



Highfield

Highfield Level 3 End-Point Assessment for ST1377 Optical Assistant 2022

End-Point Assessment Kit



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Pathway: Contact lens assistant

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EPA Kit

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How to use this EPA Kit

Welcome to the Highfield End-Point Assessment Kit for the Optical Assistant apprenticeship standard.

Highfield is an end-point assessment organisation that has been approved to offer and carry out end-point assessments for the Level 3 Optical Assistant apprenticeship standard.

The EPA Kit is designed to outline all you need to know about the end-point assessments for this standard and will also provide an overview of the on-programme delivery requirements. In addition, advice and guidance for trainers on how to prepare apprentices for the end-point assessment is included. The approaches suggested are not the only way in which an apprentice may be prepared for their assessments, but trainers may find them helpful.

In this kit, you will find:

- an overview of the standard and any on-programme requirements
- a section focused on amplification
- guidance on how to prepare the apprentice for gateway
- detailed information on which part of the standard is assessed by which assessment method
- suggestions on how to prepare the apprentice for each part of the end-point assessment
- a section focused on the end-point assessment method where the assessment criteria are presented in a format suitable for carrying out 'mock' assessments

Introduction

Standard overview

The broad purpose of an optical assistant is to interpret a prescription to identify the appropriate optical device to meet the need of the prescription and customer. Optical assistants need to be able to identify the appropriate optical appliance and explain its features and benefits using non-technical language to the customer.

The occupation is found in the healthcare industry. It is a support role assisting an optometrist and/or dispensing optician.

Key responsibilities are likely to include accurately interpreting a prescription, providing accurate advice, managing clinical appointments, using an extensive range of technical equipment and collaborating with team members.

This standard offers 3 specialisations: screening assistant, contact lens assistant and domiciliary optical assistant. This kit is centred on the contact lens assistant pathway, this is a role that specialises in fitting contact lenses and ensuring people look after their lenses and eyes.

On-programme requirements

Although learning, development and on-programme assessment is flexible, and the process is not prescribed, the following is the recommended baseline expectation for an apprentice to achieve full competence in line with the Optical Assistant apprenticeship standard.

The on-programme assessment approach will be agreed between the training provider and employer. The assessment will give an ongoing indication of an apprentice's performance against the final outcomes defined in the standard. The training provider will need to prepare the apprentice for the end-point assessment, including preparation for the direct observation and professional discussion.

The training programme leading to end-point assessment should cover the breadth and depth of the standard using suggested on-programme assessment methods that integrate the knowledge, skills and behaviour components, and which ensure that the apprentice is sufficiently prepared to undertake the end-point assessment. Training, development and ongoing review activities should include:

- achievement of level 2 English and maths. If the apprentice began their apprenticeship training before their 19th birthday, they will still be subject to the mandatory requirement to study towards and achieve English and maths. The requirements for English and maths are optional for apprentices aged 19+ at the start of their apprenticeship training.

Use of Artificial Intelligence (AI) in the EPA

Assessments must be carried out in accordance with the published assessment plan and all work submitted must be the apprentice's own. AI tools must not be used to generate evidence in its entirety or to replace the apprentice's own judgement, performance or competence. Any use of AI must be transparent, limited and properly referenced.

Where AI has been used by the apprentice as part of normal work activity (for example, drafting a document, worksheet or PowerPoint) this may form part of the portfolio provided that:

The apprentice has materially authored, verified and taken responsibility for the content:

- AI use is clearly declared and referenced within the work (include tool name, purpose and how outputs were verified)
- Source prompts, system settings and the portions influenced by AI are retained and available for review
- AI outputs must not substitute for authentic demonstration of competence against the standard

If an AI tool is used at any stage of an assessment method (for example, to prepare a presentation outline or to organise notes), its use must be fully referenced in the submission or assessor records, and must not compromise authenticity, validity or security. Assessors must be satisfied that decisions remain rooted in the apprentice's knowledge, skills and behaviours, and in direct evidence gathered through observation, questioning and professional discussion.

AI tools must not be used to produce assessment evidence end-to-end, to fabricate logs/records or to simulate performance.

Readiness for end-point assessment

For an apprentice to be ready for the end-point assessments the:

- apprentice must have achieved **Level 2** English and maths. The requirements for English and maths are mandatory for all apprentices aged between 16-18 at the start of their apprenticeship training. The requirements for English and maths are optional for apprentices aged 19+ at the start of their apprenticeship training.
- the apprentice must have gathered their organisation's policies and procedures as requested by Highfield. For guidance, a list of examples has been provided below.
 - dealing with customer complaints
 - using optical equipment
 - maintaining good customer service
 - referring patients to other optical services
 - following Health and Safety legislations

This list is not definitive.

- line manager (employer) must be confident that the apprentice has developed all the knowledge, skills and behaviours defined in the apprenticeship standard and that the apprentice is competent in performing their role. To ensure this, the apprentice must attend a formal meeting with their employer to complete the Gateway Readiness Report.
- apprentice and the employer should then engage with Highfield to agree a plan and schedule for each assessment activity to ensure all components can be completed within a **mandated** end-point assessment window. Further information about the gateway process is covered later in this kit.

If you have any queries regarding the gateway requirements, please contact your EPA Customer Engagement Manager at Highfield Assessment.

Order of end-point assessments

There is no stipulated order of assessment methods and the result of one assessment method does not need to be known before starting the next. This will be discussed with the apprentice, training provider and/or employer with our scheduling team when scheduling the assessments to ensure that the learner is provided with the best opportunity to attempt the assessment.

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The Highfield approach

This section describes the approach Highfield has adopted in the development of this end-point assessment in terms of its interpretation of the requirements of the end-point assessment plan and other relevant documents.

Specific considerations

Highfield's approach does not deviate from the assessment plan.

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Gateway

How to prepare for gateway

After apprentices have completed their on-programme learning, they should be ready to pass through 'gateway' to their end-point assessment.

Gateway is a meeting that should be arranged between the apprentice, their employer and training provider to determine that the apprentice is ready to undertake their end-point assessment. The apprentice should prepare for this meeting by bringing along work-based evidence, including:

- customer feedback
- recordings
- manager statements
- witness statements

As well as evidence from others, such as:

- mid and end-of-year performance reviews
- feedback to show how they have met the apprenticeship standards while on-programme

In advance of gateway, apprentices will need to have completed the following. The requirements for English and maths listed below are mandatory for all apprentices aged between 16-18 at the start of their apprenticeship training. The requirements for English and maths listed below are optional for apprentices aged 19+ at the start of their apprenticeship training.

- Achieved **Level 2** English*
- Achieved **Level 2** maths*
- Submitted their organisation's policies and procedures as requested by Highfield

*For those with an education, health and care plan or a legacy statement, the apprenticeship's English and mathematics minimum requirement is Entry Level 3. British Sign Language (BSL) qualifications are an alternative to English qualifications for those who have BSL as their primary language

Therefore, apprentices should be advised by employers and providers to gather this evidence and undertake these qualifications during their on-programme training. It is recommended that employers and providers complete regular checks and reviews of this evidence to ensure the apprentice is progressing and achieving the standards before the formal gateway meeting is arranged.

The gateway meeting

The gateway meeting should be attended by the apprentice and a representative from the employer and training provider.

The **Gateway Readiness Report** should be used to log the outcomes of the meeting and agreed by all 3 parties. This report is available to download from the Highfield Assessment website.

The report should then be submitted to Highfield. If you require any support completing the **Gateway Readiness Report**, please contact your EPA Customer Engagement Manager at Highfield Assessment.

Reasonable adjustments

Highfield Assessment has measures in place for apprentices who require additional support. Please refer to the Highfield Assessment Reasonable Adjustments policy for further information/guidance.

ID requirements

Highfield Assessment will complete an identification check before starting any assessment and will accept the following as proof of an apprentice's identity:

- a valid passport (any nationality)
- a signed UK photocard driving licence
- a valid warrant card issued by HM forces or the police
- another photographic ID card, such as an employee ID card or travel card

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The Optical Assistant apprenticeship standard

Below are the knowledge, skills and behaviours (KSBs) from the standard and related assessment criteria from the assessment plan. On-programme learning will be based upon the KSBs and the associated assessment criteria will be used to assess and grade the apprentice within each assessment method.

The dispensing process		
Direct observation of practice with questions		
Knowledge	Skills	Behaviours
K9 How to use and maintain optical equipment K21 The structure of the eye, spectacle prescriptions and vision correction options K22 Lens form, types, materials, coatings and their features and benefits K24 Frame materials, shapes, components and their features and benefits K25 Frame fitting and suitability including facial, frame and lens measurements and the equipment used to measure these K26 Pricing, promotions and offers, ordering and payment systems and collection options and procedures	S1 Deliver customer service which aligns with company values, beliefs and purposes S9 Follow safe use instructions when using optical equipment such as adjustment tools, screening equipment and measuring equipment S20 Interpret the spectacle prescription to identify a range of vision correction options suitable for the customer S21 Offer suitable lens products to the customer based on customer needs and preferences , using features and benefits to highlight suitability S23 Offer suitable frames to the customer based on their needs and preferences , using features and benefits to highlight suitability	B1 Treat people with dignity and respect B3 Be adaptable, reliable and committed

K29 Adjustment tools and equipment used for spectacles	S24 Identify frame fitting suitability including facial, frame and spectacle lens measurements required to process spectacle orders for the customer S25 Process spectacle orders, payments and arrange collections, offering relevant promotions to the customer where appropriate S27 Fit spectacle frames through the use of questioning, measurements, and tools S28 Use tools correctly to adjust frame without causing damage	
To pass, the following must be evidenced		
DP1 Interprets the customer's spectacle prescription to identify a range of vision correction options. Offers suitable lens\frame products and explains the features and benefit based on their preferences, facial, frame and lens measurements in line with company values beliefs and purpose (K21, K22, K24, S1, S20, S21, S23) DP2 Identifies and discusses at least one spectacle product offer with a customer based on their needs and preferences. Processes the order, offers any relevant promotions, takes their payment and agrees the collection options (K26, S25) DP3 Uses and maintains frame fitting techniques, optical equipment, lens measuring equipment and tools safely to correctly fit and adjust spectacle frames without causing damage. Uses questioning to meet customer order and prescription. Treat customer with dignity and respect. Being adaptable, reliable and committed to the business (K9, K25, K29, S9, S24, S27, S28, B1, B3)		
Amplification and guidance		
• How to use equipment: ○ frame heaters: ▪ carefully apply heat to a frame to make the material more malleable and adjustable		

