

T-Levels funding - essential guide

13:00 - 15:30
9 February 2022

> Nick Linford

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1

Webinar agenda

13:00 - 15:30

1. Overview of the T-Level curriculum design and requirements
2. T-Level implementation timeline
3. 16-19 Study Programme Funding formula overview
4. T-Level funding rates
5. T-Level funding formula
6. 16-19 Study Programme lagged funding allocations
7. T-Level data requirements
8. T-Level achievement rates and performance monitoring
9. Funding audit and using DSATs for T-Levels
10. T-Level transition programme

All slides and a recording of this webinar will be sent to attendees

Warning
Technical training

2

Overview of the T-Level curriculum design and requirements

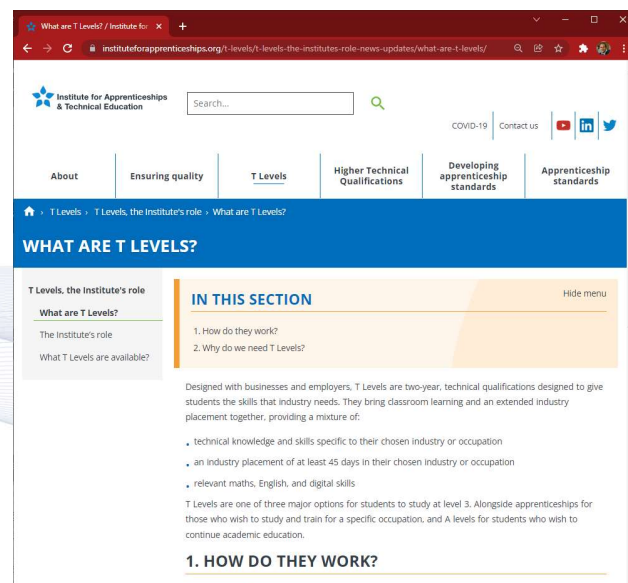
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3

T Level introduction

“A T Level is a 2-year, level 3 programme of education approved by the Institute for Apprenticeships and Technical Education, including three compulsory parts: a technical qualification, an industry placement, a maths and English exit requirement [now scrapped*) and any other elements determined by the Institute. More information on them is on the GOV.UK”

*see next slide



<https://www.instituteforapprenticeships.org/t-levels/t-levels-the-institutes-role-news-updates/what-are-t-levels/>

<https://www.gov.uk/government/publications/introduction-of-t-levels/introduction-of-t-levels>

4

English and maths exit requirement scrapped

5. Information: changes to T Level Policy and the post 16 qualifications review timetable

On Monday 15 November, the Secretary of State announced some changes to T Level Policy and the post-16 qualifications review timetable.

Following feedback from providers, we have made changes to:

- the English and maths requirements for T Levels.
- the timeline for the reform of level 3 qualifications

5.1 Changes to the English and Maths requirement for T Levels

Until now T Level students have been required to achieve either a grade 4 in English and maths GCSE or level 2 in functional skills in order to pass their T Level. Following feedback from providers we have agreed with the Institute to remove the exit requirement with immediate effect for all T Level students, bringing T Levels into line with other level 3 post-16 programmes, such as A Levels. We will provide guidance shortly on how this will be implemented.

<https://www.gov.uk/government/publications/esfa-update-17-november-2021/esfa-update-further-education-17-november-2021#information-changes-to-t-level-policy-and-the-post-16-qualifications-review-timetable>

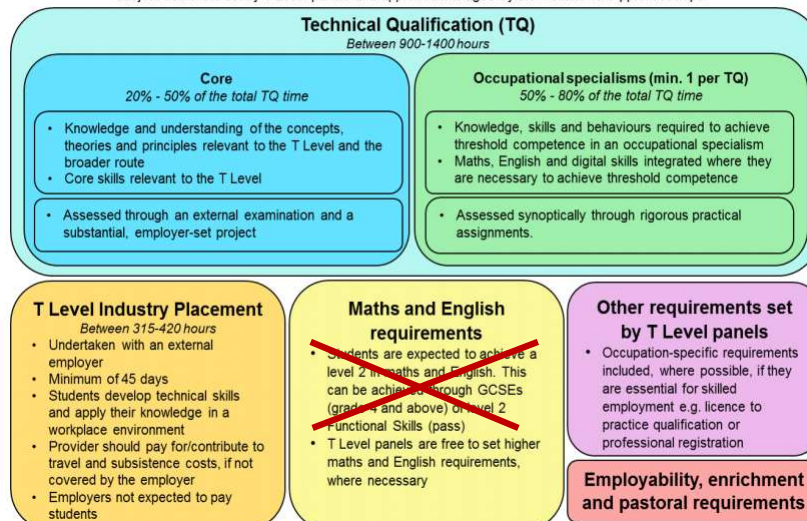
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T Level programme design

T Level programme

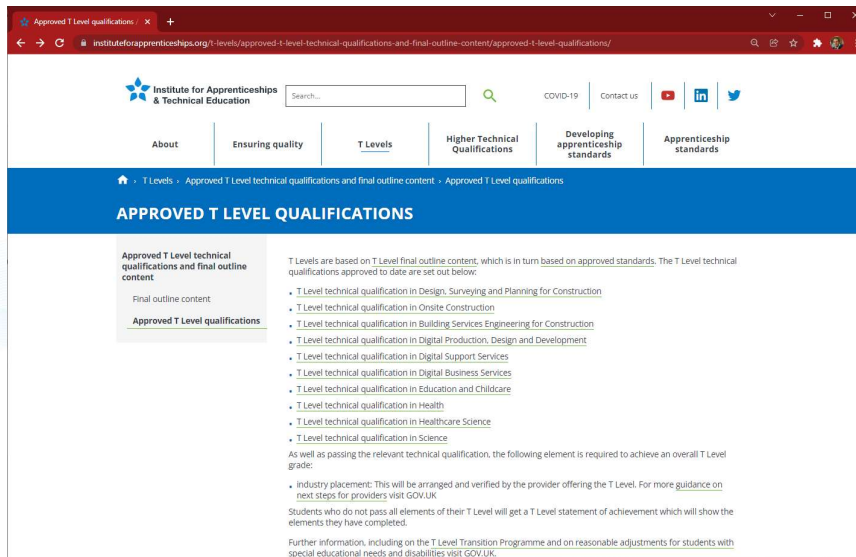
1800 hours over two years (with flexibility)

Subject content is set by T Level panels and approved/managed by the Institute for Apprenticeships



