

Building Readiness for T Levels and Industry Placements

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Why T Levels?

- By 2020 the UK is set to fall to 28th of 33 OECD Countries in developing intermediate skills.
- The size of this sector is extremely small when compared to other countries.
- Most students at 16 take the academic route rather than the technical route. This is the other way around in other countries.
- In productivity terms, England lags behind Germany by 36% points, France and USA by 30% points and is 18% points behind the OECD average.
- The economy lacks 29,000 people at L3 and 40,000 at L4.
- We are in the bottom 4 OECD countries on Literacy and Numeracy.



The Technical Routes to Skilled Employment

Via T Levels	Via Apprenticeships only
Agriculture, Environmental and Animal Care	Care services
Business and Administration	Protective Services
Catering and Hospitality	Sales, Marketing and Procurement
Construction	Transport and Logistics
Creative and Design	
Digital	
Education and Childcare	
Engineering and Manufacturing	
Hair and Beauty	
Health and Science	
Legal, Finance and Accounting	



In future, young people will be able to make a clear choice at 16 – whether to pursue an academic or technical path

T Levels are fundamentally different to A levels and have a completely different purpose.

Academic

A Levels

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

Purpose: To prepare students for higher education

We are currently undertaking a review of other qualifications at level 3 and will only keep those of high quality and with a distinct purpose.



Technical

T Levels

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

Purpose: To prepare students for entry into skilled employment (including higher level apprenticeships), either immediately or after higher levels of technical education (L4+)

T Levels and apprenticeships are two options within same technical education system

Both T Levels and apprenticeships are based on the same occupational standards, developed by employers as part of Institute for Apprenticeships

Apprenticeships

Work based training for a minimum of 12 months (80% on the job and 20% off the job e.g. in an FE college)

Technical Education – T Levels

- Full-time 2 year classroom-based programmes for 16-19 year olds
- Equivalent to a 3 A level programme
- Designed to prepare students for high level technical occupations
- Includes technical qualifications (core industry information and occupational specialisms), a substantial industry placement, English, maths and digital skills – ensuring work ready
- Progression to work or higher level technical skills, plus a route to higher education



Industry Placements – the rules

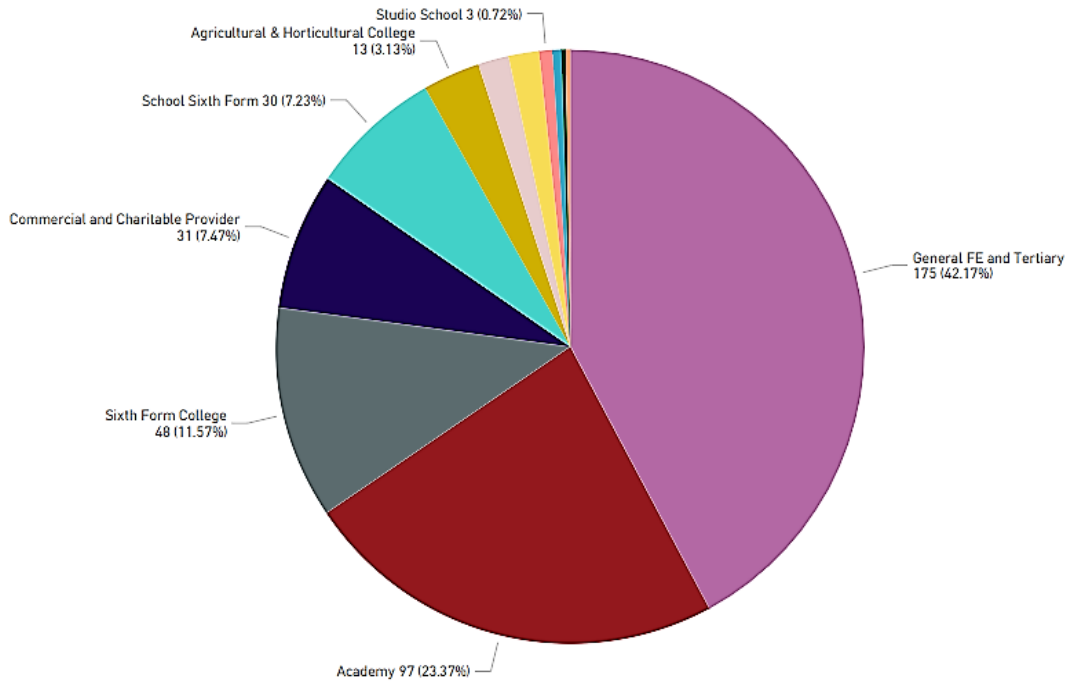
On a T Level Programme, the student must do a substantial industry placement to achieve a pass

