

# Highfield Level 2 End-Point Assessment for ST0530 Optical Assistant

End-Point Assessment Kit



# Highfield Level 2 End-Point Assessment for ST0530 Optical Assistant

EPA Kit

## Contents

Please click on the headings below to navigate to the associated section of the EPA kit.

<a href="#">How to use this EPA kit .....</a>	<a href="#">1</a>
<a href="#">Introduction .....</a>	<a href="#">2</a>
<a href="#">The Highfield approach .....</a>	<a href="#">5</a>
<a href="#">Gateway.....</a>	<a href="#">8</a>
<a href="#">Highfield Level 2 End-Point Assessment for Optical Assistant Apprenticeship Standard.....</a>	<a href="#">10</a>
<a href="#">Assessment summary.....</a>	<a href="#">31</a>
<a href="#">Assessing the case study .....</a>	<a href="#">34</a>
<a href="#">Assessing the direct observation .....</a>	<a href="#">39</a>
<a href="#">Assessing the professional discussion.....</a>	<a href="#">47</a>

### Versions:

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## How to use this EPA kit

Welcome to the Highfield end-point assessment kit for the Level 2 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 2 Optical Assistant Apprenticeship Standard.

This guide 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 guide, you will find:**

- 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
- a section focused on the end-point assessment method where the assessment criteria are presented in a format suitable for carrying out 'mock' assessments
- suggestions on how to prepare the apprentice for each part of the end-point assessment

## Introduction

## Standard overview

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An optical assistant requires many skills to be able to work within the optical retail industry. In order to meet a high standard of customer service, as well as technical and clinical requirements, optical assistants have to interpret and understand a clinically issued prescription, its effects on the eye, and the customer's vision. They need to be able to identify and recommend specific optical appliances to meet the customer's needs, using strong communication and listening skills.

Optical assistants require a broad range of technical knowledge about spectacle frame materials and fitting requirements, including facial measurements, to ensure the maximum comfort of the spectacle frame for the customer and avoid physical damage to the skin through ill fit or wrong material choice. They also require technical knowledge of ophthalmic lenses and the associated measurements of these lenses to allow correct visual acuity. They use an extensive range of technical equipment and tools.

Optical assistants are often the people that spend the most time with the customer. Therefore, communication, generous listening and a passion for working with others to deliver good service and products that are both clinically and cosmetically correct, are skills, knowledge and behaviours that need to be demonstrated at all times.

They may be working within a small practice, a large multiple practice, hospital environment or within the domiciliary environment.

## On-programme requirements

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The period of learning, development and continuous assessment is managed by the employer, in most cases with the service of an education or training provider. Although this method is flexible and the process is not prescribed, the following best practice recommendation is made.

It is recommended that on-programme assessment takes place at regular intervals agreed between the employer and training provider. On-programme assessment should be used to check the apprentice's knowledge, skills and behaviours in line with the standard and fail, pass and distinction criteria.

There are no mandatory qualifications for this standard, however, employers may wish to include relevant qualifications to help structure the on-programme delivery.

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 1 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.
- study days and training courses.
- mentoring/buddy support.
- regular performance reviews undertaken by the employer.
- structured one-to-one reviews of their progress with their employer and/or training provider.

## **Use of Artificial Intelligence (AI) in the EPA**

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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

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In order for a learner to be ready for the end-point assessment:

- the apprentice must have achieved level 1 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 employer must be confident that the apprentice has developed all the knowledge, skills and behaviours defined in the apprenticeship standard. To ensure this, the learner must attend a formal meeting with their employer to complete the 'gateway readiness report'.
- the 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-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

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There are 3 independent end-assessment methods; a direct observation, a case study and a professional discussion, details of which are given below. The direct observation and case study can be taken in any order, but the professional discussion must be the last end-point assessment activity. The 3 assessments should be taken within an 8-hour period.

[Click here to return to contents](#)

## 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**

During the direct observation, wherever possible, situations and evidence should be naturally occurring. However, to ensure that all criteria can be covered, some simulation will be allowed to ensure total coverage of the standards. This can be arranged before the assessment takes place to give the best opportunity for all criteria to be met.

The end-point assessment plan states that the professional discussion will be a structured discussion between the apprentice and the end-point assessor. The employer may be present, to support, but not lead the apprentice and to confirm information, at the assessor's request.

The employer will not be allowed to add any further information or examples to what the apprentice has stated or lead them in any way. Highfield would encourage the employer/training provider and the apprentice to plan for the professional discussion and consider what resources they may bring with them to support them during their professional discussion. This must be their own work and will only be used to support their discussion. The professional discussion should take place after the direct observation, to establish the apprentice's understanding and application of the remaining knowledge, skills and behaviours.

If available in the apprentice's workplace, the assessor will observe a pre-screen to include, at a minimum, visual fields screening and non-contact intra ocular pressures. If these tests are not available within the workplace, this element can be covered via professional discussion. If required, the assessor will also ask questions alongside observation to look for additional understanding of the practical elements being assessed. Demonstration of a particular skill can be requested during this observation if it has not naturally occurred. This ensures the apprentice can demonstrate the full breadth of skills necessary to pass the end-point assessment.

Within the direct observation, it may not be possible for the apprentice to demonstrate the 'screening checks' assessment criteria, dependent on their role, e.g. domiciliary. In this case, the assessment criteria can be covered through alternative methods. For SC1 and SC2, the apprentice would need to describe the knowledge during the professional discussion. For SC3 and SC4, the apprentice can be observed completing similar tasks to cover these criteria.

The fail criteria have not been included in this kit. We do not assess fail criteria, if the apprentice does not meet all the pass criteria, then they will be issued with a fail.

[Click here to return to contents](#)

# Gateway

## How to prepare for gateway

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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 1 English
- Achieved Level 1 maths

Therefore, apprentices should be advised by employers and providers to gather this evidence throughout 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 three 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, e.g. employee ID card or travel card

[Click here to return to contents](#)

# Highfield Level 2 End-Point Assessment for Optical Assistant Apprenticeship Standard

The following pages contain the Level 2 Optical Assistant Apprenticeship Standard and the assessment criteria in a suggested format that is suitable for delivery.

<b>Health &amp; Safety</b>	
<b>Knowledge</b>	<b>Skills</b>
Health and safety at work legislation relevant to the optical retail sector. The safe use of all equipment relevant to the role.	Maintain safe working practices at all times. Identify risks or dangers to self, customers or colleagues.
<b>Direct observation</b>	
<b>Pass criteria: the apprentice must display all of the following</b>	<b><i>Distinction criteria: the apprentice must display 70% of the following</i></b>
HS1 - Demonstrate their ability to follow safe working practices HS2 - Ensure customers, colleagues and self are safe within limits of own influence	<i>HS3 - Explain to their customers the health and safety precautions taken to ensure safety</i>
<b>Case study</b>	
<b>Pass criteria: the apprentice must display all of the following</b>	<b><i>Distinction criteria: the apprentice must display 70% of the following</i></b>
HS4 - Explain the health and safety procedures relevant to the dispense or collection	<i>HS5 - Explain the reasons for safe working practices showing knowledge of how these link to legislation and the implications of not following these</i>

Professional discussion	
<b>Pass criteria: the apprentice must display all of the following</b>	<b><i>Distinction criteria: the apprentice must display 70% of the following</i></b>
<p>HS6 - Show an understanding of health and safety processes and procedures within the workplace environment</p> <p>HS7 - Explain procedures in place relating to health and safety to include the use of equipment and ensuring customer safety</p> <p>HS8 - Explain the company procedures and processes for reporting of accidents and emergencies and carrying out evacuations</p> <p>HS9 - Identify first-aiders, fire wardens, first-aid boxes, etc.</p>	<p><i>HS10 - Show detailed knowledge of what and how procedures are put in place to ensure a safe working environment and to comply with the Health and Safety at Work Act</i></p> <p><i>HS11 - Explain potential risks and hazards to self and customer, and the actions needed to rectify</i></p> <p><i>HS12 - Know how and where to report hazards according to company policies</i></p> <p><i>HS13 - Have a sound understanding of the evacuation process</i></p> <p><i>HS14 - Explain the use of Personal Protective Equipment (PPE) relevant to the company and your role</i></p>

