



**BRIEFING PAPER**

Number 7951, 21 December 2018

# T Levels: Reforms to Technical Education

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## Summary

The Government is undertaking major reforms to the technical education system in England. The proposed reforms were first set out in the [Post-16 Skills Plan](#), and the legislative framework for them was provided by the *Technical and Further Education Act 2017*. In November 2017, the Department for Education published a [consultation](#) on implementation, which it [responded](#) to in May 2018.

Under the reforms, a new technical education option will be created to sit alongside the academic option (e.g. A Levels and a degree). The technical option will comprise 15 routes based around occupations with shared training requirements. Some routes will be further sub-divided, with closely-related occupations grouped together into pathways.

The technical option will be delivered by a combination of college-based education and apprenticeships, with four of the 15 routes delivered primarily through apprenticeships.

New level 3 study programmes – T Levels – will be created to sit at the start of technical routes (apart from the four apprenticeship only routes), with a T Level for each pathway (i.e. some routes will have more than one T Level). They will be primarily aimed at 16 year olds. The Government intends to develop a 'transition year' for those students who are not ready to start a T Level at age 16, but who could achieve one by age 19.

T Levels will be equivalent to a 3 A Level programme and will, on average, consist of 1800 hours studied full-time over two years – around 50% more than the average 16-19 study programme at present. They will all follow the same broad framework and will consist of five components:

- A technical qualification
- An industry placement with an employer of between 45 and 60 days
- Maths, English and digital requirements
- Any other occupation-specific requirements/qualifications (e.g. a license to practise).
- Any further employability, enrichment and pastoral provision.

Three T Levels within the construction, digital, and education and childcare routes will be delivered at small number of providers from September 2020. A further seven T Levels will be available from September 2021, with the remainder rolled out from September 2022 onwards. The Government's current aim is for all T Levels to be introduced by September 2023.

T Levels will not be available in all subjects where level 3 qualifications exist. The Government has stated that it will carry out a review of post-16 qualifications at level 3 and below (excluding A Levels and GCSEs), with the aim of simplifying the current qualification landscape.

It is intended that the technical option will extend from T Levels up to higher skill levels, and the Government is currently conducting a review looking at how technical qualifications at level four and five can better meet the needs of learners.

# 1. Background: current technical education system

## 1.1 16-19 study programmes

Following Alison Wolf's 2011 report, [Review of vocational education: the Wolf report](#), the Coalition Government made a number of reforms to 16-19 education. These included removing a large number of vocational qualifications from the 16-19 performance tables, and replacing the system of funding learning providers per qualification with a system of funding per student.<sup>1</sup>

As part of the reforms, since the 2013-14 academic year all 16-19 year old students, whether they are studying academic or vocational qualifications, are expected to be given the opportunity to take a study programme that usually includes:

- substantial academic or applied and technical qualifications;
- non-qualification activity, such as work experience; and
- the study of English and maths where they do not hold a GCSE 9-4 (reformed grading) or A\*-C (legacy grading) in these subjects.<sup>2</sup>

Under the 16-19 funding formula introduced in 2013-14, a single basic funding rate per full-time student, currently £4,000 for 16 and 17 year olds, is intended to fund a study programme of around 600 guided learning hours, regardless of where and what the student studies.<sup>3</sup> The formula also provides a number of funding uplifts, including for large programmes and disadvantaged learners, and an area costs adjustment. Further information on the funding of 16-19 education is provided in Library Briefing 7019, [16-19 education funding in England since 2010](#).

### Technical qualifications

While any qualification that has been approved for teaching to 16-19 year olds (section 96 approval) may be taught as part of a study programme, the Government has published three lists of approved applied and technical qualifications that will be reported in performance tables alongside academic qualifications (e.g. A-Levels).

An outline of the three categories of qualifications is provided in [guidance on 16-19 study programmes](#) published by the Department for Education:

- i) **Tech level qualifications** – rigorous advanced (level 3) technical qualifications, on a par with A levels, and recognised by employers. They equip young people with the specialist knowledge and skills they need for a job in occupations ranging from engineering to computing, hospitality to agriculture.

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<sup>1</sup> HC Deb 2 July 2012, [cc34-5WS](#).

<sup>2</sup> Department for Education, [16 to 19 study programmes](#), January 2016, p3.

<sup>3</sup> Department for Education and Education Funding Agency, [16-19 Funding formula review](#), July 2012, p12.

The Technical Baccalaureate is a performance table measure that includes a tech level, a level 3 maths qualification and an extended project qualification (designed to extend students' writing, communication, research and self-motivation skills).

- ii) **Applied general qualifications** – rigorous advanced (level 3) qualifications that equip students with transferable knowledge and skills. They are for post-16 students wanting to continue their education through applied learning and fulfil entry requirements for a range of HE courses – either by meeting entry requirements in their own right or being accepted alongside and adding value to other qualifications at the same level.
- iii) **Technical certificates** – level 2 qualifications that provide students with a route into a skilled trade or occupation where employers recognise entry at this level (for example, construction trades, social care and hairdressing). Technical certificates also provide access to tech levels or an apprenticeship.<sup>4</sup>

In order to be included in the performance tables, tech levels and technical certificates have to be recognised by a trade or professional body, or by at least five employers. Alternatively, they may be accepted by a national licensed professional registration scheme.<sup>5</sup> A university must have pledged support for an applied general qualification for it to be included in the performance tables.<sup>6</sup>

For students who are not yet ready for a level 2 qualification, providers should offer “a tailored study programme that supports them to progress either to further education or employment, or to prepare for adult life.”<sup>7</sup>

## 1.2 Apprenticeships

Apprenticeships are full-time paid jobs which incorporate on and off the job training. They take between one and four years to complete and are available in 1,500 occupations across more than 170 industries. A successful apprentice may receive a nationally recognised qualification on the completion of their contract.<sup>8</sup>

Apprenticeships are available to anyone over the age of 16 living in England, although there are different entry requirements depending on the sector and job. Over 900,000 funded apprentices participated on an apprenticeship in the 2016-2017 academic year, and there are, on average, 23,000 apprenticeship vacancies listed online every month.<sup>9</sup>

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<sup>4</sup> Department for Education, [16 to 19 study programmes: guidance \(2018 to 2019 academic year\)](#), March 2018, pp8-9.

<sup>5</sup> Department for Education, [2018 16 to 19 performance tables: qualifications in the tech level category](#), August 2016, p3.

<sup>6</sup> Department for Education, [2018 16 to 19 performance tables: qualifications in the applied general category](#), August 2016, p3.