- a piece of electrical equipment that must be used correctly and safely
 - must be PAT tested
- hand tools:
 - PD rulers – used to measure the distance between the patients' eyes
 - Digital measuring equipment
 - Facial measurement gauges – used to take facial measurements to ensure the spectacle frame and lenses fit the patients face
- **How to maintain optical equipment:**
 - Ensure equipment is kept clean and in good working order
 - Back up any electronic data
 - Risk assess equipment
 - PAT testing
 - Report any equipment that is not working correctly
- **Structure of the eye:**
 - includes pupil, retina, macular and sclera
 - necessary to understand parts of the eye in order to take measurements, such as pupillary distance (PD), heights and back vertex distance (BVD)
- **Spectacle prescriptions** - components of a prescription such as SPH, CYL, AXIS and reading ADD
- **Vision correction options** may include:
 - myopia – corrected with a concave lens – single vision
 - hypermetropia – corrected with a convex lens – single vision
 - astigmatism – corrected by a cylinder and axis
 - presbyopia – meaning a near prescription is required
- **Lens form, types:**
 - single vision
 - bifocal

- varifocal
- **Lens materials:**
 - CR39:
 - weighs half as much as glass lenses due to their lower specific gravity and having high optical quality.
 - Hi-index:
 - enables high-powered prescriptions to be made thinner and cosmetically more attractive lenses. The weight, optical quality, and impact resistance of high-index lenses vary based on the material used.
 - Polycarbonate:
 - light weight, thin profile, superior impact resistance and UV protected.
 - Glass:
 - exceptional scratch resistance and excellent optical clarity.
- **Coatings** may include:
 - scratch-resistant
 - anti-reflective
 - ultraviolet (UV) protection
 - mirror
 - polarising
 - photochromic lenses
 - anti-fog
- **Frame materials:**
 - metal (Monel – nickel/copper alloy) – more cost effective, comes in a variety of colours and styles
 - plastic (acetate) - acetate frames are made of lightweight plastic, and they generally have a fixed nose bridge which spreads the weight of the glasses over the bridge
 - titanium - strong, durable and hypoallergenic
 - stainless steel - hypoallergenic, strong, light weight and a corrosion resistant metal

- **Shapes:**
 - square
 - oval
 - round
 - rectangle
 - aviator
 - cat eye
 - the larger the frame, the thicker the lenses are – therefore checking the pupil distance and frame pupil distance to see how much adjustment is required (decentration) and the effects
- **Frame fitting and suitability:**
 - check the BEST fit (Bridge, Eyes, Sides and Temples)
 - fitting triangle
 - check bridge of glasses – if nose pads are too close, adjust
 - check length to bend
 - check sides of lengths and lengths behind ears (length to drop), shorten as appropriate
- **Lens measurements and the equipment used to measure these** may include:
 - length to bend:
 - using a ruler to measure from the dowel joint to where the side bends
 - pupillary distance (PDs):
 - measured using a PD ruler, pupilometer, VDT and FReD technology (VDT – Virtual Dispense Toolbox, FReD – Frame Referencing Device)
 - heights:
 - measured using a PD ruler, VDT and FReD technology
 - pantoscopic angle/tilt:
 - measure using a protractor/ruler
 - effective diameter measurement
 - bow angle
- **Promotions** – optical assistants should understand the promotions available and why a promotion is selected. For example:

- 2 for 1 deals
- student discount
- contact lens offers
- second pair offers

- **Ordering and payment systems** – optical assistants should be confident with the ordering procedure whether digital or paper based

- **Collection options and procedures** are necessary to check the fit and the vision of a new pair of glasses and make any necessary changes. Also to explain aftercare procedures. This could be an onsite collection, but also the spectacles could be pre-fitted and posted out.

- **Adjustment tools and equipment:**
 - screw drivers:
 - used for tightening/loosening screws or replacing them
 - forming pliers:
 - can be used for various purposes including adjustment of spectacles, bridges, temples and temple tips
 - half-nylon pliers:
 - used to adjust the angle of let back
 - double-sided nylon pliers:
 - used to hold plastic or metal frames without marking
 - frame heater:
 - used to heat a frame to allow the material to become more malleable and easier to adjust

- **Deliver customer service** – ensure a patient's needs and expectations are met

- **Organisational values, beliefs and purposes:**
 - employees must understand the employer or companies' values, beliefs and purpose
 - common values and beliefs include:
 - the 5 C's – collaboration, curiosity, courage, compassion and a commercial mindset
 - to function together as a team and work towards a common business goal
 - provide excellent customer service

- follow the relevant legislations such as the Worker Protection (Amendment of Equality Act) Act
- **Follow safe use instructions by:**
 - ensuring wires are safely positioned
 - ensuring chairs are correctly and safely positioned
 - following safe working practices when using adjustment tools and screening equipment, such as cleaning before and after use
 - ensuring necessary safety precautions are taken, such as goggles and using screwdrivers in the correct way
 - having knowledge of appropriate health and safety regulations
- **Interpret the spectacle prescription** - review the prescribed prescription to understand what the prescription requires to meet the customer's needs and requirements. For example, if the patient has presbyopia, understanding the options available, such as multifocal or single vision spectacles is crucial.
- **Offer suitable lens products** to customers by:
 - recommending a frame that fits correctly and is suitable for the patient's prescription
 - recommending suitable lenses for the prescription and lifestyle
- Accommodate to customers' **needs and preferences** by:
 - asking appropriate questions to ensure that the correct products are recommended, for example, people with allergies need to avoid copper/nickel frames
 - explaining to the customer why the frame is a good fit and why the spectacles are appropriate for them, so that they are aware
- **Features and benefits:**
 - the optical assistant should have good knowledge and understanding of the features and benefits
 - demonstrate the ability to differentiate between a feature and a benefit, for example, a frame with sprung hinges, allows better comfort, strength and flexibility
- **Process spectacle orders by:**
 - completing the sale in line with company and store procedures

- providing a summary and explanation of why the spectacles are suitable for the customer and meets their individual requirements, may demonstrate and talk through these points on the store PC/tablet
- potentially use cost saving benefits
- ensuring recommendations are relevant to the prescription, such as suitability, size and material of frame, customer requirements
- **Fit spectacle frames by:**
 - asking appropriate questions, for example, how do the glasses feel?
 - asking permission to come closer to check the fit.
 - using BEST fit and/or the fitting triangle method to assess the fit on the frame.
 - using appropriate tools to adjust the frame to the patient, such as the frame heater and half-nylon pliers.
 - measuring the length to bend, using an optical rule.
- **Use tools correctly by:**
 - ensuring the correct tools are used for the appropriate adjustment, for example:
 - when using a frame heater ensure that you do not heat it for too long as this could cause the frame to melt.
 - using the half nylon pliers to adjust the angle of let back. Also, using the frame heater to heat the material to make it more malleable before adjusting.
- **Treat people with dignity and respect by:**
 - following the Worker Protection (Amendment of Equality Act) Act, to give customers a fair and unbiased service
 - making adaptations to communication methods or approaches by using open body language to show that they are happy to help
 - supporting customers that may need specific requirements to feel respected, for example, assisting someone who is unsteady on their feet and not rushing them
 - respecting a patient's beliefs and opinions
- **Be adaptable, reliable and committed by being:**
 - willing to be adaptable in all situations to meet the needs of the business and the customers
 - committed to provide good customer service
 - professional
 - reliable and managing time accordingly to meet company standards

Collections		
Direct observation of practice with questions		
Knowledge	Skills	Behaviours
K27 When to use visual acuity to check near vision and prescription adaption requirements K30 Advice and guidance on frame fitting /and or lens care and after sales services for customers	S26 Identify and check visual acuity for near vision spectacle, explaining adaption as required S29 Provide advice and guidance on frame fitting, lens care and after sales service	B6 Show openness and integrity at all times
To pass, the following must be evidenced		
C1 Identifies and checks customer's visual acuity for near vision spectacles and explains any adaptations as required (K27, S26) C2 Provides advice and guidance on frame fitting, lens care and offers a range of aftersales services to the customer with openness and integrity displayed at all times (K30, S29, B6)		
Amplification and guidance		
• Visual acuity: ○ use a reading chart (paper/electronic) to check what size print a patient can see, referring to the visual acuity's that the optometrist prescribed ○ ask which line(s) of text are visible to assess level of near visual acuity ○ take into account how the final fit of frames can affect visual acuity ○ manage customer expectations - selecting the correct parts of the reading card to not discourage the customer • Prescription adaption requirements - it is crucial to understand if there has been a change in prescription, how this can affect a patient visually, and the adaption that may be required. For example:		

- a patient may feel like their vision is not correct, they may feel like the floor is magnified, or they may not be able to see as well as they originally thought, but after wearing for a little time, their eyes should adapt, and everything will seem more comfortable
- **Advice and guidance** should be given on frame fitting and lens care, such as:
 - the importance of a patient looking after their glasses and not mistreating them to prolong the lens life
 - not using washing liquids to clean the lenses as this could lead to a coating breakdown
 - using cleaning products (sprays or wet wipes) specifically designed for lenses
 - information on after-care procedures and products for self-cleaning
- **After sales services** may include:
 - explaining guarantees, adjustments and policies
 - explaining any additional offers available, such as multi-pair discounts, contact lens offers or hearing offers
 - explaining all relevant after-sales advice in line with company and store procedures such as:
 - some practices offer a certain amount of time for a patient to try their new glasses and if they are not suitable, they can return them
 - explaining to a patient that they can return for any further adjustments or repairs that may be needed
- **Explaining adaptations** by:
 - advising the patient to try their glasses at home due to adapting to the new prescription
 - explaining the changes in the prescription and how this may affect the patient
- Show **openness and integrity** by:
 - taking responsibility for their actions and to always treat others with respect
 - showing openness and to be unbiased in their recommendations
 - ensuring a good professional relationship with both colleagues and customers

Pre-appointment process	
Direct observation of practice with questions	
Knowledge	Skills
K13 Pre-appointment processes, record keeping (e.g., adhering to relevant legislation when recording and storing personal data) and the principles of gaining consent, including when and how information can be disclosed to a customer or service provider K14 Appointment types, lengths, booking systems and clinic management in the optical environment including NHS exemptions and private appointments K17 Clinic preparation processes such as preparing records, General Ophthalmic Services eligibility and entitlement, identifying customer needs, confirming appointment	S13 Select appointments, recall information, appointment types and exemptions on the employer's system, and maintain accurate records, e.g., customer details S15 Accurately prepare clinical records for use following employer procedures S16 Accurately complete customer pre-appointment procedures
To pass, the following must be evidenced	
PA1 Completes pre-appointment procedures, selects appointment, completes exemption checks, confirms appointment with private and NHS customers, and prepares and maintains clinical/customer records accurately on employer system (K13, K14, K17, S13, S15, S16)	
Amplification and guidance	
• Pre-appointment processes must be followed and these typically include: ○ confirming the appointment type ○ confirming customer information upon arrival to ensure their details are updated and correct ○ following the General Data Protection Regulation (GDPR) - seek consent and permission to store and process the patient's details and keep this information secure	

