

T Level Technical Qualification in Health

Occupational specialism assessment (OSA)

Dental Nursing

Bridging module

e-portfolio

Assessment writing and delivery guide

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T Level Technical Qualification in Health Occupational specialism assessment (OSA)

Dental Nursing

Internal assessment writing and delivery guide for providers

Contents

Section 1: assessment writing	3
Introduction	3
Choosing the assessment task	4
Demonstrating fitness for purpose	6
Example assessment grid	7
Section 2: assessment delivery	8
Introduction	8
The assessment cycle	8
Teaching and learning and your role as a tutor	9
Assessment and your role as an internal provider assessor	9
How the delivery of an assessment should look	9
Giving feedback to students	10
Feedback during teaching and learning	10
Section 3: quality assurance	13
Internal quality assurance (IQA)	13
External quality assurance (EQA)	13
Section 4: gateway performance outcomes	15
Document information	19
Change History Record	19

Section 1: assessment writing

Introduction

The e-portfolio is an independent bridging module that is designed to provide opportunity for tutors to deliver the gateway content and to give students the opportunity to demonstrate they have the required knowledge and skills to allow them to enter the industry placement. As per the General Dental Council (GDC) standards for education, students must provide patient care only when they have demonstrated adequate knowledge and skills. For clinical procedures, the student should be assessed as competent in the relevant skills at the levels required in the pre-clinical environments prior to treating patients.

The selected gateway to placement content is taken from the occupational specialism (OS) component of the technical qualification (TQ). Delivery should commence at the end of year 1, after the core exams and employer set project (ESP) have been sat. The recommended delivery time is 120 hours and centres may wish to consider this around timetabling of assessments. Students must complete all assessments prior to starting their industry placement.

The bridging module will:

- commence at the end of year 1, after the core exams and ESP have been sat
- take 6 weeks with students completing 20 hours per week, totalling 120 hours
- will be assessed across 12 hours of an internally assessed e-portfolio that is externally moderated
- provide opportunity for resits

Assessment must evidence a student's own knowledge, understanding and skills within their chosen subject. Evidence must be gathered through effective and reliable internal assessments and this guidance document is designed to support tutors and deliverers to ensure the integrity of all internal assessments.

This guidance can be used to support the delivery of our T Level Technical Qualification in Health (Dental Nursing) bridging module.

There are 3 essential elements in the production of successful internal assessment tasks.

These are:

- a valid and engaging context or scenario
- meaningful assessment tasks with clear, assessable outcomes
- appropriate coverage of the content and learning outcomes

The following guidance will help you to create valid and reliable internal assessment tasks.

It is always good practice to have your internal assessment briefs checked and signed off by your internal quality assurer (IQA).

Choosing the assessment task

There are many different assessment tasks that can be used to gather student evidence. When deciding on the type of assessment task to use, it should be considered in conjunction with the learning outcomes/assessment criteria.

Here are some examples of different types of assessment tasks you may want to consider:

- practical clinical observation (by a qualified internal provider assessor who is a GDC registrant and meets our assessment principles)
- professional discussion
- reflective accounts (student log or reflective diary)
- written and pictorial information
- presentations
- case studies

Writing the assessment task

The key requirement for writing tasks is that they must be meaningful and have clear, assessable outcomes.

The tasks should also:

- not confuse teaching and learning tasks with assessment¹
- be valid and relevant
- be practicable for school/college-based students
- be direct and open-ended and not 'stepped'
- avoid mandating the way in which the task is to be carried out (unless the learning outcomes require it)
- be stated separately from any scene-setting information
- allow for different levels of achievement

Practical assessment task evidence

The key issue to consider in setting any assessment task is the evidence required to support a grading decision that is also suitable for moderation. Therefore, for practical assessment tasks such as a professional discussion or an OSCE, a witness testimony or an observation report would not be deemed as sufficient evidence to support authenticity and further evidence types would need to be provided, such as video or audio recordings of any practical based assessment task. Evidence types are as follows:

- observation report/expert witness statements:
 - should be used in conjunction with other forms of evidence (for example, presentations, photographic or video evidence)
 - statements should identify which assessment components/objectives/outcomes were addressed by the student
- video recordings:
 - useful for the demonstration of technical processes and/or skills

¹ Assessment tasks are scheduled timed periods outside of teaching and learning where students evidence their skills and knowledge

