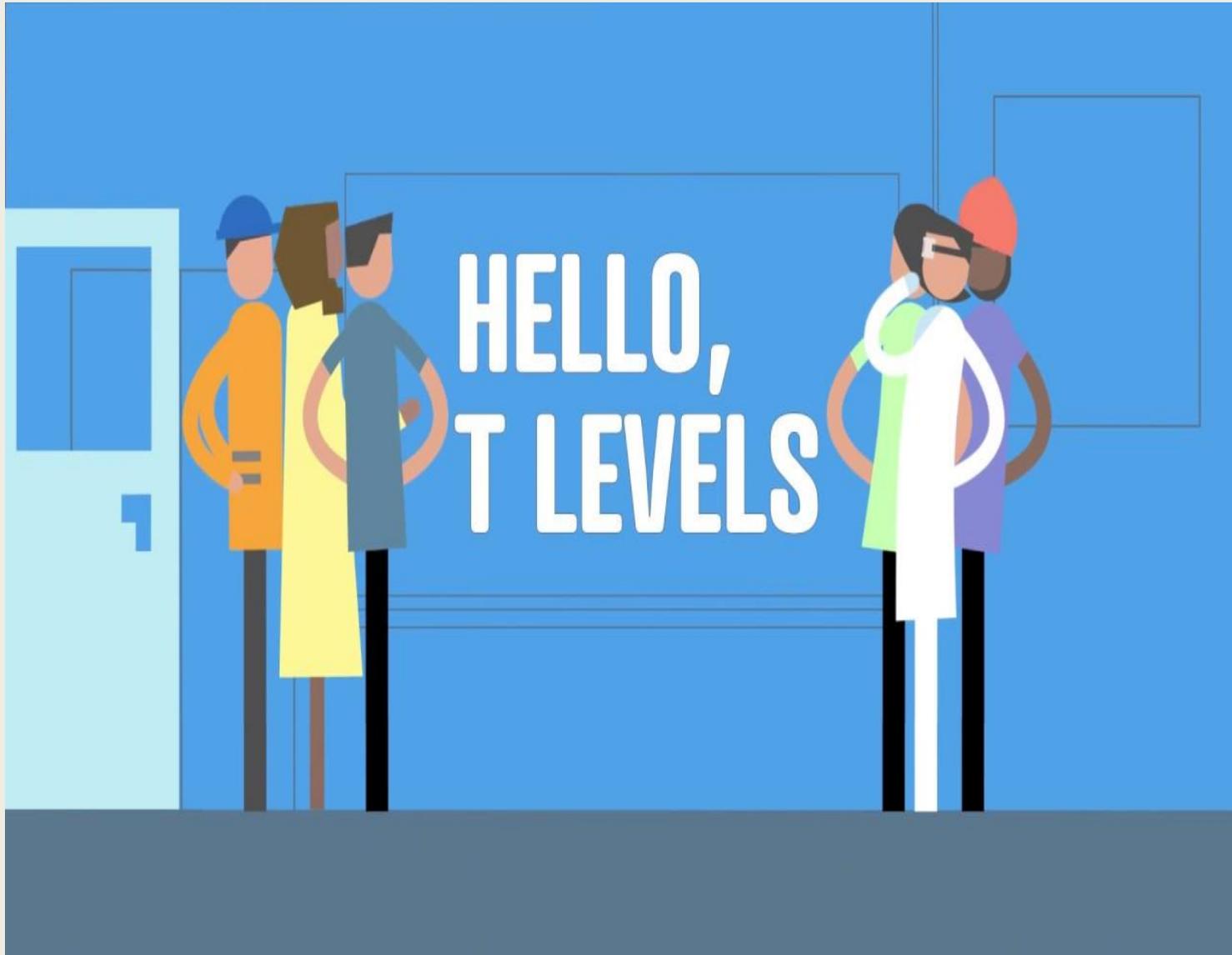




# T-LEVELS UPDATE



Say Hello



- The Post 16 Skills Plan, published in July 2016, formed the government's response to the recommendations made by the Independent Panel on Technical Education. This panel, chaired by Lord Sainsbury, advised Ministers on how to improve technical education in England.
- The Post 16 Skills Plan confirmed the government's acceptance of all of the recommendations of the Sainsbury panel. It outlines a radical reform of post-16 education, which will transform the technical education landscape.
- The aim is to streamline the current system, by addressing the problem of the bewildering choice of qualifications for young people and ensuring that there is a clear line of sight between the qualification and their intended job role.
- At age 16, young people will be able to choose either an academic option for those targeting undergraduate study, or a technical option for those seeking to enter skilled employment or higher level technical study.
- A common framework of 15 technical education routes that encompass all employment-based (apprenticeships) and college-based (T Levels) training has been established. T Level courses, alongside apprenticeships, will form the basis of our new technical education offer.

# In future, young people will be able to make a clear choice at 16 – whether to pursue an academic or technical path

*T Levels are fundamentally different to A levels and have a completely different purpose.*

## Academic

### A Levels

Subject-based qualifications delivered over 2 years by school sixth-forms, sixth-form colleges and FE colleges

**Purpose:** To prepare students for higher education

We are currently undertaking a review of other qualifications at level 3 and will only keep those of high quality and with a distinct purpose.

