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## Understanding T Levels | Part 2

### The Transition Programme

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Member ESFA Advisory Forum & Post-16 Funding 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

Background to the Transition Programme

The main features of the Transition Programme

Who is the Transition Programme for?

How might it impact on other level 2 qualifications?

*How does this impact on how I might advise a young person?*

*How might this impact on my own school's vocational curriculum?*

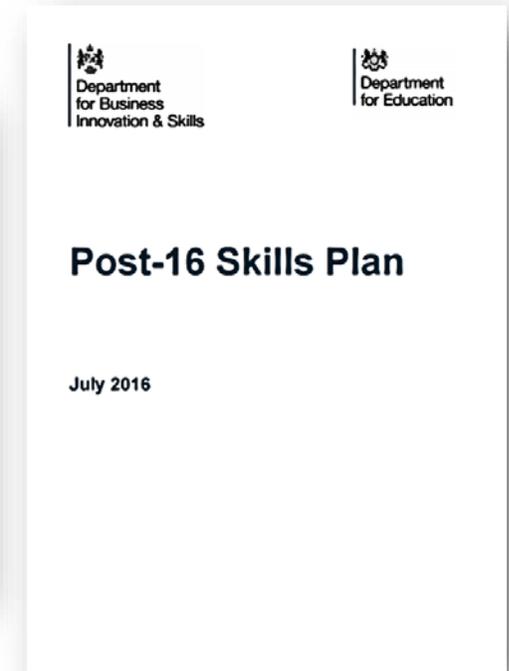
# Background to the Transition Programme

# The government believed the current technical education system must change

- A confusing and complex system of qualifications
- Too little technical education at higher levels
- Standards and qualifications not reflecting employers' needs
- Current system has limited employer engagement
- No effective voice for employers to influence technical education
- Not enough apprenticeship opportunities to meet the demands of the economy – 3M target
- Current provider base is not consistently high-quality
- Return on investment poor
- Careers advice is poor quality



