

T levels - What you need to know

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Change is coming...

Sainsbury review

April 2016

The Wolf report

2011

Report of the Independent Panel on Technical Education Post-16 Skills Plan July 2016 Post-16 technical education reforms Tievel action plan

Action Plan

October 2017

Post 16 Skills Plan

Skills Plan

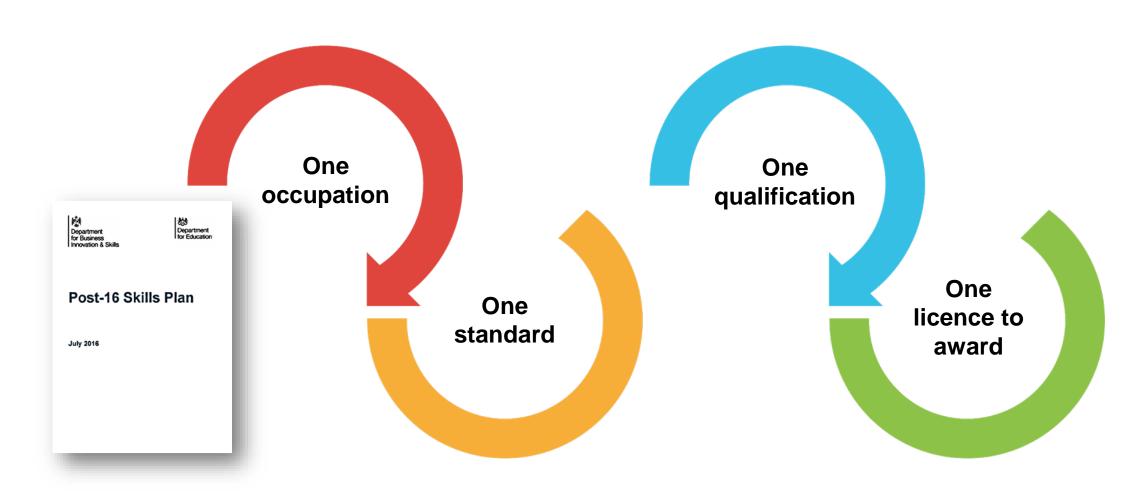
July 2016

Government's vision

The Post-16 Skills Plan explains how we will create a coherent technical education system fit for the twenty-first century



The Post-16 Skills Plan sets out a number of significant reforms to the technical education system in England

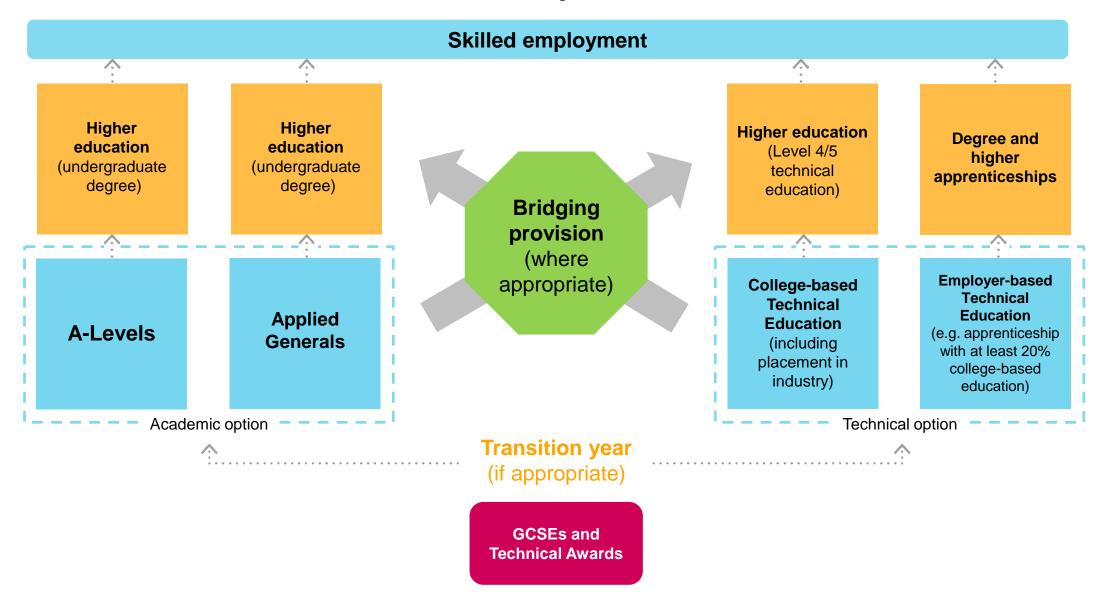


What are T levels?

