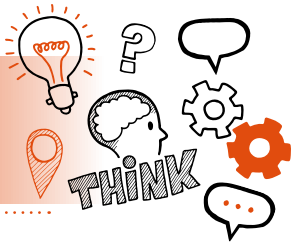
Think about
Professional Discussion
Level 3 ST0383 Spectacle Maker AP01



On the day of assessment, you will carry out:

- **A 2-hour professional discussion**
- **Remote or face-to-face**
- **Under exam conditions**
- **With an end-point assessor**

Key point

You will be able to use any on-programme evidence you have collected to support you during the professional discussion.

Do

- [ ] Review the criteria associated with the professional discussion – this can be found in the EPA-kit
- [ ] Ensure a quiet room is available and that there are no interruptions or distractions
- [ ] Be prepared to take part in scenario and product-based discussions
- [ ] Reflect on your on-programme learning and experience

Don't

- [ ] Forget to plan
- [ ] Forget to tell your colleagues that you are being assessed
- [ ] Forget to bring your on-programme evidence with you to the assessment

Next steps

- Results can take up to 7 working days to be confirmed
- Your manager/training provider will inform you of the results

Resits

- If you do not achieve a pass result on the professional discussion, you can resit the assessment

Use the table below to plan and prepare for the professional discussion.

(P) indicates pass criteria
(D) indicates distinction criteria

Assessment criteria	Key points to remember
Knowledge – Health and safety	
(P) Demonstrate understanding of health and safety principles, employee and employer rights and responsibilities. Can describe the company procedures and documentation related to the above, and how to source further details. Know the types of organisations that represent the industry and their roles.	

Assessment criteria	Key points to remember
(D) Has a more detailed understanding of health and safety, COSHH, equality and employment responsibilities and can describe your role in the company around these. Understand the company procedures for the above, in addition to statutory rules. Can source details and reference outside bodies and can demonstrate understanding of the roles and activities of different organisations in the optical industry and other overseeing bodies.	
Knowledge – Materials	
(P) Can provide details of lens materials, types, uses and some basic technical information.	
(P) Can describe a number of common frame materials and list various parts correctly.	
(D) Can detail the challenges and benefits of various lens types and materials, and further detail on how multifocals work.	
(D) Can provide details on the different frame materials used, how they differ in performance, and provide more detail on parts.	

Assessment criteria	Key points to remember
Knowledge – Tools	
(P) Can provide details of what is needed to carry out QC, and detail the functions used when checking prism and power.	
(D) Know all essential tools and equipment required and can confidently check power and prism with little/no supervision.	
Knowledge – Quality	
(P) Understand the basic principles of quality checking and can perform QC practically. Understand different production checks and describe how they use standards.	
(P) Can describe the differences between lens types and identify surface defects and explain how they happen. Use tolerances for surface inspection and returns processes as applicable.	
(P) Can access essential reports and records, explain the data and reasons for keeping it.	

Assessment criteria	Key points to remember
(D) Can explain the benefits of good QC process, and process more complex orders through quality checking, using standards accurately and describing how/why. Good knowledge of different product quality checks.	
(D) Has detailed knowledge of lens types and different forms. Can identify various defects and explain how they can happen and be prevented. Can apply tolerances to surface inspection accurately and document findings in the required detail.	
(D) Can access report data, show analysis of the information, the benefits for keeping it and how it fits with other store data recording.	
Knowledge – Construction of spectacles	
(P) Know the fundamental elements of why/how we apply lens treatments, and select the correct lens options accordingly.	
(P) Can describe a number of common frame materials and list various parts correctly.	

Assessment criteria	Key points to remember
(P) Understand the design and use of multifocals, how they differ and how they are manufactured. Work out the prism in reading area and can describe prism control bifocals.	
(P) Can identify and describe the basic anatomical structures.	
(P) Know the basic function of eye structures and how to correct refractive errors. Use correct terms for errors and describe lens types to use.	
(P) Can describe various lens types, their properties and optical uses.	
(P) Can describe the basic parts of spectacle makers' history and modern-day context, and can describe the importance of maintaining industry knowledge.	
(D) Has a broad technical understanding of the various treatments, their application process and purpose, and how to select the right lens types/materials.	

Assessment criteria	Key points to remember
(D) Can provide details on the different frame materials used, how they differ in performance, and provide more detail on parts.	
(D) Can identify different multifocal types and describe how they differ in both identity and performance, and with more technical elements included (curvature, addition, inset, etc.) Understand the prismatic effect in reading area and discuss the prism control bifocal in detail.	
(D) Can detail how certain anatomical structures work in conjunction to each other.	
(D) Can illustrate knowledge on refractive errors, how to correct, what the impact is on vision, before and after correction, and the correlation of prescription and refractive error.	
(D) Can describe various lens types, how they are used, the material seen, the variations in technical information on a given lens (Abbe no., index, thickness, etc.), benefits over other products.	
(D) Has more detailed understanding of spectacle makers' history and involvement in wider optical bodies, its current format and how your industry knowledge could influence your care.	

Assessment criteria	Key points to remember
Knowledge – The manufacture, service and repair of spectacles	
(P) Correctly complete the set questions provided; arithmetic calculations, use of BODMAS, etc.	
(P) Label parts of a circle and discuss where these apply in optical manufacturing. Use of SIN, COS, TAN in calculating right-angled triangle parameters and how these relate to optics.	
(P) Correctly complete the set questions provided; lens power, focal length, radius of surface, etc.	
(P) Can accurately produce graphical info from data and work back from graphs too. Provide examples of where this is used in your role.	
(P) Can access essential reports and records, explain the data and reasons for keeping it.	