*aka "Sainsbury's Review"*



## Level 3 - 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

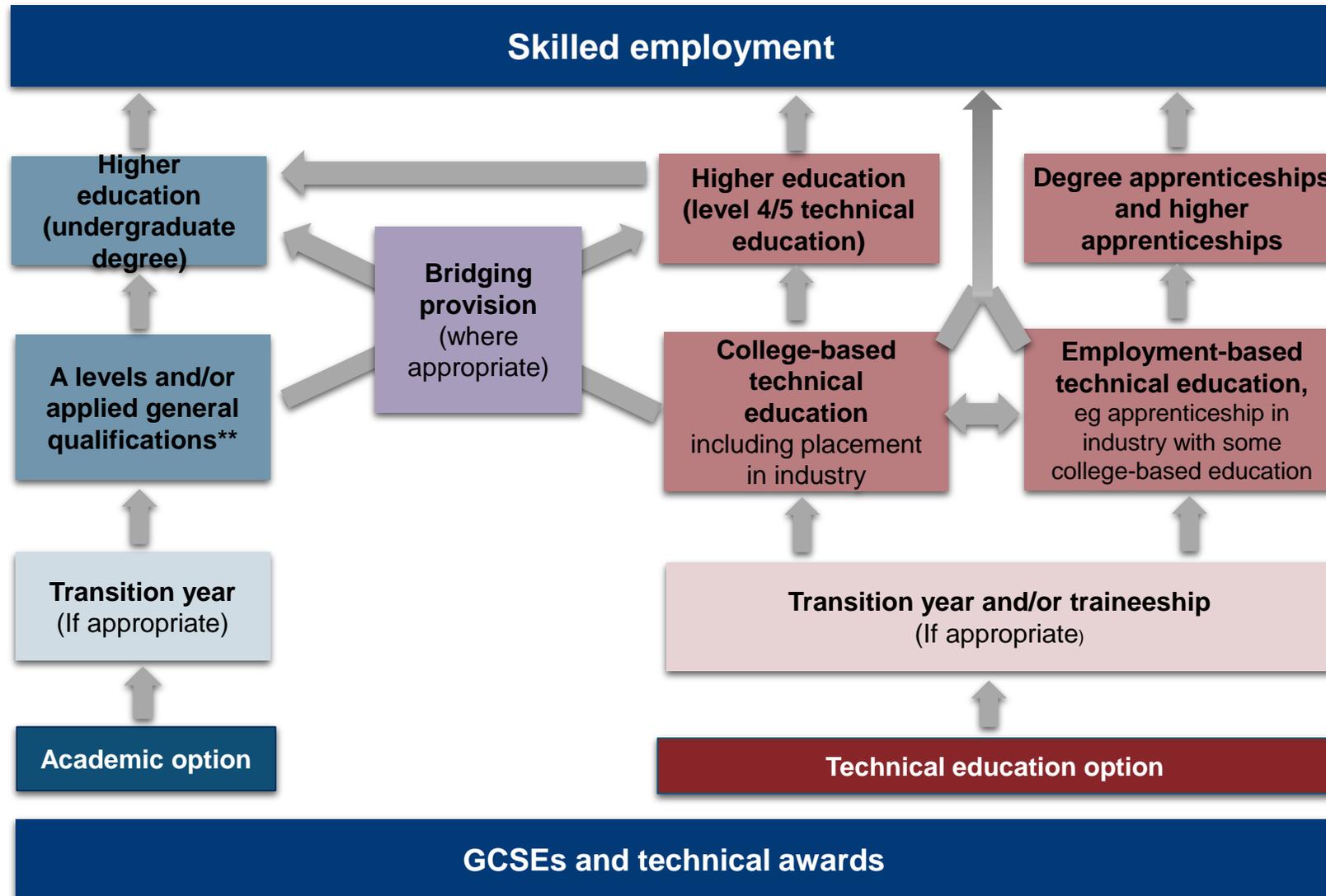
### T Levels

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)

# The academic and technical options – original Sainsburys vision



- T Level Transition Programme is 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.

# The main features of the Transition Programme

# Core components

## A diagnostic and guidance period

- Assess individual needs and help students decide which T Level route to prepare for

## English and maths

- For those without at least a GCSE grade 4 in English and/or maths

## Work experience and preparation

- Help prepare for T Level Industry Placement

## Introductory technical skills

- Tailored to students' chosen T Level route

## Pastoral support and personal development

- Address barriers, wider support needs and develop study skills

## Sequence of core components

- The diagnostic and guidance period at the start of the Programme
- Other components **not** expected to be delivered sequentially and some may last the duration of the programme.
- The duration of each component may **not** be the same for all students e.g. some students may need more time for English and maths than others.
- Generic skills (e.g. problem solving, critical thinking) **not** to be taught in isolation but developed in the context of gaining and applying knowledge, e.g. through the teaching of technical skills and/or English and maths.

## Diagnostic and guidance period

- Assess students' individual capabilities, prior attainment and pastoral support needs, including any inter-agency support required
- Help students decide, or confirm, which T Level route they wish to prepare for through tasters of different routes and careers guidance.
- Schools, colleges and training companies can determine the duration of the diagnostic and guidance period based on the needs of their cohort but likely to last up to the first half-term.
- During the diagnostic period, a student may decide that another programme would be better suited to them. If this decision is taken before the student completes the funding qualifying period, and their preferred programme is available to them, the student can move without any impact on funding.

# Core components

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# English and Maths

- Employers consider English and maths as crucial employability skills and they are imperative to higher level study.
- As the T Level Transition Programme will be a type of 16 to 19 study programme, the 16 to 19 maths and English condition of funding will apply. Effective initial assessment needed to determine the most effective means of supporting good English and maths progress.
- English and maths teaching should be supplemented by content that is contextualised to reflect the T Level route the student wishes to pursue, making explicit the English and maths connections.