6

Approved T Level qualifications



<https://www.instituteforapprenticeships.org/t-levels/approved-t-level-technical-qualifications-and-final-outline-content/approved-t-level-qualifications/>

7

Example T Level - health

TQ occupational specialisms and expected year of delivery

- Supporting healthcare: Supporting the adult nursing team
- Supporting healthcare: Supporting the midwifery team
- Supporting Healthcare: Supporting the mental health team
- Supporting Healthcare: Supporting the care of children and young people
- Supporting Healthcare: Supporting the therapy teams
- Dental nursing - 2022



Health and Science: Health

T Level outline content: Final version for inclusion in ITT

March 2019

<https://www.instituteforapprenticeships.org/t-levels/t-level-information-hub/t-level-in-health/>

8

Current T Level action plan

T Level Programmes

T Level Programme early recruitment information received from the 102 education providers offering T Levels in the 2021 to 2022 academic year shows:

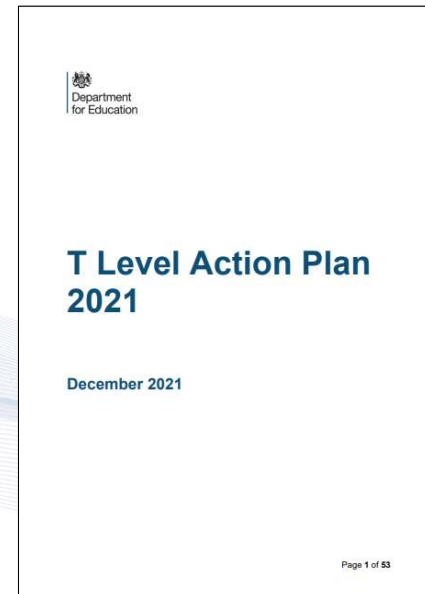
- New T Level participants reported for the month of October 2021 were c. 5,450.
- The proportion of participants by T Level route was:
 - c.1,150 on Construction T Levels
 - c.1,200 on Digital T Levels
 - c.1,500 on Education and Childcare T Levels
 - c.1,600 on Health and Science T Levels

T Level Transition Programme

Early recruitment information received from the 67 education providers offering a T Level Transition Programme for the 2021 to 2022 academic year shows:

- T Level Transition Programme participants reported for the month of October 2021 were c.3,550.
- The proportion of starts by T Level route was:
 - c.650 for T Level Transition Programme for Construction
 - c.900 for T Level Transition Programme for Digital
 - c.750 for T Level Transition Programme for Education
 - c.1,250 for T Level Transition Programme for Health and Science

<https://www.gov.uk/government/publications/t-level-action-plan>



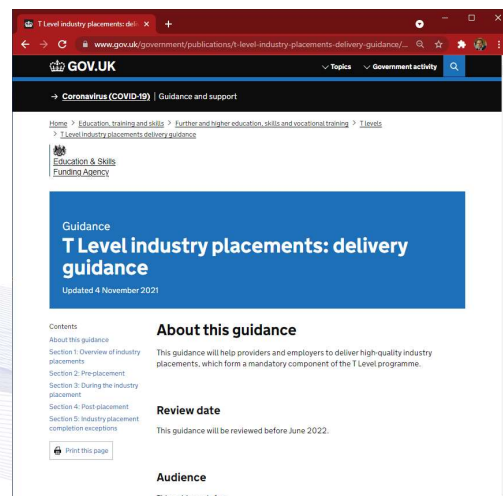
9

T Level industry placements

17,000 word webpage - gulp!

“Every T Level includes an industry placement with an employer focused on developing the practical and technical skills required for the occupation. These will last a minimum of 315 hours (approximately 45 days) but can last longer. Employers can offer industry placements as a block, day release or a mix of these, and can discuss sharing part of the placement with another employer if necessary.”

“For the purposes of funding, the department expects providers’ full compliance with the industry placement core principles and guidance set out in this document. Providers must also satisfy themselves that the employers providing the placements are complying with their roles and responsibilities set out in this guidance.”



<https://www.gov.uk/government/publications/t-level-industry-placements-delivery-guidance/t-level-industry-placements-delivery-guidance>

10

Industry placement delivery models



T Levels Industry Placements

Update on delivery models and support

May 2019

All Routes

- In response to employer and provider feedback, a single placement (average 350 hours, minimum 315 hours) can now be split across two employers if needed. The time spent with these employers can still be carried out as day release, in one solid block, multiple smaller blocks or a mixture of any of these models, depending on what works for the provider, student and employer.
- Students can also undertake short work taster activities, of up to 35 hours total, which are relevant to their chosen T Level pathway to help them decide on an area in which to specialise. These will be counted towards a student's total number of placement hours, and can be used in addition to their time spent with up to 2 other employers.
- To ensure fair access to placements, a provider's on-site facilities can now be used for students with special educational needs and disabilities (SEND) for up to 105 hours, where they are occupationally relevant to the student's field of study (and relevant to their pathway under T Levels). This must be in the best interests of the student and carefully aligned to their learning and development objectives.
- To enable young offenders to also undertake and attain T Levels, on-site facilities can also be used for the full duration of placements for young offenders studying T Levels within young offender institutions or other custodial settings.
- To support students with balancing the placement alongside their other commitments, a student's part-time job hours can now be counted towards the required placement hours, so long as the job is occupationally relevant to their specialism, takes place off the provider's campus and learning objectives are being worked towards.

<https://www.gov.uk/government/publications/industry-placements-policy-framework>

11

Industry placement temporary flexibilities

“Recognising the ongoing impact of Covid-19, we have introduced these temporary flexibilities to apply to Wave 1 and Wave 2 T Level students and will be withdrawn in July 2023.”



Temporary flexibilities for Wave 1 and Wave 2 industry placements

Recognising the ongoing impact of Covid-19, we have introduced these temporary flexibilities to apply to Wave 1 and Wave 2 T Level students and will be withdrawn in July 2023. We are allowing these flexibilities to ensure that industry placements are deliverable and are aligned to current working practices.