- completing any pre-lifestyle questionnaires, where appropriate
- printing out paperwork/updating electronic files
- **Record keeping** should comply with the General Data Protection Regulation (GDPR). This regulation governs the way data can be processed and stored.
- **Gaining consent** is crucial as it is the law to gain consent from a patient to use, store and process their information
- **When and how information can be disclosed:**
 - information can only be shared with the patient/customer's permission
 - with a patient's consent they can be referred to another medical practitioner, which may be to a GP, ophthalmologist or low vision clinic
- **Appointment types** include:
 - Sight test (private or NHS)
 - Contact lens fit
 - Contact lens aftercare
 - EOS (Enhanced Optical Services)/MECS (Minor Eye Care Service)
 - DVLA check
 - Home sight test visits
- **Appointment lengths** – appointment times vary depending on the optometrist and the type of check, for example a sight test can last anywhere between 20 minutes (standard) to 90 minutes (pre-reg)
- **Booking systems** can either be electronic or paper files/diaries
- **Clinic management** – using diary systems, communication with clinic manager/optometrist
- **NHS exemptions** allow an individual help with the cost or free optical products/services. To be eligible individuals must be:
 - under 16
 - 16, 17 or 18 and in full-time education (this includes being taught full-time at a school, college, university or at home)

- 60 or over
- registered as partially sighted or blind
- diagnosed with diabetes or glaucoma
- 40 or over and your mother, father, sibling or child has been diagnosed with glaucoma - have been advised by an eye doctor (ophthalmologist) that you're at risk of glaucoma
- a prisoner on leave from prison
- eligible for an NHS complex lens voucher – your optician can advise you about your entitlement
- **Private appointments** – products and services offered at a cost to the public
- **General Ophthalmic Services eligibility and entitlement** – an optical assistant should understand what a patient is entitled to, such as GOS 1/2/3/4 and how to process the vouchers, for instance, PCSE online, integrated into own computer system
- **Identifying customer needs** – ask questions and ensure the customer is receiving the correct service to meet their needs or requirements
- **Maintain accurate records by:**
 - ensuring that correct and up-to-date information is taken, which includes:
 - the type of appointment
 - checking if a patient is actually due for a check up
 - the patients' personal details, for instance, their address and phone number
 - understanding NHS procedures such as entitlement and ensuring GOS vouchers are issued and applied correctly
- **Prepare clinical records by:**
 - completing paperwork/ electronic files ready for the appointment, ensuring records are updated accurately
 - adhering to GDPR when handling customer/patient information by keeping details/records private and confidential

Customer service and customer communication		
Direct observation of practice with questions		
Knowledge	Skills	Behaviours
K6 Communication principles and techniques used to communicate at work to reduce barriers of communication K8 Health and safety at work legislation relevant to working in the optical environment, including hygiene and infection control measures and customer safety K11 The services available to customers in the optical environment such as sight tests, contact lens and extended services including minor eye care services, low vision services and their benefits or limitations	S5 Identify and meet customer needs within the optical environment S6 Communicate with customers and the optical team to maximise understanding S8 Follow health and safety legislation in the optical environment including customer safety, hygiene, and infection control S11 Provide the benefits and limitations of the different services (e.g., sight tests, contact lenses) and extended services (e.g., minor eye condition services, low vision services) to the customers within the optical environment	B4 Be caring and compassionate
To pass, the following must be evidenced		
CS1 Communicates with customers and colleagues with care and compassion to maximise understanding and identifies and meets customer and team needs (K6, S5, S6, B4) CS2 Provides the benefits and limitations of the different services and extended services to the customers within the optical environment (K11, S11) CS3 Adheres to health and safety legislation including customer safety, hygiene, infection control and the safe use of all equipment (K8, S8)		

Amplification and guidance

- **Communication principles and techniques** – working with different patients requires adapting communication methods to overcome barriers, which may include:
 - Children:
 - adapting language, simplifying processes, encouraging participation, involving the child and creating a game like scenario
 - Hearing impairments:
 - raising voice (without shouting), speaking clearly, writing information down and using a loop system
 - Sight impairments:
 - using descriptive language and chaperoning patients to various areas of the store/practice
 - Mental health issues:
 - be patient, reassure the person, speak calmly, listen carefully to the patient and move to a quieter area
 - ADHD:
 - communicate face to face, use non-verbal cues such as eye contact, tone of voice, gestures, listen actively and don't interrupt and ask questions to confirm understanding
 - Language barriers:
 - simplify sentences, use gestures, arrange an interpreter, write information down, be patient and use technology such as translating software
- **Health and safety at work legislation:**
 - employees must understand what procedures are in place to ensure a safe working environment
 - this includes complying with:
 - The Health and Safety at Work etc. Act 1974
 - The Reporting of Injuries, Diseases, and Dangerous Occurrences Regulations 2013 (RIDDOR)
 - The Control of Substances Hazardous to Health Regulations 2002 (COSHH)
 - These legislations can be followed by:
 - implementing infection control measures, wearing personal protective equipment (PPE) and carrying out risk assessments
 - ensuring equipment such as tools (facial measuring equipment, hand tools and rulers) are cleaned before and after use
 - working tidily and assessing the environment (tucking chairs in and not obstructing exit doors)
 - ensuring the customer is seated in the correct position (while pre-screening)

- ensure environment is hazard/risk free
- storing chemicals and hazardous products correctly
- **Services available to customers and the benefits or limitations of these:**
 - Sight tests:
 - benefit - keeping up with regular eye health-care to prevent any ocular conditions - this may be managing glaucoma/diabetes.
 - limitation - it may not always detect underlying conditions that require deeper investigation.
 - Contact lens fit/aftercare:
 - benefit - gaining an up-to-date prescription and general eye health check. Ascertaining the suitability of contact lenses for the wearer and ensuring the safety and health implications of wearing contact lenses.
 - limitation - contact lenses not being suitable for everyone and wearing times can differ.
 - EOS/MECS services:
 - benefit - it saves the patient time sitting in A&E, could be a more local and quicker service for the patient.
 - limitation - not all conditions can be treated this way.
 - Low vision services:
 - benefit - low vision means not being able to see as well as most other people, even when wearing glasses or contact lenses. Low vision services are provided by the NHS to help individuals to make the most of their vision by investigating the difficulties they are having, and recommending equipment or techniques that can help overcome these difficulties.
 - limitation - there is only so much that can be done with aides - not all vision can be corrected to a patient's expectations.
 - DVLA checks:
 - benefit - the check ensures that drivers meet the eyesight requirements for safe driving.
 - limitation - only a few makes and models of field machines can perform the test specified by the DVLA to meet their standards so not all practices can carry out the specific DVLA test. Patients requiring this will need to be referred or signposted to a store that has the required equipment.
 - Frame styling - gives a more tailored experience when choosing frames and assessing suitability.
 - General advice on products.
- **Identify and meet customer needs by:**
 - providing assistance, support and guidance, where necessary
 - demonstrating products using visuals, such as electronic or paper guides

- asking appropriate questions such as:
 - how can I help you?
 - do you have any allergies to certain materials?
 - what do you do for work?
- **Communicate with customers:**
 - tailor the approach to the customer's needs
 - use a variety of communication methods/skills to overcome any potential barriers such as taking notes, updating the patient record system and verbally notifying a team member
- **Communicate with the optical team:**
 - take part in team briefings and training sessions
 - during handovers relay information to ensure a greater understanding of a situation
- **Be caring and compassionate by:**
 - providing the best care for their customer's needs
 - asking lifestyle questions, and being compassionate with the information provided, especially if it is of a delicate nature

Obtaining prescriptions and lens measurements from spectacles	
Direct observation of practice with questions	
Knowledge	Skills
K19 How to use lens measuring equipment	S18 Use lens measuring equipment to identify prescriptions and lens measurements
K20 How to recognise engravings such as progressive lenses safety spectacles and remark of lens	S19 Identify lens types using engravings such as progressive lenses and safety spectacles and remark lenses where required
To pass, the following must be evidenced	
OP1 Uses lens measuring equipment correctly to identify prescriptions and lens measurements. Identifies lens types using engravings (K19, K20, S18, S19)	
Amplification and guidance	
• Lens measuring equipment includes: ○ focimeter – used to measure the power of a lens ▪ the optical assistant would clamp the spectacles on the machine, and align the centre of the lens with the gauge on-screen to get an accurate reading ▪ it can also be used to check the optical centres by placing ink dots on the front of the lenses (using the integrated blotter) and using a ruler to measure the distance between each optical centre ○ rulers – used to measure facial measurements such as the Pupillary Distance (PDs) and heights • Recognising engravings: ○ varifocal engraving on lenses - small circles engraved onto the nasal/temporal sides of a lens, which when combined with the lens manufacturer's chart can be used to remark the lens back up. Check lens type (look in the lens guide book/folder or refer to a senior colleague for lenses that are not the organisations) and confirm the reading addition. ○ when dealing with safety spectacles, ensure that they have appropriate BN EN166 engraving to ensure validity and safety standards. • Remark lens by using the engraving circles and appropriate fitting chart to remark a multifocal lens	

Policies, procedures and standards	
Report with questioning	
Knowledge	Skills
K18 Product tolerances such as British standards, ISO, UKCA K28 Frame adjustments and the impact of poor fitting on both comfort and vision K31 Guarantees, warranties available within an optical environment and the requirements of the Sales of Goods Act K32 Employer concern handling policies and procedures and when to escalate complaints such as to the NHS and/or the Optical Consumer Complaints Service (OCCS) K33 Employer and manufacturer's remake and repair procedures for spectacles K34 Implications of poor fitting on the customer K35 Implications and impact of incorrect measurements, prescriptions and product recommendations for the customer and business	S17 Use product tolerances to validate product accuracy S30 Identify guarantees and warranties of optical products and adhere to the Sales of Good Act S31 Manage customer concerns and or complaints in line with employer procedures S32 Use problem solving techniques to identify concerns and or complaint causes S33 Communicate with customers to resolve concerns or complaints within the limits of their own authority S34 Follow remake procedures S35 Follow repair procedures S36 Recognise and resolve customer complaints e.g., poor fitting, incorrect measurements, or offer alternative options in line with business requirements

To pass, the following must be evidenced

PP1 Explains how product tolerances are correctly validated to ensure product accuracy (K18, S17)