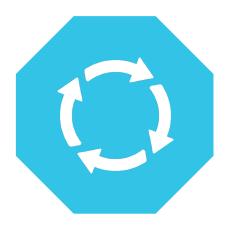
'T levels are new, level 3 technical study programmes that will sit alongside apprenticeships within a reformed technical education system'

- **Purpose-** T levels will be a distinctive and prestigious offer, designed primarily to support entry to skilled employment in technical occupations at level 3 and above. They will also support progression to higher education options.
- Relationships to apprenticeships- T levels will be available alongside apprenticeships as one half of a high quality technical education offer. Both will provide in-depth technical training via two different routes. Apprenticeships are employment with training; T levels will primarily be studied at an education or training provider.
- Implications on other qualifications- "The introduction of T levels must simplify our complicated qualification system. As such we (DfE) are proposing to review the range of qualifications currently funded by Government".

An overview of the new technical option



15 technical education routes have emerged



Routes being developed first by the Department for Education. These are likely to be 'pathfinders' ready for first teaching in September 2020:

- Children and education
- Construction
- Digital



The remaining technical education routes for phased roll out:

- Agriculture, environment and animal care
- Business and administration
- Catering and hospitality
- Creative and design
- Engineering and manufacturing
- Hair and beauty
- Health and science
- Legal, finance and accounting



Routes expected to be mostly delivered via an Apprenticeship:

- Protective services
- Sales marketing and procurement
- Social care
- Transport and logistics

T Level programme is a level 3 programme, 1800 hours over two years. Technical qualification 900-1400 GLH Core graded A*-E / occupational specialism graded PMD

CORE 20%-50% of planned time

Graded A* - E

Core 2

Core 1
Concepts & theories

Transferable skills Contextualised M&E **OCCUPATIONAL SPECIALISM 50%-80%**

Graded: **Pass/merit/distinction**Based on occupational maps
No less than 50% of the total qualification
planned time.
Linked to apprenticeship standards

WORK PLACEMENT

315-420 hours Min 45-60 days Maths, English and digital skills

GCSE or Functional Skills
Level 2/3

LTP (other requirements set by T Level panel)

Enrichment - tutorial

Core 1 Core 2 **Occupational Specialism**

Focuses on students' knowledge and understanding of contexts, concepts, theories and principles relevant to the T level. Students develop an understanding of the wider context to working in their chosen occupation - **Assessed through an external exam by the licenced awarding organisation.**

Focuses on developing students' overall employability, and assesses how well they can apply a minimum breadth of transferable skills, and selected numeracy, literacy and digital skills, to achieve purposes relevant to the T level - **Assessed synoptically through an employer based project.**

Focuses on the specialist content defined and assessed separately through occupational specialist components. Each occupational specialism would ensure students develop the knowledge, skills and behaviours necessary to achieve threshold competence in the occupational specialism - Assessed through a synoptic assignment/task. Technical qualifications will be substantial-the size of at least 2 or 3 A levels.

To achieve a T level learners must attain an E or above in the core and a Pass or above in each required occupational specialism.



Wider transferable skills, attitudes and behaviours, numeracy, literacy and digital skills will be embedded within each technical qualification



In order to achieve a T level, students must achieve a minimum level of maths and English. This will be set at level 2 to align with the existing policy on maths and English. Students may meet the requirement through achievement of either a GCSE standard pass or a level 2 Functional Skills qualification



Students are required to carry out a work placement in an external workplace environment, for 45-60 days (min. 7 hours a day, max. 37.5 hours a week) this work placement is expected to be within their field of study.

Students have the opportunity to apply their theoretical knowledge in a workplace environment. £74m funding will be available form April 2018 to support providers and ensure their capacity and capability to deliver work placements.

The 15 new technical routes to skilled employment Building/Civil Engineering Tec Construction Supervisor Audiovisual Technician Agricultural Technician Catering Manager Graphic Designer Events Manager Conservationist Horticulturalist Butcher Catering and Childcare and Creative and Agriculture, **Business and** Construction **Administrative** Hospitality **Environmental** Education Design (1,625,448)and Animal Care (2,204,478)(568,998)(1,060,804)(529,573)(454,726)Pharmaceutical Technician Financial Account Manage Engineering Technician Energy Plant Operative Accounting Technician aboratory Technician Network Administrator programmer Developer Software Developer Electrical Engineer Beauty Therapist Sports Therapist Web Designer Kev Examples of occupations to Legal, Finance Digital Engineering and Hair and Health and which the route Manufacturing Beauty Science and Accounting could lead (351,649)(293,004)(915, 979)(1,319,645)(1,325,482)Route name Market Research Analyst (Number Sales Account Manager employed in Residential Warden procurement Officer occupations Fire Service Officer Welfare Counsellor Railway Signalman Probation Officer within route) We expect these routes to be delivered primarily through apprenticeships. Sales, Marketing **Protective Social Care** Transport and

