

# apprenticeship FRAMEWORK

## Health (Optical Retail) (England)

### IMPORTANT NOTIFICATION FOR ALL APPRENTICESHIP STARTS FROM 21 SEPTEMBER 2018

Modifications to SASE came into effect on 21 September 2018. Accordingly, SASE publication DFE-00236-2018 applies **both** to new Apprenticeship starts from 21 September 2018 **and** all Apprenticeships commenced before and not completed by 21 September 2018.

Latest framework version?

For any previous versions of this framework: [https://acecerts.co.uk/framework\\_library](https://acecerts.co.uk/framework_library)

Issue date: 1 January 2020

**Issued By:**  
Skills for Health

Apprenticeship Certificates  
England

[https://acecerts.co.uk/framework\\_library](https://acecerts.co.uk/framework_library)

Document Status:  
**Issued**



# Health (Optical Retail)

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# Framework information

## Information on the Issuing Authority for this framework:

### Skills for Health

The Apprenticeship sector for occupations in health care

Issue number: 22	This framework includes:
Framework ID: FR05004	Level 2 <input checked="" type="checkbox"/> Level 3 <input checked="" type="checkbox"/> Level 4-7 <input type="checkbox"/>
Date this framework is to be reviewed by: 31/07/2020	This framework is for use in: England

## Short description

This Apprenticeship Framework provides the skills and knowledge required to become competent in supporting individuals in the Optical Retail Sector, as part of the wider healthcare team.

Optical Assistants and Practice Support Staff have a range of job titles e.g. Dispensing Assistants, Optical Assistants, Contact Lens Assistants and Optical Retail Receptionists. All of these support roles assist the Optometrist and/or Dispensing Optician. Apprentices are employed and gain the new skills and learning they need to carry out these job roles as well as preparing them for future employment and career progression within the health sector.

This work-based programme was designed and developed with employers.

# Contact information

## Proposer of this framework

The proposer of this framework is Skills for Health. Where the proposal for the Apprenticeship framework comes from a third party/ies they are provided with information on the requirements for SASE compliance and additional guidance on the development of Apprenticeship frameworks in the Health sector. This guidance is also available by contacting [qualifications@skillsforhealth.org.uk](mailto:qualifications@skillsforhealth.org.uk)

Skills for Health worked with stakeholders to develop qualifications and apprenticeship frameworks to ensure that these met both employer and SASE requirements. Employers and other stakeholders involved came from the NHS, Independent sector, Qualifications Regulators, Awarding Organisations and training providers. Employers, professional bodies and Awarding Organisations engagement was through the Optical Sector Steering Group. The Optical Sector Steering Group reports to the Education Committee of the General Optical Council.

Awarding Organisation/s included in the framework have completed the Skills for Health Qualifications Dialogue form and Skills for Health have supported these qualifications for inclusion in the Framework. The Qualifications Dialogue form requires the Awarding Organisation to provide a summary of their overall approach to employer engagement, names of employers, sector representatives, professional bodies or statutory regulators consulted in the development. All of this information is then considered by Skills for Health to ascertain whether the qualifications are suitable for inclusion before they are entered into the framework.

## Developer of this framework

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## Issuing Authority's contact details

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# Revising a framework

## Why this framework is being revised

To remove Level 2 and Level 3 qualifications from the framework at the request of the Awarding Organisation.

**This framework is operational from 1st January 2020.**

## Summary of changes made to this framework

To remove:

- Pearson Edexcel Level 2 Diploma in Optical Retail Skills (601/0119/2)
- Pearson Edexcel Level 3 Diploma in Optical Retail Skills (601/0120/9)

## Qualifications removed

- Pearson Edexcel Level 2 Diploma in Optical Retail Skills (601/0119/2)
- Pearson Edexcel Level 3 Diploma in Optical Retail Skills (601/0120/9)

## Qualifications added

N/A

## Qualifications that have been extended

N/A

# Purpose of this framework

## Summary of the purpose of the framework

### Definition:

An Apprenticeship is a job with an accompanying skills development programme designed by employers in the sector. It allows the apprentice to gain technical knowledge and real practical experience along with functional and personal skills, required for their immediate job and future career. These are acquired through a mix of learning in the workplace, formal off the job training and the opportunity to practice and embed new skills in a real work context. On completion of the Apprenticeship, an apprentice will be able to undertake the full range of duties, in the range of circumstances appropriate to the job, confidently and competently to the standard set by the health sector.

### About this framework:

Skills for Health is committed to engaging with employers, professional bodies and other stakeholders in the development of Apprenticeship frameworks. Engagement and consultation is through meetings including face to face and teleconferences and e-consultation. Consultation ensured that employer views are reflected in this framework on the minimum duration, the on and off the job Guided Learning Hours, the inclusion of ICT functional Skills and the use of a qualification to meet the requirements for ERR and PLTS. Apprentices will learn new skills and knowledge whilst carrying out real work as part of the healthcare team. Each apprentice is employed under terms and conditions laid out in an Apprenticeship Agreement between the employer and apprentice (applicable to all apprenticeships that commence after 6 April 2012) and are paid at least the applicable rate under the Apprenticeship National Minimum Wage.

### About the sector and role:

Optical Retail staff work in a range of different organisations ranging from:

- Large optical retail stores run by one of the major optical retailers
- Optical retail outlets run by regional groups
- Independent optical practices/groups that have one or more branches.

It is expected that sector employment will grow by 3% above replacement demand (retirement, sickness or transferring to other sectors). This expansion needs to be viewed in the context of an ageing general population who are increasingly susceptible to a variety of diseases such as obesity, diabetes, and glaucoma, which can damage the eye and affect vision.

These diseases have a direct effect on demand for appropriate eye care, and thereby an increase in activity levels in the sector.

There have been a wide variety of training initiatives over the years, principally operated by the

larger companies, and supported by the Worshipful Company of Spectacle Makers. With the introduction of National Occupational Standards (NOS) and the development of the Diploma in Optical Retail, structured training programmes will support standardised training and development practice within the industry.