## Technical

### T Levels

Classroom based programmes delivered over 2 years by an FE provider (80% in college and 20% on the job)

### Apprenticeships

Work based training for a minimum of 12 months (80% on the job and 20% off the job e.g. in an FE college)

**Purpose:** To prepare students for entry into skilled employment (including higher level apprenticeships), either immediately or after higher levels of technical education (L4+)

T Levels and apprenticeships are two options within same technical education system

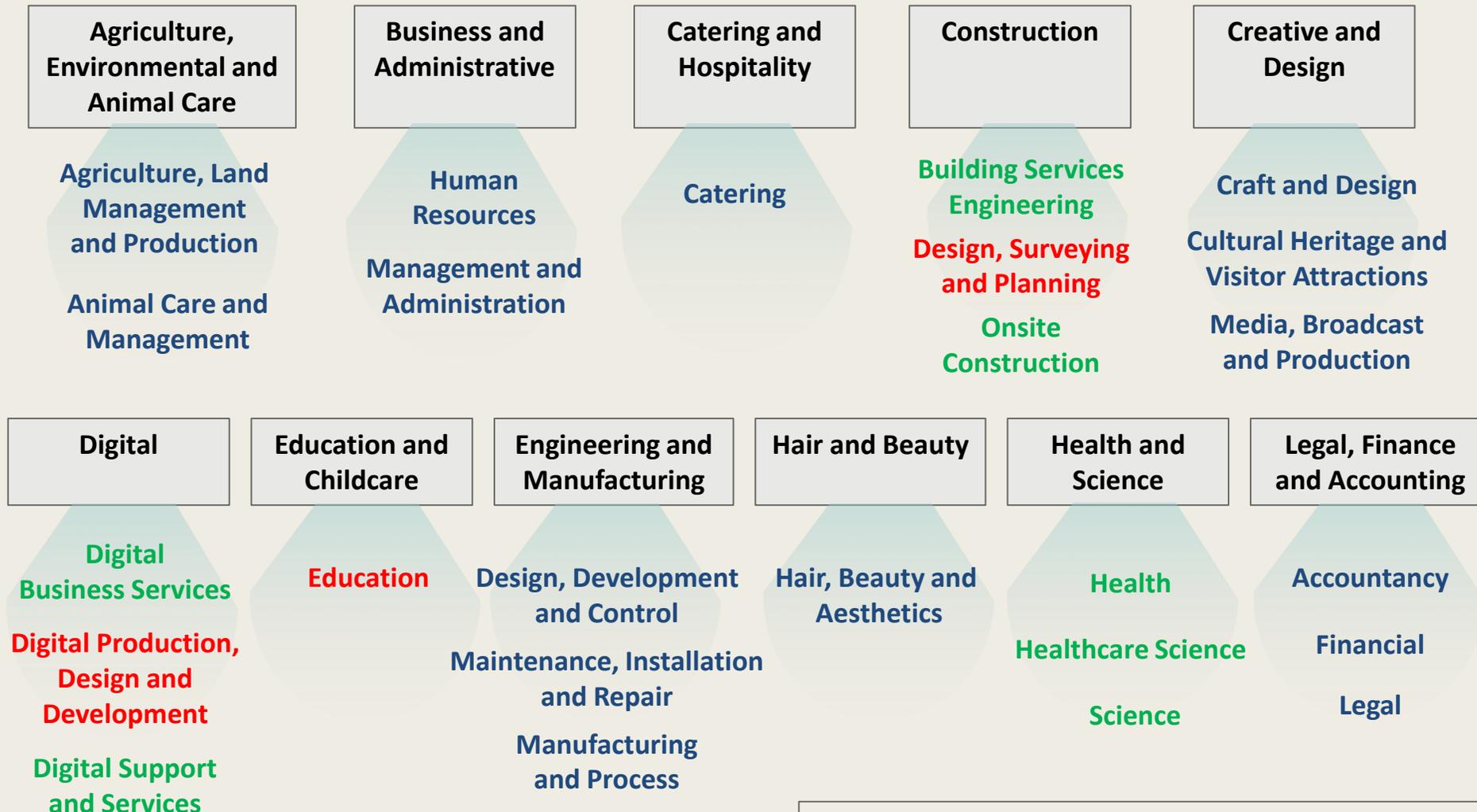
Both T Levels and apprenticeships are based on the same occupational standards, developed by employers as part of Institute for Apprenticeships

# What makes T Levels different from previous reforms to technical education?



- T Levels are part of a **comprehensive reform** of technical education, alongside apprenticeships.
- The government want T Levels to be part of a **long-term solution** to ensure that employers get the skilled workers they need for future prosperity.
- Rather than adding new qualifications to an already complex system, the ultimate aim of these reforms is to **simplify the qualification landscape**.
- T levels are designed by **reference to the world's best** technical education systems, with much longer hours than other qualifications, a meaningful industrial placement, and the inclusion of English, Maths and digital.
- In contrast to previous reforms, the government are **directly involving employers** in the development of T Levels, and they are setting out the knowledge, skills and behaviours required for each occupational area.

