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## Understanding T Levels | Part 3

### The big picture

Member DfE T levels implementation group

Member Institute for Apprenticeships Stakeholder Reference Panel

DfE Further Education Research Programme Advisory Board

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

Recap of the government plan for sixth form vocational education

What is still planned with T Levels for September?

What is happening to the post-16 curriculum reform consultation?

What areas are not covered in the reform?

What might the future look like with vocational reform?

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

# Government's “plan” – “underlying principles”

If UK PLC is going to compete internationally with the best technical jurisdictions then.....

- We need to reduce the number of vocational qualifications – confusing
- We need to promote vocational qualifications on par with academic
- Qualifications (all education?) should be viewed in terms of their “return on investment”
- Employers must step up and play their part – levy
- Better CEIAG would help more young people see the light – Baker Clause

So the Wolfe Report and Sainsbury Review were born.....

# 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

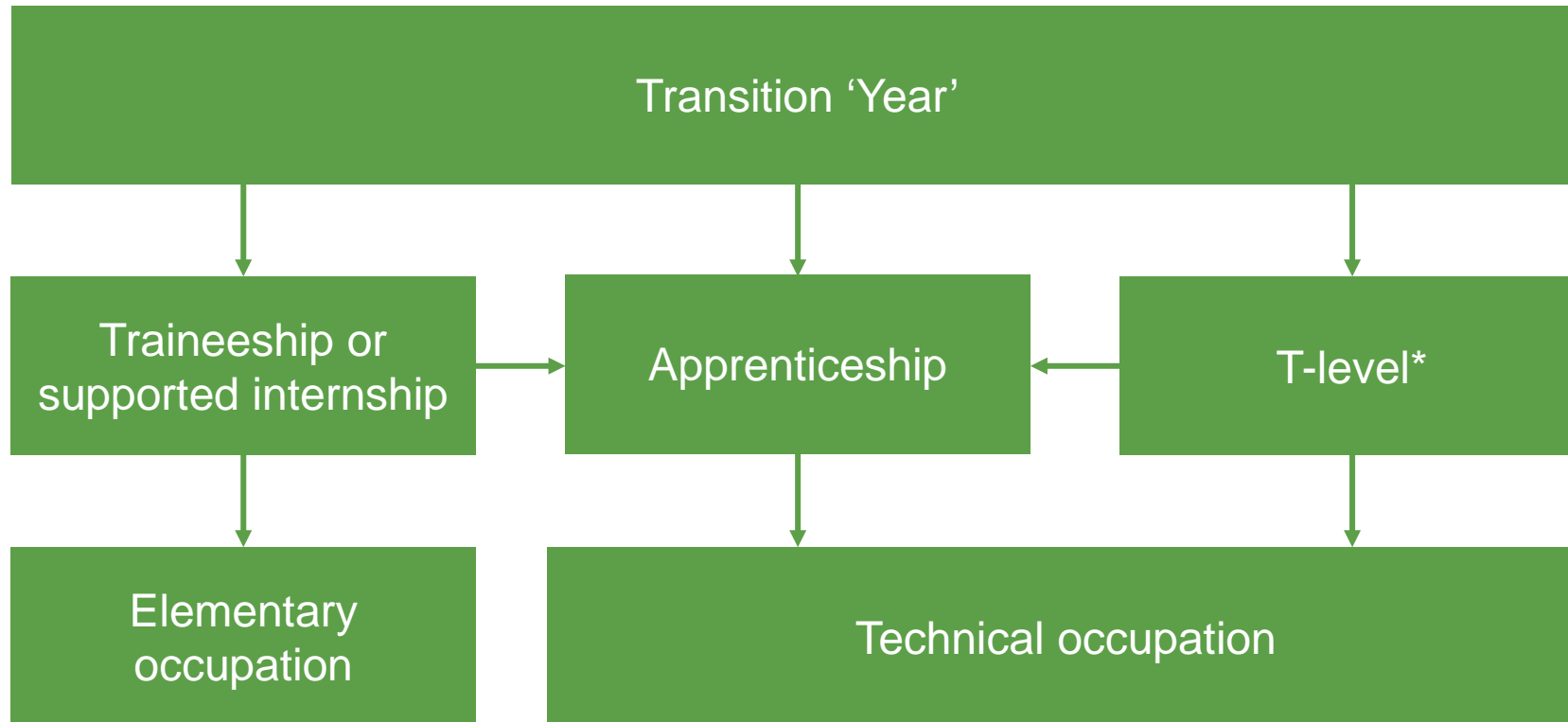
### T Levels

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

### Apprenticeships

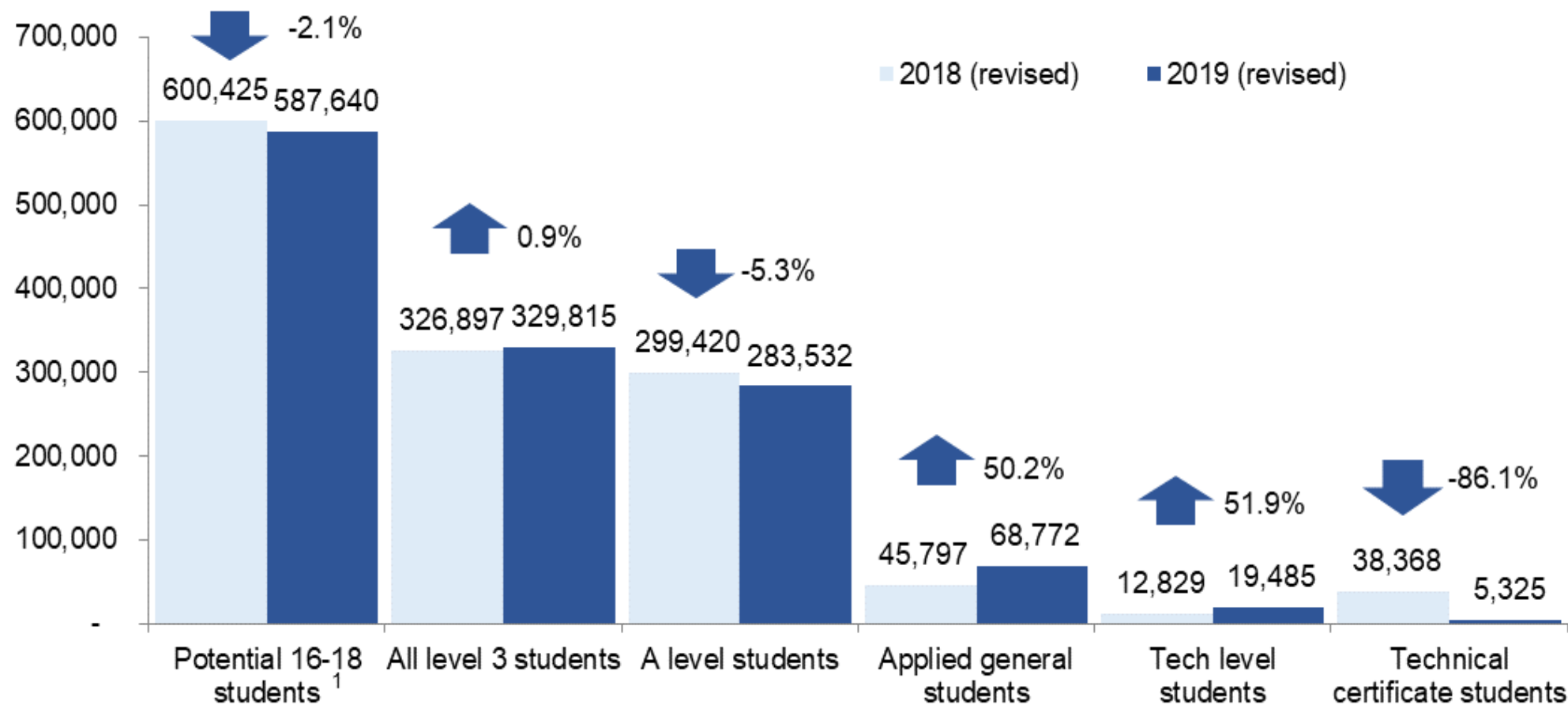
Work-based training for a minimum of 12 months  
(80% on-the-job and 20% classroom learning)