<sup>7</sup> Department for Education, [16 to 19 study programmes: guidance \(2018 to 2019 academic year\)](#), March 2018, p9.

<sup>8</sup> Gov.uk, [Key facts about apprenticeships](#), 21 Feb 2017.

<sup>9</sup> As above.

There are two different types of apprenticeship schemes, frameworks and standards. Apprenticeship frameworks are being progressively phased out and replaced by the newer apprenticeship standards.

### Apprenticeship qualification levels

Apprenticeships can be studied at different qualification levels:<sup>10</sup>

| Name         | Level       | Equivalent educational level    |
|--------------|-------------|---------------------------------|
| Intermediate | 2           | 5 GCSE passes at grades A* to C |
| Advanced     | 3           | 2 A level passes                |
| Higher       | 4,5,6 and 7 | Foundation degree and above     |
| Degree       | 6 and 7     | Bachelor's or master's degree   |

Traineeships also provide education, training and work experience to young people to help them get an apprenticeship or other job. Further detail is available in the [Library Briefing Paper, Traineeships](#).

### The Institute for Apprenticeships

The [Institute for Apprenticeships](#) was established in May 2016 by the [Enterprise Act 2016](#). The executive non-departmental public body, sponsored by the Department for Education, went live in April 2017. The aim of the institute is to ensure high-quality apprenticeship standards and to advise the government on funding for each standard.

<sup>10</sup> Gov.uk, [Become an apprentice](#).

## 2. T Levels

### 2.1 Background

The Government is undertaking major reforms to the technical education system in England, including the introduction of new technical study programmes at level 3 – T Levels – from September 2020 onwards.

The proposed reforms were first set out in the [Post-16 Skills Plan](#) and were based on recommendations made in the [report of an independent panel on technical education](#), led by Lord Sainsbury, which had been established by the Government to “advise on measures which could improve technical education in England.”<sup>11</sup> A [consultation](#) on the implementation of T Level programmes (hereafter referred to as the T Level consultation) followed in November 2017, with the [Government response](#) published in May 2018. The legislative framework for the reforms was provided by the *Technical and Further Education Act 2017*.

This briefing provides an overview of the proposals and their implementation. Further information is available in the Department for Education’s [T Level Action Plan 2018](#), published in December 2018.

### 2.2 Rationale

In setting out the need for reform, the independent panel’s report stated that the UK’s economy was being held back by a “long-term productivity problem” and that years of undertraining had led to “a chronic shortage of people with technician-level skills.” Investment in the development of technical skills was, the report argued, essential to enhancing productivity.

In addition to this economic rationale, the report outlined a social need for change: that individuals should have access to a national system of technical qualifications that is easy to understand, has credibility with employers and remains stable over time. The current system, it argued, failed on all three counts, comprising “a confusing and ever-changing multitude of qualifications”, many of which “hold little value in the eyes of individuals and are not understood or sought by employers.” The report added that learners, teachers and the public have “long regarded technical education qualifications as inferior to academic qualifications”, and higher level technical qualifications “have too often become divorced from the actual occupations they should be preparing individuals for.”<sup>12</sup>

The report’s recommendations were, it said, aimed at “systematically reform[ing] technical education for the long term” and “ensuring

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<sup>11</sup> [Report of the Independent Panel on Technical Education](#), July 2016, p11; Department for Business, Innovation and Skills and Department for Education, [Post-16 Skills Plan](#), July 2016.

<sup>12</sup> [Report of the Independent Panel on Technical Education](#), July 2016, pp22-3.

individuals can develop the technical knowledge and skills that industry needs through education and training.”<sup>13</sup>

A [document outlining the rationale for the proposed changes](#) and echoing much of the argument set out by the independent panel was also published by the Government alongside the Post-16 Skills Plan. More recently, the Education Secretary made similar arguments when outlining the reforms in a [speech](#) in December 2018.<sup>14</sup>

## 2.3 A new technical option

Under the proposed reforms, every young person will be presented with two choices of education route at age 16: an academic route and a technical route; it will be possible to switch between the routes via “appropriate bridging courses.”<sup>15</sup> The Skills Plan argued that the academic option is “already well regarded” and so focused on the technical option, which, it said, “must also be world-class.”<sup>16</sup>

### The 15 routes

The proposed technical option will consist of 15 routes based around occupations with shared training requirements. [Occupational maps](#) developed by the Institute for Apprenticeships detail the occupations linked to each of the 15 routes, with closely-related occupations grouped together into pathways.

Technical education will continue to be delivered by a combination of college-based education and apprenticeships, with four of the 15 routes delivered primarily through apprenticeships.

## 2.4 T Levels

New two-year level 3 college-based programmes - T Levels – will be created at the start of each of the 11 non-apprenticeship only routes. T Levels will, however, sit at the pathway level and so there will be more than one T Level at the start of some routes, with 25 in total. They will sit alongside apprenticeships

| The 15 technical routes and their associated pathways |   |                                |
|---|---|--------------------------------|
| Route   | Pathways  | Date of first T Level delivery |
| Agriculture, Environmental and Animal Care            | Animal Care and Management                              | 2022 onwards                   |
|   | Agriculture, Land Management and Production             | 2022 onwards                   |
| Business and Administration                           | Management and Administration                           | 2022 onwards                   |
|   | Human Resources   | 2022 onwards                   |
| Care Services   | Care Services   | Apprenticeship only            |
| Catering and Hospitality                              | Catering  | 2022 onwards                   |
|   | Hospitality   | Apprenticeship only            |
| Construction  | Design, Planning and Surveying                          | 2020                           |
|   | Onsite Construction                                     | 2021                           |
|   | Building Services Engineering                           | 2021                           |
| Creative and Design                                   | Craft and Design  | 2022 onwards                   |
|   | Media, Broadcast and Production                         | 2022 onwards                   |
|   | Cultural Heritage and Visitor Attractions               | 2022 onwards                   |
| Digital   | Digital Production, Design and Development              | 2020                           |
|   | Digital Support and Services                            | 2021                           |
|   | Digital Business Services                               | 2021                           |
| Education and Childcare                               | Education   | 2020                           |
| Engineering and Manufacturing                         | Maintenance, Installation and Repair                    | 2022 onwards                   |
|   | Design, Development and Control                         | 2022 onwards                   |
|   | Manufacturing and Process                               | 2022 onwards                   |
| Hair and Beauty                                       | Hair, Beauty and Aesthetics                             | 2022 onwards                   |
| Health and Science                                    | Health  | 2021                           |
|   | Healthcare Science                                      | 2021                           |
|   | Science   | 2021                           |
|   | Community Exercise, Physical Activity, Sport and Health | Apprenticeship only            |
| Legal, Financial and Accounting                       | Legal   | 2022 onwards                   |
|   | Financial   | 2022 onwards                   |
|   | Accounting  | 2022 onwards                   |
| Protective Services                                   | Protective Services                                     | Apprenticeship only            |
| Sales, Marketing and Procurement                      | Customer Service  | Apprenticeship only            |
|   | Marketing   | Apprenticeship only            |
|   | Procurement   | Apprenticeship only            |
|   | Retail  | Apprenticeship only            |
| Transport and Logistics                               | Transport   | Apprenticeship only            |
|   | Logistics   | Apprenticeship only            |

<sup>13</sup> [Report of the Independent Panel on Technical Education](#), July 2016, p8.