# Rollout of T Levels from 2020 onwards



**T Levels for 2020 delivery**  
**T Levels for 2021 delivery**  
**T Levels for delivery in 2022 or 2023 tbc**

# T Level programme

1800 hours<sup>1</sup> over two years (with flexibility).

TQ outline content is set by T Level panels and approved by the Institute for Apprenticeships

## Technical Qualification (TQ)

Between 900-1400 hours

### Core

20% - 50% of the total TQ time

- Knowledge and understanding of the concepts, theories and principles relevant to the T Level and the broader route
- Core skills relevant to the T Level

- Assessed through an external examination and a substantial, employer-set project

### Occupational specialisms (min. 1 per TQ)

50% - 80% of the total TQ time

- Knowledge, skills and behaviours required to achieve the level of competence in an occupational specialism needed to enter skilled employment
- Maths, English and digital skills integrated where they are necessary to achieve competence

- Assessed synoptically through rigorous practical assignments.

## T Level Industry Placement

Between 315-420 hours

- Undertaken with an external employer
- Minimum of 45 days
- Students develop technical skills and apply their knowledge in a workplace environment
- Provider should pay for/contribute to travel and subsistence costs, if not covered by the employer
- Employers not expected to pay students

## Maths and English requirements

- Students are expected to achieve a level 2 in maths and English. This can be achieved through GCSEs (grade 4 and above) or level 2 Functional Skills (pass)
- T Level panels are free to set higher maths and English requirements, where necessary

## Other requirements set by T Level panels

- Occupation-specific requirements included, where possible, if they are essential for skilled employment e.g. licence to practice qualification or professional registration

# Grading

Students who pass all the elements of their T Level will get a nationally recognised certificate showing an overall grade of pass, merit or distinction.

It will also set out the details of what students have achieved on the course.

The T Level certificate will include:

- An overall pass grade for the T Level, shown as pass, merit or distinction
- A separate grade for the occupational specialism, shown as pass, merit or distinction
- A separate grade for the core component, using A\* to E
- Grades for maths and English qualifications
- Details of the industry placement



# T Levels – National Strategic Communication Plan

- Our T Level communications campaign will launch in 2019, ensuring that parents, teachers, students and the wider public know about T Levels and where they fit among other choices after GCSEs. This will aim to:
  - **Raise awareness** of T Levels, what they are, where they can lead and how they fit in with other 16+ choices.
  - **Increase understanding** of how T Levels fit with wider technical education reform
  - **Build confidence** and create positive perceptions of T Levels and technical education
- This will be **implemented in a phased approach**, taking account of estimated student numbers and key decision making times:

We as a College, have also designed an outline marketing strategy that focuses around awareness raising and recruitment as two distinct areas. This is now underway.

<b>Phase 1 (2018-19):</b>	Increasing audience insight, developing our branding strategy, direct content delivered to parents, young people, employers and FE providers
<b>Phase 2 (2019-2021):</b>	Supporting launch and rollout in the early adopter areas through advertising / social media channels, ramping up each year
<b>Phase 3 (2021 onwards):</b>	Communications will be significantly increased to target a wider group of young people, providers and employers



# Current National and College Position

- This work has provided a range of opportunities for the College to work with the DfE, ESFA our regional LEPs and a range of other organisations.
- College have been very engaged with all consultations so far, in collaboration with LEPs, LANDEX, AoC and or individually. The College have also supported a range of working groups such as the 'rurality working group' and the 'transition offer working group'.
- Level 3 and below consultation has just closed (10<sup>th</sup> June 2019). The College has formulated a coordinated response to this as this has the potential to impact negatively on large areas of the colleges current provision e.g. our Applied General Curriculum Offer/s in Sport.
- Work and information is very slowly starting to gather momentum. As it does, work for the college will also follow that pattern.



# Useful Links

DfE Background to T-Levels

[https://www.the CDI.net/write/2.\\_T\\_Levels\\_Briefing\\_Note\\_December\\_updated.pdf](https://www.the CDI.net/write/2._T_Levels_Briefing_Note_December_updated.pdf)

Review of post-16 qualifications at level 3 and below in England

<https://www.gov.uk/government/consultations/review-of-post-16-qualifications-at-level-3-and-below-in-england>

Provider funding for the delivery of T Levels Government Consultation

[https://consult.education.gov.uk/fe-funding/t-level-funding-methodology/supporting\\_documents/T%20Levels%20funding%20consultation.pdf](https://consult.education.gov.uk/fe-funding/t-level-funding-methodology/supporting_documents/T%20Levels%20funding%20consultation.pdf)

T-Level Action Plan

<https://www.gov.uk/government/publications/t-level-action-plan>

**ANY QUESTIONS**

A group of hands holding up large red letters that spell out 'ANY QUESTIONS'. The letters are thick and three-dimensional. The hands are of various skin tones and are positioned below the letters, holding them from underneath. The background is plain white. There are faint, diagonal watermarks across the image that read 'depositphotos'.