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## Future of the School Sixth Form | Part 2

Member Institute for Apprenticeships Stakeholder Reference Panel

DfE Further Education Research Programme Advisory Board

Member ESFA Advisory Forum & Post-16 Funding Group

Member T levels implementation group



Member Quality in Careers Standard (QiCS) Board & Compass  
Careers Tool Advisory Group

Member UCAS Apprenticeship Steering Group

Member IoE/UCL 14-19 Alliance

## Today's webinar

The post-16 options available to your pupils

The impact of the post-16 curriculum reform consultation

The main features of T Levels

The main features of the Transition Year

Concerns and issues and how to get further answers

What will be the impact on your own school sixth form's vocational curriculum.....

# “Technical” Qualifications – Match them up

Tech Awards

Level 3 16-18 year olds (15 routes & 30-40 individual quals)

Technical Certificate

Level 3 Post-16 qual

Tech Level

Level 2 Post-16 qual

Tech Bacc

Tech level + L3 maths + EPQ

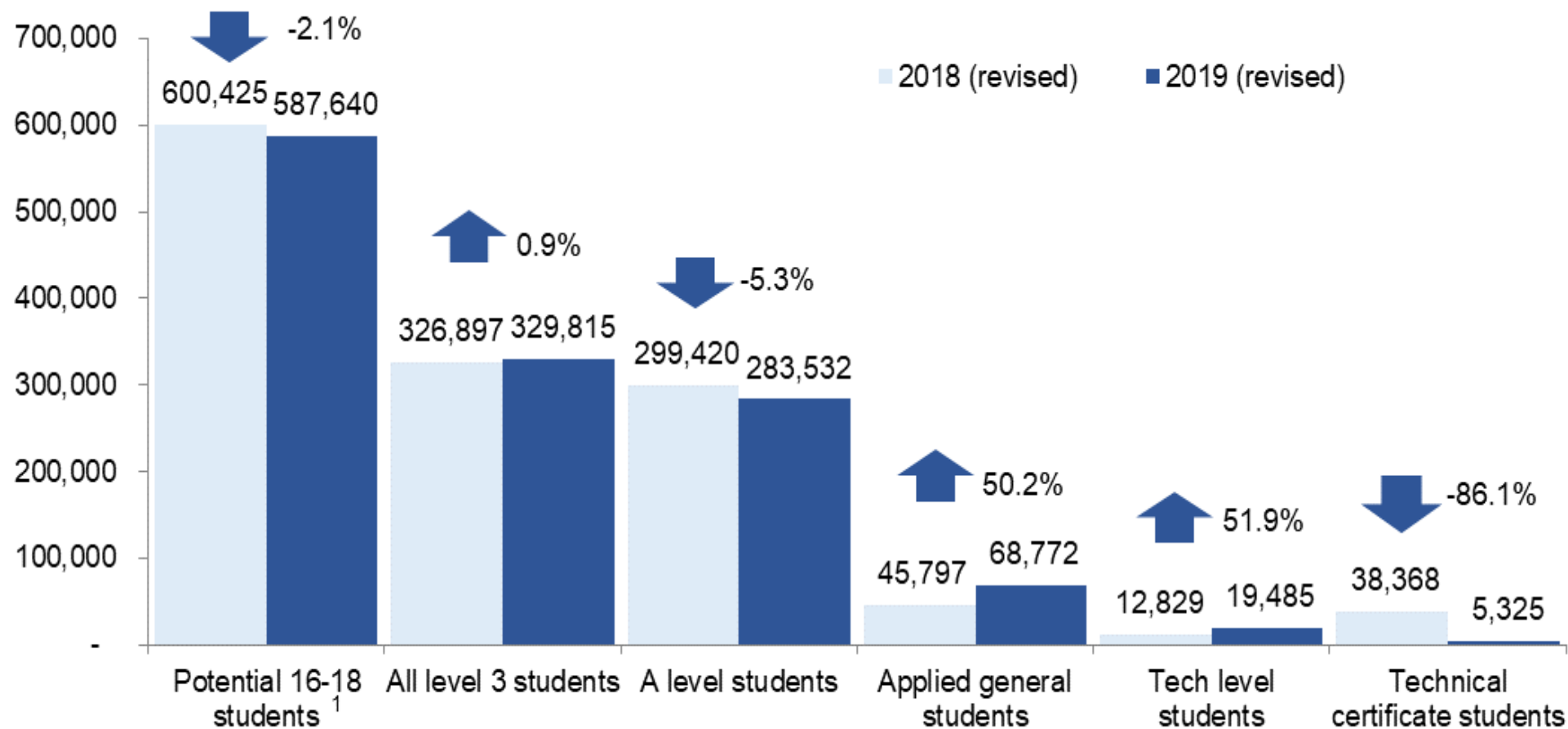
T Levels

Level 1 & 2 for 14-16 year olds  
(non-Ebacc quals)

# “Technical” Qualifications – Match them up

Tech Awards	→	Level 1 & 2 for 14-16 year olds (non-Ebacc quals)
Technical Certificate	→	Level 2 Post-16 qual
Tech Level	→	Level 3 Post-16 qual
Tech Bacc	→	Tech level + L3 maths + EPQ
T Levels	→	Level 3 16-18 yr. olds (15 routes & approx. 30-40 individual qualification)

# Data – The national picture



# At present there are broadly 4 options post-16

## ACADEMIC

### A Levels

Subject-based qualifications delivered over 2 years by school sixth-forms, sixth-form colleges and FE colleges.

Mainly terminally assessed

## VOCATIONAL

### Applied Generals

Also subject-based and similarly delivered over 2-3 years.

Often “mixed” with A Levels.

Combination of internally assessed coursework and external assessments

## TECHNICAL

### T Levels

Classroom based programmes delivered over 2 years by mainly FE providers (80% in provider and 20% on the job)

### Apprenticeships

Work based training for a minimum of 12 months (80% on the job and 20% off the job)

