

T Level Technical Qualification in Healthcare Science

Occupational specialism assessment (OSA)

Optical Care Services

Assignment 2

Mark scheme

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T Level Technical Qualification in Healthcare Science Occupational specialism assessment (OSA)

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Introduction

This mark scheme has been written by the assessment writer and refined, alongside the relevant tasks, by a panel of subject experts through the external assessment writing process and at standardisation meetings.

The purpose of this mark scheme is to give you:

- criteria of the observed skills expected from a student
- information on how individual marks are to be awarded
- the allocated performance outcomes and total mark for each task

In addition to the use of this document as a mark scheme, assessors should also ensure that actors playing the role of patients and/or supporting staff (such as, optometrist) as part of this assessment are aware of the relevant areas where they are able to support the student. This can be done by reviewing the lower bands of each marking grid as per the guidance set out in the provider guide document.

SAMPLE

Marking guidelines

The mark scheme for the practical skills assessment (PSA) comprises marking grids and indicative content.

The following marking grids should be used to assess students and award marks for their skills and underpinning knowledge. The indicative content included is for the PSA set for the **[insert series]** series only.

To understand what is required to be awarded marks, students should have already been provided with a copy of the marking grids. The marking grids are published in the all assignment provider guide document and can be found within this document for each task.

Assessors are reminded that they should complete the relevant observation record form to record descriptive information and evidence of the student's skills and understanding demonstrated during the PSA. The student observation record form can be found within this document for each task.

Note: for any written evidence (such as, record forms) completed by students, assessors are not expected to observe and make comments on this evidence during the live assessment, as this can be viewed following the completion of the assessment and considered during the marking process. Assessors should review the marking grids to determine if and where there are instances where the completion of written element may contribute to another aspect of a marking grid, for example the level of efficiency when completing a task.

Important: as part of the marking approach for this PSA, all aspects of communication skills assessed have been extracted across the relevant tasks and combined into a single marking grid. As task 1(a) wholly comprises communication skills, there is no standalone marking judgement required for this task; however, markers should be aware that the communication skills observed from this part of the task will contribute to the marking judgement required for the marking grid labelled task 1(a) and 1(b) communication skills.

General guidelines

You must apply the following marking guidelines to all marking undertaken throughout the observation. This is to ensure fairness to all students, who must receive the same treatment.

You must mark the first student in exactly the same way as you mark the last:

- the mark scheme must be referred to throughout the marking period and applied consistently, do not change your approach to marking once you have been standardised
- reward students positively giving credit for what they have shown, rather than what they might have omitted unless otherwise specified
- utilise the whole mark range and always award full marks when the response merits them
- be prepared to award 0 marks if the student's response has no creditworthy material
- do not credit irrelevant material that does demonstrate a response to the task, no matter how impressive the response or action might be
- the marks awarded for each response should be clearly and legibly recorded in the grid on the assignment mark form, found in the appendix section of the all assignment provider guide
- if you are in any doubt about the application of the mark scheme, you must consult with your team leader or the chief examiner/assessor

Guidelines for using extended response marking grids

The marking grids for each task include a number of themes or criteria that students are assessed against. Each assessment criterion contributes, with equal weighting, to an overall holistic judgement of their performance.

The assessment criteria are broken down into (up to) 5 bands with a corresponding descriptor for each criterion. The descriptor for the band indicates the quality of a student's performance in that band. The band is the mark that should be awarded across the criterion (for example, band 1 = 1 to 4 marks and band 4 = 13 to 16 marks). There is a total of 16 marks available for this part of the task.

When determining marks for a student performance, assessors should only consider the quality of the student's performance that has been observed. When determining a band/mark, assessors' decisions should be based on the overall quality of the student's performance in relation to the descriptors from that part of the task. If the student's performance covers different aspects of different bands, assessors should use a best-fit approach to award the most appropriate band/mark.

Standardisation materials can be used to help assessors with determining a band/mark if they are unsure.

Assessors should start at the lowest band of the marking grid and move up until there is a match between the band descriptor and the student's performance.

Indicative content

Indicative content has been provided as a guide to help assessors understand what should be expected in a student's performance to allow for a marking judgement to be made. Assessors are reminded that indicative content is not an exhaustive list but aim to cover the main elements expected to be observed.

