

**THE WORSHIPFUL COMPANY  
OF  
SPECTACLE MAKERS**



**LEVEL 3 DIPLOMA  
IN  
OPTICAL RETAIL SKILLS**

**Qualification Handbook**

## Contents

	<b>Page no.</b>
1. Introduction	4
2. Customer Service Statement	4
3. Achieving the qualification	4
4. Personal Learner Record	5
5. Assessment	5
6. Level 3 Diploma in Optical Retail Skills Objective	8
7. Level 3 Diploma in Optical Retail Skills Structure	9
8. Mandatory units	11 - 18
9. Optional units	19 - 43
Appendix 1 Assessment Principles	44
Appendix 2 Evidence log template	48
Appendix 3 Record of Workplace Observation	49
Appendix 4 Unit summary	52

## **1. 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.

## **2. 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.

## **3. 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.

## **4. 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.

## **5. 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. (W)
- assessment of knowledge by written or e-examination. (E)

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.

The 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.

## 6. Level 3 Diploma in Optical Retail Skills Objective

The Level 3 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 Senior 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 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 270 guided learning hours (GLHs) will be required to support a learner through this qualification.

## 7. Level 3 Diploma in Optical Retail Skills Structure

Learners must achieve a minimum of 37 credits to gain the Level 3 Diploma in Optical Retail Skills. To do this, they must achieve 19 credits from the mandatory units in Group A and at least 18 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

<b>Unit no.</b> <b>RITS Unit No</b>	<b>Unit title</b>	<b>Level</b>	<b>Unit credit</b>	<b>GLH</b>	<b>Assessed in w/place (W) or exam (E)</b>
Unit 1 F/503/5687	Deal with customer queries and complaints in a retail environment	2	4	24	W
Unit 2 Y/503/5727	Protect own and others' health and safety when working in a retail environment	2	5	28	W
Unit 3 D/505/0567	Optical clinic supervision	3	4	30	W
Unit 4 J/601/1515	Monitor and solve customer service problems	3	6	40	W

### Group B: Optional units

<b>Unit no.</b> <b>RITS Unit No</b>	<b>Unit title</b>	<b>Level</b>	<b>Unit credit</b>	<b>GLH</b>	<b>Assessed in w/place or exam</b>
Unit 5 J/601/9470	Promote good practice in handling information in health and social care settings	3	2	16	W
Unit 6 A/601/1429	Engage in personal development in health, social care or children's and young people's settings	3	3	10	W
Unit 7 J/601/1434	Promote communication in health, social care or children's and young people's settings	3	3	10	W
Unit 8 K/602/4872	Sell optical products	3	4	30	W
Unit 9 K/602/4869	Determine frame and spectacle lens measurements	3	4	30	W
Unit 10 K/602/4875	Co-ordinate the contact lens service	3	4	30	W
Unit 11 D/602/4867	Deploy optical practice resources to meet identified requirements	3	4	30	W
Unit 12 J/503/5691	Promote loyalty schemes to customers in a retail environment	2	3	11	W
Unit 13	Process payments for purchases in a retail en-	2	4	17	W

L/503/5689	vironment				
Unit 14 F/503/5737	Monitor and support secure till use during trading hours	3	3	13	W
Unit 15 H/601/1232	Improve the customer relationship	3	7	47	W
Unit 16 M/602/4856	Manage the record keeping of the optical practice	3	3	15	W
Unit 17 J504/2091	Optical screening	4	7	65	E
Unit 18 H504/2016	Supporting the provision of spectacles in optical practice	3	8	75	E
Unit 19 D504/2016	Supporting the provision of contact lenses in optical practice	3	7	65	E

### **Additional information**

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

## Mandatory Units

### Mandatory Unit 1

Title	Deal with customer queries and complaints in a retail environment	
Level	2	
Credit	4	
Learning Outcomes	Assessment Criteria	
<i>The learner will:</i>	<i>The learner can:</i>	
1. Understand how resolving customer queries and complaints contributes to customer loyalty and confidence	1.1 Explain how resolving customer queries can increase customer loyalty and confidence 1.2 Explain how resolving customer complaints can increase customer loyalty and confidence	
2. Understand how to manage angry customers when dealing with customer queries and complaints in a retail environment	2.1 Explain how to manage angry customers when dealing with customer queries and complaints	
3. Be able to deal with customer queries in a retail environment	3.1 Acknowledge customer requests for information and advice politely 3.2 Ask questions as needed to discover customer needs for information and advice 3.3 Provide information and advice to customers that is: <ul style="list-style-type: none"> <li>• relevant to their query</li> <li>• accurate</li> <li>• up to date</li> </ul> 3.4 Ask customers questions to ensure that the information and advice provided has met them 3.5 Provide alternative solutions to help customers when information and advice given is not satisfactory 3.6 Refer requests for information or advice to the designated person when helping the customer is not within own authority	
4. Be able to deal with customer complaints in a retail environment	4.1 Confirm the nature of the complaint with the customer, using information they have provided 4.2 Apologise to the customer when the organisation is, or appears to be, responsible for the situation that has caused the customer to complain 4.3 Take action to resolve complaints in line with: <ul style="list-style-type: none"> <li>• legal requirements</li> <li>• organisational policy</li> </ul> 4.4 Refer complaints that are not within own authority to resolve, ensuring that: <ul style="list-style-type: none"> <li>• the complaint is referred in line with organisational procedures</li> <li>• the organisation's referral procedure is explained to the customer</li> </ul> 4.5 Provide the opportunity for customers to ask questions about the organisation's referral procedure	