# Transition year - progression



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

# Data – The national picture

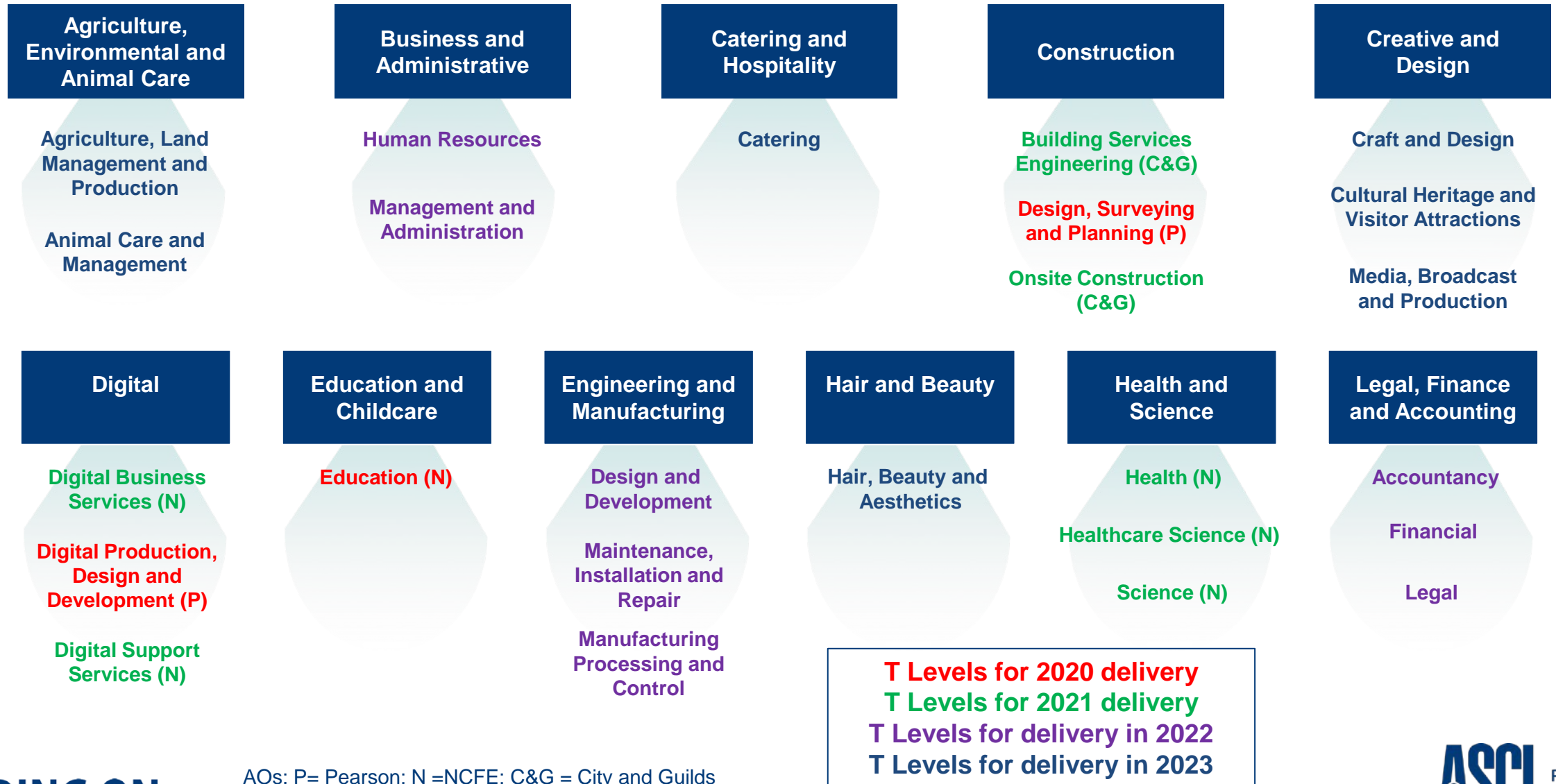


# So what is happening with T Levels in September?

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



# Rollout of T Levels from 2020 onwards - ABs



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

**T Levels will still progress on to:**

Skilled Employment

Apprenticeships

Higher Education

