

**THE WORSHIPFUL COMPANY  
OF  
SPECTACLE MAKERS**



**LEVEL 2 DIPLOMA  
IN  
OPTICAL RETAIL SKILLS**

**Qualification Handbook**

**601/6458/X**

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## **Introduction**

This specification has been developed to provide guidance for those supporting learners to achieve this competence based (workplace assessed) qualification and to describe a range of administrative procedures.

Throughout this document, the term 'learner' is used to refer to the person seeking to gain the qualification.

## **About WCSM**

WCSM qualifications are regulated by Ofqual and listed on the Register of Regulated qualifications <http://register.ofqual.gov.uk/> . They are part of the Qualifications and Credit Framework and some are eligible for government funding.

Enquiries: If you require any further information please contact the Administrator on 0207 236 2932.

## **Customer Service Statement**

See relevant sections of customer service statement at:

<http://www.spectaclemakers.com/awardsandtraining/customer-service-statement.htm>

for details of:

Equal opportunities policy

Reasonable adjustments

Special considerations

Complaints and appeals procedures.

## **Achieving the qualification**

This section details the range of administrative procedures that will need to be in place in order for learners to undertake this qualification.

It includes:

- Venue or Centre approval;
- learner registration;
- on-going quality assurance.

## **Direct assessment by WCSM Assessor**

Assessment can be undertaken by WCSM assessors and only requires Venue approval. Approval is based upon completion of the Learner Registration Form that includes details of the place where the assessment will be undertaken and the person who supervises the learner during their normal work. The Registration Form can be obtained from the website or contact the Administrator on 0207 236 2932.

## **Centre approval**

Assessment Centres must be approved to offer WCSM workplace assessed qualifications. This approval is based upon the Centre's ability to show that the necessary resources and management systems are in place to maintain standards of delivery and quality. The Centre will be required to identify the qualifications which they wish to deliver.

Approval is based upon completion of a Centre Approval Form which can be obtained from the website or by contacting the Administrator on 0207 236 2932.

Once WCSM have received the Approval Form, a WCSM representative will carry out an approval visit. The purpose of this visit is to verify the statements made on the form and to provide guidance and support to all those who will be responsible for delivering these qualifications.

Once the Centre has been approved the next step is to register learners on the qualification.

This handbook will then provide the information needed for the individual to complete all of the requirements for the qualification.

## **Learner registration**

Learners must be registered with WCSM before any training or assessment is undertaken.

## **Learners with particular requirements**

See the WCSM website <http://www.spectaclemakers.com/awardsandtraining/> or contact the Administrator on 0207 236 2932.

## **Ongoing quality assurance**

The quality of delivery and assessment of our qualifications is maintained through a system of ongoing monitoring visits undertaken by a WCSM Quality Assurance Consultant.

## **Personal Learner Record and Unique Learner Number**

The Personal Learner Record (PLR) logs achievement of units and qualifications provided that the learner has received a Unique Learner Number (ULN). The ULN enables learners to have access to their PLR and for them to give access to training providers and/or employers to enable them to view their records as evidence of achievement.

When a learner registers for a qualification with WCSM they will be asked to provide their ULN. Where learners do not possess a ULN we can assist them in obtaining one if they wish their subsequent achievements to be entered on to the PLR.

## **Assessment**

Units within this qualification are assessed in one of two ways:

- assessment of on the job competence through observation of work activities and other supporting activities with on-going review of the learner in their workplace by an assessor and in larger centres an internal quality assurance person.
- assessment of knowledge by written examination or e-assessment

Internal quality assurance of the qualifications should be carried out where there are several learners working throughout the qualification at the same time or where there are several assessors involved within the training organisation, for example by the assessor's line manager. The internal quality assurance person provides advice and support to the assessors and ensures that the assessors apply the standards consistently and fairly.

A Quality Assurance Consultant (QAC), appointed by WCSM, will verify the assessment and internal verification decisions involved in the development of the learner's portfolio. The QAC will quality assure the qualification process which ensures that certification of the qualification is reliable, consistent and to the national standard, by checking the consistency of assessments made by the training provider, and across training providers. They also make visits to ensure training providers continue to meet the approval criteria.

## **Assessment Strategies**

Sector Skills Councils (SSCs) will produce an assessment strategy for all competence based units and qualifications within their sector. The purpose of the sector assessment strategy is for the SSC and awarding organisations to work in partnership to:

- maximise the quality assurance arrangements for the sector's competence based units and qualifications and maintain standardisation across assessment practice;
- assure employers and learners that the sector's competence based units and qualifications are consistently assessed to the national occupational standards;
- promote continuous professional development amongst assessors and verifiers.

Skills for Health's Assessment Strategy applies to this qualification. Where indicated in the Additional Assessment Requirements for a unit, centres should also refer to Skills for Care and Development.

## **Assessment Principles**

Copies of both assessment strategies can be found in Appendix 1

## **Achievement of units**

Each of the units achieved will appear on the learner's certificate. If the learner does not complete the requirements for a full qualification, they will be awarded a credit certificate for the units achieved.

In order to claim the unit(s) or the qualification, the learner will need to complete a claim to competence, which is split into two sections: the evidence matrix and learner statement and summative assessor statement.

Examples of types of evidence learners could provide to prove competence:

- Record of observation of performance in the workplace
- Professional discussion
- Reflective account
- Product evidence (e.g. implementation plans, correspondence, work records)
- Work-based projects
- Testimony from senior colleagues/clients
- Personal report of actions and circumstances
- Recognition of Prior Learning (RPL)
- Special projects, assignments or simulations

- Records of questioning

## **Evidence Log**

The evidence log is designed to help with evidence collection and to ensure that learners have covered all the 'Assessment Criteria' contained in each unit. The intention is to keep the volume of evidence to a minimum. One mapping document should be completed for each unit.

It is expected that a variety of evidence will be used as appropriate. The evidence type, eg Report, Log, Written Statement, and also the assessment method, eg Obs (= Observation), should be recorded. Please reference the evidence to enable the Assessor, Internal Verifier and Quality Assurance Consultant to quickly locate each piece of evidence.

The learner should complete one document for each unit. Identify the type of evidence, e.g. witness statement, customer record, work log, provided to meet each of the assessment criteria, where it can be found, e.g. portfolio reference, client records, and the type of assessment used, e.g. observation, Q&A

The learner is also required to write a statement which is a narrative describing how the unit was completed, what they have learnt from the achievement and how they have applied this in their job role. It should also indicate any difficulties experienced and how they were overcome. A statement can be written for each unit as completed, for a group of units or once the whole qualification has been completed.

## **Observations**

Observation of work activities is an important source of evidence for work-based qualifications. A template for observations can be found in Appendix 3.

## **Unit summary**

A unit summary template can be found in Appendix 4 and is used to record the assessment and quality assurance of each unit.

Centres may use their own documentation if preferred but should confirm with their WCSM Quality Assurance Consultant that it is suitable before use.

## **Level 2 Diploma in Optical Retail Skills**

### **Objective**

The Level 2 Diploma in Optical Retail Skills is a competence based qualification which is part of the Health (Optical Retail) Apprenticeship Framework and is designed for learners who are employed in the Optical Retail Sector.

This qualification aims to develop the skills and knowledge of individuals in the sector, as part of the wider healthcare team.

It is relevant to Optical Assistants and Practice Support Staff who carry out a range of job titles:

- Dispensing Assistants
- Optical Assistants
- Contact Lens Assistants
- Optical Retail Receptionists

All of these support roles assist the Optometrist and/or Dispensing Optician.

### **Previous learning requirements**

There are no formal entry requirements.

### **Progression**

There is progression to the Level 3 Diploma in Optical Retail Skills, then to higher level qualifications in the sector including qualifying as a dispensing optician. Learners can also progress to other qualifications in the health or retail sector.

### **Guided learning hours**

It is anticipated that 226-298 guided learning hours (GLHs) will be required to support a learner through this qualification.

## Structure

Learners must achieve a minimum of 37 credits to gain the Level 2 Diploma in Optical Retail Skills. To do this, they must achieve 18 credits from the mandatory units in Group A and at least 19 credits from the optional units in Group B.

**A minimum of 10 credits must be from Group B units which are assessed in the workplace**

Where optional units are selected which are assessed by examination learners will be given details of the arrangements for these exams once they are registered.

### Group A: Mandatory units

Unit no.	Unit title	Level	Unit credit	GLH	Assessed in w/place or exam
1	Introduction to Communication in Health, Social Care or Children's and Young People's Settings	2	3	23	W
2	Help to Maintain Health and Safety in an Optical Retail Environment	2	4	22	W
3	Meet Customers of the Optical Practice and Provide Information	2	3	18	W
4	Contribute to the Record Keeping of the Optical Practice	2	2	15	W
5	Resolve Customer Service Problems	2	6	40	W

### Group B: Optional units

Unit no.	Unit title	Level	Unit credit	GLH	Assessed in w/place or exam
1	The eye and ametropia		8	75	E
2	Responsibilities in Optics	2	3	30	E
3	Supporting the provision of spectacle lenses in optical practice	2	8	75	E
4	Supporting the provision of spectacle frames in optical practice	2	7	65	E
5	Supporting the provision of contact lenses in optical practice	2	7	65	E
6	Select and Sell Optical Products to meet Customers' Needs	2	4	22	W



7	Determine Facial, Frame and Spectacle Lens Measurements	2	4	30	W
8	Process Optical Prescriptions and Order Optical Products	2	4	22	W
9	Provide a Spectacle Collection Service	2	4	30	W
10	Provide a Contact Lens Collection Service	2	5	30	W
11	Carry Out Routine Optical Screening Procedures	3	4	30	W
12	Provide a Spectacle Repair and Adjustment Service	2	3	17	
13	Handle Information in Health and Social Care Settings	2	1	10	W
14	Introduction to Personal Development in Health, Social Care or Children's and Young People's Settings	2	3	23	W
15	Follow Guidelines for Dressing Visual Merchandising Displays in an optical retail environment	2	8	48	W
16	Display Stock to Promote Sales to Customers in an Optical Retail Environment	2	6	34	W
17	Process Payments for Purchases in an Optical Retail Environment	2	5	41	W
18	Promote Loyalty Schemes to Customers in an Optical Retail Environment	2	5	34	W

### **Additional information**

The term GOC refers to the General Optical Council. Standards terminology: GOC rule and regulations.