The implementation of a framework for the sector is a key requirement of the Optical Sector Steering Group Strategy Plan, contributing to the aim of developing a culture of continuous people development and training excellence in the Optical Sector that:

- Addresses the business and employer needs in the retail sectors
- Provides a clear career progression route for all employees
- Creates opportunities for people development into the optical, technology and business professions
- Positions the competences and skills of employees in UK Optics to be at the forefront of a global industry
- Combines the improvement in overall standards with a cost effective support programme
- Offers recognition and reward to individuals and companies/organisations that embrace the principles of training excellence

Key areas for Optical Practice include:

- The Optical profession, the common terms used in optical practice and the optical retail receptionists duties
- The Eye & Ametropia – Basic anatomy and function of the eye, eye conditions, binocular vision and vision fields, myopia, hypermetropia, astigmatism and presbyopia, cataracts, glaucoma, diabetes and refractive surgery
- Basic Optics & Spectacle lenses – Spectacle prescriptions and transpositions, units of measurement, bifocal, trifocal and progressive lenses, coatings and tints, optical centres, PD, decentration and prisms
- Frames & Fitting – Spectacle frames materials, frame construction, BS measurement and spectacle frames, spectacle dispensing
- Contact Lenses – History and development, procedure for fitting, after care and hygiene, types and modalities of wearing

On completion of this framework, apprentices will become competent in a wide range of skills including:

- Communicating with people
- Dealing with all aspects of basic visual requirements
- Supporting the optometrist and/or dispensing optician
- Supporting optical retail processes with regard to efficiencies and productivity
- Taking on a number of optical tasks
- Assisting with contact lenses
- Assist with dispensing glasses
- Advising individuals who are partially sighted
- Performing core administrative functions

## Aims and objectives of this framework (England)

The apprenticeship framework will contribute towards developing a health sector with a skilled, flexible and effective workforce whilst maintaining high quality and safe care for patients.

Through completion of this apprenticeship learners will gain:

- Broad base training in the chosen occupational area
- Work experience that leads to competency in the work place
- Transferable Skills

Employers have endorsed the apprenticeship programme as it gives the broad base training in the skills for the occupational area through the completion of qualifications which are based on National Occupational Standards. This programme leads to better productivity, retention and a qualified workforce which aids the employer. Job role and outline can be viewed later in this document (see section 'Jobs').

The framework contributes toward addressing the skills gaps identified in the Skills for Health Sector Skills Assessment 2011.

[http://www.skillsforhealth.org.uk/about-us/resource-library/doc\\_download/328-sfh-summary-sector-skills-assessment-2011.html](http://www.skillsforhealth.org.uk/about-us/resource-library/doc_download/328-sfh-summary-sector-skills-assessment-2011.html)

The apprenticeship programme ensures that learners are supported in the application of their learning directly into the workplace. Learners receive a minimum guaranteed amount of on and off the job training and will acquire transferable skills to support further progression.

The framework specifically supports the need to develop the skills and knowledge of workers at Career Framework levels 1 – 3 and provides career progression routes.

## Entry conditions for this framework

There are no specific qualifications required for entry to this apprenticeship framework.

Apprentices should:

- Show enthusiasm for working in Optical Retail, as part of the wider healthcare workforce
- Have basic literacy, numeracy and communication skills on which the apprenticeship will build
- Have a suitable level of physical fitness to perform some aspects of the job roles
- Be willing to undergo Disclosure and Barring Service checks (this is needed as apprentices are likely to work with children, young people or vulnerable adults)
- Be flexible as there may be a requirement to work shifts

Individual health sector employers may have additional employment entry requirements e.g. a

current driving licence would also be an advantage (and may be necessary for some roles).

### **Initial Assessment**

Training providers and employers will use initial assessment to identify prior learning and experience so that they can tailor the Apprentices's Individual Learning Plan only. This initial assessment will not be used to screen out applicants. Employers may use a separate interview or application process to assess an individual's suitability for employment with the health sector.

(See individual pathways for entry conditions at each level)

# Level 2

Title for this framework at level 2

## Intermediate Apprenticeship in Health (Optical Retail)

Pathways for the framework at level 2:

Pathway 1: Intermediate Apprenticeship in Health (Optical Retail)

# Level 2, Pathway 1: Intermediate Apprenticeship in Health (Optical Retail)

## Description of this pathway

Health (Optical Retail). Total 54 credits.

- Combined qualification 37 credits
- Functional Skills in Maths and English 10 credits
- ERR/ PLTS qualification 7 credits

## Entry requirements for this pathway in addition to the framework entry requirements

Applicants to this Apprenticeship will be from different age groups, with differing backgrounds and experience. As a guide, applicants may enter via a range of routes including from:

- work
- work experience
- school
- college
- training and/or experience which may include a portfolio showing what they have done

Applicants may have already achieved a range of qualifications eg:

- foundation learning at level 1
- Key Skills or Functional Skills
- Young Apprenticeship
- 14-19 Diploma
- GCSEs
- Welsh Baccalaureate (at this time there is no credit transfer)
- Welsh Baccalaureate with Principal Learning (at this time there is no credit transfer)
- Other level 1 qualifications

Apprentices who wish to accredit any prior learning must select options within the framework which will equip them with new skills and learning.