Materials of frames and lenses	
Knowledge	Skills
<p>A wide range of frame and lens material, including features, benefits, visual and material limitations.</p> <p>The legal requirements for products, the potential allergic reactions they may cause. Ensure the best visual acuity for near vision, fit and comfort.</p>	<p>Identify, explain, recommend suitable frame and lens materials, based on the customer's needs and requirements.</p> <p>Clearly explain choices, and ensure that health and legal requirements are met.</p>
Direct observation	
<b>Pass criteria: the apprentice must display all of the following</b>	<b><i>Distinction criteria: the apprentice must display 70% of the following</i></b>
MF1 - Use a range of suitable questions to identify customer's needs	<i>MF4 - Able to respond positively to customer concerns about the products recommended - utilising the benefits of the products</i>

MF2 - Recommend suitable products based on customer requirements MF3 - Explain the features of chosen products	<i>MF5 - Provides alternative product recommendations based on customer's needs and wants MF6 - Makes clear links between recommended products and the customer's needs. Explains the benefits of the products recommended</i>
<b>Case study</b>	
<b>Pass criteria: the apprentice must display all of the following</b>	<b><i>Distinction criteria: the apprentice must display 70% of the following</i></b>
MF7 - Explain the legal requirements of products dispensed MF8 - Explain the features of frame and lenses dispensed to the customer	<i>MF9 - Explain the extended range of products to include at least one of the following: sports eyewear, safety eyewear, occupational lenses and sun eyewear that could benefit the customer MF10 - Explain the limitations and benefits of recommended products</i>
<b>Professional discussion</b>	
<b>Pass criteria: the apprentice must display all of the following</b>	<b><i>Distinction criteria: the apprentice must display 70% of the following</i></b>
MF11 - Explain the features of 3 frame materials MF12 - Explain the features of 3 lens materials and/or coatings MF13 - Explain allergic reactions that may occur with frame materials MF14 - Have a basic understanding of the legal requirements of coatings, tints and safety glasses MF15 - Explain the relationship between frame fit and suitability to include frame sizing, pupil distances and lens thickness	<i>MF16 - Explain the benefits of 3 frame materials MF17 - Explain the benefits of 3 lens materials and/or coatings MF18 - Explains the benefits of a range of additional specialist products within the employer's range, e.g. safety spectacles, sports spectacles, occupational lenses or contact lenses</i>

## Tools and equipment

Knowledge	Skills
<p>A wide range of optical tools and equipment. The uses and limitations of hand tools and the quality checking of equipment, e.g. <b>focimeter</b>, pupilometer, frame heater, double nylon jaw pliers, angling pliers, snipe nose pliers, cutter pliers, nose pad pliers, axis pliers, screwdriver set, non-contact tonometer, auto refractor, visual field screeners.</p>	<p>Confidently and correctly use and explain appropriately to a customer the wide range of tools and equipment within the optical practice. Take measurements, adjust or repair spectacles, e.g. <b>facial measuring tools, frame measurement tools, frame adjustment tools and screening equipment.</b></p>
Direct observation	
Pass criteria: the apprentice must display all of the following	<i>Distinction criteria: the apprentice must display 70% of the following</i>
<p>TE1 - Use either a <b>manual or automatic focimeter</b> TE2 - Accurately take and use basic spectacle frame measurements to include at least <b>length to bend</b> as appropriate to the adjustment required TE3 - Identify and correctly use tools and resources relevant to the customer interaction TE4 - Correctly use <b>facial measuring equipment</b> to take pupil distances and heights as appropriate</p>	<p><i>TE5 - Use either a <b>manual or automatic focimeter</b> to accurately measure prescriptions and lens measurements for <b>single vision, bifocal and varifocals</b></i> <i>TE6 - Uses a range of tools to make correct adjustments to spectacle frames</i> <i>TE7 - Explains the range of tools and adjustments being made in a customer-friendly manner</i></p>

Case study	
<b>Pass criteria: the apprentice must display all of the following</b>	<b><i>Distinction criteria: the apprentice must display 70% of the following</i></b>
TE8 - Explain the equipment used to take both frame and lens measurements TE9 - Explain what tools were used during spectacle adjustments	TE10 - Explain the importance of using appropriate tools and why they are used TE11 - Explain how tools and equipment are used to enhance the customer journey and support the optical assistant and not to replace them TE12 - Explains all equipment used for taking measurements to include pupil distance, <b>length to bend, vertical heights, BVD and pantoscopic angle</b> TE13 - Explains the benefits of using <b>frame adjustment tools</b>
Professional discussion	
<b>Pass criteria: the apprentice must display all of the following</b>	<b><i>Distinction criteria: the apprentice must display 70% of the following</i></b>
TE14 - Explain company processes and procedures if products are damaged and/or broken during adjustment or repair TE15 - Explains criteria to check fitting and adjustments TE16 - Explain how and when 3 different tools would be used in the adjustment TE17 - Explain the purpose and uses of <b>screening equipment</b> in the customer journey	TE18 - Can explain the use of the correct tools and process and the benefits of these TE19 - Explain the use of <b>BS tolerances</b> to ensure spectacle prescription accuracy

## Amplification and guidance

### **Manual/Automatic focimeter**

Used to read the prescription and take measurements of lenses (pass = single vision, distinction = bifocal and varifocals)

### **Facial measuring equipment**

Range of different equipment available: manually with a ruler, tablet or pupilometer

### **Single vision, bifocal and varifocals**

Single vision - one prescription, e.g. single distance

Bifocal - two prescriptions of: distance, intermediate, reading

Varifocal - three prescriptions: distance, intermediate, reading; clear lenses - no line

### **Length to bend**

Measure from the dowel point (screw point) of the glasses to the top of the ear, always use millimetres

### **Vertical heights**

Measure from the pupil to the bottom of the lenses, not the frame

Take picture with tablet, trace the frame, eye and mark pupil

### **BVD (Back Vertex Distance)**

Distance from the back of the lens to the front of the cornea

### **Pantoscopic angle**

The degree/tilt at which the frame sits - usually between 10-12 degrees

### Frame adjustment tools

Different methods - either with hands or specialist tools, screwdrivers, etc. - tools are preferable. Could be adjusting any different measurements.

### Screening equipment

Apprentice to only carry out the tests, but not provide any results - refer to optometrist

Auto-refractor - starting point, measures the focus of the eyes

Tonometer - 3 puffs of air into each eye to check pressure

Fundus camera - takes a photo of the back of the eye/retina

Fields machine - checks peripheral vision

### BS (British Standards) tolerances

Table 1 - Tolerances on the back vertex power of single-vision and multifocal lenses (values in dioptres)

Power of principal meridian with higher absolute back vertex power	Tolerance on the back vertex power of each principal meridian	Tolerance of the cylindrical power			
		$\geq 0,00$ and $\leq 0,75$	$> 0,75$ and $\leq 4,00$	$> 4,00$ and $\leq 6,00$	$> 6,00$
$\geq 0,00$ and $\leq 3,00$	$\pm 0,12$	$\pm 0,09$	$\pm 0,12$	$\pm 0,18$	-
$> 3,00$ and $\leq 6,00$	$\pm 0,12$	$\pm 0,12$	$\pm 0,12$	$\pm 0,18$	$\pm 0,25$
$> 6,00$ and $\leq 9,00$	$\pm 0,12$	$\pm 0,12$	$\pm 0,18$	$\pm 0,18$	$\pm 0,25$
$> 9,00$ and $\leq 12,00$	$\pm 0,18$	$\pm 0,12$	$\pm 0,18$	$\pm 0,25$	$\pm 0,25$
$> 12,00$ and $\leq 20,00$	$\pm 0,25$	$\pm 0,18$	$\pm 0,25$	$\pm 0,25$	$\pm 0,25$

> 20,00	± 0,37	± 0,25	± 0,25	± 0,37	± 0,37
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Table 2 - Tolerances on the back vertex power of progressive - and degressive-power lenses (values in dioptres)

Power of principal meridian with higher absolute back vertex power	Tolerance on the back vertex power of each principal meridian	Tolerance of the cylindrical power			
		≥ 0,00 and ≤ 0,75	> 0,75 and ≤ 4,00	> 4,00 and ≤ 6,00	> 6,00
≥ 0,00 and ≤ 6,00	± 0,12	± 0,12	± 0,18	± 0,18	± 0,25
> 6,00 and ≤ 9,00	± 0,18	± 0,18	± 0,18	± 0,18	± 0,25
> 9,00 and ≤ 12,00	± 0,18	± 0,18	± 0,18	± 0,25	± 0,25
> 12,00 and ≤ 20,00	± 0,25	± 0,18	± 0,25	± 0,25	± 0,25
> 20,00	± 0,37	± 0,25	± 0,25	± 0,37	± 0,37

