



# An overview of T Levels

9.30am, Thu 24<sup>th</sup> September 2020

# Agenda

- **Overview of T Levels – Alex Warner, Principal:  
Institute of Technology**
  - Background to introduction of T Levels
  - Key features of T Levels
  - T Levels offered by Milton Keynes College
- **Further information & resources**
- **Introduction to The Education & Training Foundation –  
Zoe Card, Regional Facilitator, ETF**
- **Q & A's**
  - Please use the chat function to submit your questions



# An overview of T Levels

Alex Warner, Principal: Institute of Technology

# Why? Post-16 Skills Plan

- Productivity and skills continue to lag behind international standards
- Skills are a key contributor to UK productivity growth
- The UK is suffering from a skills deficit
- Skills shortages present challenges to employers
- Lack of employer engagement and investment in education and training
- Our technical education system is complex and opaque
- Young people need the right skills for a changing labour market



Department  
for Business  
Innovation & Skills



Department  
for Education

## **Technical education reform: the case for change**

July 2016

# Many government players: much expertise



Education & Skills  
Funding Agency

Quality Alliance



Institute for Apprenticeships  
& Technical Education



QAA



Department  
for Business  
Innovation & Skills



Department  
for Education

Post-16 Skills Plan

July 2016



Department  
for Education

Ofqual

Ofsted



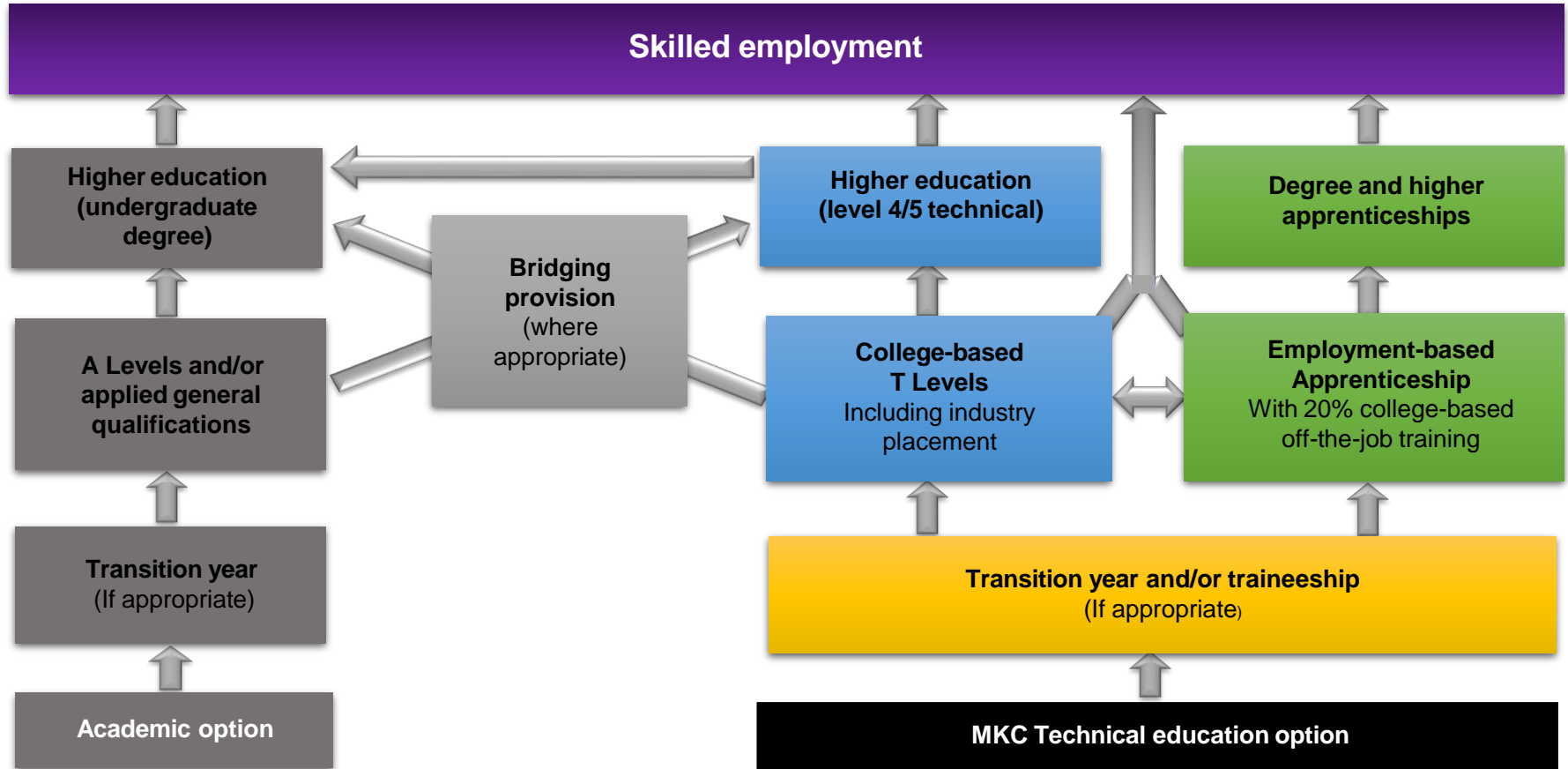
Department  
for Education

## Review of qualifications at Level 3 and below

### Flows from the Skills plan (Sainsbury):

- Too many qualifications (12,000+), many of those are poor quality, poorly understood, have low currency and are delivered in sixth forms! **“A race to the bottom”**
- “we expect that where a qualification at level 3 overlap with a T Level or A Level it would **not, in future, be approved for funding** in relation to 16 to 19 year olds”