PP2 Explains the communication methods used to identify the customer complaint. The types of questions, problem solving techniques and poor fitting implications on the customer and business and how the complaint is resolved and what solutions and options offered (K28, K34, K35, S36, S32)

PP3 Explains what guarantees or warranties are available within the optical environment and how the requirements of the Sale of Goods Act are met (K31, S30)

PP4 Summarises how they manage a customer complaint/concern using company policies and remake and repair procedures including the methods of communication used to resolve the issue within the limits of their own authority (K32, K33, S31, S33, S34, S35)

To gain a distinction, the following must be evidenced

PP5 Explains the impact on the customer's vision, prescriptions and or measurements where they don't meet the British standard tolerances (K18, S17)

PP6 Makes recommendations on how to improve policies or procedures to reduce customer complaints (K32)

Amplification and guidance

- **Product tolerances** include:
 - British standards:
 - use the British Standards Tolerance chart when checking prescription accuracy
 - ensures that that spectacles are constructed correctly and in-line with standards across the country, and are fit for purpose
 - check a prescription using a focimeter to ensure it matches what has been prescribed
 - UKCA:
 - demonstrates that spectacles conforms to the correct manufacturing and safety standards, such as UKCA. EN166, material/lens engravings
- **Frame adjustments:**
 - various frame adjustments can be made such as:
 - length to bend
 - nose pads

- bow angle

- **Impact of poor fitting** examples:
 - if the length to bend is not measured and adjusted correctly, the glasses could slip down the nose, which in turn can affect the vision if the patient is not looking through the correct part of their lenses
 - if the nose pads are not sitting flush on the bridge, it can cause a pressure build up and become uncomfortable and sore
- **Guarantees, warranties available:**
 - most practices offer a trial period for a patient to adjust to their new glasses, which could be anything from 14 days to 100 days
 - warranties on product quality are also relevant such as manufacturers often offer a manufacturer's warranty, where if a product does develop a manufacturing fault, it can be returned/replaced
- **Sales of Goods Act** (Partially replaced by the Consumer Rights Act for consumer purchases):
 - regulates the quality of certain types of goods, bought and sold. The act states that the goods you sell are as described, fit for purpose and of satisfactory quality
 - unregistered persons must not sell prescription spectacles to children aged under 16 and patients who are registered as sight impaired or severely sight impaired, unless the sale is supervised by a registered practitioner
- **Policies and procedures** to follow when dealing with concerns:
 - complete a concern handling log
 - ask open questions to identify the issue
 - offer reassurance and solutions
 - speak to a dispensing optician, contact lens optician or optometrist
 - speaking to the manager/director
 - if there is a complaint, wherever possible, complaints should be made directly to the practice as it may be possible to sort out the problem straight away
 - if an individual would prefer to talk to someone who is not involved with the practice concerned, they can complain to their local integrated care board (ICB)
- **Optical Consumer Complaints Service (OCCS)** is:
 - an independent and free mediation service for consumers (patients) of optical care and the professionals providing that care

- funded by the General Optical Council who regulate opticians, optometrists and dispensing opticians
- **Remake and repair procedures** – optical assistants should understand the remake and repair procedures for their organisation
- Implications of **incorrect measurements** include:
 - patients not being able to see through the correct part of a lens (OC, multifocal)
- Implications of incorrect **prescriptions** include:
 - patients being unable to see correctly using their new eyewear
 - long term issues and the impact of wearing an incorrect prescription
- Implications of **product recommendations** include:
 - dissatisfaction of the customer and loss of reputation on the business
 - must ensure that the product meets the customer's needs and is fit for purpose
- **Problem solving techniques** involve:
 - using appropriate questioning techniques and questions, for example:
 - how does it affect you?
 - how long have you been experiencing the issues?
 - what would you like to do?
 - completing a concern handling log
 - defining a problem
 - determining the cause of the problem
 - identifying, prioritising and selecting alternatives for a solution
 - implementing a solution
- **Resolve concerns** by:
 - checking company policy on resolving customer complaints
 - using complaint handling documentation to keep notes on customer concerns

- referring to a colleague when appropriate information is retrieved
- communicating verbally, face-to-face or over the phone; acknowledge the patient's dissatisfaction; offer solutions to overcome the issue; or if it is not possible, explaining to the patient why:
 - the issue may be an adjustment to a frame to correct the fit or the vision, which the optical assistant should easily resolve
 - there may be large cost implications to correct an issue that the practice/store may need to take into consideration, and this may have to be reviewed by a manager/director
- **Remake procedures:**
 - if a product is deemed faulty or is incorrect, a remake can be processed. This can be done in multiple ways, which is often specific to the organisation, but typically involves:
 - the practice/store contacting the manufacturer directly or completing a manufacturer's return form
 - the practice may also process the remake on the in-store computer system, making sure to detail the reasons for a remake
- **Repair procedures** typically include:
 - assessing the damaged product, and deciding if it is something that can be repaired
 - using the available tools to repair a damaged product
 - taking into consideration the effects of using tools to repair a damaged product, for example, if a metal frame has been twisted, this could have weakened the material
- **Recognise and resolve customer complaints:**
 - poor fitting - reassess the frame fit, for example, B.E.S.T fit, ensuring that the frame is fitted correctly.
 - incorrect measurements - understand the implications and inconvenience of incorrect measurements. If this is the case, the measurements would be needed to be retaken and a remake processed.

Procedures and compliance	
Professional discussion	
Knowledge	Skills
K2 Patient referral processes and procedures and the implications of not following procedures K3 Policies, procedures, and regulated activities within the optical working environment, such as GDPR, NHS, GOC health and safety and safeguarding K10 First aid procedures, accident and incident reporting and evacuation processes K16 Ocular emergencies and when to seek advice, including escalation and reporting procedures	S2 Identify when and who to refer to when supervision is required such as ocular emergencies, screening, dispensing and collections of restricted categories S3 Work within the limits of policies, procedures, and regulated activity such as GDPR, NHS, GOC, Health and Safety at Work and safeguarding S10 Follow procedures and processes for first aid, accident and incident reporting or evacuations S14 Report and record ocular emergencies following correct employer procedures
To pass, the following must be evidenced	
PC1 Explains how to adhere to patient referral policies, procedures and regulation and the implications of not following procedures. Identifies when and who to refer to when supervision is required for ocular emergencies, screening, dispensing and collection restrictions. Accurately reports and records ocular emergencies in line with employer procedures. Works within the limits of local and national policies (K2, K3, K16, S2, S3, S14) PC2 Explains the first aid reporting and evacuation procedures in the workplace and who to refer to and how to safely evacuate the store (K10, S10)	
To gain a distinction, the following must be evidenced	
PC3 Explains the implications of not following policies and procedures on their colleagues and the impact on brand reputation (K2, K3, S2, S3) PC4 Explains how to mitigate risks of accidents or incidents based on past examples (K10, S10)	

Amplification and guidance

- **Patient referral:**
 - the process of referring someone if, for example, they were to experience flashing lights or floaters. This process may include:
 - completing the triage form
 - speaking to an optometrist for advice on how to proceed
 - booking patients in for MECS (Minor Eye Care Service) appointment or refer patient to A&E
 - the process for a cataract referral
- **Implications of not following procedures** include:
 - patients' health deteriorating
 - patient negligence
 - delays in the process
- **Policies, procedures, and regulated activities:**
 - The General Optical Council is the regulator of optical professions in the UK, they:
 - set standards
 - hold a register
 - quality assure education
 - investigate complaints
- **General Data Protection Regulation (GDPR):**
 - actions that can be taken to comply with GDPR:
 - shredding documents
 - closing screens
 - logging off computers
 - keeping customer information away from the public
 - asking patients for consent to store their information on the system
- **NHS:**
 - the NHS offers free eyesight tests and optical vouchers to eligible individuals

- ensure eligibility is checked, for example, which benefit the patient is entitled to
- ensure the correct information is taken and a claim is processed correctly
- **General Optical Council (GOC) requirements:**
 - referral to clinical colleagues for support and advice when identifying an ocular emergency
 - taking measurements and completing a dispense/collection for customers under 16, sight impaired or severely sight impaired
 - all must be under the guidance of a registered professional (optometrist or dispensing optician), if not this could lead to fines, dismissal, removal from the GOC register or the loss of NHS contract
- **Health and safety:**
 - optical assistants should comply with safe working policies and procedures such as:
 - fire evacuation policy
 - identifying risks and hazards in the workplace
 - how to respond to an accident
 - assess the injury and call for/administer first aid treatment, assess the situation and if the injury is severe or life threatening, call 999, notify your supervisor as soon as possible, report/log the injury and how it occurred
 - knowing when to use personal protective equipment (PPE)
 - use tools and equipment correctly
 - store chemicals and hazardous products correctly
- **Safeguarding** is ensuring that an individual's health, well-being and human rights are protected and enabling them to live free from harm, abuse and neglect. Examples of responding to safeguarding issues include:
 - assess the situation, this may include asking - are emergency services required?
 - ensure the safety and well-being of the individual
 - establish what the individual's views and wishes are about the safeguarding issue and procedure
 - follow local procedures for reporting incident/risks
 - remain calm and try not to display shock or disbelief
 - listen carefully
 - demonstrate understanding by displaying regret and concern about what has happened
 - the '4 Rs' of safeguarding:

- recognise
- record
- report
- refer

- **First aid procedures:**

- all employees must be aware of their companies' procedures and process for first aid, the reporting of accidents and emergencies and carrying out evacuations
- be aware of the relevant first aiders/fire wardens in the company

- **Accident and incident reporting:**

- employees should be aware of who accidents and incidents are reported to
- know the location of the accident book/log and first-aid kit
- be aware of the procedures and process if an accident were to occur

- **Evacuation processes** – all staff should be aware of the relevant locations of fire extinguishers and evacuation points

- **Ocular emergencies** include:

- cuts/scratches to the eye
- foreign objects in the eye
- blunt injuries to the eye or eyelid
- eye infections, such as conjunctivitis or blepharitis
- experiencing flashing lights or floaters
- red eye (burst blood vessel)

- **When and who to refer to when supervision is required:**

- ocular emergencies – a registered professional such as an optometrist, dispensing optometrist or contact lens optician
- screening – a registered professional such as an optometrist, dispensing optometrist, contact lens optician and manager
- dispensing and collection of restricted categories – a registered professional such as an optometrist, dispensing optometrist or contact lens optician

- **Report and record ocular emergencies by:**
 - completing a triage form to ensure that the appropriate information can be referred across to the optometrist to make a judgement
 - asking questions such as:
 - what are your symptoms?
 - how long have you been experiencing this?
 - have you noticed any flashing lights or floaters?
 - ensuring any paperwork is scanned/copied to the patient's record

