



Department
for Education

T Level Action Plan 2019

October 2019

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Foreword by the Secretary of State for Education

For too long technical education in this country has been confusing and complex, with too many young people entering the world of work without the skills they or employers need to thrive.

As a former FE student myself, I know how vital it is that we provide high-quality technical education so we can deliver the skills this country needs for the future. The introduction of T Levels from September 2020 will be a game changer - a chance to make sure we equip the next generation with the skills and knowledge that they and employers need to succeed.

These 2-year technical qualifications for young people aged 16 to 19 will be available in a wide range of subjects including accounting, digital production and onsite construction. T Levels, alongside our reformed apprenticeships, will totally transform technical education and training in this country so it rivals the top performing systems offered by our European counterparts.

To support this drive, we recently announced an additional £400 million - the single biggest funding uplift since 2010 – for providers of 16-19 education for the year 2020 to 2021, which includes an extra £25 million for colleges and further education providers to help prepare for the initial rollout of T Levels. This significant change in the sector will help to put our technical education offering on a par with some of the best in the world.

With less than a year to go until the first T Levels are taught, we are continuing to work closely with providers, employers, awarding organisations and other partners to ensure their successful delivery. The providers delivering T Levels from September 2020 have been allocated additional funding to help with the costs of the initial rollout. We have also launched a nationwide communications campaign this autumn to help raise awareness of T Levels amongst young people, parents, teachers and employers.

As part of our wider reforms, we are also reviewing qualifications at level 3 and below to help streamline the qualifications available to students at post-16, ensuring that we only fund those that are high quality, have a distinct purpose and are necessary to support progression to successful careers and higher education.

We also want more people to be able to access higher technical education and training at levels 4 and 5. To support this, we are consulting on measures to boost quality and ensure education at these levels is a prestigious choice for students continuing to study after A levels or T Levels. Investing in our technical education now means we can make sure young people in this country are qualified for the jobs of today *and* tomorrow.

The progress that we have made is testament to the commitment from all of our partners to making T Levels a success and I would like to thank them all for their hard work and support for T Levels. Developing and delivering T Levels together will make sure that the new qualification offers a world-class technical education to our young people.

A handwritten signature in blue ink, appearing to read 'G. Williamson', with a long horizontal flourish extending to the right.

Rt Hon Gavin Williamson CBE MP
Secretary of State for Education

Summary

This publication is the third T Level Action Plan which the Department for Education has published and aims to provide an implementation update for individuals and organisations interested in T Levels. It gives information about the progress we have made, working with a wide range of delivery partners, in the development and delivery of T Levels.

Who is this publication for?

This plan is for:

- Industry, employers and their representative bodies
- Further and higher education providers, training providers, and their representative bodies
- School leaders, school staff and governing bodies in all maintained schools, academies, free schools, studio schools and University Technical Colleges
- Local authorities, Local Enterprise Partnerships, Mayoral Combined Authorities, Skills Advisory Panels, and other local partners.

Main points

This action plan includes information on:

- Progress towards the delivery of T Levels in 2020 and preparations for 2021 delivery
- T Levels which will be available for delivery in 2022 and 2023
- How providers will be able to apply to deliver T Levels in 2022
- Clarification of various T Level policy areas, including grading, results and certification and UCAS points for T Levels
- Wider qualification reform work.

The Technical Education Reforms

We published two T Level Action Plans in 2017 and 2018, which provided updates on our progress in the development and implementation of T Levels since the publication of the Post-16 Skills Plan¹. The Skills Plan committed to the implementation of all of the recommendations of the Independent Panel on Technical Education (the Sainsbury Report) to introduce a new system of technical education to provide a high quality technical option alongside an academic option for students aged 16-19. Parliament legislated to deliver these reforms through the Technical and Further Education Act 2017.

To raise the quality and prestige of technical education, we are introducing a new national framework of technical qualifications - T Levels. T Levels are new, high-quality, 2 year technical programmes for young people aged 16 to 19. T Levels will sit alongside apprenticeships as one half of a technical education offer, and will equip students with the practical skills, knowledge and behaviours necessary to get a head start in skilled employment or progress to further study, including higher technical qualifications, higher apprenticeships, degree apprenticeships and technical degrees.

We and the Institute for Apprenticeships and Technical Education (the 'Institute') have been working with employers, FE providers, awarding organisations and other partners to develop T Levels and have made substantial progress to ensure T Levels are successful from the start of delivery in September 2020. We are incredibly grateful to our partners for their extensive engagement and enthusiasm and we have listened to their suggestions and creative ideas in the development and delivery process. We look forward to continuing to work with our partners over the next few years to make T Levels a reality and success for young people.

Some of the progress that we have made includes publishing a series of models and approaches to ensure industry placements are high quality, meaningful and deliverable across different industries, as well as accessible for all students (May 2019)². The Institute continues to work with employers to develop and refine outline content, we have recruited providers to deliver the first T Levels in 2020 and recently announced around another 60 providers who will deliver T Levels from 2021. £20 million was also made available to support the FE workforce for the introduction of new T Levels, including £8 million for the Education and Training Foundation to deliver training to prepare teachers and leaders for the rollout of T Levels.

This T Level Action Plan 2019 builds on the previous Action Plans, setting out the details of recent progress and updates on the remaining T Level development areas and gives

¹https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/536043/Post-16_Skills_Plan.pdf

²https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/802703/Industry_placements_policy_update.pdf

information about what we expect our next steps will be over the coming months. It reflects our strategy for the next phase of rollout – developing technical qualifications and selecting providers in phases to ensure high quality delivery of T Levels, which grows coverage across the country in a managed way.

Rollout of T Levels

We are introducing T Levels in phases starting from September 2020, starting small to ensure high quality from the start.

T Levels from September 2020

The first three T Levels will be delivered from September 2020 by a small number of highly performing providers from across the country. Those T Levels are:

Digital Route	Digital Production, Design and Development T Level
Construction Route	Design, Surveying and Planning T Level
Education and Childcare Route	Education T Level

We have made a substantial package of support available to ensure the new T Levels are delivered successfully from the start. This includes:

- £3.75 million to include one-off payments to 2020 providers, with up to £90,000 available if they are delivering all three T Levels from September 2020, which is £30,000 per T Level. This is to recognise the costs associated with co-creating T Levels and for engaging with the department on policy development, and these payments will be phased out over time.
- Funding to cover the costs of co-creation and of engaging with the department on policy development will also be made available to 2020 and 2021 providers who are delivering any of the seven new T Levels from September 2021. Providers will receive £30,000 for each of the new T Level pathways they deliver and could therefore be allocated up to £210,000 if they are delivering all seven of the new pathways. These payments will also be phased out over time.
- A payment of £20,000 for each 2020 provider delivering the T Level Transition Programme in 2020 to 2021 only. This is to recognise the costs associated with providers participating in the early phases of development and implementation of the T Level Transition Programme and engaging with the department on this.
- Further funding has been made available to make the same payment to 2020 and 2021 providers who will be delivering the T Level Transition Programme for the first time in 2021. This funding is to support providers delivering the T Level Transition Programme in the first few years and will not be available in the longer term.

- £60 million investment for industry placements through the capacity and delivery funds to providers in the 2018 to 2019 academic year, with providers indicating they are on target to deliver T Level style placements to 10% of current eligible vocational students.
- £20 million investment to help prepare the further education workforce for the introduction of the new courses. This includes the [£8 million T Level Professional Development offer](#) (TLPD) that is already helping teachers and staff prepare for the rollout of the new qualifications and the [£5 million Taking Teaching Further programme](#) which aims to attract industry experts to work in the sector.
- £38 million of capital funding available to the first T Level providers, so young people taking the new technical courses have access to industry standard equipment and high-quality facilities to gain the skills and knowledge employers demand.
- £2,500 per T Level for 2020 providers to support communication costs such as producing high-quality materials to recruit young people. We expect this funding to be short term while awareness of T Levels is still limited.