### **Equivalents**

Communication skills for working in the health sector (T/502/3651) is equivalent to:

Introduction to communication in health, social care or children's and young people's settings.

## Mandatory Unit 1

Title	Introduction to communication in health, social care or children's and young people's settings	
Level	2	
Credit	3	
Learning Outcomes	Assessment Criteria	
<i>The learner will:</i>	<i>The learner can:</i>	
1. Understand why communication is important in the work setting	1.1 Identify the different reasons why people communicate 1.2 Explain how effective communication affects all aspects of own work 1.3 Explain why it is important to observe an individual's reactions when communicating with them	
2. Be able to meet the communication and language needs, wishes and preferences of individuals	2.1 Find out an individual's communication and language needs, wishes and preferences 2.2 Demonstrate communication methods that meet an individual's communication needs, wishes and preferences 2.3 Show how and when to seek advice about communication	
3. Be able to reduce barriers to communication	3.1 Identify barriers to communication 3.2 Demonstrate how to reduce barriers to communication in different ways 3.3 Demonstrate ways to check that communication has been understood 3.4 Identify sources of information and support or services to enable more effective communication	
4. Be able to apply principles and practices relating to confidentiality at work	4.1 Explain the term confidentiality 4.2 Demonstrate confidentiality in day to day communication, in line with agreed ways of working 4.3 Describe situations where information normally considered to be confidential might need to be passed on 4.4 Explain how and when to seek advice about confidentiality	

<b>Additional information about the unit</b>	
Unit purpose and aims	This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. The unit introduces the central importance of communication in such settings and ways to overcome barriers to meet individual needs and preferences in communication
Assessment requirements	To be assessed in the workplace. This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.  Assessment criteria 2.1, 2.2, 2.3, 3.2, 3.3, 4.2 and 5.2 must be assessed in real work situations
Additional information	<p><b>Communications methods</b> include:</p> <ul style="list-style-type: none"> <li>Non-verbal communication <ul style="list-style-type: none"> <li>Eye contact</li> <li>Touch</li> <li>Physical gestures</li> <li>Body language</li> <li>Behaviour</li> </ul> </li> <li>Verbal communication <ul style="list-style-type: none"> <li>Vocabulary</li> <li>Linguistic tone</li> <li>Pitch</li> </ul> </li> </ul> <p><b>Services</b> may include:</p> <ul style="list-style-type: none"> <li>translation services</li> <li>interpreting services</li> <li>speech and language services</li> <li>advocacy services</li> </ul>
GLH	23

## Mandatory Unit 2

Title	Help to maintain health and safety in an optical retail environment	
Level	2	
Credit	4	
Learning Outcomes	Assessment Criteria	
<i>The learner will:</i>	<i>The learner can:</i>	
1. Understand how to promote health and safety in own workplace	1.1 explain how setting a good example to others can contribute to health and safety in the workplace. 1.2 explain how communicating and behaving in a calm way can help to promote safety during emergency situations	
2. Understand own role in protecting own and others' health and safety	2.1 explain how reporting accidents and emergencies in a calm way can help to promote safety during emergency situations 2.2 explain the importance of not exceeding the limits of own responsibility and authority when dealing with health and safety risks 2.3 explain the importance of using equipment and materials in line with the manufacturer's instructions	
3. Be able to deal with accidents and emergencies in a retail environment	3.1 respond to accidents and emergencies: <ul style="list-style-type: none"> <li>• in line with organisational procedures</li> <li>• in line with legal requirements</li> <li>• in a calm manner</li> </ul> 3.2 seek immediate help from an appropriate source in the event of accidents and emergencies 3.3 follow organisational procedures for evacuation when an alarm is raised	
4. Be able to protect own and others' health and safety during day-to-day work activities	4.1 follow organisational health and safety requirements when carrying out own work duties 4.2 deal with health and safety risks within the limits of own authority 4.3 report immediately to the designated person any health and safety risks that are beyond the limits of own authority to deal with 4.4 use equipment and materials needed for own work in line with organisation's and/or manufacturer's instructions	

Unit Aim(s)	This unit is about two aspects of the learner's contribution to health and safety. Firstly, the learner needs to be able to recognise and report accidents and emergencies and deal with these within the limits of the learner's authority. Secondly, the learner needs to know and follow the health and safety requirements laid down by the company and the law. This includes dealing with risks within the limits of the learner's authority and reporting any risks the learner does not have the authority to deal with.
Assessment requirements	This unit requires workplace assessment of occupational competence.
Additional information	It is expected that simulation will be used to gather evidence for the demonstration of emergency procedures.
GLH	22

### Mandatory Unit 3

<b>Title</b>	Meet customers of the optical practice and provide information
<b>Level</b>	2
<b>Credit value</b>	3

<b>Learning outcomes</b> <i>The learner will:</i>	<b>Assessment criteria</b> <i>The learner can:</i>
1. Understand policy and good practice related to the optical practice	1.1 Describe why it is important to apply legislation/practice requirements, policies and procedures 1.2 Describe the potential consequences of not following legislation, practice requirements, policies and procedures 1.3 Describe the product knowledge required for both frames and lenses, contact lenses and current promotions
2. Be able to establish initial contact with customers	2.1 Establish contact with the customer in accordance with practice policy 2.2 Explain the needs and priorities customers may have 2.3 Describe how to establish and maintain rapport with customers 2.4 Identify and agree the individual's needs and priorities when meeting a customer 2.5 Propose and agree with the customer the next actions to be taken 2.6 Communicate clearly at all times taking into account the customer's individual needs
3. Be able to provide information to customers	3.1 Describe the information sources which can be accessed in response to customer information requests 3.2 Explain to the customer how the practice products and services meet their expectations 3.3 Check that the information provided meets the customer's needs 3.4 Ask further questions to encourage responses from the customer 3.5 Liaise with team members in accordance with practice policy 3.6 Explain the payment options and entitlements available to customers 3.7 Document and store all relevant information in line with local practice policies and procedures

<b>Additional information about the unit</b>	
Unit purpose and aims	This unit covers how to meet customers who visit the optical practice/store and identify their needs and priorities. The unit also includes providing information and effectively responding to questions to ensure a service is provided which encourages good relationships and customer loyalty without compromising clinical responsibilities
Assessment requirements	To be assessed in the workplace
Additional information	
GLH	18

## Mandatory Unit 4

<b>Title</b>	Contribute to the record keeping of the optical practice/store
<b>Level</b>	2
<b>Credit value</b>	2

<b>Learning outcomes</b> <i>The learner will:</i>	<b>Assessment criteria</b> <i>The learner can:</i>
1. Understand policy and good practice related to the optical practice	1.1 Describe why it is important to apply practice/requirements, policies and procedures 1.2 Describe the potential consequences of not following practice requirements, policies and procedures 1.3 Describe the record keeping procedures used in the practice 1.4 Explain practice scheduling and prioritisation policies and balancing the practice and customer requirements
2. Be able to make appointments to suit customer and practice requirements	2.1 Establish contact with the customer in accordance with practice policy 2.2 Identify and agree the customer's appointment requirements using relevant recording systems 2.3 Explain the types of appointments and the scope of customer needs there may be 2.4 Offer alternative arrangements if appropriate within scope and level of responsibility 2.5 Ensure the length of the appointment time is suitable 2.6 Explain the range of allowances, confirm entitlements and evidence required 2.7 Confirm costs / fees for those not eligible for allowances / entitlements 2.8 Provide a written record of the appointment time for the customer 2.9 Liaise with team members in accordance with practice policy 2.10 Document and store all relevant information in line with practice policies and procedures
3. Be able to operate a customer recall system	3.1 Update records with the relevant recall details, in accordance with practice requirements, policies and procedures 3.2 Ensure at the appropriate time, that records are identified and indicate the type of recall required 3.3 Implement the recall system in accordance with



	<p>practice requirements, policies and procedures</p> <p>3.4 Notify the customer when an appointment is due</p> <p>3.5 Carry out follow-up procedures for non-respondents</p> <p>3.6 Maintain security and confidentiality of information</p> <p>3.7 Explain the types of recall which may be used</p>
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<b>Additional information about the unit</b>	
	This unit covers how to contribute to the effective administration and record keeping of the optical practice. It includes the making of appointments, operating recall systems, ensuring good record-keeping, the importance of confidentiality and processing NHS and other entitlements for customers
Assessment requirements	To be assessed in the workplace
Additional information	<p><b>Appointments</b> e.g.:</p> <p>Eye examination, spectacle or contact lens collection, initial contact lens consultation, contact lens after-care, vision re-tests, screening</p> <p><b>Recall</b> e.g.: eye examination, contact lens or spectacle collection, contact lens aftercare, screening</p>
GLH	15

## Mandatory Unit 5

Title	Resolve customer service problems	
Level	2	
Credit	6	
Learning Outcomes	Assessment Criteria	
<i>The learner will:</i>	<i>The learner can:</i>	
1. Spot customer service problems	1.1 Listen carefully to customers about problems they have raised 1.2 Ask customers about the problem to check their understanding 1.3 Recognise repeated problems and alert the appropriate authority 1.4 Share customer feedback with others to identify potential problems before those problems occur 1.5 Identify problems with systems and procedures before those problems begin to affect customers	
2. Pick the best solution to resolve customer service problems	2.1 Identify the options for resolving a customer service problem 2.2 Work with others to identify and confirm the options to resolve a customer service problem 2.3 Work out the advantages and disadvantages of each option for their customer and the organisation 2.4 Pick the best option for their customer and the organisation 2.5 Identify for their customer other ways that problems may be resolved if they are unable to help	
3. Take action to resolve customer service problems	3.1 Discuss and agree the options for solving the problem with their customer 3.2 Take action to implement the option agreed with their customer 3.3 Work with others and their customer to make sure that any promises related to solving the problem are kept 3.4 Keep their customer fully informed about what is happening to resolve the problem 3.5 Check with their customer to make sure the problem has been resolved to the customer's satisfaction 3.6 Give clear reasons to their customer when the problem has not been resolved to the customer's satisfaction	