# Government's post-16 skills plan



# Alternative pathways

## ACADEMIC

### A Levels

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

## TECHNICAL

### T Levels

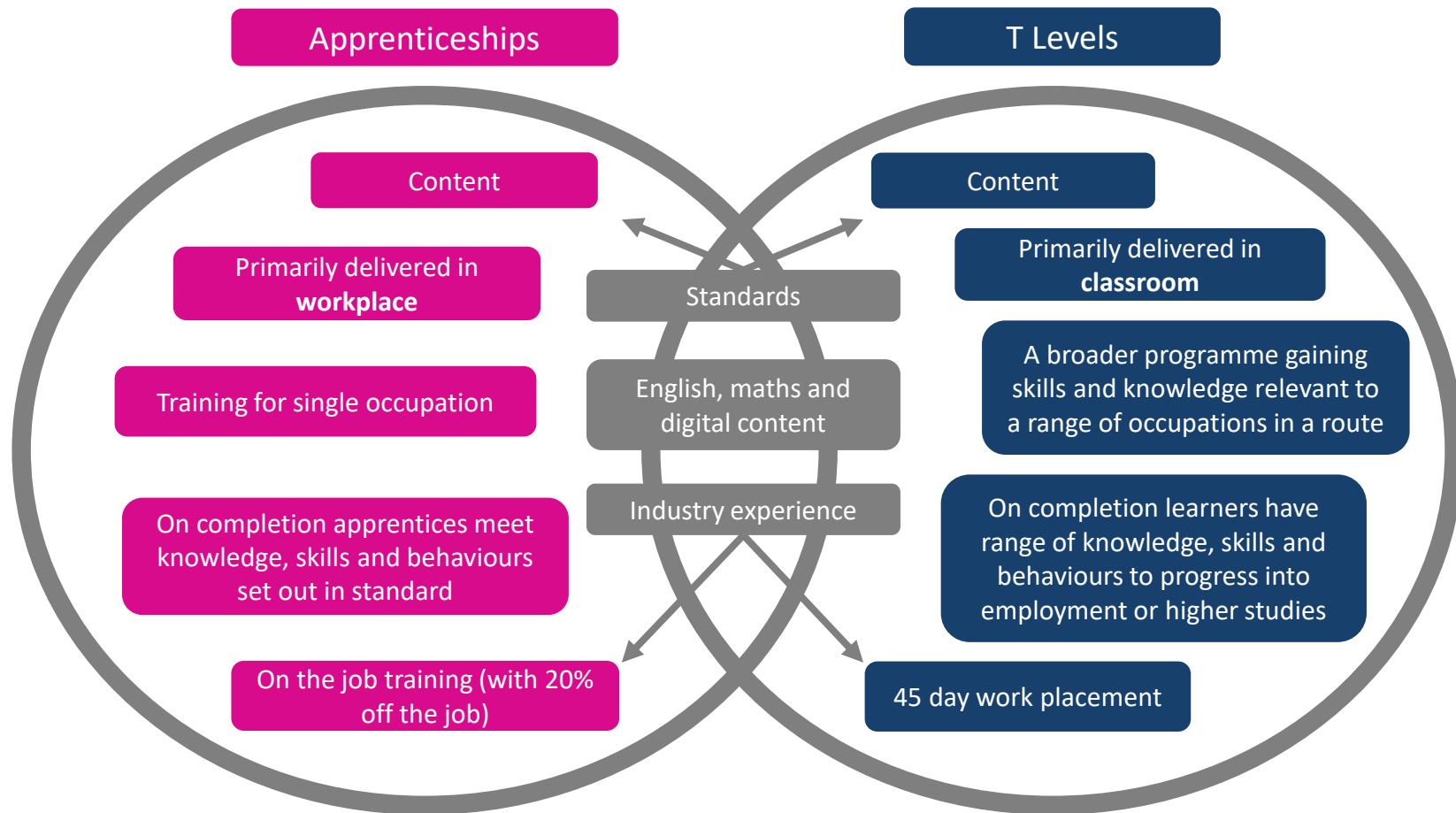
Classroom based programmes delivered over 2 years by an FE provider (80% in provider and 20% on the job)

### Apprenticeships

Work based training for a minimum of 12 months (80% on the job and 20% off the job)



# What's the difference between T Levels & apprenticeships?



# Why we like T Levels



Developed by reference to the world's best technical education systems



Co-created with employers to align to the skills needed by industry



Developing the wider skills needed to enable them to adapt to meet the skills needs of the future



Sharing the same occupational standards as our other key product – Apprenticeships (80%/20%)



Designed to be recognised as prestigious and meaningful - a true A Level alternative



Better preparing our students for highly-skilled jobs (or Higher Education)

# Fifteen Occupational Pathways

|  |  |  |   |  |  |
|--|--|--|---|--|--|