## 16 to 19 funding: maths and English condition of funding

- Students with a grade 2 or below in maths or English can study towards a pass in functional skills level 2 (legacy or reformed) or they can still study towards a GCSE grade 9 to 4. Once they have achieved this, there is no requirement to undertake further maths or English qualifications to meet the condition of funding.
- Full time students with a grade 3 must still study an eligible GCSE qualification in order to meet the condition of funding.
- GCSE English Literature grade 4 does count
- Part time students with a grade 3 can still study any qualification approved to meet the condition of funding as a stepping stone towards achieving a GCSE grade 9 to 4.

## English and Maths – measuring progress

- Students' progress assessed by comparing their best grades by the end of KS4 to those achieved by the end of post-16 study
- By aggregating student progress scores to give overall English and maths progress scores for each school and college, the effectiveness of the school or college can be measured and they can be held accountable
- English literature GCSE counts for prior attainment but not for progress.
- The calculation of progress simply subtracts their performance post-16 from their prior attainment at KS4. For example: If an individual student moves from an E grade to a C grade they would receive a progress score of +2 as they have made two grades progress; If the student starts at grade E but achieves a grade F during post-16 they would receive a progress score of -1.
- National scores for progress now at the dizzy heights of approx. 0.2 to 0.3

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## Work experience and preparation

To enable the student to develop the skills, behaviours, attitude and confidence to successfully complete the T Level industry placement

To be prepare for future workplace readiness more generally; for example, time keeping, personal presentation, workplace behaviour.

Students should have the opportunity for meaningful employer engagement throughout the programme e.g.

- Work shadowing, work tasters or work experience to give students exposure to a real workplace, ideally with an external employer on an external site.
- Work experience related to students' chosen T Level route is desirable but not a requirement

No length of time specified (T Levels – 315 hours)

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# Introductory Technical Skills

To prepare students for their chosen T Level route

Expected to be a “strong motivating factor” for students However it is not expected that it will be the biggest component in terms of hours.

- Through an existing level 2 technical qualification that is both on ESFA's list of approved qualifications for 14 to 19 year olds and available for 16 to 19 year olds.
- Non-qualification-based delivery of introductory technical content devised by schools, colleges and training companies. This could be delivered as discrete modules, workshops, projects or as part of other components.
- **Flexibility** to determine how much and what they feel is the most appropriate content to deliver, to prepare their students for progression onto a T Level, and how they wish to deliver it.

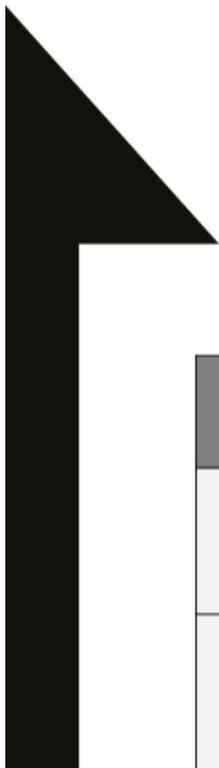
# T LEVEL ROLLOUT

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

## Bridging

- Flexibility to consider offering some level 3 ‘bridging’ content towards the end of the Transition Programme, where it is appropriate for students.
- Allowing students to work towards some level 3 content should be “motivating” and it allows schools, colleges and training companies to formatively assess their readiness for level 3 study.

# Core components

## A diagnostic and guidance period

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# Pastoral support and personal development

- Students must have access to relevant and meaningful pastoral support and personal development opportunities.
- This should complement the other components and be tailored to the student's individual needs, to facilitate their progression to a T Level.
- Sufficient time must be dedicated for this component from the start, with regular reviews of progress, to ensure barriers are not preventing progress in the other components.
- Pastoral and development support should help students address their barriers to learning, and support emotional and/or mental health difficulties e.g. individual mentoring, personal development tutoring or specialist services/agency support.
- Activities to develop confidence and resilience e.g. group work to develop communications skills, tutorials and seminars (including careers education).
- Life skills e.g. the ability to travel independently & personal finance.
- The development of study skills and reflective and resilience skills – to prepare students for the type of level 3 study and assessments they will encounter on a T Level.
- Study skills could be developed through a structured set of activities, such as opportunities to develop reading, writing, referencing and interpretation.

