

# Qualification Handbook

## Certificate in Optical Practice Support at SCQF Level 5

R602 04

Version 1

**Certificate in Optical Practice Support at  
SCQF Level 5 Handbook**



<b>Version and date</b>	<b>Change, alteration or addition</b>	<b>Section</b>

## Table of Contents

<b>1. About the Certificate in Optical Practice Support at SCQF Level 5 qualification.....</b>	<b>2</b>
<b>2. Objective and Purpose of this Qualification .....</b>	<b>2</b>
<b>3. About this Handbook .....</b>	<b>3</b>
<b>4. BIIAB Customer Service .....</b>	<b>4</b>
<b>5. Certificate in Optical Practice Support at SCQF Level 5 .....</b>	<b>5</b>
<b>6. Age Restriction.....</b>	<b>6</b>
<b>7. Entry Requirements and Progression .....</b>	<b>6</b>
<b>8. Assessment .....</b>	<b>7</b>
<b>9. Initial Assessment and Induction .....</b>	<b>13</b>
<b>10. Design and Delivery .....</b>	<b>14</b>
<b>11. Resources.....</b>	<b>14</b>
<b>12. Format of Units .....</b>	<b>16</b>
<b>13. Initial Registration .....</b>	<b>17</b>
<b>14. Mandatory Units .....</b>	<b>18</b>

## Certificate in Optical Practice Support at SCQF Level 5 Handbook

### 1. About the Certificate in Optical Practice Support at SCQF Level 5 qualification

BIIAB has obtained accreditation to deliver the qualification on the Scottish Credit and Qualifications Framework (SCQF). The qualification has a unique accreditation number which is shown below.

The accreditation code will be displayed on the final certificate for the qualification.

Qualification title	Accreditation Number
Certificate in Optical Practice Support at SCQF Level 5	R602 04

The Certificate in Optical Practice Support at SCQF Level 5 has been designed to allow learners to obtain and then demonstrate the knowledge and skills to enter employment in the optical sector.

### 2. Objective and Purpose of this Qualification

The content of the Certificate in Optical Practice Support at SCQF Level 5 has been specified by Skills for Health in cooperation with Optometry Scotland, sector representatives, SQA Accreditation and awarding body partners.

This qualification has been designed to allow learners to obtain and then demonstrate the knowledge and skills required to work effectively and flexibly within the Optical sector at SCQF level 5.

The primary purpose of the qualification is to confirm occupational competence. The qualification is a mandatory component of the Optical Assistant Modern Apprenticeship.

As such, this qualification has value either as a stand-alone qualification or as part of an Apprenticeship.

Due to constant regulatory, policy and funding changes users are advised to check this qualification has been placed in the relevant Apprenticeship Framework and / or is funded for use with individual learners before making registrations. If you are unsure about the qualification's status please contact BIIAB head office.

### **3. About this Handbook**

This support pack has been developed to provide guidance for learners, assessors and verifiers undertaking, delivering, or quality assuring this qualification.

The purpose of the support pack is to provide the majority of the key information that may be needed to prepare for, and help support, the successful delivery of the qualification, in one place.

If this pack is updated, centres will be notified via the BIIAB monthly newsletter which goes to approved centres.

## **4. BIIAB Customer Service**

BIIAB is committed to giving the highest possible levels of customer service. The BIIAB's Service Level Agreement is available via [www.biiab.org](http://www.biiab.org).

Our Customer Service team can be contacted between the hours of 0900 and 1700 Monday to Friday by using the contact details below, or outside those hours, by leaving a message on our voicemail service.

Customer Service Contact Details: 01276 684449

Email: [customersupport@bii.org](mailto:customersupport@bii.org)

Our Customer Service team will be happy to assist with any administration-related enquiries you may have. For example:

- registration and certification enquiries
- re-certification issues
- Centres available in the local area
- appeals
- whistleblowing.

## Certificate in Optical Practice Support at SCQF Level 5 Handbook

### 5. Certificate in Optical Practice Support at SCQF Level 5

To achieve the Certificate in Optical Practice Support at SCQF Level 5 learners **must** gain a total of **34 credits**. This consists of:

- **Minimum** total credit: **34**
- **Mandatory Group:** learners must complete all 6 mandatory units

Listed below are the qualification units.

Mandatory Group:

Unit no	Unit code	Unit Title	Level	Credit	Assessment method
COPS1	UM89 04	Establish and maintain working relationships in an optical practice	5	5	Portfolio
COPS2	UM90 04	Provide optical information and advice	6	6	Portfolio
COPS3	UM91 04	Maintain records in an optical practice	5	6	Portfolio
COPS4	UM92 04	Sell optical products	6	9	Portfolio
COPS5	UM93 04	Provide optical services	5	5	Portfolio
COPS6	UM94 04	Contribute to health and safety in an optical practice	5	3	Portfolio

## **6. Age Restriction**

This qualification is appropriate for use in the following age ranges:

- 16-18
- 19+.

## **7. Entry Requirements and Progression**

There are no entry requirements for this qualification. However, learners must be assessed to ensure they have a reasonable chance of achievement and will be able to generate the required evidence.

The qualification is designed to equip learners with knowledge and skills to enter employment in the optical sector. It also will allow for a number of progression routes to employment and into other areas of learning.

Achievement of the qualification offers opportunities for progression.

Learners who successfully complete the Certificate in Optical Practice Support at SCQF Level 5 can progress:

- to the BIIAB Level 3 Certificate in Retail Skills (Management) (601/6583/2)
- their Career.



## Certificate in Optical Practice Support at SCQF Level 5 Handbook

### 8. Assessment

#### Overview of assessment strategy

The Certificate in Optical Practice Support at SCQF Level 5 contains competence units. Competence units are assessed following SVQ principles.

Candidates will be expected to demonstrate competence in the required mandatory Units. There are no optional Units in this structure. They must also be able to perform to the required standard over a period of time.

Assessment of candidate's performance must take place during the course of their day-to-day work. Direct observation of the candidate's performance in the workplace must be the primary source of evidence. Observations should be of naturally occurring practice within the candidate's work role and include demonstration of application of knowledge and understanding. This principle will apply to all units except where simulation has been deemed acceptable.