### **Personal Attributes**

Employers look for health sector apprentices who are:

- Caring
- Conscientious
- Discreet
- Respectful
- Personable

They also expect them to:

- Be able to work in a team
- Carry out their duties meticulously

Job title(s)	Job role(s)
Dispensing Assistants	Support role assisting the Optometrist and/or Dispensing Optician. Typical responsibilities include: Meet and greet customers; Answer the telephone; Book appointments; Pre-screen patients; Dispense glasses; Assist with contact lenses; Handle collections; Repairs; Adjustments and fittings
Optical Assistants	Support role assisting the Optometrist and/or Dispensing Optician. Typical responsibilities include: Meet and greet customers; Answer the telephone; Book appointments; Pre-screen patients; Dispense glasses ; Assist with contact lenses; Handle collections; Repairs; Adjustments and fittings
Contact Lens Assistants	Support role assisting the Optometrist and/or Dispensing Optician. Typical responsibilities include: Meet and greet customers; Answer the telephone; Book appointments; Pre-screen patients; Dispense glasses; Assist with contact lenses; Handle collections; Repairs; Adjustments and fitting
Optical Retail Receptionists	A key role as the first point of contact for customers who are visiting the Optometrist and/or Dispensing Optician. Typically they: Greet customers on arrival; Check-in and book appointment(s); Administer record management to support examinations; Process payments for purchases.

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# Qualifications

## Competence qualifications available to this pathway

N/A

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## Knowledge qualifications available to this pathway

N/A

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## Combined qualifications available to this pathway

B1 - Level 2 Diploma in Optical Retail Skills					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
B1a	601/6458/X	WCSM	37	226-298	
B1b	601/6576/5	BIIAB	37	209-265	

## Relationship between competence and knowledge qualifications

On completing this qualification the total number of credits which an apprentice will attain equals 37 which equals the statutory required minimum of 37 credits.

### Credit Assignment in Mandatory Units Level 2 Diploma in Optical Retail Skills

The minimum requirement of 10 credits of assessed knowledge is met in this framework through the achievement of the mandatory and optional units required to meet the credit threshold. The learner may achieve in excess of the minimum requirement in undertaking the full qualification.

The list below sets out how the credit has been assigned across mandatory units and gives an example of the option units that could be undertaken

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

Credit assigned to knowledge: 1

Credit assigned to skills: 2

Total unit credit: 3

### Help to maintain health and safety in a retail environment

Credit assigned to knowledge: 2

Credit assigned to skills: 2

Total unit credit: 4

### **Meet customers of the optical practice and provide information**

Credit assigned to knowledge: 1

Credit assigned to skills: 2

Total unit credit: 3

### **Contribute to the record keeping of the optical practice**

Credit assigned to knowledge: 1

Credit assigned to skills: 1

Total unit credit: 2

### **Resolve Customer Service Problems**

Credit assigned to knowledge: 2

Credit assigned to skills: 4

Total unit credit: 6

### **Totals (for the mandatory units listed above not entire qualification)**

Total Credit Assigned to Knowledge: 7

Total Credit Assigned to Skills: 11

Total Unit Credit: 18

The minimum credit required to meet the SASE knowledge component cannot be achieved through completing the mandatory units in this qualification. Of the minimum additional 19 credits required from the option units to meet the credit threshold of the qualification it would be expected that the learner will be able to achieve the additional 3 credits of knowledge. **An example of the option units** that may be undertaken and the assignment of credit are given below. This example is indicative of the various option units that may be undertaken in this qualification.

### **Select and sell optical products to meet customer needs**

Credit assigned to knowledge: 2

Credit assigned to skills: 2

Total unit credit: 4

### **Carry out routine optical screening procedures**

Credit assigned to knowledge: 1

Credit assigned to skills: 3

Total unit credit: 4

**Determine facial, frame and spectacle lens measurements**

Credit assigned to knowledge: 2

Credit assigned to skills: 2

Total unit credit: 4

**Process optical prescriptions and order optical products**

Credit assigned to knowledge: 2

Credit assigned to skills: 2

Total unit credit: 4

**Introduction to personal development in health, social care or children's and young people's settings**

Credit assigned to knowledge: 1

Credit assigned to skills: 2

Total unit credit: 3

**Totals (for the optional unit selection listed above not entire qualification)**

Total Credit Assigned to Knowledge: 8

Total Credit Assigned to Skills: 11

Total Unit Credit: 19

**Totals (for qualification as outlined in the example above)**

Total Credit Assigned to Knowledge: 15

Total Credit Assigned to Skills: 22

Total Unit Credit: 37

Apprentices who have already achieved combined and/or competence and/or knowledge qualifications and units prior to entry to the Apprenticeship must select options which will equip them with new skills and learning.

# Transferable skills (England)

Apprentices must complete, or have completed, one of the English transferable skills qualifications and one of the Mathematical transferable skills qualifications in order to successfully complete their Apprenticeship.

The list of acceptable qualifications may vary depending on the Apprentice's completion date of their Apprenticeship. Please check the qualifications that are acceptable for each Apprentice.

If Apprentices do not have acceptable evidence of the achievement of these mandatory qualifications, at the required grade/level, an Apprenticeship certificate cannot be awarded.

## ENGLISH

For the current list of acceptable English qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASE](#) on the [www.gov.uk](http://www.gov.uk) website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACE](#) website.

Does this framework require English achievement above the minimum SASE requirement?

YES  **NO**

If YES, please state the grade/level required for English:

Click here to enter text.

## MATHS

For the current list of acceptable Maths qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASE](#) on the [www.gov.uk](http://www.gov.uk) website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACE](#) website.

Does this framework require Maths achievement above the minimum SASE requirement?

YES  **NO**

If YES, please state the grade/level required for Maths:

Click here to enter text.

## Inclusion of Information and Communications Technology (ICT)

Is ICT a framework requirement?      **YES**       **NO**

ICT

For the current list of acceptable ICT qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASE](#) on the [www.gov.uk](http://www.gov.uk) website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACE](#) website.

# Progression routes into and from this pathway

Apprentices will be able to progress to the Advanced Apprenticeship in Health (Optical Retail) on completion of the Intermediate Level Apprenticeship in Health (Optical Retail) to advance to more senior roles within the practice which may ultimately progress to become a Dispensing Optician, Contact Lens Optician, Optometrist or Practice/Store Manager.

Progression should not just be seen as vertical. In some instances progressing into another role at the same level may be just as rewarding as it offers the opportunity to develop new skills and knowledge.