(865,941)

Logistics

(589,509)

and Procurement

(957, 185)

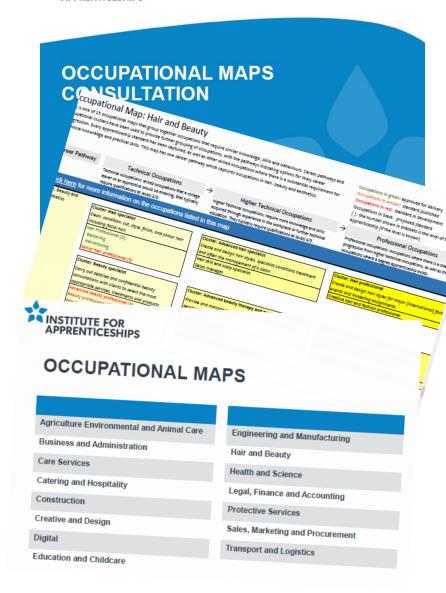
Services

(398,400)

Occupational Map for the 15 Routes

- Developed by Trailblazer/IFA Panels.
- Identifies occupations within each of the 15 routes
- Published in December 2017





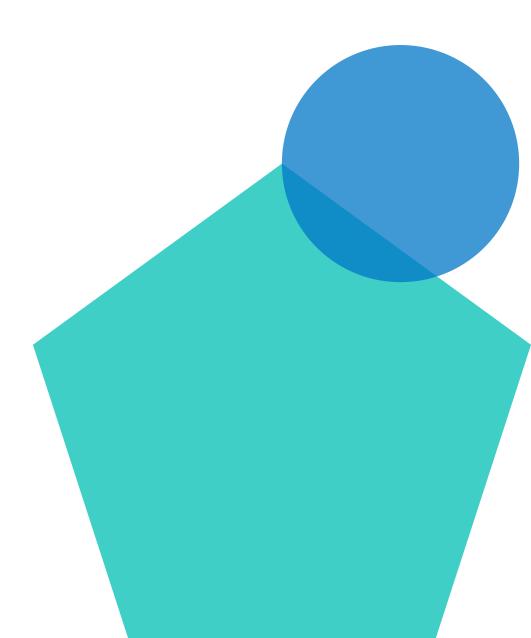
T level and IfA Route panels

If A route panels

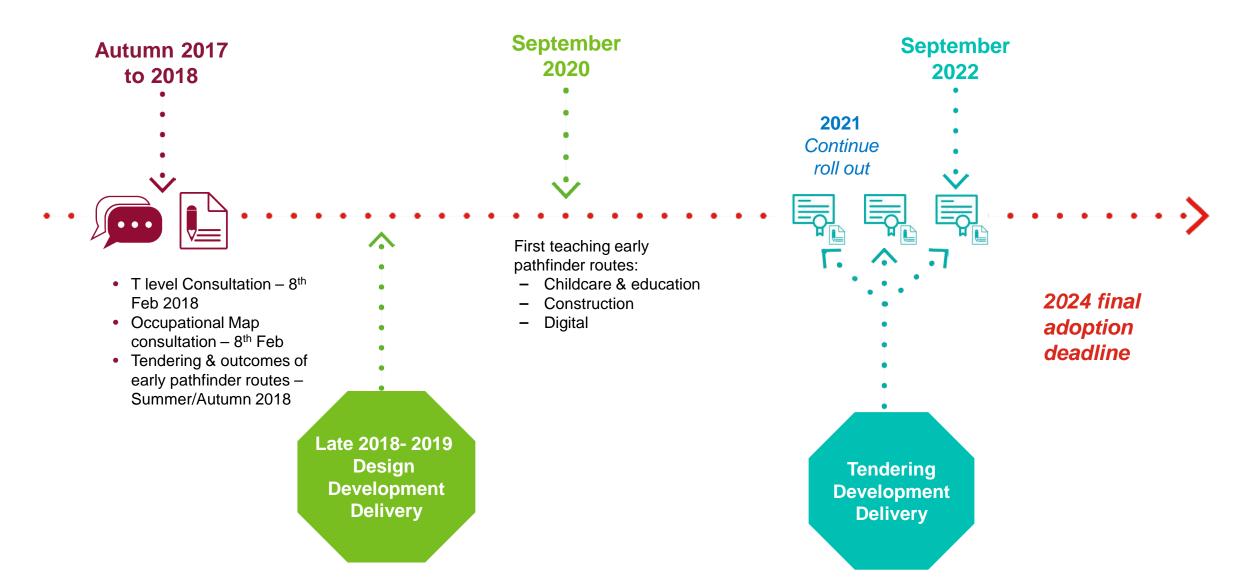
- Industry experts
- Core responsibility: Management of standards, qualifications and occupational maps for each technical route
- Will oversee and give final approval to the work of the T level panels