#### Assessment process

Assessment is the process used to judge the competence, of a learner, against set standards. The assessor is the person who is responsible for determining learners' competence. The assessor may be a work place supervisor or an external person who is trained and qualified, or working towards a qualification relevant to the assessor role.

The assessment centre will be responsible for maintaining up-to-date information on assessors, internal verifiers and expert witnesses. The SSC has identified that, in keeping with the ethos and breadth of units within the qualifications, there may be the following people involved in the assessment and verification process:

- assessors; co-ordinating assessors; expert witnesses; internal verifiers; external verifiers

Details of the relationship between the candidate and the above must be declared and noted by the assessor.

Assessors base their judgement on performance and decide how it compares to the national standard. The assessor will also ask questions based on the knowledge required to do the work, to ascertain the knowledge and understanding of the learner.

An Internal Verifier (IV) is responsible for the quality assurance of the qualifications within the training organisation and will provide advice, guidance and support to the assessors. IVs also ensure that the assessors apply the standards consistently and fairly. The IV will see review the portfolio of evidence during the assessment process.

An External Verifier (EV), who is appointed by BIIAB, will verify the assessment and internal verification decisions involved in the development of the portfolio. The EV 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.

## Certificate in Optical Practice Support at SCQF Level 5 Handbook

### Assessment Strategy

Each unit has knowledge and understanding relevant to the specified area of practice. Assessment of knowledge and understanding should, wherever possible, be carried out during performance to ensure integration of theory and practice. Evidence of knowledge and understanding should be clearly identified within the audit trail.

Assessors need to ensure that the candidate can apply knowledge and understanding within the context of the units. Assessors may use holistic assessment to establish the knowledge and understanding required to support competent practice. This will support establishing knowledge and understanding within and across units.

### Requirements of Assessors, Expert Witnesses, Internal and External Verifiers

Candidates may be assessed, moderated or verified at work either by one or several appointed individuals.

**Assessors** - The primary responsibility of an assessor is to assess candidates' performance in a range of tasks and to ensure the evidence submitted by the candidate meets the requirements of the assessment criteria. It is important that an assessor can recognise occupational competence as specified by the national standard. Assessors therefore need to have a thorough understanding of assessment and quality assurance practices, as well as have in-depth technical understanding related to the qualifications for which they are assessing candidates. To be able to assess candidates, assessors **must**:

- be occupationally competent. This means that each assessor must, according to current sector practice, be competent in the functions covered by the units they are assessing. They will have gained their occupational competence working within the sector. They are not required to occupy a position in the organisation more senior than that of the candidate they are assessing. However, centres must be alert to the risks that all such arrangements could present and ensure that sufficient quality controls are in place through the internal quality assurance process to minimise the possibility of collusion between candidates and assessors.
- provide current records of their skills and supporting knowledge and understanding in the context of a recent role directly related to the qualification units they are assessing..
- take responsibility for maintaining and improving their knowledge and skills. This should be credible and maintained through clearly demonstrable continuing professional development appropriate to the area of assessed practice. It is expected that learning and development activity will contribute to professional development, inform practice and assist assessors to meet their roles and responsibilities in an informed, competent and confident manner
- have knowledge and experience of the regulation, legislation and/or codes of practice applicable to their role and the setting within which they work
- take the lead role in the assessment of observed candidate performance in relation to the units of the qualification.
- must hold, or be working towards, an appropriate assessor qualification as identified by SQA Accreditation, the qualification regulator or alternative as acceptable. Achievement of assessor qualification needs to be within appropriate timescales. Assessors, who are working towards an appropriate assessor qualification and have the necessary occupational competence and experience, as identified above, should be supported by an appropriately qualified assessor. Appropriately qualified assessors must review and countersign decisions

## Certificate in Optical Practice Support at SCQF Level 5 Handbook

and activities. Assessors holding older assessor qualifications must be able to demonstrate that they are assessing to the current standards.

- Where a new qualification is being introduced and there are not sufficient occupationally competent assessors to meet the counter signatory requirements as above, centres may use assessors to counter sign who are not occupationally competent for up to 18 months from introduction of the qualification.
- Any such arrangements should be agreed with the Awarding Body and be monitored through the external verification process.

**Expert Witnesses** - The nature of work to be assessed may include situations of a sensitive nature which require confidentiality. There may also be occasions when there are no occupationally competent assessors for occupationally specific units. In such circumstances expert witnesses may be used as a source of performance evidence in the workplace.

Expert witnesses can be drawn from occupationally competent individuals who can attest to the candidate's performance in the workplace. This may include line managers or other experienced colleagues from inside an organisation or from other agencies.

Expert witnesses may prove particularly important for those candidates who are indirectly supervised during part of their work role, but who have contact with a range of different professionals in the course of their work activities.

Evidence from expert witnesses must meet the requirements of validity, reliability and authenticity. Expert witnesses must be inducted by the centre so they are familiar with those units for which they are to provide expert witness evidence. Expert witnesses must:

- be occupationally competent in the area being assessed. This means that each expert witness must, according to current sector practice, be competent in the functions covered by the units to which they are contributing.
- maintain their occupational competence by actively engaging in continuous professional development activities in order to keep up to date with developments relating to the changes taking place in the sector.
- provide current records of their skills and the current supporting knowledge and understanding in the context of a recent role directly related to the qualification unit that they are witnessing.
- be familiar with the qualification unit; and must be able to interpret current working practices and technologies within the area of work.

A qualified assessor must assess the evidence provided by an expert witness including its contribution to overall evidence of competence.

## Certificate in Optical Practice Support at SCQF Level 5 Handbook

**Internal Verifier (IV)** - A primary responsibility of IVs is to assure the quality and consistency of assessments by the assessors for whom they are responsible. IVs therefore need to have a thorough understanding of quality assurance and assessment practices, as well as sufficient technical understanding related to the qualifications that they are internally verifying. It will be the responsibility of the approved centre to select and appoint IVs.