Learners may also progress from this pathway onto further qualifications specific to their work context. A wide range of qualifications are available for use within the health sector. These may include further qualifications or other work-related education and training to support Continuing Professional Development.

Higher Apprenticeships are not currently available. Should they become so in the future this document will be updated.

Apprentices who wish to progress into Higher Education are encouraged to complete GCSEs in English and Maths instead of Functional Skills. GCSE qualifications are widely recognised across the Higher Education Sector and support progression into healthcare undergraduate programmes.

Further detailed information and advice on careers within the health sector can be found at <http://www.nhscareers.nhs.uk/index.shtml>

## Employee rights and responsibilities

Intermediate Apprentices must complete one of the following qualifications :

- NCFE CACHE Level 2 Award in Employment and Personal Learning Skills in Health (qualification number 600/7215/5)
- City & Guilds Level 2 Award in Employment and Personal Learning Skills in Health (qualification number 600/1812/4)
- Skillsfirst Level 2 Award in Employment and Personal Learning Skills in Health (qualification number 600/6219/8)
- Pearson BTEC Level 2 Award in Employment and Personal Learning Skills in Health (qualification number 601/0117/9)
- BIIAB Level 2 Award in Employment and Personal Learning Skills in Health (qualification number 601/6575/3)

Where the learner is able to achieve a higher level, and it is appropriate to their role, apprentices may complete one of the following qualifications instead:

- NCFE CACHE Level 3 Award in Employment and Personal Learning Skills in Health (qualification number 600/7216/7)
- City & Guilds Level 3 Award in Employment and Personal Learning Skills in Health (qualification number 600/1854/9)
- FAQ Level 3 Award in Employment and Personal Learning Skills in Health (qualification number 601/0957/9)
- Skillsfirst Level 3 Award in Employment and Personal Learning Skills in Health (qualification number 600/6220/4)
- Pearson BTEC Level 3 Award in Employment and Personal Learning Skills in Health (qualification number 600/9666/4)
- BIIAB Level 3 Award in Employment and Personal Learning Skills in Health (qualification number 601/6592/3)

These qualifications are nationally recognised and were developed specifically to deliver the ERR and PLTS requirements of apprenticeships. Other Awarding Organisations may offer suitable alternative qualifications in future and the framework document will be when these become available.

To meet the ERR requirements of this apprenticeship framework, learners must select and complete the unit 'Understand employment responsibilities and rights in health, social care or children and young people's settings' from the range of units included within the qualification, This qualification may form part of the induction programme offered by employers.

## Certification Requirements for ERR

All providers and apprentices must complete the Apprenticeship Consent Form when claiming for the

Apprentice's apprenticeship certificate. The universal form covers declarations for the apprentice to:

- confirm the existence of an Apprenticeship Agreement between themselves and their employer;
- confirm their achievement of all ERR requirements;
- confirm their achievement of all 6 PLTS;
- confirm that they have received at least the minimum levels of GLH set out in their framework and have undertaken training both on and off the job.

All apprentices must sign this form at the end of programme to give their authority for the claimant, named on the form, to make a claim, on their behalf, for their Apprenticeship completion certificate.

# Level 3

Title for this framework at level 3

## Advanced Apprenticeship in Health (Optical Retail)

Pathways for the framework at level 3:

Pathway 1:            Advanced Apprenticeship in Health (Optical Retail)

# Level 3, Pathway 1: Advanced Apprenticeship in Health (Optical Retail)

## Description of this pathway

Health (Optical Retail). Total 54 credits.

- Combined qualification 37 credits
- Functional Skills in Maths and English 10 credits
- ERR/ PLTS qualification 7 credits

## Entry requirements for this pathway in addition to the framework entry requirements

Applicants to this Apprenticeship will be from different age groups, with differing backgrounds and experience. As a guide, applicants may enter via a range of routes including from:

- work
- work experience
- school
- college
- training and/or experience which may include a portfolio showing what they have done

Applicants may have already achieved a range of qualifications eg:

- Key Skills or Functional Skills
- Intermediate Apprenticeship
- 14-19 Diploma
- GCSEs
- GCEs
- Welsh Baccalaureate (at this time there is no credit transfer)
- Welsh Baccalaureate with Principal Learning (at this time there is no credit transfer)
- Other level 2 qualifications

Apprentices who wish to accredit any prior learning must select options within their framework which will equip them with new skills and learning.

## **Personal Attributes**

Employers look for health sector apprentices who are:

- Caring
- Conscientious
- Discreet
- Respectful
- Personable

They also expect them to:

- Be able to work in a team
- Carry out their duties meticulously

<b>Job title(s)</b>	<b>Job role(s)</b>
Dispensing Assistants	Support role assisting the Optometrist and/or Dispensing Optician. Typical responsibilities include: Meet and greet customers; Answer the telephone; Book appointments; Pre-screen patients; Dispense glasses; Assist with contact lenses; Handle collections; Repairs; Adjustments and fittings
Optical Assistants	Support role assisting the Optometrist and/or Dispensing Optician. Typical responsibilities include: Meet and greet customers; Answer the telephone; Book appointments; Pre-screen patients; Dispense glasses ; Assist with contact lenses; Handle collections; Repairs; Adjustments and fittings
Contact Lens Assistants	Support role assisting the Optometrist and/or Dispensing Optician. Typical responsibilities include: Meet and greet customers; Answer the telephone; Book appointments; Pre-screen patients; Dispense glasses; Assist with contact lenses; Handle collections; Repairs; Adjustments and fitting
Optical Retail Receptionists	A key role as the first point of contact for customers who are visiting the Optometrist and/or Dispensing Optician. Typically they: Greet customers on arrival; Check-in and book appointment(s); Administer record management to support examinations; Process payments for purchases.

