



# T Level Technical Qualification in Health

**Occupational specialism assessment (OSA)**

## Dental Nursing

Assignment 4 - Objective structured clinical examination  
(OSCE) - Pass

Guide standard exemplification materials (GSEM)

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## Introduction

The material within this document relates to the Dental Nursing occupational specialism sample assessment. These exemplification materials are designed to give providers and students an indication of what would be expected for the lowest level of attainment required to achieve a pass or distinction grade.

The examiner commentary is provided to detail the judgements examiners will undertake when examining the student work. This is not intended to replace the information within the qualification specification and providers must refer to this for the content.

In assignment 4, the student must complete a series of clinical tasks that will provide opportunity for them to demonstrate occupational competence to meet the requirements of licence to practise.

After each live assessment series, authentic student evidence will be published with examiner commentary across the range of achievement.

# Station 1: mixing alginate

(9 marks)

## Student instructions

- you have 5 minutes to read the observation description, instructions and equipment list before starting the observation
- you have a further 10 minutes to complete the observation

## Observation description

- you are required to mix alginate to the correct consistency. A second mix of alginate may be attempted if you are dissatisfied with the first mix

You must also:

- select, apply and wear personal protective equipment (PPE) correctly
- prepare the equipment prior to mixing
- dispose of all excess material

Once you are happy with your mix, you must inform your internal provider assessor.

## Equipment

You have been provided with the following material and equipment:

- sterilisation materials
- curved spatula
- rubber mixing bowl
- alginate material
- alginate adhesive
- tepid water
- measuring cup
- silicon based material (crown prep)
- glass slab
- masks
- gloves
- apron
- visor
- disinfectant wipes
- orange clinical bag

## Student evidence

I observe the student select the correct PPE and apply in correct order. I observe the student disinfect the equipment.

The student does not invert the alginate before commencing, then I observe the student fill up the measuring scoop, level off with spatula and add correct number of scoops to the bowl.

The student then correctly uses the measuring cup and fills with room temperature water.

I observe the student carrying out the mixing of alginate slowly and then show the mix to me. The consistency of the mix was not as smooth as it could have been making air bubbles in the impression.

Then the student applies the prepared material ready to load into the tray.

I observe the student wipe away excess material and dispose of it in a clinical bag and clean and disinfect spatula.

## Station 2: medical emergency

(6 marks)

### Student instructions

- you have 5 minutes to read the observation description, instructions and equipment list before starting the observation
- you have been provided with a simulated patient for this observation
- the internal provider assessor will also play the role of the dentist should you require it
- you have a further 5 minutes to complete the observation
- you have **one** attempt at this observation

### Observation description

You must be able to identify the signs and symptoms of the correct medical emergency displayed by the simulating patient (SP)

You are required to:

- assist the unwell patient
- perform the adequate steps for a safe recovery
- choose the correct equipment

### Equipment

You have been provided with the following equipment:

- oxygen or access to fresh air flow
- glucogel tube
- salbutamol inhaler

## Student evidence

I observe the student accurately diagnose the medical emergency (M/E). I then observe the student check that the patient was breathing, the student acts in a professional and safe manner for the unwell patient.

I observe the student identify that the patient needs oxygen but is slow to identify this, taking around one minute.

I observe the student shout for help when needed and ask a colleague to retrieve oxygen while the student stayed with the patient.

I observe the student give reasonable communication with colleagues, delivering limited instructions. The student requests something from their colleague but speaks too quickly; the colleague asks for them to repeat the request. The student asks for the oxygen for the patient, this is delivered in a broken sentence.

I then observe the student lay the patient down flat, raise patient's legs above their head and remove all objects from around the patient's neck and head.

I observe the student sit the patient forward and place patient's head downwards/in between legs.