- demonstration of kinaesthetic skills (for example, dance, sport, or cookery)
- demonstration of cognitive process (for example, use of software or machinery) are best accompanied with a verbal narrative
- audio recording:
 - can be used for capturing professional discussions or question and answer sessions that demonstrate knowledge and understanding
- photographic evidence:
 - can be used for similar circumstances to video evidence
 - used as good practice to show not only the final piece of work, but also photographs at different stages of the process

Final considerations

You should now be able to use the previous steps to design your assessment task while considering the following:

- restrictions - the e-portfolio is restricted to no more than 3 pieces of different types of evidence. It would be advised to use a range of evidence that demonstrates the student's knowledge, skills, and competencies in the subject area
- coverage of assessment objectives - in designing your assessment tasks, take the opportunity to cover as many assessment objectives as possible by combining similar objectives
- coverage of content - provide opportunities within the task for students to draw on a wide variety of content. The amount of content should be reasonable based on your judgement and you should avoid specifying content that has not been covered as part of the course of study
- consistency of evidence - where possible you should aim to be consistent in specifying the evidence across a group or cohort of students. So, for example, if you feel a recording of a practical task is the most appropriate type of evidence you should try and ensure this evidence is used across the whole cohort as opposed to allowing several different types of evidence within one task brief
- authenticity - it is important that you are confident that the work submitted is the student's own work. To ensure authenticity you could:
 - conduct the internal assessment tasks in controlled conditions
 - locate the task in a case study or a project that students may already be working on. This gives you the opportunity to ask questions that relate to that case study and garner specific responses as opposed to generic responses that could easily be obtained from elsewhere
 - when designing you need to consider if the task is an individual task that can be clearly associated/linked to a specific student or if it is a group task. Where it is a group task, you need to consider and ensure that within the group task each student has the opportunity to meet each learning outcome/assessment criterion and not just some of them. If within a group task a student does not meet all the learning outcomes/assessment criteria, they should be allowed other opportunities to meet that outcome/criteria
- remember to ensure that standardisation of assessment marking practice takes place as appropriate
- you may also have moderation activities identified in your provider tutor assessed grade strategy, so also use these if relevant. While there is no one type of evidence that takes precedence, evidence that you believe is an authentic representation of the student's performance will give confidence in the judgement

Demonstrating fitness for purpose

All assessments must be fit for purpose, appropriate for the method of assessment chosen and consistent with the specification. They must address the learning outcomes in a balanced way and cover the required content.

Using an assessment grid

The simplest way to do this is to complete an assessment grid in the writer's checklist.

You must ensure that:

- there is an appropriate balance between learning outcomes and tasks
- that the learning outcomes are weighted by GLH in accordance with the specification
- if the learning outcomes are equally weighted, the amount of assessable evidence produced for each learning outcome is roughly similar

It is also good practice to draft outline responses for each grade to check that students are likely to produce outcomes in line with the grade descriptors and that the tasks will discriminate effectively.

Example assessment grid

Unit title								
	LO 1 XXX		LO2 XXX			LO3 XXX		
	GLH XX		GLH XX			GLH XX		
	Assessment point	Assessment point	Assessment point	Assessment point	Assessment point	Assessment point	Assessment point	Assessment point
Task 1(a)		x						
Task 1(b)	x							
Task 2			x	x	x			
Task 3(a)						x		
Task 3(b)							x	x

Section 2: assessment delivery

Introduction

This guidance aims to offer support and information on how to administer an internal assessment for the T Level Technical Qualification in Health (Dental Nursing) bridging module.

The points in the guidance will provide you with information on:

- how the administration of an internal assessment should look
- the difference between teaching and learning, and assessment
- the type of feedback that can be offered before, during and after an assessment
- the assessment cycle
- submitting evidence to the external quality assurer (EQA)

Remember: assessment must evidence a student's own knowledge, understanding and skills within their chosen subject. Evidence must be gathered through effective and reliable internal assessments and this guidance document is designed to support tutors and deliverers of each of the above qualifications in doing so, to ensure the integrity of all internal assessments.

The assessment cycle

Plan: assessment planning includes writing a valid and reliable assessment brief and planning in the administering of this, alongside your scheme of work and/or lesson plans. Further guidance on how to write an internal assessment brief is included at the beginning of this document in section 1.

