

T Levels



Background to the Sainsbury Panel review

The **Independent Panel on Technical Education** was tasked with advising ministers on actions to improve the quality of technical education in England

A compelling case for change

- The Panel highlighting the confusing and ever-changing multitude of qualifications, as well as how the market-based approach to qualifications leads to a ‘race to the bottom’ in the quality of delivery
- The Sainsbury Panel’s conclusions were underpinned by substantial analysis of the existing skills system

The Panel recommended comprehensive reform

- The development of 15 technical routes to skilled employment, that encompass all employment-based and college-based training – including apprenticeships and T Levels
- The development of new flagship technical education programmes to sit within these routes (‘T Levels’) to be delivered through exclusive license
- A radical streamlining of existing technical qualifications, aiming to simplify the system for students and employers
- Government accepted all recommendations in the 2016 Skills Plan, and subsequently committed to deliver first T Levels for teaching from



September 2020

Department
for Education

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% of 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?



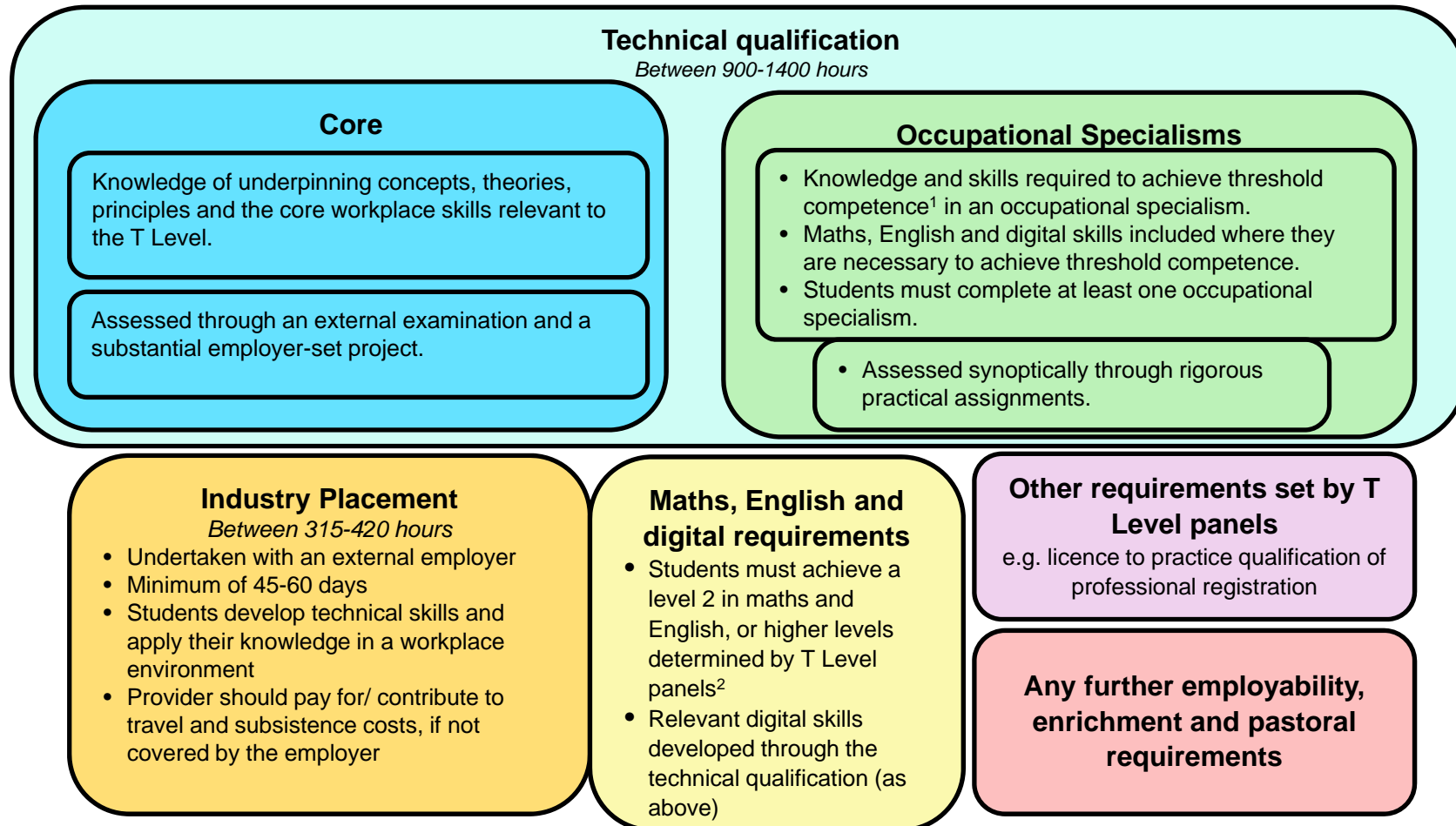
- T Levels are part of a **comprehensive reform** of technical education, alongside apprenticeships and the National Retraining Scheme.
- We want T Levels to be part of a **long-term solution** to ensure that employers get the skilled workers they need for future prosperity.
- Rather than adding new qualifications to an already complex system, the ultimate aim of these reforms is to **simplify the qualification landscape**.
- The **purpose of T Levels is clear** – we are not attempting to achieve multiple goals across vocational and academic education.
- 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, we are **directly involving employers** in the development of T Levels, and they are setting out the out the knowledge, skills and behaviours required for each occupational area.



T Level Programme

1800 hours over two years (with flexibility)

Students will need to achieve all components to achieve their T Level certificate - Subject content set by T Level panels



¹ Threshold competence is as close to full occupational competence as can be reasonably expected of learners after two years of study in a provider based setting and be validated by employers as sufficient to secure skilled employment in a relevant role.