Practical skills assessment

This assessment requires students to complete the following tasks:

Task 1: carry out pre-screening tests

SAMPLE

Task 1: carry out pre-screening tests

Brief

A 54-year-old patient is visiting your practice for an eye examination which will include pre-screening tests. The patient is struggling with using their visual display unit (VDU) with their current single vision reading glasses.

Task

You must assist the optometrist with the assessment of the patient by completing the following:

1(a) Prepare for pre-screen tests including:

- greeting the patient
- confirming the patient's details

1(b)(i) auto-refractor and non-contact tonometry test

1(b)(ii) routine visual field test

1(b)(iii) focimetry measurement

1(c) Conclude the pre-screen tests by completing the following:

- updating the patient's records
- completing the handover record form and passing to the optometrist
- preparing the pre-screen room for future use

(58 marks)

Observation record form

The observation record form contains descriptive information and evidence of students' skills during the PSA. Even though evidence of the quality of skills demonstrated should support decisions against the mark scheme, the notes should follow the flow of the tasks and how students are expected to complete them, rather than attempting to assign evidence against the criteria – at this stage.

Note: the observation record form is designed to capture observed skills only. Any written document or evidence that is completed by the student (for example, forms) will not need to be noted within this form, unless the mark scheme requires a judgement of skills whilst this is being produced.

To be completed by the provider appointed assessor

<p>Area/objective – the following areas/objectives can cover a broad range of skills or actions which should be considered when adding notes. The text below each area/objective is an example of what should be observed and is not exhaustive.</p>	<p>Comments – identifying students' areas of strengths and weaknesses through the use of thorough and precise notes that differentiate between a range of students' practical skills are required. This will be used to support accurate and consistent allocation of marks once all evidence had been generated.</p>
<p>Patient information Describe how well the student complies with data protection legislation when collecting sensitive information – ensuring confidentiality, sensitivity and respect for the individual throughout.</p>	
<p>Communication: patient care Describe how well the student interacts with the patient to including communication skills with consideration to comfort, dignity and respect.</p>	
<p>Communication: procedure Describe how well the student explains the pre-screening equipment and test including use of appropriate terminology for function and use.</p>	

<p>Pre-screening: auto refractor/non-contact tonometry</p> <p>Describe how well the student carries out the test, for example:</p> <ul style="list-style-type: none">• cleaning hands• cleaning the machine headrest using correct antibacterial wipes and disposing of them correctly• removing the chin rest paper and disposing• explaining what the machine is measuring, what the patient will experience during the tests and what is required from the patient• creating/updating a patient's record/handover form• cleaning machine and hands	
<p>Pre-screening: visual field test</p> <p>Describe how well the student carries out visual field test, for example:</p> <ul style="list-style-type: none">• cleaning hands• cleaning machine headrest, chin rest, clicker and eye patch using appropriate methods• explaining what the machine is measuring, what the patient will see and what is required from the patient• creating/updating a patient's record/handover form• cleaning machine and hands	
<p>Pre-screening: focimetry</p> <p>Describe how well the student carries out focimetry, for example:</p> <ul style="list-style-type: none">• cleaning hands• explaining what the machine is measuring• identifying lens type and selecting the correct setting on the focimeter• placing spectacles facing upwards on the machine, using the nose piece on the machine and locking to hold glasses in place• creating/updating a patient's record/handover form	
<p>Recording/reporting:</p> <p>Describe how the student records the results and updates the relevant paper/computer-based logs (<i>such as focimetry of spectacles, input data using signs, numbers</i>).</p>	

