



Department  
for Education

# **T Level action plan 2022 to 2023**

**March 2023**

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## Foreword by the Minister of State for Skills, Apprenticeships and Higher Education

England has a high performing education system but until recently we have not given technical and vocational education the importance it deserves. Too many students choose an academic option not because it is right for them, but because this is seen as the only route to a successful career. This government, through our bold programme of reform and significant investment, is determined to change this.

In 2020 we introduced T Levels as the new gold standard in technical education and the centrepiece of our reforms. Summer 2022 saw the first cohort of T Level students complete their courses, with an overall pass rate of over 92%. This was a huge milestone, and it was fantastic to see something come to fruition that was being planned when I was previously a Minister in the Department for Education.

T Levels are a key part of the ladder of opportunity for young people – helping them climb rung by rung through their lives and careers. Young people such as Alex Long, who studied a T Level in Design, Surveying and Planning for Construction at York College. Alex initially did her industry placement at TRU East where they were so impressed that they offered her a degree apprenticeship in Civil Engineering. Romilly Horner, who studied Education and Early Years at Thorpe St Andrews in Norfolk, has now been offered a fulltime role as a teaching assistant at the local primary school. Kian Tomkins completed his T Level in Digital Production, Design and Development, and is now studying a degree in Software Engineering at Lancaster University.

Our focus remains strongly on ensuring that T Levels continue to offer this high-quality experience for learners. This is why we made the decision to defer the launch of four T Levels (Catering; Hairdressing, Barbering and Beauty Therapy; Craft and Design; and Media, Broadcast and Production). T Levels are part of our long-term reforms and while I want to see them rolled out as quickly as possible, the most important thing for is to ensure that every student that takes a T Level knows they are taking a great course that will set them up well for the future. For these T Levels we will therefore take a little more time to ensure that they are right when they are introduced – that is the right thing to do to ensure that T Levels are rolled out successfully, but it is also the right thing to do for T Level students.

Most of all, I have been struck by the positive feedback from T Level learners. Hearing this direct, first-hand experience really brings home how vital it is that every young person, no matter their background, deserves to have access to high-quality qualifications such as T Levels that allow them to reach their full potential.

I would like to thank all of the staff in T Level providers who continue to work so hard to make T Levels a success. I am also grateful to the employers who are stepping up to offer industry placements, helping to develop the skills of the future workforce. Looking ahead, we must continue to build on this great work and we recently announced extra measures to support providers, employers and students as we scale up to national T Level delivery, including a 10% uplift in funding to providers delivering T Levels for the 2023-24 academic year, a new Employer Support Fund and extra funding for providers to provide careers guidance on T Levels.

Together we can ensure that even more young people can benefit from these ground-breaking qualifications that will transform technical education in England.

A handwritten signature in black ink, appearing to read 'Robert Halfon', written in a cursive style.

**Robert Halfon**  
**Minister for Skills, Apprenticeships and Higher Education**

## **Summary**

### **Who is this publication for?**

This 2022/23 Action Plan is primarily for:

- Further and higher education providers, training providers, and their representative bodies
- Industry, employers 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 sections on:

- The rollout of T Levels
- T Levels moved to first delivery in 2024 and beyond
- Case studies
- T Level provider information
- T Level results and certification
- T Levels for adults
- T Level capital
- Progression to and from T Levels
- The Ofsted Thematic Review of T Levels
- The role of IfATE in T Level delivery
- Industry Placements
- Communications and marketing

## Rollout of T Levels

We are introducing T Levels in phases. The first 16 have now been launched and our aim is to have 24 T Levels available.

The table below sets out when each of the 24 T Levels will be available from and reflects the deferral of four T Levels – T Levels deferred from 2023 until 2024 are: Hairdressing, Barbering & Beauty Therapy; Craft & Design; and Media, Broadcast & Production. The T Level in Catering is also deferred beyond 2024 to allow time to consult with employers and sector bodies to ensure that this T Level meets all the needs of the sector.

A new T Level in Marketing will also be introduced from 2025.

T LEVELS FROM SEPTEMBER 2020	
Digital Route	<ul style="list-style-type: none"> <li>Digital Production, Design and Development</li> </ul>
Education and Early Years Route	<ul style="list-style-type: none"> <li>Education and Early Years</li> </ul>
Construction and the Built Environment Route	<ul style="list-style-type: none"> <li>Design, Surveying and Planning for Construction</li> </ul>
T LEVELS FROM SEPTEMBER 2021	
Digital Route	<ul style="list-style-type: none"> <li>Digital Support Services</li> <li>Digital Business Services</li> </ul>
Construction and the Built Environment Route	<ul style="list-style-type: none"> <li>Onsite Construction</li> <li>Building Services Engineering for Construction</li> </ul>
Health and Science Route	<ul style="list-style-type: none"> <li>Health</li> <li>Healthcare Science</li> <li>Science</li> </ul>
T LEVELS FROM SEPTEMBER 2022	
Business and Administration Route	<ul style="list-style-type: none"> <li>Management and Administration</li> </ul>
Legal, Finance and Accounting Route	<ul style="list-style-type: none"> <li>Finance</li> <li>Accounting</li> </ul>



Engineering and Manufacturing Route	<ul style="list-style-type: none"> <li>• Engineering and Manufacturing Design and Development</li> <li>• Maintenance, Installation and Repair for Engineering and Manufacturing</li> <li>• Engineering, Manufacturing, Processing and Control</li> </ul>
<b>T LEVELS FROM SEPTEMBER 2023</b>	
Agriculture, Environmental and Animal Care Route	<ul style="list-style-type: none"> <li>• Agriculture, Land Management and Production</li> </ul>
Legal, Finance and Accounting Route	<ul style="list-style-type: none"> <li>• Legal Services</li> </ul>
<b>T LEVELS FROM SEPTEMBER 2024</b>	
Hair and Beauty Route	<ul style="list-style-type: none"> <li>• Hairdressing, Barbering and Beauty Therapy</li> </ul>
Creative and Design Route	<ul style="list-style-type: none"> <li>• Craft and Design</li> <li>• Media, Broadcast and Production</li> </ul>
Agriculture, Environmental and Animal Care Route	<ul style="list-style-type: none"> <li>• Animal Care and Management</li> </ul>
<b>T LEVELS FROM SEPTEMBER 2025</b>	
Sales, Marketing and Procurement Route	<ul style="list-style-type: none"> <li>• Marketing</li> </ul>
<b>FURTHER PLANNED T LEVELS (beyond 2024)</b>	
Catering and Hospitality	<ul style="list-style-type: none"> <li>• Catering</li> </ul>

## New T Levels for 2023

The T Level in Legal Services will be introduced as planned in 2023, alongside the T Level in Agriculture, Land Management and Production which is subject to the usual approval process. As with previous T Levels, these have been co-designed and developed with providers, employers and industry experts. Organisations who have informed the development of these T Levels include The Royal Horticulture Society, Ripon Farm Services, The Crown Prosecution Service, and the Council for Licensed Conveyancers.

## T Levels moved to first delivery in 2024 and beyond

We have taken the decision to move first delivery of 3 T Levels from 2023 to 2024. These T Levels are Hairdressing, Barbering and Beauty Therapy; Craft and Design; and Media, Broadcast and Production. The T Level in Catering has been deferred beyond 2024 to allow time to consult with employers and sector bodies to ensure that this T Level meets all the needs of the sector, and we will provide an update on the rollout timetable of this T Level in due course.

We have a world class and established academic pathway in A levels, and we are introducing T Levels to provide an equally high quality, technical option for post-16 students that supports their progression and meets the needs of employers. Now more than ever, as we recover from the pandemic, we need students to finish education well equipped to progress to further training or to get a skilled job, allowing businesses to recover and thrive. As such, quality has been the priority and these T Levels have been deferred to ensure they are high quality and can be delivered to a high standard – we are determined to ensure that T Levels continue to lead to great outcomes for all students. More work is needed before IfATE and Ofqual can be clear that these T Levels meet the high-quality bar required by both organisations to enable them to be taken into delivery, and that will not be possible in time for launch in September 2023. This is a decision that has been taken jointly between IfATE and the Department, in consultation with Ofqual and the relevant awarding organisations.

As part of the wider qualifications review, we have set out that there will be at least one year between the introduction of a T Level and the removal of funding approval for overlapping qualifications. Qualifications that overlap with the three T Levels that will now be delivered in 2024 were already due to have funding removed in 2025 and this will not change; there will still be dual running for one year. We will confirm implications for qualifications that overlap with the Catering T Level when we provide an update on the timetable for introduction.

We know that providers and students will be disappointed that these T Levels have been moved back. Nevertheless, a small delay now means we can ensure that these T Levels are the world class qualifications that young people deserve.

## Awarding Organisations

Experienced Awarding Organisations (AOs) have worked with the the Institute for Apprenticeships and Technical Education (IfATE), Ofqual and the Department for Education to develop high-quality T Level courses. The full qualification specification for each T Level can be found [here](#).

## Students studying T Levels

In 2020, 3 T Levels were available and were delivered by 43 providers to our first cohort of students. 1,029 students received a T Level result in summer 2022.

In 2021, 10 T Levels were available, and 102 providers were delivering, with 5,210 new students starting the programme.<sup>1</sup>

In 2022, there are now 16 T Levels available, and we have 164 T Level providers across all regions of the country delivering. Data from these providers indicates that they have recruited around 10,200 new students to T Levels – more than double the 2021 figure.

Student numbers for 2022<sup>2</sup> by route are as follows:

c.1,200 studying Business and Administration T Levels

c.1,600 studying Construction T Levels

c.1,750 studying Digital T Levels

c.2,150 studying Education and Early Years T Levels

c.1,500 studying Engineering and Manufacturing T Levels

c.200 studying Finance and Accounting T Levels

c.1,800 studying Health and Science T Levels

Overall, over 16,000 students<sup>3</sup> have studied all or part of a T Level since they were launched in 2020.

## T Level Transition Programme numbers

In 2020, 32 providers delivered T Level Transition Programmes and they recruited 847 students across the three available routes.