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# Qualifications

## Competence qualifications available to this pathway

N/A

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## Knowledge qualifications available to this pathway

N/A

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## Combined qualifications available to this pathway

### B1 - Level 3 Diploma in Optical Retail Skills

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
B1a	601/1572/5	WCSM	37	198-273	n/a
B1b	601/6577/7	BIIAB	37	225-261	n/a

## Relationship between competence and knowledge qualifications

On completing this qualification the total number of credits which an apprentice will attain equals 37 which equals the statutory required minimum of 37 credits.

### **Credit Assignment in Mandatory Units Level 3 Diploma in Optical Retail Skills**

The minimum requirement of 10 credits of assessed knowledge is met in this framework through the achievement of the mandatory and optional units required to meet the credit threshold. The learner may achieve in excess of the minimum requirement in undertaking the full qualification.

The list below sets out how the credit has been assigned across mandatory units and gives an example of the option units that could be undertaken.

#### **Monitor and solve customer service problems**

Credit assigned to knowledge: 2

Credit assigned to skills: 4

Total unit credit: 6

#### **Supervise optical clinic**

Credit assigned to knowledge: 1

Credit assigned to skills: 3

Total unit credit: 4

#### **Provide information and advice to customers in a Retail Environment**

Credit assigned to knowledge: 3

Credit assigned to skills: 2

Total unit credit: 5

#### **Help to maintain health and safety in a retail environment**

Credit assigned to knowledge: 2

Credit assigned to skills: 2

Total unit credit: 4

**Totals (for the mandatory units listed above not entire qualification)**

Total Credit Assigned to Knowledge: 8

Total Credit Assigned to Skills: 11

Total Unit Credit: 19

The minimum credit required to meet the SASE knowledge component cannot be achieved through completing the mandatory units in this qualification. Of the minimum additional 18 credits required from the option units to meet the credit threshold of the qualification it would be expected that the learner will be able to achieve the additional 2 credits of knowledge. **An example of the option units** that may be undertaken and the assignment of credit are given below. This example is indicative of the various option units that may be undertaken in this qualification.

**Sell Optical Products**

Credit assigned to knowledge: 2

Credit assigned to skills: 2

Total unit credit: 4

**Determine frame and spectacle lens measurements**

Credit assigned to knowledge: 2

Credit assigned to skills: 2

Total unit credit: 4

**Deploy optical practice resources to meet identified requirements**

Credit assigned to knowledge: 2

Credit assigned to skills: 2

Total unit credit: 4

**Manage the record keeping of the optical practice**

Credit assigned to knowledge: 1

Credit assigned to skills: 2

Total unit credit: 3

**Improve the customer relationship**

Credit assigned to knowledge: 3

Credit assigned to skills: 4

Total unit credit: 7

**Totals (for the optional unit selection listed above not entire qualification)**

Total Credit Assigned to Knowledge: 10

Total Credit Assigned to Skills: 12

Total Unit Credit: 22

**Totals (for qualification as outlined in the example above)**

Total Credit Assigned to Knowledge: 18

Total Credit Assigned to Skills: 23

Total Unit Credit: 41

Apprentices who have already achieved combined and/or competence and/or knowledge qualifications and units prior to entry to the Apprenticeship must select options which will equip them with new skills and learning.

# Transferable skills (England)

Apprentices must complete, or have completed, one of the English transferable skills qualifications and one of the Mathematical transferable skills qualifications in order to successfully complete their Apprenticeship.

The list of acceptable qualifications may vary depending on the Apprentice's completion date of their Apprenticeship. Please check the qualifications that are acceptable for each Apprentice.

If Apprentices do not have acceptable evidence of the achievement of these mandatory qualifications, at the required grade/level, an Apprenticeship certificate cannot be awarded.

## ENGLISH

For the current list of acceptable English qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASE](#) on the [www.gov.uk](http://www.gov.uk) website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACE](#) website.

Does this framework require English achievement above the minimum SASE requirement?

YES  **NO**

If YES, please state the grade/level required for English:

Click here to enter text.

## MATHS

For the current list of acceptable Maths qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASE](#) on the [www.gov.uk](http://www.gov.uk) website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACE](#) website.

Does this framework require Maths achievement above the minimum SASE requirement?

YES  **NO**

If YES, please state the grade/level required for Maths:

Click here to enter text.

## Inclusion of Information and Communications Technology (ICT)

Is ICT a framework requirement?      **YES**       **NO**

ICT

For the current list of acceptable ICT qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASE](#) on the [www.gov.uk](http://www.gov.uk) website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACE](#) website.

# Progression routes into and from this pathway

See Entry Conditions.

Some apprentices may have already undertaken an Intermediate Apprenticeship (eg Optical Retail).

## PROGRESSION FROM THIS PATHWAY

On completion of this pathway, learners may progress onto further qualifications specific to their work context. A wide range of qualifications are available for use within the health sector. These may include further qualifications, a range of higher education qualifications or other work-related education and training to support Continuing Professional Development.

Progression should not just be seen as vertical. In some instances progressing into another role at the same level may be just as rewarding as it offers the opportunity to develop new skills and knowledge.

Apprentices will be able to progress to more senior roles within the practice and may ultimately progress to becoming Dispensing Opticians, Contact Lens Opticians, Optometrists or Practice/Store Managers.

Apprentices who wish to progress into Higher Education are encouraged to complete GCSEs in English and Maths instead of Functional Skills. GCSE qualifications are widely recognised across the Higher Education Sector and support progression into healthcare undergraduate programmes.

Further detailed information and advice on careers within the health sector can be found at <http://www.nhscareers.nhs.uk/index.shtml>

## Employee rights and responsibilities

Advanced Apprentices must complete one of the following qualifications:

- NCFE CACHE Level 3 Award in Employment and Personal Learning Skills in Health (qualification number 600/7216/7)
- City & Guilds Level 3 Award in Employment and Personal Learning Skills in Health (qualification number 600/1854/9)
- FAQ Level 3 Award in Employment and Personal Learning Skills in Health (qualification number 601/0957/9)
- Skillsfirst Level 3 Award in Employment and Personal Learning Skills in Health (qualification number 600/6220/4)
- Pearson BTEC Level 3 Award in Employment and Personal Learning Skills in Health (qualification number 600/9666/4)
- BIIAB Level 3 Award in Employment and Personal Learning Skills in Health (qualification number 601/6592/3)

These qualifications are nationally recognised and were developed specifically to deliver the ERR and PLTS requirements of apprenticeships.

