

T LEVELS RECAP AND REFRESHER WEBINAR

October 2024



TL

WELCOME

Agenda

Time	Item	Lead
10.00 – 10.10	Welcome and explanation of meeting purpose. Plus <ul style="list-style-type: none">• Brief recap of policy changes	Tessa Farmer -T Level Delivery Team
10.10 – 10.25	Industry placements: <ul style="list-style-type: none">• Basics and different models• Support available	Jamie Kirk – Industry Placements Team
10.25 – 10.30	Q & A	All
10.30 – 10.40	Results and certification: <ul style="list-style-type: none">• What you need to know now	Kirsty Taylor – Corporate and Digital Team
10.40 – 10.55	Progression from T Levels: <ul style="list-style-type: none">• HE / Apprenticeships / HTQs	Lauren Hutchinson – T Level Development Team
10.55 – 11.25	Curriculum support tips and provider support	Stephanie Crane (AoC) and Tom Mantel (ETF)
11.25 – 11.50	Ofsted inspections on T Levels	Kate Hill (Ofsted)
11.50– 12.00	Q & A	All
12.00	Close	Tessa Farmer

T Level Rollout

- Over **250 colleges, schools and other providers** across all regions of the country now offer T Levels.
- **21 T Levels** are now available. Including T Levels in Media, Broadcast and Production, Animal Care, and Craft & Design which are now being taught for the first time. **Marketing** will rollout September 2025
- 2024 saw the third year of T Level results- the overall pass rate is **88.7%**.
- **7,380 students** receiving results- over twice as many as last year. **62.7%** students achieved a **merit or above**.
- This year includes the award of six new subjects for the first time- Finance, Accounting, Management & Administration, and all three Engineering pathways.
- By the end of last academic year **over 30,000 students** had studied a T Level since 2020.



Policy Updates

Review of Qualifications Reforms

- The review will focus on **level 3** qualifications
- There should be **high-quality qualifications** alongside **T Levels and A levels** to ensure learner needs are met
- We will be removing qualifications from defunding lists where needed
- We will **publish** the outcomes of the review before the **end of the year**

Contracts and new qualifications

- **New contracts** have recently been awarded for **T Levels in the Education & Early Years, Digital and Construction routes**
- A procurement exercise for **T Level contracts in the Health** route is now underway
- In March 2024 a list of **new reformed qualifications** was published, that were approved for funding to be available first teach in August 2025

We continue to provide extensive support for providers



The **T Level Professional Development** programme offers free support to teachers, support staff, and leaders to prepare for T Level delivery.



The **AoC deliver provider support** including mentoring, buddying opportunities, networking, and events.



Per pupil funding for T Levels to support industry placements and additional hours, and for **AY 24/25 an additional 10% per pupil funding boost for T Levels**



Industry Placement support including the Connect service to help match providers to employers.



Over **700 T Level Ambassadors** work across the country in their industries to champion T Levels and industry placements



'It All Starts with Skills' **communications campaign is continuing** with significant T Level spotlighting.

T Level Foundation Year background and developments

- **T Level Foundation Year** – a Level 2 study programme, targeted to students who have the potential to progress to T Level with the additional support, preparation and study time the programme provides.
- **Phased roll** out from 2020 alongside T Levels, by a subset of c30 T Level providers - this year 2024/25 c135 providers delivering the programme, with c70 providers preparing to deliver and/or expand their programmes next year.
- **What's different about the T Level Foundation Year to other Level 2 study programmes** providers have more flexibility to tailor the programme to cohort needs incl not needing to deliver a substantial qualification as a core aim
[Framework for Delivery](#) – policy guidance to provide consistency while retaining provider flexibility
[National Technical Outcomes \(NTOs\)](#) - content for each of the 10 T Level routes.
New T Level Foundation Year certificate template used by providers to issue certificates to students completing TLFY programmes from academic year 2023/24
In future new T Level Foundation Qualifications based on the NTOs, to be rolled out as part of level 2 Qual Reform.
- **What providers think works well** research by NFER on lessons providers have learned about strong delivery practice:
 - Close working on curriculum design
 - More extensive diagnostics than usual practice
 - Using a smaller qualification, or non-qualification approach
 - Allowing more time for English and maths
 - Project-based work, particularly with employer involvement
 - A variety of assessment methods to assess students' progress

DfE fund a comprehensive package of support free to TLFY providers, preparing and in 1st year of delivery:

Provider delivery support programme Association of Colleges (AoC) provide one-to-one support from expert adviser, training and events – [Events and support brochure](#) hotline number **0207 0342612** or via email tlevelsupport@aoc.co.uk

New Professional Development Course “Introducing T Level Foundation Year” on the ETF T Level Professional Development Platform at <https://learning.etfoundation.co.uk/courses/introducing-the-t-level-foundation-year>.

Upcoming Milestones

- We continue to **promote T Levels** to students and employers via the '**Skills for Life**' campaigns
- We have **partnership campaigns** with Springpod, Snapchat, Venatus, Not Going to Uni, The Student Room and UCAS
- We also have an **influencer programme** to amplify **T Level messages** in social media and PR
- The **first ever T Level employer and student awards** at the National Apprenticeship Awards – regional ceremonies held during October and the national event on **27th November**
- **T Levels week** will be held on **2nd – 6th December** - a fantastic opportunity to showcase your students and successes. Please use **#TLevelsWeek for any social media posts**
- **T Levels Thursday** during **National Apprenticeship Week**



***RECAP AND REFRESH: INDUSTRY
PLACEMENTS
OCTOBER 2024***

TL

AGENDA

- What is an industry placement?
- Industry placement models
- Delivery approaches
- Resources and support
- Q&A

WHAT ARE INDUSTRY PLACEMENTS?

- Industry placements are a mandatory component of the T Level Qualification. Industry placements are the time spent by students **learning and working in an organisation, with an external employer.**
- Industry placements are:
 - **A minimum of 315 hours** (approx. 45 working days)
 - **Occupationally specific** – focused on developing practical and technical skills required for the profession or trade that the student is studying for
 - **Real environment** – in an employer’s workplace making a **meaningful** contribution
- There is no legal requirement or expectation for industry placement students to be paid – but employers can choose to if they wish

- We are delighted that **95.1%** of T Level students completed their industry placement in the most recent cohort.
- Students continue to say the industry placement is **their favourite part of the T Level.** In the latest Technical Education Learner Survey, the majority of T Level students were reportedly satisfied with their industry placement.

INDUSTRY PLACEMENTS MODELS

Placements can be in **single block**, **day release** or a **mix of the two**.

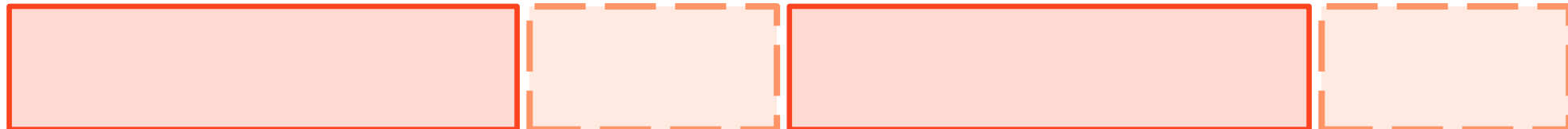
Single block: student completes entire placement in a 9-week (315 hour) block



Day release: student attends placements several days a week over the placement period