# Intended to be the main education and training options available post-16

## ACADEMIC

### A Levels

Subject-based qualifications delivered over 2 years by school sixth-forms, sixth-form colleges and FE colleges

## TECHNICAL

### T Levels

Classroom-based programmes delivered over 2 years by an FE provider  
(80% in provider and 20% on-the-job)

### Apprenticeships

Work-based training for a minimum of 12 months  
(80% on-the-job and 20% classroom learning)

# What are the Level 3 post-16 options available to your pupils?

## The *academic* route (A Levels/IB)

- Traditionally 3/4 A Levels with progression mainly to university
- Typical minimum entry criteria likely to be 5+ GCSEs at grades 9-4, usually including both GCSE maths and English
- 2 year programme with assessment by linear end of unit exams (some subjects will include coursework).

## The *vocational or mixed* route

- One or more vocational or applied qualifications, equivalent to up to 3 A Levels, often combined with one or more A Levels
- Progress usually to university, but also to further technical study or higher apprenticeships/employment
- Typical minimum entry criteria are 4+ GCSEs at grades 9-4, usually including at least one of GCSE maths and English.
- Typically a 2-year programme (occasionally 3), assessed by a combination of coursework and exams.



# What are the Level 3 post-16 options available to your pupils?

## The *technical* route (T Levels)

- One T Level programme equivalent to 3 A Levels and includes a substantial industry placement
- Higher volume and standard of content than many current vocational qualifications
- Progress into employment, or on to further technical study or higher apprenticeships
- T Levels will attract UCAS points, so some T Level students may choose progress to university
- Typical minimum entry criteria likely to be 4+ GCSEs at grades 9-4, usually including at least one of GCSE maths and English. However, entry criteria are for individual providers to set.
- 2 year programme with a variety of assessment methods.