In 2021, 68 providers delivered T Level Transition Programmes and they recruited 3,348 students across the four available routes.<sup>4</sup>

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<sup>1</sup> Data for T Level recruitment is from the official data returns (school census and individualised learner record) showing confirmed enrolments at the official census point in November of that year.

<sup>2</sup> Figures for 2022 are based on early indications supplied by providers and these are rounded to the nearest 50 students as at end October 2022.

<sup>3</sup> Participants counted for all three years are students aged 16 to 18 who have enrolled on a T Level or T Level Transition study programme at one of the approved T Level providers.

<sup>4</sup> Data for 2020 and 2021 T Level Transition Programme recruitment are from the school census and individualised learner record showing student numbers at the end of that academic year.

In 2022, 72 providers are offering Transition Programmes and early data indicates that they have recruited around 5,600 students across all routes.<sup>5</sup>

In total, close to 9,800 students have therefore studied all or part of a T Level Transition Programme since 2020.

Student numbers by route in 2022 are as follows:

- c.50 studying the Agriculture, Environmental and Animal Care route
- c.770 studying the Business and Administration route
- c.60 studying the Catering and Hospitality route
- c.760 studying the Construction route
- c.90 studying the Creative and Design route
- c.840 studying the Digital route
- c.840 studying the Education and Early Years route
- c.690 studying the Engineering and Manufacturing route
- c.70 studying the Hair and Beauty route
- c.30 studying the Legal, Finance and Accounting route
- c.1,380 studying the Health and Science route
- c.20 students whose route is unknown

## Future delivery

There are well over 100 new providers planning towards delivery of T Levels in 2023 and more that will commence delivery from 2024.

It is still possible for new providers to [register to deliver T Levels from 2024](#), before the registration process closes on March 24<sup>th</sup> 2023. This is the final date to register for delivery and be eligible to receive an up-front funding allocation for the 2024 to 2025 academic year. Only providers with an existing 16-19 funding contract (delivering largely full-time study programmes) are eligible to register and providers will be able to deliver any of the T Levels that will be available for teaching in 2024. Providers will receive all T Level updates and will be able to access information, guidance and support through our [support with delivering T Levels](#) web pages. Providers are still able to deliver T Levels from 2024 even if they do not register by 24<sup>th</sup> March this year, but they will not be eligible for up-front funding.

We will be opening T Levels registration for 2025 delivery on 27<sup>th</sup> of March 2023.

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<sup>5</sup> The number of providers offering Transition Programmes represents the net number, including those that have newly started delivery this year and some that planned delivery in earlier years, but have decided not to continue or to defer delivery. Data for 2022 T Level Transition Programme recruitment are from the school census and individualised learner record and are provisional.

## **Characteristics of students studying T Levels**

For the first time we are publishing headline data on T Level student characteristics. We want to ensure T Levels are available to students from all backgrounds, all legal sex, and all ethnicities. Publishing this data will ensure that we continue to monitor T Levels to make sure they benefit all groups of students.

### **English and maths prior attainment**

The proportion of T Level students who had achieved GCSE English at Grade 4 or higher at the point they were enrolled was just over 98% in 2020 and just under 98% in 2021. The proportion of T Level students who had achieved GCSE maths at Grade 4 or higher at the point they were enrolled was nearly 98% in 2020 and nearly 97% of the cohort in 2021. We will keep these figures under review as T Level roll out continues.

### **SEND**

The proportion of students on T Levels who were recorded as having an Education, Health and Care Plan at the point they were enrolled was 2.4% in 2020 and 2.7% in 2021. This was a little lower than the national picture for all students on level 3 vocational and technical qualifications, which was 3.5% and 3.2% respectively for both years. T Levels are not yet fully available nationally, and, as a new course, we might expect providers to be more reluctant to recommend them to students with SEND until they have a good understanding of the courses and until they are well embedded in the system. We will continue to monitor this as we roll out T Levels nationally.

### **Legal sex balance**

The split of students enrolled on T Levels in 2020 was 53% female and 47% male in 2020 and 55% female to 45% male in 2021. There are variations by T Level; for example, the 2021 Construction and the Built Environment cohort is 90% male; the Digital cohort is 91% male; the Education and Early Years cohort is 95% female; and the Health and Science cohort is 85% female. These are broadly in line with the take-up of other, similar qualifications.

We are working hard to ensure that T Levels are promoted to everyone equally and will use our T Level communications to challenge gender stereotypes where they

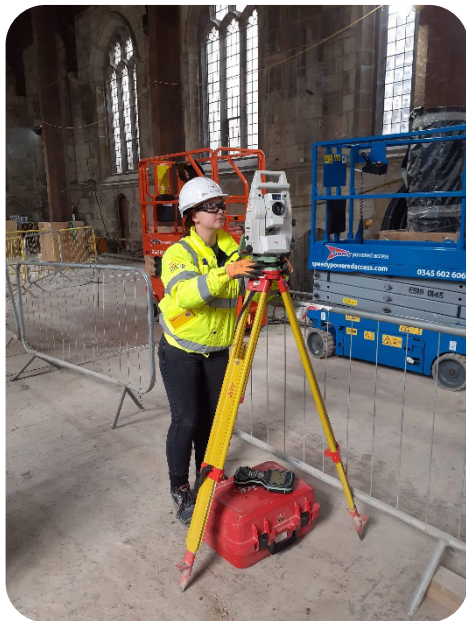
exist, and we will continue to ensure T Levels contribute to making progress in addressing sex balances in subject areas.

## **Ethnicity of students**

11% of students on T Levels in 2020 were recorded in official data as being from an ethnic minority background, this increased to 18% in 2021 (data does not include the schools delivering T Levels as this is not yet available). This compares to 24% of students studying across all level 3 vocational and technical qualifications in the same years. Again, this data reflects the fact that T Levels are at an early phase of roll out where there have been small cohorts and where roll out across the country is not yet even. We would expect this picture to change over time and will continue to monitor this to ensure that T Levels benefit students from all groups.

## Case Studies

Over the first two years of delivery, we have received excellent feedback from T Level students who have been keen to share their experiences with us.



### **Isabel is studying a T Level in Design, Surveying and Planning for Construction at York College & University Centre**

*“The course provided me with a wealth of knowledge through experienced tutors that were always there when I needed them. I also enjoyed my time on work placement with VINCI Construction as it meant I could visualise how my learning can be used in the workplace. I am now at VINCI Construction as a Degree Apprentice Site Engineer on a five-year part-time bachelor’s degree in Civil Engineering. During that time and in the sixth year of my apprenticeship I will also be working on becoming chartered. In the future I would like to run my own team at a construction company.”*



### **Holly is studying a T Level in Healthcare Science at Hugh Baird College**

*I’m incredibly excited to be one of the first ever students to take a T Level course at Hugh Baird College. I have thoroughly enjoyed the first year of my course and my industry placement at the Histopathology Laboratory really reinforced my passion for working in the Health sector.*

*I’m looking forward to my next steps where I am planning to go to Edge Hill University and study the Paramedic and Nursing dual degree. I would love to be either a Paramedic or a Paediatric Nurse. I’m really excited to see what happens!*



**Kate studied a T Level in Education and Early Years at Thorpe St Andrew Sixth Form**

*I have always wanted to be a teacher since before I chose my GCSE subjects in year 9, so I knew the Childcare and Education T Level would prepare me and allow me to get the grades required for university. Not only do I enjoy the subject and the placement in childcare settings, but it acted as the next steppingstone for me to become a teacher. I have developed a huge amount of confidence and knowledge on the childcare and education sector as a whole. I can't imagine being this confident in my practice and knowledge that this is the career I want without having done the T Level. I think the opportunity for placement alone can make or break you, as you experience so much about how schools function and how to be an active member of the school community.*



**Zoe studied a T Level in Education and Early Years at Cirencester College**

*After realising A levels were not the right learning style for me and knowing I wanted to work in primary teaching, I did some research and found information about the T Level in Education and Childcare. After attending Cirencester College Open Day, I knew it was the best course for me. Even though I knew what to expect, I found that the course was so much more academic than people think. The work placement aspect of the course has been so important for me, you actually do more hours than most University courses require so I feel really prepared.*

*I've been offered a place at Reading University to study Primary Education with QTS, without the T Level I don't think I would have been able to do any of the preparatory work for the interview. I've definitely learned things that I will keep with me throughout my career.*





**Radek studied a T Level in Design, Surveying and Planning for Construction at Bridgwater & Taunton College**

*Our classroom-based lessons are brought to life with practical sessions and industry placements. We recently spent a day at the Cannington campus operating the telehandler and driving dump trucks. It was inspiring and motivational, giving us an insight into the industry from different angles. Our tutors are great; they pass on their experiences and have helped me see the different routes to achieving my goal of becoming an Architect.*

**Student Milli, who is studying the T Level Education and Early Years at Nelson and Colne College, and her mother Rowen**

*Rowen shares that it's been great to see Milli's natural conscientiousness and good work ethic being put into action, allowing her to blossom in a working environment. The practical side of the course has given Milli such a strong foundation of hands-on experience that you wouldn't get with A levels. She also gets the support from her tutors that traditional academic routes would offer.*

*Milli enjoyed her work placement at a nursery and was offer a paid summer job at that nursery.*

Listen to their experience [here](#).

**Dericson, who studied the T Level Transition Programme in Digital - Cyber Skills for the Digital Age at The Manchester College**

*Dericson studied a Level 2 Transition Programme in Digital before progressing onto a T Level in Digital Business Services in September 2022. He tells us some of the benefits of studying a TLTP and how it's prepared him for a T Level.*

Listen to his experience [here](#).



**Henley College**, Health and Science T Level students.



**Cirencester College**, Construction T Level students.

## T Level Providers

### Eligibility to deliver T Levels

We have adopted a phased implementation approach for T Levels, aiming to strike the balance between building momentum and ensuring we can support a successful, high quality roll out. For the first three years of delivery, we selected a relatively small number of providers, but as we progress towards T Levels becoming nationally available, we have extended eligibility to allow more providers to offer more T Levels:

Ofsted rating	T Levels eligible to deliver in 2023
Good and Outstanding	All T Levels available
Requires Improvement	T Levels introduced in 2020, 2021 and 2022
Inadequate	T Levels introduced in 2020 and 2021
No Ofsted	T Levels introduced in 2020, 2021 and 2022

### Supporting T Level providers

#### Provider readiness support

As the number of students and providers grows, it is more important than ever that we have a comprehensive support offer in place for all T Level providers, to ensure they can access the information they need to develop their capacity and capability to deliver high quality T Levels.