<sup>14</sup> Department for Business, Innovation & Skills and Department for Education, [Technical education reform: the case for change](#), July 2016; [Damian Hinds Technical Education Speech](#), Department for Education, 6 December 2018.

<sup>15</sup> Department for Business, Innovation and Skills and Department for Education, [Post-16 Skills Plan](#), July 2016, p20.

<sup>16</sup> As above, p7.



as one half of the technical education offer for 16-19 year olds and will be based on the same set of employer designed standards (developed by apprenticeship trailblazer groups). There will, however, be differences in the content between T Levels and apprenticeships; while apprentices will train for a single occupation, T Level students will undertake a broader programme, gaining skills and knowledge relevant to a range of occupations in a route.

T Level programmes will be equivalent to a 3 A Level programme and will, on average, consist of 1800 hours studied full-time over two years. They will all follow the same broad framework and will consist of five components:

- A technical qualification
- An industry placement with an employer
- Maths, English and digital requirements
- Any other occupation-specific requirements/qualifications (e.g. a license to practise).
- Any further employability, enrichment and pastoral provision.

#### **Box 1: T Level Panels**

T Level panels appointed by the Institute for Apprenticeships will develop the content common across each technical route, as well as the specialist content required for each occupation on the occupational map. In November 2017, the Government announced the membership of the panels for 16 T Levels across six routes. The membership of panels for the remaining nine T Levels was announced in September 2018.<sup>17</sup>

Finalised content for the first three T Level pathways, for delivery from September 2020, is available on the website of the Institute for Apprenticeships at: [Outline content for first new T Levels](#).

## **The technical qualification**

The technical qualification component of T Levels will include core content following by specialisation. The core content will “develop the underpinning knowledge, skills and behaviours relevant to the T level”, including selected numeracy, literacy and digital skills. The specialism will focus on occupationally specific knowledge, skills and behaviours.<sup>18</sup>

The underpinning knowledge of the core component will be assessed through external examination, with core employability skills assessed through employer-set projects. For occupational specialisms, students will demonstrate that they have competence through practical assignments.

Rather than having an overall grade for a technical qualification, students will receive separate grades for the core component (graded A\*-E) and for the specialism (graded Pass, Merit or Distinction), with each recognised separately on the T Level certificate. In order to achieve

<sup>17</sup> [T level panels membership](#), Department for Education, 18 September 2018; [Leading industry experts to design new T Levels](#), Department for Education, 10 September 2018.

<sup>18</sup> Department for Education, [Implementation of T level programmes: Government consultation](#), November 2017, pp12-15.

a T Level, students will have to attain an E or above in the core content component and a pass or above in each relevant specialism.

It is expected that the time for the technical qualification component of T Level programmes will range between 900 and 1400 hours.<sup>19</sup>

The Skills Plan argued that competition between awarding organisations had led to “a race to the bottom” where awarding organisations compete to offer easier and lower value qualifications. Under the reforms, there will only be one approved technical qualification for each T Level. Exclusive licenses will be granted for the development of the qualifications following a bidding process.<sup>20</sup>

Ofqual will be responsible for regulating the technical qualification that will sit within T Levels collaboratively with the Institute for Apprenticeships.<sup>21</sup> In July 2018, Ofqual launched a [consultation](#) on the regulation of the technical qualification, the [outcome of which](#) was published in September 2018.<sup>22</sup> Also in September 2018, Ofqual published a further technical consultation to give interested parties the chance to feed back on the detail of its proposed rules. The [response to the technical consultation](#) was published on 12 December 2018.<sup>23</sup>

### Box 2: T Levels and existing Level 3 qualifications

T Levels will not be available in all areas where Level 3 qualifications currently exist. The Government has stated that it will carry out a review of post-16 qualifications at level 3 and below, excluding A levels and GCSEs, with the aim of simplifying the current qualification landscape so that all qualifications receiving public funding have a distinct purpose, are good quality, and support progression to good outcomes.

The Government intends to consult in two stages, with the first stage (focusing on the principles, scope and broad process the review will follow) expected to be published in early 2019. The second stage, which will set out the proposed criteria that will be used to determine whether a qualification continues to receive public funding, will follow later in 2019.<sup>24</sup>

### Box 3: Applied general qualifications

The Skills Plan stated that applied general qualifications were not intended to be part of the technical option. It added that the Government intended “to review the contribution of [applied general] qualifications to preparing students for success in higher education; what part they can play in the reformed system; and the impact any reform would have on the government’s ambitions on widening participation.”<sup>25</sup> The November 2017 T level consultation, (see section 5.6) stated that a Government review of what qualifications it funds would include a consideration of the role of Applied General Qualifications.<sup>26</sup>

<sup>19</sup> Department for Education, [Implementation of T level programmes: Government consultation](#), November 2017, pp16-7.

<sup>20</sup> Department for Business, Innovation and Skills and Department for Education, [Post-16 Skills Plan](#), July 2016, p24.

<sup>21</sup> Department for Education, [T Level Action Plan 2018](#), December 2018, pp7-8.

<sup>22</sup> Ofqual, [Ofqual’s approach to regulating Technical Qualifications](#), 3 September 2018.

<sup>23</sup> Ofqual, [Implementation of Technical Qualifications](#), 12 December 2018.

<sup>24</sup> Department for Education, [T Level Action Plan 2018](#), December 2018, p40.

<sup>25</sup> Department for Business, Innovation and Skills and Department for Education, [Post-16 Skills Plan](#), July 2016, p20.

<sup>26</sup> Department for Education, [Implementation of T level programmes: Government consultation](#), November 2017, p32.