## The *Apprenticeship* route

- An Apprenticeship is a genuine job and under all circumstances an apprentice will be employed from day one
- Apprenticeships combine practical training in a job with study. An apprentice will work alongside experienced staff to gain job-specific skills, earn a wage and get holiday pay, and be given time for study related to their role for the equivalent of one day a week
- Apprenticeships are available to anyone over the age of 16. New Apprenticeships (“Standards”) are completed through successfully undertaking an end-point assessment.

# Review of post-16 qualifications at level 3 and below

Updated in October 2019 | T Level Action Plan

- First-stage consultation confirmed gov intent to withdraw funding approval from older, pre-existing qualifications where newer versions have been redeveloped to meet the performance tables criteria. The full list of 163 pre-existing qualifications from which funding approval is being withdrawn from August 2020 was published in July 2019
- Moratorium on new qualifications being approved to receive public funding starting September 2020
- Second-stage consultation, due to be published in spring 2020, will build on the responses to the first and outline detailed proposals for change. These will include proposed changes to the criteria that qualifications must meet to receive funding and supporting regulatory changes.

# Review of post-16 qualifications at level 3 and below

Updated in February 2020

- On 13 February, the Department for Education announced the start of the process to decide which qualifications with low and no publicly funded enrolments should have approval for funding removed from August 2021.
- The qualifications in scope are those for post 16 students only and at level 3 and below in England. They must have had fewer than 100 enrolments in all of the last three years, or no enrolments in all of the last three years.
- The initial list of low and no enrolment qualifications in scope identifies 5,323 qualifications (2,658 low and 2,665 no).
- The review .....to ensure that every single qualification approved for public funding is necessary and has a distinct purpose, is high quality and supports progression to positive outcomes, as part of a simplified landscape.