**IVs must:**

- be occupationally knowledgeable. This means that each assessor must, according to current sector practice, be knowledgeable of the functions covered by the units they are verifying. They will have gained their occupational knowledge through working within the sector.
- provide current records of their skills and supporting knowledge and understanding in the context of a recent role directly related to the qualification units they are verifying.
- take responsibility for maintaining and improving their knowledge and skills. This should be credible and maintained through clearly demonstrable continuing professional development appropriate to the area of practice.
- have knowledge and experience of the regulation, legislation and/or codes of practice applicable to their role and the setting within which they work
- must hold, or be working towards, an IV qualification as identified by SQA Accreditation, the qualification regulator. Achievement of IV qualification needs to be within appropriate timescales. Internal verifiers, who are working towards an appropriate IV award and have the necessary occupational knowledge and experience, as identified above, should be supported by an appropriately qualified internal verifier. Appropriately qualified internal verifiers must review and countersign decisions and activities. Internal Verifiers holding older qualifications must be able to demonstrate that they are verifying to the current standards.

**External Verifier (EV)** - The primary responsibility of the EV is to assure quality of internal verification and assessments across the centres for which they are responsible. EVs **must** have a thorough understanding of quality assurance and assessment practices, as well as in-depth technical knowledge related to the qualifications that they are externally verifying.

**EVs must:**

- be occupationally knowledgeable. They will have gained their occupational knowledge working within the sector.
- have a thorough understanding of the qualifications they will be quality assuring
- hold, or be working towards, the appropriate EV qualification as identified by SQA Accreditation, the qualification regulator. External verifiers holding older qualifications must be able to demonstrate that they are verifying to current standards

External verifiers who are not yet qualified but have the necessary occupational knowledge and experience, can be supported by a qualified external verifier who does not necessarily have the occupational expertise or experience.

## Certificate in Optical Practice Support at SCQF Level 5 Handbook

### Evidence from Workplace Performance

Evidence must be from the candidate's performance at work and although it is expected that a range of different assessment methods will be used, there **must** be:

- direct observation of practice by a qualified assessor

Other sources include but are not limited to:

- reflective accounts
- observation by an expert witness
- professional discussion with a qualified assessor
- direct questioning and assignments
- assessment of products generated during the candidates' normal work practices

It is recognised that alternative forms of recording assessment evidence will evolve using information and communications technologies including e-portfolios. Regardless of the form of recording used, the guiding principle must be that information about practice must comply with legal requirements and best sector practice in relation to confidentiality (including GDPR). This information must also be traceable for internal and external verification purposes. Additionally, assessors must ensure they are satisfied the evidence presented is **valid, reliable, authentic, current and sufficient** and meets the requirements set out in this strategy.

### Simulation

Simulation should only be undertaken in a minority of situations when the candidate is unable to complete the unit because of the lack of opportunity within their normal day-to-day practice. Simulation may also be considered if there is a potential risk to the candidate or others. Evidence of competence in such situations is viewed as essential to ensure best practice and confidence in the candidate's ability to act appropriately.

Where simulation is used it **must** replicate usual activities in realistic workplace settings. Simulation can never be the sole source of evidence for a unit.

The use of simulation to support evidence should be agreed in advance by the assessor and candidate at the assessment planning stage. Those involved in the assessment process must be satisfied that the use of simulation does not compromise the rigour and integrity of assessment.

Evidence gathered using simulation must result from activities that have taken place in a realistic working environment. A realistic working environment should include the following features:

- It should reflect the workplace conditions and environment and include facilities, equipment and materials used in the workplace for the activities being assessed.
- It should reflect the relationships, constraints and pressures met in the workplace

Information available to the candidate on the nature of the activity must be consistent with the policies and practices typical of the workplace setting.

## Certificate in Optical Practice Support at SCQF Level 5 Handbook

### Appeals

If learners are dissatisfied with an assessment outcome, they have the right to appeal. The main reasons for an appeal are likely to be:

- Learners do **not** understand why they are **not** yet regarded as competent, because of unsatisfactory feedback from the assessor
- Learners believe they are competent and that the assessor has misjudged them, or has failed to utilise some vital evidence.

BIIAB expects most appeals from candidates to be resolved within the centre. BIIAB will only consider a candidate's appeal after the centre's internal appeals procedure has been fully exhausted.

For full details of the BIIAB's appeals procedure please refer to [www.biiab.org](http://www.biiab.org).

## **9. Initial Assessment and Induction**

Prior to the start of any programme it is recommended that centres should make an initial assessment of each learner. This is to ensure that the learners are entered for an appropriate type and level of qualification.

The initial assessment should identify the specific training needs that the learner has, and the support and guidance that they may require when working towards their qualification.

The centre must also identify any units the learner has already completed, or credits they have accumulated, relevant to the qualification.

BIIAB suggests that centres provide an induction programme to ensure the learner fully understands the requirements of the qualification they will work towards, their responsibilities as a learner, and the responsibilities of the centre.

## Certificate in Optical Practice Support at SCQF Level 5 Handbook

### 10. Design and Delivery

Centres **must** refer to the units that form the qualification and the standard that **must** be achieved in order to be awarded each unit. This is covered within the knowledge and understanding criteria and performance criteria that form part of the delivery.

This can include activities such as training/class room based sessions, tutorials, supervised study or supervised 'on-the-job' learning and face-to-face or other pre-arranged 1:1 teaching sessions (e.g. simultaneous electronic communication such as webcam contact or internet messaging). It could also include time spent undertaking assessments.

BIIAB will not prescribe how the qualification is delivered, but centres **must** ensure the delivery chosen meets their learners' needs.

### 11. Resources

BIIAB provides the following additional resources for this qualification:

- Evidence matrices for the competence units
- A Learner Summative Reflection
- Access to the units.

All of these resources are available for download via <https://www.biiab.org/>

**Assessments are available through CentreZone which is a password-protected area of the BIIAB website which centres approved for the qualification can access.**

#### Access to the Units

Units form the qualification and the standard that **must** be achieved in order to be awarded each unit. This is covered within the knowledge and performance criteria and the indicative content that form part of the delivery. BIIAB includes the mandatory units within this handbook.