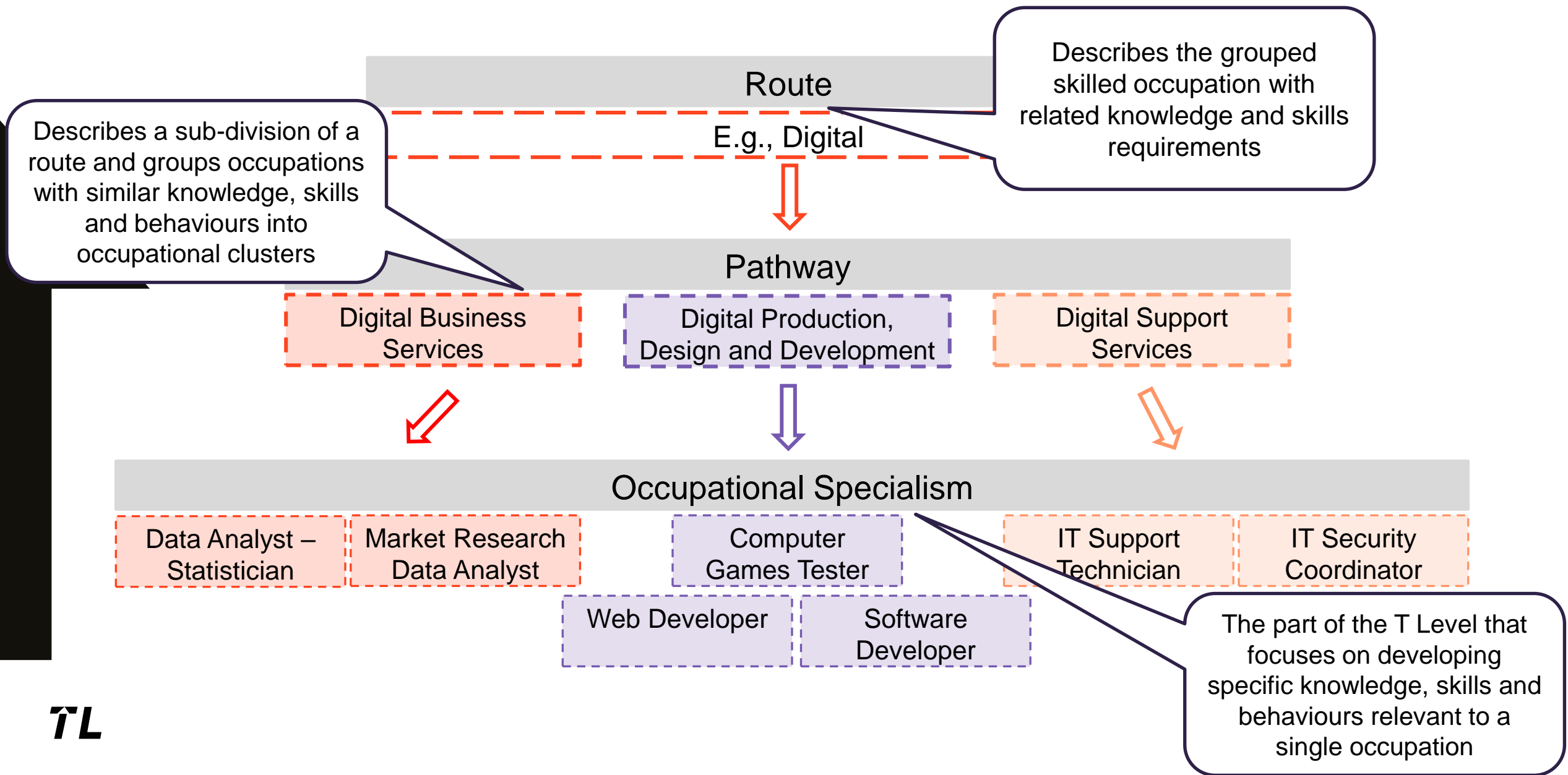
Mixed: student completes the placement through a mixture of blocks and day release



WHICH MODEL SHOULD I USE?

MODEL	When this model might work	Example role
BLOCK	<ul style="list-style-type: none"> • Works well for seasonal occupations • Where there may be high levels of demand at times • For project-based assignments / working patterns 	Coding and software engineering
DAY RELEASE	<ul style="list-style-type: none"> • Where a regular, steady pattern may suit the business • Where repeated tasks may need doing e.g. weekly • Where supervision time may need spreading 	IT Support Team member
MIXED	<ul style="list-style-type: none"> • Works well for those with unpredictable workflows • Where work may be part-seasonal • Where it makes sense to cover induction as a block, then moving to day release afterwards 	Social media campaign

ROUTE, PATHWAY AND OCCUPATIONAL SPECIALISM



DELIVERY APPROACHES

- In January 2023 we made changes to how industry placements can be delivered.
- Approaches were developed following significant engagement with employers, sector representative bodies, industry experts and providers.
- Multiple delivery approaches can be used in conjunction, however there are some exemptions.
- Approaches do not apply to the Early Years Educator specialism in Education and Childcare T Level and the Dental Nursing specialism in the Health T Level.

DELIVERY APPROACHES FOR PLACEMENTS



All T Levels

% Work taster hours

Up to a maximum of 35 hours, usually taking place in their first year of study

Multiple employers (up to 2)

Providers can utilise up to two employers

Part-time work

Can be counted as long as the students employment is **related to the students pathway**

T Level Pathway placement

Placements can be delivered in a workplace relevant to the students T Level pathway

Supply chain or network

One lead employer is able to facilitate the full placement but split the placement hours across their supply chain or network

% Small team project

Students work in small teams alongside an industry professional for up to **one third** of the placement, to implement a commercial/ charity project

Specific T Levels only

Route specific placement

Students undertaking digital and E&M T Levels can undertake their placement at Route level

% Skills hubs and training centres

Up to a maximum of **one third** of total placement hours can be spent in an employer-led skills hub or training environment, to improve student readiness to enter the workplace

% Hybrid placement delivery



Up to a maximum of **one fifth** of the total industry placement hours can be delivery remotely – applies to essentially desk-based roles

A small number of alternative delivery approaches exist to address the specific needs of SEND pupils and those studying T Levels in Young Offenders Institutions (YOIs).

ROUTE LEVEL PLACEMENTS

Students studying any of the **Digital and Engineering and Manufacturing T Levels** can undertake their industry placement at route level, rather than in a setting that is only relevant to their specific occupational specialism or T Level pathway.

How to use this approach:

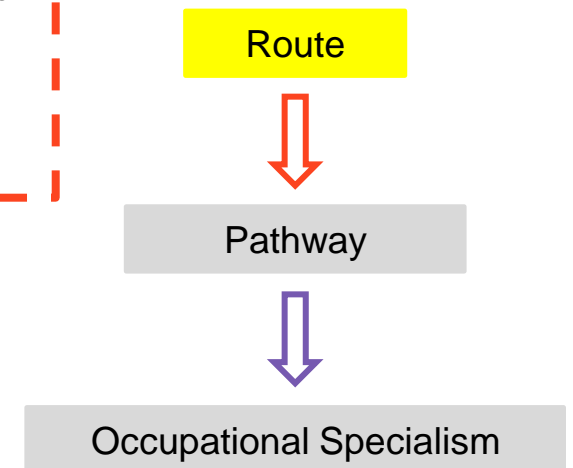
-  To widen the pool of employers that can offer placements
-  To create more opportunities for students to develop relevant skills beyond their OS

T Levels it applies to: All Digital

and Engineering and Manufacturing T Levels

Proportion of hours: All placement hours

Incompatible approaches: N/A



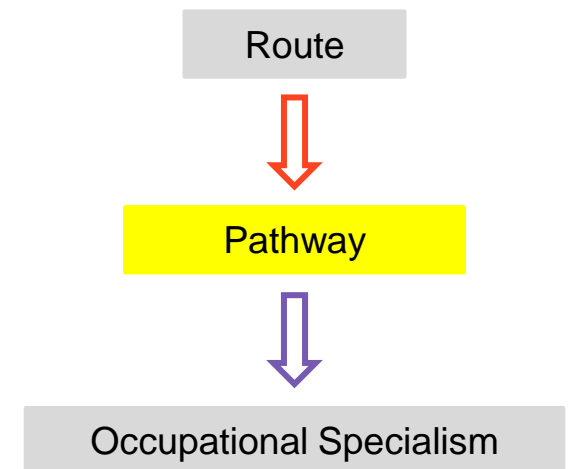
PATHWAY APPROACH

This approach allows placements to be delivered in a workplace context that is relevant to the students' T Level, rather than a workplace setting that is relevant only to their occupational specialism.