--	--

<b>Additional information about the unit</b>	
Unit purpose and aims	To be able to deal with customer complaints and queries
Assessment requirements	This unit requires workplace assessment of occupational competence.
Additional information	
GLH	24

## Mandatory Unit 2

Title	Protect own and others' health and safety when working in a retail environment	
Level	2	
Credit	5	
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 promptly can help promote health and safety 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 the organisation's and/or manufacturer's instructions	

<b>Additional information about the unit</b>	
Unit purpose and aims	How to promote health and safety for oneself and others in a working retail environment
Assessment requirements	This unit requires workplace assessment of occupational competence
Additional information	
GLH	28

### Mandatory Unit 3

<b>Title:</b>	Supervise Optical Clinic	
<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 legislation, policy and good practice related to supervision in the optical clinic	1.1 Explain practice requirements, legislation, policies and procedures for optical clinic supervision 1.2 Explain the potential consequences of not following practice requirements, legislation policies and procedures for optical clinic supervision	
2. Be able to prepare the optical clinic	2.1 Confirm customers' appointments and prepare their records in line with optical practice policies and procedures 2.2 Identify customers' special needs and agree actions to address these 2.3 Confirm that equipment is prepared using optical practice policies and procedures 2.4 Confirm that supplies of forms and leaflets are at adequate levels to meet anticipated demand 2.5 Inform the appropriate colleagues of potential business opportunities with regard to individual customers 2.6 Allocate appropriate staff to specific customers in the clinic 2.7 Allocate tasks to colleagues according to their expertise and competence 2.8 Maintain and store records in accordance with practice policies and procedures 2.9 Explain practice standards of presentation and corporate identity	
3. Be able to supervise the optical clinic	3.1 Check that practice requirements for personal presentation and hygiene are followed by staff 3.2 Supervise customer appointments and fees in line with organisational procedures 3.3 Provide appropriate information to customers regarding clinic procedures 3.4 Supervise the transfer of customers' requirements to the dispenser in accordance with the practice's policies 3.5 Complete payment transactions in line with practice's policies 3.6 Ensure that staff convey any benefits or entitlements to customers 3.7 Explain the action to take in the event of potential emergencies	
4. Be able to carry out post-clinic activities	4.1 Check that all post-clinic documentation has been completed and filed in accordance with practice policies and procedures 4.2 Return all frames to the correct positions in the display in a clean and unmarked manner 4.3 Collect and collate management information according to practice requirements 4.4 Review colleagues' and customers' feedback	

	<p>4.5 Use feedback to recommend improvements to the service</p> <p>4.6 File away all records/ Orders processed correctly / Referral letters posted in line with organisational requirements</p> <p>4.7 Ensure the premises are tidied and secured appropriately at close of business</p>
--	---

<b>Additional information about the unit</b>	
Unit purpose and aims	To be able to supervise an optical clinic
Assessment requirements	This unit requires workplace assessment of occupational competence.
Additional information	
GLH	30