#### Learner Summative Reflection

In order to claim the unit(s) for the qualification, the learner will need to complete a learner summative reflection, to reflect on their qualification, what they have learnt and how they have been able to apply this within their work role.

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

- Record of observation of performance in the workplace



## Certificate in Optical Practice Support at SCQF Level 5 Handbook

- Professional discussion
- Reflective account
- Product evidence (eg implementation plans, correspondence, work records)
- Testimony from senior colleagues/clients
- Personal report of actions and circumstances
- Recognition of Prior Achievement (RPA)
- Records of questioning
- Other.

## **12. Format of Units**

All units within this qualification will be presented in a standard format that is consistent. The format will give tutors and learners guidance as to the requirements of the unit for successful completion. Each unit within this specification will be in the format below:

### **Unit Title**

This will provide a brief overview of the unit's content.

### **Unit Number**

The Unit Number is the unique code that the unit is given by SQA Accreditation. This unit will be referenced on the final qualification certificate. BIIAB also assign their own unique unit numbers which will in most instances be the same number when the unit is used in multiple BIIAB qualifications.

### **SCQF Level**

This identifies the level of demand for the unit, but may be a different level to that of the overall qualification.

### **Credit**

When a whole unit is completed the learner will achieve credits specified by the number of hours learning time it will take an average learner to complete the unit including the assessment.

### **Knowledge and Performance Criteria**

The knowledge and performance criteria outline the requirements that a learner is expected to meet in order to demonstrate that the unit has been achieved.

## Certificate in Optical Practice Support at SCQF Level 5 Handbook

### 13. Initial Registration

#### Registration and certification

Learners should be registered and certificated via BIIAB's On-line Registration and Certification Service (ORCS) [www.orcs.biiab.org](http://www.orcs.biiab.org). Please refer to BIIAB's Centre Guidance for using ORCS.

#### Equal Opportunities and Diversity Policy

BIIAB has in place an equal opportunities policy, a copy can be found at <http://centrezone.bii.org/thehub/apprenticeships/qadocuments>.

BIIAB is committed to ensure that:

- Approved centres operate an equal opportunities policy
- Approved centres communicate the policy to staff and learners
- Approved centres have an effective complaints and appeals procedure of which both staff and learners are made aware
- Approved centres are aware of their responsibilities in providing equality of opportunity, particularly with regard to provision for learners with particular assessment requirements.

#### Reasonable Adjustment Policy

Learners who require reasonable adjustments for their assessments must inform their assessor at the beginning of their course of their requirements. BIIAB has a reasonable adjustment policy in place, a copy of which is provided to all BIIAB approved centres and can be found at <http://centrezone.bii.org/thehub/apprenticeships/qadocuments>.

## **14. Mandatory Units**

The following units are mandatory for this qualification.

## Certificate in Optical Practice Support at SCQF Level 5 Handbook

<b>Unit Title</b>	Establish and maintain working relationships in an optical practice
<b>BIIAB Reference</b>	COPS1
<b>SCQF Level</b>	5
<b>Credit</b>	5
<b>Unit Reference No.</b>	UM89 04
<b>Overview</b>	
<p>This Unit covers how to establish and maintain working relationships in an optical practice through effective communications and service provision between individuals and the practice in which you work. This includes individuals who visit the practice and those who call by telephone or use online methods. Individuals include patients, patient representatives (e.g. family members) and ‘walk in’ customers. You will identify their needs and priorities, respond to questions and provide relevant information in a way which encourages good relationships. Users of this Unit will need to ensure that practice reflects up to date information and policies and all relevant regulatory (e.g. GOS) and legislative requirements.</p> <p>To achieve this Unit you will be required to:</p> <ul style="list-style-type: none"> <li>• Communicate with individuals</li> <li>• Provide services to meet individuals’ needs</li> </ul> <p>You will, at all times, work:</p> <ul style="list-style-type: none"> <li>• Safely and hygienically</li> <li>• In accordance with practice policies and procedures (including GDPR)</li> <li>• Within the scope of your responsibilities</li> <li>• With an understanding of the responsibilities of others working within the practice</li> </ul>	
<b>Performance Criteria – You must be able to:</b>	
<b>Communicate with individuals</b>	<ol style="list-style-type: none"> <li>a. follow the correct procedures for greeting and addressing individuals</li> <li>b. present a positive image of yourself and the people you work with to individuals</li> <li>c. communicate with individuals clearly, politely and confidently</li> <li>d. communicate with the individual to establish the purpose of the visit, their needs and priorities</li> <li>e. identify when there are specific problems communicating with individuals and follow practice guidelines to seek to resolve difficulties</li> <li>f. refer any problems you cannot deal with yourself to the relevant person</li> </ol>

**Certificate in Optical Practice Support at  
SCQF Level 5 Handbook**

<b>Provide services to meet individuals' needs</b>	<ul style="list-style-type: none"> <li>g. obtain relevant information about the individual's needs and the services they require</li> <li>h. identify and agree if there are other services that would be more appropriate to their needs</li> <li>i. provide the individual with accurate and current information</li> <li>j. provide the agreed services within the agreed timescales</li> <li>k. check with the individual to make sure they are satisfied with the services you have provided</li> <li>l. record information according to record type and store using accepted formats, systems and procedures</li> </ul>
<b>Knowledge and understanding – You need to know and understand:</b>	
<b>Communicate with individuals</b>	<ol style="list-style-type: none"> <li>1. why effective service is important</li> <li>2. the range of individuals to whom your practice provides services</li> <li>3. what your practice's procedures are for dealing with individuals</li> <li>4. how to identify the specific communication requirements of the individual and adapt your communication style accordingly</li> <li>5. why it is important to take account of individual's specific communication requirements</li> <li>6. what is a 'positive image' of yourself and the people you work with, and how to present this both face-to-face and on the phone</li> <li>7. why you should deal with individuals politely and promptly, and your practice's standards for this</li> <li>8. questioning techniques</li> <li>9. listening techniques</li> <li>10. the importance of body language when communicating with individuals face to-face</li> <li>11. why it is important for both yourself and the individual to understand what is being said</li> <li>12. the types of problems that may occur when you are communicating with individuals</li> <li>13. how to identify communication problems and deal with them effectively</li> </ol>