4. Know how to resolve customer service problems	<p>4.1 Describe organisational procedures and systems for dealing with customer service problems</p> <p>4.2 Explain how to defuse potentially stressful situations</p> <p>4.3 Describe how to negotiate</p> <p>4.4 Identify the limitations of what they can offer their customer</p> <p>4.5 Describe types of action that may make a customer problem worse and should be avoided</p>
<b>Additional information about the unit</b>	
Unit purpose and aims	<p>This unit is about what to do when it is difficult to meet customer expectations. Even if the service the learner gives is excellent, some customers experience problems. Part of the learner's job is to help to resolve those problems. There is likely to be a problem if customer expectations are not met. This may be because the customer's expectations involve more than the learner can offer or because service procedures have not been followed. Some problems are reported by customers and sometimes the learner will spot the problem first and resolve it before their customer has even noticed. As soon as the learner is aware of a problem, they need to consider the options and then choose a way to put it right. This unit is particularly important in customer service because many customers judge how good the customer service of the organisation is by the way problems are handled</p>
Assessment requirements	To be assessed in the workplace
Additional information	
GLH	40

## Optional Unit 1

Title	The eye and ametropia	
Level	2	
Credit	8	
Learning Outcomes	Assessment Criteria	
<i>The learner will:</i>	<i>The learner can:</i>	
1 Understand the key terms used in optics	1.1 Explain the optical terminology used in high street practices 1.2 Define the different types of refractive error 1.3 Explain the symptoms of each type of refractive error	
2. Understand the anatomy of the eye	2.1 Describe the causes of ametropia 2.2 Sketch ray diagrams to illustrate ametropia 2.3 Explain the functions of the ocular structures of the eye 2.4 Locate the parts of the eye on a diagram 2.5 Draw a diagram to illustrate the relative position of the parts of the eye	
3. Understand how the eye focuses light from an object	3.1 Sketch how light passes through the eye 3.2 Describe the causes of myopia and hypermetropia 3.3 Explain how myopia and hypermetropia can be corrected 3.4 Describe the causes of astigmatism 3.5 Explain how astigmatism can be corrected 3.6 Describe the causes of presbyopia 3.7 Explain how presbyopia can be corrected	
4. Understand how to interpret optical prescriptions	4.1 Explain single vision prescriptions 4.2 Transpose single vision prescriptions 4.3 Explain bifocal power prescriptions 4.4 Explain progressive power prescriptions	
5. Understand the pathology of the eye	5.1 Explain glaucoma 5.2 Describe how glaucoma may be treated 5.3 Explain cataracts 5.4 Describe how cataracts may be treated 5.5 Explain diabetes and the effect on vision	

	<p>5.6 Explain age related macular degeneration and the effect on vision</p> <p>5.7 Explain the methods of analysing the visual field</p> <p>5.8 Describe the eye conditions that can be detected by visual field screening</p> <p>5.9 Explain binocular vision</p> <p>5.10 State the limitations of responsibility and authority of the optical assistant in relation to conduct and consultation</p>
6. Understand the use of refractive surgery to correct vision	<p>6.1 Describe the methods of refractive surgery</p> <p>6.2 Explain the advantages of refractive surgery</p> <p>6.3 Explain the disadvantages of refractive surgery</p> <p>6.4 Explain the implications for the optical practice</p>
Unit Aim(s)	<p>To understand the basic anatomy, function and pathology of the eye and the common eye conditions including myopia, hypermetropia, astigmatism, presbyopia as well as binocular vision and visual fields. To understand optical prescriptions and transposition.</p> <p>To gain a basic understanding of cataracts, glaucoma, diabetes and their treatment as well as refractive surgery and the advantages and disadvantages of the treatment.</p>
Assessment requirements	Knowledge unit to be assessed by written or e exam
Additional information	
GLH	75

## Optional Unit 2

Title	Responsibilities in Optics	
Level	2	
Credit	3	
Learning Outcomes	Assessment Criteria	
<i>The learner will:</i>	<i>The learner can:</i>	
1. Know the roles and responsibilities of people working in optical practice	1.1 List the professions in ophthalmic optics. 1.2 Describe the functions of an optometrist 1.3 Describe the functions of a dispensing optician 1.4 Describe the functions of an orthoptist 1.5 Describe the functions of an optical assistant 1.6 Describe the functions of an ophthalmic medical practitioner 1.7 Describe the functions of an ophthalmologist	
2. Know the roles and responsibilities of the health care and professional bodies in ophthalmic optics	2.1 Describe the roles of a primary care trust 2.2 Describe the roles of the General Optical Council 2.3 Describe the roles of the College of Optometrists 2.4 Describe the roles of the Association of British Dispensing Opticians 2.5 Describe the roles of other optical bodies	
3 Know how the optical industry works	3.1 Describe the patient pathway in an optical practice 3.2 Describe the process that produces the optical prescription 3.3 Describe the order process between the optical practice and the manufacturer 3.4 Describe the types of optical manufacturing processes 3.5 Describe the delivery process from the manufacturer to the optical practice	
<b>Additional information about the unit</b>		
Unit purpose and aims	To understand the roles and responsibilities of people within optics in the UK.	
Assessment requirements	Knowledge unit to be assessed by written or e exam	
Additional information		
GLH	30	

### Optional Unit 3

Title	Supporting the provision of spectacle lenses in optical practice	
Level	2	
Credit	8	
Learning Outcomes	Assessment Criteria	
<i>The learner will:</i>	<i>The learner can:</i>	
1. Understand the optics of spectacle lenses	1.1 Explain how a spectacle lens works 1.2 Describe the various lens forms used in spectacles 1.3 Define the term 'dioptré' 1.4 Define 'focal length' 1.5 Explain the relationship between dioptrés and focal length 1.6 Define the term 'cylinder' in optics 1.7 Explain cylindrical lenses 1.8 Define the term 'axis' 1.9 Explain how axis is used in spectacle lenses	
2. Understand the types of spectacle lenses	2.1 Describe a bifocal lens 2.2 Explain how a bifocal corrects vision 2.3 Explain the advantages and disadvantages of bifocals 2.4 Describe a trifocal lens 2.5 Explain how a trifocal corrects vision 2.6 Explain the advantages and disadvantages of trifocals 2.7 Describe a multifocal/progressive lens 2.8 Explain how multifocal/progressive lenses corrects vision 2.9 Explain the advantages and disadvantages of multifocals/progressives	
3. Understand the types of protective eyewear	3.1 Describe the types of protective lenses 3.2 Explain the types of eye protectors 3.3 Describe the types of hazard where protective spectacles should be worn 3.4 Explain the BSI and ENS markings 3.5 Describe the methods of manufacture of protective lenses	
4. Understand the types of other special spectacle lenses	4.1 Explain polarising lenses 4.2 Describe the benefits of polarising lenses 4.3 Explain photochromic lenses 4.4 Describe the benefits of photochromic lenses 4.5 Explain absorptive lenses	

	<p>4.6 Describe the benefits of absorptive lenses</p> <p>4.7 Explain multi anti reflection coated lenses</p> <p>4.8 Describe the benefits of multi anti reflection coated lenses</p>
5. Understand the manufacture of spectacle lenses	<p>5.1 Describe the methods of manufacturing spectacle lenses</p> <p>5.2 Describe the materials used in the manufacture of spectacle lenses</p> <p>5.3 Describe the shapes or sizes of spectacle lenses</p>
6. Understand the coating and tinting of spectacle lenses	<p>6.1 Explain the types of tinted lenses</p> <p>6.2 List the benefits of tinted lenses</p> <p>6.3 Describe the coatings that can be applied to spectacle lenses</p> <p>6.4 Explain the benefits of coated lenses</p>
7. Understand optical centres, PDs and centration in the dispensing of spectacle lenses	<p>7.1 Explain the term optical centre</p> <p>7.2 Explain why optical centres are important in dispensing spectacle lenses</p> <p>7.3 Explain the term PD</p> <p>7.4 Explain why PD is important in dispensing spectacle lenses</p> <p>7.5 Describe how to measure PDs</p> <p>7.6 Explain the term centration</p> <p>7.7 Explain why centration is important in dispensing spectacle lenses</p>
8. Understand the importance of prisms when dispensing spectacle lenses	<p>8.1 Define the term prism</p> <p>8.2 Describe the effect of prisms on light travelling through a prism</p> <p>8.3 Describe why prisms are important in dispensing spectacle lenses</p> <p>8.4 Describe prism base direction</p> <p>8.5 Explain the methods used in detailing the prism notation.</p>

<b>Additional information about the unit</b>	
Unit purpose and aims	To gain an understanding of the optics of lenses and their design and form including the significance of optical centres, decentration, prisms and their application, and the types and uses of special and safety lenses, coatings and tints.
Assessment requirements	Knowledge unit to be assessed by written or e exam
Additional information	
GLH	75



## Optional Unit 4

Title	Supporting the provision of spectacle frames in optical practice	
Level	2	
Credit	7	
Learning Outcomes	Assessment Criteria	
<i>The learner will:</i>	<i>The learner can:</i>	
1. Understand the materials used in spectacle frames	1.1 List the materials used in the manufacture of frames 1.2 Describe the properties of frame materials 1.3 Explain the advantages of the different frame materials 1.4 Explain the disadvantages of the different frame materials	
2. Understand how frames are constructed	2.1 Describe the components of a spectacle frame 2.2 Describe the types of frame construction 2.3 Describe the features of the different types of construction 2.4 Explain the advantages of the different types of construction 2.5 Explain the disadvantages of the different types of construction	
3. Understand the British Standard of the measurement of spectacle frames	3.1 Describe how to measure spectacle frames to British Standards 3.2 Illustrate the dimensions of spectacle frames 3.3 Describe how to measure the segment position for bifocal lenses 3.4 Describe how to measure the segment position for multifocal lenses 3.5 Describe how to measure the fitting cross for progressive lenses	
4. Understand how to assist patients or customers in their choice of frames	4.1 List what is required for a well dispensed frame 4.2 Explain the importance of facial shape when dispensing frames 4.3 Explain the importance of facial features when dispensing frames 4.4 Discuss the importance of colour when dispensing frames	