### Mandatory Unit 4

Title	Monitor and solve customer service problems	
Level	3	
Credit	6	
Learning Outcomes	Assessment Criteria	
<i>The learner will:</i>	<i>The learner can:</i>	
1. Solve immediate customer service problems	1.1 Respond positively to customer service problems following organisational guidelines 1.2 Solve customer service problems when they have sufficient authority 1.3 Work with others to solve customer service problems 1.4 Keep customers informed of the actions being taken 1.5 Check with customers that they are comfortable with the actions being taken 1.6 Solve problems with service systems and procedures that might affect customers before customers become aware of them 1.7 Inform managers and colleagues of the steps taken to solve specific problems	
2. Identify repeated customer service problems and options for solving them	2.1 Identify repeated customer service problems 2.2 Identify the options for dealing with a repeated customer service problem and consider the advantages and disadvantages of each option 2.3 Work with others to select the best option for solving a repeated customer service problem, balancing customer expectations with the needs of the organisation	
3. Take action to avoid the repetition of customer service problems	3.1 Obtain the approval of somebody with sufficient authority to change organisational guidelines in order to reduce the chance of a problem being repeated 3.2 Action their agreed solution 3.3 Keep their customers informed in a positive and clear manner of steps being taken to solve any service problems 3.4 Monitor the changes they have made and adjust them if appropriate	
4. Understand how to monitor and solve customer service problems	4.1 Describe organisational procedures and systems for dealing with customer service problems 4.2 Describe the organisational procedures and systems for identifying repeated customer service problems 4.3 Explain how the successful resolution of customer service problems contributes to customer loyalty with the external customer and improved working relationships with service partners or internal customers 4.4 Explain how to negotiate with and reassure customers while their problems are being solved	

<b>Additional information about the unit</b>	
Unit purpose and aims	To be able to monitor and solve problems that customers have with the practice or their products
Assessment requirements	This unit requires workplace assessment of occupational competence.
Additional information	
GLH	40

## OPTIONAL UNITS

### Optional Unit 5

Title	Promote good practice in handling information in health and social care settings	
Level	3	
Credit	2	
Learning Outcomes	Assessment Criteria	
<i>The learner will:</i>	<i>The learner can:</i>	
1. Understand requirements for handling information in health and social care settings	1.1 Identify legislation and codes of practice that relate to handling information in health and social care 1.2 Summarise the main points of legal requirements and codes of practice for handling information in health and social care	
2. Be able to implement good practice in handling information	2.1 Describe features of manual and electronic information storage systems that help ensure security 2.2 Demonstrate practices that ensure security when storing and accessing information 2.3 Maintain records that are up to date, complete, accurate and legible	
3. Be able to support others to handle information	3.1 Support others to understand the need for secure handling of information 3.2 Support others to understand and contribute to records	

Additional information about the unit	
Unit purpose and aims	
Assessment requirements	This unit requires workplace assessment of occupational competence.
Additional information	
GLH	16

### Optional Unit 6

Title	Engage in personal development in health, social care or children's and young people's settings	
Level	3	
Credit	3	
Learning Outcomes	Assessment Criteria	
<i>The learner will:</i>	<i>The learner can:</i>	
1. Understand what is required for competence in own work role	1.1 Describe the duties and responsibilities of own work role 1.2 Explain expectations about own work role as expressed in relevant standards	
2 Be able to reflect on practice	2.1 Explain the importance of reflective practice in continuously improving the quality of service provided 2.2 Demonstrate the ability to reflect on practice 2.3 Describe how own values, belief systems and experiences may affect working practice	
3 Be able to evaluate own performance	3.1 Evaluate own knowledge, performance and understanding against relevant standards 3.2 Demonstrate use of feedback to evaluate own performance and inform development	
4. Be able to agree a personal development plan	4.1 Identify sources of support for planning and reviewing own development 4.2 Demonstrate how to work with others to review and prioritise own learning needs, professional interests and development opportunities 4.3 Demonstrate how to work with others to agree own personal development plan	
5. Be able to use learning opportunities and reflective practice to contribute to personal development	5.1 Evaluate how learning activities have affected practice 5.2 Demonstrate how reflective practice has led to improved ways of working Show how to record progress in relation to personal development	

Additional information about the unit	
Unit purpose and aims	
Assessment requirements	This unit requires workplace assessment of occupational competence.
Additional information	
GLH	10

### Optional Unit 7

Title	Promote communication in health, social care or children's and young people's settings	
Level	3	
Credit	3	
Learning Outcomes	Assessment Criteria	
<i>The learner will:</i>	<i>The learner can:</i>	
1. Understand why effective communication is important in the work setting	1.1 Identify the different reasons people communicate 1.2 Explain how communication affects relationships in the work setting	
2 Be able to meet the communication and language needs, wishes and preferences of individuals	2.1 Demonstrate how to establish the communication and language needs, wishes and preferences of individuals 2.2 Describe the factors to consider when promoting effective communication 2.3 Demonstrate a range of communication methods and styles to meet individual needs 2.4 Demonstrate how to respond to an individual's reactions when communicating	
3 Be able to overcome barriers to communication	3.1 Explain how people from different backgrounds may use and/or interpret communication methods in different ways 3.2 Identify barriers to effective communication 3.3 Demonstrate ways to overcome barriers to communication 3.4 Demonstrate strategies that can be used to clarify misunderstandings 3.5 Explain how to access extra support or services to enable individuals to communicate effectively	
4. Be able to apply principles and practices relating to confidentiality	4.1 Explain the meaning of the term confidentiality 4.2 Demonstrate ways to maintain confidentiality in day to day communication 4.3 Describe the potential tension between maintaining an individual's confidentiality and disclosing concerns	

