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

End-Point Assessment Kit

Pathway: Screening assistant

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

EPA Kit

Contents

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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 independent end-point assessment organisation that has been approved to offer and carry out the independent end-point assessments for the Level 3 Optical Assistant apprenticeship standard. Highfield internally quality assures all end-point assessments in accordance with its IQA process, and additionally all end-point assessments are externally quality assured by the relevant EQA organisation.

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 as a starting point.

Key facts

Apprenticeship standard:	Optical Assistant
Level:	3
Pathway:	Screening assistant
On-programme duration:	Typically 18 months
End-point assessment window:	Typically 3 months
Grading:	Pass/distinction
End-point assessment methods:	Direct observation of practice with questions Report with questioning Professional discussion

In this kit, you will find:

- an overview of the standard and any on-programme requirements
- a section focused on delivery, where the standard and assessment criteria are presented in a suggested format that is suitable for delivery
- 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 screening assistant pathway, this a supporting role that is centred around interpreting prescriptions to identify the appropriate optical devices necessary.

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.

The apprentice must complete a minimum of **12 months** of on-programme training (the on-programme training period typically lasts for **18 months**), during which time they will work to meet the knowledge, skills and behaviours outlined in this EPA Kit. The apprentice is required to spend at least **20%** of their time on-programme undertaking off-the-job training.

Use of Artificial Intelligence (AI) in the EPA

Where AI has been used as part of the apprentice's day-to-day work and forms part of a project report, presentation, or artefact, it should be referenced as such within the work. AI must not be used to produce the report or portfolio.

Where AI has been used as part of a portfolio that underpins an interview or professional discussion or any other assessment method, it should be fully referenced within the portfolio.

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.
- apprentice must have submitted any policies and procedures 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. The policies and procedures may already be included as part of the portfolio of evidence.
- 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 3-month 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.

Documents used in developing this end-point assessment

Optical Assistant Standard 2022

https://www.instituteforapprenticeships.org/apprenticeship-standards/optical-assistant-2022-v1-0

End-point assessment plan (ST1377/AP02)

https://www.instituteforapprenticeships.org/media/6403/st0530_optical_assistant_l3_ap-for-publication_09022022.pdf

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:

- achieved **Level 2** English*
- achieved **Level 2** maths*
- submitted their organisation’s policies and procedures for:
  - dealing with customer complaints
  - using optical equipment
  - maintaining good customer service
  - referring patients to other optical services
  - following Health and Safety legislations

*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 last around an hour and must be completed on or after the apprenticeship on-programme end date. It should be attended by the apprentice and the relevant people who have worked with the apprentice on-programme, such as the line manager/employer or mentor, the on-programme trainer/training provider and/or a senior manager (as appropriate to the business).

During the meeting, the apprentice, employer and training provider will discuss the apprentice's progress to date and confirm if the apprentice has met the full criteria of the apprenticeship standard during their on-programme training. 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 to initiate the end-point assessment process. If you require any support completing the **Gateway Readiness Report**, please contact your EPA Customer Engagement Manager at Highfield Assessment.

Please note: a copy of the standard should be available to all attendees during the gateway meeting.

Reasonable adjustments and special considerations
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 need to ensure that the person undertaking an assessment is indeed the person they are claiming to be. All employers are, therefore, required to ensure that each apprentice has their identification with them on the day of the assessment so the end-point independent assessor can check.

Highfield Assessment 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**: o 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 – VDTM and FRED
        - Facial measurement gauges – used to take facial measurements to ensure the spectacle frame and lenses fit the patients face

- **How to maintain** 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

- **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 patients 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 Equality 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

- **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

- 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 aware

- **Fit spectacle frames** by:
    - asking appropriate questions, for example, how do the glasses feel?
    - asking permission to come closer to check the fit.
    - 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 Equality Act 2010, to give customers a fair and unbiased service
    - making adaptions 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 adaptions 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 requirement -** 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 to 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