Table 3 - Tolerances on the direction of cylinder axis

Absolute cylindrical power (values in dioptres)	≥ 0,125 and ≤ 0,25	> 0,25 and ≤ 0,50	> 0,50 and ≤ 0,75	> 0,75 and ≤ 1,50	> 1,50 and ≤ 2,50	> 2,50
Tolerance on the axis direction (values in degrees)	± 16	± 9	± 6	± 4	± 3	± 2

Table 4 - Tolerances on the addition power for multifocal and progressive-power lenses (values in dioptres)

Value of the addition power	≤ 4,00	> 4,00
Tolerance	± 0,12	± 0,18

Table 5 - Prism imbalance (relative prism error) tolerances for single-vision and multifocal lenses

Higher absolute ordered component prism value $\Delta$	Tolerance on the horizontal component (Relative to the ordered centration distance)	Tolerance on the vertical component (Relative to the ordered centration distance)
$\geq 0,00$ and $\leq 2,00$	For powers <sup>a</sup> $\geq 0,00$ to $\leq 3,25$ D 0,67 $\Delta$  For powers <sup>a</sup> $> 3,25$ D the prismatic effect of 2,0 mm displacement	For powers <sup>a</sup> $\geq 0,00$ and $\leq 5,00$ D 0,50 $\Delta$  For powers <sup>a</sup> $> 5,00$ D the prismatic effect of 1,0 mm displacement
$> 2,00$ and $\leq 10,00$	For powers <sup>a</sup> $\geq 0,00$ to $\leq 3,25$ D 1,00 $\Delta$  For powers <sup>a</sup> $> 3,25$ D 0,33 $\Delta$ + the prismatic effect of 2,0 mm displacement	For powers <sup>a</sup> $\geq 0,00$ and $\leq 5,00$ D 0,75 $\Delta$  For powers <sup>a</sup> $> 5,00$ D 0,25 $\Delta$ + the prismatic effect of 1,0 mm displacement
$> 10,00$	For powers <sup>a</sup> $\geq 0,00$ to $\leq 3,25$ D 1,25 $\Delta$  For powers <sup>a</sup> $> 3,25$ D 0,58 $\Delta$ + the prismatic effect of 2,0 mm displacement	For powers <sup>a</sup> $\geq 0,00$ and $\leq 5,00$ D 1,00 $\Delta$  For powers <sup>a</sup> $> 5,00$ D 0,50 $\Delta$ + the prismatic effect of 1,0 mm displacement

<sup>a</sup>These tolerances are applied to the lowest absolute principal power of the pair of lenses

Quality and governance	
Knowledge	Skills
Employers and <b>NHS</b> quality standards for accurate and secure record-keeping. Appropriate use of British and European standards. <b>General Optical Council</b> requirements, e.g. referral to clinical colleagues for support and advice when identifying an ocular emergency, taking measurements and completing a collection for customers under 16s, sight impaired, severely sight impaired.	Work to the appropriate company quality standards and systems. Accurately keep records. Enable relevant timely referrals to clinical colleagues to protect the customer, the business and self.
Direct observation	
Pass criteria: the apprentice must display all of the following	<i>Distinction criteria: the apprentice must display 70% of the following</i>
QG1 - Follow company data protection/GDPR and confidentiality policies QG2 - Accurately complete all records required for your customers QG3 - Follow procedures for supervision, if required, during the observation	QG4 - Clearly explaining the processes and procedures you are following to your customer when completing records and maintaining confidentiality and data protection/GDPR
Case study	
Pass criteria: the apprentice must display all of the following	<i>Distinction criteria: the apprentice must display 70% of the following</i>
QG5 - Explain procedures for referral to suitable colleagues for support and guidance when required to comply with <b>GOC policies and procedures</b> during spectacle dispensing	<i>There are no distinction criteria for this element</i>

Professional discussion	
<b>Pass criteria: the apprentice must display all of the following</b>	<b><i>Distinction criteria: the apprentice must display 70% of the following</i></b>
<p>QG6 - Explain what you are or not allowed to do according to <b>GOC policy</b></p> <p>QG7 - Explain <b>NHS regulations and voucher usage</b> for <b>GOS 1-3</b></p> <p>QG8 - Explain <b>GOC policies and procedures</b>, and the requirements of supervision and the potential impact of not following these policies on self</p> <p>QG9 - Explain your role in adhering to the Data Protection Act/GDPR</p>	<p><i>QG10 - Explain the impact of not following <b>NHS policies and procedures</b> and the importance of the NHS as a customer</i></p> <p><i>QG11 - Can explain company procedures and policies to ensure adherence to the Data Protection Act/GDPR including sub-policies (social media policies, etc.)</i></p> <p><i>QG12 - Able to identify who can conduct what tasks in accordance with <b>GOC policies and procedures</b></i></p> <p><i>QG13 - Explain the legal requirements governing the sale of optical products as stipulated in the Opticians Act</i></p> <p><i>QG14 - Explain <b>GOC policies and procedures</b>, and the requirements of supervision and the impact of not following these policies on self, supervising colleague and the wider business</i></p>
Amplification and guidance	
<p><b>GOC (General Optical Council)</b> Regulations to dictate what an apprentice can and cannot do</p> <p><b>NHS vouchers</b> GOS 1-3 (most used vouchers) Anyone who is eligible for free or reduced eye tests, often dependent on age, income, disability etc. How they use the voucher towards the discount.</p>	

## Screening checks

Knowledge	Skills
<p>The <b>screening equipment</b> used and its function. Own area of responsibility and knowing when to refer to clinician Understand eye and <b>medical conditions screened for, e.g. glaucoma, macular degeneration, diabetes.</b></p>	<p>Clearly explain screening checks, the reasons they are done and how the machinery is used. Empathise with customers undergoing screening and be able to communicate reassurance and confidence when needed.</p>
Direct observation	
Pass criteria: the apprentice must display all of the following	<i>Distinction criteria: the apprentice must display 70% of the following</i>
<p><i>(If available in the workplace environment)</i> SC1 - Complete a range of <b>screening checks</b> to include <b>field screening</b>, ensuring customers understand the purpose and procedure SC2 - Demonstrate safe use of <b>screening equipment</b> to include procedures for hygiene and comfort SC3 - Accurate completion of customer records relating to screening checks SC4 - Reassure customers throughout the screening process and clearly explain next steps</p>	<p><i>There are no distinction criteria for this element</i></p>
Professional discussion	
Pass criteria: the apprentice must display all of the following	<i>Distinction criteria: the apprentice must display 70% of the following</i>
<p>SC5 - Explain why <b>pre-screening checks</b> are carried out SC6 - Explain the ocular conditions that are detected during <b>pre-screening</b> SC7 - Explain when to refer to a qualified professional during <b>pre-screen activities</b></p>	<p><i>SC10 - Knowledge of eye and <b>medical conditions screened for, e.g. glaucoma, macular degeneration, diabetes, and can explain symptoms and treatment for at least two of the conditions listed</b></i></p>

SC8 - Explain the <b>screening process</b> in a customer-friendly manner SC9 - Explain how you could reassure customers during the <b>screening process</b>	
<b>Amplification and guidance</b>	
<p><b>Pre-screening/screening machinery and checks</b></p> <p>Apprentice to only carry out the tests, but not provide any results - refer to optometrist</p> <p>Auto-refractor - starting point, measures the focus of the eyes</p> <p>Tonometer - 3 puffs of air into each eye to check pressure</p> <p>Fundus camera - takes a photo of the back of the eye/retina</p> <p>Fields machine - checks peripheral vision</p> <p><b>Medical conditions screened for, e.g. glaucoma, macular degeneration, diabetes</b></p> <p>Glaucoma – build-up in pressure within the eye</p> <p>Macular degeneration - degenerative condition of cones, lose their central vision with the condition</p> <p>Diabetes - causes diabetic retinopathy, could cause loss of vision</p>	