## Station 3: set up for endodontics (root canal treatment)

(6 marks)

### Student instructions

- you have 5 minutes to read the observation description, instructions and equipment list before starting the observation
- you have a further 5 minutes to complete the observation
- you have **one** attempt at this observation activity

### Observation description

You are required to:

- set up for endodontics with a temporary restoration
- select the correct instruments and materials

### Equipment

You have been provided with the following instruments and materials:

#### Instruments:

- amalgam plugger
- amalgam pot
- ball burnisher
- barbed broach
- briault probe
- Coupland's elevators
- CPITN probe
- dental excavator
- diamond bur
- endodontic ruler
- file holder
- flat plastic
- Gates Glidden
- local anaesthetic
- matrix band and holder
- measuring gauge
- mirror

- monojet irrigation syringe
- probe
- reamers/files
- rubber dam kit
- single use endodontics file
- slow and fast handpiece and burs
- syringe
- tweezer
- Wards Carver

## **Materials:**

- alginate
- antiseptic paste (Iedermix)
- apex locator
- bitewing film
- calcium hydroxide
- extraction forceps
- finger spreader
- gutta percha points
- hypochlorite/chlorohexidine
- light bodied impression material
- lubricant gel (glyde)
- luting agent
- paper points
- processing solution
- sealing cement
- soft wax
- spiral paste filler
- sutures
- Temp-Bond cement
- temporary dressing material
- TST strip
- x-ray holder

## Student evidence

I observe the student preparing the instrument tray and equipment, selecting the instruments for the dental treatment, however, they take some time to think before starting to select the items. They select the mirror, tweezer, flat plastic, amalgam plugger, dental excavator, local anaesthetic, syringe, slow and fast handpiece and burs, flat plastic, endodontic ruler, and measuring gauge.

I observe the student choose a temporary filling, paper points, hypochlorite/chlorohexidine, spiral paste filler, antiseptic paste, sealing cement and temporary cement.

I observe the student leave irrelevant materials and equipment on the table.

## Station 4: extraction post-operative instructions

(12 marks)

### Student instructions

- you have 5 minutes to read the observation description, instructions and equipment list and make some notes before starting the observation
- you have a further 5 minutes to complete the observation
- your internal provider assessor will play the role of the patient
- you have **one** attempt at this observation

### Observation description

You are required to give verbal instructions to a patient that has received an upper first molar non-surgical extraction.

- before the 5 minute observation begins, you are allowed to make notes about the instructions you will give

You must:

- include the key factors to prevent infection
- deliver post-operative instructions in a clear, jargon-free manner

### Equipment

- pen
- paper
- 2 chairs

## Student evidence

I observe the student give jargon-free aftercare instructions.

I observe the student explain the common symptoms that come after an extraction; they tell the patient it is normal to experience some pain and swelling, but do not mention bruising.

I observe the student give instruction on pain medicine; they tell the patient that if pain occurs, they should take the medication they would take for a headache. The student explains not to take aspirin but does not tell the patient why.

I observe the student explain to the patient how vital it is not to smoke or drink alcohol to prevent infection, but the student does not mention no exercise, or hot drinks for 24 hours.

I observe the student explain why not to spit after an extraction but not provide any rationale to support.

I observe the student explain how to use warm water and salt mouth rinse after every meal to prevent infection but is unsure how long they would need to do this for.

I observe the student explain that if bleeding is to occur, patient will bite down on a piece of gauze until bleeding has stopped. If the bleeding does not stop the student gives the patient an emergency contact number if any issue does occur and tells them to get in contact with their dentist if they have any other questions.

## Station 5: local decontamination unit (LDU) zoning flow

(9 marks)

### Student instructions

- you have 5 minutes to read the observation description, instructions and equipment list before starting the observation
- you have a further 10 minutes to complete the observation
- you have **one** attempt at this observation

### Observation description

You are required to demonstrate the instrument flow process in the local decontamination unit (LDU) using the Health Technical Memorandum (HTM) 01-05 best practice guidelines for the below:

- using a washer disinfectant (not manual/ultra-sonic bath)
- using the autoclave

### Equipment

You have been provided with the following equipment:

- PPE: mask, apron, visor/goggles and heavy-duty gloves, latex free gloves
- hand washing sink (tubs in place of sinks)
- instrument washing sink
- instrument rinsing sink
- scrubbing brush
- washer disinfectant (tub in place of washer)
- illuminated magnifier for inspection
- autoclave (tub in place of autoclave)
- sterile bag
- label date gun
- Health Technical Memorandum (HTM) 01-05 best practice guidelines for reference

## Student evidence

I observe the student correctly don the PPE in order: apron, mask, visor, and heavy-duty gloves

I observe the student take the instrument and remove any visible debris but carries the task out in the wrong sink.

The student then uses a scrubbing brush manually using warm water instead of cold.

I observe the student stay at the same labelled sink to wash off any extra debris with cold water. The student does not inspect the instrument and I can see debris is still present on the instrument.