## T Level certificates and grading

To pass the T Level and be awarded a certificate, a student will need to pass all components of the programme. Students who do not meet the requirements for certification, or leave a programme part-way through, will receive a transcript recognising the parts of the programme that have been achieved.

The original T Level consultation stated that the Government did not believe it was appropriate to include an overall grade on the T Level certificate. Instead, it proposed that grades for all the separate components should be listed separately. To pass the T Level and be awarded a certificate, the student would need to pass all components of the programme. Students who do not meet the requirements for certification, or leave a programme part-way through, would receive a transcript recognising the parts of the programme that had been achieved.

Annex A of the consultation (pages 46-47) included an example of what a T Level certificate and a T level transcript could look like.

The consultation response stated, however, that an overall grade of Pass, Merit or Distinction will be awarded for an entire T Level, so that it is clear to an employer that a student has completed all components of the system. The different components of the Technical Qualification will also be graded separately as outlined above.

The Government has stated that UCAS points will be awarded for T Levels, with each programme carrying the same UCAS points as three A Levels. The Government is discussing with UCAS exactly how points will be awarded for each of the T Level grades (pass, merit and distinction).<sup>27</sup>

## Maths, English and digital

The Government will not set maths and English entry requirements to enrol on a T Level, but students will have to achieve a minimum level of attainment in order to achieve one. This will be set at level 2 and students may meet the requirement through achievement of a GCSE standard pass in English and maths or a level 2 Functional Skills qualification.

The consultation additionally outlined the Government's expectation that occupation-specific digital skills relevant to an industry will be "an integral part of each T Level programme."<sup>28</sup>

## Industry placements

A substantial industry placement, lasting between 45 and 60 days, will be a part of each T Level. The Government states that the longer duration will ensure that "students are given enough time to master the

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<sup>27</sup> [Damian Hinds Technical Education Speech](#), Department for Education, 6 December 2018; [Education Secretary outlines plans to get more people into skilled jobs](#), Department for Education, 6 December 2018.

<sup>28</sup> Department for Education, [Implementation of T level programmes: Government consultation](#), November 2017, p24.

essentials, and that the employer has the opportunity to develop and shape young people's skills."<sup>29</sup>

Students on placements will not be entitled to a salary and there is no expectation that they will be paid. However, employers will be able to pay students should they wish to do so.

The Government has provided additional support to providers and employers to assist with the delivery of industry placements. This includes:

- funding to help providers build their capacity and capability to deliver work placements (see box below);
- advice and support for employers through the National Apprenticeship Service; and
- additional bursary funding in 2018-19 to help students travel to industry placements.

A pilot scheme was run throughout the 2017-18 academic year to trial the delivery of effective industry placements.<sup>30</sup> The Department for Education published an [evaluation](#) of the pilot scheme in December 2018.<sup>31</sup>

### Box 4: Capacity and Delivery Fund

The Government has announced that £74 million of funding will be available for the period from April 2018 to August 2019 to support providers in starting to build their capacity and capability to provide substantive work placements, and to deliver placements in the 2018-19 academic year.<sup>32</sup> The consultation adds that this funding will "increase every year up to and beyond the introduction of T levels."<sup>33</sup>

In line with the consultation proposals, guidance published by the Education and Skills Funding Agency in September 2017 sets out that work placements delivered using the announced funding – the Capacity and Delivery Fund – are required to adhere to a set of eight principles, including that they must last between 45 and 60 days. The guidance states that the principles were developed in consultation with employers and providers and build on principles being tested in work placement pilots launched in September 2017. It adds that the principles will continue to be refined and may change before T Levels are rolled out.<sup>34</sup>

## 2.5 Funding for T Levels

As set out above, T Levels will consist of 900 hours a year on average, 50% more than the current average 16-19 study programme. The Government has announced that additional funding will be provided to take account of this, as well as to organise the industry placements. The

<sup>29</sup> Department for Education, [T Level Action Plan 2018](#), December 2018, p30.

<sup>30</sup> [Industry Placement Pilot 2017-18](#), Education and Skills Funding Agency, 26 September 2018.

<sup>31</sup> Department for Education, [Evaluation of the Industry Placement Pilot: Research report](#), December 2018.

<sup>32</sup> Department for Education, [Implementation of T level programmes: Government consultation](#), November 2017, p14; [Justine Greening: Speech at the Business and Education Summit](#), Department for Education, 6 July 2017.

<sup>33</sup> Department for Education, [Implementation of T level programmes: Government consultation](#), November 2017, p19.

<sup>34</sup> Education and Skills Funding Agency, [Work placements – capacity and delivery fund from April 2018 to July 2019](#), November 2017.

Government has stated that this will equate to an additional £500 million a year once T Levels are fully rolled out.<sup>35</sup>

In its response to the T Level consultation, the Government confirmed that it intended to adapt the existing arrangements for funding 16-19 education to distribute funding for T Levels, rather than design a new system. A [consultation](#) specifically on the revenue funding for T Levels was launched in November 2018 and will run until February 2019. The proposals include that:

- The additional planned hours for T Levels will be paid at the same rate per hour as current 16-19 study programmes.
- Funding to organise industry placements will be provided at a rate of £550 per placement over the 2 years of a T Level.
- Maths and English for students who have not yet achieved level 2 will be funded in addition to the hours required for the other parts of the course, rather than out of the T Levels standard programme hours.
- In contrast to other 16-19 study programmes, T Levels for 18 year olds will be funded at the same rate as for 16 and 17 year olds.
- Providers will be expected to have regard for the skills analysis published by the [Skills Advisory Panel](#) in their area and to work together to ensure provision meets local needs.

The Government expects to respond to the consultation in Spring 2019 and to publish detailed funding arrangements in Summer 2019.<sup>36</sup>

#### **Box 5: Review of funding of technical education in other countries**

In July 2017, the Department for Education published a review of funding and expenditure in post-16 education in Denmark, France, Germany, the Netherlands and Norway. The introduction to the report stated that, with the reforms to technical education progressing, it was “timely for the Government to consider what funding structures are needed to ensure technical education meets the needs of employers and this includes learning from international experience.”<sup>37</sup>

Among other things, the review found that:

- Around 90% of students who study upper-secondary<sup>38</sup> vocational programmes in Germany, Denmark and Norway have a training agreement with an employer. In France and the Netherlands, about two-thirds follow vocational, school-based programmes.
- In Norway upper secondary vocational education at both colleges and workplaces is mainly supported by state funding. In Germany, Denmark, the Netherlands and France, the state finances training at vocational schools, whilst employers mainly finance on-the-job training.