Deliver: teaching and learning must all take place prior to any assessment of knowledge and skills. The teaching and learning should include all of the content that the internal assessment will cover.

Complete: students are to complete the internal assessment within the allocated time and must do so outside of any teaching and learning. The internal assessment should be administered using the guidance within this document to ensure its integrity. During the assessment your role will be that of the internal provider assessor and not as a tutor.

Assessment: assessment of student evidence should take place as soon as possible after the assessment has been completed. Tracking documents should be used to record grades per assessment criterion/points for each student and where applicable for the whole unit. Assessment of student evidence should be made against the relevant assessment criteria/points and grading descriptors for the qualification that are found in the qualification specification. Grades must be recorded accurately for the evidence submitted as part of the internal assessment alone. Work created by the student during teaching and learning that was not completed as part of an internal assessment cannot be used as evidence.

Feedback: once you have assessed/marked all student evidence that has been submitted, feedback must be offered to each student on an individual basis unless requested otherwise by the student. It is always best practice that the student signs to confirm that they have received feedback and that they think the written record of verbal feedback given in relation to the assessment decision is accurate, even if they disagree with it. You could always offer space for the student to record their own comments.

For further guidance on how and when to feedback please see page 10. Feedback must include the grade being awarded for each assessment criterion/point and where applicable for the overall unit. Feedback needs to be accurately recorded and the student must sign to confirm receipt of and that they agree with the feedback provided.

Teaching and learning and your role as a tutor

The role of the tutor is to deliver the course material in line with the qualification specification, through teaching and learning, to develop the students understanding, knowledge and skills. Remember, work created by the student as part of teaching and learning or for use as formative assessment by the tutor, cannot be used as evidence in an assessment. The tutor therefore should ensure:

- teaching and learning occurs in experiences both inside or outside the classroom where student skills, knowledge and understanding are developed
- support materials to aid learning can be provided
- instructions on completing tasks can be given to students
- intervention by tutors to ensure where learning is appropriate
- informal assessment can be used to assess and track progress
- feedback and guidance on how to improve work can be given

Assessment and your role as an internal provider assessor

The role of an internal provider assessor is to administer the internal assessment, assess the student evidence produced against the learning outcomes and assessment criteria/points and to provide feedback to the student regarding their achievement.

It is always worth reminding your students of your varying roles as a tutor and an internal provider assessor, so they know what to expect during both teaching and learning and assessment. The internal provider assessor therefore should ensure:

- assessment is carried out in a controlled environment under the supervision of an internal provider assessor (usually the tutor)
- no guidance on how to meet assessment criteria/points and grading descriptors from the internal provider assessor is allowed
- group work and how students interact with each other is clearly defined
- steps to prevent plagiarism are taken
- templates and other scaffolding techniques may not be provided to students
- no work completed during teaching and learning is allowed to be used in the assessment
- specific, detailed feedback on how to improve may not be provided to students
- assessments must not be completed by students at home

How the delivery of an assessment should look

At the start of the internal assessment taking place internal provider assessors should:

- provide the student with information regarding the time available for the internal assessment task/brief, to include the submission deadline
- make the student aware that you are now the internal provider assessor and not the tutor
- make the student aware that you can no longer provide guidance and support including feedback, on what to do in order to complete and achieve this assessment
- make the student aware that the task/brief they will be completing is an assessed piece of work that will go towards their qualification and final grade
- ensure that each student is aware of the learning outcome, assessment points/criterion that are being met. These should be available to the student throughout the assessment
- brief the students on plagiarism and explain that it must be their own work or clearly referenced if sourced research material is used
- explain to the student when and who will mark/assess their work and when they will receive feedback*

- raise the centre appeals procedure with the students and make sure they are aware of this in the event that they disagree with your mark.

***Usually, the tutor and the internal provider assessor is the same person, it is really important to ensure your students are aware of this and the difference in roles.**

Giving feedback to students

Feedback during teaching and learning

Feedback is an important part of learning, and we encourage feedback during teaching and learning that will identify areas for student progression, including stretch and challenge. Feedback should:

- be positive and always relate to the assessment criteria/points and grade descriptors found in each unit within the qualification specification
- offer ways in which a student could improve their work by referring to the assessment criteria/points and grade descriptors - this encourages students to continuously do this themselves and prepares them for the internal assessment
- include a positive approach about how to improve knowledge, skills, understanding, behaviour, spelling, punctuation, grammar and how to approach a task

Feedback and guidance that gives them a specific list of actions they need to take in order to complete a task is not positive and students should be encouraged to identify how they can improve themselves. Use open questions in your feedback.