	<p>4.5 Describe the ways of assisting patients or customers to choose their frames</p> <p>4.6 Explain how the prescription influences the choice of frame</p> <p>4.7 Discuss the occupational requirements for the choice of frame</p> <p>4.8 State the limitations of responsibility and authority of the optical assistant in frame supply</p>
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<b>Additional information about the unit</b>	
Unit purpose and aims	To understand the components of a spectacle frame, the materials used in their construction and manufacture, the standard measurements of a frame and how to assist patients in choosing suitable frames to match their facial shape and features.
Assessment requirements	Knowledge unit to be assessed by written papers and/or e-assessment
Additional information	
GLH	65

## Optional Unit 5

Title	Supporting the provision of contact lenses in optical practice	
Level	2	
Credit	7	
Learning Outcomes	Assessment Criteria	
<i>The learner will:</i>	<i>The learner can:</i>	
1. Understand the design of contact lenses	1.1 Describe the general design features of a contact lens 1.2 Describe how the contact lens fits on the eye 1.3 Describe the importance of the base curve radius in the fitting of a contact lens 1.4 Describe the importance of the diameter in the fitting of a contact lens	
2. Understand the materials used for contact lenses	2.1 List the different materials used in the manufacture of contact lenses 2.2 Describe the features of hard contact lenses 2.3 Describe the features of soft contact lenses including water content 2.4 Describe the features of silicone hydrogel contact lenses	
3. Understand the wearing modalities of contact lenses	3.1 Explain the daily wear modality. 3.2 Explain the continuous wear modality 3.3 Describe the advantages and disadvantages of each modality 3.3 Explain the types of replacement schemes for differing materials.	
4. Understand the alternative replacement programmes for contact lenses	4.1 List the different types of contact lens replacement 4.2 Describe the benefits of each type of replacement	
5. Understand the aftercare of contact lenses	5.1 Describe the importance of hygiene for contact lens wear 5.2 Describe the principles of disinfection of contact lenses 5.3 Describe the principles of cleaning contact lenses	

	<p>5.4 Explain the types of contact lens disinfection products</p> <p>5.5 Explain the types of contact lens cleaning products</p> <p>5.6 Describe the storage of contact lenses</p> <p>5.7 Explain the importance of regular after care visits</p> <p>5.8 Describe the problems that can arise if lenses are not replaced regularly</p>
6 Understand how to effectively manage customers who have not complied with contact lens care regimens.	<p>6.1 State the limitations of responsibility and authority of the optical assistant in contact lens supply</p> <p>6.2 Describe how to identify poor compliance</p> <p>6.3 Describe how to discuss poor compliance with a contact lens wearer.</p>

<b>Additional information about the unit</b>	
Unit purpose and aims	To understand the different types and wearing modalities of contact lenses, their advantages and disadvantages, the general principles of fitting and lens care, and the importance of good record keeping, patient hygiene and aftercare visits
Assessment requirements	Knowledge unit to be assessed by written papers and/or e-assessment
Additional information	
GLH	65

## Optional Unit 6

<b>Title</b>	Select and sell optical products to meet customer needs
<b>Level</b>	2
<b>Credit value</b>	4

<b>Learning outcomes</b> <i>The learner will:</i>	<b>Assessment criteria</b> <i>The learner can:</i>
1. Understand legislation, policy and good practice related to the optical practice	1.1 Explain legislation, practice requirements, policies and procedures relevant to the sale of optical products 1.2 Describe how to establish a customer's priorities and requirements 1.3 Explain how to establish and maintain rapport with customers
2. Understand the procedures involved in selling products	2.1 Describe the principles of single vision and bifocal spectacles, coatings, accessories and spectacle lens care products 2.2 Describe the selling skills required in the work place 2.3 Explain the stock recording systems 2.4 Describe effective methods of displaying and presenting products 2.5 Explain the sources of price information
3. Be able to demonstrate optical products	3.1 Select products which meet a customer's requirements 3.2 Demonstrate the features and benefits of the selected products to the customer 3.3 Offer solutions to any objections made by the customer 3.4 Explain the prescriptions, frame shapes, decentration of lenses and the impact of all these on the end product 3.5 Describe the materials used, allergens and their characteristics in handling 3.6 Explain the importance of face shapes in order to select the best product for customers

4. Be able to conduct a sales transaction	4.1 Access relevant sources of pricing information 4.2 Calculate the price of the chosen product 4.3 Inform the customer of promotions or entitlements 4.3 Confirm the order with the customer 4.4 Liaise with a clinically qualified colleague when appropriate 4.5 Explain how the payment process works to the customer 4.6 Complete the sales transaction
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<b>Additional information about the unit</b>	
Unit purpose and aims	This unit covers selling skills and explaining the features and benefits of single vision and bifocal spectacles, coatings, accessories and spectacle lens care products. This includes explaining the pricing options, dealing effectively with objections and closing the sale.  Users of this competence will need to ensure that practice reflects up to date information and policies.
Assessment requirements	To be assessed in the workplace
Additional information	
GLH	22

## Optional Unit 7

<b>Title</b>	Determine facial, frame and spectacle lens measurements
<b>Level</b>	2
<b>Credit value</b>	4

<b>Learning outcomes</b> <i>The learner will:</i>	<b>Assessment criteria</b> <i>The learner can:</i>
1. Understand the procedures involved in obtaining measurements	1.1 Explain legal and practice requirements, policies and procedures relevant to obtaining measurements 1.2 Describe monocular CDs, inter-pupillary distance, optical centres, lens decentration 1.3 Describe how to recognise ocular asymmetry 1.4 Describe the characteristics of frame types and the appropriate measurements to take 1.5 Describe how to obtain all measurements accurately 1.6 Identify the units of measurement used 1.7 Explain the advantages and disadvantages of various types of frames and lenses for fit and comfort
2. Be able to obtain facial measurements	2.1 Explain procedures to the customer 2.2 Explain the purpose of taking measurements 2.3 Liaise with team members in accordance with practice policy 2.4 Take and record facial measurements using equipment in accordance with practice policy
3. Be able to assess the fit of frames	3.1 Assess the suitability of the chosen frame for style, size and comfort 3.2 Measure and record the size of frame required for suitability 3.3 Confirm frame suitability and availability 3.4 Complete the fitting process 3.5 Explain the importance of BVD and pantoscopic angle
4. Be able to take spectacle lens measurements	4.1 Check that the prescription data and spectacle lens specification are recorded in accordance with practice policies and procedures confirmed / checked for accuracy and in accordance with ELR 4.2 Check measurements from previous spectacles 4.3 Confirm the measurements for single vision and bifocal lenses 4.4 Liaise with a clinically qualified colleague when appropriate

	<p>4.5 Check that the prescription will be understandable to the manufacturer</p> <p>4.6 Complete documentation and store information in accordance with practice policies and procedures</p> <p>4.7 Confirm lens suitability and availability</p>
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<b>Additional information about the unit</b>	
Unit purpose and aims	<p>This unit covers the routine measurement of facial, frame and spectacle lens dimensions for single vision and bifocal lenses, the visualisation of the end product in the assessment of the suitability of frames for the customer and the completion of the necessary documentation.</p> <p>The unit is about ensuring the correct fit of spectacle frames and to ensure that the lenses are positioned to give optimum visual benefits. This unit requires the knowledge needed to deal with lens designs including those for prescriptions up to +/- 9.75 D sphere and +/- 6.00 DC in single vision, bifocal and progressive.</p>
Assessment requirements	To be assessed in the workplace
Additional information	<p>Lenses are covered by the European Lens Regulations (Quality Assurance Tolerances)</p> <p>Frames are covered by British Standards</p>
GLH	30



## Optional Unit 8

<b>Title</b>	Process optical prescriptions and order optical products
<b>Level</b>	2
<b>Credit value</b>	4

<b>Learning outcomes</b> <i>The learner will:</i>	<b>Assessment criteria</b> <i>The learner can:</i>
1. Understand policy and good practice related to the optical practice	1.1 Describe why it is important to apply GOC/practice requirements, policies and procedures 1.2 Describe the potential consequences of not following practice requirements, policies and procedures 1.3 Explain the limitations of own authority and responsibilities
2. Be able to verify spectacle prescriptions	2.1 Check the customer's latest prescription details for accuracy in accordance with GOC rules and regulations and validity 2.2 Obtain relevant measurements from current spectacles to establish prescription 2.3 Explain the information required from prescriptions and how to gather this 2.4 Confirm the details of the condition, design, type, materials and manufacturer of existing spectacles are accurate and complete 2.5 Explain how centration and other measurements are obtained 2.6 Liaise with a clinically qualified colleague when appropriate
3. Be able to record optical prescription details	3.1 Describe the types of prescriptions available and related entitlements 3.2 Confirm the prescription is current and there are no errors or omissions 3.3 Provide information to the customer according to their needs 3.4 Liaise with team members in accordance with practice policy 3.5 Explain how to transpose prescriptions in an accurate manner to compare the different formats in use 3.6 Complete documentation in accordance with practice policies and procedures
4. Be able to process optical prescriptions	4.1 Confirm the customer's and prescriber's agreement with the prescription arrangements 4.2 Provide details of cost and expected delivery date