John Laramy, Principal and Chief Executive of Exeter College, a 2020 provider, said:

“Exeter College is delighted to have been selected to support the transformation of technical education in England, as an early adopter.

Being a 2020 provider is great news for our students, employers and staff. T Levels align with our vision to be an exceptional college and drive a line of sight to industry, which we see as key for our technical provision.

A world-class technical education system is a crucial ingredient in improving productivity and helping UK plc to compete on the global stage.

Colleges, like Exeter College, sit at the heart of their communities, and therefore this is great for the ambition of our learners, our city, and our region.”

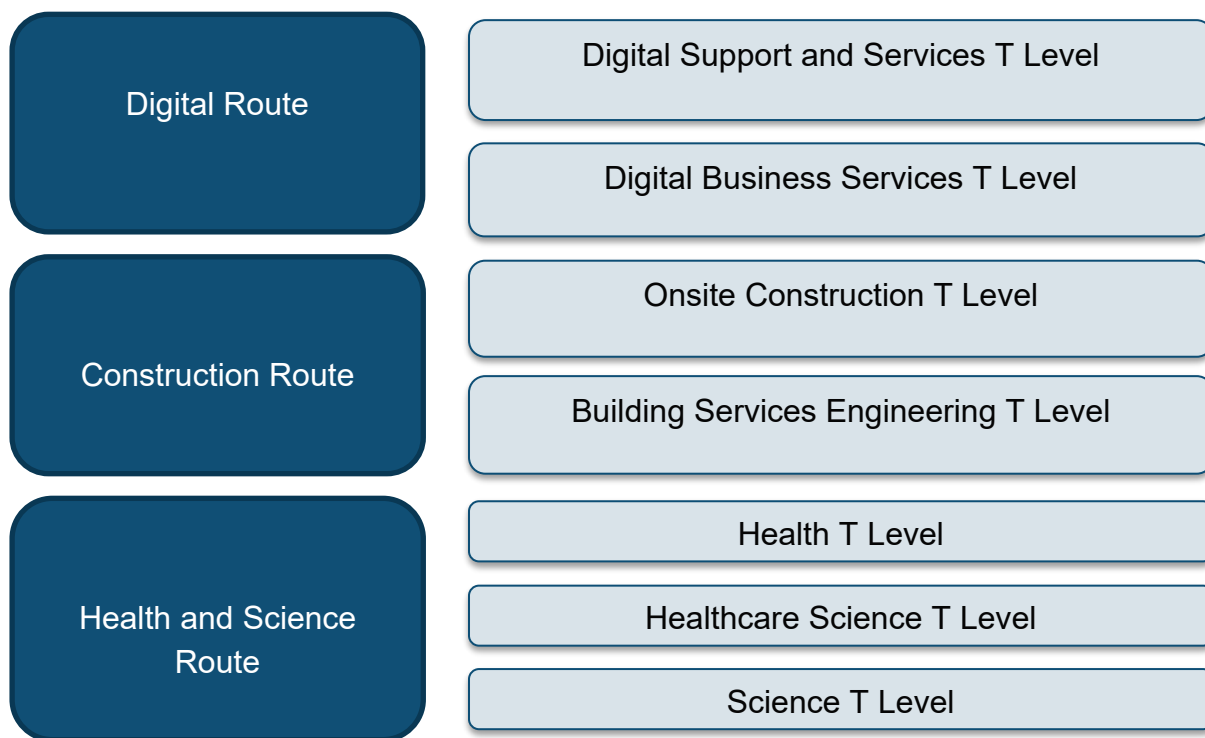
Morag Davies, Vice Principal, Nelson and Colne College, a 2020 provider, said:

“As a 2020 provider, Nelson and Colne College have had the opportunity to help to design and shape T Levels and the future technical education system, providing world class skills to young people and delivering the future workforce needed by employers and the economy.

Our leaders and teachers have thrown themselves behind these developments enthusiastically, and we are committed to making sure that T Level students enjoy a productive and impactful experience. We have created significant momentum to introduce T Levels and will continue our extensive planning to ensure we are ready to deliver T Levels in September next year.”

T Levels from September 2021

In last year's Action Plan we confirmed that the additional T Levels which will be delivered from September 2021 are:



Making these T Levels available in 2021 will enable us to complete delivery of the T Levels in the Digital, Education and Construction routes and to deliver a further full route in Health and Science. This will bring the total number of full routes delivered by 2021 to 4, with 10 T Levels available.

We welcomed the 2021 providers to the delivery of the T Level programme at an inaugural event in June. We are expanding our existing engagement activity to this group of providers, so that we can work with them on their delivery planning. These providers will have an opportunity to network and learn from the experience of 2020 providers about what works in preparing, planning and implementing these qualifications. The Education and Training Foundation (ETF) who are offering the first phase of the TLPD for teachers and leaders are expanding their offer to 2021 providers. Each provider is offered a Professional Development Advisor (PDA) who will visit once per term to identify potential CPD needs, with the first visits taking place in September and October. The PDA will direct providers to relevant professional development support for their organisation, managers, teams and individuals and online resources are also available for these providers to use.

There is more information available in the TLPD section of the Action Plan and on the ETF website [here](#).

Lisa O’Loughlin, Principal of The Manchester College, a 2021 T Level provider, said:

“We are delighted to have been selected as a 2021 T Level provider. This is a fabulous opportunity for the College and, most importantly, our students. Since the Sainsbury review, the College has been on a significant journey of improvement and capacity building to ready us for T Level delivery as we believe this is a once in a generation opportunity to change the face of technical education. Of course, the journey so far has required us to challenge our thinking and delivery models.

As a large college we have faced the challenge of building capacity at significant scale. However, having been part of the National Industry Placement Pilot, delivering 200 industry placements and over 3700 work placements last year, we have seen the profound impact that T Levels could have on our students. We have had countless cases of students being offered very good jobs during, or at the end of, their placement. In an area of considerable deprivation, that has to be our number one priority and has made all of our work so far more than worth it.”

T Levels from September 2022

The T Levels that will be delivered from September 2022 are:



The outline content for these T Levels has been developed by panels of employers, who have worked intensively with the Institute to create content relevant to occupations in their industry. Employers taking part include Autodesk, EDF, Ofgem, British Army, Bank of England, the Crown Prosecution Service, KPMG and CIPD. We are hugely grateful for the hard work and dedication of all the employers involved in these panels in designing and developing outline content.

Weiyen Hung, Bank of England, Chair of the Finance T Level Panel, said:

“My role as Finance T Level Chair has been the chance of a life time opportunity to work with government, other leading employers and professionals in this vital role of readying our young talent with the knowledge and practical skills employers really need. My panel and I believe T Levels will offer young people genuine opportunities to move to the next level, providing every chance to succeed whatever their background, wherever they live, or whatever they choose to do – they can be our lawyers, financiers and accountants of the future!”

As with the first 10 T Levels, the full qualification specification for each of these T Levels will be developed by an awarding organisation (AO). The Invitation to Tender (ITT) process for these T Levels will be launched by the Institute in spring 2020, with a view to announcing the successful bodies in autumn 2020. Drafts of the technical qualification (TQ) content will be made available to providers throughout the development phase.

T Levels from September 2023

We have said that our aim is for all remaining T Levels to be introduced from September 2023. These T Levels are:



We will set out the plans for delivery in 2023 in due course. This table outlines the rollout of T Levels in phases starting from September 2020.