<b>Customer interactions, dispensing, fitting and adjustment of spectacles</b>	
Knowledge	Skills
<p>Customer types and barriers to communication they may face, e.g. customers of varying ages, customers with specific communication or mental health needs.</p> <p>How to adapt questioning and communication to meet customer requirements.</p> <p>Parts of the eye and how this relates to the make-up of a spectacle prescription.</p>	<p>Build rapport and trust with the customer and identify their communication preferences.</p> <p>Clearly explain and interpret verbal and written prescription specifications and the effects this has on the eye.</p> <p>Reconcile for the customer the translation of written prescription to finished product to their satisfaction.</p>

<p>How a prescription is written and interpreted, e.g. <b>myopia, hypermetropia, presbyopia, visual acuity</b> and the effects the prescription has on vision and spectacle <b>lens physiology</b>.  Frame and lens measurements and fitting for prescriptions up to +/- <b>10D, pupil distances, vertical heights, pantoscopic angles, frontal bow, length to bend, eye size and bridge width</b>, understanding of how to check <b>visual acuity</b> for near vision and fit for multiple vision types and the precautionary recommendations to issue to customers on final fitting.</p>	<p>Use product knowledge and be able to explain how this affects vision and to be able to make recommendations for dispensing of spectacles to suit needs and preferences.  Identify suitable fitting frames based on facial and prescription requirements, <b>pupil distances, vertical heights, pantoscopic angles, frontal bow, length to bend, eye size and bridge width</b>.  Use tools and equipment in close proximity to the customer, which may make the customer feel uncomfortable.  Accurately check <b>visual acuity</b> for near vision and take into account how the final fit of the frames can affect visual acuity and comfort  Carry out repairs and adjustments as required.</p>
<b>Direct observation</b>	
<b>Pass criteria: the apprentice must display all of the following</b>	<b><i>Distinction criteria: the apprentice must display 70% of the following</i></b>
<p><b>Dispensing requirements</b>  CI1 - Use questions to identify customer needs  CI2 - Offer suitable products to meet your customer's needs, explaining the features using available resources  CI3 - Explain suitable offers and their features  CI4 - Identify and select appropriate frames and lenses based on customer requirements, ensuring accurate fit and correct lens choice  CI5 - Ensure good frame fitting, suitability and availability  CI6 - Accurately take appropriate frame and spectacle lens measurements using available technologies to include <b>PDs and vertical heights</b> if required  CI7 - Accurately record order details and explain collection procedures relevant to your customer and the business</p>	<p><b><i>Dispensing requirements</i></b>  <i>CI15 - Use a range of questions and communication methods to identify customer needs</i>  <i>CI16 - Clearly identifying common ground and being able to maintain new or existing relationships</i>  <i>CI17 - Adapting communication needs to meet and exceed the requirements of your customer</i>  <i>CI18 - Clearly identifying and making multiple recommendations to the customer that clearly explain the features and benefits that are relevant to the customer's needs</i>  <i>CI19 - Give a range of offers exploring these with your customer to identify the best option for them</i>  <i>CI20 - Identify and select appropriate frames and lenses based on customer requirements, ensuring accurate fit and correct lens choice,</i></p>

<p>CI8 - Complete the sales transaction according to company requirements</p> <p><b>Collection requirements</b></p> <p>CI9 - Greet customers - follow company procedures</p> <p>CI10 - Confirm customer's details and collection requirement</p> <p>CI11 - Inform the customer of the collection process and procedures in line with company standards</p> <p>CI12 - Accurately check frame fit</p> <p>CI13 - Accurately check <b>visual acuity</b> based on the prescription requirements</p> <p>CI14 - Explain after sales services in line with company standards</p>	<p><i>and giving clear and detailed explanations to your customer as to why the choices are best suited for them</i></p> <p><i>CI21 - Offering a range of suitable frames to your customer based on their specific requirement and prescription needs</i></p> <p><i>CI22 - Correctly use facial measurement equipment to take pupil distances, <b>BVD, heights and pantoscopic angle</b>, clearly explaining how and why these measurements are required and the implications of incorrect measurements</i></p> <p><i>CI23 - Maintaining a high level of rapport and interest in the customer throughout the dispensing process</i></p> <p><i>CI24 - Clearly explain and confirm the order details reinforcing the features, benefits and process with your customer</i></p> <p><b>Collection requirements</b></p> <p><i>CI25 - Actively discuss and recommend additional products for care of spectacles. Recommend other suitable products and services as appropriate to the store and the customer</i></p>
<b>Case study</b>	
<b>Pass criteria: the apprentice must display all of the following</b>	<b>Distinction criteria: the apprentice must display 70% of the following</b>
<p><b>Dispensing</b></p> <p>CI26 - Explain the use of questions to identify customer needs</p> <p>CI27 - Explain the products offered to your customer and how they met their needs</p> <p>CI28 - Explain the offers that were available to your customer based on their needs</p> <p>CI29 - Explain how you selected frames based on customer requirements, accurate fit and prescription requirements</p>	<p><b>Dispensing</b></p> <p><i>CI37 - Explain the products offered to your customer and why these were benefits</i></p> <p><i>CI38 - Explain the offers that were available and the benefit to your customer based on their needs</i></p> <p><i>CI39 - Explain how frame and spectacle lens measurements are taken using available technologies to include <b>pantoscopic angle, BVD, and length to bend</b></i></p>

<p>CI30 - Explain how frame and spectacle lens measurements are taken using available technologies to include heights and pupil distances</p> <p>CI31 - Explain the collection process to customers during dispensing</p> <p><b>Collection</b></p> <p>CI32 - Explain how you confirm customer's details and collection requirements</p> <p>CI33 - Inform the customer of the collection process and procedures in line with company standards</p> <p>CI34 - Explain how near <b>visual acuity</b> is checked during collection</p> <p>CI35 - Explain company after sales services</p> <p>CI36 - Complete the sales transaction according to company requirements, ensuring all payments and/or paperwork is accurately completed and stored</p>	<p><i>CI40 - Keep your customer informed of your actions throughout the dispensing process</i></p> <p><i>CI41 - Seek guidance and supervision following <b>GOC requirements</b>, and showing knowledge of the implications of not doing this</i></p>
<b>Professional discussion</b>	
<p><b>Pass criteria: the apprentice must display all of the following</b></p>	<p><b><i>Distinction criteria: the apprentice must display 70% of the following</i></b></p>
<p><b>Dispensing</b></p> <p>CI42 - Explain a minimum of 3 communication barriers that may be faced and the different communication methods that could be used to overcome these</p> <p>CI43 - Describe <b>myopia, hypermetropia, presbyopia and astigmatism</b> in a customer-friendly way</p> <p>CI44 - Explain the instruments that are used to take accurate measurements for all vision types not covered in the observation (assessor to ensure that single vision and multifocal lenses and prescriptions up to <b>+/-10</b> are included)</p>	<p><b><i>Dispensing</i></b></p> <p><i>CI48 - Explain why it is important to identify and overcome barriers to communication</i></p> <p><i>CI49 - Explain how effective questioning supports product recommendations and product choices</i></p> <p><i>CI50 - Explain the different defects of vision customers may have, and how these affect product choice and recommendations</i></p> <p><i>CI51 - Explain why <b>pantoscopic angle and back vertex distance</b> are important during dispensing</i></p> <p><i>CI52 - Explain how frame sizing effects overall fit and suitability</i></p>

<p>CI45 - Explain the components of a written prescription to include <b>sphere/cyl/axis/near add</b></p> <p>CI46 - Explain the safety precautions taken when taking measurements in close proximity to a customer</p> <p><b>Collection</b></p> <p>CI47 - Explain how near <b>visual acuity</b> is checked during spectacle collection</p>	<p><b>Collection</b></p> <p>CI53 - Explain why and how near <b>visual acuity</b> is checked at collection and its importance in managing customer expectations</p> <p>CI54 - Explain the meaning of near <b>visual acuity</b> and how this is used during the collection process. Explain the components of a written prescription to include <b>sphere/cyl/axis/near add/visual acuity</b> and <b>back vertex distance</b></p>
<b>Amplification and guidance</b>	
<p><b>+/- 10 D</b></p> <p>Dioptres/dioptres sphere</p> <p><b>Lens physiology</b></p> <p>Where the thickness of the lens lies</p> <p><b>Visual acuity</b></p> <p>How well you can see with the glasses; what you should be able to see with glasses on. Apprentice would test by asking customer to look in the distance.</p> <p><b>PDs</b></p> <p>Pupil distance - the distance between each pupil, measure with ruler, tablet or pupilometer</p> <p><b>Vertical heights</b></p> <p>Measure from the pupil to the bottom of the lenses, not the frame</p> <p>Take picture with tablet, trace the frame, eye and mark pupil</p>	

**BVD (back vertex distance)**

Distance from the back of the lens to the front of the cornea

**Pantoscopic angle**

The degree/tilt at which the frame sits - usually between 10-12 degrees

**Length to bend**

Measure from the dowel point (screw point) of the glasses to the top of the ear. Always use millimetres.