I observe the student then place the dirty instrument into the washer disinfectant. Then student then removes their heavy-duty gloves and replaces with normal PPE gloves ready for the instruments to be taken out of the washer disinfectant. The student does not check their apron for any visible debris.

I observe the student remove the instruments from the washer disinfectant but not use the inspection light.

I observe the student place the instrument into a non-bagged autoclave and remove PPE not in correct order.

I observe the student re-apply PPE and remove the sterile instruments from the non-bagged autoclave and place into a sterile bag and label.

## Station 6: zinc polycarboxylate mix

(6 marks)

### Student instructions

- you have 5 minutes to read the observation description, instructions and equipment list before starting the observation
- you have a further 10 minutes to complete the observation
- you have **one** attempt at this observation

### Observation description

You are required to mix zinc polycarboxylate as a luting cement to cement a crown (thin creamy mix).

You must also select and wear appropriate PPE prior to mixing the material.

### Equipment

You have been provided with the following equipment and materials:

- PPE: gloves, apron, mask, visor
- glass slab
- stainless steel spatula
- zinc oxide powder
- polyacrylic acid liquid
- manufacture measuring spoon (1 scoop powdered, 2 drop liquid)
- orange clinical bag
- disinfectant wipes



## Student evidence

I observe the student apply the correct PPE: apron, mask, visor, gloves

The student does not invert shake the bottle before use.

I observe the student scoop the powder from the bottle. Then the student dispenses the powder onto the glass slab.

I observe the student hold the liquid bottle vertical over glass slab and squeeze gently to release 4 drops of liquid onto the glass slab.

I observe the student mix the powder to the liquid using the spatula in circular motions, once student is happy with the consistency, I observe them collect the cement onto an area on the slab to show me. The cement is runny and could have been thicker.

I observe the student clean down the spatula and slab with an antibacterial wipe and removes most of the cement before setting, I observe the student disposing of all extra material and not re-inserting any material into the bottle.

I observe the student remove all PPE in correct order: gloves, apron, visor, mask.

## Station 7: clinical and non-clinical waste

(9 marks)

### Student instructions

- you have 5 minutes to read the observation description, instructions and equipment list before starting the observation
- you have a further 5 minutes to complete the observation
- you have **one** attempt at this observation

### Observation description

You are required to correctly dispose of each waste item into the correct waste bin or sharp box.

You must also:

- select and wear appropriate PPE to complete this observation
- demonstrate the correct handwashing techniques upon completion

### Equipment

You have been provided with the following equipment:

- sink and running water
- anti-bacterial soap
- a timer (for students and examiner to track time)
- towels
- foot pedal for bin
- non-clinical bin with non-clinical black bin bag
- clinical bin and clinical orange bin bag
- yellow sharps box
- rigid leak proof container
- amalgam waste pot
- local aesthetic (LA) cartridges
- suture (in packet)
- PPE: gloves, apron, mask
- surgery wipes
- suction filter
- disposable patient cup
- finished soap bottle
- empty glove box

- plastic water bottle

## Student evidence

I observe the student don only gloves for PPE; student does not don an apron and mask.

I observe the student dispose of all sharps safely and into the correct sharps bin provided including: LA cartridges, suture in packet.

I observe the student dispose of non-clinical waste correctly and into the black bin bag, this includes an empty glove box, plastic water bottle, finished soap bottle. However, the student did place the surgical wipes into the non-clinical bin.

I observe the student dispose most of the clinical waste correctly into the orange bin bag, including gloves, masks, apron, suction filter, disposable patient cup, but they did take a few moments to consider before deciding on the orange bin bag.

I observe the student apply safe disposal to most of given objects that had an assigned bin/box and follow health and safety legislations.

I observe the student perform a full clinical handwash using the anti-bacterial soap followed by the step-by-step technique to washing hands.

- student does not turn on tap using elbow they used their hand.
- wet both hands under running water
- apply antibacterial soap to hands
- rub palm to palm in a circular motion
- rub back of each hand with palm and interlaced fingers on each hand
- rub palm to palm with interlaced fingers
- rub with back of fingers to opposing palms with fingers interlocked
- rub fingertips on the opposite palm in circular motion
- rinse hands with water
- use elbow to turn off tap
- dry thoroughly with an individual use towel

The student does not carry out a few of the hand washing steps which were rub each thumb with opposite hand in a rotation movement each side and rubbing each wrist with opposite hand.

