



ASSOCIATION  
OF COLLEGES

# T Level consultation: Government response – Key points



# Overview

“The consultation response sets out a good package of reforms that should help to improve the prestige and the take-up of technical professional education over the long term”

David Hughes (CEO)

# Who responded?

- A total of 430 responses
- 130 colleges
- Awarding organisations
- Employers
- Local authorities
- Representative organisations
- 700 students - interviewed

# Key Areas

- T Level design
- Assessment and grading
- Simplifying the system
- Industry placements and employer engagement
- Progression
- Meeting the needs of all students
- Supporting delivery
- Procurement and contracting of qualifications
- Quality assurance, regulation and accountability
- Equality impact and funding

# T level design – component parts

- T level qualification- content devised by employers
- English and maths – students must achieve either GCSE or Level 2 FS by the end of the T Level
- English and maths will be funded separately to the T Level
- Opportunity to take a relevant A level or core maths alongside
- Additional occupational requirements
- Industry placement

# Assessment and grading

- External assessment for range and depth
- Overall pass grade
- Core: six-point grading scale (A\*-E)
- Each occupational specialism: three-point grading scale (P,M,D)
- Students will be able to transfer prior attainment within routes
- Students will be able to retake separate components

## Simplifying the system

- Other funded post-16 qualifications at levels 2 and 3 will be reviewed.
- DfE will speak to awarding organisations and providers
- Review of technical-vocational qualifications at KS4

# Industry placements and employer engagement

## Recognition of the challenge industry placements at scale – Response:

- Capacity and delivery fund (CDF)
- Additional bursary for 2018/19 pilots
- Guidance for providers and employers on roles and responsibilities.
- Referral and matchmaking service through National Apprenticeships Service (NAS), ESFA 'field force', cross-government group to encourage placement take-up
- Employers do not have to pay, but can do so if they wish.
- DfE working with DWP to ensure no student is disadvantaged by undertaking industry placement.
- Recognition that many students have part-time jobs
- DfE working with Defra on rural accessibility.
- 45 days, but flexibility of models 'one size doesn't fit all'– block, day release, mix of both.



# Progression

- Wider communications strategy ensuring improved understanding of all post-16 options
- Students should be able to progress to work, a Level 4 apprenticeship or HE
- DfE working with UCAS to explore the option of UCAS points to allow progression to HE
- DfE will work with HE providers to look at bridging provision

# Meeting the needs of all students

- DfE will work with IfA, providers and sector bodies to ensure that as many students as possible can progress to T Levels.
- Which students is the transition offer targeted at.
- Informed by review of Level 2 qualifications
- For adult learners there is no 'one size fits all' and consideration needs to be taken of the review of level 3 and 4/5 qualifications

# Supporting delivery

- Staffing – DfE will work with the sector to develop a programme to help upskill and recruit including £20ml investment.
- DfE working with AoC to attract experienced industry professionals to work in FE
- Data collection to inform support packages
- Extend the roll out to four years
- Skills Advisory Panels (SAPs) to work with MCAs and LEPs to meet local skills needs

# Procurement and contracting of qualifications

- Licence length will enable sustainability and commercially viable.
- Considering contribution to the development costs.
- Final ITT autumn 2018

# Quality assurance, regulation and accountability

- DfE working on a joint model based on collaboration between IfA and Ofqual
- Accountability to be based on destination and completion
- DfE will work with providers to consider how to treat students who do not complete because they have moved onto an apprenticeship

# Equality impact and funding

- Build on the existing national funding formula
- Different T Levels will be funded at different rates to reflect delivery costs and variations in hours as occupational specialisms will take different amounts of time.
- Initial funding will be in-year.
- Reasonable adjustments for students with SEND eg in assessment, English and maths and industry placements
- Consider how funding should be allocated to students who start a T Level at 17.

# Key issues

- Selling the concept
- How grading will work in practice
- Impact of exit requirements
- Industry placement capacity & interface with NAS
- Sufficient funding?
- 3-year funding
- Levels 4/5

Questions?