**GOC (General Optical Council)**

Regulations to dictate what an apprentice can and cannot do

**Myopia, hypermetropia, presbyopia and astigmatism**

Different types of visual

Myopia - short-sightedness

Hyperopia - long-sightedness

Presbyopia - varifocals

Astigmatism - cornea/eye is not spherical, more like a 'rugby ball' shape

**Sphere/cyl/axis/near add**

Different parts of the prescription

Sphere - single

Cyl - dual, to fix astigmatism

Axis - degree at which the cyl sits (between 1 - 180 degrees)

Near add - additional prescription a customer would need for reading

## Professionalism

### Behaviours

Have a strong professional work ethic, show pride and passion to company and brand values; demonstrate equality and diversity, to ensure all customers receive equal care and attention.

### Direct observation

**Pass criteria: the apprentice must display all of the following**

***Distinction criteria: the apprentice must display 70% of the following***

PR1 - Maintain appropriate presentation and dress code in line with company standards  
 PR2 - Actively promote the beliefs and values of the company  
 PR3 - Exhibit a positive and approachable attitude to customers and colleagues

*PR4 - Customer expectations are exceeded consistently*

### Professional discussion

**Pass criteria: the apprentice must display all of the following**

***Distinction criteria: the apprentice must display 70% of the following***

PR5 - Explain how own attitude can impact on customers and colleagues and the brand  
 PR6 - Explain how you maintain a professional standard in appearance and attitude in accordance with company standards

*PR7 - Explain how own attitude can impact on customers and colleagues, giving examples. Understanding how the **Equality Act** impacts on the employer's environment and can give examples*

### Amplification and guidance

#### **Equality Act**

The Worker Protection (Amendment of Equality Act) Act

<b>Self-development</b>	
<b>Behaviours</b>	
Keep up to date with best practice and emerging technologies within the optical retail sector, obtain and offer constructive feedback to others, and develop and maintain professional relationships.	
<b>Professional discussion</b>	
<b>Pass criteria: the apprentice must display all of the following</b>	<b><i>Distinction criteria: the apprentice must display 70% of the following</i></b>
SD1 - Explain how self-development has been managed SD2 - Describe how colleagues and training providers have been used to support self-development SD3 - Explain how feedback has been used to help plan and improve own ability SD4 - Explain how relationships have been maintained with their employer to enable successful completion of the learning journey SD5 - Can explain one area of continued development SD6 - Is aware of next steps in their <b>career opportunities</b>	SD7 - Can identify multiple areas of self-development SD8 - Has taken steps to plan/think about future <b>career</b> and next steps
<b>Amplification and guidance</b>	
<b>Career opportunities</b> Apprentice needs to show that they have a career goal, although this does not necessarily need to be in optics, e.g. retail. Further training/progression can include in-house training, dispense optician course and management training.	

## Safety orientated

### Behaviours

Be aware of and adopt the processes and procedures for the safety and well-being of self and others.

### Direct observation

**Pass criteria: the apprentice must display all of the following**

***Distinction criteria: the apprentice must display 70% of the following***

SO1 - Follow safe working practices with all equipment used  
SO2 - Ensure customers, colleagues and self are safe

*SO3 - Actively promote health and safety through safe working practices by ensuring a safe working environment inside and outside of own area of responsibility*  
*SO4 - Respond to and report any identified risks within the limits of their own work area*

### Professional discussion

**Pass criteria: the apprentice must display all of the following**

***Distinction criteria: the apprentice must display 70% of the following***

SO5 - Explains safe working practices with all equipment used  
SO6 - Ensure customers, colleagues and self are safe  
SO7 - Explain how to report any identified risks

*SO8 - Explain how to positively encourage colleagues to follow safe working practices*

[Click here to return to contents](#)

## Assessment summary

The end-point assessment for the optical assistant apprenticeship is made up of 3 components:

1. A 3500-3850 word case study
2. A 150-minute direct observation
3. A 75–90-minute professional discussion

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 guide, which will be used to determine a grade for each individual component.

### Case study

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- The case study is graded pass/distinction
- To achieve a pass, the apprentice will need to complete the case study and achieve 100% of pass criteria
- To achieve a distinction, the apprentice will need to achieve 100% of the pass criteria, and at least 66% of the distinction criteria (at least 8 out of 12 criteria)

### Direct observation

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- The direct observation is graded pass/distinction
- To achieve a pass, the apprentice will need to complete the direct observation and achieve 100% of pass criteria
- To achieve a distinction, the apprentice will need to achieve 100% of the pass criteria, and at least 70% of the distinction criteria (at least 15 out of 22 criteria)

### Professional discussion

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- The professional discussion is graded pass/distinction
- To achieve a pass, the apprentice will need to complete the professional discussion and achieve 100% of pass criteria
- To achieve a distinction, the apprentice will need to achieve 100% of the pass criteria, and at least 70% of the distinction criteria (at least 20 out of 27 criteria)

## Grading

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The end-point assessment consists of 3 assessment methods; direct observation, case study and professional discussion. Each element of the end-point assessment will equal 33% of the overall grade and all are equally weighted. The apprentice can achieve either a distinction, pass or fail in each assessment method.

### Distinction

The apprentice will need to achieve 100% of pass criteria and achieve the necessary quantity of distinction criteria in any 2 of the assessment methods.

### Pass

The apprentice will need to complete all 3 end-point assessments and achieve 100% of pass criteria for each method.

### Fail

The apprentice has not met all of the pass criteria

The grid below demonstrates the criteria required to be passed in order to achieve a fail, pass or distinction within each end-point assessment activity:

<b>Distinction</b>	All <b>pass</b> criteria achieved, <b>plus any 2</b> of the following:	
	Direct observation	70% 15/22 distinction criteria
	Case study	66% 8/12 distinction criteria
	Professional discussion	70% 20/27 distinction criteria
<b>Pass</b>	All <b>pass</b> criteria achieved:	
	Direct observation	100% 35/35 pass criteria
	Case study	100% 17/17 pass criteria
	Professional discussion	100% 39/39 pass criteria
<b>Fail</b>	If any fail criterion is noted for any one assessment method, this method of assessment will receive an overall fail	

## Retake and resit information

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If an apprentice fails an end-point assessment method, it is the employer, provider and apprentice's decision whether to attempt a resit or retake. 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. The minimum time between the End Point Assessment and its retake is **21 days**.

When undertaking a resit or retake, the assessment method(s) will need to be re-attempted in full, regardless of any individual assessment criteria that were passed on any prior attempt. The EPA Report will contain feedback on areas for development and resit or retake guidance.

If an apprentice fails only one individual element of the end-point assessment, they will be able to resit this method once. However, if the apprentice fails 2 elements of the end-point assessment or fails one element for a second time, the entire EPA will need to be retaken.

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

[Click here to return to contents](#)

## Assessing the case study

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The case study is the apprentice's opportunity to demonstrate evidence of their skills and knowledge over a wide range of the content covered within the standard. The apprentice will complete the case study once the employer has put the apprentice forward for assessment and the completed case study will be presented to the assessor one week before the date of the assessment visit.

The apprentice will have three weeks after the gateway meeting to complete the case study. This must be written within their normal working hours.

The case study should evidence not only what the apprentice has done and how, but also why certain procedures or processes were put in place linking to employer policies and procedures and/or legislation. To enable the apprentice to provide the widest breadth of evidence, the case study will cover a multifocal customer dispense and collection. The apprentice will be expected to explain additional scenarios within the case study, to demonstrate further skills, knowledge and behaviours from within the standard. The case study will need to be supported using evidence from the customer journey; this evidence can only be collated from on-the-job experience, post-gateway. It must include, but is not limited to, copies of orders and receipts, which should be added in an appendix (suitably redacted to maintain confidentiality).