Company beliefs and values		
Professional discussion		
Knowledge	Skills	Behaviour
K1 Employer or company values, beliefs and purpose K4 Importance of personal presentation, time management and teamwork	S4 Follow employer's guidelines and expectations for presentation and team working	B2 Show discretion and empathy for those you work with
To pass, the following must be evidenced		
CB1 Explains the company's beliefs, values and purpose and why personal presentation, time management and team working can impact these and how they have shown discretion and empathy to colleagues (K1, K4, S4, B2)		
To gain a distinction, the following must be evidenced		
CB2 <i>Evaluates how company beliefs and values have been used to make recommendations to improve the service levels and the customer experience (K1, K4, S4)</i>		
Amplification and guidance		
• Organisational values, beliefs and purpose: ○ employees must understand the employer or companies' values, beliefs and purpose		

- be aware of the mission statement, goals and objectives
- common values and beliefs include:
 - the five C's – collaboration, curiosity, courage, compassion and a commercial mindset
 - to function together as a team and work towards a common business goal
 - provide excellent customer service
 - follow the relevant legislations such as the Worker Protection (Amendment of Equality Act) Act
 - care for each other, do what is right and fulfil promises
- **Presentation** is important to instil professionalism this can be done by:
 - wearing the correct uniform
 - having good hygiene
 - wearing a name badge that is clearly displayed
 - remaining professional at all times
- **Time management** is crucial to ensure efficiency and to keep the clinic running on time. Poor time management could lead to:
 - customer complaints
 - delays
 - team members not being able to carry out their roles effectively
- **Teamwork:**
 - knowing the importance and functions of different team members.
 - understanding how teams work together, for example, an optical assistant will register and pre-screen a patient for the optometrist to carry out the sight test. The optical assistant will be there for handover and continue the customer journey, they will then place an order for the lab staff to be able to manufacture the spectacles.
 - ensure that you are available to support other team members by using open body language.
 - remain professional at all times when talking to colleagues.
- Show **discretion and empathy** by:
 - being polite and professional with all colleagues - be aware of the appropriate language to use for any interaction
 - ensuring that colleagues are supported and empathised with, where needed

- showing discretion with all colleagues

Customer types, needs and the services available	
Professional discussion	
Knowledge	Skills
K5 Different customer types and needs within the optical environment K7 Wider services that are available to support customers with specific needs such as non-English speaking, non-verbal, profoundly deaf, learning needs K12 The non-prescribed products available to the customer within the optical environment such as contact lens solutions, common ophthalmic drops, ready readers, magnifiers, and other accessories K23 Specialised vision correction options such as safety spectacles, sports spectacles, contact lenses, magnifiers and their features and benefits K39 Understand a customer's ability to make decisions on the products they are purchasing (Mental Capacity Act and Best Interest decisions and power of attorney) K40 Understand ocular conditions such as glaucoma, cataracts, macular degeneration, diabetes K41 The equipment used and purpose of different screening tests available within the optical environment, such as auto Refractor, Non-Contact Tonometer, Optical Coherence Tomographer, Visual Fields Screening, Fundus Camera	S7 Refer customers needing communication support such as language, hearing, visual or learning difficulties to appropriate services S12 Offer non-prescribed products such as contact lens solutions, common ophthalmic drops, ready readers, magnifiers, and other accessories to customers S22 Offer specialised products to the customer based on their needs and preferences, using features and benefits to highlight suitability S39 Adapt approach for customers with ocular conditions such as glaucoma, cataracts, macular degeneration, diabetes

To pass, the following must be evidenced
CT1 Explains the importance of identifying and adapting to customer needs. Explains the non- prescribed and specialised products that can be offered to customers based on their needs and preferences and when to refer customers needing communication support (K5, K7, K12, K23, S7, S12, S22)
CT2 Explains how to adapt customer service when dealing with customers with ocular conditions such as glaucoma, cataracts, macular degeneration, diabetes (K40, S39)
CT3 Explains how a customer's ability to make a purchasing decision is made and who to involve under the Mental Capacity Act etc (K39)
CT4 Explains the purpose of the equipment used and the purpose of different screening tests available within the optical environment (K41)
To gain a distinction, the following must be evidenced
CT5 <i>Evaluates the nonprescribed products available and identifies additions that may support specific customer types and makes recommendations for improvements to products/services</i> (K5, K7, K12, K23, S7, S12, S22)
Amplification and guidance
• Different customer types: ○ different types of customers have different types of needs within the optical environment ○ offer suitable products to meet a customer's needs, explaining the features and benefits using available resources ○ types of customers may include: ▪ children (under 16) ▪ adults ▪ elderly ▪ customers with low vision ▪ customers with glaucoma/glaucoma risk ▪ customers with contact lenses ▪ customers with mobility issues ▪ customers that are homebound ▪ customers with hearing impairments

- Customer **needs** include:
 - product needs
 - service needs
 - lifestyle
 - occupational needs
 - having the appropriately sized frames for children
 - ensuring eyesight tests are available to all
- **Wider services that are available** to help patients with specific needs:
 - interpreter services for hearing impairment and language barriers
 - technology including translate software, apps, multimedia presentations and guides
 - pen and paper to write information down
 - pictograms (for children's eye tests)
 - hearing loop systems
- **Non-prescribed products available** may include:
 - contact lens solution:
 - for cleaning and storing lenses
 - ophthalmic drops:
 - for eye lubrication and conditions such as dry eyes
 - ready readers:
 - off-the-shelf reading glasses (not to a patient's exact prescription)
 - magnifiers:
 - for help with low vision
 - spectacle accessories:
 - cases, cords and cleaning products
- **Specialised vision correction options** may include:
 - safety spectacles offer protection against hazardous materials and flying debris, safeguarding the eyes from potential harm. They also serve as a vision correction tool, allowing individuals to see clearly while they work.

- sports spectacles are designed to protect the eyes from potential hazards like flying objects or collisions. Sports glasses often have impact-resistant lenses and frames made from durable materials that can withstand the force of a ball, all while allowing individuals to see clearly.
- contact lenses are weightless in comparison to glasses, allowing more of a natural vision.
- magnifiers provide additional magnification for seeing small detail.
- **Mental Capacity Act** - protects vulnerable people over the age of 16, around decision making. Every adult, whatever their disability, has the right to make their own decisions, where possible.
- **Best interest decision** - it is important for the application of the Mental Capacity Act to have a fundamental understanding of the best interest's principle. If a person has been assessed as lacking capacity then any action taken, or any decision made for, or on behalf of that person, must be made in his or her best interests.
- **Power of attorney** - a legal document that allows someone to make a decision for an individual or act on a person's behalf, when they are no longer able to make the decision themselves
- **Ocular conditions** may include:
 - glaucoma - a group of eye diseases that can cause vision loss and blindness by damaging the optic nerve
 - cataracts - a medical condition in which the lens of the eye becomes progressively opaque, resulting in blurred vision
 - macular degeneration – AMD is an eye disease that can blur the central vision - it happens when aging causes damage to the macular
 - diabetes – diabetic retinopathy is a complication of diabetes caused by high blood sugar levels damaging the retina, which can cause blindness
- **The equipment used and purpose of different screening tests:**
 - auto refractor:
 - gains a rough idea of what a patient's current eye prescription is
 - non-contact tonometer:
 - measures the pressure inside the eye
 - optical coherence tomography:

- imaging technique that provides high-resolution, cross-sectional images of the retina, retinal nerve fibre layer and the optic nerve head
- visual fields screening:
 - measures peripheral vision, or how well the patient can see above, below and to the sides of something they are looking at
- fundus camera:
 - captures the images of the retina, optic nerve head, macula, retinal blood vessels, choroid, and the vitreous
- **Appropriate services** for customers that need support with communicating:
 - hearing – refer to audiologist
 - visually impaired – refer to low vision clinic (GOS18 form)
 - language – refer to local authority interpreter services, such as BSL and other foreign languages and carers
- **Offer specialised products** based on the customer's needs, such as:
 - safety glasses - suitable for customers in certain industries, which may include labourers, gardeners or welders
 - sports spectacles - suitable for customers who partake in cycling, skiing, diving or swimming
 - occupational lenses - intermediate/office lenses, such as intermediate and reading - not suitable for driving
 - contact lenses - for the gym, social occasions, everyday use and holidays
- **Adapt approach** when working with individuals with **ocular conditions**, such as:
 - glaucoma:
 - may require assistance when moving due to peripheral vision loss - keep in mind the customers' surroundings
 - cataracts:
 - may take longer to read or may have a low visual acuity than previously expected - check visual acuity's before testing vision to manage expectations
 - macular degeneration:
 - may not be able to distinguish facial features so make sure they are guided with clear prompts as to where they need to go
 - diabetes:
 - customers often have a frequent change in prescription and may need support when choosing products

Appointment booking procedures	
Professional discussion	
Knowledge	
K15 Business sight test and contact lens recall requirements	
To pass, the following must be evidenced	
AB1 Describes the business sight test and contact lens recall requirements (K15)	
To gain a distinction, the following must be evidenced	
AB2 Explains the benefits of different methods of recall (K15)	
Amplification and guidance	
• Sight test and contact lens recall requirements: ○ there are different recall requirements such as 3, 6, 12 and 24 month recalls ○ depending on the patient's age, or any previous eye health issues/concerns, the recall period can differ. Generally, they are: ▪ adult sight test – 2 years ▪ adults over 60 – 2 years ▪ adults 70+ - 1 year ▪ children – 1 year ▪ adults with glaucoma or a family history of glaucoma and aged 40+ - 1 year ▪ contact lens aftercare appointment – 1 year • Benefits of different methods of recall: ○ Email: ▪ formal ▪ efficient ▪ more sustainable, saves paper ▪ a large amount of space to write ○ SMS:	

- convenient
- immediate
- the majority of people have a mobile phone, therefore a wider reach
- Letter:
 - more personal
 - easier for those customers without internet access or a mobile phone

The impact of customer concerns	
Professional discussion	
Knowledge	
K36 Implications and impact of customer concerns and or complaints on the business brand and professional members of staff	
To pass, the following must be evidenced	
IOC1 Gives an example of how they resolved a customer complaint and the impact of customer concerns on the store and colleagues and how good service can help to prevent complaints (K36)	
To gain a distinction, the following must be evidenced	
IOC2 Describes the impact of customer concerns on the brand and brand reputation and make recommendations to reduce complaints (K36)	
Amplification and guidance	
• Implications on the business brand – a complaint will impact the business’s reputation, which could lead to financial loss • Implications on professional members of staff – a complaint could lead to legal action which may result in the loss of the General Optical Council (GOC) licence	