How to use this approach:

- To widen the pool of employers that can offer placements
- To create more opportunities for students to develop relevant skills beyond their OS
- Can be used where there are restrictions (e.g., age, health and safety) to accessing employers at OS level e.g., healthcare settings




T Levels it applies to: All T Levels
Proportion of hours: All placement hours
Incompatible approaches: N/A



SUPPLY CHAIN AND EMPLOYER NETWORK APPROACH

This approach enables students to complete their placement through a **supply chain or employer network** (i.e., an employer’s key stakeholders or delivery partners). The lead employer would be responsible for the student for the full placement, regardless of whether the student was working with them or a partner/sub-contractor. There is a limit of **up to 3 employers** (including lead employer).

How to use this approach:




-  Should be used where there are established supply chains and employer networks e.g., Construction, E&M
-  Can be used to alleviate pressure on the lead employer to host the student for the entire placement
-  Can be used to improve the students technical and employability skills

- T Levels it applies to: All T Levels
- Proportion of hours: All placement hours
- Incompatible approaches: Multiple employer approach

SMALL TEAM PROJECT APPROACH

This approach allows students to work in a small team alongside an external employer or industry professional to plan and implement a project, which develops their specific technical skills, related to their T Level or occupational specialism. The project could be **based on real work** that the employer is currently completing or could be **designed to replicate typical work** in the sector.

How to use this approach:

-  To help address barriers such as capacity and time constraints, access and transport costs
-  Develop relationships with new employers (e.g. SMEs) who are interested in IPs but not able to offer a full placement right now
-  Create projects with partners which can be used in the future years

T Levels it applies to: All T Levels

Proportion of hours: **Up to one third** of the total placement hours

Incompatible approaches: Skills hub and training centre approach

SKILLS HUBS AND EMPLOYER TRAINING CENTRES

Students can spend up to one third of their total industry placement hours in an employer skills hub or training centre to improve their readiness for the real workplace. The skills hub or employer training centre must be established and/or led, managed, and supervised by external employer(s).

How to use this approach:



Enable students to gain experience in settings where there would usually be health and safety restrictions



To enable students to develop technical skills which will help them during their placement and to achieve their learning goals

Examples of Skills Hubs

- Catch UK in Grimsby
- Nissan in Sunderland
- JCB Academy in Uttoxeter

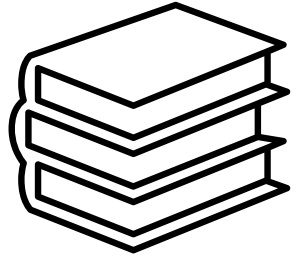
T Levels it applies to:

Agriculture, Land Management and Production • Animal Care and Management • Catering (all T Levels) • Construction (all T Levels) • Engineering and Manufacturing (all T Levels) • Hairdressing, Barbering and Beauty Therapy • Health • Healthcare science • Media, Broadcast and Production • Science

Proportion of hours: **Up to one third** of placement hours

Incompatible approaches: Small team project approach, hybrid approach

RESOURCES FOR PROVIDERS



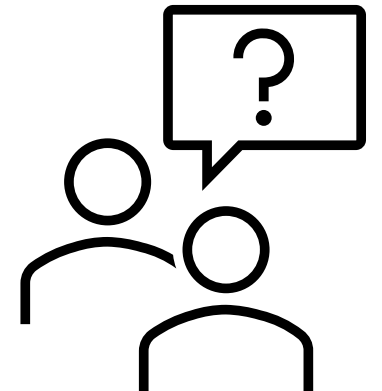
- Sign up for the **T Level Newsletter** by clicking ‘Sign in to subscribe’
- **T Levels support for schools and colleges**: now including tools for developing an **employer engagement strategy**
-
- **Resources for students** during their placement
- Guidance on **industry placement delivery approaches**
- **Connect Service** – connect with employers interested in T Levels
- Provider Support Package: Find out about upcoming **webinars and events**
- Over 600 members in our **T Level Ambassadors Network** bringing industry and education together

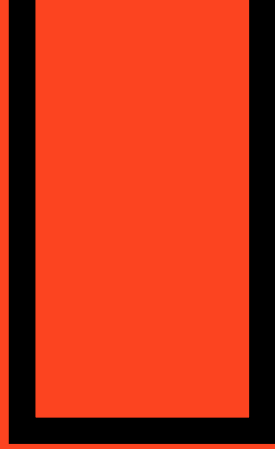
GET IN TOUCH

You can email your questions to Industry.placements@education.gov.uk

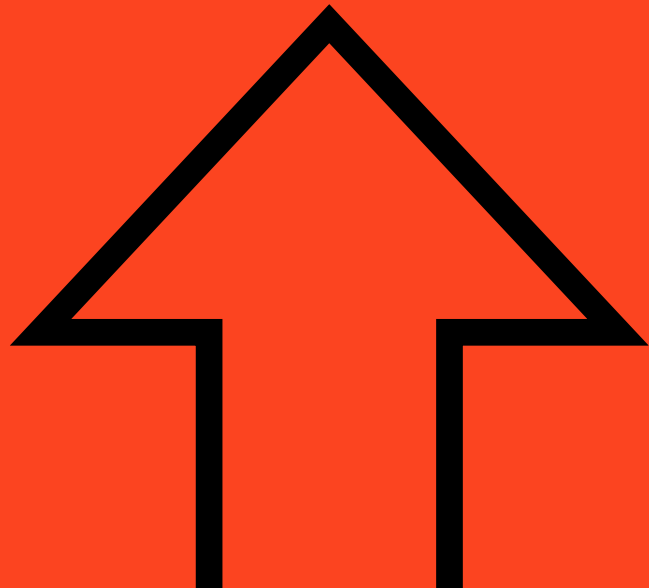
We are interested in your views on the current industry placement delivery approaches and your **feedback** on how we might make these more flexible.

If you would like to be involved with this work, **please get in touch** with us at the email above.





ANY QUESTIONS?



