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T Levels

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Bridging the Skills Gap: October 2018

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What's the problem?

There are thousands of qualifications that are publically funded…

- Excluding GCSEs and A/AS levels, there are approximately **11,900** qualifications at level 3 or below approved for public funding for students aged less than 19 years old.

…and many of those are poor quality, and don't prepare students to progress into higher education or employment

- Competition between awarding organisations can lead to a 'race to the bottom' on standards.
- The current system has limited employer engagement in defining content.

Reforms to the system have been made before (e.g. following the Wolf Review), but have never properly addressed underlying problems in the system: too many poor quality qualifications that don't meet the needs of employers.

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Some further context…

Since the 1980s:

28

major pieces of legislation related to vocational, FE and skills training

6

different ministerial departments with overall responsibility for education

49

secretaries of state with relevant responsibilities

… and no organisation set up to reform technical education has survived longer than a decade

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The response from Government…

The Government sought advice from an independent panel led by Lord Sainsbury, whose **final report** was published in April 2016.

The Government response, set out in the **Post-16 Skills Plan** in July 2016, accepted all 34 of the Panel's recommendations.

The **Technical and Further Education Act 2017** set out the legislative basis for delivering the reforms, including the extension of the remit of the Institute for Apprenticeships to cover technical education.

KEY PRINCIPLES:

To ensure the skills system responds to the changing labour market, employers, providers and other partners need to be involved in both design and delivery.

Co-creation: shaping occupational standards and designing wider T Level content.

Co-delivery: employers offering industry placements to T Level students so they can apply the knowledge and skills they have learnt in college.

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Introducing 15 technical routes

The following pathways are Apprenticeship only.

Route	Pathway
Health & Science	Community Exercise, Fitness & Health
Catering & Hospitality	Hospitality

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Clear academic and technical options

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So…what actually is a T Level?

- T Levels are new 2 year, level 3 study programmes that will include the following mandatory elements:
  - a ‘core’ set of underpinning knowledge, concepts and skills, tailored for their chosen industry and occupation: ‘core content’
  - specialist training covering occupational or industry-specific skills: ‘occupational specialist content’
  - an industry placement with an employer, which will last for 45 working days.
- The purpose of the T Level is to ensure students have the knowledge and skills needed to progress into skilled employment or higher level technical training relevant to the T Level.
- Each of the 11 technical routes for which T Levels will be delivered is underpinned by an occupational map, which sets out the occupations covered by each pathway. This sets the scope for each T Level.

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Put another way…

T Level programme

1800 hours over two years (with flexibility)

Subject content is set by T Level panels and approved/managed by the Institute for Apprenticeships

Technical Qualification (TQ)

Between 900-1400 hours

Core

20% - 50% of the total TQ time

- Knowledge and understanding of the concepts, theories and principles relevant to the T Level and the broader route
- Core skills relevant to the T Level

- Assessed through an external examination and a substantial, employer-set project

Occupational specialisms (min. 1 per TQ)

50% - 80% of the total TQ time

- Knowledge, skills and behaviours required to achieve threshold competence in an occupational specialism
- Maths, English and digital skills integrated where they are necessary to achieve threshold competence

- Assessed synoptically through rigorous practical assignments.

T Level Industry Placement

Between 315-420 hours

- Undertaken with an external employer
- Minimum of 45 days
- Students develop technical skills and apply their knowledge in a workplace environment
- Provider should pay for/contribute to travel and subsistence costs, if not covered by the employer
- Employers not expected to pay students

Maths and English requirements

- Students are expected to achieve a level 2 in maths and English. This can be achieved through GCSEs (grade 4 and above) or level 2 Functional Skills (pass)
- T Level panels are free to set higher maths and English requirements, where necessary

Other requirements set by T Level panels

- Occupation-specific requirements included, where possible, if they are essential for skilled employment e.g. licence to practice qualification or professional registration

Employability, enrichment and pastoral requirements

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Employer groups involved

Trailblazer Group

- Self-convening
- Identify need for new standard
- Creation of proposal, standard and EPA

T Level Panel

- Convened by Gov't
- Uses standard to create outline content
- 1 panel for each T Level

Route Panel

- Approval of standards and outline content
- Ownership of occupational maps

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Alignment with apprenticeships

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How can I get involved?

Create a Trailblazer group

News story

Leading industry experts to design ne Levels

w T Level panel members
ounced including key individuals
om The British Council, Toni & Guy
and the Dogs Trust

The Institute for Apprenticeships has launch a consultation on three new T Levels for the construction and digital sectors.

Join a T Level panel

Comment on the outline content for T Levels

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Questions?

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