<b>Additional information about the unit</b>	
Unit purpose and aims	
Assessment requirements	This unit requires workplace assessment of occupational competence.
Additional information	
GLH	10

## Optional Unit 8

Title	Sell optical products	
Level	3	
Credit	4	
Learning Outcomes	Assessment Criteria	
<i>The learner will:</i>	<i>The learner can:</i>	
1. Understand legislation, 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 Explain the importance of personal hygiene and body language when working in close proximity to the customer 1.4 Describe how to establish a customer's priorities and requirements 1.5 Explain how to establish and maintain rapport with customers	
2 Understand the procedures involved in selling optical products	2.1 Describe the principles of single vision, bifocal and varifocal spectacles, coatings, accessories and spectacle lens care products 2.2 Describe the selling and communication skills required in the work place 2.3 Explain the features and benefits of optical accessories 2.4 Describe methods of displaying and presenting products 2.5 Describe the sources of price information 2.6 Offer solutions to any objections made by the customer 2.7 Explain the minimum depth of frame required for specialist lenses	
3 Be able to confirm customer's existing optical products	3.1 Greet the customer in accordance with practice policy 3.2 Record the customer's details and confirm data is correct and complete 3.3 Identify the materials, condition and manufacturer of the customer's existing optical product 3.4 Obtain relevant measurements 3.5 Refer anomalies or complex requirements to the relevant clinically qualified person 3.6 Complete the required documentation in accordance with practice policy	
4. Be able to present optical products	4.1 Establish the customer's priorities and requirements 4.2 Select products which meet the customer's requirements 4.3 Demonstrate to the customer the features and benefits of the selected products and additional processes 4.4 Offer alternative products and solutions to meet the customer's needs 4.5 Confirm the availability of the selected optical products with the customer	

5. Be able to complete sales transactions	5.1 Access relevant sources of pricing information 5.2 Calculate the price of the selected product 5.3 Confirm the price with the customer 5.4 Liaise with clinically qualified colleague when appropriate 5.5 Know how to recognise when to close the sale 5.6 Confirm the order with the customer and agree the financial arrangements 5.7 Describe the different payment and benefit procedures to the customer

<b>Additional information about the unit</b>	
Unit purpose and aims	
Assessment requirements	This unit requires workplace assessment of occupational competence.
Additional information	
GLH	30

## Optional Unit 9

Title	Determine frame and spectacle lens measurements	
Level	3	
Credit	4	
Learning Outcomes	Assessment Criteria	
<i>The learner will:</i>	<i>The learner can:</i>	
1. Understand legislation, 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	
2 Be able to obtain facial measurements	2.1 Describe the characteristics of frame types and the appropriate measurements to take 2.2 Describe how to obtain all measurements accurately 2.3 Explain procedures to the customers in accordance with practice policy 2.4 Explain the purpose of taking measurements 2.5 Take and record facial measurements 2.6 Undertake the process safely and hygienically in accordance with practice policies and procedures 2.7 Explain monocular CDs, inter-pupillary distance, optical centres, lens decentration, vertical heights and horizontal centre line 2.8 Explain how to recognise ocular asymmetry 2.9 Describe how to obtain measurements and the equipment used for taking measurements 2.10 Explain the minimum depth of frame required for specialist lenses	
3 Be able to assess the fit of frames	3.1 Assess the suitability of the chosen frame for prescription, style, size and comfort 3.2 Liaise with team members in accordance with practice policy 3.3 Measure and record the size of the required frame accurately 3.4 Confirm the customer's satisfaction on the selection, offering suitable alternatives if inappropriate for lens choice / lens type 3.5 Confirm frame availability 3.6 Complete the fitting process 3.7 Explain the importance of back vertex distance (BVD) and pantoscopic angle 3.8 Explain the characteristics and benefits of frame type and materials	
4. Be able to take spectacle lens measurements	4.1 Check that the prescription data and spectacle lens specification are recorded 4.2 Confirm the measurements for single vision, bifocal and	

	varifocal lenses 4.3 Describe the different ways in which measurements are taken 4.4 Consult with the relevant person where anomalies or complex requirements are identified and beyond own limitations 4.5 Confirm that the prescription will be understandable to the manufacturer 4.6 Explain which measurements to take for different types and designs of lenses 4.7 Complete documentation in accordance with practice policies and procedures 4.8 Confirm lens availability
--	--