Providers must still plan to deliver placements against the core principles set out in the [industry placement delivery guidance](#). We expect that these flexibilities should be used by exception and as a last resort.

| Temporary policy flexibility | Description |
|--|---|
| Blended placements | <ul style="list-style-type: none"> Providers are expected to make every effort to source in-person placements and a blended placement should only take place by exception when all other avenues have been exhausted. We have set different rules for Wave 1 and Wave 2: <ul style="list-style-type: none"> for Wave 1, up to 40% of the placement hours can be undertaken remotely and 60% of time must be in the workplace for Wave 2, up to 20% of the placement hours can be undertaken remotely and 75% of time must be in the workplace The location of the remote hours can either take place at the provider setting, or – where appropriate – can take place in an employer training centre, which simulates the working environment and is supervised by the employer. The students should not work from their home setting. The placement must reflect the working practices of the industry and the individual employer, and the provider and the employer must agree which elements of the placement can be achieved through remote working. An employer training centre could be considered a viable option where the normal working environment is not accessible to the student, for example, in some healthcare or hospital settings where access can be limited to permanent staff to protect the safety of the patients, and also, where the employer has suitable training facilities that simulate the normal working environment. Or for Digital placements, working from the provider site could be a viable option where the employer works primarily from home and/or doesn't. |
| Applicable to 2020 and 2021 T Level students taking T Levels in the Digital, Construction and Health and Science route, which are: | <ul style="list-style-type: none"> Digital Production, Design and Development Digital Business Services Digital Support and Services Health Healthcare Science Science Design, Surveying and Planning Ordnance Construction Building Services Engineering for the Construction |

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1030945/Temp_flex_guidance_02112021.pdf

12

E&C industry placement

Extra industry placement hours required for the Education and Childcare T Level

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/896875/Annex_C_T_Level_Technical_Qualification_in_Education_and_Childcare.pdf

“In exceptional circumstances where providers are unable to secure placements of 750 hours for T Level students who started on the Early Years Educator Occupational Specialism in September 2020, we have reduced the minimum placement hours to 415 hours in order to recognise the exceptional circumstances in light of the pandemic. This flexibility is extended to students who started on the Early Years Educator Occupational Specialism in September 2021.”

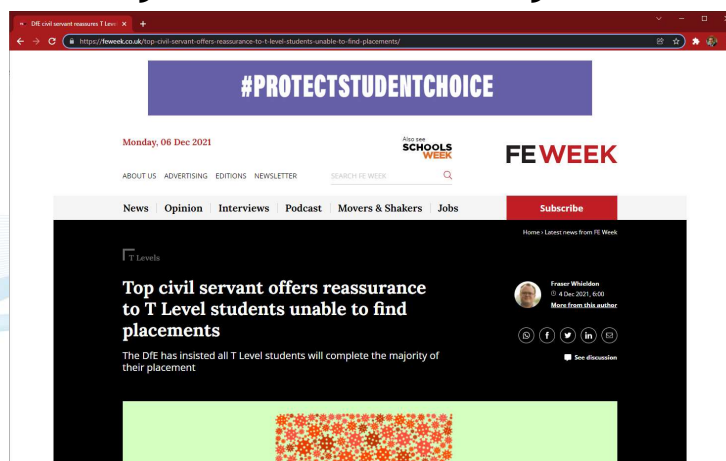
Annex C: T Level Technical Qualification in Education and Childcare

The industry placement for Early Years Educator occupational specialism is extended to allow the T Level to meet the DfE's early years educator criteria. As such, there are differences in the delivery of the placement and the responsibilities of providers.

| Education and Childcare | Difference in delivery and additional provider responsibilities |
|--|---|
| Please refer to the TQ specification (offered by the Awarding Organisation, NCFE) for more details of the TQ content that needs to be covered through the industry placement | <ul style="list-style-type: none"> The industry placement requirement has a minimum of 750 hours and an important part of the assessment process involves evaluating skills in real working situations Given the extended duration of the placement and occupational specialist hours combined, delivery of the Early Years Educator occupational specialism will need to start early in Year 1 of the T Level, as will the placement Industry placement learning goals must be based on the TQ occupational specialism content and assessment guidance. This is specified by the awarding organisation in the TQ specification. Some of this content will also be assessed in the workplace, which should be considered and added where relevant The number of employers that students' industry placements are with could exceed 2 so students gain the experience and relevant occupationally specific skills across the early years age range (birth to age 5 and age 5-7) The frequency of workplace visits may differ from the expected minimum of 3 review meetings for industry placements across other routes, and may coincide with assessments and/or observations carried out as part of the assessment requirements The evidence to support completion is different as Early Years Educator students are assessed on placement, as well as in the classroom. However, the requirement for students to undertake their placement in an external working environment |

13

Will the Industry Placement really be mandatory?



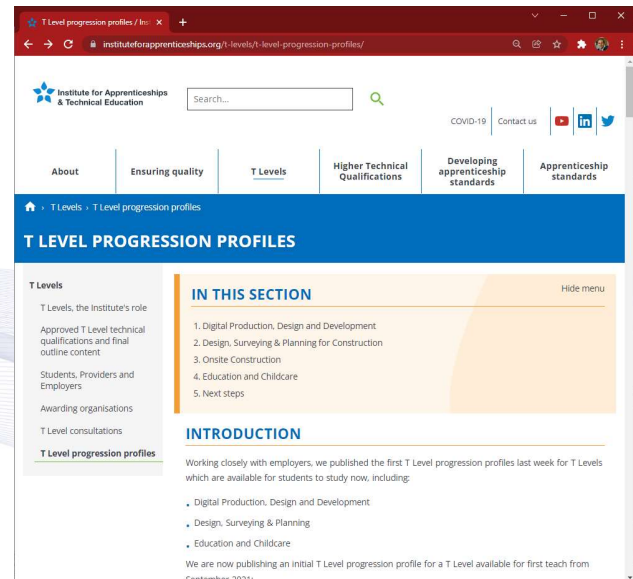
“Students will be offered special treatment if they cannot undertake T Level industry placements owing to Covid-19, a senior Department for Education official has said.”