# T LEVEL ROLLOUT

T Levels for 2020 delivery

T Levels for 2021 delivery

T Levels for 2022 delivery

T Levels for 2023 delivery

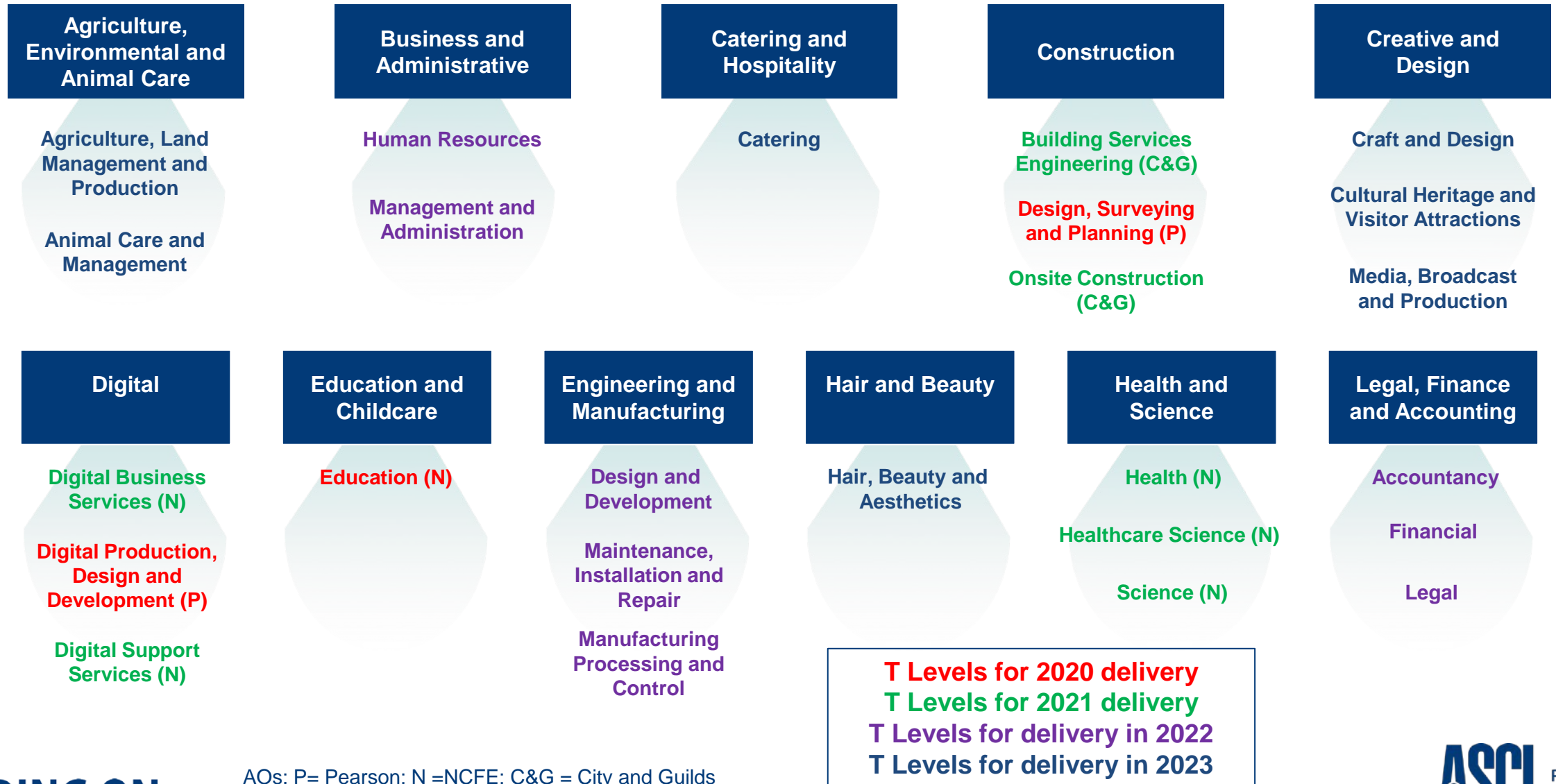
AGRICULTURE, ENVIRONMENTAL AND ANIMAL CARE ROUTE	BUSINESS AND ADMINISTRATIVE ROUTE	CATERING AND HOSPITALITY ROUTE	CONSTRUCTION	CREATIVE AND DESIGN ROUTE
Agriculture, Land Management and Production	Human Resources	Catering	Building Services Engineering	Craft and Design
Animal Care and Management	Management and Administration		Design, Surveying and Planning	Cultural Heritage and Visitor Attractions
			Onsite Construction	Media, Broadcast and Production

DIGITAL ROUTE	EDUCATION AND CHILDCARE ROUTE	ENGINEERING & MANUFACTURING ROUTE	HAIR AND BEAUTY ROUTE	HEALTH AND SCIENCE ROUTE	LEGAL, FINANCE & ACCOUNTING ROUTE
Digital Business Services	Education	Design and Development	Hair, Beauty and Aesthetics	Health	Accountancy
Digital Production, Design and Development		Maintenance, Installation and Repair		Healthcare Science	Financial
Digital Support Services		Manufacturing, Processing and Control		Science	Legal

TL

LEADING ON

# Rollout of T Levels from 2020 onwards - ABs



AOs: P= Pearson; N =NCFE; C&G = City and Guilds

## TECHNICAL QUALIFICATION: EXAMPLE OVERALL STRUCTURE

### Core: Design Surveying and Planning (e.g. 540 Hrs)

Core Knowledge and  
Understanding (e.g. 360 Hrs)

Employer Set Project  
(e.g. 180 Hrs)

20% - 50% of the TQ

Students must take both  
parts of the core.

The GLH above is indicative,  
Guided Learning Hours only  
confirmed once the  
qualifications are approved.

### Occupational Specialisms

Surveying and design for  
construction and the built  
environment (e.g. 540 Hrs)

Civil engineering  
(e.g. 540 Hrs)

Building services design  
(e.g. 540 Hrs)

Hazardous materials analysis and  
surveying (e.g. 540 Hrs)

50% - 80% of the TQ

Students typically take one  
occupational specialism.  
Some TQs may require two.