<b>Additional information about the unit</b>	
Unit purpose and aims	
Assessment requirements	This unit requires workplace assessment of occupational competence.
Additional information	
GLH	30

## Optional Unit 10

Title	Co-ordinate the contact lens service	
Level	3	
Credit	4	
Learning Outcomes	Assessment Criteria	
<i>The learner will:</i>	<i>The learner can:</i>	
1. Understand legislation, 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 Maintain hygiene procedures for contact lenses 1.4 Explain the roles and responsibilities of practitioners in the practice	
2 Be able to manage the contact lens supply service	2.1 Confirm that the contact lenses received from the supplier or stock match the order requested 2.2 Ensure the customer's prescription matches contact lenses' specification 2.3 Take and record remedial action for any identified discrepancies or defects 2.4 Ensure the contact lenses are prepared and stored ready for collection 2.5 Advise the customer that lenses are ready for collection 2.6 Manage the payment process 2.7 Explain what spherical, toric and multifocal contact lenses and units of measurements are 2.8 Order and maintain stocks of diagnostic lenses and solutions in accordance with practice requirements	
3 Be able to advise the customer on contact lens usage and care	3.1 Ensure the customer is familiar and confident with the routine lens fitting procedures 3.2 Explain the general principles of contact lens fitting to ensure comfort, good visual acuity and eye health 3.3 Demonstrate to the customer how to insert, remove and centre contact lenses 3.4 Ensure when the customer requires checks on vision, fit and comfort, they are referred to the contact lens optician 3.5 Consult the relevant person where anomalies or complex requirements are identified 3.6 Identify any difficulties and problems and refer to the relevant person for assistance 3.7 Confirm the wearing and after care schedule with the customer as agreed with the contact lens optician 3.8 Explain the validity of solutions to include sell by dates and safe to use periods once opened (both for customers at home and for practice usage)	

4. Be able to agree contact lens after-care arrangements with customers as instructed by the clinician	<p>4.1 Explain how to establish and maintain rapport with customer</p> <p>4.2 Explain the range of lenses available and their benefits</p> <p>4.3 Explain the importance of continuing and regular after-care with the customer</p> <p>4.4 Describe the types of problems which can occur when wearing contact lenses</p> <p>4.5 Inform the customer of the recall procedure</p> <p>4.6 Confirm with the customer the need to notify a qualified person promptly of any adverse reactions when wearing contact lenses</p> <p>4.7 Advise the customer of the out-of-hours and after-sales service available</p> <p>4.8 Ensure the handover process, outstanding documentation and administration are completed effectively</p>
--	---

<b>Additional information about the unit</b>	
Unit purpose and aims	
Assessment requirements	This unit requires workplace assessment of occupational competence.
Additional information	
GLH	30

## Optional Unit 11

Title	Deploy optical practice resources to meet identified requirements	
Level	3	
Credit	4	
Learning Outcomes	Assessment Criteria	
<i>The learner will:</i>	<i>The learner can:</i>	
1. Understand legislation, 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	
2 Be able to determine expected levels of business	2.1 Describe how targets are agreed and set 2.2 Agree and allocate team targets 2.3 Inform personnel of team targets, priorities and changes 2.4 Adapt staff rosters that take account of individual expertise and planned and unplanned staff absences 2.5 Maintain records in accordance with practice policies and procedures 2.6 Describe product pricing and fee structures	
3 Be able to monitor business performance	3.1 Identify levels of performance in line with policies and procedures 3.2 Explain the monitoring techniques used 3.3 Report performance outcomes to the team line with policies and procedures 3.4 Describe methods of improving performance	
4. Be able to monitor and maintain stock levels	4.1 Review and rotate stock to ensure it remains at the agreed level 4.2 Describe how to monitor, display and store stock 4.3 Maintain stock levels in line with policies and procedures 4.4 Report any anomalies and shortfalls in accordance with practice policies and procedures 4.5 Propose and implement variations to the range of stock that are likely to improve sales performance 4.6 Confirm stock received against delivery notes match the original order 4.7 Resolve inconsistencies between stock received and expectancy 4.8 Confirm that stock is priced and displayed according to practice requirements 4.9 Explain how to dispose of out of date contact lens solutions and diagnostic lenses	

<b>Additional information about the unit</b>	
Unit purpose and aims	
Assessment requirements	This unit requires workplace assessment of occupational competence.
Additional information	
GLH	30

## Optional Unit 12

<b>Title</b>	Promote Loyalty Schemes to Customers in a Retail Environment	
<b>Level</b>	2	
<b>Credit value</b>	3	
Learning outcomes	Assessment criteria	
<i>The learner will:</i>	<i>The learner can:</i>	
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	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. Secondly, the unit is about recognising when customers are interested in joining the loyalty scheme