<https://feweek.co.uk/top-civil-servant-offers-reassurance-to-t-level-students-unable-to-find-placements/>

14

T Level progression profiles

“We develop progression profiles with employers, providers, and other industry experts. We map content that is common to T Levels and apprenticeships, linking to our occupational maps. These maps show the skilled occupations that technical education can lead to”



<https://www.instituteofapprenticeships.org/t-levels/t-level-progression-profiles/>

15

T Level providers

AutoSave

Provider_List_20252021_final (3) - Excel

Search (Alt+Q)

Nick Linford

File

Home

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Page Layout

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T LEVEL APPROVED PROVIDERS

Formula Bar

| | | | | | | | | | | | | | | | | | |
|---------------|--|--------------------------|------------------------------|---------|---|---------|---------|-------------------------------|---------|---------|--------------------------|---------|---------|---------|---------|---|-----|
| 1 | T LEVEL APPROVED PROVIDERS | | | | | | | | | | | | | | | | |
| 2 | T Level Route and Transition Programme | | | | | | | | | | | | | | | | |
| 3 | Delivery by Academic Year | | | | | | | | | | | | | | | | |
| 4 | | | | | | | | | | | | | | | | | |
| | T Level Providers | Region | T Level Transition Programme | | T LEVEL ROUTE DELIVERY BY ACADEMIC YEAR | | | | | | | | | | | | F A |
| Digital Route | | | | | Construction Route | | | Education and Childcare Route | | | Health and Science Route | | | | | | |
| 2020/21 | | | 2021/22 | 2022/23 | 2020/21 | 2021/22 | 2022/23 | 2020/21 | 2021/22 | 2022/23 | 2020/21 | 2021/22 | 2022/23 | 2021/22 | 2022/23 | | |
| 5 | Abingdon and Witney College | South East | | X | X | | | | | | | | | | | | |
| 6 | Access Creative College (Access to Music Ltd.) | West Midlands | | | | | X | X | | | | | | X | X | | |
| 7 | Activate Learning | South East | | X | X | | X | X | | | | | | | X | X | |
| 8 | Ashton Sixth Form College | North West | | | X | | | X | | | | | | X | | X | |
| 9 | Barking & Dagenham College | London | | X | X | | X | X | | X | X | | | | | X | |
| 10 | Yorkshire and the Humber | Yorkshire and the Humber | | | | | | | | | | | | | | | |

Sheet1

Ofsted grade 1 or 2 requirement fully lifted for 24/25 so all colleges expected to be involved (more on this later)

<https://www.gov.uk/government/publications/providers-selected-to-deliver-t-levels>

16

Adults?

“T Levels are currently available to 16-19 year olds, but we want as many people as possible to benefit from these high-quality programmes. We are exploring how T Levels can be extended to adults and this includes the types of flexibility that could be introduced for 19+ learners. The second-stage consultation of the Post-16 Qualifications Review sets out our proposals around how T Levels could be adapted to take account of prior learning and experience, and the flexible delivery needs of adults. We also think that, for some pathways, there may be potential for delivery of the occupational specialisms as standalone qualifications for adults.”

<https://www.gov.uk/government/publications/t-level-action-plan>

17

T-Level implementation timeline

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18

Current timeline and awarding organisation

Legal still a T level route for 2023 but an AO has not been assigned

| T LEVEL | YEAR OF DELIVERY | CONTRACTOR |
|--|------------------|--|
| Education and childcare Design, surveying and planning Digital production, design and development | 2020 | NCFE Pearson Pearson |
| Digital business services Digital support and services Health Healthcare science Science Onsite Construction & Building Services Engineering | 2021 | NCFE NCFE NCFE NCFE City & Guilds |
| Accounting Finance Engineering, manufacturing, processing and control Maintenance, installation and repair for engineering and manufacturing Design and development for engineering and manufacturing Management and administration | 2022 | Pearson Pearson City & Guilds City & Guilds City & Guilds City & Guilds |
| Hair, Beauty & Aesthetics Craft & Design Media, Broadcast & Production Catering Animal Care & Management Agriculture, Land Management & Production | 2023 | NCFE NCFE NCFE Highfield City & Guilds City & Guilds |

19

But some occupation specialisms delayed

For example, the Health T Level starts in 2021 but starts on the dental nursing specialism is delayed until 2022

WHAT YOU'LL LEARN ON THIS COURSE

CORE CONTENT

OPTIONS TO SPECIALISE

In addition to the core content, each student must choose one of the following specialisms:

- supporting the adult nursing team
- supporting the midwifery team
- supporting the mental health team
- supporting the care of children and young people
- supporting the therapy teams
- (from September 2022) dental nursing

WHAT YOU CAN DO WITH THIS T LEVEL

This course is suitable for anyone wanting a career in health and healthcare. Students can progress into roles such as:

<https://www.tlevels.gov.uk/students/subjects/health>

20



21

The funding formula

“The funding formula measures the volume of delivery through student numbers and the size of their programme. Funding allocations* use a lagged approach and take student numbers from the number of young people participating in the previous year and programme size from the year before that (that is, the last full year’s data return).” **More on that later*

Basic 16-19 funding formula

Student numbers

×

Hour funding band rates

×

Retention factor

×

Programme cost weighting

+

Disadvantage funding

]

×

Area cost

<https://www.gov.uk/government/publications/funding-rates-and-formula>

Education & Skills
Funding Agency

Funding guidance for young people

2021 to 2022

Funding rates and formula

November 2021
Version 2

22

Student numbers and the qualifying period

The ESFA count provider students based on the provider data submissions - the Individualised Learner Record (ILR)

If a student is withdrawn from all their enrolments prior to the 42nd day (based on dates in the ILR) they have not met the qualifying period and are therefore not counted

Basic 16-19 funding formula

$$\left[\text{Student numbers} \times \text{Hour funding band rates} \times \text{Retention factor} \times \text{Programme cost weighting} + \text{Disadvantage funding} \right] \times \text{Area cost}$$

<https://www.gov.uk/government/publications/funding-rates-and-formula>

23

Hour funding band rates

| Student status band | Hours required per academic year | 2021/22 national funding rate |
|--------------------------|----------------------------------|-------------------------------|
| Full time (16-17) | 540 + | £4,188 |
| Full time Band 4 a (18s) | 540 + | £3,455 |
| PT Band 4b (16-18) | 450-539 | £3,455 |
| PT Band 3 (16-18) | 360-449 | £2,827 |
| PT Band 2 (16-18) | 280-359 | £2,234 |
| PT Band 1 (16-18) | up to 280 | £4,188/600 = £6.98 per hour |

Basic 16-19 funding formula

$$\left[\text{Student numbers} \times \text{Hour funding band rates} \times \text{Retention factor} \times \text{Programme cost weighting} + \text{Disadvantage funding} \right] \times \text{Area cost}$$

<https://www.gov.uk/government/publications/funding-rates-and-formula>

24

Retention factor

75. In 2021 to 2022, we will use a weighted average retention factor to calculate allocations, rather than using historic data as we have done previously. This approach will provide a retention factor for 2019 to 2020 that represents the expected year end data, had the year not been affected by the coronavirus (COVID-19) pandemic. It should also avoid detrimental effects on funding resulting from the exceptional nature of provision in 2020 to 2021.

76. We do not expect to use this approach permanently, as the use of an averaged factor is an exceptional measure for use while student recruitment and retention is affected by the coronavirus pandemic.