To meet the ERR requirements of this apprenticeship framework, learners must select and complete the unit 'Understand employment responsibilities and rights in health, social care or children and young people's settings' from the range of units included within the qualification. This qualification may form part of the induction programme offered by employers.

### Certification Requirements for ERR

All providers and apprentices must complete the Apprenticeship Consent Form when claiming for the Apprentice's apprenticeship certificate. The universal form covers declarations for the apprentice to:

- confirm the existence of an Apprenticeship Agreement between themselves and their employer;
- confirm their achievement of all ERR requirements;
- confirm their achievement of all 6 PLTS;
- confirm that they have received at least the minimum levels of GLH set out in their framework and have undertaken training both on and off the job.

All apprentices must sign this form at the end of programme to give their authority for the claimant, named on the form, to make a claim, on their behalf, for their Apprenticeship completion certificate.

The remaining sections apply to all levels and pathways within this framework.

## How equality and diversity will be met

There should be open recruitment to apprenticeship frameworks which is available to all who meet the stated selection criteria for the apprenticeship programme they are applying to. Skills for Health expects all partners involved in the delivery of the apprenticeship to comply with the Equality Act 2010 to ensure that applicants are not discriminated against, in terms of entry to and progression within the health sector, using the 9 protected characteristics of:

1. Age
2. Disability
3. Gender reassignment
4. Marriage and civil partnership
5. Pregnancy and maternity
6. Race
7. Religion or Belief
8. Gender
9. Sexual orientation

*See more at:* [www.equalityhumanrights.com/advice-and-guidance/new-equality-act-guidance/](http://www.equalityhumanrights.com/advice-and-guidance/new-equality-act-guidance/)

Employers/providers must be able to demonstrate that there are no overt or covert discriminatory practices in selection, recruitment and employment. All promotional, selection and training activities must be monitored and comply with legislation.

There is a gender imbalance within the health sector, which is a predominantly female workforce. All jobs are open to both males and females and are advertised accordingly. Male role models are positively promoted through marketing materials, photos and case studies. However, a perception that certain job roles are for women remains and this may prevent some males from applying to work in these job roles. Local apprenticeship programmes may be designed by employers to encourage a higher number of male applicants into these roles and into the workforce as a whole.

Skills for Health is not aware of any other imbalance in the take up of this particular framework eg by ethnic groups. For all health apprenticeships local recruitment is encouraged to reflect the local community.

It is recommended that employers/providers conduct an exit interview if the apprentice leaves the programme before completion. During the learner's exit interview, it is recommended that information on learners leaving the programme before completion is identified and used to support the learner and develop the provision where necessary.

Skills for Health will monitor take up and achievement of all Apprenticeships and take steps to

address any barriers to take up and achievement as part of our Sector Qualifications Strategy.

# On and off the job guided learning (England)

## Total GLH for each pathway

GLH are delivered during contracted working hours. The normal working week in the Health Sector is 37.5 hours. If an Apprentice is employed part-time, the Apprenticeship must be extended in order for the apprentice to complete the GLH.

**Intermediate Apprenticeship:** To satisfy the requirements of this apprenticeship framework and pathway an apprentice will need to complete a total of 382 Guided Learning Hours (GLH). This total includes both the on and off-the-job guided learning that is to be completed over 15 months. This must be a minimum of 280 GLH. After 12 months of starting a framework an apprentice must receive a minimum of 280 GLH in each subsequent 12 month period. Where an apprentice completes an Apprenticeship part way through the final 12 month period (which is after the first 12 months), an apprentice must receive a proportion of the minimum of 280 GLH which is at least equal to the proportion of the final 12 month period spent on the Apprenticeship.

From August 2012 the minimum expected duration for apprentices on the Intermediate Apprenticeship is 12 months.

**Advanced Apprenticeship:** To satisfy the requirements of this apprenticeship framework and pathway an apprentice will need to complete a total of 405 Guided Learning Hours (GLH). This total includes both the on and off-the-job guided learning that is to be completed over 18 months. This must be a minimum of 280 GLH. After 12 months of starting a framework an apprentice must receive a minimum of 280 GLH in each subsequent 12 month period. Where an apprentice completes an Apprenticeship part way through the final 12 month period (which is after the first 12 months), an apprentice must receive a proportion of the minimum of 280 GLH which is at least equal to the proportion of the final 12 month period spent on the Apprenticeship.

From August 2012 the minimum duration for apprentices on the Advanced Apprenticeship is 18 months.

## Minimum off-the-job guided learning hours

**Intermediate Apprenticeship:** For this apprenticeship framework and pathway an apprentice will need to complete a minimum of 154GLH off-the-job. This meets the requirement of a minimum of 100 GLH or 30% of the total (whichever is the greater) delivered off-the-job.

**Advanced Apprenticeship:** For this apprenticeship framework and pathway an apprentice will need to complete a minimum of 207GLH off-the-job. This meets the requirement of a minimum of 100GLH or 30% of the total (whichever is the greater) delivered off-the-job.

