



T level Familiarisation Webinar

Construction- On site and
Building Services Engineering

Agenda

1. Introduction to the webinar and panel
2. Brief history of the T Level
3. Accessing delivery material
4. ESFA industry placements and support
5. Q&A



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Expectations of the T Level



→ **T Levels**

→ **Apprenticeships**

→ **A Levels**

T Levels will become
1 of 3 major options
when a student
reaches Level 3

- The technical qualification within the T Level is at Level 3
- T Levels will provide several progression options to students. These include: skilled employment, an apprenticeship and higher education
- UCAS tariff points have been allocated to T Levels equivalent to three A Levels

T Level programme composition

1800 hours over two years. Achievement of T Level must include all components.
UCAS points will be attached and will be equivalent to 3 A levels.

CORE

20-50% Total TQ time

Graded A* - E

Core 1 Concepts & theories

Core 2 Transferable/Core skills

Assessment:

- External exam
- Substantial employer set project

OCCUPATIONAL SPECIALISM

50-80% Total TQ time

Graded Pass/merit/distinction

Based on occupational maps

No less than 50% of the total qualification
planned time

Threshold competency

Assessment:

- Synoptic practical assignment(s)

INDUSTRY PLACEMENT

315-420 hours
Min 45-60 days

Maths, English
GCSE or Functional
Skills Level 2
(Digital
requirements)

LTP
(other requirements set
by T Level panel)

**Employability,
enrichment and
pastoral**



Student recruitment and progression recommendations


Consideration for providers:

- Initial assessment of the academic ability and aspirations of the student
 - Does the student have the entry requirements to enrol directly on a Level 3 qualification?
 - If the student is wanting to progress on to an apprenticeship standard, does the Technical Qualification align to it?
 - Will the UCAS tariff points allow the student to progress to their planned higher education course?
 - Feel free to drop any questions in the tab!

Accessing and structure of delivery material

How do you find the draft T Level delivery material?

These are located on the T Levels page of the City and guilds website. <https://www.cityandguilds.com/tlevels/construction-bse>



A City & Guilds Group Business

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Construction and Building Service Engineering

T-LEVELS

THE NEXT LEVEL QUALIFICATION

How do you find the draft T Level delivery material?

These are located on the T Levels page of the City and guilds website. <https://www.cityandguilds.com/tlevels/construction-bse>

If you have a separate device why not try and find the documents now, this could be useful when we are looking at the content on the next few slides.

This will be moving in to the 8710 qualification page soon!

Draft TQ Specifications

Draft Qualification Content Packs

[Draft T Level Technical Qualification in Building Services Engineering for Construction \(Level 3\) \(8710-31\) \(PDF\)](#)

[Draft T Level Technical Qualification in Onsite for Construction \(Level 3\) \(8710-30\) \(PDF\)](#)

T Level Technical Qualification in Building Services Engineering for Construction (Level 3) (8710-31)

Technical Qualification Specification



How are the qualifications structured?

Criteria

This section of the specification outlines the subject or topic that needs to be delivered and assessed. Criteria are often supported by 'range' which provides the detail of the information required to be delivered as part of that topic. For example, with BSE systems as the topic, the range would list the systems that would need to be covered in delivery and assessment.

What do learners need to learn?

The primary purpose of these sections is to support the delivery of the content in the criteria. These sections provide context in relation to the depth and breadth to which a subject or topic needs to be taught.

Skills

This section provides a mapping reference to the core, maths, English and digital skills that are embedded within the technical qualification content.

Example

3.3 Role of different **disciplines** involved in design.

Range:

Disciplines - Contractors and all operatives, architects and all professional occupations, planners and building inspectors, manufacturers

What do learners need to learn?

A basic knowledge of key job roles within construction design including the responsibilities and reporting lines/lines of escalation within roles. The key activities aligned to the disciplines with an appreciation of potential career progression routes.

These qualifications are structured in a slightly different way.

- The criteria 3.3 in the example is taken from the outline content supplied to the awarding organisation.
- As you can see the range the gives some scope to the criteria and the extent of delivery in that area
- The content now has amplification within the what learners need to learn section. This gives more of an insight into the delivery content for the tutor

Have you registered for the next webinar?

We are hosting several upcoming webinars specifically aimed at Wave 1 and Wave 2 T Level providers who will be delivering this new product from September 2021.

Please register for Cons/BSE T Level core component Introduction on Dec 9, 2020 12:30 PM GMT at:

<https://attendee.gotowebinar.com/register/3587578208746440464>

After registering, you will receive a confirmation email containing information about joining the webinar.