All 2020, 2021 and 2022 providers worked closely with an allocated contact in either the Education and Skills Funding Agency (ESFA) or Association of Colleges (AoC - our contracted delivery partner). While these providers are now in live delivery, they are still able to access support such as events, networking and information available on the [T Level Support for Schools and Colleges website](#). This website also contains useful information for providers thinking about delivering T Levels and those at an early stage of planning – see [How to deliver T Levels](#) for more information.

Our dedicated provider support programme delivered by the AoC is currently available for providers planning to deliver for the first time in either 2023 or 2024. The current contract for this programme runs until the end of August 2023. Following a [competitive exercise](#), we will soon be appointing a contractor to deliver support for providers from September 2023 to September 2025.

The support offer currently includes:

- a dedicated advisor at the AoC who will offer support and challenge to hone delivery plans
- provider network events to share best practice with other providers, those who are also in the planning stage but also those in live delivery
- visits from AoC advisors to providers to ask questions and see how delivery is going on the ground
- webinars on key delivery challenges such as employer engagement and curriculum planning
- the use of the new T Level Planner – an online tool to support planning for T Levels based on our experience working with Wave 1 and 2 providers
- guidance and resource documents which can be found on the AoC Padlet and the T Level Support for Schools and Colleges website.

A detailed breakdown of support available to providers is included within the [Support brochure](#).

## Funding boost to support T Level roll out

The government has announced a [10% funding boost](#) worth around £30 million in the 2023/24 academic year to support the scaling up of T Levels. The additional funding is being provided in recognition of the extra cost for providers transitioning from other study programmes to T Levels. It will support them to grow their T Level offer and ensure students across the country can continue to gain the skills they need to progress in key sectors including digital, childcare and construction.

A new [Employer Support Fund](#) – worth up to £12 million over the next two years – provides support for employers offering Industry Placements, a core part of the T Level qualification. Both students and employers benefit from T Level industry placements; young people gain the industry-specific skills they need to succeed and employers shape their future workforce to meet the needs of their business. The fund will help colleges and businesses to build strong relationships for the future.

On top of this, grants of up to £10,000 per provider will be made available from this Spring to boost [careers guidance in schools and colleges](#), so all students have a good understanding of T Levels and their benefits. The grants will help pay for in-house careers guidance sessions, taster days with employers, and the development of resources to help students understand the range of progression routes available to them on completion of their T Level.

This funding is in addition to existing funds to support providers, including capital available through the Specialist Equipment Allocation and the Buildings and Facilities Improvement Grant.

The funding announced forms part of the extra £1.6 billion additional funding for 16-19 education announced at the 2021 Spending Review.

## **FE workforce support**

Since its launch in May 2019, the T Level Professional Development (TLPD) offer, delivered by the Education and Training Foundation (ETF), has been supporting staff by providing them with the teaching skills and subject knowledge they need for successful T Level delivery. This is available to all current and future T Level providers. More than 15,000 individuals have so far benefited from the training, and we expect more to do so as the programme is rolled out further.

TLPD offers access to training and development opportunities at an organisational and individual level. Providers delivering, or about to deliver T Levels, can undertake an Organisational Training Needs Analysis (OTNA) to identify their organisation's professional development needs. Staff can complete an Individual Training Needs Analysis (ITNA) to create a personalised learning journey with access to blended learning courses and resources.

The TLPD offer in 2022/2023 includes:

- T Level Role and Route Specific Training - these courses focus on specific T Levels and have been developed for the sector, by the sector
- Teaching T Levels – develops teaching approaches for specialist teachers of technical and vocational subjects
- Teaching T Levels in Schools - supports school teachers to develop their pedagogical practice in the context of teaching T Levels
- Understanding T Levels – courses to help staff in different roles understand T Levels and support their successful introduction. This includes “T Levels: what are they and who are they for?”
- Professional Development for Leaders – courses and mentoring support for staff in leadership roles to help with T Level planning and implementation
- Networks & T Level Resources Improvement Projects (TRIPS) – networks bringing together those delivering, and those about to deliver T Levels, to exchange ideas and resources. TRIPS are an opportunity for providers and stakeholders to work together to produce resources that will support the planning and delivery of T Levels
- Industry Insights – providing staff with the opportunity to increase their knowledge and bring it up to date by undertaking placements within industry, participating in group industry collaboration and engaging in industry led workshops

Group Industry Collaboration was a project involving Leicester College Construction staff with EQUANS, an international utility company in the construction sector. Six Construction Lecturers completed an 8 week programme whereby they were set a project.

During the project, they received support from EQUANS, enabling them to increase their knowledge and understanding of the topics and foster closer working relationships across different construction disciplines within the college. At the end of the 8 weeks, they presented their project to EQUANS and received positive feedback and suggestions on how to take the project further.

#### **Testimonials from Leicester college staff:**

*"It has been vitally important to meet with industry specialists to gain some insight into the modern working practices and specialist areas".*

*"To meet with an employer with relevant knowledge of the specialist areas of the construction industry has been hugely beneficial to me. I am gaining a stronger understanding of these areas, and it will benefit my delivery to the learners in my groups in the upcoming academic year".*

*"I am really thankful for the opportunity to be involved in the open discussion of the topics and this has improved my understanding by allowing me to relate to specific examples".*

Full details of the TLPD offer are available on the [ETF website](#).

## **Support from Awarding Organisations**

Providers also receive support from Awarding Organisations, who, along with designing and delivering assessments, provide teaching materials to accompany the qualification specifications. These include Specimen Assessment Materials and Exemplification Materials. In addition to this, AOs support providers throughout delivery. This includes having one to one engagement and visits with providers, providing supplementary teaching materials, hosting workshops and webinars, as well as having dedicated customer service teams on hand for queries and support.

## T Level Transition Programme

The T Level Transition Programme provides a one-year high-quality route onto T Levels for students who would benefit from the additional study time and preparation before they start their T Level. We are taking a phased approach to implementing the programme, alongside the introduction of T Levels. The first year of delivery began in September 2020, with c. 30 T Level providers delivering T Level Transition Programmes in the first three T Level routes (Construction, Digital and Education and Early Years). In September 2021, this grew to c. 65 providers as the programme extended to include the Health and Science T Level route. The third year of delivery began in September 2022, with over 70 T Level providers delivering T Level Transition Programmes across eleven T Level routes, including Business and Administration, Engineering and Manufacturing, and Legal, Finance and Accounting.

### Development of the programme

Since the start of 2021, we have worked with the sector to review and refine the expectations in the Framework for Delivery in light of practice from the first year of delivery and wider research. We have also been developing content for the technical component of the programme to ensure consistency in how students are prepared for a T Level. We have worked with a wide range of providers, employers, education specialists and other stakeholders, in a multi-stage development process, to help ensure that we have captured the right minimum expectations and national technical outcomes that enable student progression to T Levels.

In December 2021, [we published](#):

- the revised [Framework for Delivery](#), for implementation from September 2022
- national technical outcomes for the first 3 waves of T Level routes:
  - [Construction and the Built Environment](#)
  - [Digital](#)
  - [Education and Early Years](#)
  - [Health and Science](#)
  - [Business and Administration](#)
  - [Engineering and Manufacturing](#)
  - [Legal, Finance and Accounting](#)
- [resources](#) to help providers deliver work experience and route-based projects
- a [student guide](#), setting out what students can expect from the T Level Transition Programme

In September 2022, we published:

- national technical outcomes for the fourth wave of T Level routes:
  - [Agriculture, Environmental and Animal Care \(for implementation from 2023\)](#)
  - [Catering and Hospitality \(for implementation beyond 2024\)](#)
  - [Creative and Design \(for implementation from 2024\)](#)
  - [Hair and Beauty \(for implementation from 2024\)](#)

We will be publishing national technical outcomes for the Sales, Marketing and Procurement route, aligned to the T Level in Marketing in 2023, for implementation from September 2025.

We will review the need to update the national technical outcomes in line with future updates to T Level content and publish these on [gov.uk](https://www.gov.uk).

## Research and evidence on the first year

In May 2022, we published research on the first year of delivery of the programme, undertaken by the [National Foundation for Educational Research](#) (NFER), and the findings from the [Technical Education Learner Survey](#) (TELS). Overall student satisfaction was high, with over three quarters (77%) of students indicating they were 'very satisfied' or 'quite satisfied' with the programme, and providers were generally satisfied with how their first year went, despite the challenges presented by Covid-19. The NFER research highlighted a range of things that providers thought worked well, including:

- close links between the delivery of T Levels and T Level Transition Programmes
- more extensive early diagnostics than usual practice
- using a smaller qualification, or non-qualification approach, allowed more flexibility in delivering the programme
- allowing more time for English and maths, close links between technical and English & maths staff and working with employers to create industry-relevant tasks where students apply their English & maths skills
- project-based work, particularly with employer involvement
- using a variety of assessment methods to assess students' progress and prepare them for the T Level, including exam preparation

Out of a total of 847 students recorded as starting a T Level Transition Programme in academic year 2020 to 2021, a provisional estimate of c.14% progressed onto a T Level (118 students), and in total, c.49% progressed to level 3 or higher outcomes (414 students). That is significantly higher than a provisional estimate of c.37% progression to level 3+ for the whole cohort of 16 year old students with a level 2



core aim<sup>6</sup>. We look forward to seeing how students' progression outcomes change as we learn lessons from delivery so far, the programme becomes more established, and the new Framework for Delivery and national technical outcomes come into effect.

## Qualifications that support progression to T Levels

As part of the review of post-16 qualifications at level 2 and below, the Department intends to fund a group of qualifications that support progression to T Levels. Approved qualifications would be available for first teaching from 2026. The Department intends that the content of these qualifications will be based on the national technical outcomes (NTOs) developed for the T Level Transition Programme. **We are seeking views on how the NTOs should be used in developing these qualifications.** Full details about the proposals and how to provide feedback can be found [here](#). Ofqual has launched a [consultation](#) on how it proposes to regulate these qualifications. Both consultations will close on 6 April 2023.

