T levels - What you need to know

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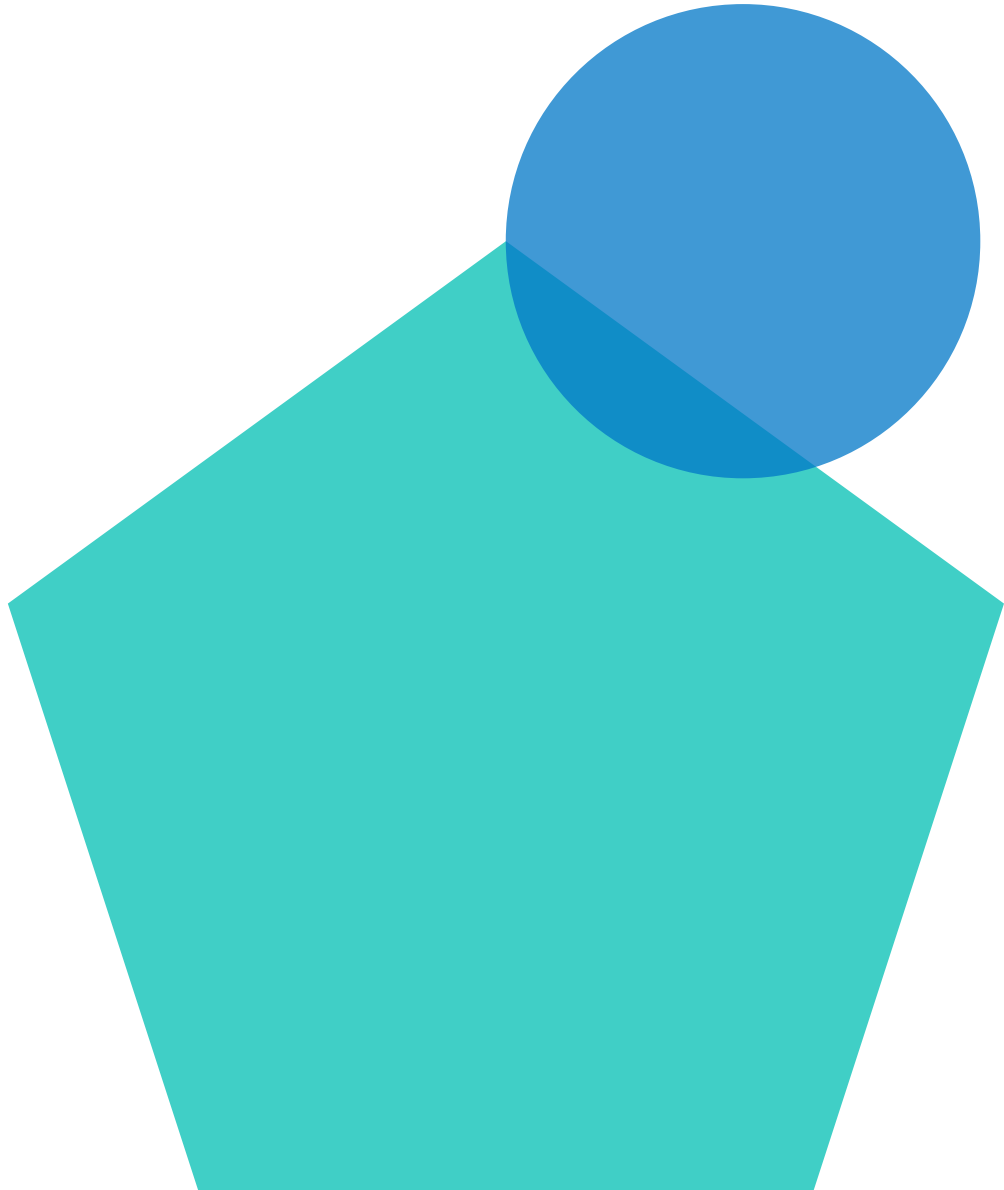
The information shared on 29.11.2017 was accurate at the time of delivery, or based on the information available at the time.

Aims

- Get an in-depth knowledge of the Post 16 education reforms
- Find out what the T levels are all about
- Learn about the new work placement pilot scheme
- Find out about the consultation process and how you can get involved
- Have the opportunity to ask questions.



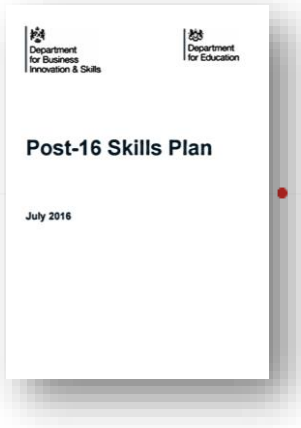
How much do you know about the Post-16 skills plan?

Change is coming…

The Wolf report

Sainsbury review

Post 16 Skills Plan



Action Plan

T levels

Change is coming - Notes:

- **Wolf report (2011)** – KS4 focus, Performance tables for KS4 and 5
  Design principles for Technical Qualifications

- **Sainsbury's Review (April 2016) –** Lord Sainsbury’s, Prof Alison Wolf. 34 recommendations

- **Post 16 Skills Plan (July 2016)** – Fully accept recommendations and started to articulate some of the details

- **Action Plan (October 2017) –** identified more details and early pathfinders

- **T Levels –** new catch phase
  - In July 2016 - 2 reports were published with 34 recommendations that the government fully endorsed
  - Reduction in low value qualifications to support Learners, parents and employers understand progression and options for individuals
  - Model was built on Norwegian system
  - Parity with A levels
  - Technical education should have same value as academic routes.