| <b>Agriculture, Environmental and Animal Care</b><br>(454,726)<br>Conservation Technician<br>Agricultural Technician<br>Veterinary Nurse | <b>Business and Administrative</b><br>(2,204,478)<br>Human Resources Administrator<br>Leisure Duty Manager | <b>Catering and Hospitality</b><br>(568,998)<br>Chef<br>Hospitality Manager  | <b>Childcare and Education</b><br>(1,060,804)<br>Teaching Assistant<br>Early Years educator | <b>Construction</b><br>(1,625,448)<br>Carpenter/Joiner<br>Gas Engineer<br>Bricklayer   | <b>Creative and Design</b><br>(529,573)<br>Journalist<br>Design Technician<br>Graphic Designer<br>Producer     |
|  | <b>Digital</b><br>(351,649)<br>IT Support<br>Web Designer<br>Network Engineer<br>Software Developer        | <b>Engineering and Manufacturing</b><br>(1,319,645)<br>Electrical Engineer<br>Nuclear Operative<br>Engineering Technician<br>Autocare technician | <b>Hair and Beauty</b><br>(293,004)<br>Barber<br>Beauty Therapist<br>Hairdresser            | <b>Health and Science</b><br>(915,979)<br>Leisure Team Manager<br>Personal Trainer<br>Food Technologist<br>Laboratory Technician | <b>Legal, Finance and Accounting</b><br>(1,325,482)<br>Financial Services<br>Paralegal<br>Assistant Accountant |