## Industry Placements (315 hours)

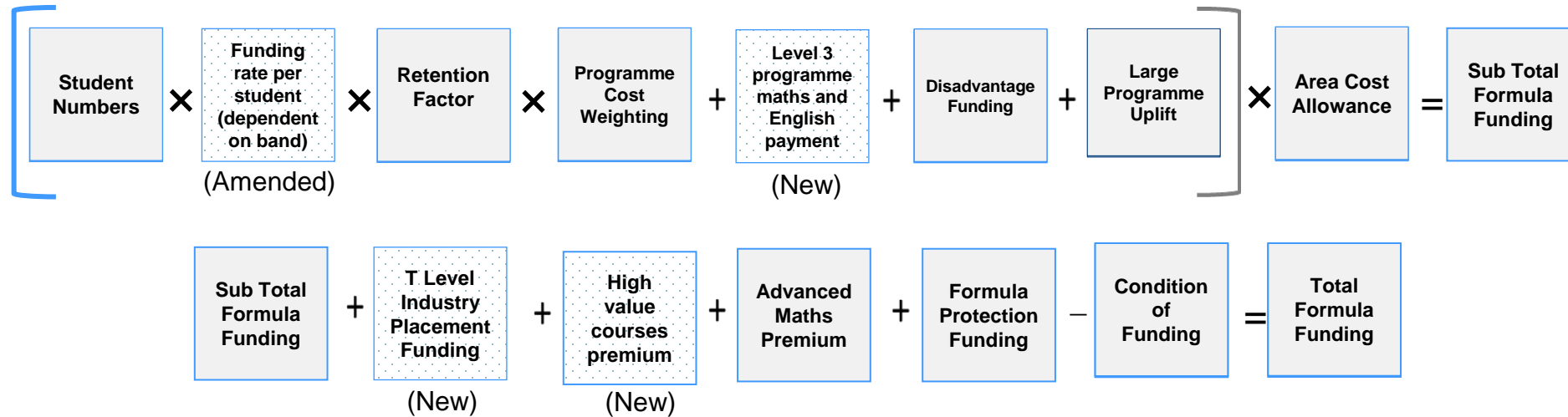
- Students generally to **work with up to 2 employers**
- **Occupationally relevant work tasters & part time work may count**

## 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
- **Build the capacity of the business with fresh new ideas**
- **Upskill existing staff in coaching and mentoring**
- Provide a **positive experience for a local young person**

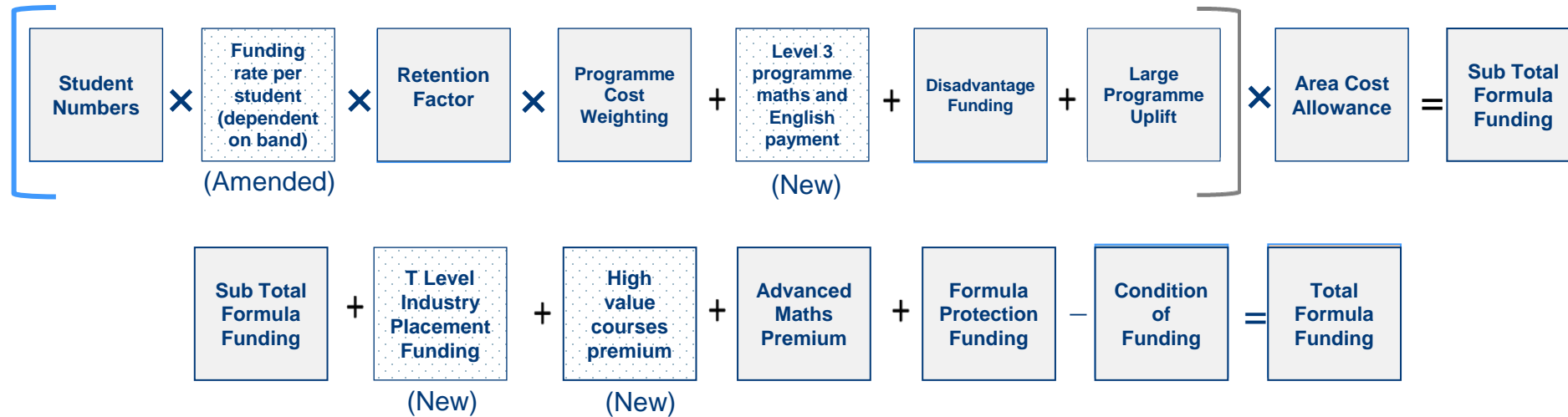
# Funding for T Levels?