	<p>to the customer</p> <p>4.3 Explain the range of documentation which needs to be completed</p> <p>4.4 Confirm with the customer their prescription/benefit entitlements</p> <p>4.5 Process the prescription with the approved manufacturer or supplier</p> <p>4.6 Complete documentation fully, accurately, legibly and in a timely manner</p> <p>4.7 Explain the differences between NHS, Private, HES and private consultant prescriptions</p>
<b>Additional information about the unit</b>	
Unit purpose and aims	This unit covers the reading, measurement, documentation and understanding of prescriptions for spectacles. This includes the transposition of prescriptions to the required format and the processing of prescriptions and optical products as required by the practice/store.
Assessment requirements	To be assessed in the workplace
Additional information	
GLH	22

## Optional Unit 9

<b>Title</b>	Provide a spectacle collection service
<b>Level</b>	2
<b>Credit value</b>	4

<b>Learning outcomes</b> <i>The learner will:</i>	<b>Assessment criteria</b> <i>The learner can:</i>
1. Understand policy and good practice related to the optical practice	1.1 Describe practice/GOC requirements, policies and procedures 1.2 Describe the potential consequences of not following practice requirements, policies and procedures 1.3 Explain the limitations of own authority and responsibilities
2. Be able to verify that the spectacles meet the order specification	2.1 Check that the spectacles received from the supplier match all aspects of the order 2.2 Record any discrepancies and defects 2.3 Take any remedial action required 2.4 Clean and set up the spectacles and store the spectacles ready for collection 2.5 Inform the customer that the spectacles are ready for collection 2.6 Explain how to use the practice focimeter / lensmeter 2.7 Explain the process for the selection and use of cleaning materials.
3. Be able to make simple adjustments to spectacles	3.1 Identify spectacle lens and frame materials and characteristics to enable suitable adjustments 3.2 Select equipment and tools appropriate for the work and use in accordance with practice policies and procedures and safety requirements 3.3 Make any adjustments to frames without damaging them 3.4 Explain the adjustments which may have to be made and how this is carried out 3.5 Liaise with team members in accordance with practice policy and GOC rules and regulations 3.6 Inform the customer of the details of the adjustment/s 3.7 Confirm that adjustment is completed and checked against the requirements and to the customers

	<p>satisfaction</p> <p>3.8 Explain the action to be taken if adjustments cannot be made or the spectacles are damaged.</p>
4. Be able to distribute spectacles to customers	<p>4.1 Advise the customer that the spectacles are available and explain the fitting procedure</p> <p>4.2 Confirm the vision and comfort of the spectacles with the customer</p> <p>4.3 Explain how to confirm the vision and comfort of spectacles</p> <p>4.4 Confirm that customer is happy with vision and comfort</p> <p>4.5 Check any problems with the spectacles supplied are identified, rectified within the limits of own responsibility or referred to the relevant person for action</p> <p>4.6 Clean, handle and package spectacles accordance with practice policies and procedures</p> <p>4.7 Complete the financial transaction using the appropriate method of payment or entitlements</p> <p>4.8 Describe the methods of payment available</p>
5. Be able to advise customers on the care and after care of their spectacles	<p>5.1 Describe how to establish and maintain rapport with customers</p> <p>5.2 Demonstrate how to store, clean and handle the spectacles</p> <p>5.3 Advise customer of any adaption/s required</p> <p>5.4 Recommend to the customer accessories appropriate for the spectacles with information on how to use them</p> <p>5.5 Provide information to the customer of any after sales service and arrangements for any further appointments</p>

<b>Additional information about the unit</b>	
Unit purpose and aims	This unit covers receiving spectacles from the supplier, making any small adjustments to suit the customer's specific needs and completing the sale with the customer. The unit also includes advising the customer on the handling and care of spectacles, accessories and after-sales service.
Assessment requirements	To be assessed in the workplace
Additional information	GOC General Optical Council Relevant person: Manager, Optician–ophthalmic, dispensing Optometrist Financial transactions to include completion of, signatures and submission of NHS vouchers.

## Optional Unit 10

<b>Title</b>	Provide a contact lens collection service
<b>Level</b>	2
<b>Credit value</b>	5

<b>Learning outcomes</b> <i>The learner will:</i>	<b>Assessment criteria</b> <i>The learner can:</i>
1. Understand policy and good practice related to the optical practice	1.1 Describe why it is important to apply practice requirements, policies and procedures 1.2 Describe the potential consequences of not following practice requirements, policies and procedures
2. Be able to verify contact lens orders and prescriptions	2.1 Confirm that contact lenses received from the supplier or stock match the order requested 2.2 Confirm the customer's prescription matches contact lenses' specification 2.3 Record and take remedial action for any identified discrepancies or defects 2.4 Prepare and store the contact lenses ready for collection in accordance with local policies and procedures 2.5 Advise the customer that lenses are ready for collection 2.6 Describe spherical, toric and multifocal contact lenses and units of measurements 2.7 Explain the types of materials used in contact lenses
3. Be able to distribute contact lenses to customers	3.1 Explain how to establish and maintain rapport with customers 3.2 Confirm the customer is confident with the routine lens fitting procedures 3.3 Demonstrate to the customer how to insert, remove and centre contact lenses 3.4 Ensure when a customer requires checks on vision, fit and comfort, they are referred to a contact lens optician 3.5 Ensure that where anomalies or complex requirements are identified, a relevant person is consulted 3.6 Identify any difficulties and refer to the contact lens optician for assistance 3.7 Confirm the wearing schedule with the customer as agreed with the contact lens optician

	<p>3.8 Explain how to maintain hygiene procedures for contact lenses</p> <p>3.9 Confirm aftercare timescales and arrangements for check ups</p>
<p>4. Be able to advise customers on contact lens handling and care requirements</p>	<p>4.1 Demonstrate to the customer how to routinely handle, store and care for their contact lenses</p> <p>4.2 Describe the types of materials used for contact lenses</p> <p>4.3 Provide contact lens cleaning instructions to the customer and explain how they should be cleaned</p> <p>4.4 Identify suitable accessories and solutions for the customer</p> <p>4.5 Explain relevant standards and statutory requirements relating to contact lens specifications</p> <p>4.6 Explain where the wearing of lenses may be ill-advised</p> <p>4.7 Make arrangements for routine aftercare visits</p> <p>4.8 Explain the limitations on advice to external / internet supply customers</p>
<p>5. Be able to advise the customer on after-care procedures for contact lenses</p>	<p>5.1 Explain the range of lenses available and their benefits</p> <p>5.2 Explain the importance of continuing and regular after-care with the customer</p> <p>5.3 Describe the types of problems which can occur when wearing contact lenses</p> <p>5.4 Inform the customer of the recall procedure</p> <p>5.5 Advise the customer of actions to take should adverse reactions occur</p> <p>5.6 Advise the customer of the out-of-hours and after-sales service available</p> <p>5.7 Complete outstanding documentation and administration in accordance with practice policies and procedures</p> <p>5.8 Complete the handover process</p>
<p>6. Be able to carry out after care procedures</p>	<p>6.1 Explain external customer after care requirements</p> <p>6.2 Explain how to arrange internet supply customers aftercare appointments</p> <p>6.3 Describe the appointment types available</p> <p>6.4 Explain the advice provided to customers prior to appointments- wearing times before check-up, what to bring to check up</p> <p>6.5 Explain GOC rules and regulations and limitations on authority</p>

<b>Additional information about the unit</b>	
Unit purpose and aims	<p>This unit covers the supply of contact lenses including checking the prescription and demonstrating to the customer how to fit, care and store contact lenses. It also includes the after-care arrangements, out-of-hours service and arrangements for further appointments.</p> <p>Users of this competence will need to ensure that practice reflects up to date information and policies</p>
Assessment requirements	To be assessed in the workplace
Additional information	
GLH	30

## Optional Unit 11

<b>Title</b>	Carry out routine optical screening procedures
<b>Level</b>	3
<b>Credit value</b>	4

<b>Learning outcomes</b> <i>The learner will:</i>	<b>Assessment criteria</b> <i>The learner can:</i>
1. Understand policy and good practice related to the optical practice	1.1 Describe why it is important to apply GOC/practice requirements, policies and procedures 1.2 Describe the potential consequences of not following practice requirements, policies and procedures
2. Be able to determine the procedures to be carried out with customers	2.1 Explain how to establish and maintain rapport with customers 2.2 Convey information to the customer about the screening tests to be carried out 2.3 Gain valid consent for the tests to be carried out within own responsibility 2.4 Respond to requests for information from the customer 2.5 Access customer details from existing records when available and confirm with the customer 2.6 Record new customer details in line with local policies and procedures 2.7 Describe the range and characteristics of screening tests available and how these are carried out
3. Be able to prepare to carry out optical screening procedures	3.1 Establish that the customer is comfortable for the screening to be carried out 3.2 Obtain and confirm a customer's records and details 3.3 Explain the tests to be performed with a customer as directed by the qualified person 3.4 Explain the general principles of visual fields theory and the eye conditions that can be detected 3.5 Describe the general principles of glaucoma, cataracts and diabetes and the effect of these conditions on the eye 3.6 Consult with a relevant person where any anomalies or complex issues are identified 3.7 Confirm the equipment to be used is available and fit for use 3.8 Explain the range of screening tests available and how they are carried out



<p>4. Be able to conduct optical screening procedures</p>	<p>4.1 Inform the customer about the screening requirements and confirm their understanding  4.2 Apply standard precautions for hygiene procedures  4.3 Carry out the screening routines in accordance with manufacturer’s instructions ensuring safe usage of equipment and customer safety and comfort  4.4 Describe the purposes of screening equipment  4.5 Refer difficulties in carrying out the tests or significant variations in data to a qualified person  4.6 Carry out the process within the recommended timescales promptly  4.6 Record results in accordance with practice policies and procedures  4.7 Conduct a handover to the next stage in the process in accordance with practice policies and procedures  4.8 Explain why it is important not to offer comment or diagnosis to the customer and all results have to be handed to the clinician who will then discuss with customer</p>
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<b>Additional information about the unit</b>	
<p>Unit purpose and aims</p>	<p>This unit covers the routine screening of customers for non-contact tonometry, auto-refraction and field screening. The tests and procedures and data collection are carried out under the supervision of a qualified person.</p> <p>Users of this competence will need to ensure that practice reflects up to date information and policies.</p>
<p>Assessment requirements</p>	<p>To be assessed in the workplace</p>
<p>Additional information</p>	
<p>GLH</p>	<p>30</p>