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HM Government



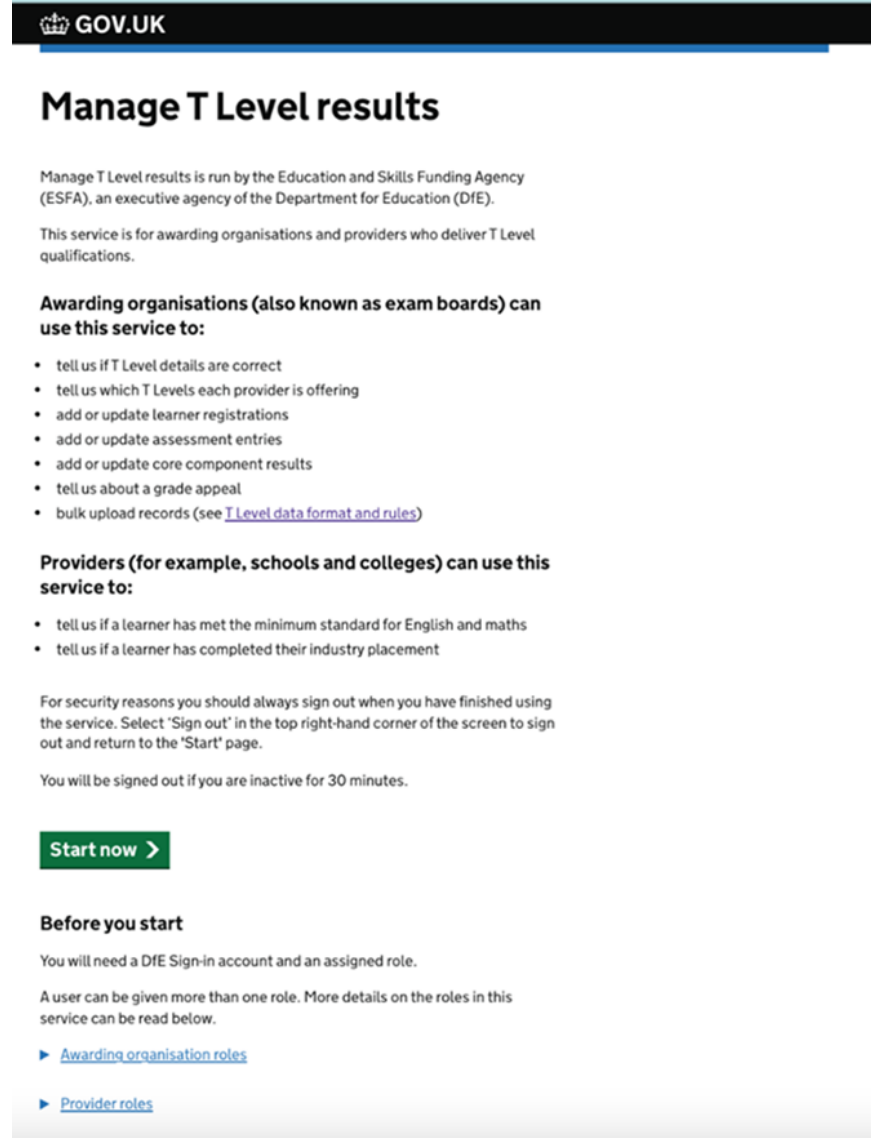
Department
for Education

Manage T Level Results

Service overview and key deadlines

Manage T Level Results service

- The Manage T Level Results service captures and stores component level results data, calculates overall T Level results and issues certificates and statements of achievement (SoAs) to providers
- Both awarding organisations (AO) and providers play a role in T Level results and certification and are therefore required to input data into the service by specific deadlines.
- Service data is shared directly with UCAS to inform learner progression into Higher Education.
- We continue to listen to feedback from users to deliver service enhancements that make the user experience more effective and efficient.



The screenshot shows the GOV.UK website header with the 'Manage T Level results' title. The page content includes an introduction to the service, a list of actions for awarding organisations, a list of actions for providers, a 'Start now' button, and a 'Before you start' section with links to role descriptions.

GOV.UK

Manage T Level results

Manage T Level results is run by the Education and Skills Funding Agency (ESFA), an executive agency of the Department for Education (DfE).

This service is for awarding organisations and providers who deliver T Level qualifications.

Awarding organisations (also known as exam boards) can use this service to:

- tell us if T Level details are correct
- tell us which T Levels each provider is offering
- add or update learner registrations
- add or update assessment entries
- add or update core component results
- tell us about a grade appeal
- bulk upload records (see [T Level data format and rules](#))

Providers (for example, schools and colleges) can use this service to:

- tell us if a learner has met the minimum standard for English and maths
- tell us if a learner has completed their industry placement

For security reasons you should always sign out when you have finished using the service. Select 'Sign out' in the top right-hand corner of the screen to sign out and return to the 'Start' page.

You will be signed out if you are inactive for 30 minutes.

Start now >

Before you start

You will need a DfE Sign-in account and an assigned role.

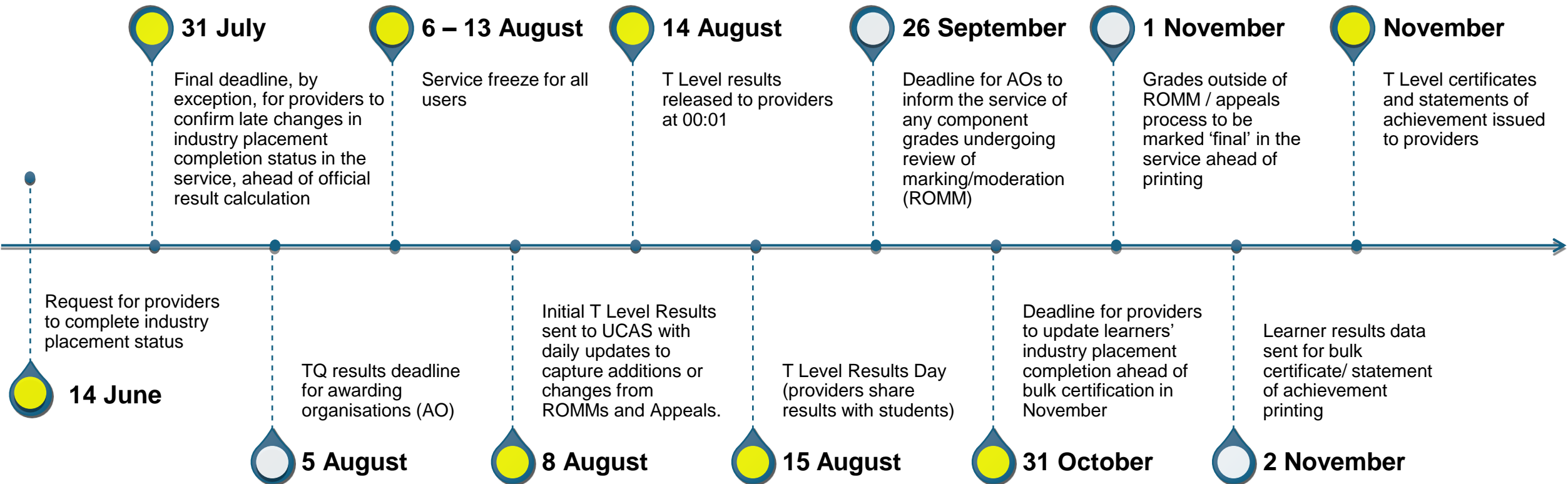
A user can be given more than one role. More details on the roles in this service can be read below.

- ▶ [Awarding organisation roles](#)
- ▶ [Provider roles](#)

Summary of AO / Provider actions within the service

Awarding organisations	Provider
<ul style="list-style-type: none">• Review, change and confirm T Levels offered• Manage providers and select the T Levels they can offer• Register, edit and withdraw learners• Submit core and specialism assessment entries• Submit core and specialism component results• Provide notification of reviews, appeals and grade changes• Submit updated grades following reviews, appeals and grade changes	<ul style="list-style-type: none">• Add and edit learner industry placement statuses, including details of any special considerations (through either manual entry or bulk upload facility)• Confirm where L2 English/Maths data is inaccurate or incomplete¹• Providers are responsible for notifying AOs where a learner withdraws from their T Level though you are able to alert us to pending withdrawals on the service.• Confirmation of postal address for dispatch of certificates and statements of achievement• Request replacement certificates and Statements of Achievements• Download results for learners in final year of their T Level <p>¹Most English/Maths data will be extracted from the Learning Records Service (LRS)</p>

Summer 2024: Manage T Level Results service – key dates schedule



Accessing the service

1. Ensure you have a [DfE Sign in](#) account
2. Add your organisation to your account
3. Add the [T Level Results and Certification service](#) to your account

- Note: Your organisation has approvers who can assist you with steps 2 and 3. It will be clear who your organisation's approver (super user) is when trying to complete step 2 – in case you require further support.