## Key

|   |
|---|
| <b>MKC Route 2021</b>                                 |
| <b>Route 2022 -</b>                                   |
| (Number employed in occupations within route)         |
| Examples of occupations to which the route could lead |

| We expect these routes to be delivered primarily through apprenticeships |   |   |  |
|--|---|---|--|
| <b>Protective Services</b>   | <b>Sales, Marketing and Procurement</b>                                 | <b>Social Care</b>  | <b>Transport &amp; Logistics</b>   |
| (398,400)  | (957,185)   | (865,941)   | (589,509)  |
| Prison Officer<br>Coastguard<br>Probation Officer                        | Event Planner<br>Marketing Administrator<br>Specialist Retail Assistant | Youth Worker<br>Mental Health Worker<br>Family Support Worker | Cabin Crew<br>Aviation Ground Operative<br>Transport Planning Technician |

# THE T LEVEL STRUCTURE

## Technical Qualification

**Common Core (20% - 50%)**  
**Knowledge Modules**  
**Employer set project**  
(Exam & Project)

**Occupational specialism(s) (50% - 80%)**  
(Performance based)

**Underpinning Skills,**  
**Attitudes & Behaviours**

## English, Maths & Digital

**GCSE /**  
**Functional Skills**  
(Exam & Project)

## Work Placement

**Occupationally**  
**relevant skills**  
**315 hours**

## Other approved provision, e.g.

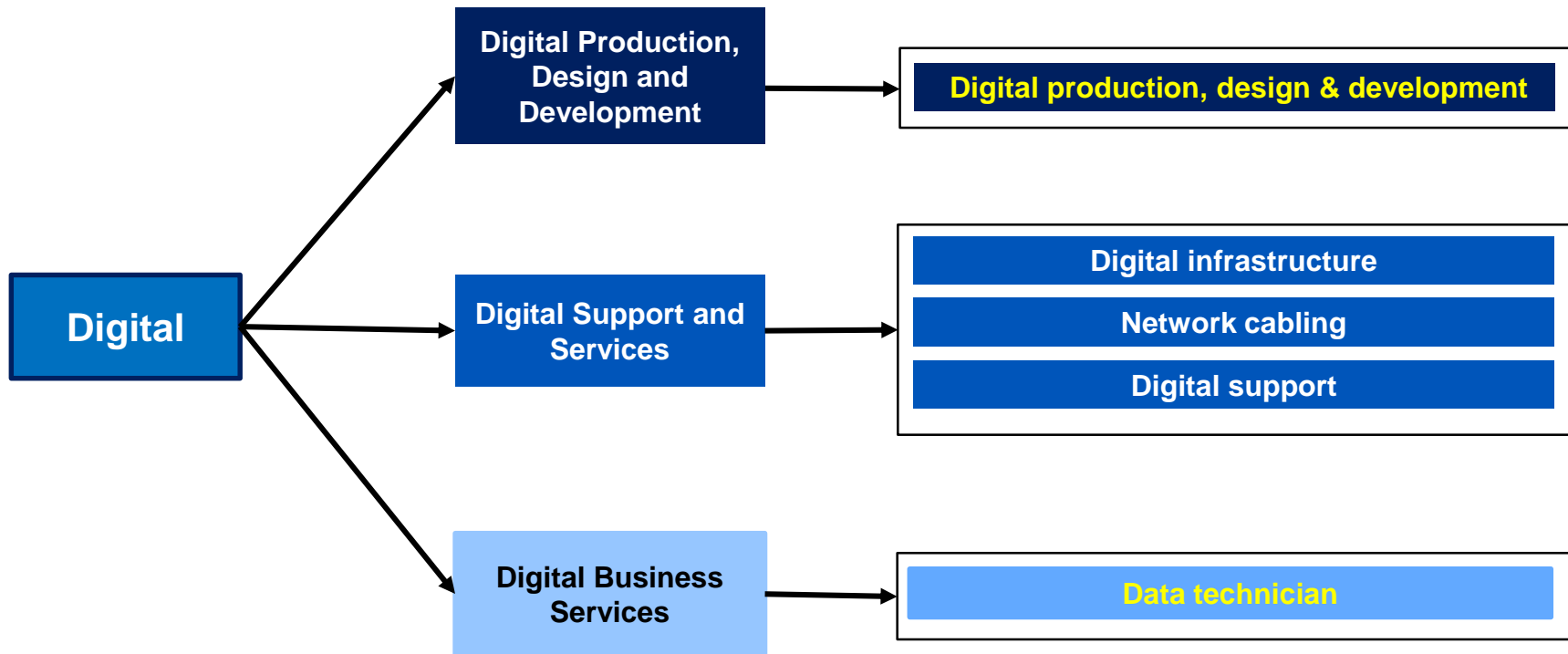
**Professional**  
**certification**

**Enrichment**  
**Activity**

# Route

# T Level

# Occupational Specialisms



# Industry placements

- Students must complete an extended Industry Placement (minimum 315 hours)
- Part time work will count as long as it is occupationally relevant and at the right level
- The aim of the Industry Placement is to:
  - Develop and put into practice up-to-date technical skills
  - Develop employability skills
  - Gain credibility with prospective employers
  - Provide opportunities for employers to develop their local talent pipeline



# Employer involvement

- T Levels reflect workplace practices and occupational demands
- Employers will be involved in:
  - Content and assessment development
  - Teaching and learning, skills development
  - Inputting genuine industry insights and practice



# UCAS Tariffs

How T Level grades compare to A Levels:

| UCAS tariff points | T Level overall grade               | A Level grades |
|--------------------|-------------------------------------|----------------|
| 168                | Distinction*                        | A*A*A*         |
| 144                | Distinction                         | AAA            |