## Additional flexible content - in addition to the five core components

Providers have the flexibility to add elements to the Transition Programme where this supports the needs of their students and where they feel this is important preparation to support progression to a particular T Level route e.g.

- a science qualification/content,
- health & safety qualification
- first aid at work qualification
- food hygiene certificate

# Achievement

- A student's progress in each component must be recorded to allow students to reflect on what they have learnt and to assist the schools, colleges and training companies' monitoring, tracking and intervention practices
- Providers may award locally recognised certificates for achievement of the T Level Transition Programme, showing what students have achieved and can decide what these certificates include (ROA anyone?)

## Progression – to T Levels

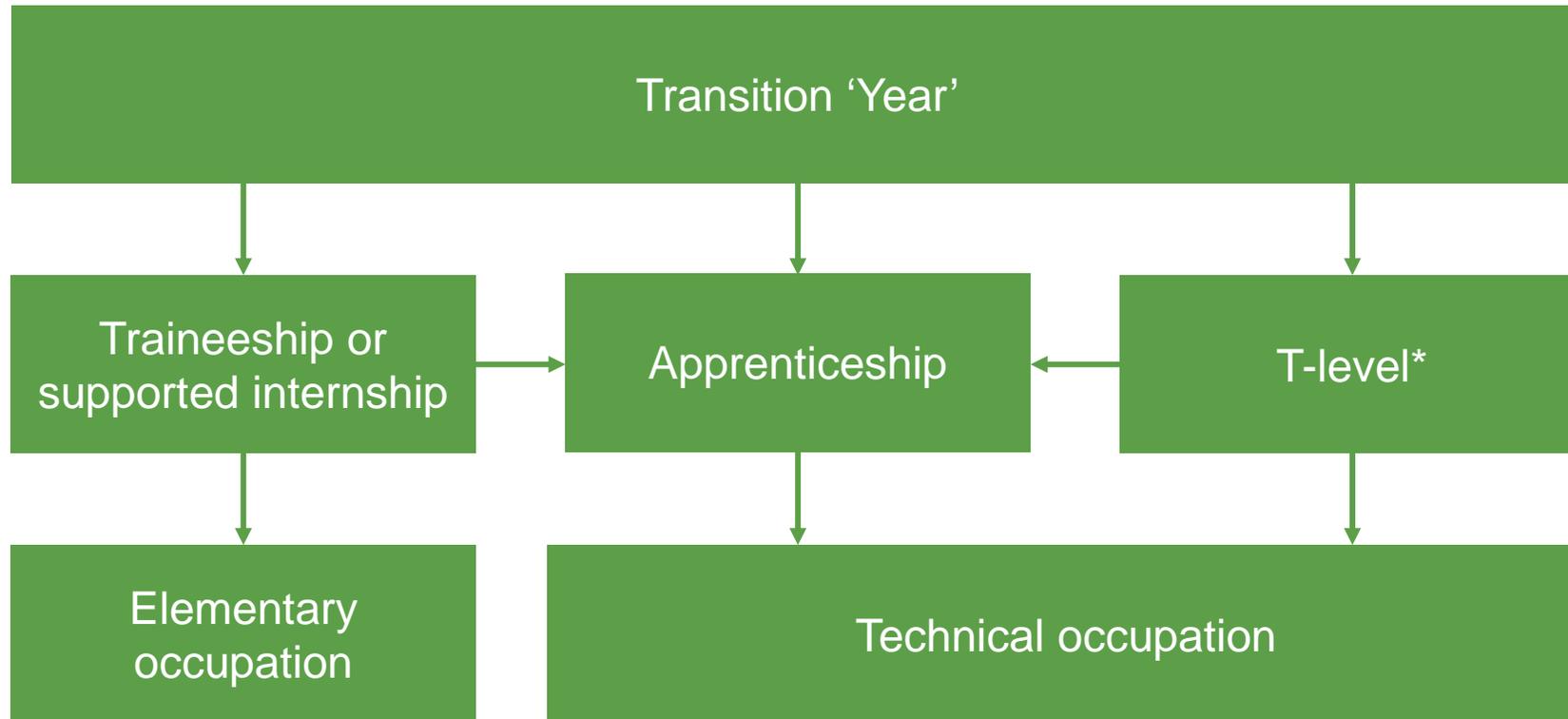
- The aim of the Transition Programme is to prepare students to progress onto and succeed on T Levels: DfE “want and expect the vast majority of students to progress to T Levels”.
- But does not in itself lead to automatic enrolment onto a T Level. Students will need to apply for entry to a T Level as part of a school, college or training company’s normal enrolment practices. Schools, colleges and training companies retain the discretion to make the final decision on their T Level cohort.....
- ***How would you feel about advising your Y11 students on this?***