- **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

- **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

- 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: o confirming the appointment type o confirming customer information upon arrival to ensure their details are updated and correct o following the General Data Protection Regulation (GDPR) - seek consent and permission to store and process the patient's details and keep this information secure o completing any pre-lifestyle questionnaires, where appropriate o 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 (Ehanaced 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

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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</td><td>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</td><td>B4 Be caring and compassionate</td></tr>
<tr><th colspan="3">To pass, the following must be evidenced</th></tr>
<tr><td colspan="3">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)</td></tr>
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- **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 and 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** **K20** How to recognise **engravings** such as progressive lenses safety spectacles and **remark** of **lens**	**S18** Use **lens measuring equipment** to identify prescriptions and lens measurements **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	**S17** Use **product tolerances** to validate product accuracy
K28 Frame adjustments and the **impact of poor fitting** on both comfort and vision	**S30** Identify **guarantees and warranties** of optical products and adhere to the **Sales of Good Act**
K31 Guarantees, warranties available within an optical environment and the requirements of the **Sales of Goods Act**	**S31** Manage customer concerns and or **complaints** in line with employer procedures

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	**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 polices 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:**   - 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:**
  o 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 appointment or refer patient to A&E
  o the process for a cataract referral
 	
• **Implications of not following procedures** include:
  o patients' health deteriorating
  o patient negligence
  o delays in the process
 	
• **Policies, procedures, and regulated activities:**
  o 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 including 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

- **Evacuations –** 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 *Evaluates how company beliefs and values have been used to make recommendations to improve the service levels and the customer experience* (K1, K4, S4)
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 Equality 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	**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**

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**	

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 *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)
Amplification and guidance

• **Different customer types:**
  o different types of customers have different types of needs within the optical environment
  o offer suitable products to meet a customer's needs, explaining the features and benefits using available resources

- **Types** of customers:
  - 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.

- **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

- **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.

- **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

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): o store/personal goals, which may include increasing add-ons to achieve higher sales o 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

- **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.

- **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.

- 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 – Screening Assistant pathway.

Screening assistant	
Professional discussion	
Knowledge	**Skills**
K42 How to set up and use screening equipment such as **pressure tests**, **visual field tests** **K43 Conduct screening test** with customer and pass results to optometrist/dispensing optician, and know **who to refer to for support** or guidance during screening checks **K44 Medical conditions which are screened for**, such as glaucoma, cataracts, macular degeneration, diabetes	**S40 Conduct screening** using **screening equipment** and **record accurate results** **S41 Inform the patient** about the equipment, processes and procedures used for screening **S42 Gain support or guidance from colleagues** during screening when required **S43** Inform the patient that the **tests check for medical conditions** such as glaucoma, cataracts, macular degeneration, diabetes
To pass, the following must be evidenced	
SA1 Outlines the screening procedures which are explained to the patient, including the equipment used and the medical conditions it checks for. Explains how a range of screening checks are completed and results accurately recorded. Describes how screening supports the optician (K42, K44, S40, S41, S43) **SA2** Explains how a screening test is conducted and results are passed onto optometrist/dispensing optician and when to ask for support or guidance from colleagues during screening when required (K43, S42)	

To gain a distinction, the following must be evidenced
SA3 *Makes recommendations to improve the processes and procedures for screening and shares and trains colleagues to use them* (S41)
Amplification and guidance

- **How to set up and use screening equipment:**
  - ensure that the equipment is fit for use and clean
  - ensure that the equipment is switched on and set up for the patient
  - ensure the height of the patient's chair is correct and they are comfortable

- **Pressure tests** (tonometer):
  - the patient will sit in front of the machine
  - the optical assistant will guide the machine closer to the patient's eye
  - the machine will blow puffs of air, generally 3-4, onto the front of the eye, which will measure the pressure inside the eye

- **Visual field tests:**
  - the patient will sit in front of the machine, and they will be given a handheld button
  - while looking at the red dot in the centre of the screen, white dots will appear scattered around it
  - the patient will click their button whenever they see a white dot, which will be calculated and will check the patient's peripheral vision

- **Conducting** the **screening test:**
  - a screening test consists of various tests - not all practices/stores have the same equipment. The check generally includes:
    - autorefractor:
      - the patient sits in front of a machine, and they will see an image (generally a hot air balloon at the end of a road). The image will move in and out of focus as the machine determines a rough idea of the patient's prescription.
    - tonometer:
      - the patient will sit in front of the machine. The optical assistant will guide the machine closer to the patient's eye and the machine will blow puffs of air onto the front of the eye, which will measure the pressure inside of the eye.
    - fundas camera:
      - the patient will sit in front of the machine. The optical assistant will align the microscopic camera and will take an image of the back of the eye. This allows the optometrist to diagnose, monitor and treat eye diseases.