	<p>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	11

### Optional Unit 13

<b>Title</b>	Process Payments for Purchases in a Retail Environment
<b>Level</b>	2
<b>Credit value</b>	4

<b>Learning outcomes</b>	<b>Assessment criteria</b>
The learner will:	The learner can:
1. Understand legal and organisational requirements for processing payments in a 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 purchases in a 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 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

<b>Additional information about the unit</b>	
Unit purpose and aims	This unit is all about providing service to the customer at point of sale (POS) and checking that payments are acceptable and storing payments securely.
Assessment requirements	This unit requires workplace assessment of occupational competence.
Additional information	
GLH	17

### Optional Unit 14

Title	Monitor and support secure payment point use during trading hours	
Level	3	
Credit	3	
Learning Outcomes	Assessment Criteria	
<i>The learner will:</i>	<i>The learner can:</i>	
1. Understand the data security risks associated with payment point use	1.1 Explain who is authorised to remove cash or cash equivalents from payment points during trading hours 1.2 Explain the data security risks that can arise at a payment point	
2 Be able to monitor and support secure payment point use during trading hours	2.1 Monitor the payment point during trading hours to ensure that staff are following organisational procedures for keeping customers' personal data confidential 2.2 Authorise payment point transactions and adjustments in line with organisational procedures for: <ul style="list-style-type: none"> <li>• customer service</li> <li>• security</li> <li>• stock control</li> </ul> 2.3 Replenish change in payment points in line with organisational procedures	

<b>Additional information about the unit</b>	
Unit purpose and aims	To be able to monitor and support secure payment point use during trading hours
Assessment requirements	This unit requires workplace assessment of occupational competence.
Additional information	
GLH	13

### Optional Unit 15

Title	Improve the customer relationship	
Level	3	
Credit	7	
Learning Outcomes	Assessment Criteria	
<i>The learner will:</i>	<i>The learner can:</i>	
1. Improve communication with their customers	1.1 Select and use the best method of communication to meet their customers' expectations 1.2 Take the initiative to contact their customers to update them when things are not going to plan or when they require further information 1.3 Adapt their communication to respond to individual customers' feelings	
2. Balance the needs of their customer and their organisation	2.1 Meet their customers' expectations within their organisation's service offer 2.2 Explain the reasons to their customers sensitively and positively when customer expectations cannot be met 2.3 Identify alternative solutions for their customers either within or outside the organisation 2.4 Identify the costs and benefits of these solutions to their organisation and to their customers 2.5 Negotiate and agree solutions with their customers which satisfy them and are acceptable to their organisation 2.6 Take action to satisfy their customers with the agreed solution when balancing customer needs with those of their organisation	
3. Exceed customer expectations to develop the relationship	3.1 Make extra efforts to improve their relationship with their customers 3.2 Recognise opportunities to exceed their customers' expectations 3.3 Take action to exceed their customers' expectations within the limits of their own authority 3.4 Gain the help and support of others to exceed their customers' expectations	
4. Understand how to improve the customer relationship	4.1 Describe how to make best use of the method of communication chosen for dealing with their customers 4.2 Explain how to negotiate effectively with their customers 4.3 Explain how to assess the costs and benefits to their customers and their organisation of any unusual agreement they make 4.4 Explain the importance of customer loyalty and/or improved internal customer relationships to their organisation	

<b>Additional information about the unit</b>	
Unit purpose and aims	
Assessment requirements	This unit requires workplace assessment of occupational competence.
Additional information	
GLH	47

### Optional Unit 16

Title	Manage the record keeping of the optical practice	
Level	3	
Credit	3	
Learning Outcomes	Assessment Criteria	
<i>The learner will:</i>	<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 legislation, practice requirements, policies and procedures 1.3 Describe the record keeping procedures used in the work place 1.4 Explain practice scheduling and prioritisation policies and balancing the practice and customer requirements	
2. Be able to manage the appointments system to suit customer and practice requirements	2.1 Establish contact with the customer in accordance with practice policy 2.2 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 Explain the range of allowances and entitlements the customers may be entitled to 2.6 Confirm costs / fees for those not eligible for allowances / entitlements 2.7 Provide a written record of the appointment time for the customer 2.8 Liaise with team members in accordance with practice policy 2.9 Document and store all relevant information in line with practice policies and procedures	
3 Be able to manage a customer recall system	3.1 Update records with the relevant recall details, in accordance with requirements, policies and procedures 3.2 Ensure at the appropriate time, that records are identified and indicate the type of recall required 3.3 Manage the recall system in accordance with practice requirements, policies and procedures 3.4 Notify the customer when an appointment is due 3.5 Carry out follow-up procedures for non-respondents 3.6 Maintain security and confidentiality of information 3.7 Explain the types of recall which may be used	