## Station 8: dietary advice

(12 marks)

### Student instructions

- you have 5 minutes to read the observation description, instructions and equipment list before starting the observation
- you have a further 10 minutes to complete the observation
- your internal provider assessor will play the part of the parent
- you have **one** attempt at this observation

### Observation description

A child aged 8 years old is in for a routine dental examination, signs of caries present throughout.

You are to give clear dietary advice to avoid further decay to the child's parent.

You may use the equipment given.

### Equipment

- good snacks: apples, bananas, oranges, cheddar cheese cubes, pitta bread, hummus, plain yogurt, carrots sticks
- bad snacks: chocolate bars, sugar/chocolate breakfast cereal, sweets (Haribo) fizzy juice
- hidden sugars: tomato sauce, tinned fruits in liquid, jams, flavoured crisps, flavoured water
- diet tracking sheet

### Student evidence

I observe the student explain to the child's parent the importance of helping their child with good oral health.

I observe the student give the adult a diet tracking sheet and explain, in limited detail, the reason for the sheet.

They explain that the sheet is for the parent to write down everything the child eats and drinks to help them find hidden sugars. The student uses easy language to follow and has a friendly manner.

I observe the student discuss hidden sugars and how this has an impact on the child's oral health. The student then elaborates on the avoidance of cariogenic (sugar) snacks and carbonated drinks but does not use the objects given on the equipment table.

Carrying on from this the student explains to the parent which healthy snacks do not contain many sugars, the student again does not use the objects on the table.

I observe the student explain that snacks should be kept to mealtimes to keep the PH level neutralised but does not explain fully why it affects the teeth.

## Station 9: charting using Palmer notation

(6 marks)

### Student instructions

- you have 5 minutes to read the observation description, instructions and equipment list before starting the observation
- you have a further 5 minutes to complete the observation
- you have **one** attempt at this observation

You will be given an opportunity to listen to the voice recording for 30 seconds to make sure volume and equaliser are satisfactory before commencing on the charting questions.

### Observation description

You are required to listen to a voice recording and complete charting using Palmer notation

You will be provided with earphones linked up to a good quality recording via a laptop/mobile phone

There are 2 rounds, each round is 2 minutes with a 1 minute break in between.

- the outside box is for treatment to be carried out
- the inside boxes are dental work that has been completed

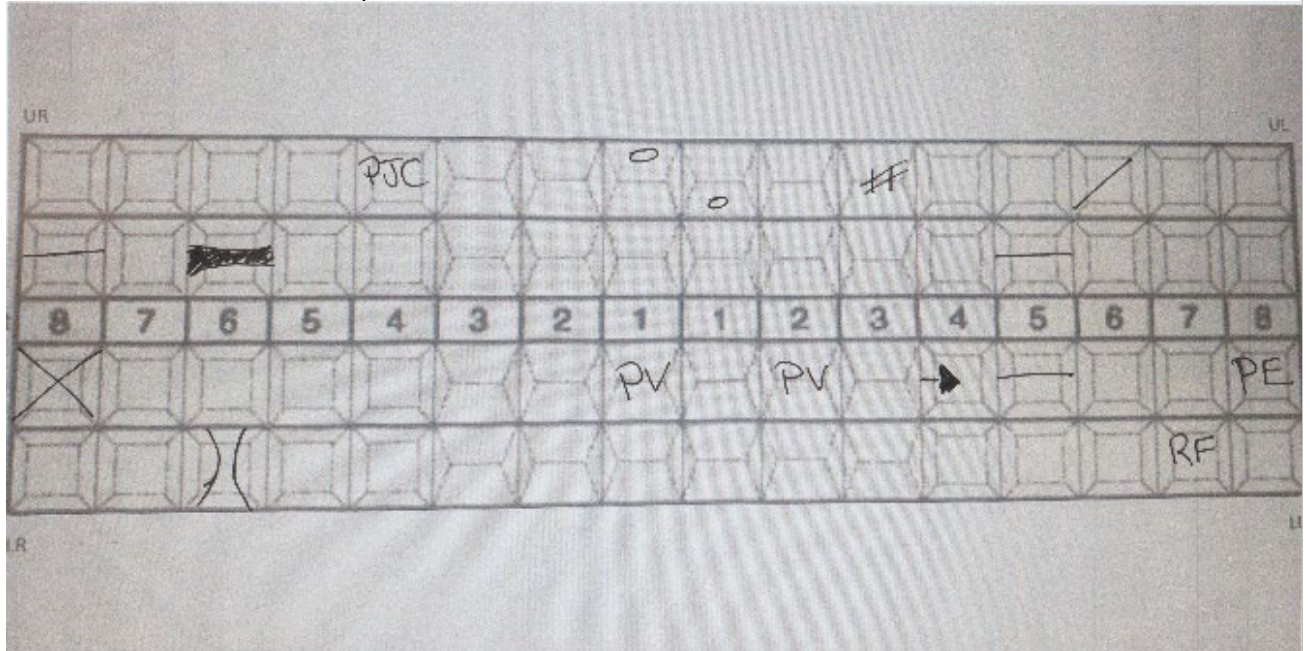
You will be given an opportunity to listen to the voice recording for 30 seconds to make sure volume and equaliser are satisfactory before commencing on the charting questions.