<sup>35</sup> HM Treasury, [Spring Budget 2017](#), HC 1025, March 2017, p41; Department for Education, [T Level Action Plan 2018](#), December 2018, p35.

<sup>36</sup> Department for Education and Education and Skills Funding Agency, [Provider funding for the delivery of T Levels: Government consultation](#), pp4-5.

<sup>37</sup> Department for Education, [Funding and expenditure in pos-16 education: An international review](#), July 2017, p8.

<sup>38</sup> The report explains that “upper-secondary” vocational education encompasses young people aged 15 years and over in France, 15/16 years and over in Germany and 16 years and over in Denmark, Norway and the Netherlands. The majority of the programmes are at levels equivalent to Level 2 (GCSE A\*-C) and level 3 (UK A level) on the Regulated Qualifications Framework (RQF)

- Countries are investing considerable resources in post-16 vocational education programmes and spend more per student following vocational tracks than for those following academic routes. Germany, for example, spends £3,038 more.

## Capital funding

In his speech to the Conservative Party conference on 2 October 2018 the Education Secretary, Damian Hinds, announced that £38 million of capital funding will be made available to those providers delivering T Levels from September 2020 to help ensure that they have the necessary equipment and facilities.<sup>39</sup> The fund is expected to open for bids from January 2019. The Government has stated that it is considering the capital requirements for 2021 onwards in the context of the spending review.<sup>40</sup>

## Funding for training T Level teachers

The Autumn Budget 2017 announced that the Government would invest up to £20 million to help teachers prepare for the introduction of T Levels.<sup>41</sup> Following this, in November 2018 the Government announced that a new £8 million T Level Professional Development Programme would be created to “help [teachers] to develop their skills and knowledge so they are ready to deliver T Levels.” The training is expected to be available from Spring 2019.<sup>42</sup>

Further information on the Professional Development Programme, in addition to Government efforts to attract industry professionals to work in FE, is available in the T Level Action Plan 2018 (pages 36-38).

## 2.6 Implementation timetable

The rollout timetable for T Levels has been changed on a number of occasions (see section 3.4 for further information). Under current plans:

- [52 providers](#) will begin delivering T Levels in Digital Production, Design and Development (digital route); Design, Surveying and Planning (Construction route); and Education (Education and Childcare route) from 2020-21.
- Remaining T Levels in the construction and digital routes, and all T Levels in the Health and Science route will be available for delivery from 2021-22.
- The remaining T Levels will be introduced from 2022 onwards, with the aim for them all to be introduced by September 2023.

The table on page 9 provides an overview of the planned rollout for each T Level. Further information is provided on pages 9-11 of the T Level Action Plan 2018.

<sup>39</sup> [Damian Hinds: Full text of Conservative Conference 2018 speech](#), *FE Week*, 3 October 2018.

<sup>40</sup> Department for Education, [T Level Action Plan 2018](#), December 2018, p36.

<sup>41</sup> HM Treasury, [Autumn Budget 2017](#), HC 587, November 2017, p48.

<sup>42</sup> [Teachers to benefit from £8 million initiative to boost skills ahead of T Levels roll-out](#), Department for Education, 7 November 2018.

## 2.7 Learners not ready to access a T Level

The proposals in the Skills Plan focused primarily on learners able to start at the beginning of a technical route and progress upwards. However, the Plan stated that “up to a year of tailored and flexible support” would be available for young people not able to access a route at 16, which would be “based on their prior attainment and aspirations.” It added that the Government intended to carry out further work and to consult on this “transition year”.<sup>43</sup>

The Government has stated that the transition year will be aimed at students who are not ready to start a T Level at age 16, but who can realistically achieve one by age 19, and will be focused on “maths, English and developing technical skills, knowledge and behaviours linked to T Levels, as well as transferable skills.”<sup>44</sup>

The T Level consultation stated that the Government intended to use findings from [research](#) in effective practice in teaching and supporting lower attaining students to develop proposals for the transition year. These will then be piloted once the first T Levels are introduced in 2020.<sup>45</sup> The T Level Action Plan 2018 stated that the Government is currently working with the sector to “gather existing good practice of transition programmes.”<sup>46</sup>

In a speech on technical education in December 2018, the Secretary of State said that he would set out more details on the transition offer in the new year.<sup>47</sup>

### Students with special educational needs

The Skills Plan noted that many students with special educational needs and/or disabilities (SEND) “could achieve a high level of technical skill with the right support.” It stated that the Government would ensure that the technical routes are “accessible, inclusive and sufficiently flexible to be adapted to individual needs” and that learners with SEND should receive the support and reasonable adjustments they need to access a route. It added that the transition year would be “crucial” for the “significant proportion” of students with SEND who are unlikely to be able to access routes because of poor prior attainment.<sup>48</sup>

The T Level Action Plan 2018 states that the maths and English exit requirement for some T Level students with SEND will be Entry Level 3 in Functional Skills, rather than Level 2.<sup>49</sup>

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<sup>43</sup> Department for Business, Innovation and Skills and Department for Education, [Post-16 Skills Plan](#), July 2016, p28.

<sup>44</sup> Department for Education, [T Level Action Plan 2018](#), December 2018, p18; Department for Education, [Implementation of T level programmes: Government consultation](#), November 2017, p31.

<sup>45</sup> Department for Education, [Post-16 technical education reforms: T level action plan](#), October 2017, p31.

<sup>46</sup> Department for Education, [T Level Action Plan 2018](#), December 2018, p18.

<sup>47</sup> [Damian Hinds Technical Education Speech](#), Department for Education, 6 December 2018.

<sup>48</sup> Department for Business, Innovation and Skills and Department for Education, [Post-16 Skills Plan](#), July 2016, pp30-1.

<sup>49</sup> Department for Education, [T Level Action Plan 2018](#), December 2018, pp15-6.