#### **Additional information about the unit**

Unit purpose and	
------------------	--

aims	
Assessment requirements	This unit requires workplace assessment of occupational competence.
Additional information	
GLH	15

## Optional Unit 17

Title	Optical Screening	
Level	4	
Credit	7	
Learning Outcomes	Assessment Criteria	
<i>The learner will:</i>	<i>The learner can:</i>	
1. Understand how to interpret optical prescriptions	1.1 Interpret single vision prescriptions 1.2 Interpret bifocal prescriptions 1.3 Interpret progressive power prescriptions 1.4 Discuss how accurate interpretation influences the screening procedures	
2 Understand the applications of field screening.	2.1 Explain the principles of visual field screening. 2.2 Describe visual field defects 2.3 Describe the causes of visual field defects 2.4 Recognise the benefits and drawbacks of visual field screening. 2.5 Discuss the actions that can be taken by an optical assistant to improve the accuracy of the field test.	
3. Understand the application of auto-refraction.	3.1 Explain how auto-refraction can improve the effectiveness of the eye test 3.2 Recognise the limitations of relying on an auto-refractor for the determination of an optical prescription. 3.3 Discuss the actions that can be taken by an optical assistant to improve the accuracy of the measurement.	
4. Understand the application of non-contact tonometry in measuring intra-ocular pressure.	4.1 Explain the advantages and disadvantages of non-contact tonometry 4.2 Explain why intra-ocular pressure can rise and the implications for patient health and sight 4.3 Describe what types of action may be taken by the optometrist when there is a rise in optical pressure 4.4 Describe the alternative methods of tonometry 4.5 Discuss the actions that can be taken by an optical assistant to improve the accuracy of the measurement.	
5. Understand the importance of fundus photography and optical coherence tomography.	5.1 Explain the benefits of fundus photography. 5.2 Discuss the limitations of fundus photography in an eye examination. 5.3 Describe the benefits of optical coherence tomography 5.4 Discuss the ocular conditions for which this	

	<p>technique would be beneficial</p> <p>5.5 Discuss the actions that can be taken by an optical assistant to improve the accuracy of the procedure measurement.</p>	
6. Understand the actions required when confronted with an optical emergency	<p>6.1 Define an optical emergency and provide examples that may be commonly seen in optical practice.</p> <p>6.2 Outline the main priorities in dealing with patients who present with an optical emergency</p> <p>6.3 Describe the process when dealing with patients who telephone with a potential optical emergency</p> <p>6.4 Describe how to deal with "third party" telephone calls about an apparent optical emergency.</p> <p>6.5 Discuss the responsibilities and 'best practice' procedures when patients must be referred for treatment</p>	
<b>Additional Information about the unit</b>		
Unit Aim(s)	<p>To be able to interpret and understand the relevance of common optical prescriptions.</p> <p>To have a knowledge of the principles of optical screening equipment and processes for tonometry, auto refraction and visual fields and how to obtain the best data or measurements</p> <p>Understand the actions required when confronted with an optical emergency</p>	<p>NOS ref: Partial coverage of knowledge elements of OPTR13</p>
Assessment requirements	This unit is assessed by examination.	
Additional information		
GLH	65	

## Optional Unit 18

Title	Supporting the provision of spectacles in optical practice	
Level	3	
Credit	8	
Learning Outcomes	Assessment Criteria	
<i>The learner will:</i>	<i>The learner can:</i>	
1. Understand the design principles for spectacles.	1.1 Explain how the power of a lens influences cosmetic changes in lenses. 1.2 Explain how refractive index influences cosmetic changes in lenses 1.3 Explain how the size of a lens can influence cosmetic appearance 1.4 Review the benefits of aspheric lenses 1.5 Recognise the limitations of certain lens and frame combinations when guiding patient choice 1.6 Discuss the latest trends in spectacle lenses, coatings and frame materials	
2. Understand the selection process for dispensing multi-focal lenses including bifocals and trifocals	2.1 Review the main features of multifocal lenses including bifocal and trifocals. 2.2 Discuss the benefits of multifocal lenses including bifocal and trifocals. 2.3 Discuss the limitations of multifocal lenses including bifocal and trifocals.	
3. Understand the measurements required prior to the supply of spectacles	3.1 Discuss the facial measurements required 3.2 Describe the lens measurements required 3.3 Describe spectacle frame measurements 3.4 Discuss the importance of accuracy when taking and recording these measurements	
4. Understand the principles involved in the use of low vision appliances	4.1 Describe the different types of low vision appliances. 4.2 Explain the benefits of low vision appliances 4.3 Summarise the advice that can be given about the use of low vision appliances	
5. Understand the principles of fitting spectacles	5.1 Discuss the importance of the good fitting of spectacles 5.2 Discuss the consequences of poor fitting of spectacles 5.2 Describe the properties of different types of frame materials	