### Equipment

- blank charting sheets
- suitable fine pen
- earphones
- mobile/laptop

## Student evidence

I observe the student place headphones on and can hear the recording of the charting  
I observe the student listen to what notation is being asked but is slow in following the recording speed.  
I observe the student choose grid for a treatment that needs to be carried out and places in the treatment that is present and omit charting a missing tooth, making a small error in the charting.  
13. Lower left lateral incisor has a porcelain veneer.



14. Lower right central has a porcelain veneer.  
During the second recording of the charting, I notice that the student corrected the error from the first recording.  
I observe the student run out of time, but all details are now correct.

## Station 10: medical history update

(6 marks)

### Student instructions

- you have been provided with a simulated patient for this observation
- you have 5 minutes to read the observation description, instructions and equipment list before starting the observation
- you have a further 5 minutes to complete the observation
- you have **one** attempt at this observation

### Observation description

An elderly patient is required to update their medical history form but has forgotten their glasses.

You must assist the patient in updating their details.

The patient has brought an updated list of medication to help fill out the form.

### Equipment

- simulated patient
- standard medical history form
- pen
- lockable filing cabinet

### Student evidence

I observe the student greet the patient quietly without making eye contact the student offers to help the patient in a caring manner, but only asked if the patient would like to sit down when they themselves had sat down.

I observe the student fill out the medical history form with the patient filling in most of the information required, I observe some of the social history was not completed. The student also asks for the medical list that the patient has brought to the appointment. All medicine is written in the correct section.

I observe the student inform the patient that this information will be kept securely, place the medical record in the filing cabinet, and ensure that it is locked.

## Examiner commentary

The student has been given a borderline pass because throughout the examination the student demonstrated adequate levels of knowledge and was able to apply the learnt knowledge and skills into each task.

Although each task may have had information missing, the student demonstrated some enthusiasm towards the role of a dental nurse under the GDC (General Dental Council) standards.

The student demonstrated that they were able to gather sufficient evidence, contributing to, following, and recording information in records relevant to tasks maintaining confidentiality. The minor inaccuracies did not prohibit understanding and therefore qualify for the pass grade.

The student has demonstrated a reasonable knowledge of cleanliness and decontamination by meeting the health and safety regulations and GDC standards. There was some hesitation and some minor inaccuracies that did not endanger patients but prohibited a higher grade.

The student has shown that they are competent when dealing with patients in a patient-centred profession but have room for further improvement to move beyond perfunctory interaction and develop a more effective and personable style. The student could have explained in more depth when giving post-operative instructions; there are some minor gaps, and they focus on what not to do with limited explanation.



## Overall grade descriptors

The performance outcomes form the basis of the overall grading descriptors for pass and distinction grades.

These grading descriptors have been developed to reflect the appropriate level of demand for students of other level 3 qualifications, the threshold competence requirements of the role and have been validated with employers within the sector to describe achievement appropriate to the role.