Route	2020 Delivery	2021 Delivery	2022 Delivery	2023 Delivery (rollout to be confirmed)
Education and Childcare	Education			
Construction	Design, Surveying and Planning	Onsite Construction		
		Building Services Engineering		
Digital	Digital Production, Design and Development	Digital Support Services		
		Digital Business Services		
Health and Science		Health		
		Healthcare Science		
		Science		
Legal, Finance and Accounting			Legal	
			Financial	
			Accountancy	
Business and Administration			Management and Administration	
			Human Resources	
Engineering and Manufacturing			Maintenance, Installation and Repair	

Route	2020 Delivery	2021 Delivery	2022 Delivery	2023 Delivery (rollout to be confirmed)
			Design, Development and Control	
			Manufacturing and Process	
Hair and Beauty				Hair, Beauty and Aesthetics
Catering and Hospitality				Catering
Agriculture, Environmental and Animal Care				Animal Care and Management
				Agriculture, Land Management and Production
Creative and Design				Craft and Design
				Cultural Heritage and Visitor Attractions
				Media, Broadcast and Production

T Level providers

We want to ensure that the rollout of T Levels is high quality from the start and our delivery strategy and approach to working with providers reflects this. We have selected a small number of high performing providers to deliver a maximum of 3 T Levels in 2020 and another small group to deliver a further 7 T Levels from 2021. We have worked closely with the 2020 providers to ensure that they have the information and support to develop their capacity and capability to deliver T Levels and have also started work with the 2021 providers too. From 2022 more providers will be able to deliver T Levels and we will continue to broaden the number and range of providers offering the programme in the following years. We will continue to provide support and advice but expect that this will become streamlined over time as T Levels become more mainstream and providers are able to support each other and share best practice.

The details of the T Levels that will be rolled out each year is available in the Rollout of T Levels section.

Providers delivering in September 2020

The first cohort of T Level providers have worked collaboratively with us over the past 18 months to inform our policy development, planning and rollout and support programme. With under 12 months left until the delivery of the first T Levels, we are focusing on more detailed implementation planning with 2020 providers to ensure that robust preparations are well in hand for the first students taking T Levels from next September.

Providers delivering in September 2021

In the T Level Action Plan 2018, we set out the criteria to select providers for T Level delivery in 2021. This criteria was developed to maximise the number of students taking T Levels in the second year of rollout. As a result of the expression of interest process, we have identified around another 60 providers who will deliver T Levels from September 2021 and the details of the providers can be viewed [here](#). By selecting another fairly small group we can continue to provide the right level of support in the early stages of rollout, whilst building the momentum of the programme.

We are delighted to have substantially widened the number of providers offering T Levels in 2021 and look forward to working closely with all 2021 providers as they prepare for teaching T Levels. This includes a broad range of post-16 providers including further education (FE) and sixth form colleges, University Technical Colleges (UTCs) and schools.

Providers delivering in September 2022

As we move into the delivery of T Levels for the third year, we have said that we expect the number of providers taking part to grow further. We have developed the 2022 T Level provider selection criteria to expand the number of providers delivering T Levels so the momentum behind the programme continues to build and to ensure good quality providers are delivering in 2022. We are interested in attracting a wide range of post-16 providers to offer T Levels, including FE colleges and sixth form colleges, UTCs, schools and independent training providers.

To express an interest in delivering T Levels from the 2022 to 2023 academic year, providers will need to:

- have an Ofsted rating of Good or Outstanding (or be able to demonstrate that they have an equivalent standard of quality – for providers which do not yet have an Ofsted rating)
- have at least satisfactory financial health, and
- currently be delivering to a minimum of 10 qualifying students per T Level subject area (at route level).

Providers who meet all of the criteria will be approved.

Providers will be asked to submit an Expression of Interest (EOI), which we will launch in early January 2020, and we will set out the detailed criteria and further information as part of that process. The EOI process will remain open until the end of February, and we expect to announce the successful providers in May 2020.

The 2020 providers will be able to deliver any of the T Levels available in 2022, subject only to meeting the awarding body registration requirements. The 2021 providers will be able to expand their offer to deliver any of the additional T Levels introduced in 2022, as long as they are currently delivering to a minimum of 10 qualifying students per T Level subject area (route) they are applying to deliver. Providers successful for 2022 T Level delivery will be able to offer T Levels introduced in 2020 and 2021, as well as those introduced in 2022. We will set out the details of how this will work when we launch the EOI.

Rollout of T Levels and selection of providers from 2023 onwards

We expect to announce which providers will be able to deliver T Levels from 2023 next autumn. We understand that the reforms to the wider technical education system will have an impact on when providers decide to begin delivering T Levels.

Provider approval by awarding organisations

The AOs are working on developing a Provider Approval Criteria (PAC) for existing and new providers for the delivery of T Levels from September 2020 onwards. The PAC is currently in its draft form and it is expected to be finalised and approved by February / March 2020 and providers will be notified by AOs shortly after this. Currently, AOs are sharing the draft PAC with providers ahead of formal approval, but with a watermark.

T Level grading, results and certification

T Level grading model

Since publishing the T Level consultation response last year, we have undertaken a considerable amount of work to look at how the overall T Level grade should be calculated. The model we have arrived at is one that will reflect the size of different T Level qualification components and their respective grades. It also allows for the introduction of a Distinction* grade to recognise strong performance across all aspects of the TQ.

Students who meet the required elements of their T Level will be awarded an overall grade, and we confirmed last year that this would be Pass, Merit or Distinction. For the highest levels of achievement, we also intend to award a Distinction*.

To be awarded an overall T Level grade, a student must pass both components of their TQ, successfully, complete an industry placement, achieve level 2 English and maths³ if they have not already achieved this prior to starting a T Level, and meet any other requirements set by the T Level panel within the Institute. T Levels will vary in size, largely dependent on the size of the TQ and on whether a student needs to continue to study English and maths.

We have looked at a number of different ways of calculating the overall T Level grade and intend to use a model that takes into account differences between T Level pathways and calculates the grade accordingly. We believe that this would be the fairest way of reflecting variable aspects of the TQ. The overall grade would be based on performance in the TQ and would reflect:

- the comparative size of the Core (20-50%) and the Occupational Specialism (50-80%).
- The grade for the Core (A*-E) and the Occupational Specialism (P/M/D).

This grading approach also makes it possible to recognise exceptional achievement, through the award of an overall Distinction* grade for students that achieve an A* on the Core component and a Distinction on their Occupational Specialism.

A scores-based algorithm would determine the overall grade for each T Level and to make things easier, 'look up tables' will be used to make it easier for students to see how higher overall T Level grades are derived from the Core and Occupational Specialism component grades. See Annex A for examples.

³ Entry Level 3 if they have an Education Health Care Plan.

There will be just one look up table for each T Level, and there will always be the same instances of each grade available in each look up table: six Passes, six Merits, five Distinctions and one Distinction*. To be awarded a Distinction*, the student must achieve an A* in the Core and a Distinction in the Occupational Specialism(s).

We will not know for certain what the look up table is like for each T Level until the TQ specifications have been approved by the Institute. The detail will be confirmed as each phase of T Levels is approved, starting from spring 2020 for the first three T Levels.

T Level certificates and statements of achievement

Students who meet all the required elements of their T Level will be awarded a T Level Certificate. This will specify the title of the T Level and the overall grade that has been achieved as well as the attainment of individual T Level components, including the grades for the TQ. It will also include a 'look up table' which will show how the overall grade was derived from the TQ components for the specific T Level.

As well as the overall T Level grade, this will include separate grades for the TQ qualification Core and Occupational Specialism. Reporting both the overall T Level grade and the TQ component grades is seen as useful by employers and higher education providers.

Our aim is to ensure that the T Level certificate reflects the student's full range of achievements and experience so that it provides employers with valuable information about prospective employees. In addition to the T Level certificate, AOs will provide a breakdown of marks for the TQ, typically in the form of a results slip, enabling students to make decisions about re-takes and appeals. This is the only results information that AOs will generate. If a student leaves the course early or does not pass all elements of their T Level, we want to make sure that they receive recognition for the elements of a T Level they have achieved. Therefore, we will issue a Statement of Achievement that officially confirms which of the requirements have been met. This should help students looking to enter employment or continue their studies or to return to their T Level at a later date.