## Scale-up of the programme

Around 75 further T Level providers have signed up to deliver the T Level Transition Programme for the first time from September 2023 – they are now starting to prepare their programmes, with support from the AoC. We expect the number of T Level providers taking part in delivery of the T Level Transition Programme to continue to grow further year on year, with a number having already expressed interest in developing T Level Transition Programmes for first delivery from 2024. We will begin to work with providers planning to deliver T Level Transition Programmes for the first time from September 2024 in September 2023.

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<sup>6</sup> Data for academic year 2020 to 2021 is from SILR R14 and School Census S05. Data for academic year 2021 to 2022 is from SILR R04 and R06 and School Census S02. Data for 2021 to 2022 is provisional.

## 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. We are grateful for the vital role providers and employers have played in delivering placements to date, and for their continued support going forward.

Since 2018/19, we have provided £240m through the Capacity and Delivery Fund (CDF) to help providers prepare for the delivery of industry placements, helping them to build relationships with local employers. We have also provided a package of comprehensive support to help both providers and employers to deliver high-quality industry placements and scale up the delivery of placements. We have continued to work closely with providers, employers, professional bodies, and other key stakeholders to understand the barriers that are impacting on the delivery of industry placements. Following agreement with Ministers, we have also recently announced permanent changes to the way industry placements can be delivered, which will aid in the delivery of high-quality industry placements at scale.

A summary of all the interventions and support we have put in place is below.

### **Industry placement delivery approaches**

We have made changes to how industry placements can be delivered to ensure students can access high-quality and meaningful placements across the country, and across all industries, as the T Level programme continues to scale up. These approaches have been developed following significant engagement with employers, sector representative bodies, industry experts and providers.

The revised set of delivery approaches are based upon the previous industry placement delivery approaches and the temporary flexibilities that were put in place for 2020 and 2021 students to overcome the delivery challenges arising from the COVID-19 pandemic.

**The temporary flexibilities that were applied to T Level students who started in 2020 and 2021, as outlined in the [industry placements delivery guidance](#), still remain in place until the end of the 2022/23 academic year.**

As set out in the [industry placements delivery guidance](#), the core principles of an industry placement remain and we expect providers to meet these principles if at all possible, to ensure that the quality of the placement is preserved. The core principles are as follows:

- The placement must be 100% in person, with an employer

- delivered in a workplace outside of the provider setting
- focussed on developing employability skills, technical skills and specialist knowledge relevant to the occupational specialism
- for a minimum duration of 315 hours (no upper limit)

## Summary of delivery approaches

We know a ‘one size fits all approach’ does not work for employers, providers or students. Providers should secure high-quality placements that allow individual students to demonstrate sufficient progress towards their learning goals, whilst also sourcing opportunities that best meet the needs of their students and local employer market in the area. Providers can choose to use **one or more** of the delivery approaches to design a placement that is suited to a particular individual and employer.

## Delivery approaches that apply to all T Levels

The following delivery approaches apply to all T Level industry placements (apart from the Early Years Educator specialism in the [Education and Early Years](#) T Level and the Dental Nursing specialism in the [Health](#) T Level).

Delivery approach	Proportion of hours	T Levels it applies to
<b>Work taster activities</b>	Up to 35 hours	All T Levels
<b>T Level pathway placements</b>	All placement hours	All T Levels
<b>Part-time work</b>	All placement hours	All T Levels
<b>Multiple employers (up to 2)</b>	All placement hours	All T Levels
<b>Supply chain and employer networks</b>	All placement hours	All T Levels where applicable. (This approach should only be used where there are established supply chains and employer networks.)
<b>Small team project</b>	Up to a third	All T Levels
<b>Special educational needs and disability (SEND) approach</b>	All placement hours	All T Levels
<b>Youth Offenders Institution approach</b>	All placement hours	All T Levels

## Delivery approaches that apply to specific T Levels

The following delivery approaches apply to specific T Levels and should only be used where appropriate to the industry and where they support the students' learning goals, interests, and desired progression outcomes.

Delivery approach	Proportion of hours	T Levels it applies to
<b>Route level placements</b>	All placement hours	<ul style="list-style-type: none"> <li>• Digital (All)</li> <li>• Engineering and Manufacturing (All)</li> </ul>
<b>Skills hub and employer training centres</b>	Up to a third	<ul style="list-style-type: none"> <li>• Construction (All)</li> <li>• Engineering and Manufacturing (All)</li> <li>• Health</li> <li>• Healthcare science</li> <li>• Science</li> <li>• Agriculture, Land Management and Production</li> <li>• Animal Care and Management</li> <li>• Media, Broadcast and Production</li> <li>• Hairdressing, Barbering and Beauty Therapy</li> </ul>
<b>Hybrid (remote) placements</b>	Up to one fifth (20%)	<ul style="list-style-type: none"> <li>• Digital (All)</li> <li>• Accounting</li> <li>• Finance</li> <li>• Legal Services</li> <li>• Management and Administration</li> <li>• Media, Broadcast and Production</li> </ul>

More information about the delivery approaches, and how they can be used, can be found [here](#).

## Dedicated support for providers

### Industry placement capacity and delivery fund (CDF)

Since the 2018 to 2019 academic year, we have made a very significant investment to support providers in building capacity and networks with employers through the CDF. As well as developing capacity for the future, this has also led directly to over 21,000 T Level style industry placements being completed in the 2021 to 2022 academic year, with nearly 6,000 more having started but with the full 315 hours not being completed.

The purpose of CDF was to provide the scaffolding for developing the capacity and capability to deliver placements of a greater length and significance than traditional work experience. We first published guidance on the gradual wind-down and withdrawal of the CDF in November 2020. This started with a reduction in the amount of funding per student in the 2021 to 2022 academic year and only providers who have an Ofsted rating of 'requires improvement' or 'inadequate' will receive CDF in the 2023 to 2024 academic year.

### Provider support package re-procurement

We contracted the AoC to provide targeted support for the first 3 waves of T Level providers to help them deliver high-quality industry placements. Support has included networking opportunities, workshops, webinars and development of guidance materials, and has focused on areas such as quality assurance, student readiness, strategic employer engagement, marketing, taking a whole organisational approach to placements as part of overall curriculum planning and objective setting for students. The contract is coming to an end in September 2023, and we are going through procurement to secure a supplier to continue to offer support. The materials associated with this package can be found on the [T Levels support for schools and colleges](#) website.

### Connect with employers interested in T Levels

Since the launch of T Levels, we have been working closely with providers and employers to gather views on delivering T Levels and we know that finding employers for industry placements is challenging. We also know that, whilst employers are interested in T Levels and industry placements, they aren't always able to dedicate time to contacting providers.

With this in mind, November 2022 saw the launch of a new service [Connect with employers interested in T Levels](#). The aim is to support the development of

relationships between providers and employers, bringing parties together to discuss opportunities to engage on T Levels - from career talks to hosting industry placements.

**Danielle Haskins, Social Value Manager at Willmott Dixon**

*“We see a lot of value in T Level industry placements. No other qualification offers the ratio of work experience and academic study. Our students are doing real jobs, to equip them with the skills they need, and we as a business need, to succeed. They are gaining experience in construction management which will set them up for their future.*

*They work across our business and are fully integrated in the teams they are working in. The experience they are gaining is invaluable, they are treated like employees. We get to know them, they get to know us and we hope, once they gain their qualification, they will come back to work with us and start an apprenticeship.*

*For us, it’s a way for us to grow our own talent and find the next generation of construction industry leaders. For them, we are giving them the skills they need, whilst they are learning, to progress in their careers and lives.”*

## Dedicated support for employers

### Funding for employers

In February 2023, we announced a new Employer Support Fund that will provide financial assistance to employers offering placements in the financial year 23/24. The fund is designed to support employers with the legitimate costs they may incur when hosting placements such as administration, support with training staff who will supervise learners or tangible costs such as PPE equipment or vaccinations. Up to £12 million will be made available to support employers with these costs as they embed placements into their workforce strategies. More information on the fund and how to access it can be found [here](#).

### Direct employer engagement

We are engaging directly with employers through the Department’s employer engagement team to develop a pipeline of industry placements and we are working with key intermediaries such as Tech UK, CITB, Chambers of Commerce, the Federation of Small Business and the Federation of Master Builders to develop

innovative ways to stimulate the SME market. Our T Level Ambassador Network is also enabling employers to engage with others in their industries on T Levels and placements, via events, webinars and more.

The Department provides a matching service to help facilitate the link between providers seeking placements and employers who would like to host T Level students. To date, we have engaged with approximately 27,500 employers including the 1,200 largest apprenticeship levy paying employers.

We have contracted SME Growth Partners to increase industry placement capacity across the SME market, focussing on 3 key sectors. These sectors are Construction, Digital and Business Operations (this includes Legal, Finance, Accounting and Business Administration). The Construction Growth Partner is [Evolve](#), the Digital Growth Partner is [My Pocket Skills](#) and the Business Operations Growth Partner is [SupplyTrain](#). SMEs account for 99% of the total business population in the UK and are more likely to employ young people compared to larger employers. Growth Partners will use their SME reach to drive up awareness and engagement from SMEs towards T Levels, as well as securing industry placement starts sourced from newly engaged SMEs who have never delivered a T Level industry placement.

## Employer support package

The Department has put in place an Employer Support Package, which has been operating since 2019, and is contracted to the Strategic Development Network (SDN), to support employers to confidently deliver high-quality industry placements. This package of support includes online guidance materials, workshops and webinars for employers to attend, as well as offering direct, hands-on support. The contract is coming to an end in September 2023, and we intend to go through a competitive procurement exercise to secure a supplier to provide an enhanced package of support from September 2023 as we continue with the T Level rollout. Further information about the support in place can be found on the [T Levels and Industry Placement Support for Employers](#) website.

## Public sector industry placements

There are an estimated 5.74 million employees in the public sector and harnessing the potential that the sector offers for hosting industry placements has never been more important. Our work to ensure that the public sector leads by example and offers high-quality industry placements at scale is varied and covers central and local Government, the Armed Forces as well as NHS organisations.