## Progression – to other than a T Level

Where a student has not developed the skills to progress to a T Level:

- Other level 2 or level 3 study programmes, apprenticeships or direct entry to the workplace as appropriate
- These students must be given the appropriate careers guidance to help them secure appropriate next steps
- Must be supported to complete any qualifications, including English and maths, begun on the Transition Programme.

# Transition year - progression



\*Students could also progress to academic qualifications, but these are likely to be exceptions

## Digital Skills

- An initial assessment of a student's digital skills to determine level of need.
- Where possible, digital content should also be contextualised to reflect the student's chosen technical route.
- “Looser” than original thinking

## Route-based work-related projects

Work-related projects should support students' ability to apply knowledge and understanding - ideally relate to a student's preferred T Level route,

Ideally engaging employers to introduce projects and provide feedback on outputs. These projects could also encompass delivery of technical skills

# Funding & Retention

- An additional one-off payment of £20,000 to each provider delivering it in 2020 to 2021.
- Extending this payment to providers delivering the Transition Programme for the first time in 2021 to 2022 as well.
- Study Programme rules on funding
- Every study programme must have a core aim recorded against it, which is the principal activity or core purpose of a student's programme. There will be a new programme aim – The T Level Transition Programme aim
- Standard retention criteria for 16 to 19 study programmes - each student who remains to the planned end date is classed as 'retained' and receives full funding. Each student who is not retained attracts 50% of the full funding rate, as long as they have completed the qualifying period (6 weeks for full time students)