## Optional Unit 12

<b>Title</b>	Provide a spectacle repair and adjustment service
<b>Level</b>	2
<b>Credit value</b>	3

<b>Learning outcomes</b> <i>The learner will:</i>	<b>Assessment criteria</b> <i>The learner can:</i>
1. Understand policy and good practice related to the optical practice	1.1 Explain legislation and practice requirements, policies and procedures 1.2 Describe the potential consequences of not following practice requirements, policies and procedures
2. Be able to arrange for spectacles to be adjusted and repaired	2.1 Examine spectacles and confirm them as acceptable for adjustment or repair 2.2 Identify if the work is covered by warranty or guarantee 2.3 Provide an written/verbal estimate of cost to the customer 2.4 Explain collection arrangements to the customer 2.5 Explain the criteria for on-site or off-site repair or adjustment 2.6 Confirm arrangements for the repair, adjustment or quotation with the relevant person and/or supplier 2.7 Despatch spectacles to the relevant person/supplier with supporting documentation 2.8 Explain the range of frame materials and their characteristics 2.9 Explain the relevance of CE markings
3. Be able to adjust spectacles	3.1 Identify and confirm the spectacles to be adjusted 3.2 Handle spectacles without damaging them 3.3 Explain the types of adjustments which can be carried out and their consequences and limitations 3.4 Select equipment and tools appropriate for the work being carried out in accordance with manufacturer's and practice instructions 3.5 Refer to or consult with a relevant person where assistance is needed with the adjustment 3.6 Inform the customer of details of the adjustment/s 3.7 Carry out the adjustment safely and hygienically 3.8 Explain what is covered and not covered in a warranty 3.9 Explain the differences between, guarantee, warranty and timescales for each

	3.10 Explain the restrictions / legalities placed on safety glasses regarding adjustment / repair
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<b>Additional information about the unit</b>	
Unit purpose and aims	This unit covers the repair and adjustment of spectacles. It includes using questioning skills with the customer to identify the problem, calculating the cost of the repair or adjustment and arranging for or making the repair or adjustment.
Assessment requirements	To be assessed in the workplace
Additional information	The learner should be aware of the requirements of the Sale of Goods Act and the restrictions on the repair of safety glasses.
GLH	17

### Optional Unit 13

<b>Title</b>	Handle Information in Health and Social Care Settings
<b>Level</b>	2
<b>Credit value</b>	1

<b>Learning outcomes</b> <i>The learner will:</i>	<b>Assessment criteria</b> <i>The learner can:</i>
1. Understand the need for secure handling of information in health and social care settings	1.1 Identify the legislation that relates to the recording, storage and sharing of information in health and social care 1.2 Explain why it is important to have secure systems for recording and storing information in a health and social care setting
2. Know how to access support for handling information	2.1 Describe how to access guidance, information and advice about handling information 2.2 Explain what actions to take when there are concerns over the recording, storing or sharing of information
3. Be able to handle information in accordance with agreed ways of working	3.1 Keep records that are up to date, complete, accurate and legible 3.2 Follow agreed ways of working for: recording information storing information sharing information

<b>Additional information about the unit</b>	
Unit purpose and aims	This unit is aimed at those who work in health and social care settings. It provides the learner with the knowledge and skills required for good practice in recording, storing and sharing information.
Assessment requirements	To be assessed in the workplace This unit must be assessed in line with Skills for Care and Development's QCF Assessment Principles. Learning outcome 3 must be assessed in a real work environment.
Additional information	
GLH	10

## Optional Unit 14

<b>Title</b>	Introduction to Personal Development in Health, Social Care or Children's and Young People's Settings
<b>Level</b>	2
<b>Credit value</b>	3

<b>Learning outcomes</b>	<b>Assessment criteria</b>
The learner will:	The learner can:
1. Understand what is required for competence in own work role	1.1 Describe the duties and responsibilities of own role 1.2 Identify standards that influence the way the role is carried out 1.3 Describe ways to ensure that personal attitudes or beliefs do not obstruct the quality of work
2. Be able to reflect on own work activities	2.1 Explain why reflecting on work activities is an important way to develop knowledge, skills and practice 2.2 Assess how well own knowledge, skills and understanding meet standards 2.3 Demonstrate the ability to reflect on work activities
3. Be able to agree a personal development plan	3.1 Identify sources of support for own learning and development 3.2 Describe the process for agreeing a personal development plan and who should be involved 3.3 Contribute to drawing up own personal development plan
4. Be able to develop own knowledge, skills and understanding	4.1 Show how a learning activity has improved own knowledge, skills and understanding 4.2 Show how reflecting on a situation has improved own knowledge, skills and understanding 4.3 Show how feedback from others has developed own knowledge, skills and understanding 4.4 Show how to record progress in relation to personal development

<b>Additional information about the unit</b>	
Unit purpose and aims	This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. The unit introduces the concepts of personal development and reflective practice which are fundamental to such roles and ways to implement these.
Assessment requirements	This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. Learning outcomes 2.2, 2.3, 3.3, 4.2, 4.2, 4.2 and 4.4 must be assessed in real work situations.
Additional information	<p><b>Standards</b> may include:</p> <ul style="list-style-type: none"> <li>• codes of practice</li> <li>• regulations</li> <li>• minimum standards</li> <li>• national occupational standards</li> </ul> <p>A <b>personal development plan</b> may have a different name but will record information, such as:</p> <ul style="list-style-type: none"> <li>• agreed objectives for development, proposed activities to meet objectives, timescales for</li> <li>• review, etc.</li> </ul> <p><b>Sources of support</b> may include:</p> <ul style="list-style-type: none"> <li>• formal support</li> <li>• informal support</li> <li>• supervision</li> <li>• appraisal</li> <li>• within the organisation</li> <li>• beyond the organisation</li> </ul> <p><b>Who should be involved</b> may include:</p> <ul style="list-style-type: none"> <li>• the individual</li> <li>• carers</li> <li>• advocates</li> <li>• supervisor, line manager or employer</li> <li>• other professionals</li> </ul>
GLH	23

## Optional Unit 15

<b>Title</b>	Follow Guidelines for Dressing Visual Merchandising Displays in an Optical Retail Environment
<b>Level</b>	2
<b>Credit value</b>	8

<p>1. Know how to dress in-store displays to guidelines</p>	<p>1.1 Show that they know how to create and use focal points within a display</p> <p>1.2 Show that they know how to put together merchandising displays for use inside the store</p> <p>1.3 Show that they know how to choose and combine dimension, shape, colour, texture and lighting to create the visual effect needed from a display</p> <p>1.4 Show that they know how to dress mannequins, busts and other props</p> <p>1.5 Show that they know how to display different types of merchandise</p> <p>1.6 Show that they know how to choose a suitable type of grouping</p> <p>1.7 Show that they know how they can use different types, directions and levels of light to create atmosphere</p> <p>1.8 Show that they know how displays can achieve add-on sales and why this is important</p> <p>1.9 Show that they know why they are expected to install creative displays and to be aware of trends</p> <p>1.10 Show that they know different approaches to displaying merchandise and how to choose the best approach</p> <p>1.11 Show that they know the different purposes of displays and how these are used in visual merchandising</p> <p>1.12 Show that they know how props, prototypes, dressings and fixtures create visual effects</p> <p>1.13 Show that they know the health and safety guidelines for displays</p> <p>1.14 Show that they know how to identify the selling features of merchandise to be used in displays</p>
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<p>2. Know how to dress window displays to guidelines</p>	<p>2.1 Show that they know how to choose and combine dimension, shape, colour, texture and lighting to create the visual effect needed from a display</p> <p>2.2 Show that they know how to dress mannequins and other props</p> <p>2.3 Show that they know how to display different types of merchandise</p> <p>2.4 Show that they know how to choose a suitable way of grouping merchandise</p> <p>2.5 Show that they know how to light window displays and who in their store is responsible for installing lighting</p> <p>2.6 Show that they know how displays can achieve add-on sales and why this is important</p> <p>2.7 Show that they know why they are expected to install displays creatively and to be aware of trends</p> <p>2.8 Show that they know why different kinds of merchandise need different approaches to display, and what these approaches are</p> <p>2.9 Show that they know the different purposes of displays and how different displays are used in visual merchandising</p> <p>2.10 Show that they know how props, prototypes, dressings and fixtures create visual effects</p> <p>2.11 Show that they know the dressing techniques to use for different types of merchandise</p> <p>2.12 Show that they know health and safety guidelines for displays</p> <p>2.13 Show that they know the legal requirements which apply to pricing and ticketing</p> <p>2.14 Show that they know how to identify the selling features of merchandise to be used</p>
<p>3. Know how to evaluate and improve retail displays</p>	<p>3.1 Show that they know how to decide if items are suitable for a display</p> <p>3.2 Show that they know how to identify risks to items and measures to protect items</p> <p>3.3 Show that they know how to evaluate the visual effect of displays</p> <p>3.4 Show that they know how to make adjustments and improvements to displays</p> <p>3.5 Show that they know how to use scale when creating visual effects</p> <p>3.6 Show that they know why they need to evaluate and improve displays</p> <p>3.7 Show that they know how light, colour, texture, shape and dimension combine to achieve the visual effects needed for a display</p> <p>3.8 Show that they know the different approaches to using displays for different types of merchandise</p> <p>3.9 Show that they know the dressing techniques for different types of merchandise</p> <p>3.10 Show that they know how to identify the purpose of displays</p> <p>3.11 Show that they know the company's visual design and merchandising policies</p>