- Guidance available at [T level Support for Schools and Colleges](#) (TLSSC) on the [How to Access the Manage T Level Results service](#) page

- If you're stuck, drop us an email: TLevel.RESULTSANDCERTIFICATION@education.gov.uk

<input type="checkbox"/>	Get Information About Schools	Access information on establishments, local authorities, trusts, federations and governors, and update your organisation's details.
<input type="checkbox"/>	Online Collections Service - including Risk Protection Arrangements	Opt-in to the risk protection arrangements for schools, academies, and local authorities.
<input type="checkbox"/>	School Experience	The digital service to help schools offer in-school and virtual school experiences, and for interested candidates to apply.
<input type="checkbox"/>	School to School	Share pupil records and related information securely between schools and local authorities.
<input checked="" type="checkbox"/>	T Level Results and Certification	Access students' results and certifications for T Level courses.
<input type="checkbox"/>	T Levels - Connect with Employers	T Levels Provider Support.
<input type="checkbox"/>	Teacher Services - Appropriate Body	See teacher records, register early career teachers for induction, and provide updates on induction for local authorities and relevant schools.
<input type="checkbox"/>	Teacher Services - Employer Access - Agent	See teacher records, carry out teacher status checks, and see those no longer allowed to teach for teacher supply agencies, local authorities, and training providers.
<input type="checkbox"/>	Teaching Vacancies	Teaching Vacancies is a free, national search and job-listing service from the Department for Education.



***PROGRESSION FROM
T LEVELS***

**T
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Supporting student progression

- **7,380 students received T Level results across 16 pathways in 2024**, 6 of which were awarded for the first time. **This was the third year of awarding**, with twice as many students receiving results than in 2023
- **88.7% (6,543) of students passed their T Level**, with 62.7% (4,630) achieving a Merit or above. **This is a fantastic achievement for these young people** who have worked so hard during the two years of their course, supported by their schools/colleges and industry placement employers.
- Potential routes for learner progression for all T Levels are set out in [Progression Profiles](#) on IfATE's website, underpinned by [Occupational Maps](#).

TELS T Level Destinations

- **When surveyed in 2023, almost all of the first cohort of T Level completers were in education or employment.** The most common destinations were employment – either paid work or an apprenticeship – or higher study including university study.
- **Three-quarters of T Level completers had remained in the general field of their T Level**, including almost all of those who were currently undertaking further study. Over half of students had remained within their T Level occupational specialism

Progression to Apprenticeships



- **Many T Level graduates progress from their course to a relevant apprenticeship at level 4 or higher**, building on the knowledge, skills and behaviours they have developed during their T Level course.
- In line with the current [apprenticeship funding rules](#), **a T Level student could move on to an apprenticeship at L3** if the apprenticeship will allow the individual to acquire substantive new skills, over a minimum of 12 months, through training materially different from any they have previously undertaken.
- Among T Level completers from the first T Level cohort who are now doing an apprenticeship, almost three quarters had progressed to a Higher or Degree apprenticeship. This is higher than the rate for all level 3 students, suggesting that T Level programmes have enabled high rates of progression to higher-level apprenticeships.

Accelerated apprenticeships

- T Level graduates may progress into an Apprenticeship and complete more quickly due to recognition of prior learning (RPL). We are supporting employers to recognise apprenticeship standards that allow T Level students to complete apprenticeships more quickly, particularly in the Engineering and Construction sectors.



Progression to Higher Technical Qualifications

- As part of our higher technical education reforms, **we created approved HTQs** as an alternative to apprenticeships or degrees.
- **These qualifications are new or existing level 4 and 5 qualifications** such as higher national certificates (HNCs), higher national diplomas (HNDs) and foundation degrees. They sit between A levels or T Levels and degrees, and can be taught at a further education college, an independent training provider or a university. All HTQs are developed in collaboration with employers so **students can develop the skills that employers want.**
- **Students can now study HTQs in the following areas:** Digital, Construction and the Build Environment, Health & Science, Engineering and Manufacturing, Business Administration, Education and Early Years, Legal, Finance and Accounting.

HTQs are a particularly suitable progression option for T Level graduates, who can continue to develop knowledge and skills in the same technical route. As more T Levels and HTQs are rolled out, we expect to see increasing numbers of T Level graduates progress to HTQs and on to successful technical careers. We published **new case studies** as part of our employer support offer to illustrate students' successful progression from one of the first T Levels into an HTQ.

Progression to Higher Education

- Higher Education is a great option for many graduating T Level students who want to continue their education. We are pleased that last year 97% of T Level students who applied for undergraduate study through UCAS received at least one offer. Students secured places on a range of courses such as Midwifery, Computer Science and Architecture at a range of institutions
- The department has published [a list of over 160](#) higher education (HE) providers that have now confirmed they accept T Levels on at least one course. and course specific admissions policies can be found on the UCAS website
- We have also published [resources for T Level providers](#) who wish to support their students into progressing into HE, and a [range of resources to help HE providers](#) understand the content and quality of T Levels.



HE providers are autonomous institutions and are responsible for determining their own entry requirements. While more and more providers are now recognising T Levels, we know that some do not have a clear T Level admissions policy or are asking for additional qualifications of T Level graduates. We are working with HE providers and stakeholders to ensure they understand the high-quality content of T Levels and their suitability for progression to HE.



ASSOCIATION
OF COLLEGES

Recap -T Level and T Level Foundation Year Provider Support available

Stephanie Crane- Delivery Lead T Level Programmes at the AoC



AoC Support Package

The aim of the AoC support package is to help providers to develop and deliver T Level and T Level Foundation Year Programmes.

The AoC support for providers consists of 6 main strands.

Adviser/T Level
Planner

Events

Mentoring /
Buddying

Newsletter

Hotline

Padlet Resources

Advisers

- The adviser is the main point of contact for the provider. The AoC has a team of experienced staff who have worked with providers since the start of T Levels and T Level Foundation Year programmes.
- AoC will work with T Level providers for two years prior to first delivery and one delivery year and one year prior to delivery of T Level Foundation Year and one delivery year.

Mentoring / Buddying

- This year, AoC will be developing a network of mentors and buddies.
- Mentors will consist of a provider who is experienced in the delivery of a T Level or T Level Foundation Year, who will mentor a provider who is planning a T Level or T Level Foundation Year.
- The buddy system will be for providers across the country to join whilst planning or delivering the T Level or T Level Foundation Year, to enable them to learn together and have peer support.

Newsletter

- The AoC publishes a monthly newsletter for all T Level and T Level Foundation Year providers. This usually contains information from key stakeholders such as DfE, ETF, Gatsby as well as sharing good practice features from previous waves and rounds of T Level and T Level Foundation Year providers.
- For providers wishing to be added to the circulation list, please email the address at the end of the presentation.

Events

- A comprehensive events package will be run over the year and will cover;
 - Curriculum sequencing, problem solving and employer engagement
 - Focus on developing your programme and sharing good practice and resources
 - All provider led, combination of school and colleges
- Event types include:
 - Online 1 hour events
 - Ask the Expert – Q&A sessions
 - Provider Insight Days
 - National T Level Conferences

T Level and T Level Foundation Year Provider Support Programme

As part of the Provider Support Programme, providers delivering or planning to deliver T Level and T Level Foundation Year programmes can access various strategic support options to aid in their planning and implementation.

See below for detailed information on each area of support we offer.

Events

We deliver a variety of events to help you and your colleagues develop the best T Level and T Level Foundation Year programmes you can. These can range from online webinars to large-scale conferences, to small networks and route-specific support.

The events brochure outlines the main advisor support and events programme, color-coded by provider type for easy identification. It includes a calendar of this year's events and booking links.

If you have any difficulty loading a booking link, please try again via a different browser. If you continue to experience difficulties, please get in touch.