We are currently developing the T Level Results and Certification Service. This central system will draw together information from a variety of sources in order to generate a T Level certificate or statement of achievement.

Prototypes of this Certificate and Statement of Achievement are at Annex B.

UCAS tariff points

Although T Levels are primarily designed to provide a direct route to skilled employment, T Level students will have other progression options open to them. These options include higher education at levels 4-6.

We know that about a third of higher education providers use UCAS tariff points as part of their admissions process. Since the T Level Action Plan 2018, we have been working with UCAS and others to determine how tariff points will be allocated to T Levels. We have now confirmed the allocation.

Points will be allocated to overall T Level grades, not to separate elements of the T Level. This is to recognise the value of the T Level programme as a whole. Students must achieve at least an overall Pass grade or higher in order to receive UCAS points. UCAS points will not be allocated where a student receives a Statement of Achievement, although a student may subsequently retake T Level components and meet all the requirements for a Pass.

The size and rigour of a T Level programme is comparable to a 3 A level programme. Therefore, T Levels will attract UCAS points in line with those allocated to 3 A levels. This alignment is based on a notional comparison of standards with A levels and other level 3 qualifications. Although the T Level programme is broadly the same size as a 3 A level programme, the qualifications have different purposes. The T Level programme is intended to help students develop the knowledge and technical skills required for skilled employment. T Levels and A levels therefore measure different abilities, using different grading scales.

The standards of attainment for the TQ component within each T Level programme will be approved by the Institute and regulated by Ofqual. These intended standards of attainment have informed the UCAS tariff allocation for T Levels.

We have worked with the Institute, Ofqual and other delivery partners to establish how T Level standards are intended to align, notionally, with those of other qualifications including A levels. The table below shows the UCAS tariff allocation for T Levels, which has been informed by this intended alignment, and how it compares to the allocation for A levels.

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

A T Level Pass grade is allocated a tariff score of either 72 or 96 points. This is to recognise differences in performance on the core component. That is:

- where a student has obtained an overall Pass by achieving a Pass in the Occupational Specialism and a B or C in the Core, a tariff of 96 UCAS points (aligned to 3 Cs at A level) is representative of their level of achievement.
- Where a student has obtained an overall Pass by achieving a Pass in the Occupational Specialism and a D or E in the core, a tariff of 72 UCAS points (aligned to 3 Ds at A level) is representative of their level of achievement.

The tariff points allocated to overall Merit and Distinction T Level grades represent even increments between the points allocated to an overall Pass (with a C or above in the core component) and Distinction* grade.

Since the T Level Action Plan 2018, we have engaged with a number of higher education providers to understand more about the kinds of higher education courses T Level students would be suited to. We would not expect higher education providers to confirm their admissions policies for T Levels before the approved TQ specifications are available. We have received encouraging feedback from higher education providers who have had the opportunity to view draft content for the first three T Levels.

Professor Ruth Whittaker, Pro-Vice-Chancellor (Education & Student Experience) at the University of Brighton said:

“The University of Brighton supports T Levels as a new progression pathway and we welcome the opportunity to work with the Department for Education during the design stage. Like other universities, we are keen to ensure students will have the option of progressing successfully from T Levels to academic study at university. From what we have seen in the draft content, we believe T Levels have the potential to prepare students for HE courses in related areas at Brighton. We will continue to engage with the Department while we consider our approach to admissions.”

We will continue to work with higher education providers, UCAS and others to raise awareness of T Levels and subsequent pathways into higher education, including level 4 or 5 classroom-based technical education and degrees. This includes exploring how UCAS qualifications information services can support students to understand their options should they decide to undertake a T Level.

T Level programmes

The broad structure and composition of a T Level was the subject of a public consultation in 2017 and has been largely confirmed in previous Action Plans. Information is provided below about some key areas of policy that the Department has continued to develop.

As the AOs develop each qualification, the detail is subject to approval from the Institute and accreditation by Ofqual. Once this is complete, the Institute will publish details of each T Level programme of education on its website, taking into account the Department's policy.

English and mathematics qualifications that will meet the exit requirement

As previously confirmed, the minimum T Level exit requirement will be GCSE grade 9-4 or a Functional Skills level 2 pass in English and maths or other equivalent qualification, to align with the existing requirements for level 3 apprenticeships. The full list of Functional Skills/GCSE/other alternative qualifications which meet the requirement for T Levels is published in the Specification of apprenticeship standards for England (SASE) on page 18 at:

<https://www.gov.uk/government/publications/specification-of-apprenticeship-standards-for-england>

Additional mandatory requirements

In addition to the content of the new technical qualifications, the T Level programme may include additional mandatory requirements where they are essential for working within a particular occupation. T Level panels advise the Institute on these requirements to ensure T Levels have currency with employers.

We would expect any mandatory additional assessment or certification outside of the TQ to be kept a minimum but they may be included where separate certification is either a legislative requirement, or supports government policy, for entry to employment or to commence an industry placement. We would expect additional mandatory requirements to be funded out of a provider's 16-19 programme funding, as is currently the case. T Levels will attract additional funding but where any additional mandatory requirements have a significant additional cost, we may take that into account when placing T Levels into confirmed T Levels funding bands. The Institute will publish details of any additional mandatory requirements as part of the components of individual T Levels.

English, maths and digital and employability skills frameworks

English, maths and digital competencies will also be embedded throughout T Level technical qualifications. General English, maths and digital competency frameworks have been developed for T Levels. These will be used to support the development of the detailed qualification specifications by signposting competencies that are relevant to particular T Levels.

Employability skills may be needed to achieve performance outcomes or briefs set for the employer set project. The employability skills framework allows T Level panels to draw on (or expand) an exemplar list of transferable skills, attributes, attitudes and behaviours for each T Level.

Both sets of frameworks are set out in the Operating Instructions for the Creation of Outline Content which will be available on the Institute's website shortly:

<https://www.instituteforapprenticeships.org/t-levels/developing-t-levels/>

Progression to and from T Levels

T Level Transition Programme

We are developing the T Level Transition Programme for students who are not ready to start a T Level but have the potential to progress onto one following a tailored preparation programme.

Since publication of the T Level Action Plan 2018, we have made significant progress in developing the T Level Transition Programme and preparing for first delivery from September 2020.

Following our stakeholder engagement, we are continuing to design the T Level Transition Programme, and will work closely with the first providers on its development. We will issue a framework for delivery that sets out key components that are nationally set, to provide a broad foundation for T Levels, whilst allowing providers the flexibility to put together the most appropriate and effective transition programmes tailored to their students' needs and support their progression to T Levels. The core content components are:

Diagnostic and guidance period	<ul style="list-style-type: none">• To assess students' capability and support needs in order to tailor their Transition Programme to address these needs• Help students decide which T Level route they want to prepare for
English and maths	<ul style="list-style-type: none">• For students who do not hold at least a GCSE grade 4 in English and/ or maths and are required to continue studying as per the condition of funding.
Work experience and preparation	<ul style="list-style-type: none">• To develop the skills, behaviours, attitude and confidence that will be needed for students to complete the T Level industry placement.
Introductory technical skills	<ul style="list-style-type: none">• Introductory skills and concepts to prepare students for the T Level route they wish to progress to.
Pastoral support and personal development	<ul style="list-style-type: none">• Relevant and meaningful support to address barriers to education, support emotional and/or mental health difficulties, and support the development of study skills, and reflective and resilience skills.

The framework will set out information and expectations for how the T Level Transition Programme should be delivered by T Level providers taking part in its phased implementation in academic year 2020 to 2021. This will be published shortly.

We have also:

- signed up around 35 volunteer providers to deliver the T Level Transition Programme from September 2020, to work with us to explore different delivery approaches and gather good practice to inform national implementation. Amongst other aspects, these providers will explore different ways of developing introductory technical skills, including through non-qualification-based models;

assessing readiness for a T Level and recognising achievement, for example through locally designed certificates.