	<p>3.12 Show that they know the types of risk displays face, why the learner must reduce these risks as far as possible and how to do so</p> <p>3.13 Show that they know the reporting arrangements for sorting out problems and reducing risks</p> <p>3.14 Show that they know how much authority they have to change displays</p>
<p>4. Dress in-store displays to guidelines</p>	<p>4.1 Follow company procedures for using ladders, tools and equipment safely</p> <p>4.2 Place displays where these will attract the attention of target customers</p> <p>4.3 Use the design brief to identify the focal points of the display</p> <p>4.4 Choose shapes, colours and groupings that are suited to the purpose and style of the display</p> <p>4.5 Create displays that achieve the visual effect needed and are consistent with the company's visual design policy</p> <p>4.6 Position merchandise, graphics and signs in ways that promote sales</p> <p>4.7 Check that lighting is installed in line with the design brief</p> <p>4.8 Check that the finished display meets health and safety guidelines and legal requirements</p>
<p>5 Dress window displays to guidelines</p>	<p>5.1 Position merchandise, graphics and signs according to guidelines and in ways that attract the attention and interest of customers and provide the information which customers need</p> <p>5.2 Group merchandise appropriately for the purpose and style of display, the selling features of the merchandise and the visual effect needed under the design brief</p> <p>5.3 Make sure that lighting is installed in line with lighting requirements</p> <p>5.4 Check that the finished display meets health and safety guidelines and legal requirements</p>
<p>6 Evaluate and improve retail displays</p>	<p>6.1 Check that all the parts of the display are suitable for the purpose of the display and meet requirements</p> <p>6.2 Check that the display meets requirements for easy access, safety and security</p> <p>6.3 Identify safety and security risks to the display and choose suitable ways of reducing risks</p> <p>6.4 Consider how the display looks from all the directions from which customers will approach it</p>

	<p>6.5 Encourage colleagues to provide constructive comments about the display</p> <p>6.6 Promptly make any adjustments that the learner is authorised to make and that are needed to achieve the visual effect and to make the display safe and secure</p> <p>6.7 Regularly check the display's visual effect</p> <p>6.8 Promptly report to the right person any problems and risks that the learner is not responsible for sorting out themselves</p>
<b>Additional information about the unit</b>	
Unit purpose and aims	This unit is for visual merchandising specialists. It is about following guidelines for dressing in-store and window displays in ways that promote sales. It involves making judgements about how best to achieve the visual effect needed, while working within the company's policy for visual design. It is also about evaluating finished displays and sorting out any problems the learner identifies.
Assessment requirements	This unit requires workplace assessment of occupational competence.
Additional information	
GLH	48

## Optional Unit 16

<b>Title</b>	Display Stock to Promote Sales to Customers in an Optical Retail Environment
<b>Level</b>	2
<b>Credit value</b>	6

<b>Learning outcomes</b>	<b>Assessment criteria</b>
The learner will:	The learner can:
1 Understand the importance of checking for potential health and safety issues before setting up and dismantling displays	1.1 explain the importance of checking for potential health and safety issues before setting up and dismantling displays
2. Understand how displays help to promote sales	2.1 explain how sales can be promoted by: <ul style="list-style-type: none"> <li>• the effective use of space in a display</li> <li>• the positioning of products within a display</li> <li>• the use of labelling in a display</li> </ul>
3. Know about legal requirements for labelling products in a display	3.1 describe the legal requirements for labelling products in a display 3.2 state what can happen if legal requirements for labelling products in a display are not met
4. Be able to establish the availability of space and other resources needed for display	4.1 identify the person or people who can provide advice if any problems arise with the space or other resources needed to prepare a display as instructed 4.2 perform checks on the space available to ensure that: <ul style="list-style-type: none"> <li>• there is enough space for the display</li> <li>• the display will not cause an obstruction</li> </ul> 4.3 perform checks to ensure that the materials, equipment and stock needed for the display are: <ul style="list-style-type: none"> <li>• available</li> <li>• in working order</li> </ul>
5. Be able to prepare a display area for use in a retail environment	5.1 prepare a display area for use, ensuring that the area is:

	<ul style="list-style-type: none"> <li>• clear of any items not wanted for display</li> <li>• clean</li> </ul>
6. Be able to set up a display in a retail environment	<p>6.1 set up a display:</p> <ul style="list-style-type: none"> <li>• using safe working practices</li> <li>• in line with plans</li> <li>• within the time allowed</li> <li>• minimising the inconvenience caused to other people nearby</li> </ul> <p>6.2 check the finished display:</p> <ul style="list-style-type: none"> <li>• has the levels of stock needed</li> <li>• is clean, tidy and safe for use</li> </ul> <p>6.3 clear the area where the display has been set up of any equipment, excess materials and waste in line with organisational procedures</p>
7. Be able to label a display of stock in a retail environment	<p>7.1 perform checks to ensure that the information on labels meets legal and organisational requirements before including labels in a display</p> <p>7.2 identify the person who should be told about any information on labels that needs changing</p> <p>7.3 position labels in line with organisational requirements</p>
8. Be able to dismantle a display in a retail environment	<p>8.1 clear the area where the display has been dismantled of any equipment or excess materials:</p> <ul style="list-style-type: none"> <li>• safely</li> <li>• using the designated storage or disposal facilities</li> </ul>

<b>Additional information about the unit</b>	
Unit purpose and aims	This unit is about three aspects of displaying stock attractively. Firstly, it involves checking that the display area is suitable and preparing to set up the display. Secondly, it is about setting up and dismantling displays. Thirdly, it is concerned with labelling stock on display. This unit is suitable for sales assistants who are not visual merchandising specialists.
Assessment requirements	This unit requires workplace assessment of occupational competence.
Additional information	
GLH	34

## Optional Unit 17

<b>Title</b>	Process Payments for Purchases in an Optical Retail Environment
<b>Level</b>	2
<b>Credit value</b>	5
<b>Learning outcomes</b>	<b>Assessment criteria</b>
The learner will:	The learner can:
1. Understand legal and organisational requirements for processing payments in an optical retail environment.	1.1 explain the customer's rights and the organisation's duties and responsibilities in relation to the pricing of goods 1.2 explain how own organisation deals with suspected fraud
2. Be able to process payments for purchase in an optical retail environment	2.1 resolve pricing problems by: <ul style="list-style-type: none"> <li>• referring to reliable pricing information</li> <li>• seeking advice from the person who can provide clarification when pricing information is unclear or unavailable</li> </ul> 2.2 tell customers the correct amount to pay, taking account of any special offers or discounts that apply 2.3 process payments in line with the organisational procedures, where the payment is acceptable 2.4 explain how to tell customers tactfully that payment cannot be approved 2.5 offer any additional services to customers 2.6 treat customers politely throughout the payment process 2.7 acknowledge other customers who are waiting to pay or to be helped in some other way

## Optional Unit 18

<b>Title</b>	Promote Loyalty Schemes to Customers in an Optical Retail Environment
<b>Level</b>	2
<b>Credit value</b>	5

<b>Learning outcomes</b>	<b>Assessment criteria</b>
The learner will:	The learner can:
1. Understand the benefits to the organisation of signing customers up to the organisation's loyalty scheme	1.1 explain the benefits to the organisation of signing customers up to the loyalty scheme
2. Understand the importance of giving customers a good impression when promoting the organisation's loyalty scheme	2.1 explain the importance of treating customers politely and in a way that promotes goodwill, when promoting the loyalty scheme to them
3. Be able to communicate to customers the features and benefits of the organisation's loyalty scheme	3.1 ask customers questions to determine: <ul style="list-style-type: none"> <li>• if they are members of the organisation's loyalty scheme</li> <li>• if they are interested in joining the organisation's loyalty scheme</li> </ul> 3.2 describe to customers the benefits to them of joining the loyalty scheme, including any current special offers relating to the scheme 3.3 respond to any customer queries concerning the loyalty scheme while highlighting the benefits of joining it 3.4 provide customers with any information they need about the scheme to help them to decide whether to join it
4. Be able to gain customers' commitment to the organisation's loyalty scheme	4.1 ask customers who are showing signs of interest to sign up for the loyalty scheme 4.2 provide the loyalty scheme membership application to customers 4.3 provide customers with information on how to complete their application for the loyalty scheme

<b>Additional information about the unit</b>	
Unit purpose and aims	<p>This unit is about two aspects of promoting the store's loyalty scheme to customers. The first is about identifying customers who are not yet members of the company's loyalty scheme, explaining to them how the scheme works and how they would benefit from being members of the scheme. Secondly, the unit is about recognising when customers are interested in joining the loyalty scheme and helping them fill in the membership application.</p> <p>For the purposes of this unit a loyalty scheme means a scheme offered by a retailer to its customers, subject to terms and conditions under which eligible transactions are recorded as accumulated points. These points can be exchanged by the customer in the future for rewards such as vouchers, discounts or air miles. The unit is not about promoting or helping the customer apply for any kind of payment card.</p>
Assessment requirements	This unit requires workplace assessment of occupational competence.
Additional information	
GLH	34

## **Appendix 1**

### **SfH Assessment Principles for Qualifications that Assess Occupational Competence Version 2.5 June 2011**

#### **1. Introduction**

1.1 Skills for Health is the Sector Skills Council (SSC) for the UK health sector.

1.2 This document sets out those principles and approaches to Qualifications and Credit Framework (QCF) unit/qualification assessment not already described in the Regulatory Arrangements for the QCF. The information is intended to support the quality assurance processes of Awarding Organisations that offer qualifications in the Sector, and should be read alongside these. It should also be read alongside individual unit assessment requirements.

1.3 These principles will ensure a consistent approach to those elements of assessment which require further interpretation and definition, and support sector confidence in the new arrangements.

1.4 These principles apply to qualifications and the units therein that assess occupational competence i.e. those under Purpose D.

#### **2. Assessment Principles**

2.1 Learners must be registered with the Awarding Organisation before formal assessment commences.

2.2 Assessment decisions for competence based units must be made by an occupationally competent assessor primarily using evidence generated in the workplace during the learners normal work activity. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment.