## Revised 16 to 19 funding formula for 2020/21



- T Levels have larger bands covering the extra hours these programmes will include, but the same principles apply as funding for study programmes.
- The T Level Industry Placement Funding applies to T Levels only. The Condition of Funding will not apply to T Levels students as English and maths are exit requirements for T Levels so the requirement is not needed.
- The Capacity and Delivery Fund (CDF) which helps institutions develop industry placements to prepare for T Levels is not included in the above formula as it is based on a separate funding mechanism.

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# High value courses premium

Qualifying A Levels	Qualifying Sector Subject Areas
Biology	SSA 4.1- Engineering
Chemistry	SSA 4.2 - Manufacturing technologies
Computer science	SSA 4.3 - Transport operations and maintenance
Design and technology	SSA 5.2 - Building and construction
Electronics	SSA 6.1 - ICT for practitioners
Further mathematics	
Mathematics	
Physics	
Statistics	

# Will all this make any difference?

- Example: **Sixth form of 200 students**

- |   |                                   |                |
|---|-----------------------------------|----------------|
| • Say 40% (80) of them do sciences/maths: | $80 * £400 \text{ HVCP} =$        | <b>£32,000</b> |
| • These students will get extra PCW:      | $80 * £4188 * 1.1 = \text{extra}$ | <b>£33,500</b> |
| • Perhaps an extra 10 students for AMP:   | $10 * 600 =$                      | <b>£6,000</b>  |

**Approx. extra money = £71,500**

- Allows extra classes?
- Allows that minority subject to proceed?
- Extra time for revision/catch-up classes?
- Merely reduces the 11-16 cross subsidy?
- Covid-19 – impact on policy?
- *(a mid-size sixth form college of say 1500 A level students = £1/2 M)*



# Still starting the level 2 Transition Programme – 5 Core components

<b>A diagnostic and guidance period</b>	<ul style="list-style-type: none"><li>• Assess individual needs and help students decide which T Level route to prepare for</li></ul>
<b>English and maths</b>	<ul style="list-style-type: none"><li>• For those without at least a GCSE grade 4 in English and/or maths</li></ul>
<b>Work experience and preparation</b>	<ul style="list-style-type: none"><li>• Help prepare for T Level Industry Placement</li></ul>
<b>Introductory technical skills</b>	<ul style="list-style-type: none"><li>• Tailored to students' chosen T Level route</li></ul>
<b>Pastoral support and personal development</b>	<ul style="list-style-type: none"><li>• Address barriers, wider support needs and develop study skills</li></ul>

## What has happened to the post-16 curriculum reform consultation?

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

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

**“To ensure that every single qualification approved for public funding is necessary, has a distinct purpose, high quality and supports progression as part of a simplified landscape”.**

- 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
- 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.