## 2.8 Adult learners

T Levels are primarily intended for learners aged 16-19. However, the T Level consultation stated that the Government wanted to consider how T Levels can be adapted so that they are appropriate for adult learners. It added that the Government was looking at options to ensure that adults can retrain throughout their lives, and this could include “looking at removing some of the barriers adult learners may face through flexible delivery of T Levels”.<sup>50</sup>

The consultation response said that there is no ‘one size fits all’ approach that could meet the needs of the majority of adult learners. The Government, it said, recognises that 19-23 year old learners could benefit from the same T Level programme as 16-19 year old learners. For learners aged over 24, the Government will take into account wider reviews of technical education, including the reviews of qualifications at levels 3, 4 and 5, and will “consider any specific adaptations that will improve accessibility.”<sup>51</sup>

## 2.9 Progress to higher skill levels

The Skills Plan stated that the technical routes would extend up to higher skill levels, with a wider range of qualifications available at levels 4 and 5 as a reflection of the greater specialisation at tertiary level. The 2015 Government did say, however, that it expected “to see a reduction in the number of regulated qualifications that exist at levels 4 and 5”.<sup>52</sup>

On 31 October 2017, the Government announced that it intended to conduct a review into higher level technical education. The review will cover the whole of level four and five education, with a particular focus on technical qualifications.<sup>53</sup> It is intended to look at “how technical qualifications at this level can better address the needs of learners and employers”, including that learners can progress from T levels into the workplace. It will also consider how qualifications at this level work for those in the workforce looking to upskill or retrain.<sup>54</sup>

The T Level consultation said that as part of the review of level 4 and 5 technical education, the Government will consider how bridging provision will allow individuals to progress to both academic and higher level provision.<sup>55</sup>

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<sup>50</sup> Department for Education, [Implementation of T level programmes: Government consultation](#), November 2017, p32.

<sup>51</sup> Department for Education, [Implementation of T Level programmes: Government consultation response](#), May 2018, p18.

<sup>52</sup> Department for Business, Innovation and Skills and Department for Education, [Post-16 Skills Plan](#), July 2016, pp25-7.

<sup>53</sup> Level four qualifications are: Certificate of Higher Education (CertHE); Higher National Certificate (HNC); Level 4 Award; Level 4 Certificate; Level 4 NVQ. Level five qualifications are: Diploma of Higher Education (DipHE); Foundation Degree; Higher National Diploma (HND); Level 5 Award; Level 5 Certificate; Level 5 Diploma; and Level 5 NVQ.

<sup>54</sup> [Level 4 & 5 technical education to be reviewed](#), Department for Education, 31 October 2017.

<sup>55</sup> As above, p30.



### Box 6: Costs of providing further education at levels 4 and 5

In December 2017, the DfE published a [research report](#) looking at the costs of providing further education at levels 4 and 5 in STEM subjects. The report concluded that higher apprenticeships at levels 4 and 5 face wide variations in their operating margins, the main driver of which is staff salaries. It added that the findings did not support the assumption that providers may choose not to offer STEM qualifications due to the investment required in equipment.<sup>56</sup>

## 2.10 Accountability

The T Level consultation set out the measures that the Government think should form the basis of the accountability system for providers of T Levels:

- A completion measure.
- An attainment measure for the qualification component of T Levels, just for those students who complete the full T Level.
- Destination measures, which will show how well T Levels enable progression to skilled employment or higher technical education.
- Maths and English – to measure the progress that students are making in attaining basic skills.

The consultation additionally proposed that it will be necessary for Ofsted to evaluate the delivery of T Level routes as a separate provision type and give a grade for T Level provision.<sup>57</sup> The Government expects T Levels to be included in Ofsted's inspection framework once they have been fully rolled out.<sup>58</sup>

## 2.11 Institute for Apprenticeships

The remit of the Institute for Apprenticeships will be expanded to cover all technical education, both college-based and apprenticeships, and it will be renamed the Institute for Apprenticeships and Technical Education.

*The Technical and Further Education Act 2017*, which received Royal Assent on 27 April 2017, provides the legislative basis for these changes. As well as providing for the renaming of the Institute, the Act, among other things:

- Enables the Secretary of State to specify broad groups of occupations with shared training requirements (which may be referred to as 'routes'). The Institute will be required to map occupations in relation to these routes and must publish information to show how standards for occupations relate to the occupational map.<sup>59</sup>

<sup>56</sup> Department for Education, [The costs of providing levels 4 and 5 in further education](#), December 2017, pp9-10.

<sup>57</sup> Department for Education, [Implementation of T level programmes: Government consultation](#), November 2017, pp41-2.

<sup>58</sup> Department for Education, [T Level Action Plan 2018](#), December 2018, p27.

<sup>59</sup> *Technical and Further Education Act 2017*, Schedule 1, paragraph 7.

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- Requires the Institute to publish standards for occupations and to describe the expected outcomes required to successfully achieve the standard. Standards will be drafted by groups approved by the Institute.<sup>60</sup>
- Allows the Institute to approve technical education qualifications in relation to one or more occupations, and requires the Institute to maintain a list of approved technical education qualifications.<sup>61</sup>

Further information on the Institute's responsibilities for the T Level Programme was provided in an annex to the Department for Education's [strategic guidance for the Institute in 2018-19](#).<sup>62</sup>

The T Level Action Plan 2018 stated that the Institute now has responsibility for the T Level Panels and the outline content they produce, and for the Occupational Maps. It will, the Plan said, assume responsibility for technical education "in due course" when the relevant provisions of the *Technical and Further Education Act 2017* are commended.<sup>63</sup>

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<sup>60</sup> *Technical and Further Education Act 2017*, Schedule 1, paragraph 8.

<sup>61</sup> As above, Schedule 1, paragraphs 15 and 21.

<sup>62</sup> Department for Education, [Strategic guidance to the Institute for Apprenticeships](#), May 2018.

<sup>63</sup> Department for Education, [T Level Action Plan 2018](#), December 2018, p28.

### 3. Reaction and issues

The reform proposals have received a broadly positive response from a number of stakeholders, a number of which were collated in a blog posted on the Gov.uk website following publication of the Post-16 Skills Plan: [Growing support for Government's Post-16 Skills Plan](#). For example, Martin Doel, Chief Executive of the Association of Colleges, stated that:

Technical education has for too long been regarded as a poor cousin of academic study. The Government's Post-16 Skills Plan provides a welcome roadmap to redressing this longstanding anomaly.

The Plan rightly sees colleges being at the heart of the reforms with the new qualifications providing them with a cornerstone to build distinctive courses that meet the needs of employers, students and the economy.<sup>64</sup>

Similarly, Neil Carberry, Director of Employment and Skills at the CBI, welcomed the proposals as a "real step forward" in terms of creating a vocational route of equal attraction and prominence to A-Levels, and for the emphasis they placed on employer involvement.<sup>65</sup>

The Government's response to the T Level consultation similarly stated that there was "strong support for T Levels across different groups of respondents [to the consultation], and optimism about the potential of T Levels to transform the technical education system."<sup>66</sup>

There has also been commentary regarding specific aspects of the proposals, with some concerns raised. A number of these are briefly outlined below.