Assessment criteria	Key points to remember
(P) Explain the stock control process, data tracking involved and advantages of good/ disadvantages of bad stock control.	
(P) Can perform audits as required and describe the benefits of stock audit.	
(D) Describe reasons why/how these calculations would be used in practical optics.	
(D) Provide further detail on how the circle and right-angled triangle definitions fit into optical manufacturing and where they might be used.	
(D) Show full working out, and describe reasons why/how these calculations would be used in practical optics.	
(D) Can interpret graphical data in both directions, analyse its importance/relevance and state when/where graphs and data analysis would be used.	

Assessment criteria	Key points to remember
(D) Can access report data, show analysis of the information, the benefits for keeping it and how it fits with other store data recording.	
(D) Can provide evidence of jobs affected by good and bad stock control and records of the results.	
(D) Know the benefits and challenges of auditing stock products and can accurately detail the process.	
Skills – Health & safety and working environment	
(P) Can describe what environmental hazards are present in the lab (and store if applicable), and show the processes for different types of waste disposal.	
(P) Explain your own responsibilities to the Health and Safety at Work etc. act, and what emergency response processes are in place.	

Assessment criteria	Key points to remember
(D) Describe specific products and processes in the lab (and store if applicable) that pose a hazard, what the implication of such hazards might be, and how to dispose of specific waste products and what the processes are for disposal of packaging.	
(D) Can explain the Health and Safety at Work etc. act in terms of employer/ employee responsibilities, who is involved in incident reporting and the emergency/ alarm procedures.	
Skills – Technical interpretation and understanding	
(P) Demonstrate the ability to understand orders, process the data and discuss the technical terms used. Can identify and correct errors found.	
(P) Can describe order document contents, various order types, transpose prescriptions and explain the links between order content and successful lens delivery.	
(D) Discuss in detail the reasons for specific terms, how data can affect an order, how errors can cause further issues and elaborate on what they could be. Can accurately deal with error correction and the processes around it.	

Assessment criteria	Key points to remember
(D) Can explain the interaction of various elements of an order document, the different ordering processes available, and how to transpose. Understand and explain the variations that can result from incorrect information on orders.	
Skills – Manufacturing and repair process	
(P) Demonstrate the ability and knowledge in how to start the glazing process with fundamental edger settings.	
(P) Know how and when to perform calibration processes and deal with edger errors/faults.	
(P) Can perform basic transposition, lens power measurements, and visually identify lens products.	
(P) Can perform/source basic frame and lens measurements and decide on suitable/ unsuitable lenses accordingly.	

Assessment criteria	Key points to remember
(P) Can demonstrate general stock product management process, and discuss the benefits.	
(P) Demonstrate knowledge of prescription lens glazing/manufacturing process, and the admin involved, including stock control.	
(D) Can understand and demonstrate why edgers are set up for different products and materials and can describe/demonstrate the outcomes of the settings used.	
(D) Can explain the reasons for calibration, what the positive and negative effects can be, and the reasons behind errors and faults observed on edgers and cut lenses.	
(D) Understand the reasons for transposition, what powers/meridians mean and how lenses of different types of power differ from each other in appearance.	
(D) Can demonstrate the interaction of prescription and frame measurements and the effect this can have on the finished item.	

Assessment criteria	Key points to remember
(D) Can advise colleagues on stock process, and manage stock process independently.	
(D) Can accurately describe how to manufacture different prescription lenses and glaze different frame types, what reports or administration is involved and what forms of stock control might be required.	
Skills – Quality	
(P) Understand the basic principles of quality checking and can perform QC practically. Understand different production checks and describe how they use standards.	
(P) Know where to access productivity data; can describe why and how we use it and the benefits of using data.	
(P) Can explain the MDD labelling requirements.	

Assessment criteria	Key points to remember
(D) Can explain the benefits of good QC process and is able to process more complex orders through quality checking, using standards accurately and describing how/why. Good knowledge of different product quality checks and when/where they apply to the manufacturing process.	
(D) Can access, describe and correlate various types of productivity data, and explain the benefits and challenges around this.	
(D) Is able to translate incorrect labelling into possible consequences for the customer.	
Behaviours – Quality focused	
(P) Demonstrate the ability to manage own workload, identify individual stages in manufacturing and change work role as required by day-to-day operational needs.	
(D) Can manage own workload without supervision and assist in varied tasks/multitasking as required. Describe the 'job journey' through the lab process. Ensure that quality and environmental standards are maintained.	

Assessment criteria	Key points to remember
Behaviours – Self-development	
(P) Understand the importance of continuing development, can highlight individual elements and how the business is supporting them. Can provide evidence of colleague interaction and adaptation of work-based skills to adjust to your role.	
(P) Show the right approach to the role and the continual need to develop technical skills and knowledge. Can demonstrate understanding of the history of spectacle making.	
(P) Evidence of objectives, achievements, and feedback on development with clear records.	
(D) Know the importance of personal development, to both self and the business. Can provide evidence of 1-2-1, review and colleague-supported development. Knows the opportunities for support in the business and can evidence any external contact and skill changes/improvements through development.	

Assessment criteria	Key points to remember
(D) Has a positive approach to all work tasks and willingly takes on extra responsibility as relevant to your ability. Keeps up with new products and services in the industry and appreciates both the historical and the contemporary involvement of spectacle making.	
(D) Can evidence and personally report on development objectives and what level of achievement has been reached. Feedback is clear and actioned, records are precise and clear.