## Certificate in Optical Practice Support at SCQF Level 5 Handbook

<b>Provide services to meet individuals' requirements</b>	<ol style="list-style-type: none"><li>14. the types of services that your practice provides to individuals, and your role in supporting this</li><li>15. the importance of identifying individuals' needs and other services you could provide to meet these</li><li>16. why it is important to agree and keep a note of the individual's requirements</li><li>17. how to make sure information is accurate and current</li><li>18. the importance of providing the service within agreed timescales</li><li>19. why it is important to check that the individual is satisfied with the service, and what to do if they are not</li><li>20. how to record information according to record type and store using accepted formats, systems and procedures</li></ol>
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**Certificate in Optical Practice Support at  
SCQF Level 5 Handbook**

<b>Unit Title</b>	Provide optical information and advice
<b>BIIAB Reference</b>	COPS2
<b>SCQF Level</b>	6
<b>Credit</b>	6
<b>Unit Reference No.</b>	UM90 04
<b>Overview</b>	
<p>This Unit describes the competence you need to provide information and advice concerning optical matters. You need to be able to distinguish between routine enquiries and those that require specialist or emergency help and what you should do about it. This includes dealing with individual concerns, complaints and dissatisfactions and with return of products. Individuals include patients, patient representatives (e.g. family members) and ‘walk in’ customers. This Unit therefore requires you to have sufficient technical optical knowledge and understanding to resolve issues and refer those beyond your level of authority to the correct optical practitioner. Users of this Unit will need to ensure that practice reflects up to date information and policies and all relevant regulatory (e.g. GOS) and legislative requirements.</p> <p>To achieve this Unit you will be required to:</p> <ul style="list-style-type: none"> <li>• Provide optical information and/or advice</li> <li>• Respond to individuals’ concerns, complaints and dissatisfactions</li> <li>• Deal with returned products</li> </ul> <p>You will, at all times, work:</p> <ul style="list-style-type: none"> <li>• Safely and hygienically</li> <li>• In accordance with practice policies and procedures (including GDPR)</li> <li>• Within the scope of your responsibilities</li> <li>• With an understanding of the responsibilities of others working within the practice</li> </ul>	
<b>Performance Criteria – You must be able to:</b>	
<b>Provide optical information and advice</b>	<ol style="list-style-type: none"> <li>a. establish the individual's optical needs and the services they require</li> <li>b. provide optical information and/or advice relevant to the individual's needs and services they require</li> <li>c. explain the rationale for the optical information or advice you give</li> <li>d. refer the individual to the relevant/qualified person or organisation when the enquiry is beyond your expertise or level of authority in accordance with your practice's procedures</li> <li>e. communicate effectively with the individual</li> <li>f. confirm the individual's understanding of the optical information or advice you give</li> </ol>



**Certificate in Optical Practice Support at  
SCQF Level 5 Handbook**

<b>Respond to individuals' concerns, complaints and dissatisfactions</b>	<ul style="list-style-type: none"> <li>g. establish the cause and nature of the concern, complaint or dissatisfaction with individual in a courteous manner without compromising the practice</li> <li>h. ensure, where appropriate, that proof of original supply is verified</li> <li>i. confirm the course of action to be taken and agree this with the individual</li> <li>j. maintain a courteous manner at all times</li> <li>k. adhere to relevant practice policies and procedures</li> <li>l. record information according to record type and store using accepted formats, systems and procedures</li> </ul>
<b>Deal with returned products</b>	<ul style="list-style-type: none"> <li>m. establish the reason why the product is returned</li> <li>n. accept and deal with the returned products</li> <li>o. ensure the relevant action is identified, authorised and taken in accordance with practice policy and procedure</li> <li>p. record information according to record type and store using accepted formats, systems and procedures</li> </ul>
<b>Knowledge and understanding – You need to know and understand:</b>	
<b>Provide optical information and advice</b>	<ol style="list-style-type: none"> <li>1. the features and benefits of the optical products or services relevant to the individual's enquiry</li> <li>2. the range and availability of your practice's optical products and services</li> <li>3. the legal and practical implications and the limits of the optical information or advice you are entitled to give</li> <li>4. your own level of authority</li> <li>5. the importance of the difference between what the individual requests and what they need</li> <li>6. how to identify the circumstances requiring specialist optical advice, emergency care or triage and the action you should take</li> <li>7. how to confirm the individual's understanding</li> <li>8. questioning techniques</li> <li>9. listening techniques</li> <li>10. how to negotiate with individuals</li> <li>11. when, why and to whom to refer the individual</li> <li>12. how to identify the specific communication requirements of the individual and adapt your communication style accordingly</li> <li>13. the importance of body language when communicating with individuals face to-face</li> <li>14. the implications of the General Data Protection Regulation (GDPR)</li> </ol>

**Certificate in Optical Practice Support at  
SCQF Level 5 Handbook**

<b>Respond to individual concerns, complaints and dissatisfactions</b>	<ul style="list-style-type: none"> <li>15. types of complaints: service related, product related</li> <li>16. the role of the Optical Consumer Complaints Service</li> <li>17. optical practice policies and procedures for dealing with concerns, complaints and dissatisfaction of optical products and services</li> <li>18. the reason for having a complaints procedure</li> <li>19. responsibilities and authority of people in the practice</li> <li>20. actions to take for different types of concern, complaint and dissatisfaction</li> <li>21. how to record information according to record type and store using accepted formats, systems and procedures</li> </ul>
<b>Deal with returned products</b>	<ul style="list-style-type: none"> <li>22. products in perfect condition and products in unusable or un-saleable condition</li> <li>23. practice policies and procedures for return, refund, exchange and repair of products</li> <li>24. circumstances and legal requirements of refund, exchange or repair</li> <li>25. system for returning goods to stock</li> <li>26. how to recognise suspicious situations</li> </ul>