2.3 Assessment decisions for competence units must be made by an assessor who meets the requirements set out in the qualification's assessment strategy. Where the Awarding Organisation requires that the assessor holds, or is working toward, a formal QCF qualification, that qualification should be the Level 3 Certificate in Assessing Vocational Achievement. Assessors holding the D32/33 or A1 qualifications are not required to re-qualify. Where an Awarding Organisation does not expect the assessor to hold or be working toward a formal qualification we would expect that Awarding Organisation to ensure that the assessor meets the same standards of assessment practice as set out in the Learning and Development National Occupational Standard 9 Assess Learner Achievement.

2.4 Competence based units must include direct observation in the workplace as the primary source of evidence.

2.5 Simulation may only be utilised as an assessment method for learning outcomes that start with 'be able to' where this is specified in the assessment requirements of the unit. The use of simulation should be restricted to obtaining evidence where the evidence cannot be generated through normal work activity. Where this may be the case the use of simulation in the unit assessment strategy will be agreed with Skills for Health.

2.6 Expert witnesses can be used for direct observation where they have occupational expertise for specialist areas or the observation is of a particularly sensitive nature. The use of expert witnesses should be determined and agreed by the assessor.

2.7 Assessment decisions for knowledge only units must be made by an assessor qualified to make the assessment decisions as defined in the unit assessment strategy.

#### **3. Internal Quality Assurance**

3.1 Internal quality assurance is key to ensuring that the assessment of evidence for units is of a consistent and appropriate quality. Those carrying out internal quality assurance must be



occupationally knowledgeable in the area they are assuring and be qualified to make quality assurance decisions.

3.2 Skills for Health would expect that where the Awarding Organisation requires those responsible for internal quality assurance to hold formal QCF qualifications that these would be the Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice or the Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice, as appropriate depending on the role of the individual. Those responsible for internal quality assurance holding the D34 or V1 qualifications are not required to re-qualify. Where an Awarding Organisation does not expect those responsible for internal quality assurance to hold or be working toward a formal QCF qualification we would expect that Awarding Organisation to ensure that those responsible for internal quality assurance meet the standard of practice set out in the Learning and Development National Occupational Standard 11 Internally Monitor and Maintain the Quality of Assessment.

#### **4. Definitions**

##### **4.1 Occupationally competent:**

This means that each assessor must be capable of carrying out the full requirements within the competence unit/s they are assessing. Occupational competence must be at unit level which might mean different assessors across a whole qualification. Being occupationally competent means they are also occupationally knowledgeable. This occupational competence should be maintained through clearly demonstrable continuing learning and professional development. This can be demonstrated through current statutory professional registration.

##### **4.2 Occupationally knowledgeable:**

This means that each assessor should possess relevant knowledge and understanding, and be able to assess this in units designed to test specific knowledge and understanding, or in units where knowledge and understanding are components of competency. This occupational knowledge should be maintained through clearly demonstrable continuing learning and professional development.

##### **4.3 Qualified to make assessment decisions:**

This means that each assessor must hold a relevant qualification or be assessing to the standard specified in the unit/qualification assessment strategy.

##### **4.4 Qualified to make quality assurance decisions:**

Awarding Organisations will determine what will qualify those undertaking internal quality assurance to make decisions about that quality assurance.

##### **4.5 Expert witness:**

An expert witness must:

- ⤴ have a working knowledge of the QCF units on which their expertise is based;
- ⤴ be occupationally competent in their area of expertise;
- ⤴ have EITHER a qualification in assessment of workplace performance OR a professional work role which involves evaluating the everyday practice of staff.

# **Skills for Care and Development QCF Assessment Principles**

*SfC&D Assessment Principles Amended version*

## **1. Introduction**

1.1 Skills for Care and Development (SfC&D) is the UK sector skills council (SSC) for social care, children, early years and young people. Its structure for realising the SSC remit is via an alliance of six organisations: Care Council for Wales, Children's Workforce Development Council, General Social Care Council, Northern Ireland Social Care Council, Scottish Social Services Council and Skills for Care.

1.2 This document sets out those principles and approaches to QCF unit/qualification assessment not already described in the Regulatory Arrangements for the Qualifications and Credit Framework. The information is intended to support the quality assurance processes of Awarding Organisations that offer qualifications in the Sector, and should be read alongside these. It should also be read alongside individual unit assessment requirements

1.3 These principles will ensure a consistent approach to those elements of assessment which require further interpretation and definition, and support sector confidence in the new arrangements.

1.4 Where Skills for Care and Development qualifications are joint with Skills for Health, Skill for Health will also use these assessment principles.

## **2. Assessment Principles**

2.1. Assessment decisions for competence based learning outcomes (e.g. those beginning with 'to be able to') must be made in a real work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.

2.2 Assessment decisions for competence based Learning Outcomes must be made by an assessor qualified to make assessment decisions.

2.3 Competence based assessment must include direct observation as the main source of evidence

2.4 Simulation may only be utilised as an assessment method for competence based LO where this is specified in the assessment requirements of the unit'.

2.5 Expert witnesses can be used for direct observation where: they have occupational expertise for specialist areas or the observation is of a particularly sensitive nature. The use of expert witnesses should be determined and agreed by the assessor.

2.6 Assessment of knowledge based Learning Outcomes (e.g. those beginning with 'know' or 'understand') may take place in or outside of a real work environment.

2.7 Assessment decisions for knowledge based Learning Outcomes must be made by an occupationally knowledgeable assessor.

2.8 Assessment decisions for knowledge based Learning Outcomes must be made by an assessor qualified to make assessment decisions. Where assessment is electronic or undertaken according to a set grid, the assessment decisions are made by the person who has set the answers.

## **3. Internal Quality Assurance**

3.1 Internal quality assurance is key to ensuring that the assessment of evidence for units is of a consistent and appropriate quality. Those carrying out internal quality assurance must be occupationally knowledgeable in the area they are assuring and be qualified to make quality assurance decisions.

## **4. Definitions**

### **4.1 Occupationally competent:**

This means that each assessor must be capable of carrying out the full requirements within the competency units they are assessing. Being occupationally competent means they are also occupationally knowledgeable. This occupational competence should be maintained annually through clearly demonstrable continuing learning and professional development.

### **4.2 Occupationally knowledgeable:**

This means that each assessor should possess relevant knowledge and understanding, and be able to assess this in units designed to test specific knowledge and understanding, or in units where knowledge and understanding are components of competency. This occupational knowledge should be maintained annually through clearly demonstrable continuing learning and professional development.

### **4.3 Qualified to make assessment decisions:**

This means that each assessor must hold a qualification suitable to support the making of appropriate and consistent assessment decisions. Awarding Organisations will determine what will qualify those making assessment decisions according to the unit of competence under assessment. In any case of significant uncertainty the SSCs will be consulted.

### **4.4 Qualified to make quality assurance decisions:**

Awarding Organisations will determine what will qualify those undertaking internal quality assurance to make decisions about that quality assurance.

### **4.5 Expert witness:**

An expert witness must:

- have a working knowledge of the QCF units on which their expertise is based
- be occupationally competent in their area of expertise .
- have EITHER any qualification in assessment of workplace performance OR a professional work role which involves evaluating the everyday practice of staff.

## Appendix 2

### Evidence log template

Please complete one for each unit. Identify the type of evidence , e.g. witness statement, customer record, work log, provided to meet each of the assessment criteria, where it can be found, e.g portfolio reference, client records, and the type of assessment used, e.g. observation, Q&A

<b>Learner's name</b>		<b>WCSM Registration number</b>	
<b>Qualification title</b>		<b>Unit title</b>	
<b>Assessment criteria</b>	<b>Type and description of evidence</b>	<b>Location of evidence</b>	<b>Assessment</b>

We confirm that this record is accurate, authentic and represents work completed by the learner.

Signed (Learner)	
Signed (Assessor)	
Sampled during internal quality assurance	Y/N
Signed ( Internal Quality Assurance)	
Sampled during external quality assurance	Y/N
Signed (WCSM Quality Assurance Consultant)	

### Appendix 3 Record of Workplace Observation

<b>Unit:</b>	
<b>Learner:</b>	
<b>Observer (assessor or expert witness)</b>	
<b>Date of observation:</b>	
<b>Portfolio reference + location of related documents:</b>	
<b>Work activities being carried out:</b> <i>(description of how competence is demonstrated)</i>	<b>Assessment Criteria (ACs) covered</b>

Summary of how knowledge & understanding were demonstrated during the work activity	ACs covered
<b>Identify where the evidence maps to other units/ACs</b>	
Unit	ACs covered

**Assessor's comments & feedback to learner**

*(To include details of any further evidence required)*

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I confirm that the learner has met the identified assessment criteria and is competent/ not fully competent Signed (Assessor)		Date
Signed (Learner)		
Sampled during internal quality assurance	Y/N	
Signed ( Internal Quality Assurance)		
Sampled during WCSM Quality Assurance	Y/N	
Signed (WCSM Quality Assurance Consultant)		

**Appendix 4 Unit summary**

<b>Name of Learner</b>		<b>Reg no.</b>		<b>Qualification</b>	
<b>Assessor</b>		<b>Unit</b>			

**Evidence Requirements Indicate the types of evidence assessed (✓) and where the records are located**

Is the evidence adequate for all assessment criteria? Y/N			Observation Report		
Has the learner been observed in the workplace?			Oral Questions		
The evidence provided is:			Written Questions		
Valid Y/N			Worksheet		
Reliable Y/N			Work Product		
Authentic Y/N			Other (state)		
Current Y/N					
Sufficient Y/N					

The learner is considered to be competent/ not competent
Assessor Comments

Detail any Further Action required

Assessor  
Signature \_\_\_\_\_ Date \_\_\_\_\_

Supervisor  
Signature \_\_\_\_\_ Date \_\_\_\_\_

Sampled during internal quality assurance	Y/N	Sampled during external quality assurance	Y/N
Signed ( Internal Quality Assurance)		Signed (External Quality Assurance Consultant)	