Unfortunately this invitation is strictly for providers who have been approved to deliver T Levels and associated organisations.

Have you registered your details for specific specialisms support programme?

We are hosting several upcoming webinars specifically aimed at Wave 1 and Wave 2 T Level providers who will be delivering this new product from September 2021.

- Please complete the T Level Provider Pre-Approval Form via [link](#) which is mandatory for all centres delivering T Levels. We only want this completing once by each eligible provider for wave 2.
- Also please complete T level Provider Contact Update Form via [link](#). This is to be used to provide all additional contacts / staff involved with the T Levels.

Unfortunately this invitation is strictly for providers who have been approved to deliver T Levels and associated organisations.

Structure and assessment of technical qualifications

How are things structured and allocated GLH in Construction

To achieve the **T Level Technical Qualification in Construction: Onsite Construction (Level 3) (delivered by City & Guilds)** learners must achieve the two components of the Technical qualification. These are known as the core component and the occupational specialism:

- Onsite Construction component (350)
- plus, **one** occupational specialism components (301 – 304).

T Level Technical Qualification in Construction: Onsite Construction (Level 3)

City & Guilds component number	Component title	Component level	GLH	TQT
Mandatory				
300	Onsite Construction core	Level 3	400	520
Choose one occupational specialism (one must be chosen)				
301	Carpentry and Joinery	Level 3	600	700
302	Plastering	Level 3	600	700
303	Bricklaying	Level 3	600	700
304	Painting and Decorating	Level 3	600	700

How are things assessed in Construction

Technical Qualification Scheme of Assessment overview

Core Component – Learners must complete **all** assessment components

Assessment component	Method	Duration	Marks	Weighting	Marking	Grading
Exam paper 1	Externally set exam	2 hours	90	35%	Externally marked	This component will be awarded on the grade scale A* - E
Exam paper 2	Externally set exam	2 hours	90	35%	Externally marked	
Employer set project	Externally set project	17 hours	100	30%	Externally marked	

Occupational Specialism Component - Learners must complete **one** assessment component

Assessment component	Method	Duration	Marks	Weighting	Marking	Grading
Carpentry and Joinery	Externally set assignment	27 hours	90	100%	Externally moderated	All occupational specialism components will be awarded on the grade scale P, M, D
Plastering	Externally set assignment	26 hours	90	100%	Externally moderated	
Bricklaying	Externally set assignment	24 hours	90	100%	Externally moderated	
Painting and Decorating	Externally set assignment	27 hours	90	100%	Externally moderated	

How are things structured and allocated GLH BSE

T Level Technical Qualification in Construction: Building Services Engineering (BSE) (Level 3)				
City & Guilds component number	Component title	Component level	GLH	TQT
Mandatory				
350	Building services engineering core content	Level 3	520	650
Choose one standalone occupational specialism or one combination of occupational specialisms.				
Standalone				
353	Electrotechnical Engineering	Level 3	650	820
352	Electrical and electronic equipment engineering	Level 3	570	740
357	Protection systems engineering	Level 3	570	720
354	Gas engineering	Level 3	650	735
Combinations				
356	Plumbing engineering	Level 3	840	975
355	& Heating engineering			
355	Heating engineering & Ventilation	Level 3	765	880
351	Air conditioning engineering & Refrigeration engineering	Level 3	700	850
358				



How are things assessed in BSE

Technical qualification scheme of assessment overview

Core Component – Learners must complete all assessment components

Assessment component	Method	Duration	Marks	Weighting	Marking	Grading
Exam paper 1	Externally set exam	2.5 hours	110	35%	Externally marked	This component will be awarded on the grade scale A* - E
Exam paper 2	Externally set exam	2.5 hours	110	35%	Externally marked	
Employer-set project	Externally set project	17 hours	100	30%	Externally marked	

Occupational Specialism Component - Learners must complete one assessment component from the below

Assessment component	Method	Duration	Marks	Weighting	Marking	Grading
Electrotechnical engineering	Externally set assignment	24 hours	90	100%	Externally moderated	All occupational specialism components will be awarded on the grade scale P, M, D
Electrical and electronic equipment	Externally set assignment	16 hours	90	100%	Externally moderated	
Protection systems engineering	Externally set assignment	15 hours	90	100%	Externally moderated	
Gas engineering	Externally set assignment	24 hours	90	100%	Externally moderated	

Occupational Specialism Component* – Learners must complete both assessment components from one of the combinations below

