

Learner Journey: T Level Construction and the Built Environment *

Philip



Philip (16 years old) wants to follow his family into plumbing. He has achieved **5 GCSEs grade 4**.

Starting point

Philip enrolls on the **Building Services Engineering for Construction T Level**, taking the **plumbing and heating** specialism.

Qualifications



Philip gets holiday work with a local plumber which gives him invaluable insight into the role. He builds his practical skills at home by practicing using common tools safely and correctly.

Philip has support extra Maths and Science small group or 1:1 tutoring so that he is confident with measuring, calculating flow rates, and understanding heating systems. He is supported with brushing up on functional maths and physics, especially in areas like pressure, temperature, and volume.

His college provide workshops on developing soft skills of communication, reliability, and problem-solving. These workshops also focus on punctuality, neatness, and professionalism, things employers and clients notice right away.

Possible enrichment/ non-qualification activity (illustration only)

Philip enters **employment** as a **heating engineer** for a larger boiler company.

Progression



Department
for Education

**For illustration only.*

Learner Journey: T Level Health *

Becky



Becky (16 years old) is interested in a career as a Midwife. She achieved **5 GCSEs grade 5**.

Starting point

Becky enrolls on the **Health T Level**, taking the midwifery specialism.

Qualifications

As part of her industry placement Becky gains experience in women's health and shadows midwives, health visitors, or maternity support workers where is able to observe consultations, birth plans, postnatal care, and family support.

Becky keeps a reflective journal to track key learning, challenges, and observations to help with future university applications and interviews.

She builds confidence in teamwork, communication, time management, and emotional resilience through her industry placement and practices note-taking, observation, and reflective writing.

She also takes part in mock interviews and careers enrichment through her college.

To prepare for applying for university Becky gets advice on drafting a strong personal statement focused on: her T Level placement experiences, communication and empathy, her passion for women's health and volunteering/work.

To help her understand career routes she attends an NHS Careers workshop to help her understand career routes that would be open to her.

Possible enrichment/ non-qualification activity (illustration only)

Becky enrolls at **university** to continue studying to become a **midwife**.

Progression



Learner Journey: T Level Digital*

Sandeep



Sandeep (16 years old) likes computers and information technology (IT) and would like to explore a career around this but doesn't want to go into Higher Education. He achieved **8 GCSE grades 6–9** in all subjects, including English and Maths.

Starting point

Sandeep enrolls on the **Digital Support and Security T Level**.

Qualifications



Sandeep's industry placement as part of his T Level gives him an insight into working in the sector and he applies for a degree apprenticeship.

He uses his industry placement and prepares a portfolio documenting tasks and skills gained.

He also joins a coding club to build projects and solve real problems.

Sandeep takes part in tech competitions and develops his soft skills in customer service, communication and problem-solving- important for support role.

Possible enrichment/ non-qualification activity (*illustration only*)

Sandeep enters employment on an **apprenticeship** scheme at a local company, which includes studying towards a **Higher Technical Qualification (HTQ)**.

Progression