Grade	Demonstration of attainment
Pass	<p>A pass grade student can:</p> <ul style="list-style-type: none"> <li>• Carry out a range of dental procedures to support dental professionals at chairside by demonstrating adequate knowledge and skill of:                             <ul style="list-style-type: none"> <li>○ current legislation regulations to maintain a safe working environment</li> <li>○ infection control in relation to health technical memorandum (HTM) 01-07 and hand hygiene</li> <li>○ instruments and equipment used in a dental surgery including correct storage in relation to HTM 01-05</li> <li>○ anatomy and physiology</li> <li>○ dental treatments</li> <li>○ duty of care to patients in relation to GDC Scope of Practice</li> </ul> </li> <li>• Provide factual information and up-to-date advice to help patients to maintain and improve their oral health by demonstrating adequate knowledge and skill of:                             <ul style="list-style-type: none"> <li>○ oral disease causes and preventions - provide patients with basic diet advice as well as demonstrating the correct techniques for toothbrushing and interdental aids</li> <li>○ the role of dental professionals and the healthcare team in respect of patient management (for example, checking the patient understands the treatment plan and ensure further appointments are appropriately booked if required)</li> </ul> </li> <li>• Accurately record patients' dental information to contribute to their treatment and dental care on dental charts, using technology where appropriate, by demonstrating adequate knowledge and skill of:                             <ul style="list-style-type: none"> <li>○ the principles of dental charting and soft tissue assessment including:                                     <ul style="list-style-type: none"> <li>▪ federation dentaire internationale (FDI)</li> <li>▪ palmer notation</li> <li>▪ BPE</li> <li>▪ periodontal charting</li> </ul> </li> <li>○ the use of information technology and electronic systems within a dental setting</li> </ul> </li> <li>• Prepare, mix and handle filling and impression material in an appropriate and timely way by demonstrating adequate knowledge and skill of:                             <ul style="list-style-type: none"> <li>○ filling and impression materials</li> <li>○ ensuring there is ventilation</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ adjusting room temperature accordingly</li> <li>○ mixing equal amounts of materials if required</li> </ul> <p>Students should demonstrate content covered in all bullet points where applicable to be awarded pass.</p>
<p>Distinction</p>	<p>A distinction grade student can:</p> <ul style="list-style-type: none"> <li>● Carry out a range of dental procedures to support dental professionals at chairside by demonstrating exceptional knowledge and skills of:           <ul style="list-style-type: none"> <li>○ current legislation regulations to maintain a safe working environment and the purpose of regular training and enhanced continuing professional development ECPD</li> <li>○ infection control in relation to HTM 01-07 and hand hygiene including social, clinical and aseptic</li> <li>○ instruments and equipment used in a dental surgery, including correct storage in relation to HTM 01-05 and the purpose of audits</li> <li>○ anatomy and physiology</li> <li>○ dental treatments and their respective referral process, if necessary</li> <li>○ duty of care to patients in relation to GDC scope of practice, GDPR, Equality Act 2010 and safeguarding</li> </ul> </li> <li>● Provide factual information and up-to-date advice to help patients to maintain and improve their oral health by demonstrating exceptional knowledge and skills of:           <ul style="list-style-type: none"> <li>○ oral disease causes and preventions - provide patients with:</li> <li>○ basic diet advice</li> <li>○ demonstration of the correct techniques for toothbrushing and interdental aids</li> <li>○ potential health risks</li> <li>○ local health initiatives that will help to maintain and improve oral health (for example, smoking cessation services)</li> <li>○ the role of dental professionals and the healthcare team in respect of patient management, including patients who have determinants of health inequalities in the UK and internationally that support oral health planning and improvement</li> </ul> </li> <li>● Accurately record patients' dental information to contribute to their treatment and dental care on dental charts, using technology where appropriate, by demonstrating exceptional knowledge and skills of:           <ul style="list-style-type: none"> <li>○ principles of dental charting, and soft tissue assessment including:               <ul style="list-style-type: none"> <li>▪ FDI</li> <li>▪ palmer notation</li> <li>▪ BPE</li> <li>▪ periodontal charting</li> <li>▪ use of information technology and electronic systems within a dental setting</li> <li>▪ effective and contemporaneous note-taking</li> <li>▪ good use of time management</li> </ul> </li> </ul> </li> </ul>

- Prepare, mix and handle filling and impression material in an appropriate and timely way by demonstrating exceptional knowledge and skills of:
  - filling and impression materials
  - ensuring there is ventilation
  - adjusting room temperature accordingly
  - adjusting the lighting accordingly
  - mixing equal amounts of materials if required
  - communicating with the dentist as well as observing their actions to determine when to prepare materials

Students should demonstrate content covered in all bullet points where applicable to be awarded a distinction.

## Document information

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Owner: Head of Assessment Design

## Change History Record

Version	Description of change	Approval	Date of Issue
v1.0	Post approval, updated for publication.		April 2023