Government's vision

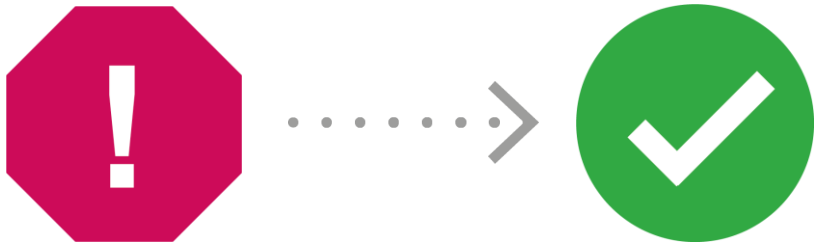
The Post-16 Skills Plan explains how we will create a coherent technical education system fit for the twenty-first century

1.

Problem:
Too many overlapping
low quality qualifications

Solution:
Clear technical routes
to skilled employment

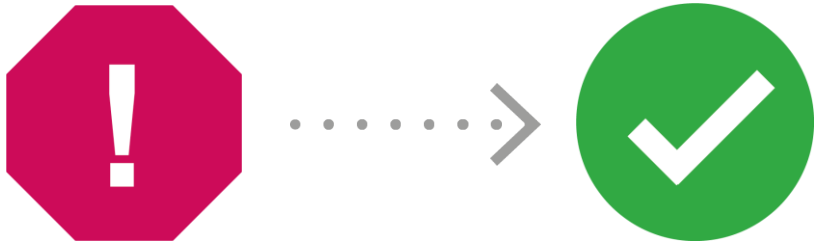
2.



Problem:
Unstable
provider base

Solution:
A strong locally responsive
provider base

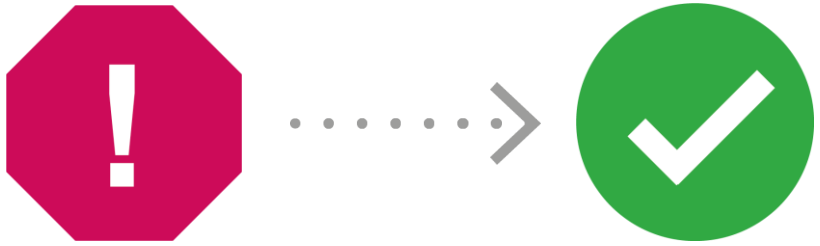
3.



Problem:
Not enough apprenticeship
opportunities

Solution:
Delivery of 3m
Apprenticeship starts by 2020

4.



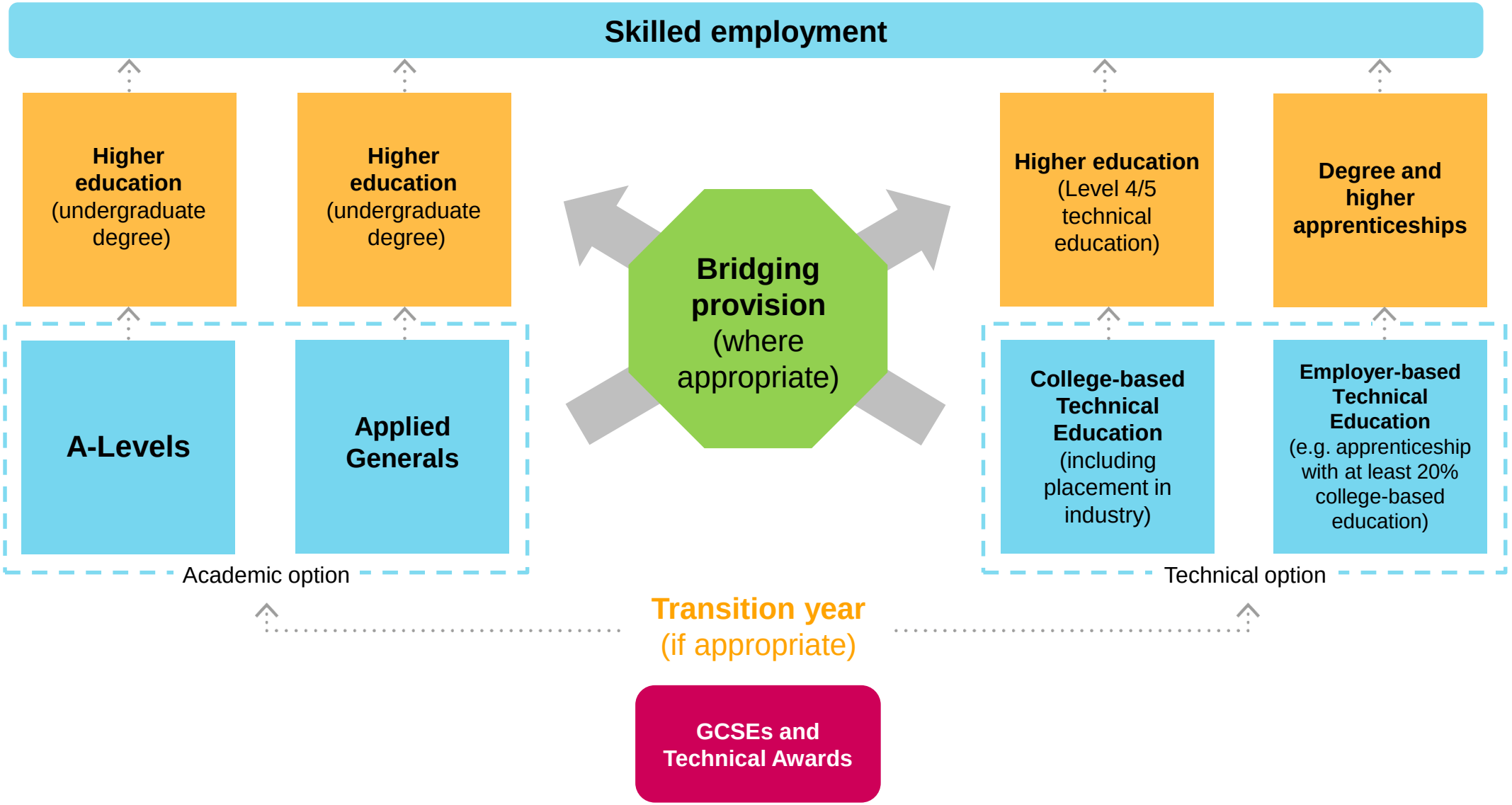
Problem:
Lack of career
advice & guidance