For financial year 2022/23 we continued our commitment to work with the Local Government Association (LGA) and Gatsby to support local authorities to offer industry placements. The programme had capacity to intensively support 35 councils

over two years, as well as offering a wealth of resources to all others. The programme equipped councils with the resources to deliver effective industry placements and ensured progression pathways were linked to placements to support councils' recruitment. Further information on the programme can be found [here](#). For the next financial year, we are taking all we have learnt through this programme and boosting our central employer support offer to include additional resources on the public sector.

To support the NHS, we have conducted a modelling exercise with Health Education England to assess NHS organisations' readiness to deliver placements. This has informed ongoing work about how best to support NHS organisations, for example through the Department's employer support teams and the employer support package. We are currently focussing on how we can support the coordination and delivery of Health and Science placements at system level, exploring opportunities to work with Integrated Care Systems. This follows a number of pilot projects run by Gatsby which demonstrated the importance of coordination at a system level. Beyond the NHS, we are looking at supporting a broad range of settings for Health and Science placements, including private healthcare organisations and laboratories.

The Civil Service is a huge employer with presence throughout England. This presents a significant opportunity to contribute to the scale up of T Levels. It is also crucial that as Government we role model the expectations that we are putting on wider employers. We want industry placements in the Civil Service to be sought after and in demand amongst T Level providers and students, to attract young people who could become the future of the organisation. To ensure this, we are funding a central HR team in Cabinet Office to coordinate industry placements across the Civil Service. To date, a majority of placements in the Civil Service have been completed in the Digital T Level, but placements in Finance, Accounting and Management and Admin are in the pipeline. As well as working with central Government departments and Arm's Length Bodies we are exploring placement opportunities within the Armed Forces, in a project supported by Gatsby.

Lastly, we are continuing to work closely with commercial colleagues to influence procurement, utilising the social value model. We are working across supplier networks to increase awareness and understanding of industry placements and maximising opportunities for suppliers engaged in procurement activities to offer high quality industry placements. This includes leveraging Crown Commercial Service (CCS) frameworks to reach more prospective employers. Work with Government's strategic suppliers to support them to embed T Level industry placements into their talent strategies is progressing, and we are continually monitoring the impact of introducing contractual placement requirements within the Department's Construction Frameworks.



## **T Levels Capital**

T Levels provide young people with the skills and knowledge they need to prepare them for the workplace – and as part of that students should be taught in world class facilities which are equipped with industry standard equipment. The 2021 spending review provided £2.8 billion in skills capital over the SR period, including provision to support T Level providers with capital funding to realise this.

The T Level Capital Fund is made up of two elements of funding – the Buildings and Facilities Improvement Grant (BFIG), and the Specialist Equipment Allocation (SEA). To date, we have awarded grants of nearly £200 million through the BFIG to providers delivering T Level courses between 2020 and 2023, with further capital projects in Wave 5 due to be announced in summer to support delivery from 2024. We have also allocated almost £100 million more through the SEA for Waves 1 to 3, with a further £80m allocated for Wave 4 T Levels in March 2023.

Further waves of T Level capital funds are expected to be available to support future years of T Level delivery.

### **Buildings and Facilities Improvement Grant (BFIG)**

The Buildings and Facilities Improvement Grant allows providers to improve their facilities to support the delivery of T Levels, making the estate fit for T Level delivery – this can be to improve the condition of providers' estate and in some circumstances to expand the estate.

We have provided funding for over 200 building projects through the BFIG, both completed and ongoing, to allow students to be taught in refurbished facilities and new buildings, that are fit for T Level delivery.

The BFIG allows providers the flexibility to be innovative in their approach so they can teach T Levels as part of their wider curriculum, with projects adding value and working alongside providers' existing estate.

### **Wave 5 of the Buildings and Facilities Improvement Grant**

Wave 5 of the T Level Capital fund will make at least £150m available for T Level providers delivering in September 2024. The deadline for Wave 5 of the Building and Facilities Improvement Grant was 3 February 2024, and we will be announcing successful bids in summer 2023.

More information on the grant can be found [here](#).



**Buckinghamshire College Group** have developed a workshop, theory classroom and group working area for Digital T Level.



**City of Sunderland College** created an Engineering & Business Management Centre with virtual reality environments to train groups of students in real-world settings – this project won the Education Project of the Year award at the International Audio Visual News Awards 2022.



**West Suffolk College** refurbished space to create two labs and a preparation room for their Health and Science T Level facilities.

## Specialist Equipment Allocation

Using their Specialist Equipment Allocation, providers can purchase high-quality specialist equipment for their classrooms to support their delivery of T Levels. The provision of industry standard equipment is essential to enhancing students' learning – ensuring they can put into practice what they have learnt in the classroom and preparing them for their industry placement and their future progression routes.

The Specialist Equipment Allocation is a one-off payment available to all T Level providers when they begin delivery of a T Level route for the first time.

As part of the first three waves of funding, providers have used their allocations to purchase a range of impressive and innovative equipment to support their students. For instance, many providers delivering Health and Science have furnished mock

hospital wards with mannequins and hospital beds and some have purchased anatomage tables.

As part of Wave 4 of the T Level Capital Fund over £80 million in Specialist Equipment Funding will be allocated to providers delivering T Levels in 2023.



**Health and Science T Level Rooms at [The Manchester College](#).**



**Health and Science T Level Rooms at [Notre Dame Catholic Sixth Form College](#).**

Digital providers have used SEA to purchase a range of exciting digital equipment, such as virtual relating headsets and 3D printers to support T Level students.



**Fully equipped Digital teaching spaces at Nelson and Colne College Group.**

## **Next Steps**

Providers do not need to apply for the Specialist Equipment Allocation. 2023 T Level providers and existing T Level providers delivering a new route for the first time have been informed of their allocation and will receive their funding by the end of March 2023.

Providers eligible to receive a Specialist Equipment Allocation as part of Wave 5 will be notified in early 2024.

## T Level Communications and Marketing

Communications and marketing activity are a critical part of the implementation plan for T Levels.

The Skills for Life campaigns launched in January 2022, replacing numerous individual policy-led campaigns with three joined-up campaigns that bring together education, training and skills offers for young people, adults and SME employers. This will deliver greater efficiency and effectiveness in terms of reach, impact on key DfE skills policies and government reputation. For young people, the Skills for Life advertising campaign *Get the Jump* supports them to make an informed decision about their future by raising awareness and understanding of the different education and training pathways open to them at post-16, including T Levels. Meanwhile the Employer campaign promotes T Levels and industry placements to the employer audience.

Research has shown that young people and their parents want information on all the options available. Joining up communications about their different choices will help our audiences understand how they compare and what is right for them.

New campaign websites have been developed to bring together all the options by audience and simplify customer journeys.

*Get the Jump* is a large multichannel advertising campaign including digital display (online banner ads); cinema advertising; paid search; out of home (OOH) advertising on billboards and posters; social media ads on Facebook, Instagram, Snapchat and Twitter; posters in school canteens and common areas; radio and video content. The campaign actively points young people to the [Get the Jump site](#) to find out more about their choices and speak to a careers adviser.



The *Get the Jump* and Employer campaigns are supported by social media, PR and stakeholder engagement to specifically promote T Levels to key audiences. We support T Level providers with [promotional materials](#), regional and national PR, [social media](#) and national search [marketing](#).

In the past year we have focused in particular on specific events, including:

- T Levels Celebration Week in the summer that celebrated the first T Level cohort completing their courses
- T Level and A level Results Day in August to celebrate the first T Level results
- T Levels Week in October to promote courses and providers at the start of the academic year when students are starting to think about their options post-16
- Using the UCAS deadline on 25 January to promote T Level students who have been offered university places
- T Levels Thursday on 9 February during National Apprenticeship Week to promote the path from T Levels to degree apprenticeships
- National Careers Week in March

The purpose of these events is to highlight T Levels as a high-quality qualification, raise awareness and consideration among students and parents, and help providers to promote their courses and facilities. Content so far has included media coverage of T Level students and their progression routes, providers, employers and universities. Channels include videos, social content, events, provider activity and regional media outreach. We used explainer content and case studies to engage national, regional and consumer media ahead of results. Our social media featured supportive videos from the Ministers, university Vice-Chancellors, businesses and other supporters.

We continue to work closely with stakeholders and partners including the Careers and Enterprise Company and Amazing Apprenticeships to help us raise awareness of T Levels with schools, and Gatsby are running a campaign aimed at parents. This parents' campaign runs twice a year and is planned to continue until 2024. We have developed a [series of resources](#) for careers advisers and teachers to help them better understand T Levels when advising students about their options. We are also working with our stakeholders to ensure they understand wider policies that impact on T Levels, including the review of qualifications at level 3 and below, and at the higher technical level (level 4 and 5).

## T Level Results and Certification

### The Manage T Level Results service

The Manage T Level Results service has been established to collect T Level component results data, calculate overall T Level results and manage the issue of T Level certificates and statements of achievement. It requires input from both AOs and providers. AOs are responsible for submitting T Level student registration and technical qualification results data, (both for the Core and Occupational Specialism). Providers are required to submit information on students' industry placement completion, and confirm maths and English attainment and, where applicable, any additional mandatory requirements for a T Level.

A statement of achievement is issued to students who do not pass all elements of their T Level and have therefore not passed their T Level overall. Where students leave their course early, providers must inform the relevant AO of the student withdrawal, and then request a statement of achievement through the service. T Level certificates and statements of achievement (including detail on English and maths achievements) are printed and sent to providers for issuing to students. Overall T Level results for the first cohort of students were issued in August 2022, with certificates distributed in early November 2022.

### T Level grade look-up tables

#### New T Level grade combinations in look-up tables

We set out in detail in the [2019 Action Plan](#) the basis on which T Level grades will be awarded. If a student has met all the requirements of the T Level programme, including completing the industry placement, T Level grades are worked out from students' grades for the Technical Qualification (TQ) Core and Occupational Specialism. These are presented in look-up tables.

We published look-up tables for wave 1 T Levels in the [2020 Action Plan](#) and wave 2 T Levels in the [2021 Action Plan](#).