77. We will calculate your weighted average retention factor based on the 2019 to 2020 and 2020 to 2021 retention factors weighted by the allocated student funding in each year.

78. If a provider's 2020 to 2021 retention factor was calculated using lagged funding data, but the 2019 to 2020 retention factor was calculated using a national average, then the 2021 to 2022 retention factor will be based on the 2020 to 2021 retention factor only.

Basic 16-19 funding formula

$$\left[\text{Student numbers} \times \text{Hour funding band rates} \times \text{Retention factor} \times \text{Programme cost weighting} + \text{Disadvantage funding} \right] \times \text{Area cost}$$

<https://www.gov.uk/government/publications/funding-rates-and-formula>

25

Programme cost weighting

“We use programme weightings to recognise that some programmes are more costly to deliver than others”

| Weighting | Weighting value |
|------------|-----------------|
| Base | 1.0 |
| Low | 1.1 |
| Medium | 1.2 |
| High | 1.3 |
| Very high | 1.4 |
| Specialist | 1.75 |

“For vocational programmes, we determine the weighting by the core aim's SSA tier 2 classification. The weighting is applied to the student's whole programme”

“A review of PCW is currently being undertaken and this may make a difference to the weightings that apply to delivery from 2021 to 2022 and/or beyond.”

$$\left[\text{Student numbers} \times \text{Hour funding band rates} \times \text{Retention factor} \times \text{Programme cost weighting} + \text{Disadvantage funding} \right] \times \text{Area cost}$$

<https://www.gov.uk/government/publications/funding-rates-and-formula>

26

Disadvantage funding

Two elements calculated by the ESFA using ILR and national data

- block 1: economic deprivation, based on the home postcode of the student
- block 2*: prior attainment in GCSE English and maths at age 16

* extra for T Level students - more on this later

Basic 16-19 funding formula

$$\left[\text{Student numbers} \times \text{Hour funding band rates} \times \text{Retention factor} \times \text{Programme cost weighting} + \text{Disadvantage funding} \right] \times \text{Area cost}$$

<https://www.gov.uk/government/publications/funding-rates-and-formula>

27

Area cost

Really a south-east weighting with a maximum of 20% extra for providers based in inner-London

| | Uplift |
|-----------------------------------|--------|
| London A (Inner London) | 20% |
| London B (Outer London) | 12% |
| Berkshire (fringe and non-fringe) | 12% |
| Crawley | 12% |
| Surrey | 12% |
| Buckinghamshire fringe | 10% |
| Hertfordshire fringe | 10% |
| Buckinghamshire non-fringe | 7% |
| Oxfordshire | 7% |
| Essex fringe | 6% |
| Kent fringe | 6% |
| Bedfordshire | 3% |
| Hertfordshire non-fringe | 3% |
| Cambridgeshire | 2% |
| Hampshire and Isle of Wight | 2% |
| West Sussex non-fringe | 1% |
| Rest of England | 0% |

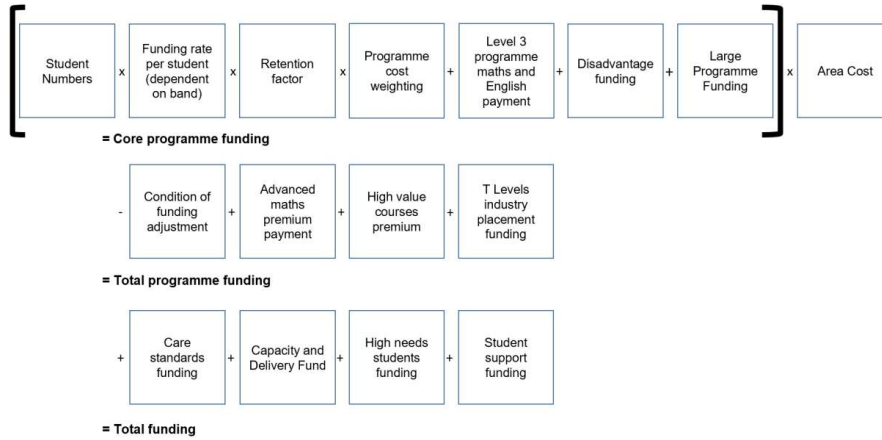
Basic 16-19 funding formula

$$\left[\text{Student numbers} \times \text{Hour funding band rates} \times \text{Retention factor} \times \text{Programme cost weighting} + \text{Disadvantage funding} \right] \times \text{Area cost}$$

<https://www.gov.uk/government/publications/funding-rates-and-formula>

28

The actual full funding formula*



* Check you funding allocation document for provider details

<https://www.gov.uk/government/publications/funding-rates-and-formula>

29

T-Level funding rates

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30

T Level hour funding bands

T Level qual bands can be found here: <https://www.gov.uk/guidance/how-t-levels-are-funded#funding-bands>

| T Level funding bands | Minimum planned hours for T level programme (excl. industry placement, maths and English) | 2021/22 national funding rate per student, per programme |
|-----------------------|---|--|
| Band 9 | 1,650 | £12,216 |
| Band 8 | 1,500 | £11,168 |
| Band 7 | 1,300 | £10,122 |
| Band 6 | 1,100 | £8,726 |

“If a student doesn’t meet the minimum hours, they will only receive funding for the existing study programme band 5”

<https://www.gov.uk/government/publications/funding-rates-and-formula>

31

Industry placement funding rate

“Industry Placements are a compulsory element of the T Level. Placements are to be delivered in line with the industry placements quality assurance guidance, due to be published later this spring. In the meantime, please see the published standards and principles that apply to industry placement Capacity and Delivery Funding. We will fund Industry Placements at **£275 per student for each of the 2 years of the T Level**. Payments will be allocated for the T Level student numbers agreed with providers.

Where a provider also has an allocation of the Industry Placement Capacity and Delivery Fund (CDF) a corresponding reduction will be made to the number of students funded through the CDF. For example, a provider with 100 places funded through the CDF and an allocation of 40 T Level students will be allocated placement funding for the 40 T Level students in their mainstream allocation and 60 places through CDF.”

<https://www.gov.uk/government/publications/funding-rates-and-formula>

32

Additional disadvantage funding (block 2)

“Block 2 funding accounts for the additional costs incurred for teaching and supporting students who have low prior attainment. Low prior attainment is defined as not achieving English and/or maths GCSEs at grades 9 to 4 by the end of year 11 (typically age 16)”

106. Each instance of a student not having achieved a maths or English GCSE at grade C/4 or above is counted. This means that a student who does not have either GCSE will be counted twice for the block 2 uplift.