The case study should cover all areas outlined as pass and distinction criteria for the case study and should be set out to cover 3 areas for completion (an example format is included in this EPA kit):

- product selection
- spectacle dispensing
- spectacle collection

It is permitted for the case study to be based on more than one customer. This approach may be required if the customer does not complete all aspects required to be covered under the case study within the 3 weeks, or if the apprentice cannot find an individual case to cover all the required assessment criteria.

Due to confidentiality, the case study should be completely anonymised, referencing as 'the customer' or similar.

It is expected that to provide sufficient detail, the case study will be a **minimum of 3500 words but should not exceed 3850 words**. It must be completed during normal working hours within the employer's workplace; appendices will not count as part of the final word count.

End-point assessors will only mark case studies up to 3850 words; assessors will stop marking and only credit the criteria covered to that point. Case studies which fall short of the word count will be marked in full, against all criteria.

The case study must be accompanied by the Written Submission Sheet which is available to download from the Highfield Assessment website.

### **Example Case Study format**

The following is an example of how the learner may wish to structure their case study:

#### **An introduction to the customer**

- Start at the handover, as the customer leaves the test room, including details of whether they are introduced, initial interactions, etc.
- An explanation of what the optician has recommend and why, and that they have established the customer's needs, identifying which questions they need to ask the customer
- Prescription must be attached/included
- (Est. 400-600 words)

#### **Frame and lens selection**

- What they recommended, selected and why, relating this to the customer's needs
- (Est. 1,000-1,200 words)

#### **Accurate fitting and measurements of frames**

- Completed the payment/transaction
- Informed the customer of their next steps for collection, and why
- (Est. 1,000-1,200 words)

#### **Policies and procedures**

- Explain what they have done and why, and how they have kept in line with guidelines and regulations
- (Est. 200-400 words)

#### **Collection**

- Fitting and vision of spectacles should be checked again
- Checked for near visual acuity
- Included aftercare advice
- (Est. 600-800 words)

## Case study criteria

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Within the case study, the following standards should be evidenced. To achieve a pass, the apprentice will need to meet 100% of the pass criteria. The apprentice can only achieve a distinction by covering all pass, and at least 66% (8 out of 12) of the distinction criteria listed.

<b>Health &amp; Safety</b>	
<b>Pass criteria</b>	<b><i>Distinction criteria</i></b>
HS4 - Explain the health and safety procedures relevant to the dispense or collection	<i>HS5 - Explain the reasons for safe working practices showing knowledge of how these link to legislation and the implications of not following these</i>
<b>Materials of frames and lenses</b>	
<b>Pass criteria</b>	<b><i>Distinction criteria</i></b>
MF7 - Explain the legal requirements of products dispensed MF8 - Explain the features of frames and lenses dispensed to the customer	<i>MF9 - Explain the extended range of products to include at least one of the following: sports eyewear, safety eyewear, occupational lenses and sun eyewear that could benefit the customer</i> <i>MF10 - Explain the limitations and benefits of recommended products</i>

Tools and equipment	
Pass criteria	Distinction criteria
TE8 - Explain the equipment used to take both frame and lens measurements TE9 - Explain what tools were used during spectacle adjustments	TE10 - Explain the importance of using appropriate tools and why they are used TE11 - Explain how tools and equipment are used to enhance the customer journey and support the optical assistant and not to replace them TE12 - Explains all equipment used for taking measurements to include pupil distance, <b>length to bend, vertical heights, BVD and pantoscopic angle</b> TE13 - Explains the benefits of using <b>frame adjustment tools</b>
Quality and governance	
Pass criteria	Distinction criteria
QG5 - Explain procedures for referral to suitable colleagues for support and guidance when required to comply with <b>GOC policies and procedures</b> during spectacle dispensing	<i>There are no distinction criteria for this element</i>
Customer interactions, dispensing, fitting and adjustment of spectacles	
Pass criteria	Distinction criteria
Dispensing CI26 - Explain the use of questions to identify customer needs CI27 - Explain the products offered to your customer and how they met their needs CI28 - Explain the offers that were available to your customer based on their needs CI29 - Explain how you selected frames based on customer requirements, accurate fit and prescription requirements	Dispensing CI37 - Explain the products offered to your customer and why these were benefits CI38 - Explain the offers that were available and the benefit to your customer based on their needs CI39 - Explain how frame and spectacle lens measurements are taken using available technologies to include <b>pantoscopic angle, BVD, and length to bend</b>

## Tools and equipment

Pass criteria	<i>Distinction criteria</i>
<p>CI30 - Explain how frame and spectacle lens measurements are taken using available technologies to include heights and pupil distances</p> <p>CI31 - Explain the collection process to customers during dispensing</p> <p>Collection</p> <p>CI32 - Explain how you confirm customer's details and collection requirements</p> <p>CI33 - Inform the customer of the collection process and procedures in line with company standards</p> <p>CI34 - Explain how near <b>visual acuity</b> is checked during collection</p> <p>CI35 - Explain company after sales services</p> <p>CI36 - Complete the sales transaction according to company requirements, ensuring all payments and/or paperwork is accurately completed and stored</p>	<p><i>CI40 - Keep your customer informed of your actions throughout the dispensing process</i></p> <p><i>CI41 - Seek guidance and supervision following <b>GOC requirements</b>, and showing knowledge of the implications of not doing this</i></p>

[Click here to return to contents](#)

## Assessing the direct observation

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Each observation will last 150 minutes. Observations will be pre-planned, agreed and scheduled with the apprentice and will be carried out by the end-point assessor. The direct observation should enable the apprentice to demonstrate the required knowledge, skills and behaviour.

As part of best observation practice, the assessor will ask questions appropriate to the observation to further clarify knowledge and understanding and evidence behaviours. Questioning should be conducted at an appropriate time and not interfere with the completion of the tasks being observed. If necessary, questions can be asked after the observation has been completed.

The direct observation provides the opportunity for substantial synoptic assessment against the relevant elements of the standard. The observation must be scheduled when the apprentice will be working in their normal place of work and will also:

- be conducted at a time which avoids seasonal periods of low levels of trading and reflects typical working conditions
- allow the apprentice to demonstrate all aspects of the standard being observed
- take a synoptic approach to observing the overall competence

The end-point assessor will observe:

- dispensing of any vision type to include questioning to identify product requirements, frame selection, lens selection, measurements and dispensing.
- spectacle collection to include meeting the customer, identifying requirements, retrieval of spectacles, checking of visual acuity and fitting, adjusting spectacles to fit and discussing aftercare services.
- a pre-screen to include, at a minimum, visual field screening and non-contact intra-ocular pressures. If these tests are not available within the workplace this element can be covered via professional discussion. If required, the assessor will also ask questions alongside observation to look for additional understanding of the practical elements being assessed. Demonstration of a particular skill can be requested during this observation if it has not naturally occurred. This ensures the apprentice can demonstrate the full breadth of skills necessary to pass the end-point assessment.

The criteria assessed by the observation are included later in this kit.

### **Before the assessment:**

Employers/training providers should:

- ensure that the assessment schedule information is available and up to date and that all necessary rooms and resources are booked to enable the apprentice to carry out the observation
- ensure other personnel are available to play the parts of customers and team members:
  - it is strongly recommended that the mock professional discussion has been practised beforehand and all personnel involved are properly briefed on their role
- ensure the apprentice is aware of the activities that are to be carried out and the duration of the assessment (150 minutes)
- 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

## The direct observation - mock assessment

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

- the mock observation has 3 main elements, all of which should be covered at least once, and ideally will be demonstrated more than once:
  - dispensing procedures - each dispense should take between 15-30 minutes
  - pre-screening checks - each pre-screen should take between 10-15 minutes
  - collection procedures - each collection should take between 10-15 minutes
- the mock observation should take place in a real workplace or a realistic simulation if the real workplace does not present all the required assessment opportunities
- the participation of other personnel to play the parts of customers and team members:
  - it is strongly recommended that the mock observation has been practised beforehand and all personnel involved are properly briefed on their roles
  - the roles should provide the opportunity for the apprentice to demonstrate the pass and distinction level criteria
- a 150-minute time slot should be available for the complete direct observation, if it is intended to be a complete mock observation covering all relevant standards, however, this time may be split up to allow for progressive learning
- consider a video recording of the mock assessment and allow it to be observed by 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/assessor, and that feedback is shared with the apprentice to complete the learning experience.