Business models and KPI's	
Professional discussion	
Knowledge	
K38 Business operating models, targets, and key performance indicators in an optical environment	
To pass, the following must be evidenced	
BM1 Explains how they use the sales targets and KPI's for the business/team to support individual targets (K38)	
To gain a distinction, the following must be evidenced	
BM2 Describes how they have influenced sales targets and worked with colleagues to achieve them (K38)	
Amplification and guidance	
• Key performance indicators (KPIs): ○ store/personal goals, which may include increasing add-ons to achieve higher sales ○ increasing these will have an overall sales benefit to the business, the more KPIs achieved the more profit for the practice/store	

Personal development		
Professional discussion		
Knowledge	Skills	Behaviour
K37 The principles of continuing professional development and the local arrangements for appraisal in the workplace, such as self- reflection, feedback, career opportunities and target setting	S37 Participate in training and development activities to maintain own practice S38 Participate in appraisal, obtain feedback, and use self-reflection to plan further development	B5 Show resilience and self-awareness

	opportunities and identify available career opportunities to support progression	
To pass, the following must be evidenced		
PD1 Explains the importance of reflection and participation in training and development opportunities to maintain own continuous practice and continue to show resilience and self-awareness. Explains the importance of participating in appraisal to plan for future development and career opportunities (K37, S37, S38, B5)		
To gain a distinction, the following must be evidenced		
PD2 Identifies their future development opportunities and goals and how they plan to achieve these (K37, S38)		
Amplification and guidance		
• Principles of continuing professional development: ○ optical assistants should recognise the need for continued development and where to source any relevant training, for example, to ensure that an individual's knowledge is kept to at least the minimum industry standard and also the standards of the practice • The local arrangements for appraisal: ○ keep up to date with regular one-to-ones, to discuss personal development (feedback, career opportunities and target setting) ○ ensures that an active interest in an individual's current and future development is taken into account and acted upon, whether that is to improve on something or to progress further in a career • Training and development activities include: ○ product training sessions – new product launches and best practice approaches. ○ one-to-ones - a regular check-in between a manager and an employee. It is used to give feedback, keep each other in the loop, resolve issues, and help the employee grow in their role. ○ appraisals - a formal opportunity to analyse the employee's performance at work. It also offers them a chance to talk to their employer about their career plans. • Development opportunities should be recognised, this may be through: ○ explaining routes for progression, for example, moving a new department, completing a training course, or progressing onto a new role. This is regardless of whether this is to continue within the current role/business or not.		

- discussing next steps and self-reflection on what they have learnt, for example, using a PDP to recognise areas of improvement, create a plan to improve the area for improvement, and track progress to ensure successful completion.
- providing examples of feedback they have received and what they did with this.
- Demonstrate **resilience and self-awareness** by:
 - being self-aware and having a conscious knowledge of their own character and feelings
 - showing resilience to solve problems when facing challenging situations
 - viewing challenges as a learning opportunity and to express emotions in an appropriate way

Specialist pathway

The information below pertains specifically to the Optical Assistant – Contact Lens Assistant pathway.

Contact lens assistant	
Professional discussion	
Knowledge	Skills
K45 Contact lens handling, insertion, and removal procedures K46 Advice and guidance given to customers such as cleaning regime and solution types including wearing schedules and lens care K47 What to do in an emergency (out of hours)	S44 Demonstrate contact lens handling and insertion and removal to a patient S45 Show the patient how to care for their lens S46 Provide advice and guidance on cleaning of lenses and solution types S47 Follow out of hours emergency procedures
To pass, the following must be evidenced.	
CL1 Describes how they inform the patient about contact lens handling, insertion and removal and how to clean, care and store them (K45, K46, S44, S45, S46)	
CL2 Explains what to do in an emergency outside of store opening hours (K47, S47)	
To gain a distinction, the following must be evidenced	
CL3 Makes recommendations to improve the procedures for contact lens insertion and removal and trains colleagues to use them (K45, S45)	
Amplification and guidance	
• Handling/cleaning procedure:	

- wash and dry your hands before touching your contact lenses. Use a mild soap that doesn't contain perfumes or oils as these can leave a film on your hands. If they get onto your lenses, your eyes could become irritated, or your vision could become blurry.
- always use the disinfecting solution, eye drops, and enzymatic cleaners your optician recommends. Some eye products or eye drops aren't safe for contact wearers.
- never store or rinse contact lenses in water (tap or sterile water).
- never use your mouth to clean a contact lens.
- clean each contact by rubbing it gently with your index finger in the palm of your other hand. Lightly rubbing your contact removes surface buildup.
- clean your contact lens storage case at least once a week. Use sterile saline solution and let it air dry. Replace the case every 3 months.
- **Insertion procedure:**
 - wash and dry your hands thoroughly. It is best to avoid using soap that contains fragrances or oils, as they can affect the surface of your lenses and irritate your eyes.
 - remove your contact lens from its storage case or sealed package using your fingertips (NOT your fingernails) and place it in your non-dominant hand.
 - place the lens onto your index finger of your dominant hand and check that the lens is not inside out. The edges of the lens should turn up to form a bowl, not flip out.
 - hold your upper and lower eyelids open with the hand that is not holding the lens.
 - staring straight ahead, or looking up toward the ceiling, slowly bring the contact lens toward your eye and gently place the lens in the centre of your eye.
 - look down and blink a few times to help the lens move to its proper position.
 - release your eyelids and check for comfort and clear vision.
- **Removal procedures:**
 - thoroughly wash and dry your hands.
 - look up and pull down your lower eyelid.
 - gently pinch the contact lens between your thumb and index finger to successfully remove the lens from your eye.
- **Cleaning regime and solution types:**
 - multipurpose solution:

- after washing and drying your hands, remove the contact lens from your eye.
- put your contact lens on the palm of your hand.
- squeeze a couple of drops of your multipurpose cleaning solution over the lens.
- gently rub your lens with your finger into your palm, for around 30 seconds
- pour some more multipurpose solution over your lens, this helps to wash away excess impurities that may still be present after rubbing.
- peroxide based solution:
 - Remove the contact lenses and put them into the appropriate slot of your contact lens holder. Some holders contain a built-in neutraliser. This usually takes the form of a platinum disc that turns hydrogen peroxide to water and oxygen. If it has a built-in neutraliser, then step 5 can be ignored.
 - 1. Pour the hydrogen peroxide solution into your lens holder, until it reaches the fill line.
 - 2. Drop a neutralising tablet into your contact lens holder. If you have a built-in neutraliser, this step does not need to be taken.
 - 3. Screw shut the lids on your contact lens holder. Make sure the holder is kept upright, allowing the neutralisation process to take place. Let your contact lenses sit in the holder for a minimum of 6 hours. Afterwards, you can either wear your lenses or store them in a saline solution.
 - 4. Rinse your contact lens holder with saline solution. Your holder should be replaced every month.
 - 5. Replace your solution after every use when lenses are used daily, and every 72 hours when the lenses are not in use.
- **Wearing schedules:**
 - patients should understand the need to build up wearing time and the maximum wearing time – this is dependent on the product, the patient and to a certain extent the characteristics of a patient's eye.
 - the optometrist will be able to explain what is best in an individual case, but as a general point, it's recommended that contact lenses can be worn for a maximum of 10-12 hours per day. Wearing lenses for longer may cause the eyes to become uncomfortable, red and prone to infection.
- **What to do in an emergency:**
 - if there is any discomfort when wearing contact lenses, they should be taken out as soon as possible, given a thorough clean and replaced. If they continue to feel uncomfortable, they should be taken out and the patient should visit an optician as soon as possible.
 - the patient should visit or contact their local A&E or eye casualty department.
- Patients should be shown **how to care for their lenses**. This includes:

- correct handling
- not overwearing their lenses
- not sleeping in their lenses (if not instructed to)
- advising how to keep the lenses clean without solution, if required

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Assessment summary

The end-point assessment for the Optical Assistant apprenticeship standard is made up of **3 assessment** methods:

1. A **2-hour (+10%)** observation of practice followed by **30-minutes (+10%)** of questioning, which will include a minimum of **6 questions**
2. A **3,500 (+/- 10%) word** report followed by a **30-minute (+ 10%)** questions and answers session
3. A **60-minute (+ 10%)** professional discussion of at least **10 questions**, plus follow-up questions if required

As an employer/training provider, you should agree a plan and schedule with the apprentice to ensure all assessment components can be completed effectively.

Each component of the end-point assessment will be assessed against the appropriate criteria laid out in this kit, which will be used to determine a grade for each individual. The grade will be determined using the combined grades.

Direct observation of practice with questions

- To achieve a **pass**, apprentices must achieve **all** of the pass criteria
- **Unsuccessful** apprentices will **not** have achieved all of the pass criteria

The observation will be conducted in the apprentice's normal place of work. Questioning that takes place after should be in a quiet distraction free room.

Report with questioning

- To achieve a **pass**, apprentices must achieve **all** of the pass criteria
- To achieve a **distinction**, apprentices must achieve **all** of the pass criteria **and all** of the distinction criteria
- **Unsuccessful** apprentices will **not** have achieved all of the pass criteria

The report can be submitted to Highfield in a paper or electronic format and the questions and answers session should take place either face-to-face or via online video conferencing.

Professional discussion

- To achieve a **pass**, apprentices must achieve **all** of the pass criteria
- To achieve a **distinction**, apprentices must achieve **all** of the pass criteria **and** **all** of the distinction criteria
- **Unsuccessful** apprentices will **not** have achieved all of the pass criteria

The professional discussion must take place in a suitable venue, and it may be conducted using technology such as video link, as long as fair assessment conditions can be maintained.

Grading

The apprenticeship includes pass and distinction grades, with the final grade based on the apprentice's combined performance in each assessment method.

To achieve a **pass**, the apprentice is required to pass each of the 3 assessment methods.

To achieve a **distinction**, the apprentice must achieve a distinction in the report with questioning and the professional discussion and a pass in the direct observation with questioning.

The overall grade for the apprentice is determined using the matrix below:

Direct observation of practice with questions	Report with questioning	Professional discussion	Overall grading
Fail	Fail	Fail	Fail
Pass	Pass	Pass	Pass
Pass	Distinction	Pass	Pass
Pass	Pass	Distinction	Pass
Pass	Distinction	Distinction	Distinction

Retake and resit information

Apprentices who fail one or more EPA method(s) can take a resit or a retake at the employer's discretion. The apprentice's employer needs to agree that a resit or retake is appropriate. If a resit is chosen, please call the Highfield scheduling team to arrange the resit. If a retake is chosen, the apprentice will require a period of further learning and will need to complete a retake checklist. Once this is completed, please call the Highfield scheduling team to arrange the retake.

A resit is typically taken within **2 months** of the EPA outcome notification. The timescale for a retake will be dependent on how much retraining is required but is typically taken within **3 months** of the EPA outcome notification.