#### **Box 7: Government assessment of the equalities impact of the proposals**

The 2015 Government published an [assessment of equalities impacts](#) alongside the Skills Plan. This stated, among other things, that:

- Although the proposals would primarily affect young people aged 16-19, the Government expected that they would also help adults to access technical education.
- Individuals with SEND would be expected to be over-represented on technical routes and the flexibility built into the transition year would "allow students with SEND to be offered the additional support they need."
- The transition year would likely disproportionately affect young mothers and learners who are pregnant. Moving towards two-year programmes could make it more difficult for people to re-enter education and it was expected that transition years will make this easier.<sup>67</sup>

<sup>64</sup> [Growing support for Government's Post-16 Skills Plan](#), Gov.uk, 13 July 2016.

<sup>65</sup> As above.

<sup>66</sup> Department for Education, [Implementation of T Level programmes: Government consultation response](#), May 2018, p5.

<sup>67</sup> Department for Business Innovation and Skills and Department for Education, [Technical education reform: assessment of equalities impacts](#), July 2016, pp5-8.

### 3.1 A choice of routes at 16

While there has been support expressed for the division between an academic option and a technical option, concerns have been raised about young people potentially being faced with a binary choice at 16 between academic or technical pathways.<sup>68</sup> Gordon Marsden, Shadow FE and Skills Minister has, for example, contended that “people will be worried it’s going to be another form of the 11-plus” and stated that more details were needed to reassure people that the technical route will be as prestigious as the academic route.<sup>69</sup>

In his Edge Foundation report, [14-19 Education – A New Baccalaureate](#), Lord Baker, welcomed the Skills Plan as an “excellent plan for simplifying post-16 technical routes” but raised concerns about reinforcing an artificial divide between academic and technical education:

However, while simplicity is more than welcome, I have concerns about reinforcing an artificial divide at 16 between the academic and technical routes. England is in a minority of European countries in making young people make such far-reaching choices at 16, and in expecting young people to narrow their curriculum quite so dramatically. I am convinced that many young people would benefit from taking a mixture of technical and academic programmes, in varying proportions according to their talents and ambitions, throughout the period from 14 to 18/19.<sup>70</sup>

### 3.2 Coverage of the 15 routes

Concerns were also raised following publication of the Skills Plan regarding the coverage of the proposed 15 technical routes. For example, Martin Doel, Chief Executive of the AoC, contended that the creative arts and sports were “under-represented” in the 15 routes and Rob May, Director at YMCA Awards, argued that the “proposed technical routes cover only half of occupations, meaning they’re at risk of ostracizing an enormous part of the labour market.”<sup>71</sup>

### 3.3 Awarding bodies

As mentioned, it is proposed the technical qualification that will sit within T Levels will be offered and awarded by a single awarding body under an exclusive licence.<sup>72</sup>

<sup>68</sup> For example, [Post-16 Skills Plan published by Government](#), Association of Colleges, 8 July 2016.; [Tread carefully in taking forward Sainsbury](#), Association of Employment and Learning Providers, 20 July 2016; [Skills Plan: is it a flash in the pan or lasting vocational reform?](#), City & Guilds, 22 July 2016.

<sup>69</sup> [Sainsbury review triggers 'biggest change to post-16 education in 70 years'](#), TES, 8 July 2016.

<sup>70</sup> Kenneth Baker, [14-19 Education A new Baccalaureate](#), September 2016, p9.

<sup>71</sup> [Sainsbury review triggers 'biggest change to post-16 education in 70 years'](#), TES, 8 July 2016; and [Government's Post-16 skills plan overlooks a number of key issues](#), FE News, 8 August 2016.

<sup>72</sup> Department for Business, Innovation and Skills and Department for Education, [Post-16 Skills Plan](#), July 2016, p24. See [PO 49316](#), 3 November 2016, for more on the Government's rationale for the change.

There has been some support for this simplification of technical qualifications. The Federation of Small Businesses (FSB), for example, welcomed the “move to streamline the immensely messy landscape of technical education.”<sup>73</sup> The Managing Director of City and Guilds was more equivocal in welcoming the idea but questioning whether it was right to take away choice altogether:

At first glance, we would support the idea of streamlining qualifications so that there is one high quality route per occupation. While vocational options remain so fragmented and confusing they will never achieve parity of esteem among young people, or even with their parents, compared with the apparently simple and more recognisable academic routes. However, is it right to take choice away altogether in terms of awarding organisations who can deliver the pathways? We don't with academic routes. Is there a risk that we fixate too much on rationalisation rather than quality as the driver for change, resulting in some unintended consequences and wrong behaviours?<sup>74</sup>

The Federation of Awarding Bodies (FAB) rejected that a market-based approach had led to large numbers of competing qualifications and raised concerns that “single licences will create monopolies with all of the associated disincentives and perverse results.”<sup>75</sup>

### 3.4 Timetable for implementation of reforms

The proposed implementation schedule for T Levels has been changed since the publication of the initial proposals in the Skills Plan. The changes followed concerns that the proposed timetable was unachievable.

#### Initial rollout timetable

The initial rollout timetable for T Levels, as set out in the Skills Plan, was for a small number of ‘pathfinder’ routes to be available for first delivery from September 2019, with additional routes becoming available in phases between 2020 and 2022. Some commentators questioned this proposed timescale; the UK Managing Director of City and Guilds, for example, highlighted “the totally unrealistic timing set out in the Skills Plan” as probably their biggest concern with the proposals.<sup>76</sup>

#### First T Levels pushed back to 2020

In July 2017, the Skills Minister announced that the first routes were now expected to be introduced at pilot providers in September 2020, but with all routes still available by 2022. This timetable was set out in more detail in the T Level consultation. This added that the Government expected providers to expand their ‘T Level offer’ as overlapping

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<sup>73</sup> [Small firms support streamlining of technical education](#), Federation of Small Businesses, 8 July 2016.

<sup>74</sup> [Skills Plan: is it a flash in the pan or lasting vocational reform?](#), City & Guilds, 22 July 2016.

<sup>75</sup> [Post-16 skills plan and the Report of the independent panel on technical education \(Sainsbury Review\) released](#), Federation of Awarding Bodies, 8 July 2016.

<sup>76</sup> [Skills Plan: is it a flash in the pan or lasting vocational reform?](#), City & Guilds, 22 July 2016.

qualifications are phased out, and for the majority of providers to be offering T Levels by 2024.<sup>77</sup>

### Full rollout pushed back to 2023

On 17 May 2018, the Permanent Secretary at the Department for Education, Jonathan Slater, [wrote](#) to the Secretary of State to raise concerns about the planned timetable for the roll-out of T Levels, and to advise deferring the start date to 2021. Mr Slater stated that the Secretary of State could “quite legitimately decide” to stick to 2020 as the initial rollout date, but he would need a formal written direction from the Minister if this was the case.