## How this requirement will be met

**Intermediate Apprenticeship:** Off-the-job learning will comprise:

- 45GLH Level 1 Functional Skill in Maths
- 45GLH Level 1 Functional Skill in English
- 64GLH Level 2 Extended Award in Workskills for Effective Learning and Employment / Level 2 Award in Employment and Personal Learning Skills in Health including the required ERR and PLTS units OR Level 3 Extended Award in Workskills for Effective Learning and Employment / Level 3 Award in Employment and Personal Learning Skills in Health

**Advanced Apprenticeship:** Off-the-job learning will comprise:

- Level 3: Off-the-job learning will comprise:
- 45GLH Level 2 Functional Skill in Maths
- 45GLH Level 2 Functional Skill in English
- 64GLH Level 3 Extended Award in Workskills for Effective Learning and Employment / Level 3 Award in Employment and Personal Learning Skills in Health including the required ERR and PLTS units
- 53GLH for mentoring and progress reviews relating to completion the Apprenticeship

Off-the-job learning may also include activities such as:

- access to a computer during working hours
- day release
- block release
- web-based learning
- mentoring
- visits to other sites or work areas
- demonstrations & simulations
- shadowing
- group learning

The figures included in this framework document indicate how the learner will achieve the minimum on and off the job GLH required to complete the Apprenticeship. However, learners are offered a wide choice of optional units. Each unit has a different assignment of on and off the job GLH therefore it is not possible to give an exact GLH figure as this will vary depending on the choice and combination of optional units taken by each learner. The figures in this framework document are derived from the lowest possible GLH required whilst still achieving the qualification, but in most instances the learner will receive in excess of the minimum figure for on and off the job GLH.

It is expected that:

- GLH achieve clear and specific outcomes which contribute directly to the successful achievement of the framework;
- GLH are planned, reviewed and evaluated jointly between the apprentice and a tutor, teacher, mentor or manager;
- GLH allows access as and when required by the apprentice either to a tutor, teacher, mentor or manager;
- GLH are delivered during contracted working hours;
- GLH are delivered through one or more of the following methods: individual and group teaching; e-learning; distance learning; coaching; mentoring; feedback and assessment; collaborative/networked learning with peers; guided study;
- Apprenticeship delivery must be planned to make full and effective use of the duration, including the opportunity for apprentices to embed and extend their learning through repeated workplace practice;
- GLH must be completed in relation to accredited components of the framework achieved prior to the that apprenticeship training may count towards the GLH requirement for the framework;
- Where an apprentice completes an Apprenticeship part way through the final 12 month period (which is after the first 12 months), an apprentice must receive a proportion of the minimum of 280 GLH which is at least equal to the proportion of the final 12 month period spent on the Apprenticeship.

GLH must be evidenced and recorded eg via a portfolio of evidence.

Evidence to support the application for an apprenticeship completion certificate for off-the-job GLH will include a copy of the qualification certificate for each of the above qualifications detailing the units completed.

## Minimum on-the-job guided learning hours

**Intermediate Apprenticeship:** For this apprenticeship framework and pathway an apprentice will need to complete a minimum of 226 on-the-job GLH within 15 months.

On-the-job learning will comprise:

- 226GLH Level 2 Diploma in Optical Retail Skills

**Advanced Apprenticeship:** For this apprenticeship framework and pathway an apprentice will need to complete a minimum of 198 on-the-job GLH within 18 months.

On-the-job learning will comprise:

- 198GLH Level 3 Diploma in Optical Retail Skills

GLH must be completed while the learner is working under an Apprenticeship Agreement.

## How this requirement will be met

Intermediate and Advanced Apprentices will take part in on-the-job activities in order to demonstrate occupational competence and an understanding of the workplace. These can include embedding knowledge into workplace activities, coaching sessions, performance reviews, mentoring, assessment of competence, the building of portfolios, keeping diaries/logs and peer review discussions.

As with off the job GLH it is expected that:

- GLH achieve clear and specific outcomes which contribute directly to the successful achievement of the framework;
- GLH are planned, reviewed and evaluated jointly between the apprentice and a tutor, teacher, mentor or manager;
- GLH allows access as and when required by the apprentice either to a tutor, teacher, mentor or manager;
- GLH are delivered during contracted working hours;
- GLH are delivered through one or more of the following methods: individual and group teaching; e-learning; distance learning; coaching; mentoring; feedback and assessment; collaborative/networked learning with peers; guided study;
- Apprenticeship delivery must be planned to make full and effective use of the duration, including the opportunity for apprentices to embed and extend their learning through repeated workplace practice;
- GLH must be completed in relation to accredited components of the framework achieved prior to the that apprenticeship training may count towards the GLH requirement for the framework;
- Where an apprentice completes an Apprenticeship part way through the final 12 month period (which is after the first 12 months), an apprentice must receive a proportion of the minimum of 280 GLH which is at least equal to the proportion of the final 12 month

period spent on the Apprenticeship.

GLH must be evidenced and recorded eg via a portfolio of evidence.

All apprentices must complete the Apprentice Consent Form as part of the Certification process. This can be downloaded directly from ACE: <http://acecerts.co.uk>

## Certification Requirements for GLH

All providers and apprentices must complete the Apprenticeship Consent Form when claiming for the apprentice's Apprenticeship certificate. The universal form covers declarations for the apprentice to:

- confirm the existence of an Apprenticeship Agreement between themselves and their employer;
- confirm their achievement of all ERR requirements;
- confirm their achievement of all 6 PLTS;
- confirm that they have received at least the minimum levels of GLH set out in their framework and have undertaken training both on and off the job.

All apprentices must sign this form at the end of programme to give their authority for the claimant, named on the form, to make a claim, on their behalf, for their Apprenticeship completion certificate.