Any failed methods must be resat/retaken within a **6-month** period from the EPA outcome notification, otherwise, the entire EPA must be retaken in full.

If the apprentice fails the report with questioning assessment method, they will be required to amend the report in line with the independent assessor's feedback. The apprentice will have **2 weeks** to rework and submit the amended report. The independent assessor will have **2 weeks** to review the report and the apprentice will have **5 working days'** notice of the questions and answers session.

Apprentices who achieve a pass grade **cannot** resit or retake the EPA to achieve a higher grade.

Where any assessment method has to be resat or retaken, the apprentice will be awarded a maximum EPA grade of pass, unless there are exceptional circumstances that are beyond the control of the apprentice as determined by Highfield.

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Assessing the direct observation of practice with questions

The independent assessor will observe the apprentice undertaking work as part of their normal duties in the workplace and ask questions. The observation will be of the apprentice completing their usual work. Simulation is not permitted. The independent assessor will only observe 1 apprentice at any one time.

The apprentice will have **10 working days'** notice of the observation.

The observation of practice with questions will last a total of **2 hour 30 minutes**, with **2 hours** for the observation followed by **30 minutes** allocated for questions. The independent assessor can increase the time by up to **10%** to allow the apprentice to complete a task or respond to a question.

The observation of practice with questions cannot be split, except for comfort breaks or to allow an apprentice to move from one location to another. These breaks will not count towards the total observed time.

The independent assessor will brief the apprentice on the format of the observation of practice with questions, including the timescales that they will be working to before the start of the observation. The time taken for this briefing is not included in the assessment time.

The observation of practice with questions will take place in the apprentice's workplace. Questioning that occurs after the observation should take place in a quiet room free from distractions.

Equipment and resources needed for the observation must be provided by the employer and be in good working condition.

The observation with questions should be conducted in the following way, to take account of the occupational context in which the apprentice operates:

The apprentice will be observed providing optical care in the workplace to a succession of individuals. Verbal patient GDPR consent will be agreed on the day of the clinic, prior to treatment. This must be supplemented by the independent assessor asking the apprentice questions after the observation.

As the apprentice carries out their everyday work with patients\customers, the apprentice will see a minimum of 2 patients\customers and precise activity cannot be determined in advance. These patients\customers will not be chosen for the end-point assessment but are part of the normal workload of the apprentice.

The following activities should be observed during the observation:

1. Dispensing:

- meet dispensing requirements set out by the employer and legislation
- question the customer to identify their needs
- offer the customer suitable products to meet their needs and explain the features to them using available resources, including suitable offers and their features
- identify and select appropriate frames and lenses based on customer requirements to ensure an accurate fit and that correct lens choices are made
- ensure the frame fitting is good, suitable, and available for the customer
- accurately take the frame and spectacle lens measurements using the available technology to include pupil distance and vertical heights if required
- accurately record the order details and explain the collection procedures
- complete the sales transaction according to company requirements
- inform the customer of the collection process and procedures in line with company standards

2. Collection procedures:

- greet the customer
- confirm the customer's details and collection requirement
- accurately check frame fit and make appropriate adjustments
- accurately check visual acuity based on the prescription requirements
- explain after-sales services to the customer in line with company standards

3. Checking the accuracy of prescriptions:

- use lens measuring equipment to check lens prescriptions and measurements of single vision and multifocal lenses

Questions will be asked after the observation to assess the apprentice's breadth and depth of competence against the grading descriptors. As only naturally occurring work will be observed, the criteria that the apprentice did not have the opportunity to demonstrate will be assessed through questioning. The independent assessor will ask a minimum of **6 questions**. Follow-up questions will be asked where clarification is required.

Before the assessment:

Employers/training providers should:

- ensure the apprentice knows the date, time and location of the assessment
- ensure the apprentice knows which optical assistant criteria will be assessed (outlined on the following pages)

- encourage the apprentice to reflect on their experience and learning on-programme to understand what is required to meet the standard and identify real-life examples
- be prepared to provide clarification to the apprentice, and signpost them to relevant parts of their on-programme experience as preparation for this assessment

Grading the direct observation of practice with questions

The direct observation of practice with questions is graded at a pass or fail only. Apprentices will be marked against the pass criteria included in the tables on the following pages (under 'Direct observation of practice with questions criteria').

- To achieve a **pass**, apprentices must achieve **all** of the pass criteria
- **Unsuccessful** apprentices will have **not** achieved **all** of the pass criteria

Direct observation of practice with questions mock assessment

It is the employer/training provider's responsibility to prepare apprentices for their end-point assessment. Highfield recommends that the apprentice experiences a mock observation of practice with questions in advance of the end-point assessment, with the training provider/employer giving feedback on any areas for improvement.

In designing a mock assessment, the employer/training provider should include the following elements in its planning:

- the mock observation of practice with questions should take place in a suitable location.
- a **2-hour 30-minute (+10%)** time slot should be available for the observation of practice with questions, if it is intended to be a complete mock observation of practice with questions covering all relevant standards (outlined in the following pages). However, this time may be split up to allow for progressive learning.
- consider a video or audio recording of the mock observation of practice with questions and allow it to be available to other apprentices, especially if it is not practicable for the employer/training provider to carry out a separate mock observation with questions with each apprentice.
- ensure that the apprentice's performance is assessed by a competent trainer/independent assessor, and that feedback is shared with the apprentice to complete the learning experience. Mock assessment sheets are available to download from the Highfield Assessment website and may be used for this purpose.

- use a minimum of **6 structured ‘open’ questions** that do not lead the apprentice but allows them to give examples for how they have met each area in the standard. For example:
 - the dispensing process
 - Explain what the dispensing process entails.
 - collections
 - Outline what usually happens when customers collect their spectacles.
 - pre-appointment process
 - Explain what you typically do before an appointment.
 - customer service and customer communication
 - Describe how you provide good customer service.
 - Explain how you adhere to health and safety legislations.
 - obtaining prescriptions and lens measurements from spectacles
 - Describe a time when you have used lens measuring equipment correctly.

Observation of practice with questions criteria

Throughout the **2 hour 30 minute (+10%)** observation of practice with questions, the independent assessor will review the apprentice’s competence in the criteria outlined below.

Apprentices should prepare for the observation of practice with questions by considering how the criteria can be met.

The dispensing process
To pass, the following must be evidenced.
DP1 Interprets the customer’s spectacle prescription to identify a range of vision correction options. Offers suitable lens\frame products and explains the features and benefit based on their preferences, facial, frame and lens measurements in line with company values, beliefs and purpose (K21, K22, K24, S1, S20, S21, S23) DP2 Identifies and discusses at least one spectacle product offer with a customer based on their needs and preferences. Processes the order, offers any relevant promotions, takes their payment and agrees the collection options (K26, S25) DP3 Uses and maintains frame fitting techniques, optical equipment, lens measuring equipment and tools safely to correctly fit and adjust spectacle frames without causing damage. Uses questioning to meet customer order and prescription. Treat customer with dignity and respect. Being adaptable, reliable and committed to the business (K9, K25, K29, S9, S24, S27, S28, B1, B3)

Collections
To pass, the following must be evidenced.
C1 Identifies and checks customer's visual acuity for near vision spectacles and explains any adaptations as required (K27, S26)
C2 Provides advice and guidance on frame fitting, lens care and offers a range of aftersales services to the customer with openness and integrity displayed at all times (K30, S29, B6)

Pre-appointment process
To pass, the following must be evidenced.
PA1 Completes pre-appointment procedures, selects appointment, completes exemption checks, confirms appointment with private and NHS customers, and prepares and maintains clinical/customer records accurately on employer system (K13, K14, K17, S13, S15, S16)

Customer service and customer communication
To pass, the following must be evidenced.
CS1 Communicates with customers and colleagues with care and compassion to maximise understanding and identifies and meets customer and team needs (K6, S5, S6, B4)
CS2 Provides the benefits and limitations of the different services and extended services to the customers within the optical environment (K11, S11)
CS3 Adheres to health and safety legislation including customer safety, hygiene, infection control and the safe use of all equipment (K8, S8)

Obtaining prescriptions and lens measurements from spectacles
To pass, the following must be evidenced.
OP1 Uses lens measuring equipment correctly to identify prescriptions and lens measurements. Identifies lens types using engravings (K19, K20, S18, S19)

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Assessing the report with questioning

This end-point assessment method consists of **2 components**:

- report
- questioning

Component 1: Report

Apprentices will complete and submit a report. This will show how the apprentice has resolved a customer complaint.

The apprentice will be provided with a **Customer Complaint Brief** by Highfield on which to base their report within **5 working days** of passing through gateway. The **Customer Complaint Brief** will be no more than **300 words** and will include the following minimum requirements:

- a customer complaint relating to frame fitting and vision problems, for example, issues with the warranty, poor fitting, remake or repair procedures, or product tolerances

The apprentice will have **4 weeks** from receipt of the brief to develop the report. The employer should ensure that the apprentice has sufficient time and the necessary resources, within this period, to plan and undertake the work associated with the report.

The report has a word count of **3,500** (+/- 10% at the apprentice's discretion) excluding tables, graphs, figures, references and annexes.

The report can be submitted in either a paper or electronic format. It must be accompanied by the **Written Submission Sheet** which is available to download from the Highfield Assessment website. On the **Written Submission Sheet**, the apprentice and their employer must verify that the submitted report is the apprentice's own work.

The following headings can be used as a guide for structuring the report:

- overview of the issue – this should provide a summary, context and scope of the issue
- detailed description of the issue/problem to be addressed – this may include information on causes, contributing factors, stakeholders involved and how they are impacted
- list of key objectives and aims – aims are broader and higher level, while objectives should be SMART
- detailed action plan, for example:
 - analysis of the scale, scope and impact issue

- patient/customer considerations
- legislative issues
- solution
- timeline
- proposed next step(s) – this may include key actions, responsibilities, deadlines, resources required and how these will be monitored
- the implications of not resolving concerns or meeting customer needs – this may include short- and long- term implications impact on customers and staff, finances, brand, reputation and competitors

Component 2: Questioning

Apprentices will be required to answer questions based on their report. They will be asked a minimum of **6 questions**. Follow up questions are allowed where clarification is required.

The apprentice will have **2 weeks'** notice of the questions and answers session.

The questions and answers session must last for **30 minutes**, but the independent assessor can increase the total time by up to 10% to allow the apprentice time to complete their last point or respond to a question, if necessary.

The questions and answers session should take place on a one-to-one basis, either face-to-face or via online video conferencing. The questioning must take place in a quiet room, free from distractions and influence.