Table 8: Funding rates for block 2

| Band | | Block 2 funding rate per subject, per year |
|------------------------|-----------|--|
| T Levels | 6 to 9 | £650 |
| Other study programmes | 5 | £480 |
| | 4a and 4b | £480 |
| | 3 | £292 |
| | 2 | £292 |
| | 1 | £480/FTE |

<https://www.gov.uk/government/publications/funding-rates-and-formula>

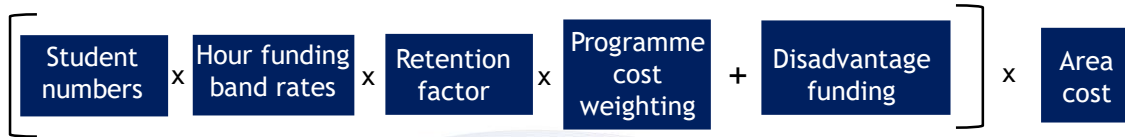
33

T-Level funding formula

34

T Level funding formula

Basic 16-19 funding formula



Plus for all T Level students

Industry placement funding (£275 per year per student)

Additional disadvantage funding. Where it would normally be £480 per English or math qual a FT student doesn't have it's £650

"The funding rate for block 2 disadvantage for T Level students will be £650, which is higher than for study programmes in recognition that this is a large"

35

16-19 Study Programme lagged funding allocations

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Student number allocations with no delivery history

“As T Levels are new, there is no historical delivery to determine student numbers for the 2021 to 2022 allocations. Therefore, to start with we will use student numbers agreed with providers. For 2021 to 2022, we are using the T Level student numbers submitted by providers in October 2020, based on planned recruitment in autumn 2021. Where necessary, we will update this figure in autumn 2021 according to under- or over-delivery”

“We do not expect that introducing T Levels will affect the overall number of students for a provider, because T Level students will generally be students who would otherwise have taken existing courses.”

“We will make an in-year adjustment to allocations to reflect over- and under-delivery. There is a tolerance of 40% before we adjust for under-delivery.”

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1033282/Funding_rates_and_formula_2122_v2.pdf

37

Lagged student allocations for 16-19 study programmes

R04 (21/22) students x R04 (20/21):R14 (20/21) ratio = Total 2022/23 students

Proportion of students in each band from 2 years ago.

b) ILR R04 to R14 ratio from 2 years ago

a) ILR R04 from previous year

| | | | |
|------|---|-----------------------------|-------|
| 1.1a | 2019/20 R04 Students | | 3,529 |
| 1.2a | 2018/19 R04 to R14 Ratio | | 1.082 |
| 1.3a | Total Lagged Student Number | | 3,818 |
| 1.4a | Exceptional Variations to Lagged Student Number | | 9 |
| 1.5a | Total Student Numbers for 2020/21 | | 3,827 |
| 1.6a | Student Number Methodology Used | 2019/20 R04 x R04:R14 Ratio | |

| Planned Hours | Student numbers 2018/19 | Proportions used in 2020/21 allocation | Number of Students allocated in 2020/21 | National Funding Rate | Student Funding |
|--------------------------------------|-------------------------|--|---|-----------------------|-----------------|
| 1.1b Band 5 | 2,683 | 68.62% | 2,626 | £4,188 | £10,504,185 |
| 1.2b Band 4 (Sum of Bands 4a and 4b) | 908 | 23.22% | 889 | £3,455 | £2,932,794 |
| Band 4a | 783 | 20.03% | | | |
| Band 4b | 125 | 3.20% | | | |
| 1.3b Band 3 | 110 | 2.81% | 108 | £2,827 | £290,695 |
| 1.4b Band 2 | 83 | 2.12% | 81 | £2,234 | £173,281 |
| 1.5b Band 1 | 126 | 3.22% | 123 | | |
| 1.6b FTEs | 33.47 | | 32.76 | £4,188 | £131,045 |
| 1.7b Total | 3,910 | 100% | 3,827 | | £14,032,000 |

So ILR R04 collection (deadline was yesterday) is critical

<https://www.gov.uk/government/publications/16-to-19-funding-allocations-supporting-documents-for-2020-to-2021>

38

But for 2023 there appears to be some upfront funding

Registration timings

| Date | Action |
|-------------------------|--|
| 24 February 2021 | Guidance and registration form published on GOV.UK |
| 30 July 2021 (midnight) | Registration deadline to access implementation planning support to prepare for T Level 2023 to 2024 academic year delivery |
| May 2022 | Collection, from providers registered by this point, of T Level planned student numbers so that T Level funding can be planned for the 2023 to 2024 academic year |
| 29 July 2022 (midnight) | Registration deadline to receive up-front T Level funding for the 2023 to 2024 academic year |
| October 2022 | Collection, from providers that have registered prior to the deadline, of T Level planned student numbers so that T Level funding can be provided for the 2023 to 2024 academic year |

<https://www.gov.uk/guidance/how-to-register-to-deliver-t-levels-in-2023-to-2024-academic-year>