| 120                | Merit                               | BBB            |
| 96                 | Pass (C or above on core component) | CCC            |
| 72                 | Pass (D or E on core component)     | DDD            |



# Three year recruitment targets

| <b>DIGITAL ROUTE</b>  |              |              |              |
|---|--------------|--------------|--------------|
| Digital production design and development                       | <b>21/22</b> | <b>22/23</b> | <b>23/24</b> |
| Design and development  | 22           | 44           | 46           |
| Digital business services                                       |              |              |              |
| Data Technician   | 22           | 44           | 46           |
| <b>CONSTRUCTION ROUTE</b>                                       |              |              |              |
| Design, surveying and planning                                  |              |              |              |
| Surveying and design for construction and the built environment | 22           | 22           | 22           |
| Design and Development  |              | 20           | 20           |
| Manufacturing, Processing and Control T Level                   |              | 20           | 20           |
| Maintenance, Installation and Repair                            |              | 20           | 20           |
| <b>EDUCATION ROUTE</b>  |              |              |              |
| Education   |              |              |              |
| Early years education and childcare                             | 18           | 21           | 21           |
| <b>MANAGEMENT AND ADMINISTRATION</b>                            |              |              |              |
| Management and Administration Admin                             |              | 18           | 18           |
| <b>Total Students for the first four routes</b>                 | <b>84</b>    | <b>209</b>   | <b>213</b>   |

# Resources & Information

- **UK government**  
Action plan, list of providers
- **Institute for Apprenticeships**  
Occupational maps
- **Education & Training Foundation**  
CPD, training & webinars
- **Amazing Apprenticeships**  
Teacher guides
- **Milton Keynes College - collated info & resources**

# Education & Training Foundation

→ [etfoundation.co.uk/tlevels](https://etfoundation.co.uk/tlevels)



## Training Needs Analysis

Find out more about how completing a Training Needs Analysis can help you prepare for T Level delivery.