Before the assessment

Employers/training providers should:

- give the apprentice time to work on their report during the end-point assessment window
- ensure the apprentice knows the date, time and location of the questioning part of the assessment
- ensure the apprentice knows which optical assistant criteria will be assessed (outlined on the following pages)
- encourage the apprentice to reflect on their experience and learning on-programme to understand what is required to meet the standard and identify real-life examples
- be prepared to provide clarification to the apprentice, and signpost them to relevant parts of their on-programme experience as preparation for this assessment

Grading the report with questioning

Apprentices will be marked against the pass and distinction criteria included in the tables on the following pages (under Report with questioning criteria).

- To achieve a **pass**, apprentices must meet **all** of the pass criteria.
- To achieve a **distinction**, apprentices must meet **all** of the pass **and** distinction criteria.
- **Unsuccessful** apprentices will have **not** achieved all of the pass criteria

Report with questioning mock assessment

It is suggested that a mock assessment is carried out by the apprentice in advance of the end-point assessment with the training provider/employer giving feedback on any areas for improvement. It is the employer/training provider's responsibility to prepare apprentices for their end-point assessment and Highfield recommend that the apprentice experiences a mock report with questioning in preparation for the real thing. The most appropriate form of mock assessment will depend on the apprentice's setting and the resources available at the time.

When planning a mock assessment, the employer/training provider should include the following elements:

- mock reports should be **3,500 (+/-10%) words** and the questions and answers session should be **30 minutes (+10%)**
- consider a recording of the mock assessment and allow it to be played back to other apprentices, especially if it is not practicable for the employer/training provider to carry out a separate mock assessment with each apprentice
- ensure that the apprentice's performance is assessed by a competent trainer/independent assessor, and that feedback is shared with the apprentice to complete the learning experience
- mock assessment sheets are available to download from the Highfield Assessment website and may be used for this purpose
- the report will be based on the **Customer Complaint Brief** provided by Highfield
- 6 structured 'open' questions should be used as part of the questions and answers session that do not lead the candidate but allow them to express their knowledge in a calm and comfortable manner. Some examples of this may include the following:
 - Explain how product tolerances are correctly validated.

- Describe which communication methods are used to identify customer complaints.
- Outline some of the guarantees and warranties available in the optical environment.
- Describe a time when you managed a customer complaint or concern
- Explain the impact of not meeting the British standard tolerances.
- Describe any recommendations that you have to improve policies or procedures to reduce customer complaints.

Report with questioning criteria

Throughout the report with questioning, the independent assessor will review the apprentice's competence in the criteria outlined below.

Apprentices should prepare for the report with questioning by considering how the criteria can be met and reflecting on the content of their report.

Policies, procedures and standards
To pass, the following must be evidenced.
PP1 Explains how product tolerances are correctly validated to ensure product accuracy (K18, S17)
PP2 Explains the communication methods used to identify the customer complaint. The types of questions, problem solving techniques and poor fitting implications on the customer and business and how the complaint is resolved and what solutions and options offered (K28, K34, K35, S36, S32)
PP3 Explains what guarantees or warranties are available within the optical environment and how the requirements of the Sale of Goods Act are met (K31, S30)
PP4 Summarises how they manage a customer complaint/concern using company policies and remake and repair procedures including the methods of communication used to resolve the issue within the limits of their own authority (K32, K33, S31, S33, S34, S35)
To gain a distinction, the following must be evidenced.
PP5 Explains the impact on the customer's vision, prescriptions and or measurements where they don't meet the British standard tolerances (K18, S17)
PP6 Makes recommendations on how to improve policies or procedures to reduce customer complaints (K32)

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Assessing the professional discussion

In the professional discussion, the independent assessor and the apprentice will have a formal 2-way conversation. It will consist of the independent assessor asking the apprentice questions to assess their competence against the relevant criteria outlined in this kit.

The apprentice will have **10 working days'** notice of the professional discussion.

The professional discussion will take place in a suitable environment and can be conducted by video conferencing. It will last for **60 minutes**. The independent assessor can increase the time of the professional discussion by up to 10%. This time is to allow the apprentice to respond to a question if necessary.

The independent assessor will ask a minimum of **10 questions**. Follow up questions may be asked if necessary.

Before the assessment

Employers/training providers should:

- ensure the apprentice knows the date, time and location of the assessment
- ensure the apprentice knows which criteria will be assessed (outlined on the following pages)
- encourage the apprentice to reflect on their experience and learning on-programme to understand what is required to meet the standard
- be prepared to provide clarification to the apprentice, and signpost them to relevant parts of their on-programme experience as preparation for this assessment

Grading the professional discussion

Apprentices will be marked against the pass and distinction criteria included in the tables on the following pages (under 'Professional discussion').

- To achieve a **pass**, apprentices must achieve **all** of the pass criteria
- To achieve a **distinction**, apprentices must achieve **all** of the pass criteria **and** all of the distinction criteria
- **Unsuccessful** apprentices will have **not** achieved all of the pass criteria

Professional discussion mock assessment

It is the employer/training provider's responsibility to prepare apprentices for their end-point assessment. Highfield recommends that the apprentice experiences a mock professional discussion in preparation for the real thing. The most appropriate form of mock professional discussion will depend on the apprentice's setting and the resources available at the time.

In designing a mock assessment, the employer/training provider should include the following elements in its planning:

- the mock professional discussion should take place in a suitable location.
- a **60-minute (+10%)** time slot should be available to complete the professional discussion if it is intended to be a complete professional discussion covering all relevant standards. However, this time may be split up to allow for progressive learning.
- consider a video or audio recording of the mock professional discussion and allow it to be available to other apprentices, especially if it is not practicable for the employer/training provider to carry out a separate mock assessment with each apprentice.
- ensure that the apprentice's performance is assessed by a competent trainer/independent assessor, and that feedback is shared with the apprentice to complete the learning experience. Mock assessment sheets are available to download from the Highfield Assessment website and may be used for this purpose.
- use 10 structured, 'open' questions that do not lead the apprentice but allows them to express their knowledge and experience in a calm and comfortable manner. For example:
 - procedures and compliance
 - Explain how you adhere to patient referral policies and the implications of not following them.
 - Tell me about the evacuation procedure in your workplace.
 - company beliefs and values
 - Outline the company's beliefs and values.
 - customer types, needs and the services available
 - Explain a time when you have adapted your customer service.
 - Tell me why it is important to identify a customer's needs.
 - appointment booking procedures
 - Outline the benefits of different recall methods.
 - the impact of customer concerns.
 - Outline what you would recommend to reduce complaints.
 - business models and KPI's

- Explain how you use sales targets and KPI's to support individual targets.
- personal development
 - Describe the importance of self-reflection and participating in training.
- contact lens assistant
 - Explain how you would inform a patient about the contact lens procedures.

Professional discussion criteria

Throughout the **60-minute** professional discussion the independent assessor will review the apprentice's competence in the criteria outlined below.

Apprentices should prepare for the professional discussion by considering how the criteria can be met.

Procedures and compliance
To pass, the following must be evidenced.
PC1 Explains how to adhere to patient referral policies, procedures and regulation and the implications of not following procedures. Identifies when and who to refer to when supervision is required for ocular emergencies, screening, dispensing and collection restrictions. Accurately reports and records ocular emergencies in line with employer procedures. Works within the limits of local and national policies (K2, K3, K16, S2, S3, S14)
PC2 Explains the first aid reporting and evacuation procedures in the workplace and who to refer to and how to safely evacuate the store (K10, S10)
To gain a distinction, the following must be evidenced.
PC3 Explains the implications of not following policies and procedures on their colleagues and the impact on brand reputation (K2, K3, S2, S3)
PC4 Explains how to mitigate risks of accidents or incidents based on past examples (K10, S10)

Company beliefs and values
To pass, the following must be evidenced.
CB1 Explains the company's beliefs, values and purpose and why personal presentation, time management and team working can impact these and how they have shown discretion and empathy to colleagues (K1, K4, S4, B2)
To gain a distinction, the following must be evidenced.
CB2 <i>Evaluates how company beliefs and values have been used to make recommendations to improve the service levels and the customer experience (K1, K4, S4)</i>

Customer types, needs and the services available
To pass, the following must be evidenced.
CT1 Explains the importance of identifying and adapting to customer needs. Explains the non-prescribed and specialised products that can be offered to customers based on their needs and preferences and when to refer customers needing communication support (K5, K7, K12, K23, S7, S12, S22)
CT2 Explains how to adapt customer service when dealing with customers with ocular conditions such as glaucoma, cataracts, macular degeneration, diabetes (K40, S39)
CT3 Explains how a customer's ability to make a purchasing decision is made and who to involve under the Mental Capacity Act etc (K39)
CT4 Explains the purpose of the equipment used and the purpose of different screening tests available within the optical environment (K41)
To gain a distinction, the following must be evidenced.
CT5 <i>Evaluates the nonprescribed products available and identifies additions that may support specific customer types and makes recommendations for improvements to products/services (K5, K7, K12, K23, S7, S12, S22)</i>

Appointment booking procedures
To pass, the following must be evidenced.
AB1 Describes the business sight test and contact lens recall requirements (K15)
To gain a distinction, the following must be evidenced.
AB2 <i>Explains the benefits of different methods of recall (K15)</i>

The impact of customer concerns
To pass, the following must be evidenced.
IOC1 Gives an example of how they resolved a customer complaint and the impact of customer concerns on the store and colleagues and how good service can help to prevent complaints (K36)
To gain a distinction, the following must be evidenced.
IOC2 Describes the impact of customer concerns on the brand and brand reputation and make recommendations to reduce complaints (K36)

Business models and KPI's
To pass, the following must be evidenced.
BM1 Explains how they use the sales targets and KPI's for the business/team to support individual targets (K38)
To gain a distinction, the following must be evidenced.
BM2 Describes how they have influenced sales targets and worked with colleagues to achieve them (K38)

Personal development
To pass, the following must be evidenced.
PD1 Explains the importance of reflection and participation in training and development opportunities to maintain own continuous practice and continue to show resilience and self-awareness. Explains the importance of participating in appraisal to plan for future development and career opportunities (K37, S37, S38, B5)
To gain a distinction, the following must be evidenced.
PD2 Identifies their future development opportunities and goals and how they plan to achieve these (K37, S38)

Contact lens assistant
To pass, the following must be evidenced.
CL1 Describes how they inform the patient about contact lens handling, insertion and removal and how to clean, care and store them (K45, K46, S44, S45, S46)
CL2 Explains what to do in an emergency outside of store opening hours (K47, S47)
To gain a distinction, the following must be evidenced.
CL3 Makes recommendations to improve the procedures for contact lens insertion and removal and trains colleagues to use them (K45, S45)

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