39

All provider 16-19 allocations

| | | | | | | | | | | | | |
|---|----------------------|--------|---|-------------------------|----------|----------|------------------------------|---------------------------|------------|---|--------------------------------------|-------------------------------------|
| 16-19 Allocations for the 2021 to 2022 Academic Year | | | | | | | | | | | | |
| Institution Details | | | | | | Students | | Core Programme Funding | | | Total | |
| Region | Local Authority (LA) | LA No. | Institution Name | Category | UKPRN | Total | of which high needs students | of which T Level students | Total (£) | of which of which Level 3 Programme Maths and English Funding (£) | of which Large Programme Funding (£) | Total Student Funding (£) (2016-17) |
| SW | Devon | 878 | Exeter College | General FE and Tertiary | 10002370 | 6217 | 200 | 330 | 28,161,893 | 1,860,481 | 202,513 | 49,442 |
| EM | Leicester | 856 | Leicester College | General FE and Tertiary | 10003887 | 3567 | 72 | 326 | 18,605,211 | 3,120,110 | 196,413 | 0 |
| EE | Norfolk | 926 | City College, Norwich | General FE and Tertiary | 10004772 | 5601 | 291 | 300 | 28,476,915 | 3,197,182 | 278,584 | 2,514 |
| SE | West Sussex | 938 | Chester College | General FE and Tertiary | 10007817 | 7034 | 113 | 263 | 34,589,112 | 3,252,358 | 352,825 | 3,352 |
| NW | Blackpool | 890 | Blackpool and the Fylde College | General FE and Tertiary | 10000754 | 2211 | 163 | 250 | 12,622,212 | 2,446,841 | 242,747 | 0 |
| SW | Cornwall | 908 | Turo and Penwith College | General FE and Tertiary | 10007063 | 5112 | 233 | 241 | 23,473,183 | 1,570,887 | 218,712 | 66,202 |
| SW | Gloucestershire | 916 | Gloucester College | Sixth Form College | 10011448 | 2299 | 96 | 239 | 10,298,685 | 440,624 | 139,690 | 21,788 |
| NW | Cheshire East | 895 | Cheshire College South and West | General FE and Tertiary | 10005972 | 4164 | 286 | 229 | 21,245,779 | 2,698,989 | 337,744 | 838 |
| NW | Lancashire | 888 | Cardinal Newman College | Sixth Form College | 10001165 | 3967 | 35 | 220 | 17,638,265 | 968,470 | 156,471 | 23,484 |
| SE | Hampshire | 850 | Havant & South Downs College | General FE and Tertiary | 10005679 | 5175 | 110 | 207 | 23,849,302 | 1,801,016 | 265,135 | 11,732 |
| SE | Hampshire | 850 | Fareham College | General FE and Tertiary | 10007928 | 1610 | 29 | 201 | 8,189,952 | 797,508 | 59,512 | 0 |
| SE | Hampshire | 850 | Farnborough College of Technology | General FE and Tertiary | 10002412 | 2000 | 74 | 199 | 10,099,145 | 894,837 | 169,603 | 1,676 |
| NW | Warrington | 877 | Priestley College | Academy | 10063846 | 2604 | 31 | 185 | 9,344,669 | 595,796 | 83,370 | 5,028 |
| SW | Devon | 878 | Petec | General FE and Tertiary | 10004676 | 2568 | 308 | 184 | 11,228,597 | 1,280,275 | 51,675 | 1,676 |
| WM | Walsall | 335 | Walsall College | General FE and Tertiary | 10007315 | 3958 | 171 | 184 | 20,981,666 | 3,454,667 | 344,828 | 0 |
| NW | Cumbria | 909 | Lakes College West Cumbria | General FE and Tertiary | 10003353 | 850 | 41 | 172 | 4,881,376 | 147,844 | 56,990 | 0 |
| YH | Leeds | 383 | Leeds City College | General FE and Tertiary | 10024962 | 7614 | 750 | 170 | 40,396,704 | 7,836,870 | 494,689 | 0 |
| YH | Barnsley | 370 | Barnsley College | General FE and Tertiary | 10000536 | 5084 | 334 | 161 | 25,336,251 | 3,345,459 | 261,858 | 4,190 |
| EM | Derby | 831 | Derby College | General FE and Tertiary | 10001919 | 4964 | 361 | 158 | 25,905,470 | 3,513,114 | 165,081 | 0 |
| NE | Middlesbrough | 806 | Middlesbrough College | General FE and Tertiary | 10004344 | 4162 | 165 | 155 | 21,719,969 | 3,444,705 | 286,958 | 3,352 |
| NW | Manchester | 352 | LTE Group T/A The Manchester College | General FE and Tertiary | 10023139 | 5327 | 271 | 148 | 27,517,196 | 6,139,598 | 607,651 | 0 |
| SW | Somerset | 933 | Bridgwater College | General FE and Tertiary | 10000078 | 3391 | 315 | 141 | 18,333,363 | 2,511,629 | 222,245 | 11,732 |
| WM | Dudley | 332 | Dudley College of Technology | General FE and Tertiary | 10007924 | 4949 | 175 | 141 | 25,185,846 | 3,800,607 | 305,411 | 2,514 |
| EE | Bedford | 822 | Bedford College | General FE and Tertiary | 10000610 | 6235 | 188 | 140 | 32,306,136 | 3,515,077 | 541,743 | 0 |
| WM | Stoke-on-Trent | 861 | City of Stoke-on-Trent Sixth Form College | Academy | 10065146 | 1714 | 15 | 131 | 7,728,564 | 673,648 | 40,696 | 2,514 |
| SE | East Sussex | 845 | East Sussex College Group | General FE and Tertiary | 10002523 | 4897 | 110 | 125 | 22,748,146 | 2,607,763 | 292,802 | 4,190 |
| SW | Somerset | 933 | Strode College | General FE and Tertiary | 10006378 | 1466 | 50 | 125 | 6,623,848 | 303,213 | 117,504 | 838 |
| SE | Kent | 886 | East Kent College | General FE and Tertiary | 10006570 | 6119 | 613 | 122 | 33,024,139 | 5,891,971 | 356,483 | 1,676 |
| YH | Doncaster | 371 | DN Colleges Group | General FE and Tertiary | 10004696 | 4354 | 192 | 120 | 22,544,259 | 3,772,838 | 231,802 | 0 |
| NW | Wigan | 359 | Wigan and Leigh College | General FE and Tertiary | 10007500 | 3198 | 108 | 120 | 17,083,673 | 2,796,950 | 226,323 | 0 |
| Notes Allocations Student support funding DaDa LA student support funding | | | | | | | | | | | | |

<https://www.gov.uk/government/publications/16-to-19-allocation-data-2021-to-2022-academic-year>

40

T-Level data requirements

LSECT
LEARNING & SKILLS
EVENTS, CONSULTANCY & TRAINING

41

ILR Support Manual

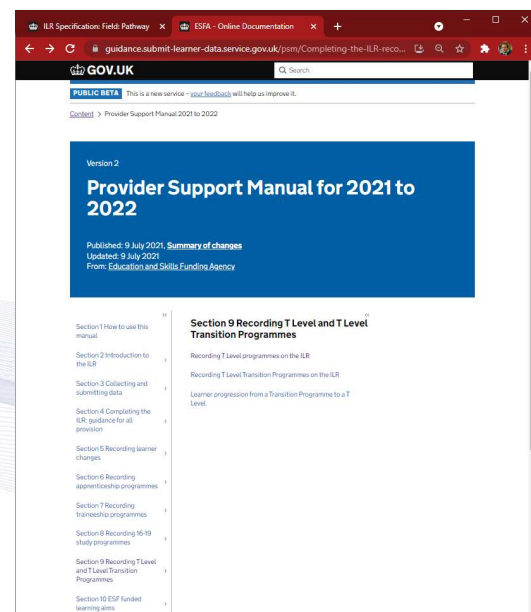
Programme type 31 (or 30 for Transition Programme)

T Level programmes have a number of mandatory components all of which should be recorded as funding model 25, source of funding (SOF) 107 and programme type 31:

Programme Aim – every T Level programme must have a programme aim (ZPROG001) spanning the entire duration of the programme.