- Appointed the Association of Colleges (AoC), working with The Challenge Network (TCN) to support these T Level providers in their preparations and delivery, including through opportunities to network and share experiences through national events and peer learning. They will also pull together emerging good practice to support national implementation.
- Announced additional funding of £20,000 for each provider delivering the T Level Transition Programme in the 2020 to 2021 academic year only, through the T Level early adopter fund. This is to recognise the costs associated with providers participating in the early phases of development and implementation of the T Level Transition Programme and engaging with the department on this.

We are taking a phased approach to implementation, beginning with a small number of providers with whom we are working closely, and scaling up the number of providers involved as the programme develops. With this in mind, in the new year we will seek to identify those 2020 and 2021 T Level providers who wish to develop their T Level Transition Programme for first delivery from 2021. Through the T Level early adopter fund, we will make £20,000 available to each of these providers, as for those delivering the T Level Transition Programme from 2020, for one year only.

Progression to non-HE destinations

The core purpose of a T Level is to prepare students for skilled work. As we set out in our response to the T Level consultation in 2018, we expect many T Level students will be able to move on from their course to a relevant apprenticeship at level 4 or higher, building on the knowledge, skills and behaviours they have secured during their T Level course.

In line with the current apprenticeship funding rules a T Level student, like any other candidate, will be able to move on to an apprenticeship at the same, lower or higher level than a qualification they already hold. Before a learner starts an apprenticeship, their prior learning (including their T Level) must be taken into account by the training provider. They will be able to undertake the apprenticeship if it will allow the individual to acquire substantive new skills (requiring a minimum duration of 12 months and at least 20% off-the-job training) and the content of the training is materially different from any prior qualification or a previous apprenticeship.

As qualification specifications for individual T Levels are developed, we want it to be clear to both students and employers how these compare to the learning outcomes that would be achieved through the existing apprenticeships and what opportunities for progression would be available to them. We and the Institute will be looking further at this, and other approaches to support these students to reach full occupational competence and we expect to say more about this over the coming months.

Assurance and regulation

The Institute and Ofqual are working together to quality assure TQs, giving confidence to employers and learners that their needs are met. The Institute and Ofqual have agreed joint governance structures to harness their respective expertise, and their statutory remits, enabling them to collaborate as efficiently as possible with minimal burden for AOs.

The Institute has overall responsibility for TQ approvals, and for ongoing monitoring and performance management, in the context of the AO service requirements. The Institute will carry out regular reviews to identify any changes to the TQ that are required.

The TQs will be regulated by Ofqual. It is a condition of the contract that an AO must be recognised by Ofqual before they can develop and deliver a TQ. Potential suppliers need to meet Ofqual's General Conditions of Recognition, and the Conditions for specific TQs. During qualification development, the Institute and Ofqual will provide feedback to AOs at two key checkpoints, before the final product is submitted for Institute approval and Ofqual accreditation.

Ofqual will monitor the TQ in delivery, alongside the Institute's contractual monitoring. The two organisations will agree on the best way to address any issues that arise, through contractual levers, regulatory levers, or a combination of the two.

Working with Ofsted

Learning providers will be accountable for the quality of their T Level offer. T Level provision will be subject to Ofsted inspection in due course. Ofsted will consult on how the inspection coverage of T Levels might best be integrated into the education inspection framework.

We are discussing with Ofsted how it can contribute more broadly to the success of the rollout. This could include a thematic survey in spring 2020, based on a sample of T Level providers. This would be an in-depth study of providers' early experiences of implementation, and the findings would be designed to support other providers as they develop their own approaches to T Levels.

Institute for Apprenticeships and Technical Education

The Institute is a key partner in the delivery of technical education reforms. The Institute is responsible for supporting the work of employers in developing the outline content of each T Level, procuring and approving the TQ element of the T Level and for determining the other elements of the T Level programme. The TQ is procured and developed based on the outline content developed by the T Level panels which include a range of small and large employers, including Fujitsu, IBM, The British Army, Skanska, Accenture and Great Ormond Street Hospital.

T Level panels

T Level panels⁴ for the first 16 T Levels were convened in autumn 2017 to prepare the outline content that will form the basis of the T Levels, with panels for the remaining nine T Levels established from September 2018. These panels are made up of employers, practitioners, providers and representatives of trade organisations. The panels build on the same occupational standards on which apprenticeships are based, which identify the knowledge and skills and behaviour required for the occupations to which they relate and that should be taught as part of the T Levels.

We are grateful to the ongoing work of employers in setting out their expectations for T Levels, and will continue to work in partnership with them and the Institute as the TQ for each T Level is created, through direct engagement with the relevant AO. These employers have worked with enthusiasm and creativity in order to create high quality content that will support young people into skilled jobs in their sectors.

We will ask panel members to play a crucial role in championing T Levels as part of our wider communications and engagement strategy. More than 100 panel members have become T Level Ambassadors and are performing a similar role to the work of the Apprenticeship Ambassador Network. We are using their advocacy through speaking at stakeholder events, promoting T Level developments across social media channels, contributing to blogs and opinion pieces online and in print, as well as encouraging them to offer industry placements in their own organisations or in their supply chains. We are creating further opportunities for the T Level Ambassadors to link into the national advertising campaign. We want to use them to feed back more intelligence and evidence from employers and training providers on the ground around T Level policies and flexibilities. We will also be working closely with professional bodies to ensure that their role in maintaining and promoting professional standards aligns with the expectations set by T Level panels.

⁴ <https://www.instituteforapprenticeships.org/t-levels/outline-content/>

Development of outline content

Outline content created by the T Level panels is tested before being formally approved:

- with providers and higher education institutions to begin to identify the size of each T Level and the funding it may attract and to test progression options beyond the programme; and
- with employers to ensure that it will equip young people with the knowledge and skills that industry needs.

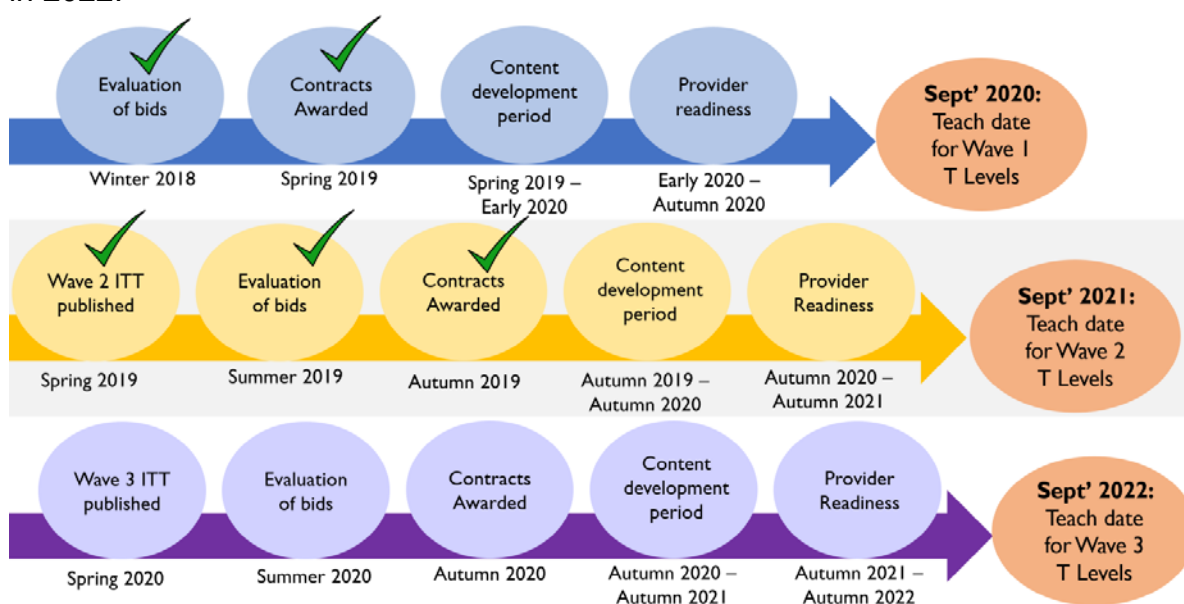
The Institute regularly consults on outline content for new T Levels as it is created by T Level panels: <https://www.instituteforapprenticeships.org/t-levels/outline-content/>

Awarding organisation procurement

Two AOs have been successful in the procurement to deliver and award the TQ for the first three T Levels for delivery from September 2020. They are NCFE, who was awarded a contract to deliver the Education T Level, and Pearson who was awarded contracts to deliver T Levels in Design, Surveying and Planning as well as Digital Production, Design and Development. The AOs have been sharing the TQ content with providers during the development process.