	<p>5.3 Explain how to assess frame fitting</p> <p>5.4 Describe the methods used to adjust frames.</p> <p>5.5 Discuss how to guide patients whilst explaining the limitations of certain spectacle frames and lens combinations</p> <p>5.6 Review the limitations of certain frames and lens combinations</p> <p>5.7 Explain the NHS vouchers rules for the dispensing of spectacles</p>	
6. Understand the types of lens coatings and their applications	<p>6.1 Discuss why a spectacle lens might be coated.</p> <p>6.2 Describe the range of coatings available</p> <p>6.3 Discuss the benefits and limitations of anti-reflection coatings to the customer</p> <p>6.4 Discuss the benefits and limitations of other coatings to the customer</p>	
7. Understand the importance of the care of spectacles.	<p>7.1 Summarise the guidance necessary for the maintenance of spectacles.</p> <p>7.2 Describe the guidance necessary for the cleaning of spectacles including the consequences if not carried out correctly</p>	
8 Understand the use and limitations of protective eyewear.	<p>8.1 Describe the types of protective eyewear</p> <p>8.2 Describe the types of hazards requiring eye protection.</p> <p>8.3 Discuss the advice that can be given about the use and limitations of protective eyewear</p>	
<b>Additional Information about the unit</b>		
Unit Aim(s)	<p>To know and understand the principles and factors about the choice of particular lenses used in spectacles.</p> <p>To know and understand the benefits of the various alternatives available to the visually impaired including low vision appliances.</p> <p>The candidate will have knowledge of the principles, designs and fitting of frames, including facial measurements, and the importance of protective and other specialist eyewear.</p>	NOS Ref: Partial coverage of knowledge elements of OPTR18
Assessment requirements	This unit is assessed by examination.	
Additional information		
GLH	75	

## Optional Unit 19

Title	Supporting the provision of contact lenses in optical practice	
Level	3	
Credit	7	
Learning Outcomes	Assessment Criteria	
<i>The learner will:</i>	<i>The learner can:</i>	
1. Understand the legal implications of the supply of contact lenses and aftercare.	1.1 Summarise the Medical Devices Directive in relation to contact lenses. 1.2 Describe the eligibility of individuals fitting contact lenses. 1.3 Explain the legal implications of the sale of contact lenses. 1.4 Explain the legal implications of the supply of aftercare for contact lens wearers.	
2. Understand the legal implications of the supply contact lens solutions	2.1 Explain the Medical Devices Directive in relation to contact lens solutions. 2.2 Describe the legal implications of the supply of solutions.	
3. Understand the key designs of contact lenses.	3.1 Identify the different optical types of contact lenses 3.2 Compare how the different types work. 3.3 Describe the different material groups used in contact lenses 3.4 Review the advantages and disadvantages of each design.	
4. Understand the wearing modalities of contact lenses.	4.1 Describe the differing types of wearing modalities of contact lenses. 4.2 Review the advantages and disadvantages of each modality 4.3 Explain the types of replacement schemes for differing materials.	
5 Understand how to manage those customers who have not complied with contact lens care regimens.	5.1 Clearly state the limitations of responsibility and authority of the optical assistant in contact lens supply 5.2 Describe the signs of poor compliance 5.3 Evaluate the consequences of poor compliance 5.3 Describe how to discuss poor compliance with a contact lens wearer. 5.4 Describe storage and lens care regimens within the	

	practice 5.5 Explain the lens care regimens required for different contact lens types.	
Additional Information about the unit		
Unit Aim(s)	<p>To understand the key types, principles, designs and wearing modalities of contact lenses.</p> <p>To understand the more complex designs of torics and multifocals and the legal framework that regulates contact lenses and solutions.</p> <p>The candidate will know about how to identify and manage those customers who have not complied with contact lens care regimes.</p>	NOS Ref: Partial coverage of knowledge elements of OPTR18
Assessment requirements	This unit is assessed by examination.	
Additional information		
GLH	65	

**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

Learner's name		WCSM Registration number	
Qualification title		Unit title	
Assessment criteria	Type and description of evidence	Location of evidence	Assessment method

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

		Date
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)		



--	--

**Assessor's comments & feedback to learner**  
*(To include details of any further evidence required)*

--	--

I confirm that the learner has met the identified assessment criteria and is competent/ not fully competent		Date
Signed (Assessor)		
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)	