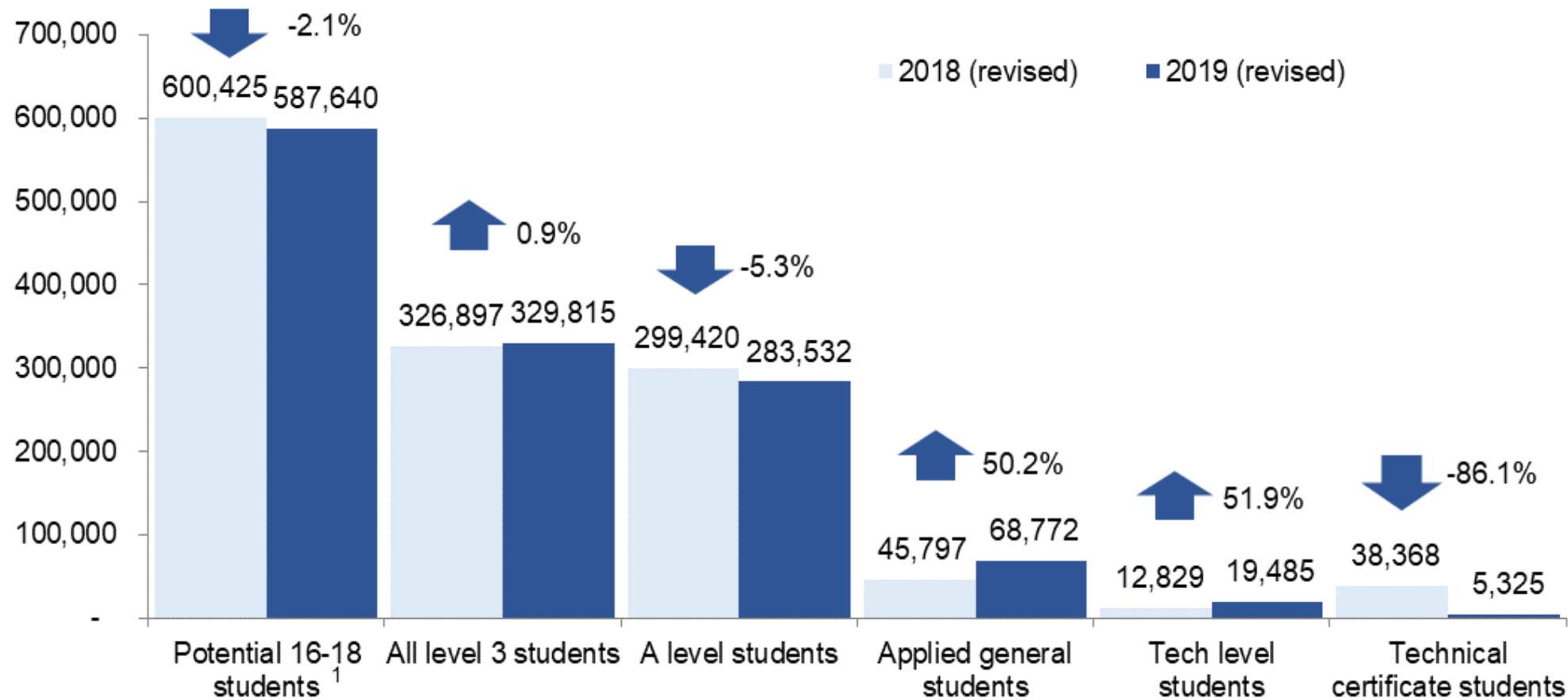
## Accountability measures

- The data to be reviewed will include:
- The number of students going from Key Stage 4 to the T Level Transition Programme
- How many students complete the T Level Transition Programme
- Where students go after completion, including the percentage that progress to and complete a T Level

## Duration

- Full or part time study in accordance with existing 16 to 19 funding rules. Normally up to a standard academic year.
- Flexibility to move students onto a T Level during the Transition Programme,
- “Schools, colleges and training companies have the discretion to determine how best to meet the needs of SEND students, in line with the broader study programme guidance “ e.g. students with an EHCP delivering the programme over a longer time period (and in accordance with the SEND Code of Practice)

# Who is the Transition Programme for then?



## First wave of providers

These providers are taking part in a preparation year from September 2019 to July 2020 and in delivery between September 2020 and July 2021.

# First wave of providers

Barnsley College	Yorkshire and the Humber
Bishop Burton College	Yorkshire and the Humber
Blackpool and The Fylde College	North West
Bridgwater & Taunton College	South West
Cardinal Newman College	North West
Chichester College Group	South East
Cirencester College	South West
City College Norwich	East of England
City of Stoke-on-Trent Sixth Form College	West Midlands
Cranford Community College (school)	London
Derby College	East Midlands
Dudley College of Technology	West Midlands
Exeter College	South West
Fareham College	South East
Farnborough College of Technology	South East

Gateshead College	North East
Grimsby Institute of Further & Higher Education	Yorkshire and the Humber
Havant and South Downs College	South East
HCUC	London
La Retraite RC Girls School	London
Lordswood Girls' School & Sixth Form Centre	West Midlands
Nelson and Colne College	North West
New College Durham	North East
Oldham Sixth Form College	North West
Peter Symonds College	South East
Priestley College	North West
Runshaw College	North West
ShIPLEY College of Further Education	Yorkshire and the Humber
Strode College	South West
Suffolk New College	East of England
The College of Richard Collyer	South East
Truro and Penwith College	South West
Ursuline Secondary School	London
Weston College	South West

## Core target group – DfE guidelines

- Students who are not ready to start a T Level but have the potential to progress onto one
- Are able to demonstrate an aptitude and keenness to progress onto studying a T Level
- Need further support to address barriers to accessing a T Level – due to prior attainment, pastoral issues or personal development needs
- Would benefit from the additional time the Transition Programme allows to build their English and Maths skills
- Learn better in a predominantly classroom/workshop-based environment rather than the workplace.