The Institute published the Invitation to Tender (ITT) for the wave 2 T Levels in March 2019 (for delivery in 2021) and on 2 October confirmed that NCFE and City & Guilds have been chosen to deliver the 7 T Levels from 2021. Qualification approval is expected in autumn 2020 which would allow one academic year for providers to prepare for first teaching in 2021.

For the wave 3 T Levels (listed in the T Level rollout section), the ITT will be published in spring 2020 with successful AOs announced in autumn 2020, for the delivery of T Levels in 2022.



Occupational Maps

The concept of the Occupational Maps was developed by the Sainsbury Report in which the Independent Panel on Technical Education recommended the development of a framework of 15 routes to skilled employment. The Occupational Maps were developed to articulate this common framework across all technical education covering both employment-based (apprenticeships) and provider-based (T Levels) learning. The maps document all the skilled occupations that can be achieved through an apprenticeship or T Level. Occupations are grouped together to show linkages between them and possible routes for progression.

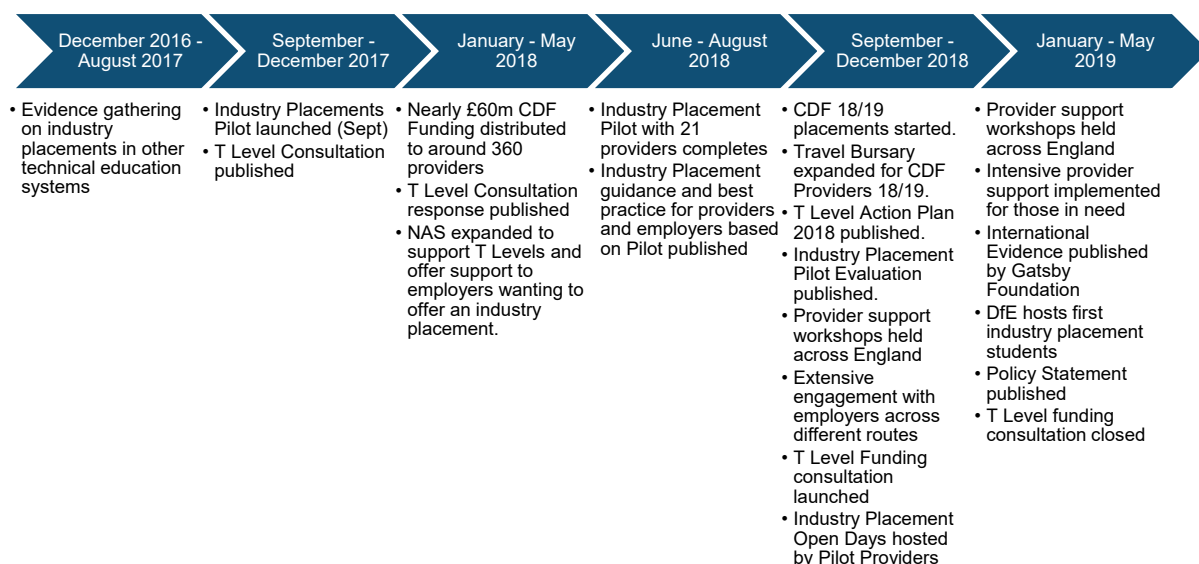
The Institute took responsibility for the Occupational Maps in late 2017 and conducted a public consultation to capture employer and industry feedback on their accuracy. Route panels reviewed the recommendations and approved changes to the maps as a result of this consultation.

The future vision of technical education is that apprenticeships, T Levels and other qualification reforms work together to create a system that: enables easy understanding and navigation and ensures the content of all technical education fits with what is needed to enter occupations now and in the future and helps learners to progress. In order to deliver this vision the occupational maps are evolving to ensure they describe the whole of technical education including apprenticeships, T Levels and Higher Technical Qualifications (at level 4/5). The Institute is carrying out route reviews, which takes a strategic view across all the occupations on each route, to ensure that the Occupational Maps contain all of the occupations that are in scope for technical education. The Institute published the updated Occupational Maps [here](#).

Industry placements

The industry placement element of T Levels is our biggest opportunity to make sure that young people leave education better prepared to be successful and productive in the workplace. However, we recognise that for both education providers and employers, there are challenges to delivering them. We have therefore started early to build our evidence base by piloting industry placements through the Industry Placement Pilots and by increasing capacity through the capacity and delivery fund (CDF). This has enabled us to learn lessons, identify best practice and refine the policy well in advance of the first teaching of T Levels in 2020, and we are grateful for the vital part that providers and employers have played in this.

Timeline of activity to date



Industry placement models and approaches framework

In May, we published an Industry Placement Policy Statement which sets out industry placement policy and plans from September 2019. As part of this, we announced further models and approaches for delivery of placements to help ensure they are meaningful and reflective of differing industry needs and practices, as well as accessible for students across different locations and with different backgrounds and circumstances. These can be viewed [here](#). These models will be trialled in the 2019/2020 academic year so we can work with post-16 providers and industry to make any further tweaks before T Levels rollout.

Employer Support Fund

A £7m Employer Support Fund pilot will be launched in the 2019/20 academic year, to trial the provision of financial support to employers. This will help us to understand better

the financial barriers faced by employers to offering placements and how these differ across industries. CDF providers within the South West and West Midlands have now been invited to take part in this pilot. We have selected providers in these regions to ensure that there is a good mix of area types (for example rural, urban and opportunity areas) plus a mix of employer and provider types. Selecting providers in these regions also allows us to maximise the number of industry placements that are in the pilot to give us the most robust findings. This will allow us to look at the difference the funding makes to provision of industry placements depending on industry, employer and area types.

Findings from this pilot will be shared with all providers receiving CDF throughout the academic year 2019 to 2020 and a full evaluation is expected to be published in late 2020.

Employer support package

An employer support package will be developed and introduced throughout the 2019 to 2020 academic year to support employers to effectively plan and implement high quality placements. Following a competitive procurement process, we have appointed The Strategic Development Network (together with the Learning and Work Institute and Popcorn Media) to develop and introduce this package of support for employers. This will include producing a suite of guidance, tools and training materials, presentations and webinars that include significant route-specific elements, and “on demand” direct support.

Improving access to industry placements for all

The evidence indicates that travelling to and from a placement is likely to be a barrier for some young people completing their industry placement. There are three main groups that provide the focus for our attention – those living in remote locations, those with special educational needs and disabilities (SEND) and those facing other cultural barriers to travel. We have considered the evidence and spoken to providers, LEPs and local authorities to identify good and imaginative practice which we will promote so that others can adopt or adapt these processes to suit their own circumstances. We are finalising our approach about how best to do this. In particular we wish to encourage the use of technology and joint co-operative approaches by local bodies.

Industry Placement Quality Assurance framework

We are developing an industry placements Quality Assurance Framework which we will publish in spring 2020, to allow providers and employers to prepare for delivery from Sept 2020. The framework will outline the key roles and responsibilities for stakeholders involved in the quality assurance of T Level industry placements. It will also support providers, allowing them the discretion to make informed decisions about whether a student has demonstrated sufficient progress towards their learning objectives and successfully completed their placement. The framework will ensure that placements are

delivered to a consistently high standard, enabling every T Level student to have a positive experience and add real value to the organisation that their placement is with.