- 45-60 days (min 315 hours)
- In a real work setting
- Occupationally-specific, high quality, structured and outcome-focused
- Within academic timetable as far as possible
- Attendance monitoring / review points / safeguarding
- Placements may be paid or unpaid
- Employer engagement and collaboration with others

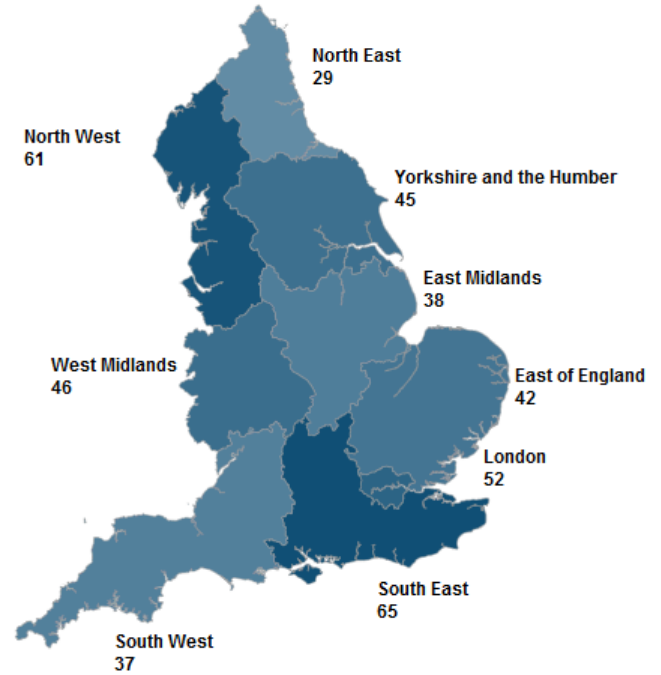


Industry Placements

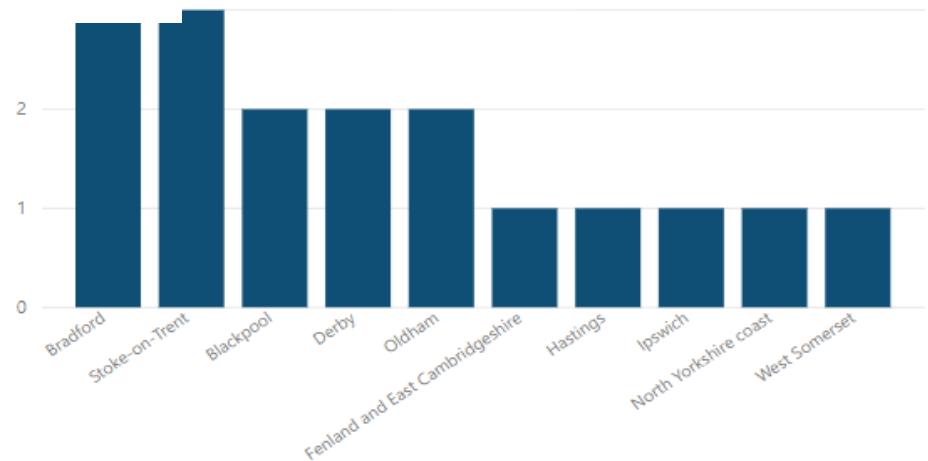
Provider type



Providers per region



Number of providers within opportunity areas



**Capacity and delivery fund 2018/19:
Breakdown of provider funding by provider
type, providers per region and those within
opportunity areas**



What are the challenges for providers?

- **Bolting a T Level ‘part’ onto a non-T Level programme** – fitting it into the curriculum / large work placements already built into qualifications
- **Employer engagement** – 45 day placements / are there enough employers to provide placements? / multiple placements? / SMEs / safety issues / models do not suit all providers / sectoral issues / supervision and mentoring time and skills
- **Learners/parents** – existing jobs or volunteering / travel / failure to complete – impact on achievement and progression / readiness
- **Rural issues** – transport / accessing employers / travel time / costs



Providers selected for 2020 delivery

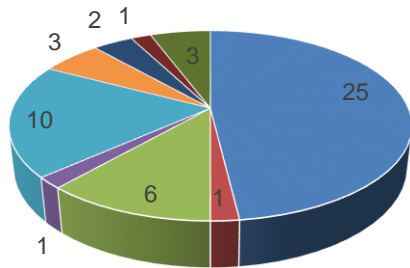
A manageable, supported and high quality start for T Levels:

- 52 providers selected, currently working with 11,000 learners across the 3 routes
- A broad range of different provider types and
 - Construction: Design, surveying and planning
 - Digital: Software applications, design and development
 - Education: Education and Childcare
 - Around 2,250 T level places in 2020