Solution:
Strong career
advice & guidance

Government's vision – Notes:

- Current system is complex, need high quality rigorous qualifications. The government believes the current technical education system in England needs to change
- Too little technical education at higher levels
- Standards and qualifications not reflecting employers' needs
- Not enough apprenticeship opportunities to meet the demands of the economy
- Current provider base is not consistently high-quality
- Careers advice is poor quality
- Parity of esteem with A levels
- Employers at the heart of development
  - Rationalisation – funding, section 96, take up, 15 routes
  - Needs to meet local skills needs and employment
  - Push on apprenticeships continues
  - Jan 18 – new rules around post 16 providers giving advice and guidance to year 8/9 learners on alternative options post 16

An overview of the new technical option



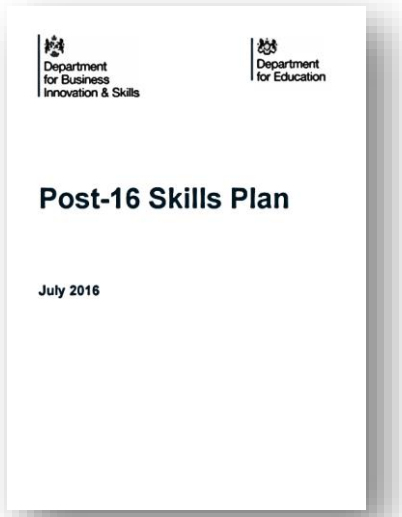
An overview of the new technical option – Notes:

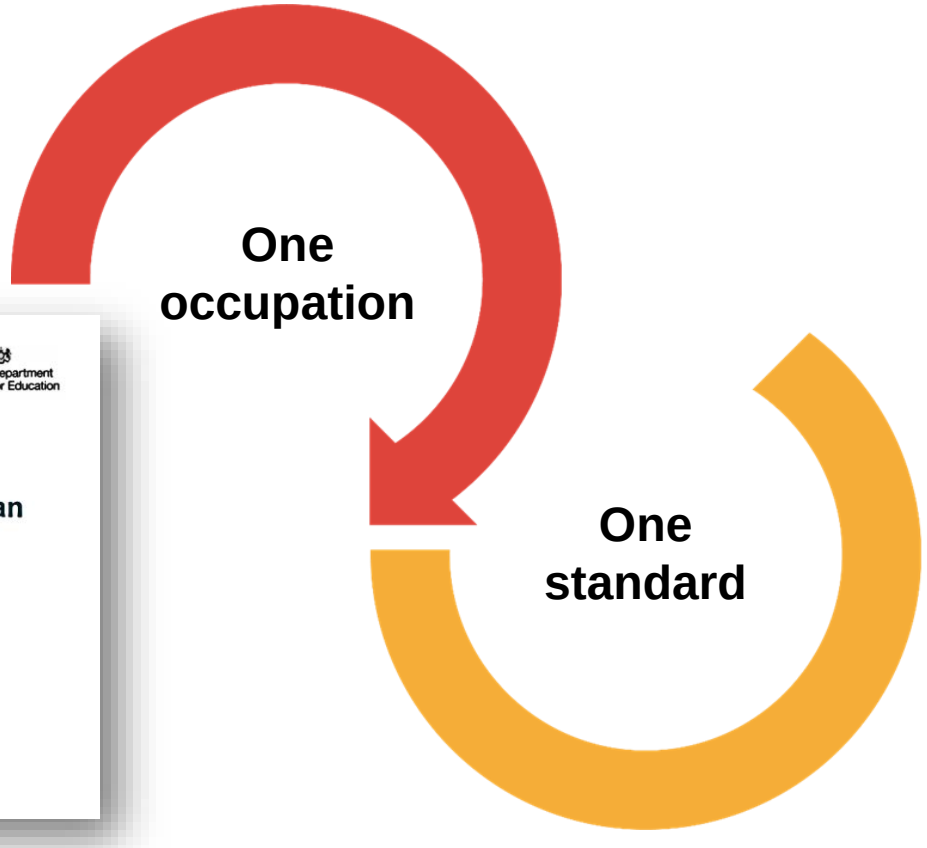
The government's vision: "Our ambition is that every young person, after an excellent grounding in the core academic subjects and a broad and balanced curriculum to age 16, is presented with two choices:

1. **The academic - The academic option is already well regarded**

2. **The technical option. The technical option must also be "world-class"**
   - 15 technical routes have some initial occupations identified however the employer panels will flesh out others as needed.
   - Note: occupations such as retail seems to be missing, these are deems not to be covered in technical education routes rather as part of the employer training that's happens as part of employment.

The Post-16 Skills Plan sets out a number of significant reforms to the technical education system in England



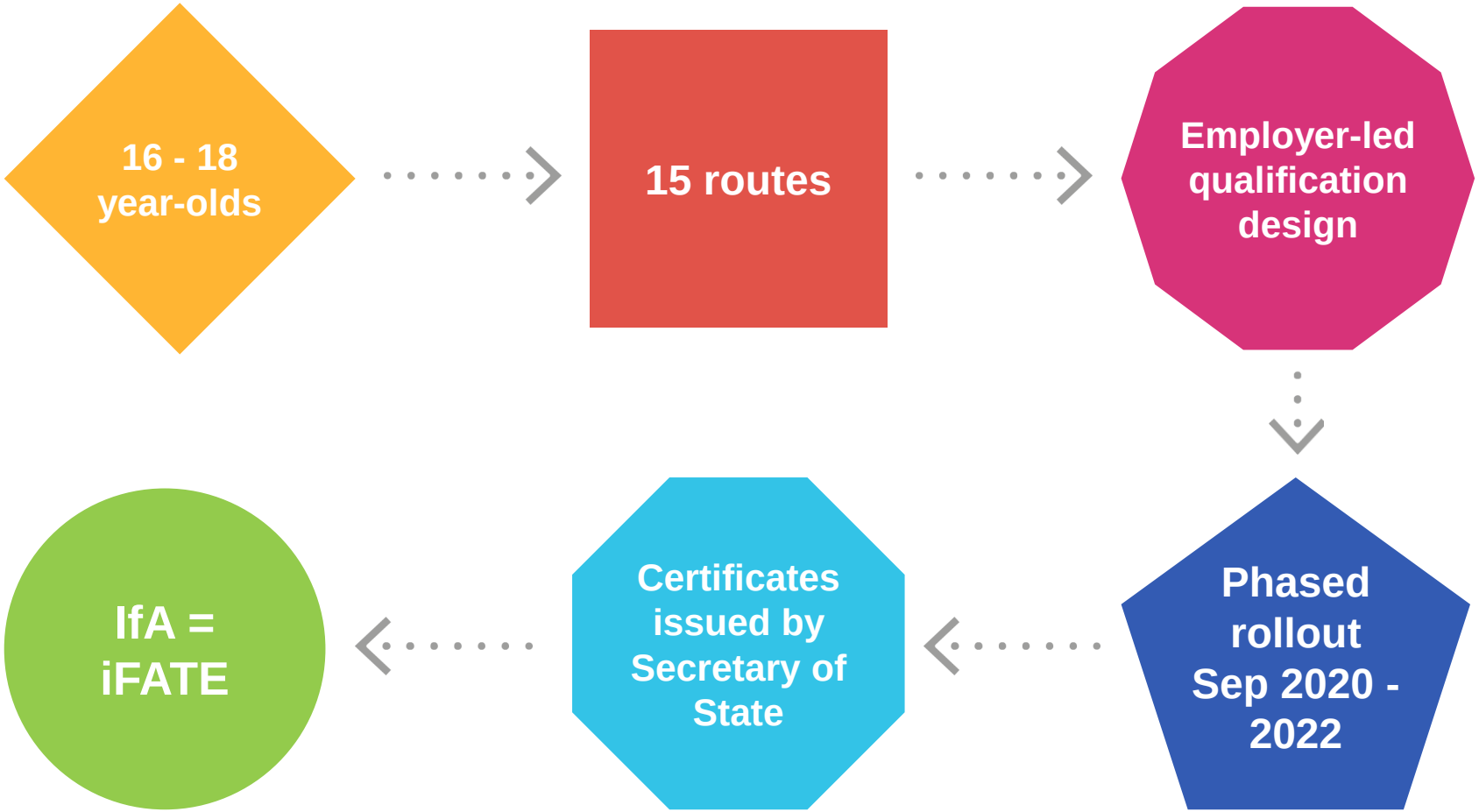


The Post-16 Skills Plan sets out a number of significant reforms to the technical education system in England– Notes:

Secretary of State will award an overall certificate for completion of a route i.e. achievement of the Tech Level programme:

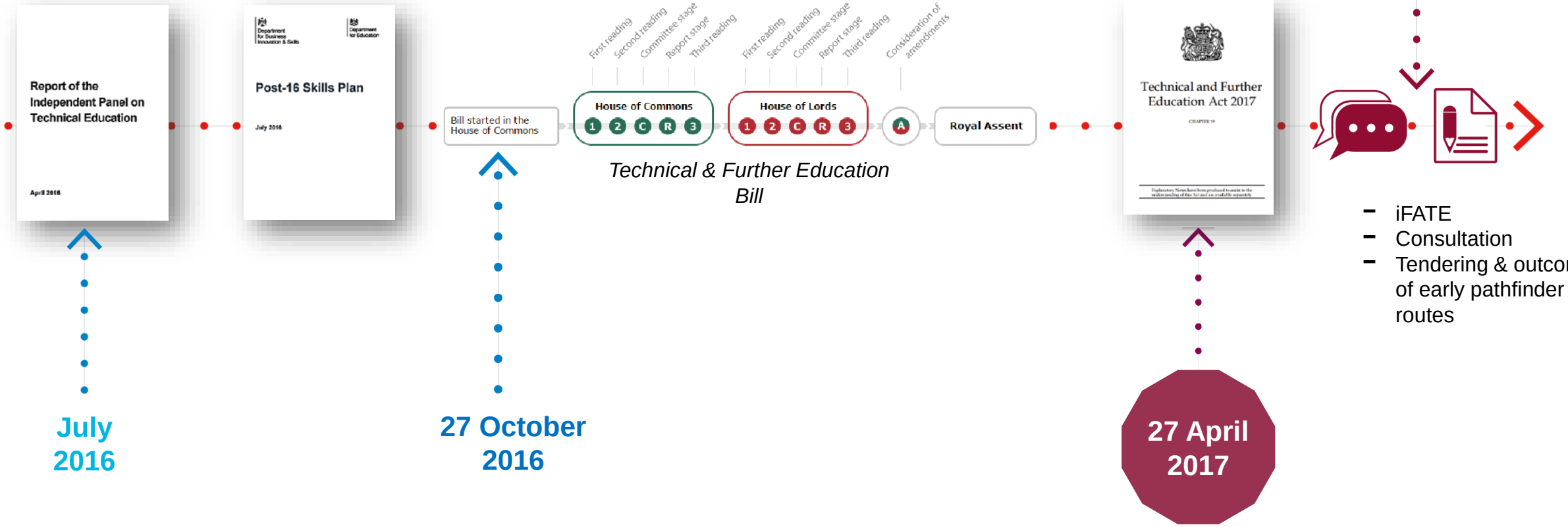
- Technical qualification
- Maths, English and digital skills exit requirement
- Work placement
- Transferable skills/behaviours

The Post-16 Skills Plan sets out a number of significant reforms to the technical education system in England



What has happened already…

"Sainsbury's Review",
"Post-16 Skills Plan"



Technical & Further Education Bill

- iFATE
- Consultation
- Tendering & outcomes of early pathfinder routes

What has happened already - Notes:

Technical and further Education Act.

1. **Insolvency regime for colleges** - allowing them to go bust, although secretary of state has power to provide funding If necessary

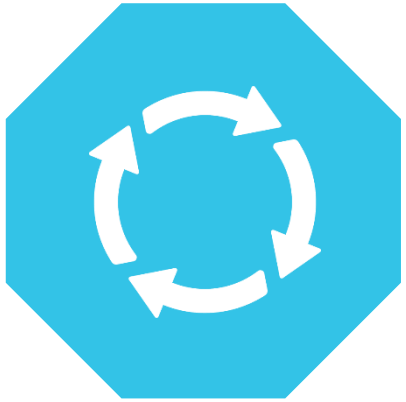
2. **Extend the remit of IfA -** to cover technical education = IfATE

3. **Progression opportunities** - Right for FE/ training providers to go into schools to promote vocational courses **JAN 2018**

4. **CEIAG (career, education, information, advice and guidance)** - Ofsted will now comment on careers advice and guidance when inspecting providers

**One part of the bill which didn't get approval: No to extending child benefit to apprentices*

15 technical education routes have emerged



Routes being developed first by the Department for Education. These are likely to be 'pathfinders' ready for first teaching in September 2020:

- Children and education
- Construction
- Digital

Pathways/clusters 3 or 4 per route 2020-2022

The remaining technical education routes for phased roll out:

- Agriculture, environment and animal care
- Business and administration
- Catering and hospitality
- Creative and design
- Engineering and manufacturing
- Hair and beauty
- Health and science
- Legal, finance and accounting

Routes expected to be mostly delivered via an Apprenticeship:

- Protective services
- Sales marketing and procurement
- Social care
- Transport and logistics

The different components of the new T levels programme

Technical Qualification
(Core and specialist components)

Maths, English,
Digital skills

Work placement
(up-to 3 months)

Transferable skills
(numeracy, literacy, digital skills, teamwork, problem-solving)

Licence to Practice
(if applicable)

Non-qualification enrichment activity
(if applicable)

The different components of the new T levels programme – Notes:

T level programmes are designed to be **delivered over two years**

Each route will **commence with a 'common core'**. On completing the core content, learners will **then begin to specialise** towards an occupation or group of occupations

The common core **applies to all learners** studying the route and is aligned to apprenticeships

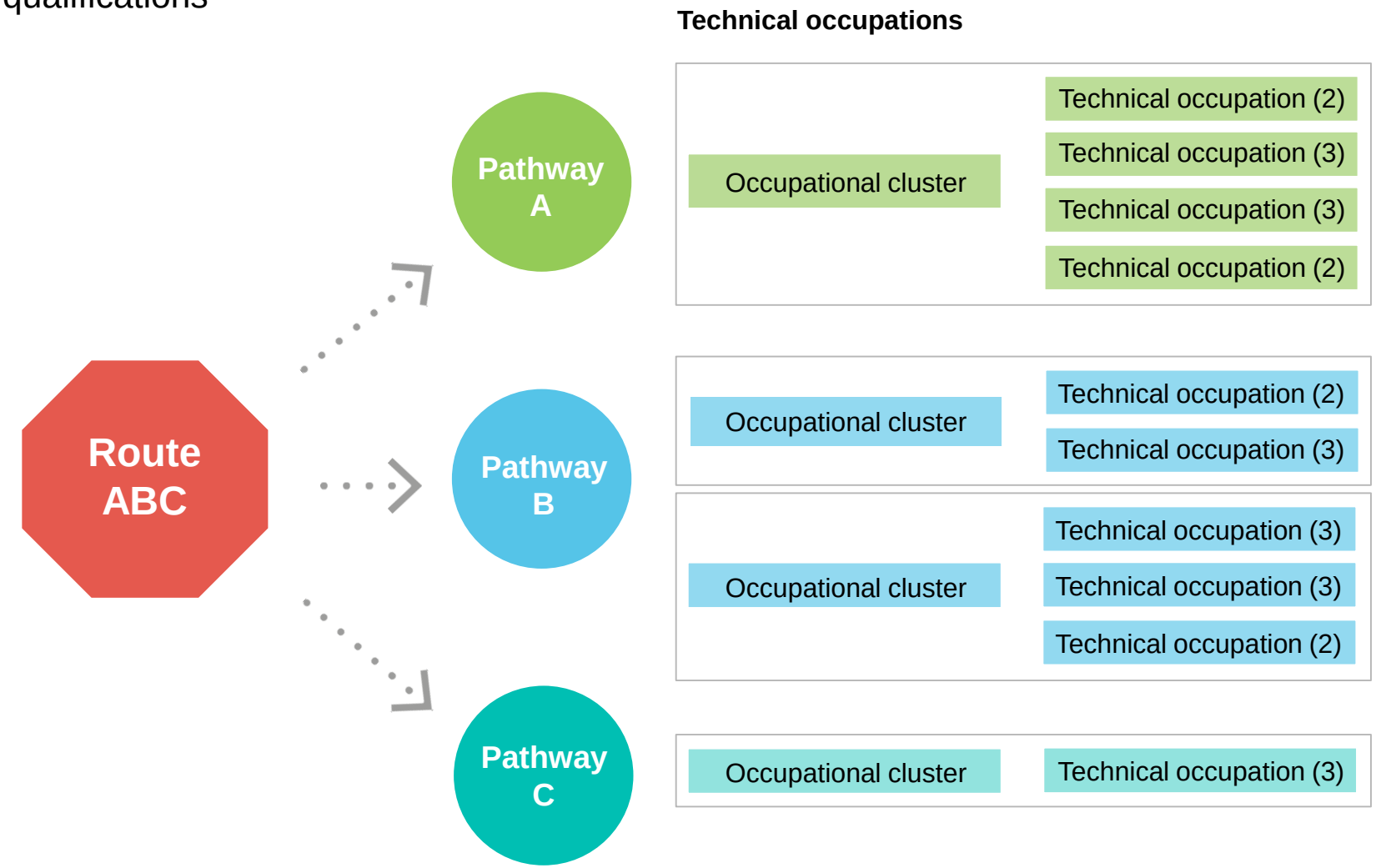
The common core will allow learners to develop a **broad set of knowledge, skills and behaviours** common to the range of occupations with the route

The total programme can be up to **1,800 hours in total (900 hours per year)**. This may vary depending on the route.
Contextualised numeracy/literacy and digital skills per sector.
Behaviours (transferable skills)

Source: DfE (February and March 2017)

Example of occupational map structure

An occupational map will be developed for each route. The occupational map will form the basis for the structure of the new technical qualifications



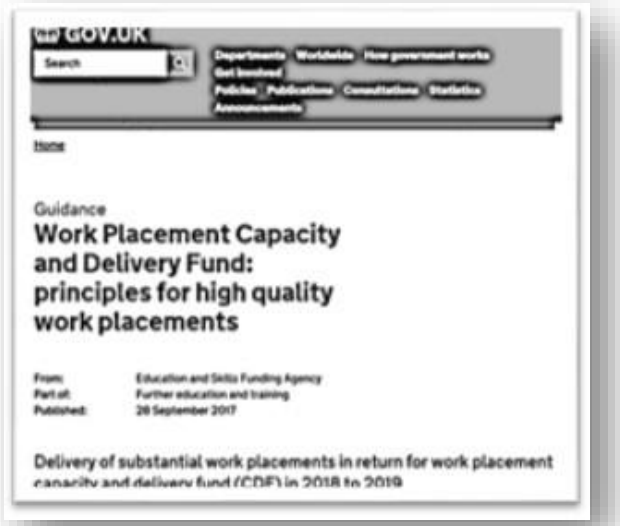
We believe the Occupational maps will be released before Christmas.