## Direct observation criteria

During the direct observation, the following standards should be evidenced. Apprentices should prepare for the direct observation by considering how the criteria can be met. To achieve a pass, the apprentice will need to meet 100% of the pass criteria. The apprentice can only achieve a distinction by covering all pass criteria and at least 70% of the distinction criteria listed

Health & Safety	
Pass criteria	Distinction criteria
HS1 - Demonstrate their ability to follow safe working practices HS2 - Ensure customers, colleagues and self are safe within limits of own influence	<i>HS3 - Explain to their customers the health and safety precautions taken to ensure safety</i>

Materials of frames and lenses	
Pass criteria	Distinction criteria
MF1 - Use a range of suitable questions to identify customer's needs MF2 - Recommend suitable products based on customer requirements MF3 - Explain the features of chosen products	<i>MF4 - Able to respond positively to customer concerns about the products recommended - utilising the benefits of the products</i> <i>MF5 - Provides alternative product recommendations based on customer's needs and wants</i> <i>MF6 - Makes clear links between recommended products and the customer's needs. Explains the benefits of the products recommended</i>

Tools and equipment	
Pass criteria	Distinction criteria
<p>TE1 - Use either a <b>manual or automatic focimeter</b></p> <p>TE2 - Accurately take and use basic spectacle frame measurements to include at least <b>length to bend</b> as appropriate to the adjustment required</p> <p>TE3 - Identify and correctly use tools and resources relevant to the customer interaction</p> <p>TE4 - Correctly use <b>facial measuring equipment</b> to take pupil distances and heights as appropriate</p>	<p>TE5 - Use either a <b>manual or automatic focimeter</b> to accurately measure prescriptions and lens measurements for <b>single vision, bifocal and varifocals</b></p> <p>TE6 - Uses a range of tools to make correct adjustments to spectacle frames</p> <p>TE7 - Explains the range of tools and adjustments being made in a customer-friendly manner</p>

Quality and governance	
Pass criteria	Distinction criteria
<p>QG1 - Follow company data protection/GDPR and confidentiality policies</p> <p>QG2 - Accurately complete all records required for your customers</p> <p>QG3 - Follow procedures for supervision, if required, during the observation (if not observed, assessor to ensure this is covered in the PD)</p>	<p>QG4 - Clearly explaining the processes and procedures you are following to your customer when completing records and maintaining confidentiality and data protection/GDPR</p>

Screening checks	
Pass criteria	Distinction criteria
<p><i>(If available in the workplace environment)</i></p> <p>SC1 - Complete a range of <b>screening checks</b> to include <b>field screening</b>, ensuring customers understand the purpose and procedure</p> <p>SC2 - Demonstrate safe use of <b>screening equipment</b> to include procedures for hygiene and comfort</p> <p>SC3 - Accurate completion of customer records relating to screening checks</p> <p>SC4 - Reassure customers throughout the screening process and clearly explain next steps</p>	<p><i>There are no distinction criteria for this element</i></p>

Customer interactions, dispensing, fitting and adjustment of spectacles	
Pass criteria	Distinction criteria
<p>Dispensing requirements</p> <p>CI1 - Use questions to identify customer needs</p> <p>CI2 - Offer suitable products to meet your customer's needs, explaining the features using available resources</p> <p>CI3 - Explain suitable offers and their features</p> <p>CI4 - Identify and select appropriate frames and lenses based on customer requirements, ensuring accurate fit and correct lens choice</p> <p>CI5 - Ensure good frame fitting, suitability and availability</p> <p>CI6 - Accurately take appropriate frame and spectacle lens measurements using available technologies to include <b>PDs and vertical heights</b> if required</p>	<p><i>Dispensing requirements</i></p> <p><i>CI15 - Use a range of questions and communication methods to identify customer needs</i></p> <p><i>CI16 - Clearly identifying common ground and being able to maintain new or existing relationships</i></p> <p><i>CI17 - Adapting communication needs to meet and exceed the requirements of your customer</i></p> <p><i>CI18 - Clearly identifying and making multiple recommendations to the customer that clearly explain the features and benefits that are relevant to the customer's needs</i></p> <p><i>CI19 - Give a range of offers exploring these with your customer to identify the best option for them</i></p>

**Customer interactions, dispensing, fitting and adjustment of spectacles**

Pass criteria	Distinction criteria
<p>CI7 - Accurately record order details and explain collection procedures relevant to your customer and the business</p> <p>CI8 - Complete the sales transaction according to company requirements</p> <p>Collection requirements</p> <p>CI9 - Greet customers - follow company procedures</p> <p>CI10 - Confirm customer's details and collection requirement</p> <p>CI11 - Inform the customer of the collection process and procedures in line with company standards</p> <p>CI12 - Accurately check frame fit</p> <p>CI13 - Accurately check <b>visual acuity</b> based on the prescription requirements</p> <p>CI14 - Explain after sales services in line with company standards</p>	<p><i>CI20 - Identify and select appropriate frames and lenses based on customer requirements, ensuring accurate fit and correct lens choice, and giving clear and detailed explanations to your customer as to why the choices are best suited for them</i></p> <p><i>CI21 - Offering a range of suitable frames to your customer based on their specific requirement and prescription needs</i></p> <p><i>CI22 - Correctly use facial measurement equipment to take pupil distances, <b>BVD, heights and pantoscopic angle</b>, clearly explaining how and why these measurements are required and the implications of incorrect measurements</i></p> <p><i>CI23 - Maintaining a high level of rapport and interest in the customer throughout the dispensing process</i></p> <p><i>CI24 - Clearly explain and confirm the order details reinforcing the features, benefits and process with your customer</i></p> <p>Collection requirements</p> <p><i>CI25 - Actively discuss and recommend additional products for care of spectacles. Recommend other suitable products and services as appropriate to the store and the customer</i></p>

Professionalism	
Pass criteria	Distinction criteria
PR1 - Maintain appropriate presentation and dress code in line with company standards PR2 - Actively promote the beliefs and values of the company PR3 - Exhibit a positive and approachable attitude to customers and colleagues	<i>PR4 - Customer expectations are exceeded consistently</i>

Safety orientated	
Pass criteria	Distinction criteria
SO1 - Follow safe working practices with all equipment used SO2 - Ensure customers, colleagues and self are safe	<i>SO3 - Actively promote health and safety through safe working practices by ensuring a safe working environment inside and outside of own area of responsibility</i> <i>SO4 - Respond to and report any identified risks within the limits of their own work area</i>

[Click here to return to contents](#)

## Assessing the professional discussion

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The professional discussion will be a structured discussion between the apprentice and the end-point assessor. It will need to take place in a suitable environment and should last 75-90 minutes. The discussion will be set against the criteria that are outlined in the following pages, and it will be appropriately structured to draw out the best of the apprentice's energy, enthusiasm, competence and excellence.

The employer may be present to support, but not lead the apprentice and to confirm information at the assessor's request. The employer will not be allowed to add any further information or examples to what the apprentice has stated. Highfield would encourage the employer/training provider and the apprentice to plan for the professional discussion and consider what resources they may bring with them to support them during their professional discussion. This must be their own work and will only be used to support their discussion. The professional discussion should take place after the direct observation, to establish the apprentice's understanding and application of the remaining knowledge, skills, and behaviours.

The purpose of the professional discussion is to clarify any questions the end-point assessor has for specified standards:

- confirm and validate judgements about the quality of work
- explore aspects of the work, including how it was carried out, in more detail
- discuss how the apprentice would behave in specific scenarios, should they not have occurred within the direct observation
- ask questions in relation to personal development and reflection
- provide a basis for the end-point assessor to decide what grade to award

The criteria assessed by the professional discussion are included later in this kit.

### **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

## **Professional discussion - mock assessment**

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It is the employer/training provider's responsibility to prepare apprentices for their end-point assessment, and Highfield recommend that they experience a mock professional discussion 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. In designing a mock assessment, the employer/training provider should consider the following elements in their planning:

- a 75-90-minute time slot should be available for the complete professional discussion, if it is intended to be a complete mock assessment covering all relevant standards, however, this time may be split up to allow for progressive learning
- consider an audio recording of the mock and to allow it to be heard by 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/assessor and that feedback is shared with the apprentice to complete the learning experience
- use structured 'open' questions that do not lead the apprentice but allows them to express their knowledge and experience in a calm and comfortable manner. Example questions are included for each section below.