1(a) and 1(b) communication skills

Band	Level descriptor
Band 4 (13–16 marks)	<p>The student demonstrates excellent communication skills with the patient, establishing excellent levels of rapport with the patient by ensuring all the patient's needs are met and by demonstrating excellent levels of appropriate questioning techniques throughout most of the interaction.</p> <p>The student demonstrates excellent communications skills with the patient when explaining the purposes and expected experience for all pre-screen tests with an excellent use of appropriate terminology when describing all technical aspects of the tests.</p> <p>The student demonstrates excellent levels of attention to detail that allows for the patient to consistently (before each test) provide verbal consent they are comfortable and happy to proceed, ensuring the patient is kept at ease throughout all pre-screen tests.</p> <p>The student demonstrates excellent communication skills when completing the handover with the optometrist, including a highly concise and clear explanation of how the tests were carried out, referencing anomalies or inaccuracies where applicable.</p>
Band 3 (9–12 marks)	<p>The student demonstrates good communication skills with the patient, establishing good levels of rapport with the patient by ensuring all the patient's needs are met, by demonstrating good levels of appropriate questioning techniques throughout most of the interaction.</p> <p>The student demonstrates good communications skills with the patient when explaining the purposes and expected experience for all pre-screen tests with a good use of appropriate terminology when describing most technical aspects of the tests.</p> <p>The student demonstrates good levels of attention to detail that allows for the patient to regularly (prior to most tests) provide verbal consent they are comfortable and happy to proceed, ensuring the patient is kept at ease throughout most aspects of the pre-screen tests.</p> <p>The student demonstrates good communication skills when completing the handover with the optometrist, including a mostly concise and clear explanation of how the tests were carried out, referencing anomalies or inaccuracies where applicable.</p>

Band	Level descriptor
Band 2 (5–8 marks)	<p>The student demonstrates adequate communication skills with the patient, establishing reasonable levels of rapport with the patient by ensuring the patient’s main needs are met by demonstrating reasonable levels of appropriate questioning techniques throughout most of the interaction.</p> <p>The student demonstrates adequate communications skills with the patient when explaining the purposes and some expected experience for all pre-screen tests with a reasonable use of appropriate terminology when describing some technical aspects of the tests.</p> <p>The student demonstrates reasonable levels of attention to detail that allows for the patient to verbally consent they are happy to proceed (at the beginning and on one further occasion), ensuring the patient is kept at ease throughout some aspects of the pre-screen tests.</p> <p>The student demonstrates adequate communication skills when completing the handover with the optometrist, including a reasonably concise and clear explanation of how the tests were carried out, referencing anomalies or inaccuracies where applicable.</p>
Band 1 (1–4 marks)	<p>The student demonstrates basic communication skills with the patient, establishing limited rapport with the patient by ensuring all the patient’s basic needs are met by demonstrating a limited use of appropriate questioning techniques intermittently throughout the interaction.</p> <p>The student demonstrates basic communications skills with the patient when explaining the purposes and expected experience for some but limited aspects of pre-screen tests with a limited use of appropriate terminology when describing technical aspects of the tests.</p> <p>The student demonstrates basic levels of attention to detail that allows for the patient to verbally consent to all pre-screen tests (at the very beginning), ensuring the patient is kept at ease throughout limited aspects of the pre-screen tests.</p> <p>The student demonstrates basic communication skills when completing the handover with the optometrist, with a limited explanation of how the tests were carried out including some information on anomalies where applicable.</p>
0	No evidence demonstrated or nothing worthy of credit.

Indicative content

The student should consider:

- communication: language and techniques:
 - greeting and closing the interaction
 - confirming patient details in line with General Data Protection Regulation (GDPR) requirements (for example, spelling of patient's name, date of birth (DOB), address)
 - respecting the individual with regards to sensitive information, in line with GDPR requirements (for example, ensuring door is closed before patient discloses personal information)
 - using open and closed questions about patient's current health as appropriate (for example, 'are you diabetic?')
 - using appropriate terminology with patients (for example, avoid overly complex technical language)
 - being aware of potential sensitivity issues when asking questions about patient's details about health (for example, 'does anyone in your immediate family have glaucoma?')
 - being aware of/investigating if there are any criteria that may indicate that the patient is eligible for NHS funding for tests
- communication: auto-refractor:
 - explaining the purpose of the auto-refractor test (for example, it is used to determine a base line prescription for the optometrist's interpretation)
 - explaining the patient experience (for example, 'at the end of the road, you will see an image that will go in and out of focus')
 - advising the patient that it is normal for the image to move in and out of focus
 - checking that the patient feels comfortable with the current set up of the adjustable equipment – if not, repeating until the patient feels comfortable
- communication: non-contact tonometry test:
 - explaining the purpose of the non-contact tonometry test (for example, it is used to monitor the pressure of the fluid within the eye for the optometrist's interpretation)
 - explaining that inside the machine the patient will see a green flashing light, directing patient to stare at that light which will be followed by 4 small puffs of air
- communication: visual fields:

- explaining that this is a visual fields machine which will test your peripheral vision/sides of your vision, to be interpreted by the optometrist
- explaining that this test is conducted one eye at a time
- explaining that the clicker/button must be pressed once for every flash of light that is seen during the test
- asking the patient if they are comfortable in their current position
- explaining that we are about to conduct the visual fields test
- explaining that the patient is to stare at the central point/fixation point (reminding the patient to blink as normal) continuously throughout the test; whilst looking at this fixation target, small flashes of light will appear on the central fixation point – for every flash of light, press the clicker once
- explaining again that the patient is to stare at the fixation point (reminding the patient to blink as normal) but this time other lights will appear in all areas of vision; the clicker must be pressed once for every flash of light that is seen
- confirming that the patient is comfortable with the eye patch on so that the test can start
- explaining that the test can/will be paused if the patient would like a break or if the machine needs to be readjusted
- prompting the patient throughout to encourage fixation and concentration of the patient
- explaining to the optometrist during the handover if there was any reason that the test was not able to be completed, or was invalid
- communication: focimetry:
 - confirming whether the patient is currently wearing spectacles
 - asking if you could take a measurement of the spectacles for the optometrist to confirm the current prescription of what they are currently wearing

1(b)(i) – auto-refractor and non-contact tonometry test

Band	Level descriptor
Band 3 (9–12 marks)	<p>The student demonstrates excellent practical skills when carrying out the auto-refractor and non-contact tonometry tests, including the highly efficient use of equipment that ensures the patient is only kept in position for a minimal amount of time, completing the tests to an excellent standard by transferring the results to the handover form with high levels of accuracy (no errors).</p> <p>The student demonstrates excellent levels of understanding of the auto-refractor and non-contact tonometry tests as they are completed, including high levels of awareness of how the tests are progressing by always ensuring the patient is positioned correctly and following instructions, also ensuring the patient is accurately kept up to date throughout the entire test, as well as an excellent understanding if the test was successful or requires repeating.</p>
Band 2 (5–8 marks)	<p>The student demonstrates good practical skills when carrying out the auto-refractor and non-contact tonometry tests, including the mostly efficient use of equipment that ensures the patient is only kept in position for a reasonable amount of time, completing the tests to a good standard by transferring the results to the handover form with reasonable levels of accuracy (a maximum of 1 error).</p> <p>The student demonstrates good levels of understanding of the auto-refractor and non-contact tonometry tests as they are completed, including good levels of awareness of how the tests are progressing by mostly ensuring the patient is always positioned correctly and following instructions, also ensuring the patient is accurately kept up to date throughout most of the test, as well as a good understanding if the test was successful or requires repeating.</p>
Band 1 (1–4 marks)	<p>The student demonstrates basic practical skills when carrying out the auto-refractor and non-contact tonometry tests, including some efficient use of the more basic functions of the equipment that ensures the patient is not kept in position for an unreasonable length of time with some support from the optometrist when aligning the target, completing the tests to a basic standard by transferring the results to the handover form with limited levels of accuracy (a maximum of 2 errors).</p> <p>The student demonstrates limited levels of understanding of the auto-refractor and non-contact tonometry tests as they are completed, including limited levels of awareness of how the tests are progressing by ensuring the patient is always positioned correctly and sometimes following instructions, also ensuring the patient is kept up to date throughout some of the basic stages of the test, as well as basic understanding as to the success of the test – may require some support from the optometrist when determining if the test was successful or requires repeating.</p>
0	No evidence demonstrated or nothing worthy of credit.