T level panels

- Practitioners, employers and industry-representative bodies
- Core responsibility: Develop the outline content for each T level
- Will ensure that reformed qualifications will have genuine currency with employers



Where to from here?



The consultation process:

T level consultation –closed on 8th February 2018: 1 submission

- Results expected April 2018 Key themes:

(41 questions)

- Purpose
- Assessment
- Work placement
- Level 2
- Transition year



Occupational Map consultation – by 25th January 2018: 15 individual submissions

Key themes:

(3 questions)

- Results expected March 2018
- Missing occupations
- Occupations in wrong route/duplication of occupations across routes.



City & Guilds Response to Government T levels consultation

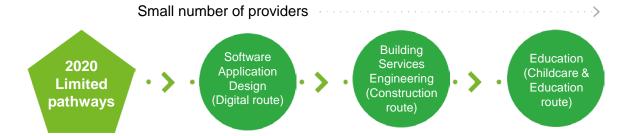
City & Guilds have submitted a number of recommendations to the Government that we think are essential steps to creating a technical education system that works for all. In responding to the recent T levels consultation, we sought the views of providers and employers as well as those in the wider education sector.

Read more about our response <u>here</u>.

A summary of our thinking and our recommendations to Government:

- 1. Be clear about the purpose of T levels and how they differ from and complement the existing offer
- 2. Make T levels attractive to young people, parents and employers
- 3. Think holistically about technical education and focus on progression
- 4. Focus on the common employability skills T levels can develop
- 5. Employer involvement is important but don't assume they can do everything
- 6. The work placement is what sets T levels apart it's too important to get wrong
- 7. Don't underestimate the role of awarding organisations in maintaining quality in the system

15 technical education routes roll out









March 2018 – update: How T levels will work with other level 3 study programme

T levels will become 1 of 3 major options when a student reaches level 3, alongside:

- apprenticeships for students who wish to learn a specific occupation 'on the job'
- •A levels for students who wish to continue academic education

When they complete a T level study programme, students will be able to choose between moving into:

- •higher or degree level apprenticeships
- a skilled occupation
- •higher level technical study, including higher education

DfE recognises that the current range of technical qualifications is confusing and that some have been more successful than others.

The department will review which qualifications it should fund at level 3 and below alongside T levels and A levels. It also intends to engage with interested parties throughout the design of the review. Further information about the review will be contained in the government consultation response, published later in the spring.

https://www.gov.uk/government/publications/introduction-of-t-levels-information-for-education-providers/introduction-of-t-levels-information-for-education-providers#get-involved-in-t-level-delivery

March 2018 update: ESFA will be undertaking the following 3 surveys over the coming months, which will each ask you different, but linked, questions about your current teachers and leaders, your current plans around T level delivery, and your views on a number of post-16 issues.

Three surveys:

- 1.The 2018 FE college staff survey of teachers and leaders: All general and specialist FE colleges in England will be invited to take part in the College Staff Survey 2018 from April, and findings of the work will be published. "The results will inform our work to develop the support FE teachers and leaders need to continue improving and getting the best results for learners," says the guidance.
- 2.Data collection on provider readiness to deliver T levels: The government wanted to make sure funding for T levels was spent in the way that best supported the FE sector to deliver successfully, says the guidance. "We will be asking you to complete a short data collection survey about your plans to implement T levels in your organisation," it adds, stating questions would include which routes and pathways colleges thought they would deliver and to how many students. "We will also ask you about your equipment and facilities too."
- 3. Post-16 omnibus survey: This survey has run since 2015, and has recently moved from a bi-annual to an annual survey. The purpose of this survey is to gain a better understanding of post-16 institutions' views on, and future plans for, post-16 education.
- The guidance states: "We acknowledge that asking you to engage in these activities will take up some valuable staff time. However, co-creating T levels with you and other key delivery partners is crucial to their success. We are incredibly grateful for your commitment to the reforms." ESFA will run next survey from spring 2018 for **ILP** and schools with 6th forms.