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

Updated in Feb 2020

- DfE to decide which qualifications with low and no publicly funded enrolments should have approval for funding removed from August 2021.
- Low - Fewer than 100 enrolments in all of the last three years, (2,658 quals) - Appeals Criteria
- that removing funding for new starts for the qualification will have significant adverse impact on:
- ....a specific group of students / a provider or specific group of providers of education and training/ a subject or occupational sector, e.g by there being a need and lack of alternative; and/or a geographical area, a local authority or a combined mayoral authority.
- No – No enrolments in all of the last three years 2,665 qualifications. No appeals

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

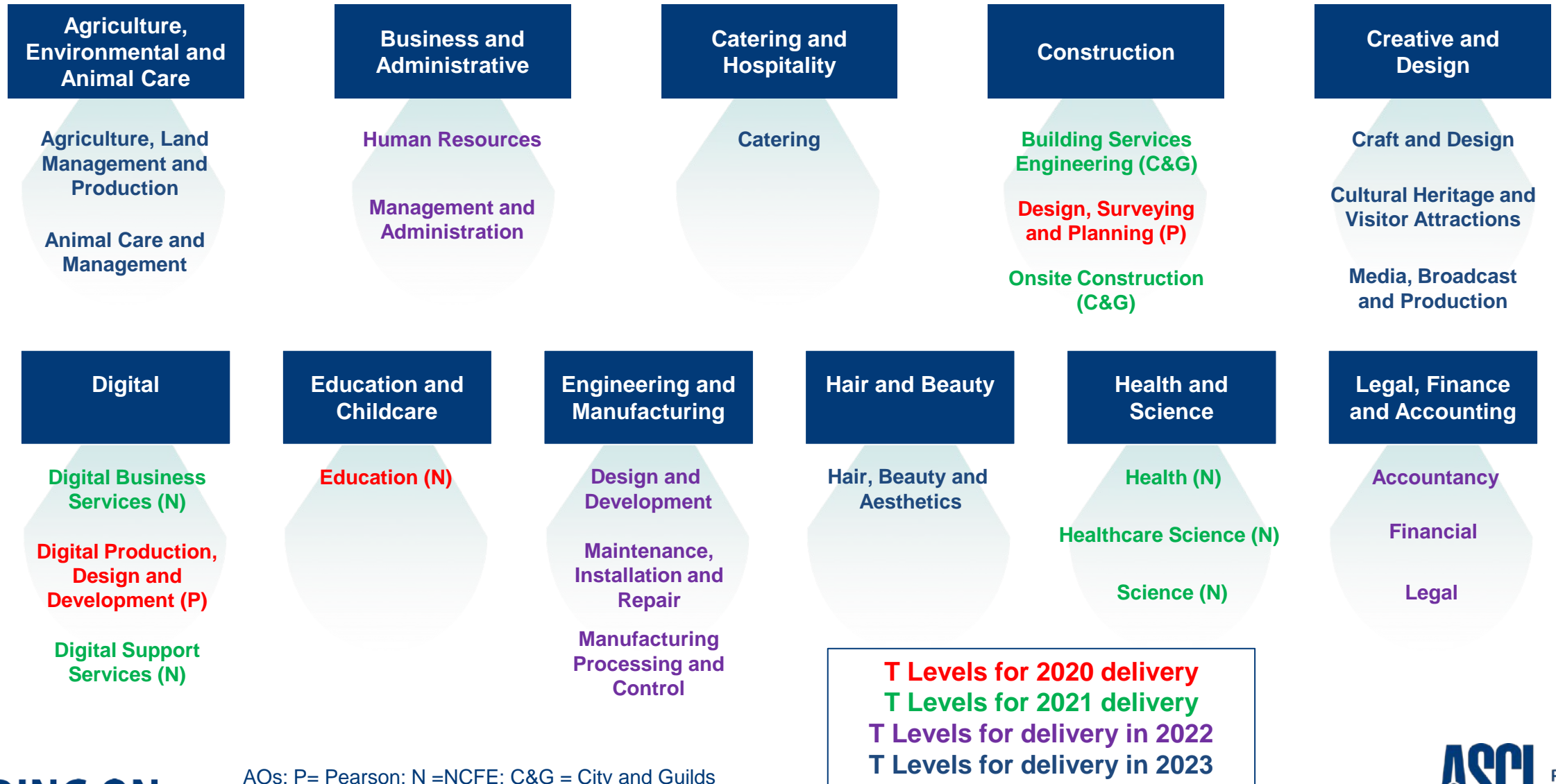
Updated June 2020\_– latest “unofficial” position