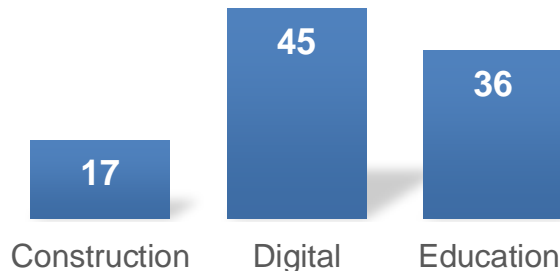
Distribution of 2020 T level providers

2020 T level provider types



- General FE
- Sixth form college
- Academy
- UTC
- ILP
- Special agriculture college
- Higher Education Institute
- Maintained school
- Studio school

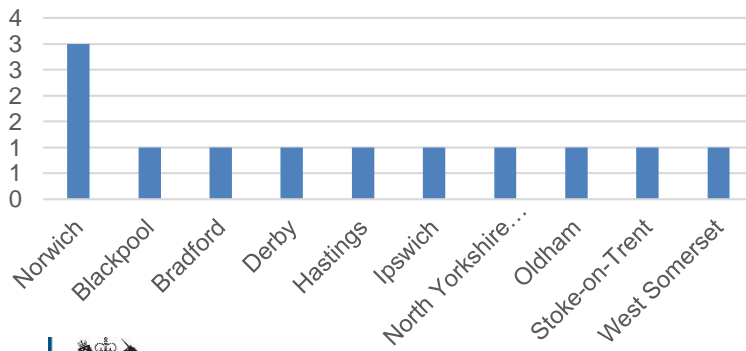
Providers per route



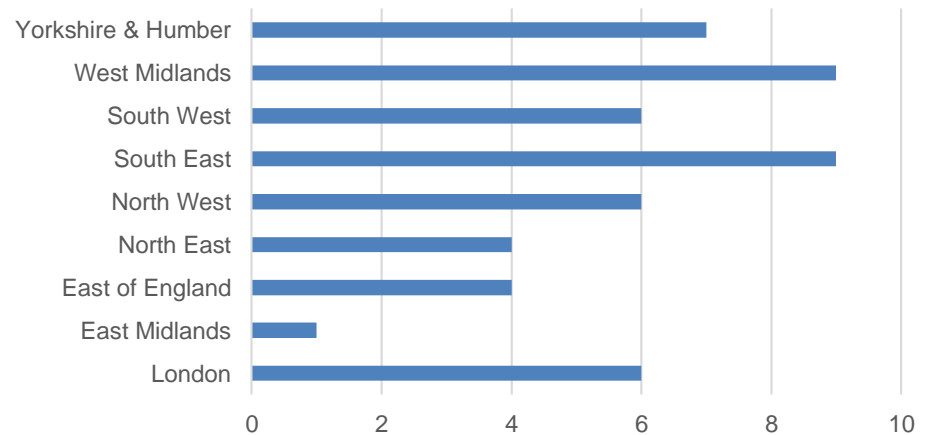
Providers per region



Number of providers in an opportunity area



Providers per region



The role of 2020 providers

- To work with us in advance of delivery to help develop the best approach to implementation.
- To plan their T level implementation strategy and discuss with us how they envisage roll-out
- To identify what delivery will look like for them and likely challenges so that we can all help resolve these, i.e. what are the challenges in sourcing work placements and what support is required? What support do their teachers and leaders need?



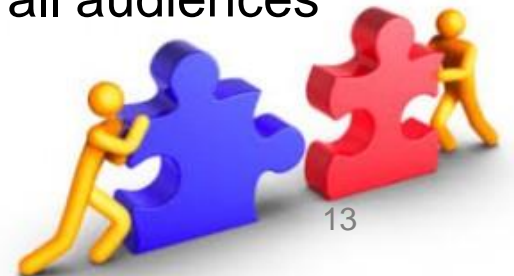
The role of 2020 providers

- To plan delivery to students - sequence the delivery of the different components of the programme based on what works best
- Tell us what is working well and share best practice tips and lessons learned with future T level providers.
- As T level Champions – keep own networks, employers and others updated on their delivery and promote T levels, to build momentum and maximise student take-up on roll out
- Complete data collection exercise so that we can assess the support needed for T level delivery.



What else sits alongside the T level development?

- Development of a 'Transition Offer'
- Development of progression routes from T levels (apprenticeships, HE, higher level technical qualifications)
- Review of existing qualifications to level 3
- Post-18 review for level 4/5 qualifications
- De-funding of qualifications that are not deemed to be of value
- Upskilling teaching staff and building provider capacity for T levels
- Ensuring we have 'world class' facilities and equipment to support good quality teaching
- Communications, marketing and digital strategy for all audiences



Questions