**Certificate in Optical Practice Support at  
SCQF Level 5 Handbook**

<b>Unit Title</b>	Maintain records in an optical practice
<b>BIIAB Reference</b>	COPS3
<b>SCQF Level</b>	5
<b>Credit</b>	6
<b>Unit Reference No.</b>	UM91 04
<b>Overview</b>	
<p>This Unit covers how you will 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 individuals. Individuals include patients, patient representatives (e.g. family members) and 'walk in' customers. Users of this Unit will need to ensure that practice reflects up to date information and policies and all relevant regulatory (e.g. GOS) and legislative requirements.</p> <p>To achieve this Unit you will be required to:</p> <ul style="list-style-type: none"> <li>• Make appointments which suit the individual and the practice requirements</li> <li>• Operate an individual recall system</li> <li>• Create and maintain records</li> <li>• Monitor and process entitlements</li> </ul> <p>You will, at all times, work:</p> <ul style="list-style-type: none"> <li>• Safely and hygienically</li> <li>• In accordance with practice policies and procedures (including GDPR)</li> <li>• Within the scope of your responsibilities</li> </ul> <p>With an understanding of the responsibilities of others working within the practice</p>	
<b>Performance Criteria – You must be able to:</b>	
<b>Make appointments which suit the individual and the practice requirements</b>	<ol style="list-style-type: none"> <li>identify the need for and the type of appointment</li> <li>establish and confirm the individual's appointment requirements using available records and the appointment recording system</li> <li>offer alternative arrangements, where appropriate, within your scope of responsibility and consult others where necessary</li> <li>record the appointment accurately</li> <li>ensure a suitable length of time is allocated for the appointment</li> <li>provide a record of the appointment to the individual</li> <li>confirm the eligibility of the individual for allowances and provide accurate information on costs and fees</li> <li>refer individual's entitlements to the relevant person or department</li> <li>maintain confidentiality of information</li> <li>maintain a courteous manner with the individual throughout</li> </ol>

**Certificate in Optical Practice Support at  
SCQF Level 5 Handbook**

<b>Operate an individual recall system</b>	<ul style="list-style-type: none"> <li>k. update records with the relevant recall details</li> <li>l. initiate the recall system in accordance with practice and clinical requirements</li> <li>m. notify the individual when an appointment is due</li> <li>n. carry out follow-up procedures for non-respondents</li> </ul>
<b>Create and maintain records</b>	<ul style="list-style-type: none"> <li>o. record information according to record type and store using accepted formats, systems and procedures</li> <li>p. retrieve information and records promptly when required</li> </ul>
<b>Monitor and process entitlements</b>	<ul style="list-style-type: none"> <li>q. check information sources relating to NHS and other entitlements</li> <li>r. pass relevant information to the individual accurately and clearly</li> <li>s. where necessary, identify and offer alternative options to the individual</li> <li>t. consult with the relevant person where the situation is outside your own area of authority</li> <li>u. confirm the individual's satisfaction with the arrangements</li> </ul>
<b>Knowledge and understanding – You need to know and understand:</b>	
<b>Make appointments which suit the individual and the practice</b>	<ul style="list-style-type: none"> <li>1. the scope of your responsibilities and the responsibilities of others working within the practice</li> <li>2. types of appointment and individual needs</li> <li>3. scheduling and prioritisation policies and balancing the practice and individual requirements</li> <li>4. how to record information according to record type and store using accepted formats, systems and procedures</li> <li>5. staff availability</li> <li>6. NHS entitlements, private appointments, fee structures</li> <li>7. time required for different types of appointments</li> <li>8. what constitutes an ocular emergency</li> </ul>
<b>Operate an individual recall system</b>	<ul style="list-style-type: none"> <li>9. types of recall</li> <li>10. practice requirements for the different types of recall system</li> <li>11. recall periods and the importance and reasons for recall systems</li> <li>12. chasing procedure</li> </ul>
<b>Create and maintain records</b>	<ul style="list-style-type: none"> <li>13. how to record information according to record type and store using accepted formats, systems and procedures</li> <li>14. information required for each type of record kept</li> <li>15. relevant information sources</li> <li>16. clinical and business requirements: policies, procedures, instructions</li> <li>17. the relevant statutory requirements for record keeping of individual details and confidentiality</li> </ul>

**Certificate in Optical Practice Support at  
SCQF Level 5 Handbook**

<b>Monitor and process entitlements</b>	18. NHS and other entitlements and vouchers 19. the forms and paperwork relating to NHS entitlements and vouchers 20. promotional and supplier offers
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**Certificate in Optical Practice Support at  
SCQF Level 5 Handbook**

<b>Unit Title</b>	Sell optical products
<b>BIIAB Reference</b>	COPS4
<b>SCQF Level</b>	6
<b>Credit</b>	9
<b>Unit Reference No.</b>	UM92 04
<b>Overview</b>	
<p>This Unit describes the competence required to identify the individual's optical requirements, present a range of suitable options and conclude the sale of the selected optical product. Individuals include patients, patient representatives (e.g. family members) and 'walk in' customers. You will ensure that that the financial aspects of the transaction are understood, agreed and completed. Users of this Unit will need to ensure that practice reflects up to date information and policies and all relevant regulatory (e.g. GOS) and legislative requirements.</p> <p>To achieve this Unit you will be required to:</p> <ul style="list-style-type: none"> <li>• Determine current and previous prescriptions</li> <li>• Demonstrate optical products</li> <li>• Complete the sale of optical products</li> </ul> <p>You will, at all times, work:</p> <ul style="list-style-type: none"> <li>• Safely and hygienically</li> <li>• In accordance with practice policies and procedures (including GDPR)</li> <li>• Within the scope of your responsibilities</li> <li>• With an understanding of the responsibilities of others working within the practice</li> </ul>	
<b>Performance Criteria – You must be able to:</b>	
<b>Determine current and previous prescriptions</b>	<ol style="list-style-type: none"> <li>a. ensure the individual's latest prescription details are current, accurate and complete</li> <li>b. ensure the details of the design, type, materials and manufacturer of existing spectacles are accurate and complete</li> <li>c. establish and confirm the condition of existing spectacles with the individual</li> <li>d. establish prescription using relevant measurements from current spectacles</li> <li>e. establish prescription using relevant measurements for new spectacles</li> </ol>