Given the size and demand of T Levels, and to ensure students are appropriately recognised for their achievement, we are changing the way core and occupational specialism grades are aggregated. For all T Levels this change will result in:

- two more grade combinations that result in an overall Merit and one more that results in an overall Distinction.



- the same number of overall T Level grades being available across T Levels as before, but these will now be one Distinction\*, six Distinction, seven Merit and four Pass.

Based on the proportions of Guided Learning Hours (GLH) for the Core and Occupational Specialisms, the following T Levels previously used the Core 50% / OS 50% Look up table.

Route	T Level
Business Administration	<ul style="list-style-type: none"> <li>Management and administration</li> </ul>
Construction	<ul style="list-style-type: none"> <li>Design Surveying and Planning</li> </ul>
Digital	<ul style="list-style-type: none"> <li>Digital Production Design and Development</li> <li>Digital business services</li> <li>Digital support and services</li> </ul>
Engineering	<ul style="list-style-type: none"> <li>Maintenance, Installation and Repair for Engineering and Manufacturing</li> <li>Engineering, Manufacturing, Processing and Control</li> <li>Design and Development for Engineering and Manufacturing</li> </ul>
Health and Science	<ul style="list-style-type: none"> <li>Health</li> <li>Healthcare Science</li> </ul>
Legal Finance and Accounting	<ul style="list-style-type: none"> <li>Accounting</li> <li>Finance</li> </ul>

Which has been revised as follows:

#### Previous (50/50)

		Occupational Specialism		
		Distinction	Merit	Pass
Core	A*	Distinction*	Distinction	Distinction
	A	Distinction	Distinction	Merit
	B	Distinction	Merit	Merit
	C	Merit	Merit	Pass
	D	Merit	Pass	Pass
	E	Pass	Pass	Pass

#### Revised

		Occupational Specialism		
		Distinction	Merit	Pass
Core	A*	<b>Distinction*</b>	Distinction	Distinction
	A	Distinction	Distinction	Merit
	B	Distinction	Merit	Merit
	C	<b>Distinction</b>	Merit	Pass
	D	Merit	<b>Merit</b>	Pass
	E	<b>Merit</b>	Pass	Pass

Revised grades in **bold**.

Based on the proportions of Guided Learning Hours (GLH) for the Core and Occupational Specialisms, the following T Levels used the Core 40% / OS 60% Look up table.

Route	T Level
Construction	<ul style="list-style-type: none"> <li>Building Services Engineering for Construction</li> <li>Onsite Construction</li> </ul>
Education and Early Years	<ul style="list-style-type: none"> <li>Education and Early Years</li> </ul>
Health and Science	<ul style="list-style-type: none"> <li>Science</li> </ul>

Which has been revised as follows:

#### Previous (40/60)

		Occupational Specialism		
		Distinction	Merit	Pass
<b>Core</b>	A*	Distinction*	Distinction	Merit
	A	Distinction	Distinction	Merit
	B	Distinction	Merit	Merit
	C	Distinction	Merit	Pass
	D	Merit	Pass	Pass
	E	Pass	Pass	Pass

#### Revised

		Occupational Specialism		
		Distinction	Merit	Pass
<b>Core</b>	A*	Distinction*	Distinction	<b>Distinction</b>
	A	Distinction	Distinction	Merit
	B	Distinction	Merit	Merit
	C	Distinction	Merit	Pass
	D	Merit	<b>Merit</b>	Pass
	E	<b>Merit</b>	Pass	Pass

Revised grades in **bold**.

This change also means that from Summer 2023, all currently awarded T Levels (waves 1 -3), will use the revised look-up table (as above).

There are currently no T Levels which use 30/70 look up tables. However, the changes to how these grades are derived are as follows:

#### Previous (30/70)

		Occupational Specialism		
		Distinction	Merit	Pass
<b>Core</b>	A*	Distinction*	Distinction	Merit
	A	Distinction	Distinction	Merit
	B	Distinction	Merit	Pass
	C	Distinction	Merit	Pass
	D	Merit	Pass	Pass
	E	Merit	Pass	Pass

#### Revised

		Occupational Specialism		
		Distinction	Merit	Pass
<b>Core</b>	A*	Distinction*	Distinction	Merit
	A	Distinction	Distinction	Merit
	B	Distinction	Merit	<b>Merit</b>
	C	Distinction	Merit	Pass
	D	<b>Distinction</b>	<b>Merit</b>	Pass
	E	Merit	Pass	Pass

Revised grades in **bold**.

## **T Level Technical Qualification Core Component changes**

### **Ofqual consultation on change to Technical Qualification Conditions**

At present, students can retake either part of the Core component (the Core exams or the Employer-Set Project (ESP)) separately in different assessment series but they must take both in the same series at the first attempt.

Evidence from providers delivering the first T Levels has shown that there would be more flexibility to meet students' needs if students were able to take the Core exams and ESP in different assessment series from the first attempt. For example, if students enter for just the ESP in the summer series and exams in the autumn, this may free up more time in the first year for development of practical specialist skills.

Ofqual are now to consult on changing the rules, so students don't have to enter both parts of the Core together at the first attempt. Students would still need to sit all the Core exams in the same sitting (if more than one exam is offered) and, as now, need to attempt both parts (the ESP and Core exams) by the end of their T Level course to be awarded a Core component grade.

The consultation will be launched shortly and if the proposal is agreed, would be implemented from next academic year (2023/2024).

## **T Level Choices**

### **Registering students on T Levels**

We expect students to make a decision about their T Level pathway within the first few weeks of their course, supported by good information, advice and guidance from their provider. For example, a student might know that they want to do a Digital T Level, but not be clear at the outset whether that should be Digital Production, Design and Development; Digital Support Services; or Digital Business Services. If a provider is offering two or three of the available pathways, there may be some co-delivery or other activity in the first few weeks which provides students with the opportunity to find out about different occupations, for example through employer visits. A student's chosen T Level pathway and Occupational Specialism should be recorded on the Individual Learner Record (ILR) or School Census in October of year 1.

To ensure there is sufficient time to cover the curriculum, decisions about Occupational Specialisms should be confirmed by the end of the first year, although this could be much earlier depending on a provider's curriculum model. For example,

some providers start teaching the Occupational Specialism early on in first year and require students to make a decision about this at the start of their course, whereas other providers may only start teaching Occupational Specialisms in the second year. In order to ensure that providers receive the right level of funding, a student's Occupational Specialism must be confirmed in the final data return of year 1 (ILR R14 / Autumn Census), although changes after this date are possible.


Providers will also need to ensure that they register their students on the Technical Qualification with the awarding organisation and enter them for assessments as relevant.



## Transferring between T Levels and Occupational Specialisms

We expect some students to switch between T Levels. Providers should consider the degree of overlap between the two T Levels and the remaining time before any assessments in determining if a transfer is possible – or whether a student will need to restart their T Level. Attainment from one T Level cannot count towards another, and all students will need to take and pass the relevant assessments in order to pass their T Level.

Some students may also want to switch to a different Occupational Specialism within the same T Level pathway, including in the second year. It is less likely that there will be any overlap between Occupational Specialisms, so any decision will depend on the provider's curriculum model and the stage a student has reached in their Occupational Specialism learning. Any changes to a student's T Level – whether pathway or Occupational Specialism – should be recorded on the ILR/Census as soon as possible and should also match the registration and assessment entries submitted to the relevant awarding organisation.

## Summary of T Level Changes

ASPECT	Action	Summer 2023 Results	Start Academic Year 2023/24	Start Academic Year 2024/25
<b>CORE ASSESSMENT</b>	Core Exams and ESP can be taken in different series at first attempt. (p.43)			

<b>T LEVEL GRADING</b>	Change to T Level grade aggregation. (p. 40 - 42)	 From Summer 2023 T Level results		
<b>UCAS TARIFF</b>	UCAS Tariff for T Level Partial Achievement. (p.55)			

## Results Day 2022

The first T Level students were awarded their T Level grades in August 2022. 1,029 students received their results, with a strong overall T Level Pass rate of 92.2%. We warmly congratulate all students who completed their T Level.

The individual pass rate for the three T Levels awarded this summer was:

- Education & Early Years – 93.4%
- Design, Surveying & Planning for Construction – 93.7%
- Digital Production, Design & Development – 89.7%

## Results Day 2022 student pictures



Digital Students from **Fareham College** on Result's Day.



Six Construction (Design, Surveying and Planning) students from **Walsall College** got their results and secured jobs on HS2 (picture credit: HS2 Limited).



Education and Early Years students from **Gateshead College** celebrating their results with NCFE (*picture credit: NCFE*).



**Shipley College** Digital Programming students were delighted to obtain both University offers and employment via their placement at the end of their T Level. They are now both studying at university.



## Results process for students completing their T Level in July 2023

T Level and A Level Results day will be on 17<sup>th</sup> August 2023. Students will receive their results from providers on the day, by the process laid out below:

Date	Process
31 <sup>st</sup> July - end of academic year	<p>Providers are encouraged to complete student industry placement attainment information in the Manage T Level Results service at the earliest opportunity. For guaranteed calculated T Level grades on A level and T Level results day, providers <b>must</b> confirm that students have completed their industry placement in the Manage T Level results service no later than 31st July in order to receive calculated overall results, and to ensure those results are transferred to UCAS in time for admission to universities. Further guidance for <a href="#">exams officers</a> is available on the <a href="#">T Level Support for Schools and Colleges</a> site.</p>
17 <sup>th</sup> August 2023 - T Level and A Level Results day	<p>Manage T Level Results service will show TQ grades, calculated overall T Level grade and additional component information which can also be downloaded by providers as a results file.</p> <p>AOs will provide technical qualification component results slips to providers.</p> <p>Providers should generate overall T Level results slips for issuing to students, based on downloaded results file from the Manage T Level Results service.</p> <p>Data on 2023 national completions will be published on GOV.UK.</p>
31 <sup>st</sup> October 2023	<p>Final date for adding English and maths results in the Manage T Level Results service to ensure Level 2 attainment is referenced on certificates.</p>
November 2023 – certification	<p>Delivery of 2023 T Level Certificates and Statements of Achievement to providers.</p>

## **Health and Science T Level core assessments 2022**

Following concerns raised by providers and lower than expected Core component results for T Levels in Health & Science in Summer 2022, Ofqual reviewed the Core assessment papers for these T Levels and determined that they did not secure a sufficiently valid or reliable measure of student performance.