    - optical coherence tomography (OCT):
      - the patient will sit in front of the machine, and the optical assistant will take a scan of each eye. The OCT machine uses light waves to take cross-section pictures of the retina. These measurements help with diagnosis.
  - once each of the tests are completed, the machine will print out the results. These will be noted on the patient's record and given to the optometrist.

- **Who to refer to for support:**
  - an optometrist or dispensing optician – if there are issues while screening the patient, such as not being able to correctly align the patient with the machines or the patient not being able to fully open their eye lid
  - a manager – if there are technical issues, such as the results are not recording, or the machine is not working as it should be

- **Medical conditions which are screened for** include:
  - glaucoma - detected through the pressure test (tonometer), the visual field test and optical coherence tomography (OCT).
  - diabetes - detected by fundas imagery and optical coherence tomography (OCT).
  - macular degeneration - detected through Amsler Grid Test and optical coherence tomography (OCT).
  - cataracts **-** detected through autorefractor and optical coherence tomography (OCT).

- **Screening equipment** may include:
  - autorefractor - used to take a brief description of the eye. Patients will see a hot air balloon going in and out of focus.
  - tonometer - 3 puffs of air in each eye to check pressure in the back on eye.
  - fields machine - checks for peripheral vision. Patients will see several flashing lights.
  - fundas camera – takes a picture of the back of the eye with a single flash, similar to a photo.

- **Record accurate results** – all records should be completed and accurate, which may include NHS records or patient details (whether online or paper)

- **Inform the patient** about the process by:
  - explaining the processes to them and talking through what is happening/about to happen. This may include explaining what the autorefractor does and what the patient would expect to see while completing the check.
  - explaining which equipment will be used.

- using a professional and friendly customer interaction.

- **Gain support or guidance from colleagues:**
  - if the customer asks for results, refer them to the optometrist to complete this
  - if any irregularities are noticed on the results, consult an appropriate colleague, such as the optometrist or dispensing optician
  - if the patient is disabled or could have difficulty with some of the tests, ask a colleague to help manoeuvre the patient to get them into the correct position

- **Tests check for medical conditions** and patients should be informed that the screening equipment is used to detect certain ocular conditions, for example, they can detect any early signs of glaucoma, cataracts, macular degeneration and diabetes.

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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

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.

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, 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 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.

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 **must** 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 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 adaptions 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%)** 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 and must map how it evidences the relevant knowledge, skills and behaviours for this assessment method, as outlined in this kit.

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 may be asked if necessary.

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.

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
- 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 to 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 polices 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% to allow the apprentice to complete their last answer.

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 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.
    - 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.
    - 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.
- screening assistant
  - Explain how a screening test is conducted.

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 *Evaluates how company beliefs and values have been used to make recommendations to improve the service levels and the customer experience* (K1, K4, S4)

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 *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)

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 *Explains the benefits of different methods of recall* (K15)

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)

Screening assistant
To pass, the following must be evidenced.
SA1 Outlines the screening procedures which are explained to the patient, including the equipment used and the medical conditions it checks for. Explains how a range of screening checks are completed and results accurately recorded. Describes how screening supports the optician (K42, K44, S40, S41, S43) **SA2** Explains how a screening test is conducted and results are passed onto optometrist/dispensing optician and when to ask for support or guidance from colleagues during screening when required (K43, S42)
To gain a distinction, the following must be evidenced.
SA3 *Makes recommendations to improve the processes and procedures for screening and shares and trains colleagues to use them* (S41)

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