**Certificate in Optical Practice Support at  
SCQF Level 5 Handbook**

<b>Demonstrate optical products</b>	<ul style="list-style-type: none"> <li>f. identify individuals' priorities and level of satisfaction with previous purchases</li> <li>g. establish and confirm individual's optical requirements</li> <li>h. present optical products that meet the individual's requirements</li> <li>i. promote current in-practice offers</li> <li>j. communicate clearly and concisely the features and benefits of the optical products and any other relevant factors to the individual</li> <li>k. demonstrate the optical product clearly, honestly and effectively</li> <li>l. overcome objections by reinforcing benefits and/or offering alternatives</li> <li>m. refer the individual to a relevant person if a product is outside your area of responsibility</li> <li>n. promptly return all optical products to where they came from</li> </ul>
<b>Complete the sale of optical products</b>	<ul style="list-style-type: none"> <li>o. confirm individual choice of optical product</li> <li>p. confirm the availability of the selected optical products with the individual</li> <li>q. confirm NHS and other entitlements with the individual</li> <li>r. identify relevant sources of pricing information</li> <li>s. provide and explain the pricing options, payment process and delivery details to the individual</li> <li>t. confirm the order with the individual and agree the financial arrangements</li> <li>u. process or order the prescription with the approved manufacturer or supplier</li> <li>v. complete the sale of the optical products</li> <li>w. record information according to record type and store using accepted formats, systems and procedures</li> </ul>
<b>Knowledge and understanding – You need to know and understand:</b>	
<b>Determine current and previous prescriptions</b>	<ul style="list-style-type: none"> <li>1. how prescriptions are written</li> <li>2. types of prescriptions</li> <li>3. the range of spectacle types</li> <li>4. the range of lens and frame materials</li> <li>5. information required from prescription and how to obtain it</li> <li>6. determining signs of age, wear and damage to spectacles</li> <li>7. use of the focimeter</li> <li>8. transposition of prescriptions</li> <li>9. how to establish prescriptions using relevant measurements</li> </ul>

**Certificate in Optical Practice Support at  
SCQF Level 5 Handbook**

<b>Demonstrate optical products</b>	<ul style="list-style-type: none"> <li>10. the general principles of single vision and bifocal spectacles, coatings, accessories and spectacle lens care products</li> <li>11. the range of current in-practice offers</li> <li>12. stock record systems and availability of stock</li> <li>13. how to establish individual priorities and requirements</li> <li>14. simple selling skills</li> <li>15. product demonstration techniques</li> <li>16. good housekeeping routines</li> </ul>
<b>Complete the sale of optical products</b>	<ul style="list-style-type: none"> <li>17. the legislation covering the sale and supply of optical products</li> <li>18. the range of entitlements and how to determine which apply to the individual</li> <li>19. valid/acceptable forms of prescriptions and vouchers and eligibility forms for complete and partial exemption from charges</li> <li>20. sources of price information</li> <li>21. prices: standard products, specialised products</li> <li>22. method of determining prices of specialised products</li> <li>23. how to complete and process the sale</li> <li>24. different payment methods</li> <li>25. how to issue a receipt/invoice and/or confirmation of any balance outstanding</li> <li>26. the importance of keeping the individual informed of progress of the order</li> <li>27. how to record information according to record type and store using accepted formats, systems and procedures</li> </ul>



## Certificate in Optical Practice Support at SCQF Level 5 Handbook

<b>Unit Title</b>	Provide optical services
<b>BIIAB Reference</b>	COPS5
<b>SCQF Level</b>	5
<b>Credit</b>	5
<b>Unit Reference No.</b>	UM93 04
<b>Overview</b>	
<p>This Unit covers receiving spectacles from the supplier and confirming that they match the specification in the order. It also covers the repair and adjustment of spectacles, identifying the problem with the individual, calculating the cost of the repair or adjustment and arranging for or making the repair. Individuals include patients, patient representatives (e.g. family members) and ‘walk in’ customers. The Unit also covers spectacle collection and payment. Users of this Unit will need to ensure that practice reflects up to date information and policies and all relevant regulatory (e.g. GOS) and legislative requirements.</p> <p>To achieve this Unit you will be required to:</p> <ul style="list-style-type: none"> <li>• Confirm the spectacles conform to the order specification</li> <li>• Adjust and repair spectacles</li> <li>• Supply the spectacles to the individual</li> </ul> <p>You will, at all times, work:</p> <ul style="list-style-type: none"> <li>• Safely and hygienically</li> <li>• In accordance with practice policies and procedures (including GDPR)</li> <li>• Within the scope of your responsibilities</li> </ul> <p>With an understanding of the responsibilities of others working within the practice</p>	
<b>Performance Criteria – You must be able to:</b>	
<b>Confirm the spectacles conform to the order specification</b>	<ol style="list-style-type: none"> <li>a. confirm the spectacles features and characteristics against the order specification</li> <li>b. record details of the order and where relevant any discrepancies or defects</li> <li>c. reject the spectacles where appropriate or refer for advice to an appropriate person</li> <li>d. ensure that spectacles are cleaned, prepared and stored ready for collection</li> </ol>