[Events Brochure](#)

[All Events](#)

Padlet

All providers have access to a T Level and T Level Foundation Year Padlet, an online resource bank with:

- o Planning and delivery guides and templates
- o Event presentations and recordings
- o Video case studies
- o Insights and resources from other providers
- o Useful links specific to your program round

[Link to Padlet](#)

Related news & insights



09 February 2024

New Mental Health Charter launched for college staff and students

Contact us

T Level Support

Email: tlevelsupport@aoc.co.uk

Events

EVENTS CALENDAR

06

KEY

PLANNING a TL
FOUNDATION YEAR

DELIVERING a TL
FOUNDATION YEAR

PLANNING or
DELIVERING a TL

TERM 1

18 SEPTEMBER 2024

T Level Foundation Year Online
Welcome Event

19 SEPTEMBER 2024

T Level Foundation Year Online
Welcome Event

19 SEPTEMBER 2024

T Level Online Welcome Event

9 OCTOBER 2024

Introduction to T Levels and T Level
Curriculum Design

10 OCTOBER 2024

T Level Foundation Year Essentials,
Requirements and Effective Strategies

23 OCTOBER 2024

Exploring Employer Engagement
with T Levels: The MOD Experience

6 OCTOBER 2024

Route Specific Focus Group –
A Route-Specific Introduction
to T Level Foundation Year

7 OCTOBER 2024

Route Specific Focus Group –
A Route-Specific Introduction
to T Level Foundation Year

14 NOVEMBER 2024

T Level Industry Placements -
Enhancing Employer Engagement

28 NOVEMBER 2024

Designing a T Level Foundation Year

11 DECEMBER 2024

T Level Programmes – Q&A
Session

18 DECEMBER 2024

Introduction to Route Based Projects
in the T Level Foundation Year

19 DECEMBER 2024

T Level Programmes – Drop-in
Session



Padlet

- The AoC administers a Padlet site for all T Level and T Level Foundation Year providers to access a large selection of resources from Awarding Organisations, DfE, as well as resources generated in the events.
- Resources can be downloaded and used in the provider setting.

Please use the QR code to gain access to the Padlet.





T Level Programmes • 6d

T Level

T Level providers, welcome to the T Level support padlet

Search icon Sign up

T-LEVELS

Gatsby

Pad... • t level programmes

Gatsby

Find a T Level

tlevels.gov.uk

Search for providers who are delivering T Levels

AoC Podcasts

Pad... • t level programmes

T Level and Foundation Year - Find your Adviser

google.com

AoC T Level and Transition Providers - Google My Maps

A map to enable Wave 4-6 and Round 4-5 providers across the country to find their named AoC Adviser for the T Level and Foundation Year provider support programme.

Events

Pad... • t level programmes

Awarding Organisations

Pad... • t level programmes

DfE

Department for Education

Pad... • t level programmes

Employer Engagement and Industry Placements

Pad... • t level programmes

IFATE

Institute & Techni

Pad... • t level programmes

Marketing T Levels

T-LEVELS
THE NEXT LEVEL QUALIFICATION

Pad... • t level programmes

T Level Routes

Pad... • t level programmes

Education and Training Foundation (ETF)

EDUCATION & TRAINING FOUNDATION

Pad... • t level programmes

T Level Planner – Key Points



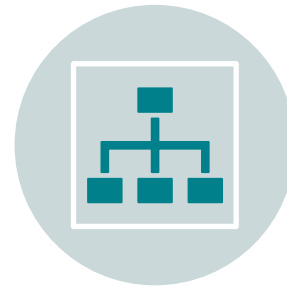
Free to use



Cloud based



Easily Share Plans



Structures your T Level

T Level Foundation Year

- Steven Watterston- T Level Foundation Year Programme Manager

Intent of the T Level Foundation Year Programme

- T Level requires new skills (case study, language, etc)
- T Level has a major competency focus
- T Level works on personal development more than ever before
- T Level connects with the workplace in new ways

Traditional level 2 programmes are not designed with T Level in mind.

- When planning, try to avoid re-wrapping your old L2 programme
- It is an opportunity to ask your teaching staff to embrace a new opportunity
- The following slide will give you some food for thought as you enter your planning.

Intent and Purpose of a T Level Foundation Year Programme

- **Intent of Programme** – Holistic delivery to prepare students for T Level
(Not merely another qualification, but to develop areas they need to be successful on T Level)
- **Technical Component** – Qualification / Non-Qualification / Project
- **English & maths** – Discrete groups / in general classes
How will you approach contextualisation of English and maths
- **Experience of Workplace** – face to face / live briefs / workplace visits / master classes etc.
- **Pastoral** – joined with T Level / discrete / spread across all students
- **Diagnostics** – holistic / focus on English & maths

Integration of TL and TL Foundation Year programmes.

TOP TIP!

- How can you create opportunities for T Level and T Level Foundation Year Programme students to work together?

Contact Us



tlevelsupport@aoc.co.uk



Hotline

0207 0342612

9.00am – 5.30pm

To access the planner

- Please email the AoC to be set up on the T Level Planner.
- The email address is tlevelsupport@aoc.co.uk
- Please include your **provider name**, the name of your **T Level Plan Owner** and their **email address**.

Thank You

A man with short brown hair, glasses, and a blue lanyard is speaking at an event. He is wearing a dark blue patterned shirt. In the background, other people and a colorful abstract wall are visible.

Introducing T Level Professional Development (TLPD)

Tom Mantel
Regional Relationship Manager - Midlands

The Education and Training Foundation & The Society for Education and Training

We support teachers and leaders across the Further Education and Skills sector to help them achieve their professional development goals for the benefit of learners and employers across England.

Our strategy, Together we transform, sets out our plans to support everyone working in the sector by championing the vital role of educators and leaders in transforming the lives of learners aged 14 and over.

Together we transform

Our strategic goals



Drive
professionalism



Improve
teaching and
learning



Champion
inclusion



Enable
sector change

Advance your career

Unlock your potential

Grow your skills

The Area Relationship and Development Lead (ARDL) Role

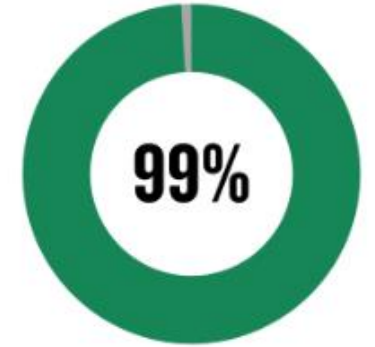
Our team of highly skilled and experienced, regionally based colleagues work directly with the Further Education and Skills sector, supporting the professional development objectives and priorities of more than 500 providers across the country.

We support staff in accessing relevant services and CPD programmes to meet their development needs through high-quality information, advice and guidance.

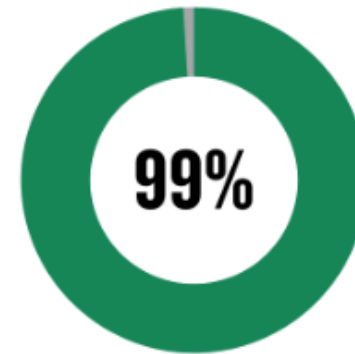
We facilitate collaboration and networking, regionally and nationally, to enable the sharing of challenges, solutions and innovation.



100% of participants were satisfied with the information, advice and guidance provided by ARDLs



99% of participants were satisfied with the support they received from ARDLs



99% of participants were satisfied with the signposting to other support, resources and links



The Area Relationship and Development Lead (ARDL) Role – Supporting you through T Level Professional Development

OTNAs

Guide providers through the OTNA and ensure maximum benefit to an organisation

ITNAs

Working with curriculum teams to sign up to the LMS and undertake an ITNA (facilitated and non-facilitated)



Support

Support providers for successful implementation and delivery of T Levels



Development Plans

Create bespoke plans and use to review progress termly; both before delivery and during delivery



CPD and Networking

Identify opportunities for CPD, and upcoming network events online or in-house,





**T Level Professional
Development**

TLPD Overview

T Level Professional Development Offer 2024-25

- Fully funded by the Department for Education
- Multiple themes of development opportunities
- Live online, flexible online, face to face training, events, conferences webinars, networks, research and project resources available
- Designed to be relevant and impactful at all stages of your T Level journey and for all providers

- > Professional development
- > T Level route specific support
- > Role specific support
- > Industry insights
- > Networks
- > T Level Resource Improvement Projects
- > Additional support for schools
- > Conferences

Understanding T Levels (UTL)

- Our popular Understanding T Levels (UTL) course is tailored to different roles, and provides an initial introduction for all those planning, delivering or supporting T Levels.
- The course includes learning activities, formative assessment tools, and support and has been streamlined for 2024-25.