## Understanding T Levels

Develop your understanding of T Levels in order to prepare for T Level delivery, as well as how to best advise learners on their further education options.



## T Level Role and Route Specific Training

Personalised CPD journeys created from a range of pedagogical and subject-specific courses, modules, workshops and other activities, structured to meet specific professional development needs.



## Professional Development for Leaders

This programme is suitable for leaders, middle managers and governance professionals and will help shape the strategic direction of providers delivering T Levels.



## Networks

Take part in local, regional and national networks, and TRIPs, to interact and exchange ideas and resources with others.



## Industry Insights

Apply for workplace shadowing and placement opportunities and attend industry workshops to ensure current industry practice is reflected in T Level teaching.

# Amazing Apprenticeships

→ [amazingapprenticeships.com/tlevels/](https://amazingapprenticeships.com/tlevels/)

## T LEVELS

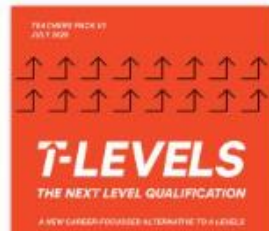
### A new career-focused alternative to A Levels

T Levels are a brand-new qualification choice that will follow GCSEs and give students a head start towards the career they want. They will suit students who wish to start working towards a skilled occupation, prefer a practical approach to learning and want a predominantly classroom-based course.

Below is a collection of resources and webinars that will help to equip you with the information needed to understand the new courses and be able to engage with parents and pupils about T Levels.

## RESOURCES

### T LEVELS GUIDE



### T LEVELS POSTER BUNDLE



### FIND OUT MORE ABOUT T LEVELS

Click here to visit the official T Level website to access more information for both students and employers.



# Resources on MK College website

→ [info.mkcollege.ac.uk/tlevel-resource](https://info.mkcollege.ac.uk/tlevel-resource)



## USEFUL RESOURCES

We've put together a selection of useful resources that you can use in school and share with your students.

Click on the following links to access these.

Information for Students:

[Our T Level Guide for Students](#)

[Student Q&A's Leaflet Download](#)

[T Levels Explainer Film](#)

Information for Careers Advisers & Teachers:

[Presentation from T Levels Webinar](#)

[Further T Levels Training](#)

[Resources for Teachers](#)

[UK Government Information](#)

[Technical Education - Occupational Maps](#)

Resources:

[A4 Poster Download](#)

[A2 Poster Download](#)

[Education & Childcare: Tutor Video](#)

[Construction: Tutor Video](#)

[Digital: Tutor Video](#)



# ETF OVERVIEW

**ZOË CARD**  
**REGIONAL FACILITATOR – LONDON, EAST, SOUTH EAST**

# WHO WE ARE

**Expert body for professional development and standards in Further Education (FE) and Training in England.**

## **Four strategic objectives:**

**GROW** - Grow the sector's membership body, professional statuses and high-quality new entrants

**LEAD** - Enhance the sector's leadership capacity and capability

**INFORM** - Inform decision makers with data, experience and insights

**DEVELOP** - Develop the workforce's capability to excel in teaching and training

# WHAT WE DO

Commission and design **CPD and recruitment programmes**

**Co-deliver CPD** programmes

**Influence the Government** on where to invest in workforce development

Define and promote **Professional Standards**

Run the Society for Education and Training (SET)

Awards professional status to teachers – QTLS and ATS

# WHAT I DO

- Specific responsibility for the success of the T Level Professional Development (TLPD) offer working within a national engagement team
- Support providers in their CPD development plans for T Levels and wider workforce and leadership development
- Discuss and support the planning and delivery of the T Level qualifications with providers
- Raise awareness of the T Level qualifications within the region



## REGIONAL FACILITATOR CONTACT INFORMATION

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THANK YOU AND QUESTIONS...



Transforming Lives Through Learning