Outlining the pathways within each route.

Expected number 3 or 4 per route.

Work placement principles to support DfE pilot (2018 and 2019)

- **Timing and duration** – 45-60 days in length, minimum 315 hours
- **Occupation specific** – focusing on developing practical and technical skills
- **Student readiness** – expectations made clear for student and employer
- **Externality** – work placement must take place with an actual employer, must be real-life job role
- **SEND provision** - access to high quality work placements
- **Work Placement Capacity and Delivery Fund (CDF)**
  - £250 per student



Work placement principles to support DfE pilot (2018 and 2019) – Notes:

Funding:

For the period up to July 2019 the DFE will allocate the CDF based on the number of qualifying students in the 2015 to 2016 academic year at a funding rate of £250 per qualifying student.

Institutions with low qualifying students numbers will be allocated a flat rate – those with 1 to 10 qualifying students will be allocated £2,500, those with 11 to 20 qualifying students will be allocated £5,000
https://www.gov.uk/guidance/work-placements-capacity-and-delivery-fund-from-april-2018-to-july-2019

Work placement pilot:
The public consultation will also form part of the pilot activity to seek views of how work placements need to operate effectively

Latest announcements from Government (Oct 2017)

We are also planning a **public consultation** on the design of T levels, to allow all interested organisations and individuals to contribute towards the development of the new programmes

Our ambition is that the majority of providers will be **offering T levels by 2024**. We expect to confirm the process during the Autumn to determine which providers will deliver **T levels from 2020**

We now **propose** the **first three** T levels in **Digital, Construction, and education and childcare,** developed by newly appointed panels comprising of industry professionals and employers. First teaching 2020