[Training Options Include:](#)

**Post 16 Sector
Staff**

Staff in Schools

**Introducing The T
Level Foundation
Year**

Role and Route Specific Training

- This programme provides you with a wide range of pedagogical and subject-specific courses, modules, workshops and other activities, which can be structured to meet your professional development needs.
- Training is co-designed with, and delivered by, staff from T Level providers.

[Training Options Include:](#)

Teaching T Levels in FE	Teaching & Assessing T Levels in Schools	Role & Route Specific T Level Courses	Embedde d English, Maths & Digital for T Levels	Assessme nt in T Levels in Further Education
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Professional Development for Leaders

Our Professional Development for Leaders programme will provide you with a solid understanding of T Levels, so you can shape the direction of your organisation, support the wider leadership team and monitor progress and outcomes.

[Training Options include:](#)

**Curriculum
Leaders &
Managers**

Leadership courses are a mixture of online on-demand and live online/face-to-face courses

**Leaders &
Governors
Providing T
Levels**

**T Level
Leadership
Mentoring
Programme**

Networks

Networks are 60–90-minute online events that enable those involved in the planning and delivery of T Levels to interact and exchange ideas, discuss specific topics and find solutions.

Together you will build your knowledge and strengthen your T Level delivery to ensure the best outcomes for your learners.

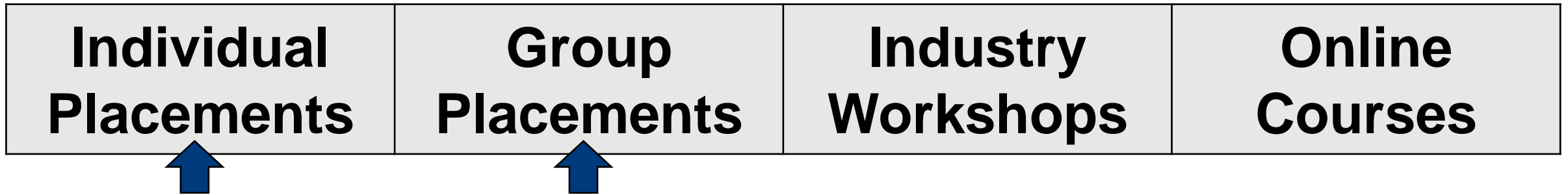
Networks Include:

Curriculum and Route Specific	Industry Placement	Schools	Strategic Leads	Assessment	Question Time Panels
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Industry Insights

Industry Insights provides you with a fantastic opportunity to develop your skills and update your industry knowledge by taking part in a range of industry related activities including placements.

Opportunities Include:



Remission payment available for your organisation of up to £400 per full day (six hours)

T Level Resource Improvement Projects

- TRIPs are offered to the sector as pre-agreed projects that will produce specified resources to support teaching, learning and assessment for T Levels.
- Providers are funded to get involved in TRIPs. The funding is to support staff capacity and staff will have the opportunity to:
- Shape the content of these projects by informing us of the areas you would like to see covered by additional resources.
- Participate in the resource development for one or more projects.
- Support the sector and success of T Levels.



Individual Training Needs Analysis (ITNA)

What is the ITNA?

The Individual Training Needs Analysis takes place on the ETF's T Level Professional Development Platform ([PDP](#))

- It helps leaders, teachers and support staff identify specific gaps in their own skills and knowledge around T Levels.
- It highlights priority areas of development.
- It provides a tailored development plan.
- It empowers practitioners to take ownership of their CPD.
- The ITNA is for **your own** professional development and not as an organisational management tool.


Completing the ITNA for Professional Development Recommendations

START YOUR TNA NOW >>

- Answer questions or statements and **'tick'** or put **yourself on a scale**.
- The detail that is added to this section that will produce your **individualised CPD** programme, and **recommended resources, courses** and **activities**.

VIEW YOUR TNA FEEDBACK

- You will be signposted to dedicated CPD courses based on your answers.
- Offering **essential** or **recommended** TLPD elements from the whole offer



Organisational
Training Needs
Analysis (OTNA)

Organisational Training Needs Analysis (OTNA)

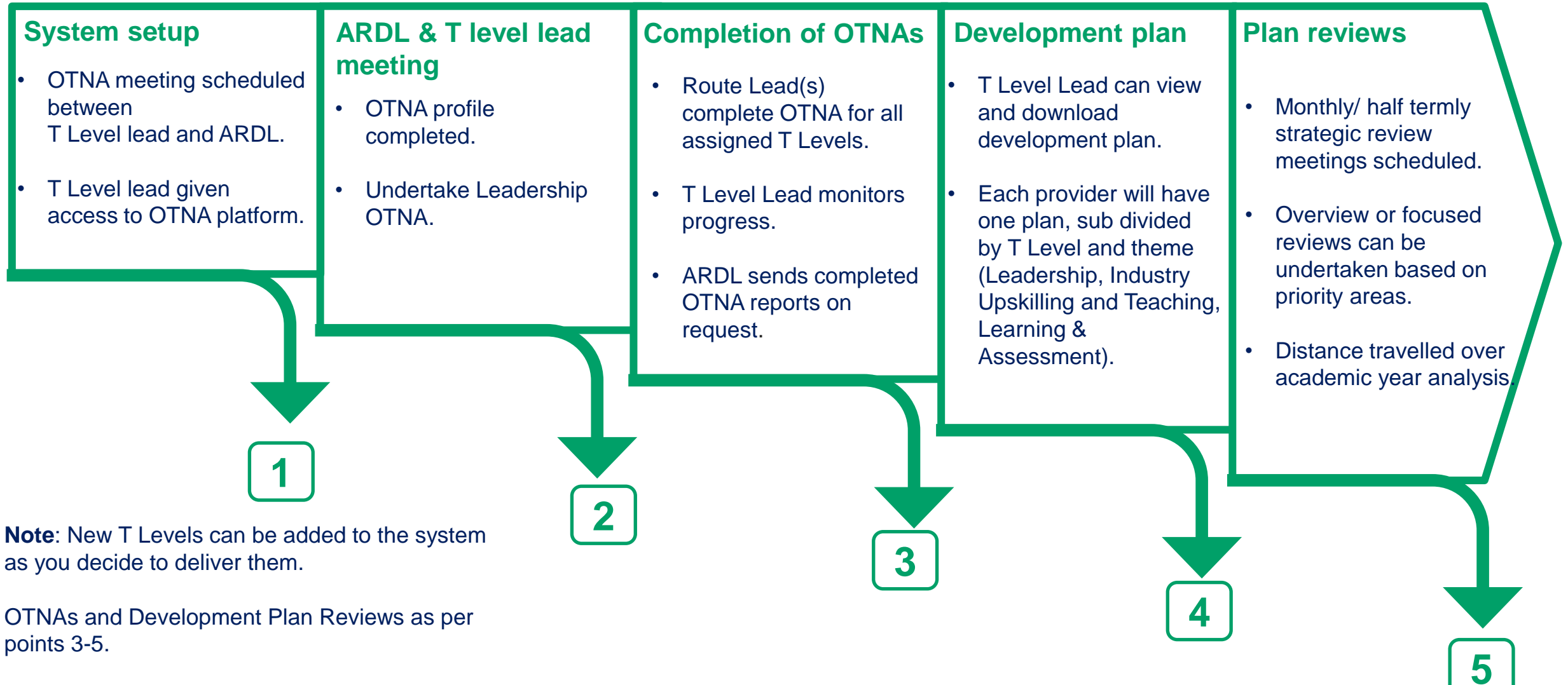
- The OTNA process is designed to support providers **transitioning** into delivering T Levels
- The process can support **organisations** entirely new to T Levels but also **departments** who are new to T Levels
- It is conducted at **leadership level** and then by **curriculum** departments.
- Provides support for the organisation in appraising their overall confidence and training needs.
- Provides a detailed development plan to support providers in their T Level preparation.