# Personal learning and thinking skills assessment and recognition (England)

## Summary of Personal Learning and Thinking Skills

Intermediate Apprentices must complete one of the following qualifications:

- NCFE CACHE Level 2 Award in Employment and Personal Learning Skills in Health (qualification number 600/7215/5)
- City & Guilds Level 2 Award in Employment and Personal Learning Skills in Health (qualification number 600/1812/4)
- Skillsfirst Level 2 Award in Employment and Personal Learning Skills in Health (qualification number 600/6219/8)
- Pearson BTEC Level 2 Award in Employment and Personal Learning Skills in Health (qualification number 601/0117/9)
- BIIAB Level 2 Award in Employment and Personal Learning Skills in Health (qualification number 601/6575/3)

Where the learner is able to achieve a higher level, and it is appropriate to their role, apprentices may complete one of the following qualifications instead:

- NCFE CACHE Level 3 Award in Employment and Personal Learning Skills in Health (qualification number 600/7216/7)
- City & Guilds Level 3 Award in Employment and Personal Learning Skills in Health (qualification number 600/1854/9)
- FAQ Level 3 Award in Employment and Personal Learning Skills in Health (qualification number 601/0957/9)
- Skillsfirst Level 3 Award in Employment and Personal Learning Skills in Health (qualification number 600/6220/4)
- Pearson BTEC Level 3 Award in Employment and Personal Learning Skills in Health (qualification number 600/9666/4)
- BIIAB Level 3 Award in Employment and Personal Learning Skills in Health (qualification number 601/6592/3)

Advanced Apprentices must complete one of the following qualifications:

- NCFE CACHE Level 3 Award in Employment and Personal Learning Skills in Health (qualification number 600/7216/7)
- City & Guilds Level 3 Award in Employment and Personal Learning Skills in Health (qualification number 600/1854/9)
- FAQ Level 3 Award in Employment and Personal Learning Skills in Health (qualification

number 601/0957/9)

- Skillsfirst Level 3 Award in Employment and Personal Learning Skills in Health (qualification number 600/6220/4)
- Pearson BTEC Level 3 Award in Employment and Personal Learning Skills in Health (qualification number 600/9666/4)
- BIIAB Level 3 Award in Employment and Personal Learning Skills in Health (qualification number 601/6592/3)

These qualifications are nationally recognised and were developed specifically to deliver the ERR and PLTS requirements of apprenticeships.

Other Awarding Organisations may offer suitable alternative qualifications in future and the framework document will be updated when these are available.

## Certification Requirements for PLTS

All providers and apprentices must complete the Apprenticeship Consent Form when claiming for the apprentice's Apprenticeship certificate. The universal form covers declarations for the apprentice to:

- confirm the existence of an Apprenticeship Agreement between themselves and their employer;
- confirm their achievement of all ERR requirements;
- confirm their achievement of all 6 PLTS;
- confirm that they have received at least the minimum levels of GLH set out in their framework and have undertaken training both on and off the job.

All apprentices must sign this form at the end of programme to give their authority for the claimant, named on the form, to make a claim, on their behalf, for their Apprenticeship completion certificate.

## Creative thinking

People think creatively by generating and exploring ideas, making original connections. They try different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value.

To demonstrate these skills, behaviours and personal qualities, apprentices should:

- Generate ideas and explore possibilities;
- Ask questions to extend their thinking;
- Connect their own and others' ideas and experiences in inventive ways; Question their own and others' assumptions;
- Try out alternatives or new solutions and follow ideas through; Adapt ideas as circumstances change.

## Independent enquiry

People process and evaluate information in their investigations, planning what to do and how to go about it. They take informed and well-reasoned decisions, recognising that others have different beliefs and attitudes.

Skills, behaviours and personal qualities for apprentices:

- Identify questions to answer and problems to resolve;
- Plan and carry out research, appreciating the consequences of decisions; Explore issues, events or problems from different perspectives;
- Analyse and evaluate information, judging its relevance and value;
- Consider the influence of circumstances, beliefs and feelings on decisions and events; Support conclusions, using reasoned arguments and evidence.

## Reflective learning

People evaluate their strengths and limitations, setting themselves realistic goals with criteria for success. They monitor their own performance and progress, inviting feedback from others and making changes to further their learning.

To demonstrate these skills, behaviours and personal qualities, apprentices should:

- Assess themselves and others, identifying opportunities and achievements;
- Set goals with success criteria for their development and work;
- Review progress, acting on the outcomes;
- Invite feedback and deal positively with praise, setbacks and criticism; Evaluate experiences and learning to inform future progress;
- Communicate their learning in relevant ways for different audiences.

## Team working

People work confidently with others, adapting to different contexts and taking responsibility for their own part. They listen to and take account of different views. They form collaborative relationships, resolving issues to reach agreed outcomes.

To demonstrate these skills, behaviours and personal qualities, apprentices should:

- Collaborate with others to work towards common goals;
- Reach agreements, managing discussions to achieve results;
- Adapt behaviour to suit different roles and situations, including leadership roles; Show fairness and consideration to others;
- Take responsibility, showing confidence in themselves and their contribution;
- Provide constructive support and feedback to others.

## Self management

People organise themselves, showing personal responsibility, initiative, creativity and enterprise with a commitment to learning and self-improvement. They actively embrace change, responding positively to new priorities, coping with challenges and looking for opportunities.

To demonstrate these skills, behaviours and personal qualities, apprentices should:

- Seek out challenges or new responsibilities and show flexibility when priorities change;
- Work towards goals, showing initiative, commitment and perseverance;
- Organise time and resources, prioritising actions;
- Anticipate, take and manage risks;
- Deal with competing pressures, including personal and work-related demands;
- Respond positively to change, seeking advice and support when needed;
- Manage their emotions, and build and maintain relationships.

## Effective participation

People actively engage with issues that affect them and those around them. They play a full part in the life of their school, college, workplace or wider community by taking responsible action to bring improvements for others as well as themselves.

To demonstrate these skills, behaviours and personal qualities, apprentices should:

- Discuss issues of concern, seeking resolution where needed;
- Present a persuasive case for action;
- Propose practical ways forward, breaking these down into manageable steps;
- Identify improvements that would benefit others as well as themselves;
- Try to influence others, negotiating and balancing diverse views to reach workable solutions;
- Act as an advocate for views and beliefs that may differ from their own.

# apprenticeship **FRAMEWORK**

For more information visit-  
[www.acecerts.co.uk/framework\\_library](http://www.acecerts.co.uk/framework_library)