Capacity and delivery funds

The first year investment to providers of nearly £60 million for industry placements, including capacity and delivery funds, in the 2018 to 2019 academic year, has led to providers indicating they are on target to deliver T Level style placements to 10% of current eligible vocational students. The continuation of funds into the 2019 to 2020 academic year to further increase capacity to deliver industry placements could see the volume double, benefiting around 20% of eligible vocational students.

There are industry placement videos and written case studies, which display examples of the work with CDF-funded providers over the last academic year on the Association of Colleges website [here](#).

National Apprenticeship Service (NAS)

NAS offers employers advice and guidance and access to employer facing materials to help them understand how they can get involved and crucially the benefits of offering placements. To date, NAS have raised awareness of T Levels and industry placements with over 12,000 employers through direct engagement and have successfully referred 6,229 placement opportunities with 3,569 employers. Work continues to enhance and streamline the internal matching service for both providers and employers.

Karma Applied Science, said:

“The industry placements have not only been beneficial to the students but to us as a company. Karma were very keen to contribute to the community and play a part in bringing innovation and development to the Fylde Coast. The idea of supporting students to create their own company (40 Day Technologies) enabled us to support placements for a larger number of learners than we would have been able to within our day-to-day business. The students are now working full or part time in their own business. We are very proud to have supported them to this point and we will continue to support them as mentors and investors”

Evaluation of support for T Level industry placements

The Institute of Employment Studies (IES) is currently carrying out an evaluation of the industry placement support that has been put in place for both post-16 providers and employers with the planning and implementation of industry placements during academic year 2018 to 2019. This will enable us to establish how well our interventions are working and whether there are any gaps in support that need to be filled before T Level rollout. It will also provide an understanding of the key challenges of implementing placements within different contexts and the efficacy of the support provided. The evaluation report

will be published in autumn 2019 and will inform further support that is in place for providers and employers under T Levels.

Industry Placements across Government

Since May 2019, DfE has offered the first “T Level-style” industry placement opportunities for students taking technical/vocational courses in Business and Administration and Digital. We have also been working with other government departments to develop a central process to coordinate industry placements across the Civil Service and will launch a pilot in the 2019 to 2020 academic year to test this process. The pilot will be led by Civil Service Human Resources.

We will also continue to explore how other departments can actively support delivery of industry placements through their engagement with public bodies and private sector employers throughout the coming academic year. For example, we will consider how placements can be delivered in the armed forces, NHS Trusts and Mayoral Combined Authorities.

Support for delivery

Support for teachers and leaders

T Level Professional Development

It is vitally important that we continue to support, prepare and upskill existing staff – teachers, leaders, and other staff involved in T Level delivery. The Education and Training Foundation are already delivering the first phase (up to March 2020) of the T Level Professional Development offer to support T Level delivery. This flexible offer will continue to be shaped around the needs of providers and their workforce alongside relevant regional, employer and curriculum needs.

The programme has five strands:

1. Ongoing professional development needs analysis: Building a clear understanding of professional development needs. This will be an ongoing process that will inform the development of the programme and learn from the excellent practice that already exists.
2. Understanding of T Levels: Ensuring that all staff understand T Levels and what the introduction of T Levels means for their job.
3. Teacher development programme: Focusing on pedagogy (core teaching skills and methods); practice (subject knowledge and subject specific teaching) and developing teachers' capacity to embed English, maths and digital skills in technical teaching environments.
4. Knowledge hubs: Embedding learning from the teacher development programme through teacher development networks, focused on T Level pathways and regions, and with input from industry and professional bodies, in order to change teaching practice, including professional knowledge (industrial and employability understanding for teachers).
5. Organisational readiness: Focusing on professional development around leading and managing educational change, targeted at middle managers, Governors and governance professionals with a particular focus on teaching leadership and curriculum planning/timetabling.

<https://www.et-foundation.co.uk/supporting/tlevels/>

Within these broad elements there is a menu of options that different staff can draw from depending on their specific needs. Different providers will be able to access the elements they determine their staff needs and will be supported by ongoing needs analysis to help ensure the offer remains right for their organisation.

We launched a procurement for a second phase of TLPD in June and will announce the outcome once the process is complete.

Communications and marketing

Communications, marketing and engagement are critical part of the implementation plan for T Levels. We have developed a marketing campaign so that young people, parents, teachers and employers understand what T Levels are and where they fit among other choices after GCSEs. Following the launch of a new T Level brand in May 2019, the main communications campaign has been launched alongside this action plan to further increase awareness of T Levels, help employers to support their delivery and enable young people to decide if they are right for them. The campaign includes both national and local communications, focusing in particular on the first areas to offer T Levels. Communications will ramp up each year as more T Levels are introduced and student numbers increase. Communications activity, which is being delivered in partnerships with T Level providers, includes:

- TV on demand advertising, outdoor posters in 2020 provider areas and digital channels, supported by PR, social media content, digital marketing and a new website.
- Local awareness raising and recruitment by 2020 providers using campaign toolkits and branded marketing materials.
- Employer engagement by the ESFA to promote industry placements.
- A schools engagement strategy to raise awareness among teachers and careers advisers.

The effectiveness of the communications strategy will be assessed through a comprehensive evaluation strategy.

More widely, work is continuing to consider how we can support young people to make informed choices after GCSEs and how T Levels are positioned alongside apprenticeships, the T Level Transition Programme, the review of qualifications at level 3 and below, and at the higher technical level (level 4 and 5) and the review of post-18 education and funding. These wider policies will have an impact on understanding and demand for T Levels and will influence the perceptions of technical education as a whole.

The T Levels Service

We have launched a T Levels website to support the Department's main marketing campaign. This provides information, guidance, and a tool to search for T Levels that will be offered from September 2020 and is available here: tlevels.gov.uk. We are conducting further research with stakeholders to determine needs and priorities for ongoing development of the site, including employer-focused resources, and links to wider ESFA resources.

We are also considering services to support provider and employer engagement on T Level industry placements, with the potential to build on an existing matching tool used internally by NAS account managers.

Work to develop our detailed design for a results and certification service began in July 2019. This service will support the tracking and aggregation of data on the progress of students undertaking T Levels, and the issuing of results, statements of attainment and certificates. We expect the first iteration of the service to be available ahead of the launch of the first wave of T Levels in September 2020.

Wider qualification reform programmes

Qualifications review

The review of post-16 qualifications at level 3 and below aims to simplify the current qualifications landscape. We want all qualifications that continue to receive public funding to meet four key principles: being high quality; having a distinct purpose, being truly necessary and supporting progression to further education or skilled employment. The first stage [consultation](#)⁵ focused on these principles, and set out the scope and broad process that the review will follow. It was launched on 19 March 2019 and closed on 10 June 2019.

It set out proposals for T Levels and A levels to become the qualifications of choice for post-16 students wishing to undertake a classroom-based programme of study. The consultation proposed that approval for funding is withdrawn for qualifications that overlap with A levels and T Levels, and asks questions about the rationale for alternative qualifications to be offered alongside those qualifications.

The first-stage consultation also confirmed our intent to withdraw funding approval from older, pre-existing qualifications where newer versions have been redeveloped to meet the performance tables criteria, and where both versions are on offer simultaneously from 1 August 2020. The full list of 163 [pre-existing qualifications](#)⁶ from which funding approval is being withdrawn was published on 22 July 2019.

On 22 July 2019, we confirmed the implementation of a [moratorium](#)^[1] on new qualifications being approved to receive public funding. The moratorium will start on 1 September 2020, so if AOs want to submit a qualification for approval it must be published in Ofqual's [Register of Regulated Qualifications](#) on or before 31 August 2020. This will prevent new qualifications adding to the complexity within the system and will stabilise the offer for providers whilst the review continues.