Indicative content

The student should consider:

- auto-refractor:
 - ensuring the patient is not wearing contact lenses for this test
 - ensuring the setting on the auto-refractor is set for the measurement
 - directing the patient to touch their head on the headrest and chin on the chin rest
 - adjusting the height of the table/chair to ensure patient comfort
 - adjusting the chin rest to ensure the outer canthus of patient's eye lines up
 - directing the patient to look at and identify the image (for example, house, barn, hot air balloon) located on the screen in the machine
 - adjusting the focus of the image forwards/closer and backwards/further until the target is aligned (for example, on the screen turns yellow/lines at the bottom corners disappear – purple = too close, blue = too far)
 - checking that the patient is correctly positioned throughout the test
 - confirming the results have been captured, including recording the results
- non-contact tonometry:
 - ensuring that the machine is set to non-contact tonometry mode (**note:** where separate machines are used, the marker should **not** include moving the patient from one machine to another as part of the observation and marking process)
 - offering the patient to test the feel of the puff of air on their hand
 - directing the patient to put their chin on the chin rest and forehead touching the bar and, where required, prompting to retain it there
 - adjusting the focus of the image forwards/closer and backwards/further until the target is aligned (for example, on the screen turns yellow/lines at the bottom corners disappear – purple = too close, blue = too far)
 - confirming the results have been captured, including recording the results

1(b)(ii) – routine visual field test

Band	Level descriptor
Band 3 (9–12 marks)	<p>The student demonstrates excellent practical skills when carrying out the visual fields test, including a highly efficient use of equipment that ensures the patient is only kept in position for a minimal amount of time, completing the tests to an excellent standard by transferring the results to the handover form with high levels of accuracy (no errors).</p> <p>The student demonstrates excellent levels of understanding when carrying out the visual fields test, including the demonstration of high levels of awareness by always monitoring fixation and checking for false positives, also ensuring the patient is accurately kept up to date throughout the entire test, as well as an excellent understanding if the test was successful or requires repeating.</p>
Band 2 (5–8 marks)	<p>The student demonstrates good practical skills when carrying out the visual fields test, including a mostly efficient use of equipment that ensures the patient is only kept in position for a reasonable amount of time, completing the tests to a good standard by transferring the results to the handover form with reasonable levels of accuracy (a maximum of 1 error).</p> <p>The student demonstrates good levels of understanding when carrying out the visual fields test, including the demonstration of good levels of awareness by mostly monitoring fixation and checking for false positives, also ensuring the patient is accurately kept up to date throughout most of the test, as well as a good understanding if the test was successful or requires repeating.</p>
Band 1 (1–4 marks)	<p>The student demonstrates basic practical skills when carrying out the visual fields test, including the use of equipment with limited efficiency that ensures the patient is not kept in position for an unreasonable length of time, with some support from the optometrist, completing the tests to a basic standard by transferring the results to the handover form with limited levels of accuracy (a maximum of 2 errors).</p> <p>The student demonstrates basic levels of understanding when carrying out the visual fields test, including the demonstration of basic levels of awareness by sometimes monitoring the fixation and false positives which may result in a short delay of these being noticed, whilst also ensuring the patient is kept up to date regarding the main aspects of the test, as well as showing a limited understanding regarding test success.</p>
0	No evidence demonstrated or nothing worthy of credit.

Indicative content:

The student should consider:

- carrying out the test – visual field test:
 - ensuring the correct setting on the machine for the test is selected
 - confirming the patient's full name and date of birth
 - placing any trial lenses needed into the trial lens holder located on the patient's side of the machine
 - that the right eye is to be tested first therefore the eye patch must be worn over the left eye covering all vision in that eye
 - adjusting the chair, chin rest and table, ensuring that the pupil is visible (for example, on the computer screen with the cross in the centre of it) – if not, adjusting to ensure the pupil is in the correct position
 - ensuring that the patient is in position (for example, chin is placed on the left side of the chin rest and the forehead is firmly on the headrest)
 - ensuring that the correct threshold is obtained relevant for the age group of the patient
 - monitoring the test (for example, through the camera linked to the computer) and pausing the test if there is a fixation/false positive issue to ensure the validity of the test
 - moving the patch from the left eye and placing over the right eye so the test can resume and be completed fully
 - printing and recording the test results and ensuring they are attached to the patient's record