**Certificate in Optical Practice Support at  
SCQF Level 5 Handbook**

<b>Adjust and repair spectacles</b>	<ul style="list-style-type: none"> <li>e. examine spectacles and confirm them as acceptable for repair or adjustment</li> <li>f. identify spectacles unsuitable for repair or adjustment and return to the individual with an explanation</li> <li>g. advise on requirements and conditions of any guarantee</li> <li>h. estimate cost, provide details of collection arrangements and confirm this with the individual</li> <li>i. select equipment and tools appropriate for the work being carried out in accordance with manufacturer's and practice instructions</li> <li>j. carry out adjustment or repair in accordance with own responsibilities and practice procedures</li> <li>k. follow practice procedures for those adjustments and repairs which fall outside own responsibility</li> <li>l. work in accordance with practice hygiene requirements</li> <li>m. confirm that the actions taken have resolved the initial problem</li> <li>n. ensure that spectacles are cleaned, prepared and stored ready for collection</li> <li>o. record information according to record type and store using accepted formats, systems and procedures</li> </ul>
<b>Supply the spectacles to the individual</b>	<ul style="list-style-type: none"> <li>p. confirm with the individual that the spectacles are available for collection</li> <li>q. explain the fitting procedure to the individual</li> <li>r. prepare spectacles and fit to the individual</li> <li>s. confirm the vision and comfort of the spectacles with the individual</li> <li>t. ensure any problems with the spectacles supplied are identified, rectified within the limits of your responsibility or referred to the relevant person for action</li> <li>u. complete the financial transaction using the appropriate method of payment</li> <li>v. advise individual on the care of spectacles, accessories and after-sales service</li> <li>w. record information accurately and completely according to record type and store using accepted formats, systems and procedures</li> </ul>
<b>Knowledge and understanding – You need to know and understand:</b>	
<b>Confirm the spectacles conform to the order specification</b>	<ul style="list-style-type: none"> <li>1. methods of verifying spectacles against order</li> <li>2. the range of features and characteristics including the prescription and lens setting in the frame</li> <li>3. how to deal with discrepancies and defects</li> <li>4. cleaning and care techniques for optical products</li> </ul>

**Certificate in Optical Practice Support at  
SCQF Level 5 Handbook**

<p><b>Adjust and repair spectacles</b></p>	<ol style="list-style-type: none"> <li>5. types and scope of adjustments and repairs which can be carried out effectively</li> <li>6. handling characteristics of the materials and the need for careful handling so as not to create damage</li> <li>7. the effects of adjustments and repairs on optical performance</li> <li>8. tools and equipment, function and use</li> <li>9. time taken for each adjustment and repair</li> <li>10. practice and manufacturer's instructions for adjustments and repairs</li> <li>11. procedure in the event of inability to adjust/repair or if damage occurs during adjustment or repair</li> <li>12. safe working practices and the importance of hygiene</li> <li>13. how to record information according to record type and store using accepted formats, systems and procedures</li> </ol>
<p><b>Supply the spectacles to the individual</b></p>	<ol style="list-style-type: none"> <li>14. types of spectacles</li> <li>15. evidence that the vision and comfort of the individual are satisfactory</li> <li>16. how to handle different spectacles</li> <li>17. identification of materials used and adjustment methods</li> <li>18. how the individual may need to adapt to new spectacles</li> <li>19. how to communicate effectively with the individual</li> <li>20. methods of payment</li> </ol>

**Certificate in Optical Practice Support at  
SCQF Level 5 Handbook**

<b>Unit Title</b>	Contribute to health and safety in an optical practice
<b>BIIAB Reference</b>	COPS6
<b>SCQF Level</b>	5
<b>Credit</b>	3
<b>Unit Reference No.</b>	UM94 04
<b>Overview</b>	
<p>This Unit covers health and safety in the practice. It includes responding to hazards, accidents and emergencies and reporting accidents and taking actions to prevent further accidents. It also includes disposing of waste materials cleanly and safely. Users of this Unit will need to ensure that practice reflects up to date information and policies and all relevant regulatory (e.g. GOS) and legislative requirements.</p> <p>To achieve this Unit you will be required to:</p> <ul style="list-style-type: none"> <li>• Comply with Health and Safety requirements of the practice</li> <li>• Dispose of waste</li> </ul> <p>You will, at all times, work:</p> <ul style="list-style-type: none"> <li>• Safely and hygienically</li> <li>• In accordance with practice policies and procedures (including GDPR)</li> <li>• Within the scope of your responsibilities</li> <li>• With an understanding of the responsibilities of others working within the practice</li> </ul>	
<b>Performance Criteria – You must be able to:</b>	
<b>Comply with Health and Safety requirements of the practice</b>	<ol style="list-style-type: none"> <li>identify the health and safety requirements relevant to your role and optical practice</li> <li>follow optical practice health and safety requirements when carrying out own work duties</li> <li>ensure that hygiene of self, equipment and environment are in accordance with practice policies and procedures</li> <li>proactively identify risks and hazards</li> <li>respond to hazards, accidents and emergencies in accordance with the optical practice procedures</li> <li>report immediately to the designated person any health and safety risks and hazards beyond the limits of own authority</li> <li>take the necessary action to prevent further accidents</li> <li>record Health and Safety information according to record type and store using accepted formats, systems and procedures</li> </ol>
<b>Dispose of waste</b>	<ol style="list-style-type: none"> <li>handle waste correctly according to its characteristics</li> <li>use any necessary protective clothing and equipment in line with the organisation's and/or manufacturer's instructions</li> <li>remove waste promptly as it occurs and store in the correct location</li> <li>clean all equipment and return to correct location</li> <li>adhere to safety procedures at all times</li> </ol>

**Certificate in Optical Practice Support at  
SCQF Level 5 Handbook**

<b>Knowledge and understanding – You need to know and understand:</b>	
<b>Comply with Health and Safety requirements of the practice</b>	<ol style="list-style-type: none"> <li>1. the optical practice health and safety requirements and procedures</li> <li>2. how to ensure that hygiene of self, equipment and environment are in accordance with practice policies and procedures</li> <li>3. how to identify risks and hazards</li> <li>4. how to respond to the different types of emergency and accidents</li> <li>5. the location, purpose and limitations of relevant equipment</li> <li>6. how to access and use relevant equipment</li> <li>7. evacuation procedures</li> <li>8. the position of fire exits and assembly points</li> <li>9. how to record information according to record type and store using accepted formats, systems and procedures</li> <li>10. the importance of keeping fire exits clear</li> </ol>
<b>Dispose of waste</b>	<ol style="list-style-type: none"> <li>11. how to deal with waste material</li> <li>12. location and use of protective clothing</li> <li>13. appropriate disposal of waste to minimise pests and prevent fires</li> </ol>

## **Certificate in Optical Practice Support at SCQF Level 5 Handbook**

### Notices

This book does not purport to contain an authoritative or definitive statement of the law or practice on any subject and the publishers supply the information on the strict understanding that no legal or other liability attaches to them in respect of it. References to sources of further guidance or information have been made where appropriate.

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