**TL**

# How are T levels different - summary

## **The programme length**

Longer than the present 540-600 hours study programme. T Level study programmes will vary in size, depending on the specific technical area, from 600 to 900 hours per year.

## **The industry placement**

Minimum of 315 hours. Offering a workplace experience where students will be expected to make a meaningful contribution to the employer's workplace or organisation.

## **The level of demand on students**

"Higher" than many current vocational qualifications. The minimum expected level of competence to pass the technical qualification will be judged by employers as being sufficient to enter skilled employment.

## **The exit requirements**

To be awarded the full T Level certificate, students need a pass in the core content, the occupational specialist content, the industry placement and level 2 English and maths (functional skills or GCSE).

# T Levels progression in to.....

## Skilled Employment

- T Level content to allow direct progression into skilled employment
- Core content - underpinning knowledge to support adaptability
- Occupational Specialisms to develop technical competence
- Industry Placement to provide direct experience, build attitudes and behaviours and take technical competence further

## Apprenticeships

- Many T Level students could progress to a relevant apprenticeship at level 4 or higher
- In some cases, in a different or more specialist area, an apprenticeship could start at level 3 or below (still needs to meet the minimum 12 month duration for an apprenticeship though)

## Higher Education

- T Levels to provide a route to Higher Education in related technical areas at levels 4-6
- HE providers set their own admissions criteria
- The UCAS tariff for T Levels now confirmed



# UCAS Tariff

## How T-Level grades compare to A-levels

UCAS tariff points	T Level overall grade	A level
168	Distinction*	A*A*A*
144	Distinction	AAA
120	Merit	BBB
96	Pass (C or above on core component)	CCC
72	Pass (D or E on core component)	DDD

		Occupational Specialism Grade		
Core Component Grade		Distinction	Merit	Pass
	A*	Distinction*	Distinction	Distinction
	A	Distinction	Distinction	Merit
	B	Distinction	Merit	Merit
	C	Merit	Merit	Pass
	D	Merit	Pass	Pass
	E	Pass	Pass	Pass

Overall T Level Grade

# Grading and certification

- An **overall grade** of pass, merit, distinction or distinction\*
- A separate grade for the **core** component, using A\* to E
- A separate grade for each **occupational specialism**, shown as pass, merit or distinction
- Overall T Level grade calculated from the grades on the core & occupational specialism(s)
- It will also include confirmation that the student has:
  - met the minimum requirements for maths and English qualifications
  - completed the industry placement
  - met any additional mandatory requirements
- Students who do not pass all elements of their T Level will get a **T Level statement of achievement**

# Industry Placements (315 hours)

- Students generally to **work with up to 2 employers**
- Small proportion of **occupationally relevant work tasters** may count towards placement
- Occupationally relevant and at the right level **part time work may count**
- Placements **recorded in hours** rather than days - to reflect different working practices
- Some **route-specific models to reflect different industries** such as allowing home working placements for digital
- Using **on-site facilities for SEND students** for part of the placement, and for all of the placement for those in Young Offenders Institutes.

# The benefits of industry placements to employers

- Gain **extra resources** for day-to-day projects
- Develop a **cost-effective recruitment pipeline** of talent for entry-level jobs
- **Attract motivated young people** to your business and bring in imaginative and new ideas
- **Build the capacity of your business** and develop the skills you need
- Give your staff the opportunity to **upskill in coaching and mentoring**
- Build a more **diverse and creative workforce**
- Provide a **positive experience for a local young person**

# What types of learners will T Levels suit? – DfE slide

## Diverse range of learners

Content coverage and entry requirements vary depending on T Level. Technical ability and aptitude are likely to figure prominently on some T Levels.

T Levels should be accessible to all, including **SEND learners** - changes to exit requirements, and reasonable adjustments by AOs. Special arrangements for industry placements where necessary.