The second-stage consultation, due to be published in spring 2020, will build on the responses to the first and outline detailed proposals for change. These will include proposed changes to the criteria that qualifications must meet to receive funding and supporting regulatory changes. We will continue to work closely with Ofqual and the Institute in the development of this work.

⁵ <https://www.gov.uk/government/consultations/review-of-post-16-qualifications-at-level-3-and-below-in-england>

⁶ <https://www.gov.uk/government/publications/qualifications-getting-approval-for-funding>

^[1] <https://www.gov.uk/government/publications/qualifications-getting-approval-for-funding>

Higher technical education

We want T Level students to have first-rate choices open to them when they complete their programme. That includes good jobs and apprenticeships, but also high-quality classroom based higher technical education.

That's why, on 8 July, the government launched a consultation on how to improve and grow higher technical education in England. It set out a vision for higher technical education as a prestigious choice that delivers the skills employers need, encourages more students to continue studying after A levels or T levels and attracts workers of all ages looking to upskill and retrain.

The proposals in the consultation are the next step in the government's programme to reform technical education. They aim to provide high-quality progression routes for students achieving T Levels and build on the investment in apprenticeships as part of a modern Industrial Strategy to improve productivity and help people progress in their work and lives.

The starting point for the proposed reforms to higher technical education is to raise its prestige and strengthen its value to employers by putting their needs and quality first. Improving quality now – to demonstrate the value of higher technical qualifications – will lead to increased uptake of higher technical education in the future.

To do this we are proposing a new system to make it clearer which higher technical qualifications provide the skills that employers want. This will be delivered through the Institute signalling which qualifications deliver the knowledge, skills, and behaviours set out in the Institutes Occupational Standards. This will help qualifications at this level command the confidence of students and employers alike.

Alongside this we propose working with the Office for Students to ensure the quality of providers, so there is more high-quality provision delivered across higher and further education, including through our flagship employer-led National Colleges and Institutes of Technology.

Finally, we want to make higher technical education a positive and more popular choice by raising awareness and understanding of the best higher technical education in colleges and universities, and among potential students and employers.

These reforms share a common goal with our reforms across technical education – to raise quality by putting employers at its heart. And they also share a common framework – employer-led occupational standards. This common framework will help students progress more easily from taught programmes to apprenticeships and vice versa, as well as enabling employers to train different staff towards the same endpoint using apprenticeships or taught courses, depending on what's right for them.

These reforms will take time to deliver, but we want the first Institute-approved higher technical qualifications to be available to be taught from 2022, when the first T Level students will complete their courses.

The higher technical education consultation closed on 29 September 2019. We are grateful to everyone who submitted a response online or gave us the benefit of their views and insights at our consultation events around the country. We are considering these views carefully and will respond in early 2020.

Forward look calendar

Date	Activities
Wave one – 2020 T Level delivery	
Dec 2019	2020 providers notified of their Specialist Equipment Allocation
Dec 2019	AOs submit final draft of the 2020 qualifications to the Institute
Feb 2020	Approval of qualifications by the Institute for the first three 2020 T Levels
March 2020	AOs circulate qualification material to 2020 providers
March 2020	Phase 2 of the T Level Professional Development offer begins
May 2020	Publish guidance on industry placements
August 2020	First provider T Level funding payments made for 2020 delivery
Sept 2020	Deliver all elements of the T Level Service
Sept 2020	2020 provider capital projects completed
Sept 2020	Teaching of wave one T Levels
Wave two - 2021 T Level delivery	
Oct 2019	Contracts awarded for the 2021 T Levels
May 2020	Publish guidance on industry placements
Aug 2020	Approval of qualifications by the Institute for the 2021 T Levels
Sept 2021	Teaching of wave two T Levels
Wave three - 2022 T Level delivery	
Jan 2020	Launch of Expression of Interest for providers to deliver T Levels from 2022

Annex A – grading examples

		Occupational Specialism Grade		
		Distinction	Merit	Pass
Core Component Grade	A*	Distinction*	Distinction	Distinction
	A	Distinction	Distinction	Merit
	B	Distinction	Merit	Merit
	C	Merit	Merit	Pass
	D	Merit	Pass	Pass
	E	Pass	Pass	Pass
	} Overall T Level Grade			

To ensure fairness, the table would look different for different T Levels to reflect differences in the size of the Core Component and Occupational specialisms. For example:

Core 50%/Occupational Specialism(s) 50%

	Dst	M	P
A*	Dst*	Dst	Dst
A	Dst	Dst	M
B	Dst	M	M
C	M	M	P
D	M	P	P
E	P	P	P

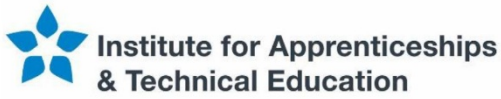
Core 40%/Occupational Specialism(s) 60%

	Dst	M	P
A*	Dst*	Dst	M
A	Dst	Dst	M
B	Dst	M	M
C	Dst	M	P
D	M	P	P
E	P	P	P

Core 30%/Occupational Specialism(s) 70%

	Dst	M	P
A*	Dst*	Dst	M
A	Dst	Dst	M
B	Dst	M	P
C	Dst	M	P
D	M	P	P
E	M	P	P

Annex B – sample certificates



T Level Certificate

This is to certify that

Anne Other

has been awarded

MERIT

Construction: Design, Surveying and Planning

Achieving:

Technical Qualification

Core: Design, Surveying and Planning

Occupational Specialism: Civil Engineering

GRADE

B

Merit

Other Additional Certification

Health and Safety Certificate (Level 2)

The named recipient has also successfully completed an Industry Placement and met the minimum requirements for English and Mathematics.

Awarded on

25th October 2022

Signed



Chair, The Institute for
Apprenticeships and
Technical Education

TL

Your T Level Certificate

How your T Level Grade was worked out

To pass a T Level you must have:

1. completed an Industry Placement of at least 315 hours
2. achieved at least an E Grade for the Core of the Technical Qualification
3. achieved at least a Pass Grade for each Occupational Specialism required by the Technical Qualification
4. attained the required¹ level in both English and Maths
5. achieved other additional occupation-specific requirements set by the Institute (if applicable).

¹Level 2 or Entry Level 3 if you have an Education Health Care Plan.

Your overall T Level grade has been worked out from your grades on the Technical Qualification Core and Occupational Specialism(s). The T Level Grade 'look-up table' for this T Level is as follows:

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

UCAS Tariff Points

The table below shows the UCAS Tariff points for each T Level grade and the equivalent A Level Grades for the same points:

UCAS Tariff Points	T Level Grade	A Level Grades
168	Distinction*	A*A*A*
144	Distinction	AAA
120	Merit	BBB
96	Pass (C or above on core)	CCC
72	Pass (D or E on core)	DDD





T Level Statement of Achievement

Construction: Design, Surveying and Planning

This is to certify that

Anne Other

has achieved the following T Level elements

Technical Qualification

Core: Design, Surveying and Planning

GRADE

B

Other Additional Certification

Health and Safety Certificate (Level 2)

The named recipient has also successfully completed the minimum requirements for English and Mathematics.

Issued on

25th October 2022

Signed

Chair, The Institute for
Apprenticeships and
Technical Education

T Level Statement of Achievement

This statement of achievement is not a full T Level certificate.

It has been issued to the recipient to confirm that, although they have left the course without passing their T Level, they have achieved some required elements. The front of the statement indicates which of the following T Level elements the student has achieved:

1. an Industry Placement of at least 315 hours
2. at least an E Grade for the Core of the Technical Qualification
3. at least a Pass Grade for each Occupational Specialism required by the Technical Qualification
4. the required* level in both English and Maths
5. other additional occupation-specific requirements set by the Institute (if applicable).

A full T Level certificate can only be issued to the named student once they have achieved all the required elements.

*Level 2 or Entry Level 3 if students have an Education Health Care Plan.

TL



Department
for Education

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