We understand that this issue has caused disruption to learners and providers and has caused anxiety for students – we are sorry that this has happened and have been working hard to ensure that as far as possible students are not disadvantaged as a result.

As a consequence of the review, NCFE issued revised Core results to affected students based on the best of their Employer Set Project grade or overall Core grade. Since then, NCFE, has offered free autumn retakes and has put in place additional support, including an intense focus on delivery and teaching on areas of challenge such as STEM, including webinars, training sessions, and face to face support.

## **IfATE contract and content review for Health and Science**

In addition to the actions identified above, IfATE has conducted a review of the Health and Science T Level Outline Content and Technical Qualification specifications. This included interviews with employer, provider and HEI stakeholders. This review has concluded and IfATE is working with NCFE, DfE, Ofqual and providers to implement a range of recommendations. These include amending the science content in the Health T Level, reviewing the development and approval processes for Technical Qualifications, reviewing the [progression pathways](#) ahead of publication, and in the longer-term considering whether additional care content should be included in Health & Science T Levels. Further information will be made available on the [IfATE website](#).

IfATE is also conducting a wider review of content for T Levels in Waves 1-3, of which the outcomes will be available in the Spring.

IfATE has also conducted a commercial review of the Technical Qualification Contracts and is implementing the recommendations, including on enhancing the performance management of the AOs and on considering the materials available to providers.

## T Levels for Adults

A two-year pilot commenced in September 2022 to test the impact and potential of offering T Levels to adults. The pilot will explore whether there is demand for T Levels among adults, how flexibilities can support accessibility to T Levels for adults, and whether offering T Levels to adults could lead to adverse effects on 16-19 T Level students.

Wave 1 and 2 pathways are eligible for the pilot – those in the Construction and Built Environment, Education and Early Years, Digital, and Health and Science routes. Providers will choose which pathways they offer. 11 FE providers are involved in the pilot; they all started delivering T Levels in 2020 and have existing adult provision.

The pilot will be evaluated towards the end of 2024. We will consider lessons from the pilot in late 2024/early 2025 before agreeing next steps.

## Progression from T Levels

As more T Levels become available, we want to make sure that students, parents and employers are clear about the range of progression opportunities available to T Level graduates. These include higher level apprenticeships, skilled employment, and higher levels of study (such as Higher Technical Qualifications (HTQs) and degree options).

### Progression profiles

IfATE has worked with employers, providers and industry experts to identify the range of progression options available following completion of a T Level. The [published profiles](#) can be found on the IfATE website. It is important to note that while the profiles indicate some of the pathways that are available, many other opportunities will be available. The profiles will be embedded into IfATE's revised occupational maps.

### Progression onto higher level apprenticeships

Some T Level graduates may want to progress to an apprenticeship at level 4 or higher, building on the knowledge, skills and behaviours they have secured during their T Level course. IfATE's T Level Progression Profiles show examples of the higher apprenticeships T Level graduates may be well placed to progress onto. In some cases, they may want to work in a different or more specialist area, which might mean taking an apprenticeship at level 3 or below, particularly where these apprenticeships require three or four years to complete. In these instances, there will need to be significant additional training needed for an apprenticeship at Level 3 or below to be funded, ensuring their training is at least 12 months duration with the relevant off the job training.

IfATE has mapped content that is common to each T Level and the associated occupational standards. The progression profiles indicate where an apprenticeship may be accelerated due to the prior learning gained through the T Level or not applicable as the student has already covered the content to a high level and may bypass the apprenticeship. IfATE has published the mapping to detail the areas for further development.

For example, for students taking the T Level in Digital Production, Design and Development, the relevant level 3 apprenticeship as a Software Technician is not applicable but they could take an accelerated level 4 apprenticeship for DevOps

Engineer, Software Developer, Software Tester, Data Analyst and IS Business Analyst. For example, Leah studied the Digital T Level course at Runshaw College and was offered a higher degree apprenticeship with her work placement. She says, “I feel as though the course has put me in a great position for the future as I have gained both knowledge and experience, it was time well spent”.

## Progression to Higher Education

We are pleased that many students from the first T Level cohort entered higher education, with over 400 of the first cohort of around 1000 T Level students being placed into higher education courses in Education and Training, Computing, Architecture, Building and Planning and Social Sciences at a range of institutions.

Over 130 higher education providers have now confirmed that they will consider T Levels for entry into higher education in 2023. To support students, parents, schools and colleges with understanding options for progression into higher education from T Levels, we have published a [list of higher education providers who have confirmed that they will consider T Levels](#) for entry onto at least one course at their institution. This list is not exhaustive, and there are likely to be differing entry requirements for different providers and courses. We would encourage students to look at UCAS and their preferred higher education provider’s website for more information on entry requirements. Admissions offices can be contacted directly should students require further information on entry requirements. This list will be updated as more providers confirm that they will accept T Levels.

Whilst higher education providers are responsible for determining their own entry requirements, we will continue to provide support to the sector as each T Level is made available. This will help to ensure that providers are able to make informed decisions on their admissions requirements and update any information on their websites so that it is clear and accessible to students.

## Progression into Higher Technical Education (HTE)

The Department is raising the profile and prestige of HTE through a range of reforms including newly approved Higher Technical Qualifications (HTQs) at level 4 and 5. HTQs are part of a new, distinct technical offer, featured in the cross-government skills campaign, based on a common set of 15 employer led occupational standards in the same way as T Levels and apprenticeships. HTQs are designed to give students the skills that employers need and allow progression into a higher apprenticeship or a degree. The roll out of HTQs is closely linked to the roll out of T Levels:

- Digital HTQs started in September 2022
- Construction and Healthcare HTQs will start from September 2023

- by 2025 all 15 technical routes will be rolled out for HTQs, where relevant occupational standards are available.

HTQs can be an excellent option for T Level completers who enjoy classroom-based learning and want to make rapid progress in their chosen technical field.

[IfATE's progression profiles](#) include both degree courses and HTQ options available to students following the completion of their T Level and they will continue to add HTQ options for other T Levels as they are approved.

For example, students taking the Digital Infrastructure Specialism within the T Level in Digital Support Services may progress into a degree in Computer Science, Web Development and Software Engineering. They could also move into a HTQ such as a Higher National Diploma in Computing, Foundation Degree in Software Development, and Foundation Degree of Science (FdSc) in Computer Science.

## Progression into skilled employment

T Levels are more substantial than most existing technical qualifications, with longer teaching time needed for development of occupationally focused skills and knowledge that have been set by employers as essential for employment. The industry placement helps students to refine their technical and practical skills, knowledge and behaviours, ensuring they are 'work ready'. T Level graduates will be an attractive proposition for many employers.

In the progression profiles, IfATE has captured job roles T Level students will be able to progress onto either directly after completing the T Level or after the student gains further training and more experience. The profiles will help employers understand how T Levels will benefit their recruitment pipelines and will support prospective students when considering their options.

For example, students taking the Early Years Educator specialism within the T Level in Education and Early Years may progress directly into an Early Years Educator role. After further training and development, they may also become a Teacher, Education Welfare Officer or Family Support Advisor.

## Onsite Construction – supporting student progression

Onsite Construction T Level students are already able to acquire a CSCS 'trainee card' to ensure they can work onsite during their Industry Placement. Now, to support progression from Onsite Construction T Levels, the Construction Industry

Training Board (CITB) is leading a pilot scheme to support progression for T Level graduates who wish to pursue a career in Carpentry & Joinery or Bricklaying.

The pilot will run for two years from next summer (2023) and is for high achieving T Level graduates who would be well placed to demonstrate full occupational competence at level 3, through an assessment equivalent to the apprenticeship End Point Assessment (EPA) within their first 12 months of employment. CITB are working with CSCS to ensure that once the T Level graduates are in employment and have completed the assessment, they would be eligible for the appropriate CSCS competency card.

T Level graduates who need 12 months or longer to achieve full occupational competence, and still require off the job training, would be eligible to start an accelerated apprenticeship at level 3 if available.

Further information about the scheme will be made available in the new year; please get in touch with CITB at [standards.qualifications@citb.co.uk](mailto:standards.qualifications@citb.co.uk) if you want to find out more.

## UCAS Tariff allocation update

In the [2019 T Level Action Plan](#), we set out the tariff points for T Levels that were agreed with UCAS. To recognise the value of the T Level programme as a whole, points were allocated to overall T Level grades, rather than to separate elements of the T Level.

The top T Level grade is equal to achieving 3 A\* at A Level and students must achieve at least an overall Pass grade to receive UCAS points.

There will be some students on T Levels who don't achieve the full programme but have gained valuable learning and skills from the programme. To support these students in confirmation and clearing following their results in 2022, we agreed with UCAS an indicative tariff score for the Core and Industry Placement.

We have now agreed with UCAS a tariff allocation for both elements of the Technical Qualification: an allocation for students that have **passed the Core and completed the Industry Placement** and an allocation for students that have **passed the Occupational Specialism and completed the Industry Placement**. This will be applicable to all students for confirmation and clearing from Summer 2023 onwards.

As set out in the 2019 T Level Action Plan, if a student has met all the requirements of the T Level programme, including completing the Industry Placement, T Level grades are worked out from students' grades for the Technical Qualification (TQ) Core and Occupational Specialism. These are presented as look-up tables, and we published look-up tables for wave 1 T Levels in the [2020 Action Plan](#) and wave 2 T Levels in the [2021 Action Plan](#).

Points for Partial Achievement have been allocated based on the weighting of the Core and Occupational Specialism, as set out in the look-up tables linked above. We have provided below the tariff point allocation for the 50:50 look-up table, the 40:60 look-up table and the 30:70 look-up table. UCAS will update the UCAS Tariff Calculator to ensure the points are reflected as relevant to each T Level.