In response, the Education Secretary, Damian Hinds, [wrote](#) that it was important to “keep up momentum” behind the reforms and none of the advice had indicated that teaching from 2020 cannot be achieved. The Minister added that “the delivery of T Levels in 2020 is focused in a measured way on a small number of T Levels in a small number of providers. I want us now to put all out collective weight behind delivering these T Levels to begin in 2020.”

The Government’s response to the T Level consultation did, however, note the concerns of some respondents, including the CBI, about the pace of roll-out, and stated that the Government had “therefore decided to extend the full roll-out of T Levels beyond 2022. It added that the Government wanted to take “an agile approach” which in some cases could mean slowing plans to get a T Level into delivery, and in other cases accelerating delivery. The final sequencing of the roll-out of T Levels would, the response said, be outlined once the outline content is finalised by T Level panels.<sup>78</sup>

The T Level Action Plan 2018 sets out the T Levels that will be delivered in 2020-21, 2021-22, and from 2022 onwards (see the table on page 9 for details). It states that the Government’s aim is for all T Levels to be introduced by September 2023.

#### Box 8: Previous reform of vocational education – 14-19 Diplomas

14-19 Diplomas were introduced in 2008 following recommendations in the 2004 report: [14-19 Curriculum and Qualifications Reform](#) (The Tomlinson Report). Diplomas were designed partly by employers and they aimed to increase post-16 participation in education by providing learners with a qualification which combined work-orientated skills and academic study.

14 diploma lines were introduced covering all major industries and sectors and these lines were available at three different levels - foundation, higher and advanced. The introduction of Diplomas was implemented in phases, the first five Diplomas in 2008 were: Engineering; IT; Society, Health and Development; Construction and the Built Environment; and Creative and Media. Further Diplomas were rolled out in 2009 and 2010.

Diplomas were a composite qualification, the three main components of the qualification were principal learning, generic learning and additional learning. Principal learning was a single qualification, based on the chosen specialism, generic learning covered functional skills in English, Mathematics, ICT and work

<sup>77</sup> [Implementing changes to Technical Education](#), letter from the Minister for Apprenticeships and Skills to FE stakeholders, 20 July 2017; Department for Education, [Post-16 technical education reforms: T level action plan](#), October 2017, pp10-13.

<sup>78</sup> Department for Education, [Implementation of T Level programmes: Government consultation response](#), May 2018, p20.

experience and additional learning enabled students to include other qualifications in their diploma such as GCSEs or A levels. OCR awarded its final 14-19 Diplomas in July 2014.

In its consultation response, the Government outlined why it believes that T Levels are better placed to succeed than 14-19 Diplomas. The reasons offered included:

- Diplomas were not widely taken up in part because they lacked a clear purpose and tried to chart a 'middle course' between vocational and academic qualifications. T Levels are different as they are "part of a new, distinct technical offer."
- Only some of the recommendations of the Tomlinson Report were implemented, which led to "Diplomas adding a layer of complexity" to the existing system rather than simplifying it. The Government is implementing all the recommendations of the 2016 Sainsbury Report, "making T Levels part of a new, streamlined technical option."

Diplomas were broadly relevant to whole sectors and did not reflect the specific skills that employers wanted. T Levels set out to equip young people with the skills needed to enter skilled employment.<sup>79</sup>

### 3.5 Industry placements

Some in the FE sector, including the Association of Colleges, have raised concerns that colleges will struggle to fit in industry placements lasting a minimum of 45 days, and also that making a work placement a mandatory part of T Levels could limit the access to certain subjects for learners in rural areas (where there are no local employers relevant to a subject).<sup>80</sup>

Concerns were also raised in response to the T Level consultation that industry placements will be challenging to deliver on a national scale and there was concern from students that there will not be enough good employers offering placements in their area.<sup>81</sup>

In August 2018, the Chartered Institute for Professional Development reported the results of a survey with employers about their attitudes to T Levels. The report noted that many employers are, in principle, highly supportive of the reforms, but questioned whether most employers will be able to offer work placements without some financial incentive:

Although many employers already offer work experience places to young people, many of these opportunities are aimed at graduates rather than school or college students, and currently most opportunities are quite short in terms of duration, with the majority lasting less than two weeks. This is considerably shorter than the work placements required for the new T-Level routes, and it is clear from this data that most employers would not be able to offer a placement of the length needed to fulfil T-Level requirements, either at all, or without some type of financial incentive.<sup>82</sup>

Also in August 2018, the Department for Education published a research report concerning employer engagement and support for industry placements. The report stated that, overall, employers

<sup>79</sup> Department for Education, [Implementation of T Level programmes: Government consultation response](#), May 2018, p11.

<sup>80</sup> [Don't 'punish' young people with mandatory T-level work placements. AoC pleads](#), FE Week, 10 November 2017; [T-levels funded work placement plans criticised](#), FE Week, 7 October 2017.

<sup>81</sup> Department for Education, [Implementation of T Level programmes: Government consultation response](#), May 2018, p11 & 56.

<sup>82</sup> Chartered Institute of Professional Development, [Reforming Technical Education: Employers' views of T Levels](#), August 2018, p8.

welcomed the idea of industry placements, and the length of placement was seen as providing enough time for the young person to begin to make a positive contribution to the business. The report stated that many employers indicated that they would be willing to offer industry placements if they received clarification on some key points – for example, the objectives of the placement. A small group of employers stated that they would be unwilling to offer placements, either because they could not see the benefits of T Levels over other qualifications (more typical for employers in industries with more established apprenticeship routes), or because they did not think they would have the capacity (usually small businesses).

The report concluded that the research showed that, in general, employers welcome the introduction of T Levels but that there is a need to “further bridge the gap between employers’ willingness to engage and their capacity and capability to offer the range and volume of placements that will be required.”<sup>83</sup>

The T Level Action Plan 2018 recognised that there are challenges in delivering industry placements but stated that providers saw their value and had a genuine desire to make them work. It also set out a programme of support in 2018-19 for providers and employers to help them build their capacity and capability to deliver placements, including the Capacity and Delivery Fund (see box 4).<sup>84</sup>

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<sup>83</sup> Department for Education, [Employer engagement and capacity to support T Level industry placements: Research report](#), August 2018, pp5-9.

<sup>84</sup> Department for Education, *T Level Action Plan 20*



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