Once the student begins working on the internal assessment, the internal provider assessor must not provide any specific feedback on the evidence produced by the student before it is submitted for assessment or confirm achievement of specific assessment criteria/points until the work has been assessed.

Students must demonstrate themselves that they can provide evidence for the assessment brief independently, using their knowledge, skills and understanding gained through the teaching and learning of the unit delivery.

We understand it is important to continue giving general feedback and support during assessment, which could include:

- confirmation of which learning outcome, assessment criteria/points the assessment brief is targeting
- referring the students to the learning outcomes and assessment criteria/points to keep them on track
- clarification of what the assignment brief requirements are
- general feedback on timekeeping, attendance and punctuality, attitudes and behaviours.

However, it is not appropriate for tutors to:

- coach students in how to produce the evidence or what evidence to produce (unless the brief specifically states what the evidence should be)
- give them a specific list of actions they need to take in order to meet the assessment criteria/points and learning outcomes, or to achieve a particular grade

You may wish to refer the student to the assessment criteria/points or learning outcomes and to the grade descriptors to keep them on track.

Remember: the internal provider assessor must not provide feedback or guidance on how to improve the evidence to achieve higher grades at this point; this will happen when the students are given feedback after their work has been assessed. Feedback will not coach the student.

All work must be completed independently by the student and must not be a product of tutor guided feedback.

Feedback after assessment

Giving feedback following assessment must include feedback on improvement and progression and not coaching to achieve a specific grade. Feedback should be clear and constructive on the assessment criteria/points and/or learning outcomes the student has achieved or not achieved.

Provide justification and explanation of the assessment decisions that have been made, make reference to the assessment criteria/points and where appropriate the grading descriptors. It is also good practice to give general feedback on timekeeping, attendance and punctuality, attitudes and behaviours.

Remember: tutors **must not** give explicit instructions or step by step guidance on how to improve a grade.

You should:

- focus on what the student has done well and why
- encourage the student to work out how to apply successful techniques elsewhere
- make all comments general so that the student can apply them to new situations
- encourage self-regulation and criticism (for example, 'you know the key features of making an evaluation, check whether these are included in your own work')
- reference learning points (for example, 'your answer might be better if you included strategies we discussed earlier')
- limit your comments to 1 or 2 key areas
- always refer to the assessment criteria/point or learning outcome
- provide justification for your decision
- always record feedback given to individual students

You must not:

- provide templates or model answers
- give feedback on specific elements of tasks
- give specific feedback on how to achieve a higher grade
- list negative points for correction

Remember, if a student has not yet achieved a specific performance outcome, you must discuss with them any resubmission opportunities. Providers are permitted to allow for resit opportunities at their discretion where a student has not met the minimum requirements of an internal assessment. Resit opportunities are not capped, the student is permitted to sit as many resits as required to allow them to evidence they have the required knowledge and skills to pass the bridging module and meet the e-portfolio requirements.

For further guidance on evidence submission and the internal and external quality assurance processes please refer to the guidance on our website.

How to record feedback

It is impossible to record all verbal feedback given to students during teaching and learning. It is however important to accurately record verbal and/or written feedback that has been given in relation to the results of an assessed piece of work and this must be documented. This feedback will be reviewed by your internal quality assurer (IQA) and external quality assurer (EQA).

Feedback must be given on a one-to-one basis, unless requested otherwise by the student. It is always best practice to have your student sign that they have received feedback and that they think the written record of verbal

feedback given in relation to the assessment decision is accurate, even if they disagree with it. You could always offer space for the student to record their own comments.

We have a range of templates that can be used to track and record student's achievement and feedback; these are available on our website.

Please note: students must be informed that grades may change and are not fully confirmed until they have been both internally and externally quality assured.

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Section 3: quality assurance

Internal quality assurance (IQA)

Providers must ensure that they have consistent marking standards for all students. The internal moderator must manage this process and confirm that internal standardisation has taken place.