1(b)(iii) – focimetry measurement

Band	Level descriptor
Band 3 (9–12 marks)	<p>The student demonstrates excellent practical skills when carrying out the focimetry measurement, including the highly efficient use of equipment including excellent positioning and control of each lens that ensures the measurement process is completed efficiently, completing the measurements to an excellent standard by successfully acquiring the required values and transferring the results to the handover form with high levels of accuracy (no errors).</p> <p>The student demonstrates excellent levels of understanding when carrying out the focimetry measurement including identifying the correct lens type, selecting the correct setting on the machine and ensuring the results are noted down with high levels of efficiency and accuracy, and to British Standards (BS).</p>
Band 2 (5–8 marks)	<p>The student demonstrates good practical skills when carrying out the focimetry measurement, including the mostly efficient use of equipment including reasonable lens positioning and control techniques that ensures the measurement process is completed with reasonable efficiency, completing the measurements to a good standard by successfully acquiring the required values and transferring the results to the handover form with reasonable levels of accuracy (a maximum of 1 error).</p> <p>The student demonstrates reasonable levels of understanding when carrying out the focimetry measurement including identifying the correct lens type, selecting the correct setting on the machine and ensuring the results are noted down with good levels of efficiency and accuracy, and to BS.</p>
Band 1 (1–4 marks)	<p>The student demonstrates basic practical skills when carrying out the focimetry measurement, including the use of equipment with limited efficiency including basic lens positioning and control techniques, ensuring the measurement process is completed with limited levels of efficiency, completing the measurements to a basic standard by successfully acquiring the required values with some support from the optometrist and transferring the results to the handover form with limited levels of accuracy (a maximum of 2 errors).</p> <p>The student demonstrates basic levels of understanding when carrying out the focimetry measurement including when identifying the correct lens type, selecting the correct setting on the machine and noting the results down with some support from optometrist.</p>
0	No evidence demonstrated or nothing worthy of credit.

Indicative content:

The student should consider:

- confirming that the spectacles are single vision
- selecting the appropriate settings to measure the lens type on the focimeter
- placing the spectacles facing upward on the lens table ensuring that the bridge piece is on the left side of the right lens
- securing the holding claw on the lens being measured
- gently moving the frame right and left then up and down to get the right lens image cross cursor aligned with the graticule
- ensuring the automatic setting has been selected (if applicable), then the automatic measurement will be taken followed by a beep sound once completed
- lifting the holding claw and securing it onto the left lens
- following the same instructions carried out for the right lens
- confirming and recording the values to BS such as:
 - sphere including + or - and to 2 decimal places
 - cylinder including + or - and to 2 decimal places
 - axis value between 1 and 180 degrees (the use of degree symbol is not permitted)

1(c) – conclude the pre-screen test

Band	Level descriptor
Band 3 (5–6 marks)	The student demonstrates excellent levels of knowledge and understanding when concluding the tests with the patient, also ensuring the completion of the handover form and carrying out the handover with the optometrist to an excellent level of detail, providing high levels of detail regarding the tests, anomalies and/or re-tests and checking that hygiene has been maintained to an excellent standard. The student demonstrates excellent levels of knowledge when inputting the final prescription information, including signs and decimal places, to BS.
Band 2 (3–4 marks)	The student demonstrates good levels of knowledge and understanding when concluding the tests with the patient, also ensuring the completion of the handover form and carrying out the handover with the optometrist to a good level of detail, providing good levels of detail regarding the tests, anomalies and/or re-tests and checking that hygiene has been maintained to a good standard. The student demonstrates good levels of knowledge when inputting the prescription information, including signs and decimal places, to BS and minimal errors/discrepancies.
Band 1 (1–2 marks)	The student demonstrates basic levels of knowledge and understanding when concluding the tests with the patient, ensuring the completion of the handover form and carrying out the handover with the optometrist with a basic level of detail with some gaps/omissions present, and checking that hygiene has been maintained to a basic standard. The student demonstrates basic levels of knowledge when inputting the prescription information, including signs and decimal places, to BS and with some errors/discrepancies.
0	No evidence demonstrated or nothing worthy of credit.

Indicative content

The student should consider:

- compiling prescription notes which must contain signs and correct usage of decimal places to BS
- completing a handover form comments detailing any anomalies found during the test
- inputting and storing information accurately
- transferring information onto patients' record form
using disinfectant spray/wipes

Mark allocation

Task	Number of marks available:
1(a) and 1(b) communication skills	16
1(b)(i) auto-refractor and non-contact tonometry test	12
1(b)(ii) visual field test	12
1(b)(iii) focimetry measurement	12
1(c) conclude the pre-screen tests	6
Total marks	58

SAMPLE

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.		September 2021
v1.1	Sample added as a watermark	November 2023	17 November 2023