## Professional discussion criteria

Throughout the professional discussion, the assessor will review the apprentice's competence in all the criteria outlined below. Therefore, apprentices should prepare for the professional discussion by considering how the criteria can be met. To achieve a pass, the apprentice will need to meet 100% of the pass criteria. To achieve a distinction, the apprentice will need to achieve 100% of the pass criteria, and at least 70% of the distinction criteria (at least 20 out of 27 criteria)

Health & Safety	
<b>Example questions</b>	
<ul style="list-style-type: none"> <li>• What controls exist for health and safety in your workplace?</li> </ul>	
<b>Pass criteria: the apprentice must display all of the following</b>	<b><i>Distinction criteria: the apprentice must display 70% of the following</i></b>
HS6 - Show an understanding of health and safety processes and procedures within the workplace environment HS7 - Explain procedures in place relating to health and safety to include the use of equipment and ensuring customer safety HS8 - Explain the company procedures and processes for reporting of accidents and emergencies and carrying out evacuations HS9 - Identify first-aiders, fire wardens, first-aid boxes, etc.	<i>HS10 - Show detailed knowledge of what and how procedures are put in place to ensure a safe working environment and to comply with the Health and Safety at Work Act</i> <i>HS11 - Explain potential risks and hazards to self and customer, and the actions needed to rectify</i> <i>HS12 - Know how and where to report hazards according to company policies</i> <i>HS13 - Have a sound understanding of the evacuation process</i> <i>HS14 - Explain the use of Personal Protective Equipment (PPE) relevant to the company and your role</i>

## Materials of frames and lenses

### Example questions

- Tell me about the spectacles that you offer in-store.

### Pass criteria: the apprentice must display all of the following

MF11 - Explain the features of 3 frame materials  
 MF12 - Explain the features of 3 lens materials and/or coatings  
 MF13 - Explain allergic reactions that may occur with frame materials  
 MF14 - Have a basic understanding of the legal requirements of coatings, tints and safety glasses (if not covered in case study)  
 MF15 - Explain the relationship between frame fit and suitability to include frame sizing, pupil distances and lens thickness

### *Distinction criteria: the apprentice must display 70% of the following*

*MF16 - Explain the benefits of 3 frame materials  
 MF17 - Explain the benefits of 3 lens materials and/or coatings  
 MF18 - Explains the benefits of a range of additional specialist products within the employer's range, e.g. safety spectacles, sports spectacles, occupational lenses or contact lenses*

## Tools and equipment

### Example questions

- Talk me through the process for spectacle adjustment.

### Pass criteria: the apprentice must display all of the following

TE14 - Explain company processes and procedures if products are damaged and/or broken during adjustment or repair  
 TE15 - Explains criteria to check fitting and adjustments  
 TE16 - Explain how and when 3 different tools would be used in the adjustment  
 TE17 - Explain the purpose and uses of **screening equipment** in the customer journey

### Distinction criteria: the apprentice must display 70% of the following

*TE18 - Can explain the use of the correct tools and process and the benefits of these*  
*TE19 - Explain the use of **BS tolerances** to ensure spectacle prescription accuracy*

## Quality and governance

### Example questions

- What in-store policies do you need to follow?
- Tell me about the NHS schemes that affect you.

### Pass criteria: the apprentice must display all of the following

QG6 - Explain what you are or not allowed to do according to **GOC policy**

QG7 - Explain **NHS regulations and voucher usage for GOS 1-3**

QG8 - Explain **GOC policies and procedures**, and the requirements of supervision and the potential impact of not following these policies on self

QG9 - Explain your role in adhering to the Data Protection Act/GDPR

### *Distinction criteria: the apprentice must display 70% of the following*

*QG10 - Explain the impact of not following **NHS policies and procedures** and the importance of the NHS as a customer*

*QG11 - Can explain company procedures and policies to ensure adherence to the Data Protection Act/GDPR including sub-policies (social media policies etc.)*

*QG12 - Able to identify who can conduct what tasks in accordance with **GOC policies and procedures***

*QG13 - Explain the legal requirements governing the sale of optical products as stipulated in the Opticians Act*

*QG14 - Explain **GOC policies and procedures**, and the requirements of supervision and the impact of not following these policies on self, supervising colleague and the wider business*

## Screening checks

### Example questions

- Tell me what happens during screening.

### Pass criteria: the apprentice must display all of the following

- SC5 - Explain why **pre-screening checks** are carried out
- SC6 - Explain the ocular conditions that are detected during **pre-screening**
- SC7 - Explain when to refer to a qualified professional during **pre-screen activities**
- SC8 - Explain the **screening process** in a customer-friendly manner (if not sufficiently covered during observation)
- SC9 - Explain how you could reassure customers during the **screening process**

### *Distinction criteria: the apprentice must display 70% of the following*

- SC10 - Knowledge of eye and medical conditions screened for, e.g. **glaucoma, macular degeneration, diabetes**, and can explain symptoms and treatment for at least two of the conditions listed*

## Customer interactions, dispensing, fitting and adjustment of spectacles

### Example questions

- What do you need to think about when working close to customers?
- How should you communicate with different types of customers?

### Pass criteria: the apprentice must display all of the following

Dispensing

CI42 - Explain a minimum of 3 communication barriers that may be faced and the different communication methods that could be used to overcome these

CI43 - Describe **myopia, hypermetropia, presbyopia and astigmatism** in a customer-friendly way

CI44 - Explain the instruments that are used to take accurate measurements for all vision types not covered in the observation (assessor to ensure that single vision and multifocal lenses and prescriptions up to **+/-10** are included)

CI45 - Explain the components of a written prescription to include **sphere/cyl/axis/near add**

CI46 - Explain the safety precautions taken when taking measurements in close proximity to a customer

Collection

CI47 - Explain how near **visual acuity** is checked during spectacle collection

### Distinction criteria: the apprentice must display 70% of the following

Dispensing

CI48 - Explain why it is important to identify and overcome barriers to communication

CI49 - Explain how effective questioning supports product recommendations and product choices

CI50 - Explain the different defects of vision customers may have, and how these affect product choice and recommendations

CI51 - Explain why **pantoscopic angle and back vertex distance** are important during dispensing

CI52 - Explain how frame sizing affects overall fit and suitability

Collection

CI53 - Explain why and how near **visual acuity** is checked at collection and its importance in managing customer expectations

CI54 - Explain the meaning of near **visual acuity** and how this is used during the collection process. Explain the components of a written prescription to include **sphere/cyl/axis/near add/visual acuity and back vertex distance**

Professionalism	
<b>Example questions</b>	
<ul style="list-style-type: none"> <li>Why is it important to remain professional in your role?</li> </ul>	
<b>Pass criteria: the apprentice must display all of the following</b>	<b>Distinction criteria: the apprentice must display 70% of the following</b>
PR5 - Explain how own attitude can impact on customers and colleagues and the brand PR6 - Explain how you maintain a professional standard in appearance and attitude in accordance with company standards	<i>PR7 - Explain how own attitude can impact on customers and colleagues, giving examples. Understanding how the Equality Act impacts on the employer's environment and can give examples</i>

Self-development	
<b>Example questions</b>	
<ul style="list-style-type: none"> <li>How do you plan to continue your development?</li> </ul>	
<b>Pass criteria: the apprentice must display all of the following</b>	<b>Distinction criteria: the apprentice must display 70% of the following</b>
SD1 - Explain how self-development has been managed SD2 - Describe how colleagues and training providers have been used to support self-development SD3 - Explain how feedback has been used to help plan and improve own ability SD4 - Explain how relationships have been maintained with their employer to enable successful completion of the learning journey SD5 - Can explain one area of continued development SD6 - Is aware of next steps in their <b>career opportunities</b>	<i>SD7 - Can identify multiple areas of self-development</i> <i>SD8 - Has taken steps to plan/think about future <b>career</b> and next steps</i>

## Safety orientated

### Example questions

- How do you ensure the safety of yourself and others?

### Pass criteria: the apprentice must display all of the following

SO5 - Explains safe working practices with all equipment used  
SO6 - Ensure customers, colleagues and self are safe  
SO7 - Explain how to report any identified risks

### Distinction criteria: the apprentice must display 70% of the following

SO8 - Explain how to positively encourage colleagues to follow safe working practices

[Click here to return to contents](#)