- Low – Funding will not be withdrawn from Sep 2021 – but will be from Sep 2022
- No – Evidence was taken up to April 2020 so we awaiting results of this

## **What areas are not covered in the reform?**

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

# Rollout of T Levels from 2020 onwards - ABs



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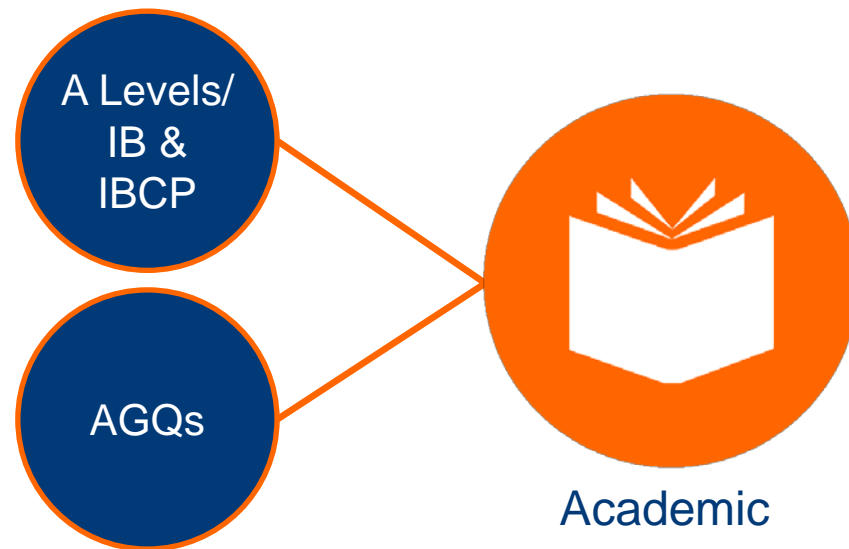
## Not covered:

- Sport & Leisure
- Performing Arts
- Retail
- Floristry
- Other?
- Regional issues?