## More applied learning and practical tasks

The employer-set project, part of the core, will test independent ability to use, integrate, apply and transfer relevant techniques, methods, tools and equipment.

## Variety of assessment methods

Classroom-based, practical skills, project-based, portfolio and unit exams.

## T Level Transition Programme

For students not yet ready to start a T Level at age 16 but who could realistically develop the skills, knowledge and behaviours necessary to complete a T Level by 19.

# **What types of skills, knowledge and behaviours will learners develop? - DfE slide**

## **Occupational specialist skills**

Advanced applied knowledge, practical and technical skills and expertise, drawing upon core knowledge and understanding.

## **Transferable knowledge and skills**

Research, planning, strategy, innovation, decision-making, problem-solving, evaluation, evidence, review, refinement and presentation.

## **English, mathematics and digital**

To enable learners to plan, produce and deliver high-quality projects, tasks and outcomes.

## **Variety of assessment methods**

Ability to cope with the different forms of assessment (classroom-based, practical skills, project-based, portfolio and unit exams).

## How to find out more about applying for T Levels

- Where are the nearest local providers? (and can I find opportunities to visit T Level providers to find out about what their T Levels look and feel like as they plan, prepare and deliver their programmes?)
- Who are the local contacts who could come in to my school to give further advice on T Levels and the application process?
- When are the relevant Open Events for local T Level providers?
- Has my school incorporated T Level information in its post-16 guidance literature, options events and school website?
- How can we embed this material into our wider Careers, Information, Advice and Guidance offer to equip young people to make their own informed decisions?



## Additional information [www.tlevels.gov.uk](http://www.tlevels.gov.uk)

- Who are the first T Level providers? 2020-2021 | <https://bit.ly/3fUfG4a>
- Who are the second tranche of T Level providers? 2021-2022 | <https://bit.ly/3dyHnxo>
- Who are the first Transition Programme providers? 2020-2021? | <https://bit.ly/3dK14m6>
- Where can I find the different occupational maps? | <https://bit.ly/3dGIMD5>
- How can I further my understanding through more professional development (online modules)? | <https://bit.ly/3cuSur5>
- Where can I find information on the webinar and workshops for feeder schools? | <https://bit.ly/2AjuFZ2>

# Reminder of the main education and training options available post-16

## ACADEMIC

### A Levels

Subject-based qualifications delivered over 2 years by school sixth-forms, sixth-form colleges and FE colleges

## TECHNICAL

### T Levels

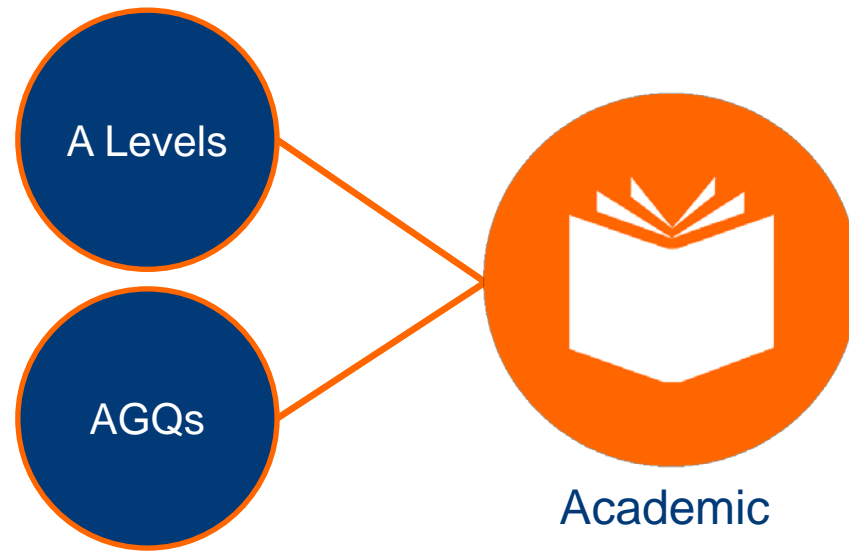
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(80% in provider and 20% on-the-job)

