

Highfield Level 3 End-Point Assessment for Spectacle Maker

Mock Assessment Materials

Professional Discussion

Knowledge - Health & Safety		
Ref	Assessment Criteria	Achieved
HS1	Demonstrate understanding of health and safety principles, employee and employer rights and responsibilities. Can describe the company procedures and documentation related to the above, and how to source further details. Knows the types of organisations that represent the industry and their roles	
	Assessment Criteria - (Distinction)	
HS3	Has a more detailed understanding of health and safety, COSHH, equality and employment responsibilities and can describe their role in the company around these. Understands the company procedures for the above, in addition to statutory rules. Can source details and reference outside bodies, and can demonstrate understanding of the roles and activities of different organisations in the optical industry and other overseeing bodies	

Knowledge - Materials		
Ref	Assessment Criteria	Achieved
MA1	Can provide details of lens materials, types, uses and some basic technical information	
MA2	Can describe a number of common frame materials and list various parts correctly	
	Assessment Criteria - (Distinction)	
MA3	Can detail the challenges and benefits of various lens types and materials, and further detail on how multifocals work	
MA4	Can provide details on the different frame materials used, how they differ in performance, and provide more detail on parts	

Knowledge - Tools		
Ref	Assessment Criteria	Achieved
TO1	Can provide details of what is needed to carry out QC, and detail the functions used when checking prism and power	
	Assessment Criteria - (Distinction)	
TO5	Knows all essential tools and equipment required and can confidently check power and prism with little/no supervision	

Knowledge - Quality		
Ref	Assessment Criteria	Achieved
QU1	Understanding the basic principles of quality checking and can perform QC practically. Understand different production checks and describe how they use standards	
QU2	Can describe the differences between lens types and identify surface defects and explain how they happen. Use tolerances for surface inspection and returns processes as applicable	
QU3	Can access essential reports and records, explain the data and reasons for keeping it	
	Assessment Criteria - (Distinction)	
QU6	Can explain the benefits of good QC process, and process more complex orders through quality checking, using standards accurately and describing how/why. Good knowledge of different product quality checks	
QU7	Has detailed knowledge of lens types and different forms. Can identify various defects and explain how they can happen and be prevented. Can apply tolerances to surface inspection accurately and document findings in the required detail	
QU8	Can access report data, show analysis of the information, the benefits for keeping it and how it fits with other store data recording	

Knowledge - Construction of spectacles		
Ref	Assessment Criteria	Achieved
CS1	Knows the fundamental elements of why/how we apply lens treatments, and select the correct lens options accordingly	
CS2	Can describe a number of common frame materials and list various parts correctly	
CS3	Understand the design and use of multifocals, how they differ and how they are manufactured. Work out the prism in reading area and can describe prism control bifocals	
CS4	Can identify and describe the basic anatomical structures	
CS5	Knows the basic function of eye structures and how to correct refractive errors. Use correct terms for errors and describe lens types to use	
CS6	Can describe various lens types, their properties and optical uses	
CS7	Can describe the basic parts of spectacle makers' history and modern-day context, and can describe the importance of maintaining industry knowledge	
	Assessment Criteria - (Distinction)	
CS8	Has a broad technical understanding of the various treatments, their application process and purpose, and how to select the right lens types/materials	
CS9	Can provide details on the different frame materials used, how they differ in performance, and provide more detail on parts	
CS10	Can identify different multifocal types and describe how they differ in both identity and performance, and with more technical elements included (curvature, addition, inset, etc.) Understand the prismatic effect in reading area and discuss the prism control bifocal in detail	
CS11	Can detail how certain anatomical structures work in conjunction to each other	
CS12	Can illustrate knowledge on refractive errors, how to correct, what the impact is on vision, before and after correction, and the correlation of prescription and refractive error	
CS13	Can describe various lens types, how they are used, the material seen, the variations in technical information on a given lens (Abbe no., index, thickness, etc.), benefits over other products	

CS14	Has more detailed understanding of spectacle makers' history and involvement in wider optical bodies, its current format and how their industry knowledge could influence their care	
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Knowledge - The manufacture, service and repair of spectacles

Ref	Assessment Criteria	Achieved
MS1	Correctly complete the set questions provided; arithmetic calculations, use of BODMAS, etc.	
MS2	Label parts of a circle and discuss where these apply in optical manufacturing. Use of SIN, COS, TAN in calculating right-angled triangle parameters and how these relate to optics	
MS3	Correctly complete the set questions provided; lens power, focal length, radius of surface, etc.	
MS4	Can accurately produce graphical info from data and work back from graphs too. Provide examples of where this is used in their role	
MS5	Can access essential reports and records, explain the data and reasons for keeping it	
MS6	Explains the stock control process, data tracking involved and advantages of good/disadvantages of bad stock control	
MS7	Can perform audits as required and describe the benefits of stock audit	
Assessment Criteria - (Distinction)		
MS11	Describe reasons why/how these calculations would be used in practical optics	
MS12	Provide further detail on how the circle and right-angled triangle definitions fit into optical manufacturing and where they might be used	
MS13	Show full working out, and describe reasons why/how these calculations would be used in practical optics	
MS14	Can interpret graphical data in both directions, analyse its importance/relevance and state when/where graphs and data analysis would be used	
MS15	Can access report data, show analysis of the information, the benefits for keeping it and how it fits with other store data recording	
MS16	Can provide evidence of jobs affected by good and bad stock control and records of the results	
MS17	Knows the benefits and challenges of auditing stock products and can accurately detail the process	