Benefits:

- Allows you to **assess** your current understanding and **readiness** to support and deliver T Levels
- Opportunity to **re-visit the OTNA** in order to measure the distance travelled
- Encourages **discussion** and **reflection**
- Provides opportunities to **review** robust **internal governance** and management arrangements, including appropriate **quality assurance** arrangements

Organisational Training Needs Analysis (OTNA) Process

Note: You must have an ETF Learning Platform account to ensure all aspects below are available to you



Note: New T Levels can be added to the system as you decide to deliver them.

OTNAs and Development Plan Reviews as per points 3-5.

Accessing ETF Platforms

All training is accessed on our bespoke user portal housing the ETF Learning Platform & Professional Development Platform (PDP), ETF & SET websites. You will need to create an account.

<https://shorturl.at/7PTXZ>



Scan the QR code to access via a mobile device



You will be prompted to sign up.

Input your details and email address and await to receive the verification code.

Accessing ETF Platforms

Your **Area Relationship Development Lead** would be happy to support you with a **workshop** to help your teams:

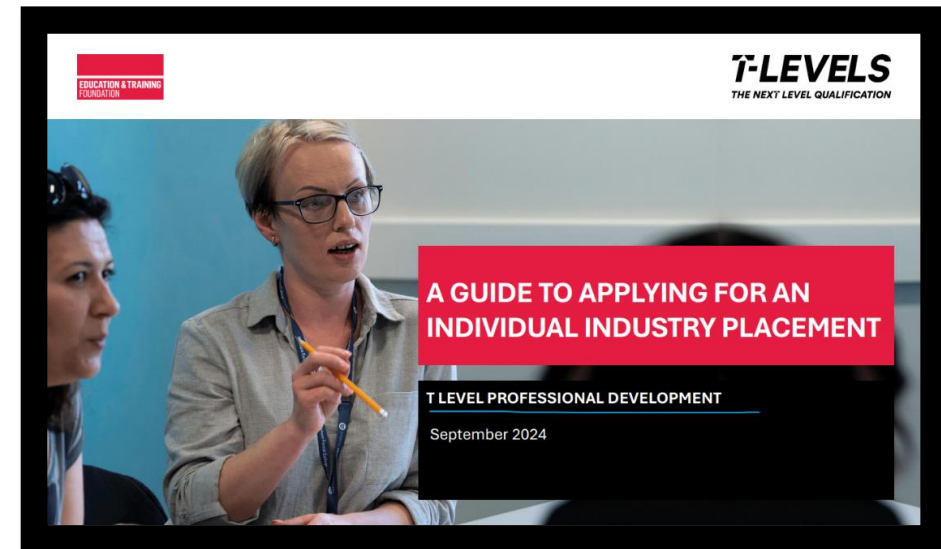
- Understand the TLPD offer
- Access the ETF Platforms
- Undertake ITNAs
- Complete supported OTNAs

Followed up with **review meetings and regular support.**

<https://www.et-foundation.co.uk/about-us/our-regional-teams/>



Supporting Guides to the ETF Platforms



Thank You

Tom.mantel@etfoundation.co.uk

<https://www.et-foundation.co.uk/professional-development/t-levels/>

<https://www.et-foundation.co.uk/about-us/our-regional-teams/>

An Update on T Levels

Kate Hill

His Majesty's inspector, Specialist Advisor,
Further Education and Skills Policy



Outline

- Inspection of T levels since September 2023
- Inspection methodology
- T-Level deep dives
- Headline findings
- Summary of key strengths & weaknesses
- Questions

Inspection of T levels since September 2023



- From September 2023 Technical Level qualifications (T levels) have been in scope during inspections.
- Only T levels that had started before September 2023 were included in deep dives. We won't inspect T level courses that start in the year of inspection.
- Foundation level programmes (formerly the T Level Transition Programme) were included in the selection process.

Inspection methodology

- T levels/Foundation levels are inspected as part of the Education Programmes for Young People provision type. They are seen as a study programme, just like A levels, BTECs or similar.
- We inspect using usual EIF deep dive activities, with an additional focus on employers' involvement.
- Inspectors want to make links wherever possible between on- and off-the-job training.
- Inspection teams collected a wide range of relevant evidence in providers and from employer settings.
- Deep-dive inspectors were able to evaluate how effectively T level courses were being implemented.

T Level deep dives

- Still early days...
- Around 48 providers running T levels/Foundation year have been inspected.
- Completed around 53 deep dives into T levels and 4 into Foundation level courses.
- The vast majority of providers were general further education colleges.
- There were 9 sixth-form colleges/16-19 academies, one independent training provider and one specialist college.

T-Level deep dives

Programme	Number
Education and childcare	15
Health and science	13
Digital	9
Construction	7
Business and administration	5
Foundation level	4
Engineering and manufacturing	4

Headline findings

- Total of over 600 strengths and weaknesses identified.
- Most frequent were about:
 - quality of teaching
 - curriculum
 - engagement with employers
 - staff experience
 - assessment.

Key strengths

- High quality teaching
 - thoughtful and effective use of assessment
 - carefully sequenced teaching
 - useful feedback to learners
 - effective links made between theory and practical (especially in Digital, Health & Science, Education & Childcare).
- Experienced and knowledgeable experts teaching T levels – and some very good staff development.
- Good development of English and mathematics skills – frequently recognised by inspectors.
- Strong and effective relationships with employers.
- Well-planned industry placements.

Key weaknesses

- In a few providers the quality of teaching was weak...
 - poorly planned lessons – lacking challenge
 - ineffective use of assessment
 - vague feedback on work
 - Poor use of initial assessment – especially Digital, Education and Childcare.
- Lack of work placements – mainly in digital.
- Employers not involved in planning and implementation, or lack of useful feedback loops.
- Staffing problems – recruitment, workloads, expertise, teaching skills.
- Early leavers.

Reported findings – strengths

Around 40 reports have been published

Most reports focused on the positive quality of education including:

- the skilful use of questioning
 - well planned and sequenced lessons
 - links in taught sessions to work placements.
- Inspectors praised a few providers for the way staff involved employers effectively in the planning and teaching of the curriculum.
 - Inspectors also commented on the use of feedback to improve learners' work.

Reported findings – weaknesses

- Weaknesses reported were mostly in the quality of education.
- A few teachers were not experts and did not receive sufficient vocational updating, affecting the development of learners' practical skills.
- In a few reports there were comments about early leavers.
- Feedback to learners was described as brief and generic.
- A small number of teachers did not ensure the quality of teaching that all learners received was of a consistently high standard.

Recommendations for all providers

- Continue to share experiences to date/top tips across the sector by means of networking, webinars and face-to-face events.
- Be realistic about finding sufficient high quality work placements for learners.
- Ensure sufficient challenge in courses.

Thank you.
Any questions?



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www.gov.uk/ofsted

<https://reports.ofsted.gov.uk>

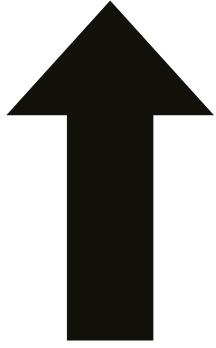
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THANK YOU



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