Internal standardisation may involve:

- all tutors marking some sample student performances to identify differences in marking standards
- discussing any differences in marking at a training meeting for all tutors involved
- referring to reference and archive material, such as previous student performances or examples from NCFE's tutor standardisation.

Providers should carry out timely internal standardisation activities based on a sample of evidence and the tutor standardisation materials to identify to check whether marking is accurate, valid and reliable, making any necessary adjustments if discrepancies are found, prior to submitting their results.

Providers must submit their results by the date set by NCFE.

External quality assurance (EQA)

Moderation

Assessment is carried out by the provider and moderated by NCFE. All criteria are competency based and assessed as either achieved or not achieved based on pass descriptors. The accuracy of the application of the pass descriptors across all gateway items will be the focus of this stage of moderation. The pass descriptors can be found in the T Level Technical Qualification in Health occupational specialism assessment (OSA): Dental Nursing tutor guidance document found on the NCFE website.

For manageability, moderation of the e-portfolio will take place remotely during the assessment period and be across a range of students to meet the minimum required by the sampling strategy.

For each criterion, the moderator and provider independently record an assessment decision. At the end of the remote moderation activity, provider and moderator decisions are compared.

Following the moderation activity direct comparison of assessment decisions will be applied and as part of the sign-off process for each criteria the moderator will discuss with the provider's internal provider assessor what would have been required for an alternative assessment decision to have been made (not achieved where achieved was awarded, achieved where not achieved was awarded). This further discussion adds rigour to the internal assessment-based approach. If the moderator identifies any issues as part of this discussion, sign-off of relevant criteria may be withheld pending further assessment.

Where there is agreement across all criteria the provider continues to assess, and student outcomes for competence are accepted by NCFE CACHE for the remainder of the assessment period. No further moderation is required for this cohort. Where there is not full agreement, the moderator can provide feedback and flag relevant criteria for a further check. A further remote moderation activity would be required to review assessment of relevant criteria. Agreement must be reached across all criteria before the provider is signed off to submit overall outcomes for the e-portfolio assessment for that cohort.

Sampling strategy

The moderation process will include a review of all assessment criteria. The guidelines that the moderator will apply when selecting the sample are:

- a number of students across the cohort
- from across the range of internal provider assessors (if there are multiple internal provider assessors within the provision)

As it is a competence-based assessment 100% of criteria must be reviewed.

Moderator findings

Following moderation of competence-based assessment, the moderator will record their assessment decisions for the criteria covered. There will be 2 potential outcomes from this activity:

- the moderator agrees with the provider's assessment decisions across all competencies. In this case, all of the provider's competence-based assessment decisions would be confirmed and banked in the system for the remainder of the cohort
- the moderator does not agree with provider's assessment decisions. In this case, a follow up remote moderation activity would be arranged for the assessment of relevant criteria to be revisited

The outcomes will be detailed within a findings report submitted by the moderator following every remote moderation activity, with information on:

- summary of assessments moderated during the remote moderation activity (without reference to assessment decisions) including associated assessment records (observation reports, assessment decisions, for example)
- details of assessments moderated, along with associated decisions, to NCFE for retention pending the completion of all assessments and moderation activities
- any further guidance or exemplification required to mitigate any future deviation and ensure convergence to the standard across active providers

Feedback relating to specific areas of disagreement in the competence-based assessment will be sent to the provider immediately following the visit.

Moderators will submit details of decisions to NCFE for retention pending the completion of all assessments and moderation activities. Moderators will also recommend any further guidance that should be communicated to all providers to ensure up to date documentation, guidance and best practice is consistently and reliably disseminated in a timely manner.

Section 4: gateway performance outcomes

For the dental nursing occupational specialism, providers must pay attention to the following requisite knowledge and skills that students must be taught and assessed on prior to providing patient care and entering the industry placement. The assessment will be in the form of a bridging module and e-portfolio, and so providers must refer to the assessment dates for this and plan their delivery accordingly. Although this content forms part of the occupational specialism, as students must undertake them prior to providing patient care and accessing the industry placement, it is recommended that they are delivered and assessed in year 1. If they are not delivered and assessed in this time frame, it must be understood that providers are placing the progress of their students at risk by prohibiting progress to industry placements.