### Apprenticeships

Work-based training for a minimum of 12 months  
(80% on-the-job and 20% classroom learning)

A Level + 1 AGQ

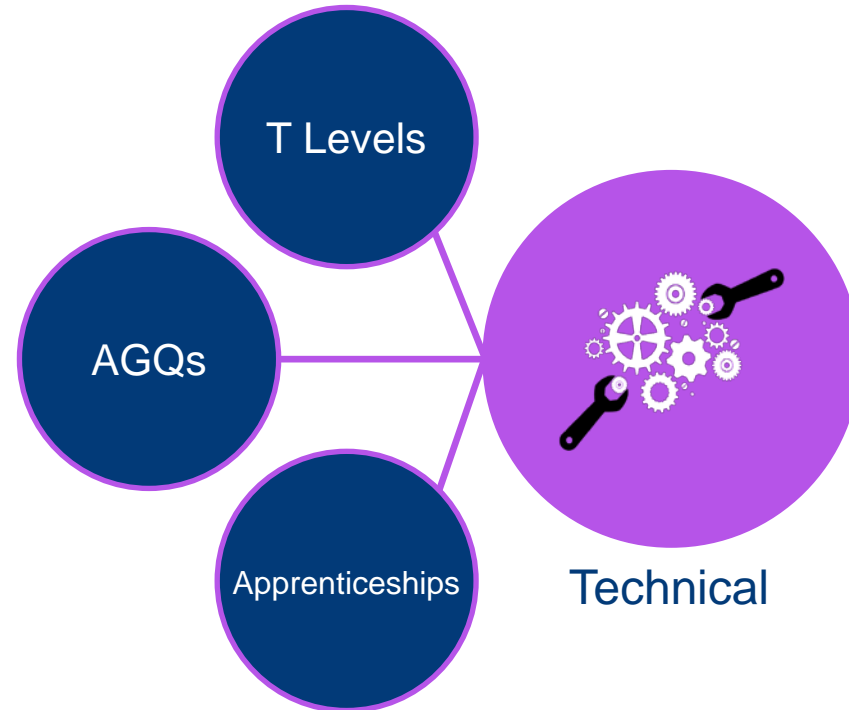
A Level + 2 AGQs



UNIVERSITY

Extended diploma

Not available as a T Level



EMPLOYMENT

# Transition Programme

# T Level Transition Programme

A type of 16-19 study programme (not a qualification in its own right), tailored to prepare students for T Levels

The guiding framework for post-16 providers includes:

- **key components that are nationally set**
- **flexibility for providers to package their transition programme at a local level to meet the needs of their students**

First wave of providers

- **Mainly colleges – a few schools**

# Transition Programme - Guiding Framework - Core content

## A diagnostic period

- To assess each students' capability and pastoral support needs in order to tailor their Transition Programme to address their needs and help students choose their T Level route

## English and mathematics

- For students who do not hold at least a GCSE grade 4 in English and/or maths and are required to continue studying as per the condition of funding.

## Work experience and work-related learning

- To develop the skills, behaviours, attitude and confidence that will be needed for students to complete the T Level Industry Placement.

## Introductory technical skills

- Introductory skills and concepts to prepare students for the T level they wish to progress to

## Pastoral support and personal development opportunities

- Relevant and meaningful support to address barriers to education, support emotional and/or mental health difficulties, and support the development of study skills, and reflective and resilience skills.