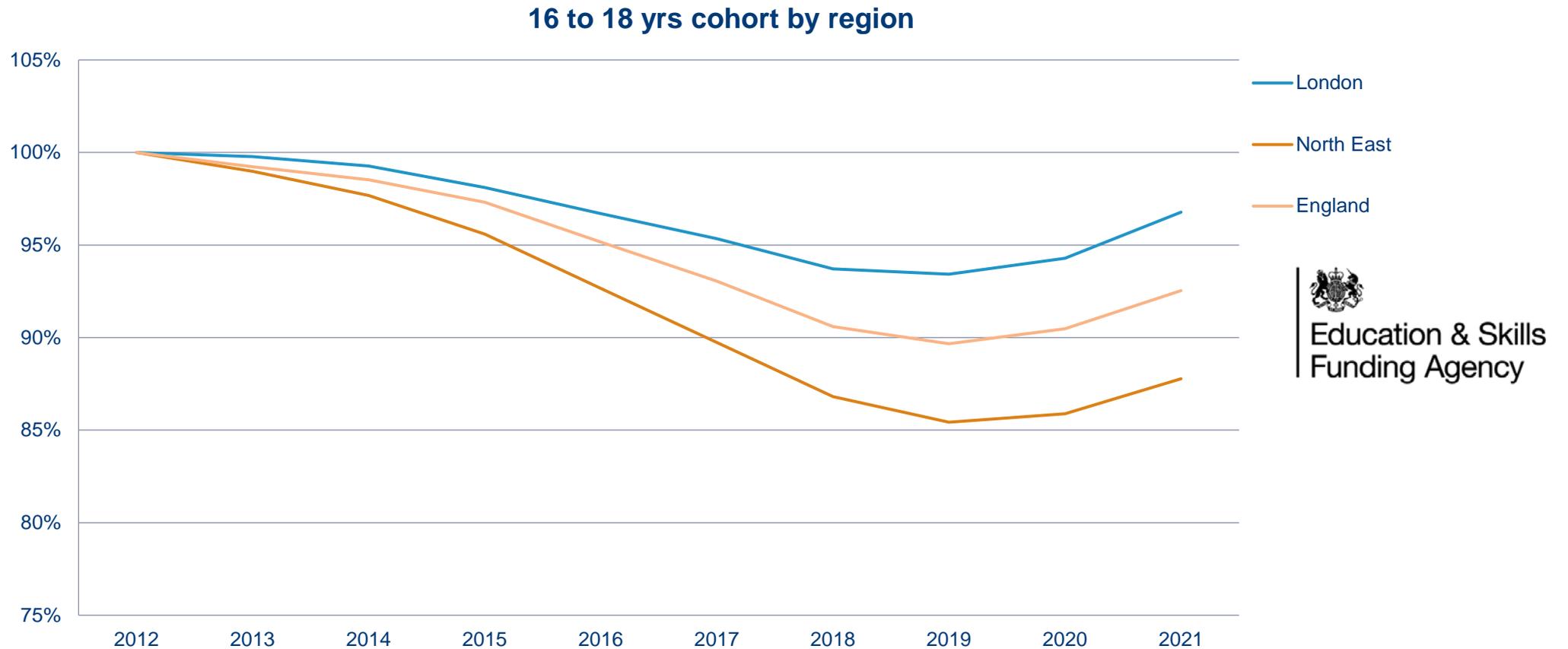
## Impact on other level 2 qualifications?

- *“Review of post-16 qualifications at level 3 and below in England”*
- 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
- This consultation was the first stage of the government’s review of post-16 level 3 and below qualifications (excluding T Levels, A Levels and GCSEs). It asked for views on the high level principles and outlined proposals for the removal of funding approval for unreformed qualifications
- 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

- Feb 2020 DfE 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 for post 16 students only and at L3 & 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 second stage of the review is “due to be published in spring 2020”**
- **“Holding our breath.....”**

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



## Questions

(and maybe see you next week for the final webinar part 3 in this series)





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