Skills - Health & Safety and working environment		
Ref	Assessment Criteria	Achieved
HW1	Can describe what environmental hazards are present in the lab (and store if applicable), and show the processes for different types of waste disposal	
HW2	Explain their own responsibilities to the Health and Safety at Work etc. act, and what emergency response processes are in place	
Assessment Criteria - (Distinction)		
HW4	Describe specific products and processes in the lab (and store if applicable) that pose a hazard, what the implication of such hazards might be, and how to dispose of specific waste products and what the processes are for disposal of packaging	
HW5	Can explain the Health and Safety at Work etc. act in terms of employer/employee responsibilities, who is involved in incident reporting and the emergency/alarm procedures	

Skills - Technical interpretation and understanding		
Ref	Assessment Criteria	Achieved
TI1	Demonstrate the ability to understand orders, process the data and discuss the technical terms used. Can identify and correct errors found	
TI2	Can describe order document contents, various order types, transpose prescriptions and explain the links between order content and successful lens delivery	
Assessment Criteria - (Distinction)		
TI4	Discuss in detail the reasons for specific terms, how data can affect an order, how errors can cause further issues and elaborate on what they could be. Can accurately deal with error correction and the processes around it	
TI5	Can explain the interaction of various elements of an order document, the different ordering processes available, and how to transpose. Understands and can explain the variations that can result from incorrect information on orders	

Skills - Manufacturing and repair processes

Ref	Assessment Criteria	Achieved
MR1	Demonstrates ability and knowledge in how to start the glazing process with fundamental edger settings	
MR2	Knows how and when to perform calibration processes and deal with edger errors/faults	
MR3	Can perform basic transposition, lens power measurements, and visually identify lens products	
MR4	Can perform/source basic frame and lens measurements and decide on suitable/unsuitable lenses accordingly	
MR5	Can demonstrate general stock product management process, and discuss the benefits	
MR6	Demonstrate knowledge of prescription lens glazing/manufacturing process, and the admin involved, including stock control	
Assessment Criteria - (Distinction)		
MR10	Can understand and demonstrate why edgers are set up for different products and materials and can describe/demonstrate the outcomes of the settings used	
MR11	Can explain the reasons for calibration, what the positive and negative effects can be, and the reasons behind errors and faults observed on edgers and cut lenses	
MR12	Understands the reasons for transposition, what powers/meridians mean and how lenses of different types of power differ from each other in appearance	
MR13	Can demonstrate the interaction of prescription and frame measurements and the effect this can have on the finished item	
MR14	Can advise colleagues on stock process, and manage stock process independently	
MR15	Can accurately describe how to manufacture different prescription lenses and glaze different frame types, what reports or administration is involved and what forms of stock control might be required	

Skills - Quality		
Ref	Assessment Criteria	Achieved
QT1	Understanding the basic principles of quality checking and can perform QC practically. Understand different production checks and describe how they use standards	
QT2	Knows where to access productivity data; can describe why and how we use it and the benefits of using data	
QT3	Can explain the MDD labelling requirements	
	Assessment Criteria - (Distinction)	
QT9	Can explain the benefits of good QC process, and is able to process more complex orders through quality checking, using standards accurately and describing how/why. Good knowledge of different product quality checks and when/where they apply to the manufacturing process	
QT10	Can access, describe and correlate various types of productivity data, and explain the benefits and challenges around this	
QT11	Is able to translate incorrect labelling into possible consequences for the customer	

Behaviours - Quality focused		
Ref	Assessment Criteria	Achieved
QF1	Demonstrate the ability to manage own workload, identify individual stages in manufacturing and change work role as required by day-to-day operational needs	
	Assessment Criteria - (Distinction)	
QF2	Can manage own workload without supervision and assist in varied tasks/multitasking as required. Describe the 'job journey' through the lab process. Ensure that quality and environmental standards are maintained	

Behaviours - Self-development		
Ref	Assessment Criteria	Achieved
SD1	Understands the importance of continuing development, can highlight individual elements and how the business is supporting them. Can provide evidence of colleague interaction and adaptation of work-based skills to adjust to their role	
SD2	Shows the right approach to the role and the continual need to develop technical skills and knowledge. Can demonstrate understanding of the history of spectacle making	
SD3	Evidence of objectives, achievements, and feedback on development with clear records	
	Assessment Criteria - (Distinction)	
SD4	Knows the importance of personal development, to both self and the business. Can provide evidence of 1-2-1, review and colleague-supported development. Knows the opportunities for support in the business and can evidence any external contact and skill changes/improvements through development	
SD5	Has a positive approach to all work tasks and willingly takes on extra responsibility as relevant to their ability. Keeps up with new products and services in the industry and appreciates both the historical and the contemporary involvement of spectacle making	
SD6	Can evidence and personally report on development objectives and what level of achievement has been reached. Feedback is clear and actioned, records are precise and clear	