There are 6 different categories of gateway performance outcomes listed below:

- legislation, regulations and health and safety
- infection control
- instruments and equipment used in the dental surgery
- duty of care
- role of dental professionals and healthcare team in respect of patient management
- use of information technology and electronic recording systems within a dental setting

Content list

Performance outcome 1: Carry out a range of dental procedures to support dental professionals at “chairside”

Legislation, regulations and Health and Safety

- K1.1 how the following health and safety legislation and regulations relate to a dental setting
- K1.2 the purpose and requirements of the following legislation and guidance relating to health, safety and welfare in dental settings
- K1.3 the permitted duties of a dental nurse as defined in the General Dental Council scope of practice guidance
- K1.4 the role of other members of the regulated dental team as defined in the General Dental Council scope of practice guidance
- K1.6 the role of regulators in dental services in England
- S1.67 apply knowledge of health and safety legislation, regulations and guidance in order to contribute to a safe and clean working environment and safe patient care
- S1.68 adhere to guidelines and regulations in respect to the use of personal protective equipment (PPE) and appropriate dress in the clinical environment

Infection control

- K1.9 the importance of remaining up to date with infection control
- K1.10 how the use of PPE supports infection control
- K1.11 the recommended vaccination requirements to work in a dental setting
- K1.12 the responsibilities of the dental team in relation to health technical memorandum 01-05: decontamination in primary care dental practices
- K1.13 the purpose of standard precautions when carrying out decontamination and sterilisation in a dental setting
- K1.14 the key stages of the decontamination process
- K1.15 the key stages to practice hand hygiene
- K1.17 how to apply the national colour coding scheme for cleaning materials and equipment in a dental setting
- K1.18 the significance of the design of a dental surgery and decontamination room in relation to infection control
- K1.19 where decontamination and sterilisation of reusable instruments must take place
- K1.20 the different clinical areas that require decontamination
- K1.21 how to comply with waste segregation and classification
- K1.22 the different procedures required for at risk systems and instruments
- K1.23 potential routes of transmission of pathogens in a dental setting

Instruments and equipment used in the dental surgery

- K1.30 how to present, view and store manual and digital radiographs
- K1.31 the potential consequences of exposure to ionising radiation
- K1.32 how processing chemicals are handled, stored and disposed of
- K1.33 how to manage a spillage of processing chemicals
- S1.79 recognise faults in manual and digital radiographs

Duty of care

- K1.50 how to apply the General Dental Council's 9 principles of practice to the role of a dental nurse
- K1.51 signs and symptoms of abuse and neglect common to a dental setting
- K1.52 how to signpost to national and local safeguarding systems
- K1.56 primary signs and symptoms of medical emergencies
- K1.57 actions that can be carried out by a dental nurse in the event of a medical emergency
- K1.58 who is permitted to deal with a medical emergency
- K1.59 the emergency drugs and equipment that must be contained within a dental setting
- K1.60 the drugs associated with a medical emergency
- K1.66 how to raise concerns about own or others' health and wellbeing, behaviour, or professional performance
- S1.84 follow the duty of candour principles when something has gone wrong with a patient's treatment or care
- S1.86 follow all standards, codes of conduct and health and safety requirements/legislation, in relation to duty of care
- S1.92 act as a patient advocate
- S1.94 accurately assess a medical emergency
- S1.95 manage and support the dental team in managing a medical emergency

Performance outcome 2: Provide factual information and up to date advice to help patients to maintain and improve their oral health

Role of dental professionals and healthcare team in respect of patient management

- K2.10 the purpose of direct access
- K2.11 continuing professional development (CPD) requirements for dental nurses
- K2.12 the purpose of a personal development plan (PDP)
- K2.13 the importance of maintaining PDP and CPD.
- K2.14 The required standards of personal behaviour, as defined by the General Dental Council standards for the dental team.

Performance outcome 3: Accurately record patients' dental information to contribute to their treatment and dental care on dental charts, using technology where appropriate

Use of information technology and electronic recording systems within a dental setting

- K3.5 how IT and electronic recording systems are used within a dental setting
- K3.6 the possible consequences of recording inaccurate patient information

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Document information

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Change History Record

Version	Description of change	Approval	Date of issue
v1.0	Post approval, updated for publication.		March 2022
v1.1	Rebrand		March 2022
v1.2	Sample added as a watermark	November 2023	22 November 2023
v2.0	Minor change to Knowledge statement K1.66, update logo and copyright	November 2024	23 April 2025