² Students must achieve a minimum level of maths and English - this will be set at level 2 to align with requirements for level 3 apprenticeships. If not already attained students can achieve this through a GCSE standard pass or a level 2 Functional Skills qualification. Under the Maynard recommendations, those with a care plan taking apprenticeships may have different entry level requirements for English and maths.



Employers on T Level panels are developing the outline content for T Levels



T Level panels are made up of employers, professional bodies and providers. They are managed by the Institute for Apprenticeships.

- The panels set out the knowledge, skills and behaviour required to perform skilled occupations in their industry. Panels use the approved standards which are common to apprenticeships as the basis for outline content. They also advise on specific maths, English and digital requirements necessary for occupational competence.
- Once the outline content has been developed, it goes to Institute for Apprenticeships for final approval. The next step is to procure for awarding organisations to turn the content into a qualification, which can be assessed. FE providers then finalise the curriculum.
- The outline content for the first 3 T Levels which will be delivered in September 2020 has been finalised and included in the Invitation to Tender to find an awarding organisation, published on 3 September
- 16 T Level panels have been working to develop T Level content – and we recently announced the membership of the remaining 9 panels, meaning we have the full set of 25 in place.



Industry Placements



Delivering T Level Industry Placements is one of our biggest challenges – and biggest opportunities to make T Levels world class qualifications

- We have changed the name from ‘work placements’ to ‘industry placements’ to recognise the importance of this placement taking part in a real world working environment – in industry
- We have been building our evidence base to identify best practice and challenges to delivering substantial industry placements

Industry Placement Pilot Scheme

- The industry placement pilot scheme tested different models and approaches to delivering T Level placements in academic year 2017/18. 21 providers piloted these, which involved over 2000 students.
- A key message from the pilots is that is that ‘one size doesn’t fits all’, and models need to vary between route, pathway and employer type.
- The pilots found that getting the messaging right to employers was crucial – for example messaging that worked well included:
 - An ‘extra pair of hands’ for organisations with tight budgets
 - An opportunity to ‘road test’ candidates
 - ‘Finding a gem’ motivated employers with an established talent pipeline.

Industry Placements: support for providers and employers



- We have allocated nearly £60million to providers through the Capacity and Delivery Fund, to help them establish the infrastructure and resources needed to deliver industry placements
- Working alongside ESFA, we are putting in place arrangements for more intensive support for those providers who need it
- We are also investing £5m into the National Apprenticeship Service to expand their current remit to raise awareness and promote industry placements through their employer networks.
- We have published 'how to' guidance for both providers and employers, based on good practice from the pilots

2020 Providers



- We are starting initial delivery in September 2020 with a small number of high-quality providers so that we can provide them with the support they need.
- Providers were selected through an expression of interest process and had to meet a set of quality criteria to be considered, ensuring they would start from a good position to get ready for T Level delivery
- A series of events and workshops have been set up to allow the 2020 providers to feed into policy and delivery development.
- On 7th November we announced an £8m professional development offer, to help teachers prepare to deliver the first T Levels. Led by the Education Training Foundation, this will comprise 5 strands: Professional development needs analysis, Understanding T Levels, Teacher development programme, Knowledge hubs, and Organisational readiness.
- We also announced a £38 million capital fund to support the initial roll-out of T Levels – which will support providers to invest in their facilities and equipment.
- We will expand those providers offering T Levels further in 2021 and beyond - and details on this will be made available in late 2018 / early 2019.



T Level Consultation

- We held a public consultation on T Levels, which launched in November 2017 and ran for 3 months. We received 430 responses from a wide range of organisations.
- The response to the consultation was published in May 2018 and set out how we will re-adjust our approach in certain areas:
 - Introduce an overall Pass grade for T Levels and continue to grade the components of the Technical Qualification separately
 - Provide additional support to enable successful industry placement delivery
 - Fund maths and English for students who have not yet achieved level 2 in addition to the hours required for the other parts of the course
 - Provide ongoing communications to increase understanding and awareness of T Levels.

T Levels – 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:

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



Key Audiences

Parents

On 3rd October we held the first in a series of communications workshops with a group of the 2020 providers. We are now working on the results of this, which will help to inform how we communicate regionally and nationally with these key audiences

FE Providers

**Teachers and
Careers Advisers**

Young People

Employers



Next Steps

- We will work closely with the selected 2020 providers to test and shape specific elements of the T Level programme.
- The results from a data collection exercise earlier this year are being used to inform the development of a support programme for providers
- We will continue the procurement process to select the awarding organisation(s) to develop each qualification for the first three T Levels.
- The draft qualifications will be available from September 2019, finalised in February 2020 and the courses will then be approved and developed.
- We will continue to implement the extensive programme of support for industry placements, including widening the remit of the National Apprenticeships Service to provide a single point of contact for guidance and support.
- A further 22 courses will be rolled out in stages from 2021, which will cover sectors such as finance & accounting, engineering & manufacturing, and creative & design.

Technical: Food Sciences - Core

- Working within the Health and Science sector
- HSE regulations in the Health and Science sector
- Managing information and data within the Health and Science sector
- Good scientific and clinical practice
- Core biology concepts
- The Science sector
- Core science concepts
- Application of HSE practices in the workplace
- Scientific methodology
- Data handling
- Experimental equipment and techniques
- Ethics

Technical: Food Sciences - Occupation

- Legislation, regulations and ethics in the food and drink industry
- Health and safety in the food and drink industry
- HACCP and food safety management
- Technical and quality management, sensory evaluation
- Microbiology
- Raw materials
- Food Science
- Food Technology
- NPD and packaging
- Sustainability, continuous improvement and problem solving
- Collecting, analysing and interpreting data