tests: the auto-refractor, the pressure check, and a fields test.

I observe the student showing the patient the auto-refractor and explaining that it gives the optometrist an estimated prescription as a starting point. They ask the patient to place their chin on the chin rest and check the patient is comfortable by asking them and checking they looked comfortable, and that the height of the table and chin rest was correct. They instruct the patient to look at the image in the machine and explain that it would go in and out of focus before continuing to complete the test. They ensure the patient's safety throughout by asking them if they were OK and ensuring the machine was pulled back when swapping from one eye to the other.

The student explains that the next test would measure the pressure in the eye, they explained that this is an important test due to the patient having a family history of glaucoma. They need to look at the flashing light and will feel a few puffs of air, they reassure the patient that the puffs of air may feel a bit strange, but it will not hurt. The student asks the patient if they are ready and comfortable and checks their head position, making adjustments whilst explaining to the patient, before moving the chin rest or table. The student explains to the patient that the procedure may need to be repeated due to blinking. The test is conducted following the procedure that was explained to the patient, ensuring that the patient is fixating on the light. The tonometer does not get too close to the patient's eyes. The student reminds the patient not to blink and does not need to repeat the procedure to attain 4 valid readings.

All results are completed correctly on the patient's records.

Task 1(b)(ii)

I observe the student wiping down the chin rest, eye patch and clicker in front of the patient. A layer of tissue paper is removed. They explain that the field screener tests their peripheral vision, which is the sides of the vision. The student completes the patient's details accurately. The student explains that the test is completed one eye at a time and therefore an eye patch would be needed, they ask the patient to place the eye patch over the left eye first. They offer the patient the clicker and ask them to press it to ensure they know how to use it. They ask them to place their chin on the chin rest and check they feel comfortable and make adjustments to the patient's head position as required whilst explaining to the patient what they are doing. The student explains that the patient needs to keep looking straight ahead at the light and if they see any lights flash that they need to press the clicker,

they explain that a break can be taken at any time if required. The student starts the test and checks the patient is fixating on the centre light throughout. They politely encourage the patient to keep looking straight ahead. The test is completed in the same way for the left eye. They print the results out to show the optometrist and correctly recognise that the test does not need to be repeated.

Task 1(b)(iii)

I observe the student asking if the patient has any previous glasses and that they would like to read the prescription from them. The patient responds that they wear single vision lenses and give them to the student. The student asks what they use their glasses for, the patient says for playing golf. The student places the glasses on the focimeter and reads the prescription and lens measurements, recording this, and any coatings, on the patient's records. The focimeter is used safely and the student ensures the holding clamp is used to secure the lenses. The bridge piece is correctly positioned so optical centres were recorded accurately.

The prescription is written out accurately, with the correct signs and decimal places.

Task 1(c)

I observe the student completing all records, including the handover form, and passing them to the optometrist explaining that the patient did not find any tests challenging. They inform the optometrist that the image was properly loaded in the auto-refractor test, that the patient did not blink during the non-contact tonometry test, and that they wore the eye patch correctly for the routine visual field test. They wipe over all equipment with an anti-bacterial wipe, and they ensure all screens displaying patient's records are closed before locking the computer.

[See attached handover form as further evidence for this task.]

Examiner commentary

The student demonstrated an excellent knowledge and understanding of how to complete the initial greeting in a professional manner and explained the process being followed and the reasons for the questions being asked. All paperwork was completed accurately and in detail.

The student demonstrated an excellent understanding of how to explain the purpose and procedure of screening tests in a customer friendly manner.

The student demonstrated an excellent understanding of how errors could occur, for example the actions to take if the patient blinked during the non-contact tonometry test. They communicated the fact that no errors had occurred effectively to the optometrist on handover.

The student showed excellent skills and respected the safety, care and confidentiality of the patient. They adhered to General Data Protection Regulation (GDPR) legislation by asking questions in a discreet manner and in a private environment and explained to the patient throughout why and how GDPR was adhered to.

The student demonstrated an excellent level of knowledge and understanding when completing the screening checks and focimetry, ensuring they explained every step to the patient and why these tests were completed. The results were shared with the optometrist with explanations of any challenges experienced whilst completing the tests.

The student showed excellent knowledge of record keeping as demonstrated in the handover form. All readings were written correctly and to the required degree of accuracy.

To improve their responses, the student could develop their engagement with the patient by explaining to the patient how their data would be stored and used, by explaining the reasons for wiping down the machines and how this ensures everyone's safety, and by reassuring the patient throughout all the tests. They could have further developed this by asking the patient if they wanted to feel a puff of air on their hand before the test to calm the patient's nerves and demonstrated this if agreed. The student could also have discussed with the patient how they manage with their current glasses and explained working distance as an explanation for struggling with the VDU.

The student could have demonstrated deeper understanding of the topics by giving a more in-depth explanation of glaucoma. They could have explained the importance of early screening as it can be hereditary and has no symptoms in the early stages. They could also have suggested a field screener due to the effects glaucoma can have on peripheral vision.

Overall grade descriptors

The performance outcomes form the basis of the overall grading descriptors for pass and distinction grades.

These grading descriptors have been developed to reflect the appropriate level of demand for students of other level 3 qualifications, the threshold competence requirements of the role and have been validated with employers within the sector to describe achievement appropriate to the role.

| Grade | Demonstration of attainment |
|-------------|---|
| Pass | The student demonstrates good knowledge and understanding of the topics and the optical/healthcare context in which it lies. |
| | The student demonstrates good levels of professional practice, including record keeping, whilst carrying out tasks/activities showing respect to safety, care and confidentiality for patients, colleagues and oneself. |
| | The student has an appreciation of the action to be taken when errors occur. |
| | The student demonstrates a good understanding of their own development with some learning through reflective practice. |
| | The student demonstrates good skills and knowledge of the relevant concepts and techniques reflected in an optical setting and generally applies this across different contexts. |
| | The student demonstrates good practical skills showing respect for safety, care and confidentiality for patients, colleagues and oneself. |
| | The student can interact with a range of staff and patients and has good knowledge and understanding of prescriptions, spectacles and lenses across a range of contexts. |
| Distinction | The student demonstrates excellent knowledge and understanding of the topics and appreciation of the optical/healthcare context in which it lies. |
| | The student demonstrates excellent levels of professional practice, including record keeping, whilst carrying out tasks/activities applying them in the optical context. |
| | The student shows respect for safety, care and confidentiality for patients, colleagues and oneself. |
| | The student fully acknowledges when errors occur and the reporting process. |
| | The student demonstrates a good insight to their own development, demonstrating significant learning through reflective practice. |
| | The student draws on reflective practice and relates their development and learning to work in practice. |
| | The student demonstrates excellent practical skills showing respect for safety, care and confidentiality for patients, colleagues and oneself. |
| | The student can interact with a broad range of staff and patients and displays an excellent range of knowledge and understanding of prescriptions, spectacles and lenses across a range of contexts. |

Document information

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