## Core and Industry Placement

Core Grade	Core Component Weighting 50%	Core Component Weighting 40%	Core Component Weighting 30%
A*	84	67	50
A	72	58	43
B	60	48	36
C	48	38	29
D	36	29	22
E	24	19	14

## Occupational Specialism and Industry Placement

Occupational Specialism grade	Occupational Specialism Component Weighting 50%	Occupational Specialism Component Weighting 60%	Occupational Specialism Component Weighting 70%
Distinction	84	101	118
Merit	60	72	84
Pass	48	58	67

## T Level Action Groups

Earlier this year we began the process of convening task and finish groups, called T Level Action Groups, in order to work with different sectors with a view to facilitating progression from T Levels into employment, including through higher education. This involves recruiting representative employers, relevant sector bodies and HE providers to identify any barriers to progression and to put forward mitigations.



In April, three T Level action groups were formed across the Engineering & Manufacturing, Health & Science and Digital T Level routes. As of November 2022, a further six T Level action groups have been established. Further groups will be convened in 2023.

So far, the action groups have played a critical role in bringing forward potential solutions to address the most significant challenges to student progression and industry placement delivery.

## Working with Ofsted

### Ofsted's interim report on T Levels and the T Level Transition Programme

In October 2022, Ofsted published the [interim report](#) of their review of the quality of the first T Level courses and the T Level Transition Programme. The independent review was commissioned by the Department for Education to gather evidence about the quality of the rollout to ensure the ambitious standards we have set are being met.<sup>7</sup>

We welcome Ofsted's findings, which offer insights that will help us shape policy and tailor our support programmes.

According to the report, most learners benefited from high-quality industry placements with employers. The placements developed learners' thinking in a way that purely classroom-based learning would not have, helped learners identify areas they wanted to specialise in, some of which they would not have considered previously, and were highly valued by learners.

Overall, Ofsted found many examples of high-quality delivery. According to the report, the most effective providers:

- ensured that students were well-informed about the expectations of T Levels prior to enrolment - e.g. by delivering information and guidance events, and summer schools. These providers ensured that learners knew about their suitability to enrol on the course, the structure of the course and progression opportunities
- supported teachers through regular meetings, internal training sessions, and opportunities for continuous professional development (CPD) and industry experience
- collaborated with employers to:
  - plan high quality industry placements
  - develop strong curriculums that benefitted from employers' expertise and up-to-date knowledge and skills – e.g. at one provider, the Head of Clinical Education from the local hospital helped develop facilities for and taught on a health T Level course. They also supported learners with practical elements about how to behave and what to expect on placement. Consequently, learners got the best possible introduction before starting their placement. Industry specialists and staff from employers had delivered skills classes, for example on interview skills or employer expectations, and workshop-based sessions

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<sup>7</sup> The survey had initially been planned to take place in the academic years 2020-2021 and 2021-2022, but because of the Covid-19 pandemic had to be postponed.

- ensured that T Level Transition Programme (TLTP) teachers understood what students needed to gain from the programme and used a range of assessment tools to check understanding and knowledge
- secured work experience for TLTP students that was relevant to the course content

To further improve the quality of T Level delivery, Ofsted has recommended that providers should:

- provide initial advice and guidance to students before they start a T Level course, such as summer schools and projects, to help them decide on which pathway to study
- make sure that the curriculum sequences the different components of a T Level in a coherent way that develops students' knowledge and skills
- collaborate with employers to secure high-quality placements
- ensure that students on the TLTP get relevant work experience

Employers should:

- provide placements that give students appropriate experiences relevant to their T Level

AOs should:

- make sure that teachers and students have access to the resources they need in good time to support delivery

In response to these recommendations, the Department for Education is looking to:

- continue work to engage higher education providers with T Levels and encourage them to publish clear entry requirements for T Levels.
- ensure, through IfATE, that lessons from the first T Levels have been learned and AOs provide timely, high-quality materials for future T Levels
- continue to sponsor the [T Level Resource Improvement Projects \(TRIPs\)](#) scheme delivered by the ETF
- deliver regular training sessions on curriculum development and sequencing, to ensure providers can take full advantage of the flexibility of T Levels
- engage directly with employers of all sizes throughout England to promote the benefits of T Levels and of hosting industry placements
- provide a comprehensive Employer Support Package to help build employer confidence, capability, and capacity to deliver high-quality industry placements
- continue to grow the T Level Ambassador Network, which recruits T Level advocates across key industries to inspire engagement and showcase benefits
- develop high-impact employer engagement strategies to help providers maximise the opportunities available within their locality and successfully source industry placements and T Level Transition Programme work experience

- continue to gather evidence on how the strengthened T Level Transition Programme Framework for Delivery is being implemented

We are looking forward to Ofsted's full report, which we expect to be published in Autumn 2023, to see how the lessons from the interim report have helped providers to further improve their T Level and T Level Transition Programme provision.

## **Institute for Apprenticeships and Technical Education (IfATE)**

IfATE is an independent, employer-led organisation with a vision for a world-leading technical education system that equips people from all backgrounds for skilled occupations, contributing to increased economic productivity. Its core purpose is to develop, approve, review, and, where necessary, revise high-quality apprenticeships and technical education qualifications, working with employers.

IfATE convenes and works with T Level Panels to form the core content and occupational specialisms within each T Level technical qualification - this is the main, classroom-based element of a T Level. IfATE is then responsible for the procurement of AOs to develop and deliver each TQ and for their ongoing management.

### **T Level Panels**

T Level panels have been convened from autumn 2017 onwards to prepare the content that forms the basis of T Levels. 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, skills and behaviours required for the occupations which they relate to and that should be taught as part of the T Levels.

We are grateful for the ongoing work of employers in setting out their expectations for T Levels and will continue to work in partnership with them and IfATE as the technical qualification for each T Level is delivered and regularly reviewed, through direct engagement via 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 are also continuing to work closely with professional bodies to ensure that their role in maintaining and promoting professional standards aligns with the expectations set by the T Level panels.

## **Post-16 Qualifications Review**

The review of post-16 qualifications at level 3 and below has made significant progress in supporting the Government’s ambitious technical education reforms. Our aims are to simplify and improve the quality of the qualifications funded for students aged 16 and over. This Government is clear that the purpose of further education is to support people to move into high-skilled jobs, either directly, or through progression into good quality higher education courses.

### **Update on reforms to qualifications at Level 2 and below**

Qualifications at level 2 and below are an important part of our further education landscape - not just for their value to the economy but also for their potential to improve social mobility, inclusion and lifelong learning. For many years, these qualifications have helped individuals enter work, upskill, specialise or gain essential English, maths and digital skills. The current qualifications landscape at level 2 and below is complex and, whilst many qualifications are likely to be excellent, it is not a consistent picture. Qualifications that are funded in future should be necessary, high quality and have a distinct purpose. Crucially, they should support progression to successful outcomes for the students who take them, whether this is to further study or directly into skilled employment. Getting level 2 and below right is key to making sure that students have a clear line of sight to level 3.

In March 2022 we launched our consultation on reforms to post-16 qualifications at level 2 and below and in October 2022 we published our [response](#). We confirmed that we will mirror the approach taken at level 3 and will group qualifications at level 2 and below according to their primary purpose. This will enable students to see how their choice of qualification can help them achieve their desired outcome - providers and careers advisers will play a key role in delivering information, advice and guidance to prospective students to ensure they are directed towards a qualification that will meet their needs. Qualifications leading to employment at level 2 will, in future, need to be aligned to employer-led occupational standards and will be distinct from those qualifications that are designed to support progression to higher levels of study. We will also develop, and consult on, national standards for personal, social and employability qualifications and will consider updating the National Standards for Adult Literacy and Numeracy.

### **Continuing our Level 3 Reforms**

Following successive reviews that highlighted the complexity and variable quality of the current system, the Government is continuing to carry out reforms to post-16

qualifications at level 3. At level 3 this means putting A levels and T Levels at the heart of 16-19 study and ensure that every other qualification approved for public funding is necessary and leads to good progression outcomes for students.

The changes to post-16 qualifications at level 3 and below are designed to ensure that our qualifications system provides a ladder of opportunity for young people from all backgrounds. We want as many people as possible to undertake world class A levels and T Levels, which evidence shows provide the best foundation from which to progress, either into higher education, or skilled employment. However, we do allow for large alternative academic qualifications in areas not well served by A levels and T Levels, small alternative academic qualifications in strategically important areas which can be studied in mixed programmes, and also new technical qualifications. The development of employer led occupational standards have represented a major step change in the occupational relevance and quality of technical education. Not only are T Levels and apprenticeships based on these employer- led standards, but we are allowing for the development of new technical occupational entry qualifications (where there are no T Levels) against these standards. Our reforms ensure we improve the quality of the offer whilst allowing clarity and choice for learners, and now is the right time to ensure that we capitalise on the work of the past few years so that learners see the benefit of those changes.

We have already removed funding approval from around 5,500 qualifications with low or no enrolments in England and published the [list of 106 qualifications](#) which will have funding removed from 1 August 2024 at 16 to 19 because they overlap with a T Levels in Education and Early Years, Digital, or Construction and the Built Environment. By overlap we mean that a qualification is technical, the outcomes that must be attained by a person taking the qualification are similar to those set out in a standard covered by a T Level, and it aims to take a student to employment in the same occupational area. We will confirm the final list of qualifications that overlap with T Levels in the Health and Science route in early 2023, and they will also have funding approval removed from August 2024. Qualifications that overlap with T Levels introduced [between 2022 and 2024](#) will funding have funding removed from 1 August 2025 at 16 to 19. A provisional list of these qualifications will be published later this year and we will publish the final list after awarding organisations are given an opportunity to appeal. We will confirm implications for qualifications that overlap with the Catering T Level when we provide an update on the timetable for introduction.

In January we published details of the [third phase of the review of post-16 qualification at level 3](#). This covers details of the new funding approval process that all alternative academic and technical qualifications at level 3 in scope of the review will need to go through in order to receive public funding from 2025 onwards. The newly created [Single Access Point](#) on gov.uk contains documents which cover the full details of the types of qualifications and subjects that we will fund, and the criteria that awarding organisations must meet to secure funding approval for each

qualification. We will publish the list of qualifications that are eligible for public funding from 2025 in May 2024.

We want to introduce these reforms at a manageable pace. As such, they will be phased in over a three-year period, with the first reformed qualifications being delivered from September 2025.





Department  
for Education

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