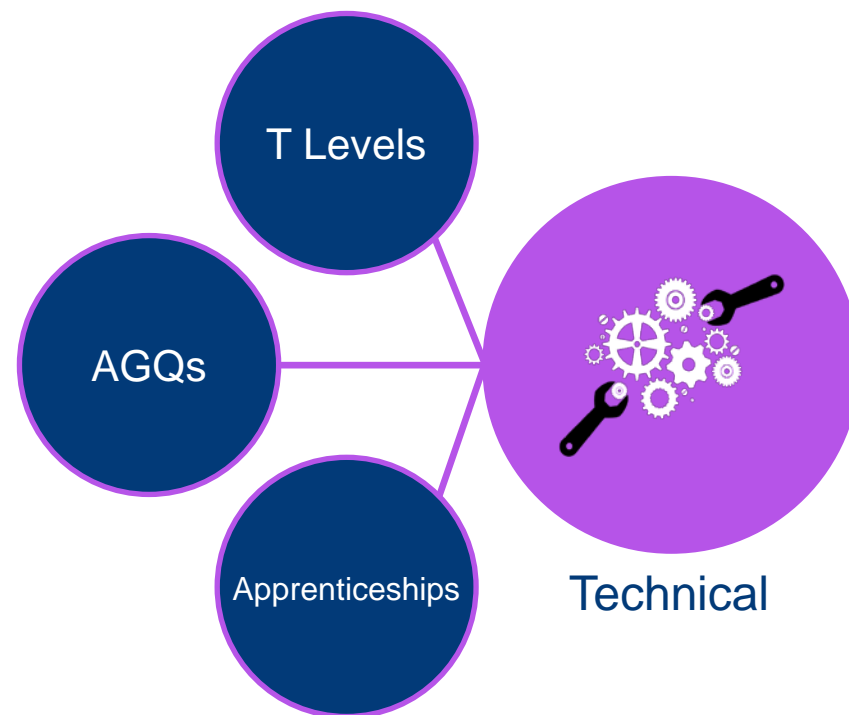


## What might happen in the future with vocational reform?

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



**UNIVERSITY** ➔



**EMPLOYMENT** ➔

# Might these change

## 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.

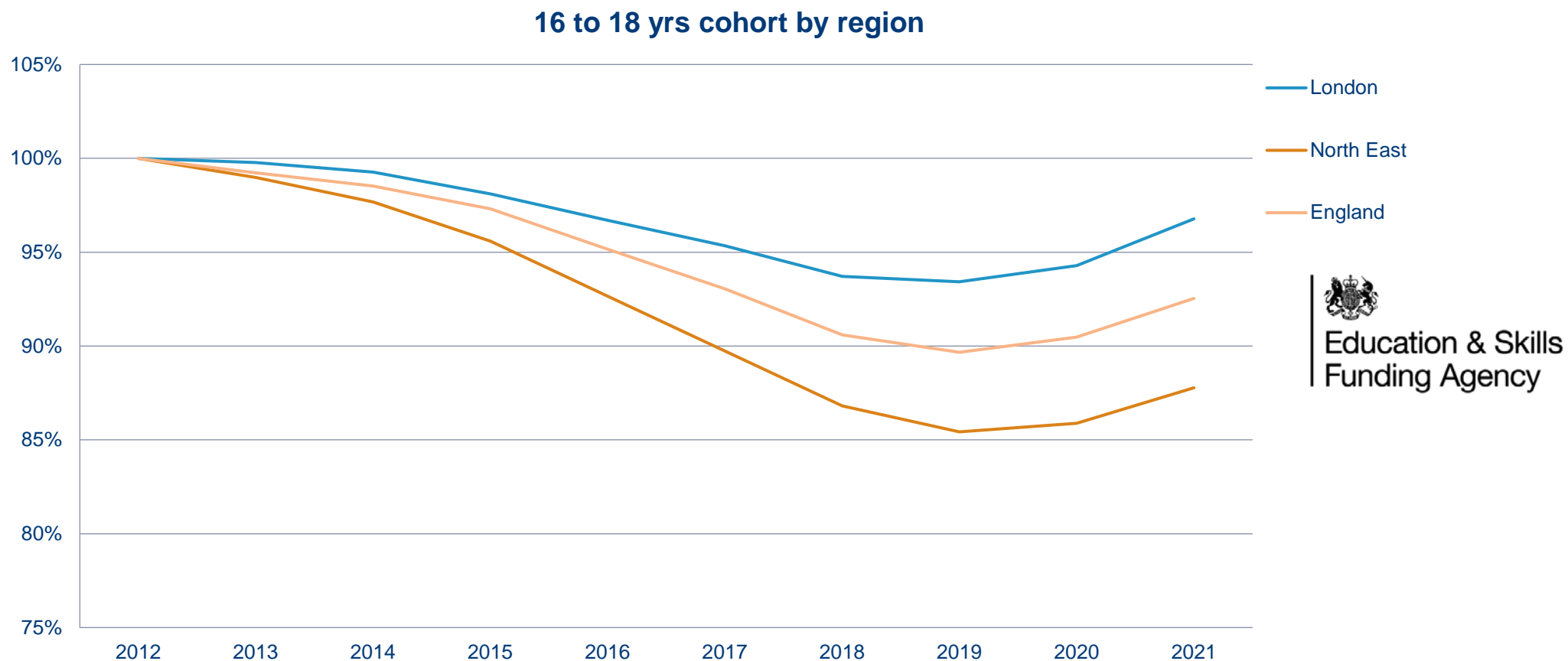
## The exit requirements?

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).

# Future spending?

- 5-16 schools budget announced for 3 years in Summer 2019.
- 16-19 funding settled only for one year, 2020-21
- A spending review required this year to set budgets for 2021-22.
- This may well cover three years: 2021-22, 2022-23, and 2023-24, but the scope and the timetable for the review have not yet been announced.
- 16-19 revenue increases likely to continue to be hypothecated and increasingly based on “return on earnings” – **however note no catch-up money for sixth form!**
- Capital likely to be mainly for FE and those institutions running T Levels

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



# Questions





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