Assessment component	Method	Duration	Marks	Weighting	Marking	Grading
Plumbing and Heating engineering						
Plumbing engineering	Externally set assignment	21 hours	90	100%	Externally moderated	All occupational specialism components will be awarded on the grade scale P, M, D
Heating engineering	Externally set assignment	20 hours	90	100%	Externally moderated	
Heating engineering and Ventilation						
Ventilation	Externally set assignment	20 hours	90	100%	Externally moderated	All occupational specialism components will be awarded on the grade scale P, M, D
Heating engineering	Externally set assignment	20 hours	90	100%	Externally moderated	
Air conditioning and Refrigeration engineering						
Air conditioning engineering	Externally set assignment	28 hours	90	100%	Externally moderated	All occupational specialism components will be awarded on the grade scale P, M, D
Refrigeration engineering	Externally set assignment	28 hours	90	100%	Externally moderated	



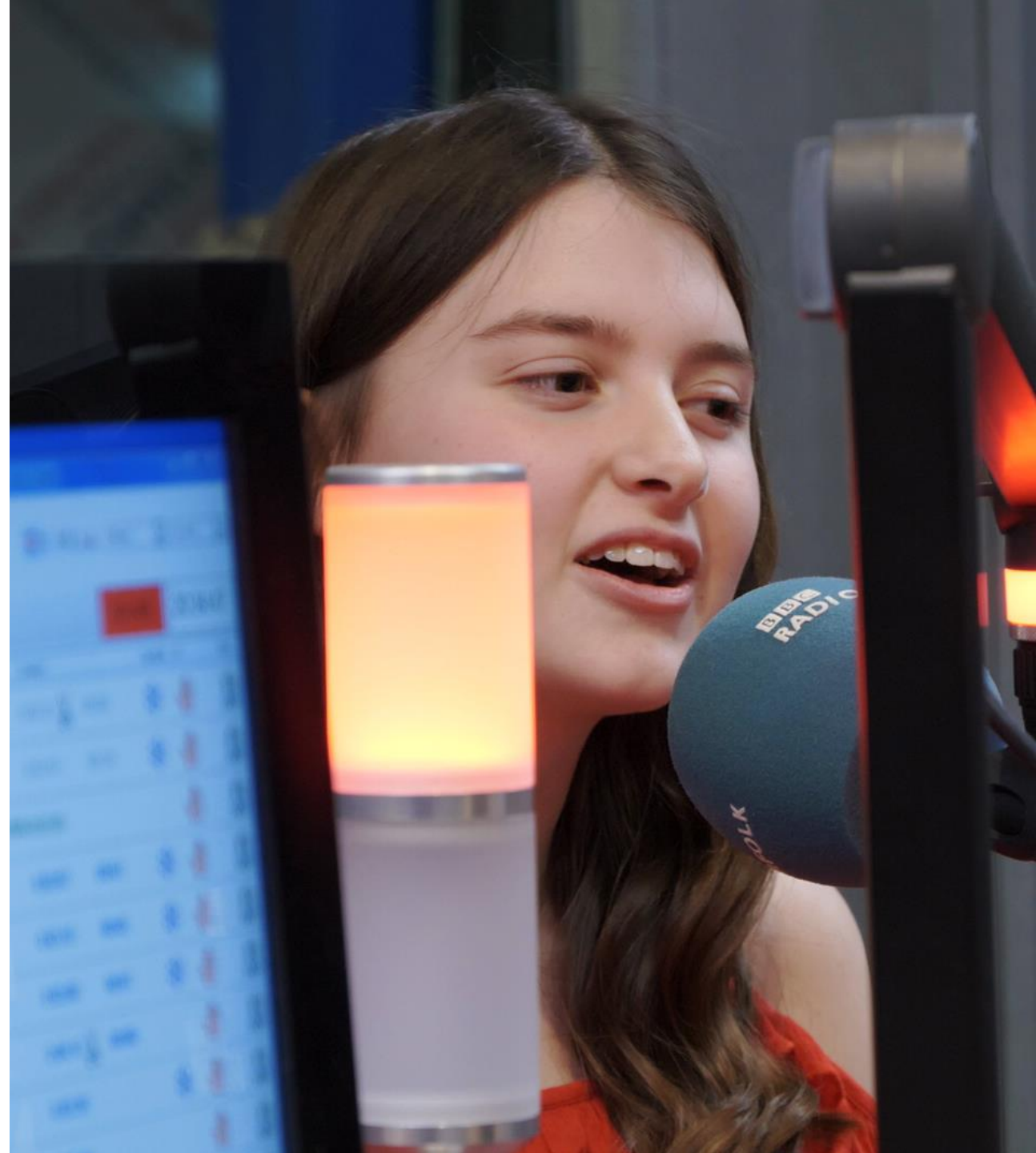
INDUSTRY PLACEMENTS

TL

WHAT ARE INDUSTRY PLACEMENTS?