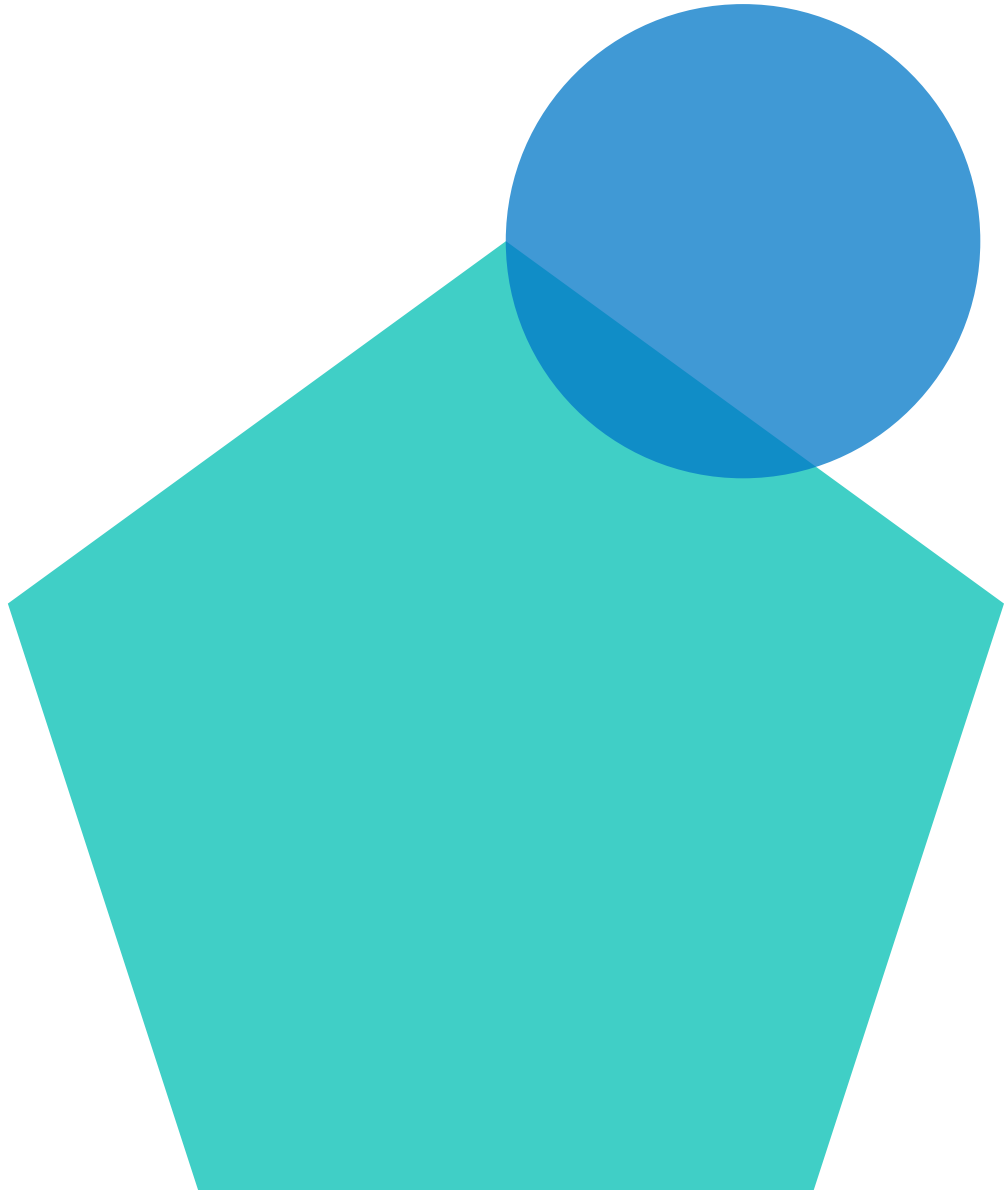
T level and IfA Route panels

IfA Route panels

- Industry experts
- **Core responsibility:** Management of standards, qualifications and occupational maps for each technical route
- Will oversee and give final approval to the work of the T level panels

T level panels

- Practitioners, employers and industry-representative bodies
- **Core responsibility:** Develop the outline content for each T level
- Will ensure that reformed qualifications will have genuine currency with employers



T level and IfA Route panels – Notes:

The IfA chairs will lead their groups in reviewing and recommending:

1. Apprenticeship standards
2. Assessment plans
3. Advising on funding levels on behalf of the institute.

T level panels:

- T level panels are different than IfA panels
- Each panel will have chairs and co-chairs
- Panels will convened for each pathway (not just route)
- Panel will be responsible for the development of the content of T levels and are overseen by the IfA separate route panels

Where to from here?

Autumn 2017 to 18

- iFATE
- Consultation
- Tendering & outcomes of early pathfinder routes

Design Development Delivery

September 2020

First teaching early pathfinder routes:

- Childcare & education
- Construction
- Digital

2021
Continue roll out

Tendering Development Delivery

September 2022

2024 final adoption deadline

15 technical education routes roll out

Small number of providers

2020 Limited pathways

- Software Application Design (Digital route)
- Building Services Engineering (Construction route)
- Education (Childcare & Education route)

Apprenticeships only routes:
- Transport and logistics
- Sales, Marketing and Procurement
- Social Care
- Protective Services

Selected providers

2021 Full routes

- Digital
- Construction
- Childcare & Education
- Engineering & manufacturing
- Health & science
- Legal, Finance & Accounting

Available to be delivered by providers who want to/are able to; final adoption by 2024

2022 Full routes

- Hair & beauty
- Agriculture, environment & Animal care
- Business & administration
- Catering & Hospitality
- Creative & Design

15 technical education routes roll out – Notes:

- 15 technical routes have some initial occupations identified however the employer panels will flesh out others as needed.
- Each route will contain several pathways covering a range of occupations
- Only one awarding organisation licensed to offer T levels for an occupation (or cluster of occupations) under the new model in England
- Levels 4+ remains open market although under review
- The short list of pathfinders have already begun mapping exercises of occupational clusters
- Small number of providers to start with: who – how – process?

A summary of what we know to date…

Known

- Focused on full-time 16-18 year old learners
- Expanded Institute for Apprenticeships – Institute for Apprenticeships and Technical Education (IfATE)
- Employer-led panels will set the standards required in technical education
- Common framework of 15 technical routes for both classroom and employer-based training. Each route will contain several pathways covering a range of occupations - not one qualification per route.
- Only one awarding organisation will be licensed to offer T levels for an occupation (or cluster of occupations) under the new model in England.
- Two-year programmes:
  - Core – Year 1 delivery
  - Pathways – Year 2 specialisms
- Up to 3 months work placement
- Includes Maths, English and Digital Skills
- Includes Behaviours aligned to new apprenticeship standards

A summary of what we don't know to date…

Unknown

- What will be in the qualification/qualifications
- Exactly what the assessment methodology and mix will be
- What will happen in the transition year
- What training and support will centres need
- The future of adult or short courses
- Progression opportunities and process
- Transition between current offer and T levels
- Maths/English offer (GCSEs or Functional skills)
- Learner profile
- What will be the measure of success

The upcoming consultation process is an opportunity to ask questions

A summary of what we do and don't know to date - Notes:

- What will be in the qualification/qualifications - will it have a similar approach across industries or routes
- Exactly what the assessment methodology and mix will be – end point assessment, exam and synoptic? Retakes?
- What will happen in the transition year – who is this aimed at, level 1 or 2 what about below level 1 learners. How will it prepare learners for T levels? Will current offer need to be looked at
- What training and support will centres need – resources, CPD, components of T level programme
- The future of adult or short courses – how will this effect Adult loans,
- Progression opportunities and process - will there be step off points after the 1st year of T levels if a learner has an apprenticeship opportunity? Will they be able to APL anything?
- Transition between current offer and T levels – how long? Funding? Section 96?
- Maths/English offer (GCSEs or Functional skills) – who decides what level and type of qualification ?
- Learner profile – entry onto T levels – will there be a set criteria for each occupation
- What will be the measure of success - destination, completion of all components

What are your next steps?

Share your thoughts in the Q & A session

Prepare to respond to the Consultation

What next?