## NFER research report - March 2020 - challenges

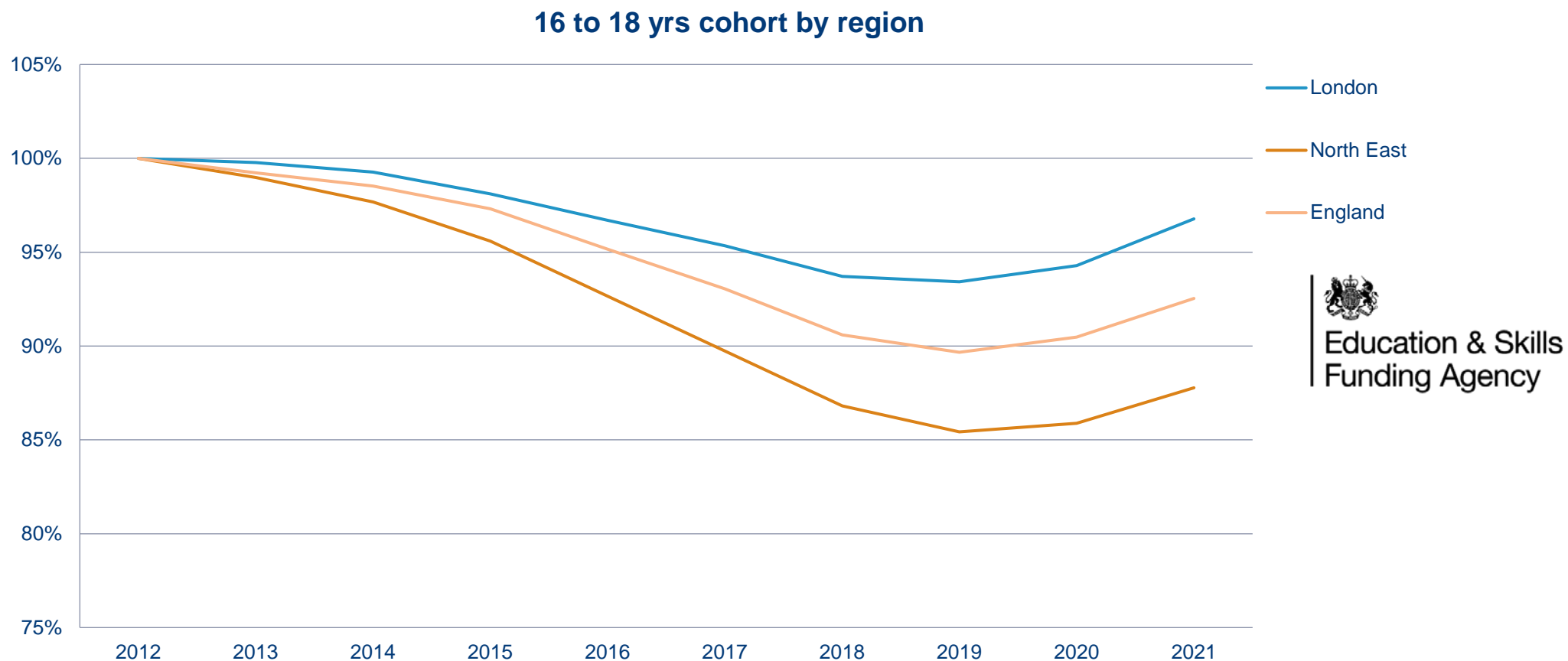
- The size of the qualification
- The availability of the full content and specifications (April 2020)
- The need for more flexibility around industrial placements
- Uncertainty around progression routes
- Low levels of awareness amongst young people and their parents/carers
- Uneven geographical availability

## NFER research report – Awareness in schools

- Low level of awareness of T Levels amongst classroom teachers and low level of understanding amongst both senior leaders and classroom teachers.
- Although the majority of senior leaders (85 per cent) had heard of T Levels, only two-fifths (41 per cent) of classroom teachers were aware of them.
- Half of senior leaders and classroom teachers who had heard of T Levels, the vast majority (83 per cent) were ‘not very well informed’ or ‘not informed at all’.



# National cohort change – implications for your sixth form's vocational curriculum?





**Questions**

**(and maybe see you for webinar part 3 on 16-19 funding)**



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