- Time spent by a 16-19 year old student, learning and working in an organisation
- In a real environment – with an employer making a meaningful contribution to the organisation
- Minimum of 315 hours (approx. 45 working days) –average 350 hours.
- Occupationally-specific – developing students' practical and technical skills
- Placements can be in single block, day release or a mix of the two.

TL



WHAT SHOULD AN INDUSTRY PLACEMENT OFFER?

- A high quality industry placement should:
- Give a student a chance to **put into practice Level 3 technical skills** that they have learnt as part of their T Level, developing and honing the knowledge and skills they need to progress.
- Give students **credibility** with prospective employers
- **Improve a student's confidence, competence and employability**
- **Give the employer the opportunity to develop and shape young people's skills to build their future workforce** to meet their needs, as well as seeing what the young person is capable of before potentially taking them on as an apprentice or an employee
- Give an opportunity for the provider to **ensure that the course equips students with the skills employers are looking for and are ready for the working world.**
- Have **high quality learning goals** agreed between the provider, employer and the student

MODELS

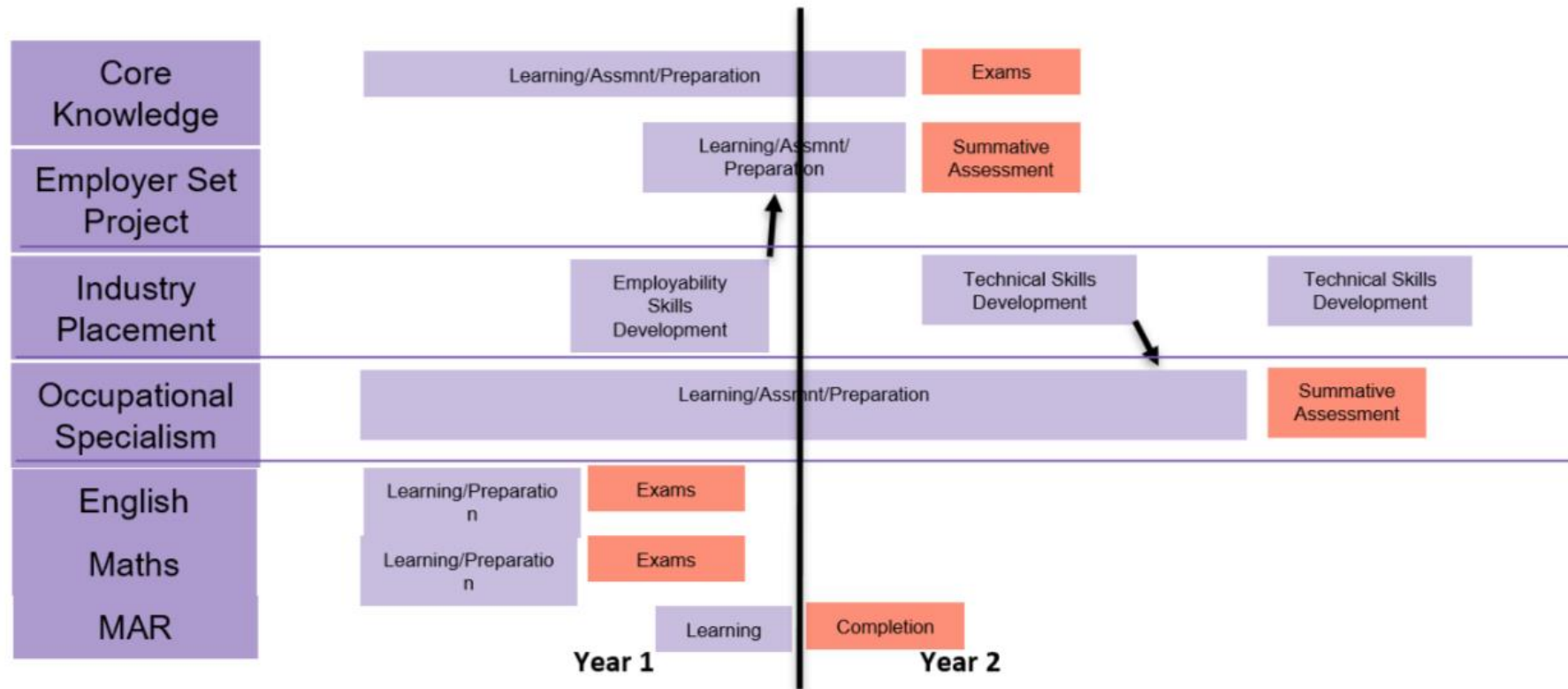
Models to help ensure placements are **high quality, meaningful, deliverable across different industries and accessible for all students**:

- Allowing students generally **to work with up to 2 employers**
- Using **on-site facilities for SEND students** for part of the placement, and for all of the placement for those in Young Offenders Institutes.
- Allowing a small proportion of **occupationally relevant work tasters to count** towards placement
- Allowing **part time work to count** as long as it is occupationally relevant and at the right level
- Placements **recorded in hours** rather than days - to reflect different working practices
- Some **route-specific models to reflect different industries including**:
 - For **Digital and Engineering and Manufacturing**: allowing placements at route level (as opposed to those only relevant to their particular occupational specialism)
 - For **Construction and Engineering & Manufacturing**: allowing one lead employer to facilitate the full 315 hours placement across their subcontractors or supply chain to ensure students have experience of the whole range of tasks required on projects

HOW A PLACEMENT WORKS WITH THE CURRICULUM

Considerations:

- the sequence of delivery to support learning and attainment e.g. IP in relation to OS
- the assessment key dates set by AOs and when to enter students for summative



SUPPORT FOR YOU TO DELIVER INDUSTRY PLACEMENTS

- We have published the Industry Placements Delivery Guidance in July 2020
- It sets out:-
 - The **key roles and responsibilities** for providers and employers
 - Good practice in **matching learners to employers**
 - Advice on **how to prepare students for their placement**
 - Examples of **best practice learning goals** for most T Level occupational specialisms;
 - A set of **progress indicators** to help inform providers' and employers' judgements about students' progress on their placements;
 - **What completing a placement looks like** and the evidence needed to demonstrate completion
 - **Special consideration criteria** if a student cannot meet the placement hours due to exceptional circumstances;
 - Policy around **what needs to happen if a student does not complete their placement.**

<https://www.gov.uk/government/publications/t-level-industry-placements-delivery-guidance>

SUPPORT FOR YOU TO DELIVER INDUSTRY PLACEMENTS

- **Another round of CDF just launched – closes on 8th December**
- **From mid December - launching a support package with the Association of Colleges(subject to agreeing a contract) to:-**
 - Provide direct support initially for 2020 providers where needed,
 - Hold webinars and workshops
 - Networking to share good practice
 - Develop guidance materials.
- **Keeping employers 'warm' through:-**
 - Proactive engagement through the National Apprenticeship Service
 - Campaign comms activity which will launch in early December and run into February.
 - Ongoing support through from the Strategic Development Network and launching an Employer Support Fund pilot - during the spring, summer and autumn 1,383 employers registered to access tools, book events and request support
 - Widening the pool of employers - undertaking work to increase the number of placements available across the Civil Service, public sector and via Government's suppliers
- **ESFA field force local contact**

COVID 19

- We are **fully aware that COVID-19 is having an impact** and will continue to do so on delivery of placements
- **We are not proposing any further changes to the policy yet** – we do not want to make knee jerk changes that could compromise the quality of industry placements - important we don't jump the gun until we are clear on how COVID 19 will impact longer term
- We are **working closely with providers** to listen to their feedback and understand the likely delivery challenges
- And **we will continue to review the impact throughout the Autumn term** to see if we need to go further with any support

RESOURCES

- **NAS helpline: 08000 150 600**

- **Industry Placements Policy Statement**

- <https://www.gov.uk/government/publications/industry-placements-policy-framework>

- **Industry Placement guidance / resources (hosted on the AoC website)**

- <https://www.aoc.co.uk/industry-placements-guidance-resources>

Industry Placement case study videos on YouTube

- https://www.youtube.com/playlist?list=PL6gGtLyXoeq-rt4HRUDy_MY77BEH7r9Rc

Industry Placement Delivery Guidance

- <https://www.gov.uk/government/publications/t-level-industry-placements-delivery-guidance>

T Levels Employer Support website

- <https://employerindustryplacements.co.uk/>

KEY:



T Level college or school



T Level expert within Government

Support with delivering T Levels

T Level college or school

Anyone working for a T Level college or school can use the service to get support.

The forum

A place for people working at T Level colleges and schools to connect and learn from each other online.

The future

We want to work with you to continuously improve the support we offer.

The help centre

A front door for all T Level support materials.

Visit the site at: support.tlevels.gov.uk

•QUESTIONS

- For any follow up questions, please contact the industry placements policy team at:

industry.placements@education.gov.uk

Questions & Survey time!

please complete our very short survey

<https://tinyurl.com/y5yod427>



Thank you