T Level qualification – this is the main technical qualification of the programme covering the core and specialist content. This qualification must be recorded for each T Level student by R04 of the first year of study **and must be the core aim**.

T Level qualifications all have the prefix 'T Level technical qualification in' on the find a learning aim service. They also carry the learning aim type code 1468 (T Level technical qualification) in the LARS database.



<https://guidance.submit-learner-data.service.gov.uk/psm/Completing-the-ILR-recording-T-Level-and-T-Level-transition-programmes>

42

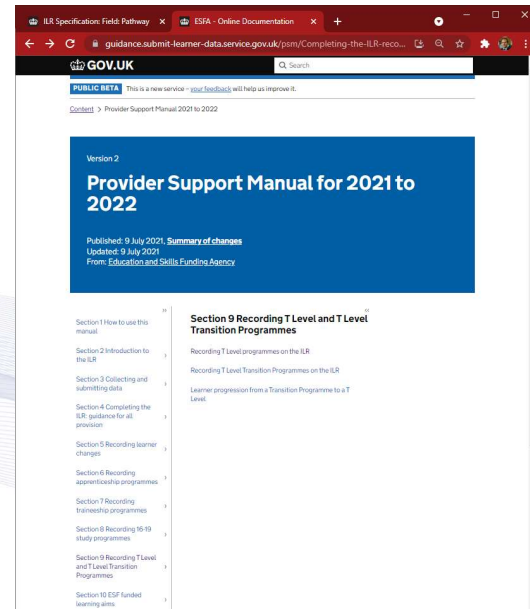
ILR Support Manual

Occupational Specialism

Occupational Specialism – every T Level student must choose an occupational specialism as part of their T Level programme. Although not a qualification in its own right it is important that institutions record the occupational specialism each student undertakes. We have set up learning aim class codes (all beginning ZTLOS) for each occupational specialism from 2020 to enable clear recording.

From 2021 to 2022 the occupational specialism recorded will determine the level of funding the T Level programme attracts. The occupational specialism therefore, must be recorded in your data by R04 of the first year of study.

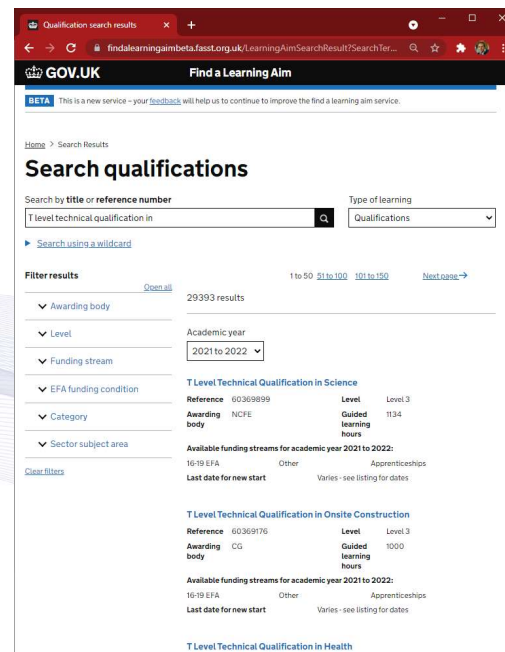
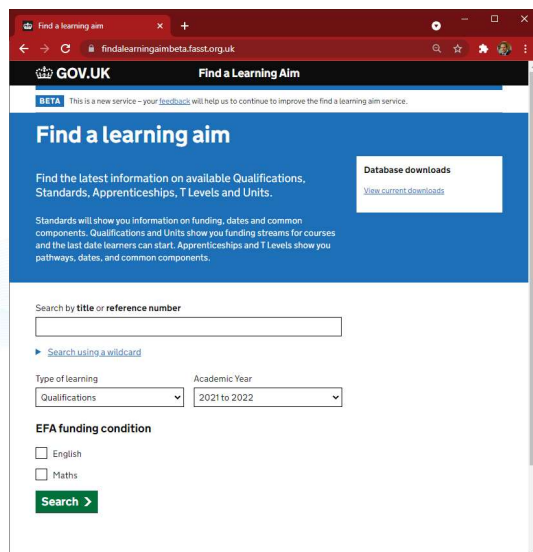
However, the occupational specialism can be changed later in the year should the original choice change.



<https://guidance.submit-learner-data.service.gov.uk/psm/Completing-the-ILR-recording-T-Level-and-T-Level-transition-programmes>

43

Find a learning aim



<https://findlearningaimbeta.fasst.org.uk/>

44

Note the multiple pathways

T Level Technical Qualification in Health
Reference: 6037066X

Academic year: 2021 to 2022

Frameworks

T Level Health and Science - Health - T Level
Code: 41
Type: 31 - T Level
Pathway: 1 - Supporting Healthcare - Supporting the Therapy Teams
Effective from: 01 September 2021
Effective to: Open
Component type: 400 - T Level Technical Qualification
Issuing authority: 2 - Not Applicable

T Level Health and Science - Health - T Level
Code: 41
Type: 31 - T Level
Pathway: 4 - Supporting Healthcare - Supporting the Care of Children and Young People
Effective from: 01 September 2021
Effective to: Open
Component type: 400 - T Level Technical Qualification
Issuing authority: 2 - Not Applicable

T Level Health and Science - Health - T Level
Code: 41
Type: 31 - T Level
Pathway: 3 - Supporting Healthcare - Supporting the Mental Health Team
Effective from: 01 September 2021
Effective to: Open
Component type: 400 - T Level Technical Qualification
Issuing authority: 2 - Not Applicable

<https://findalearningaimbeta.fasst.org.uk/>

45

Occupational Specialism Search using ZTLOS* This is the class code

GOV.UK Find a Learning Aim

Search qualifications

Search by title or reference number: ZTLOS*
Type of learning: Qualifications

32 results

Filter results

- Awarding body
- Level
- Funding stream
- EFA funding condition
- Category
- Sector subject area

T Level Occupational Specialism - Technical - Laboratory Sciences

| Reference | Awarding body | Level | Guided learning hours |
|-----------|---------------|---------|-----------------------|
| ZTLOS019 | NONE | Level 3 | Not Provided |

Available funding streams for academic year 2021 to 2022:

| 16-19 EFA | Adult Skills | Other |
|-----------------|--------------|-------|
| Apprenticeships | | |

Last date for new start: Varies - see listing for dates

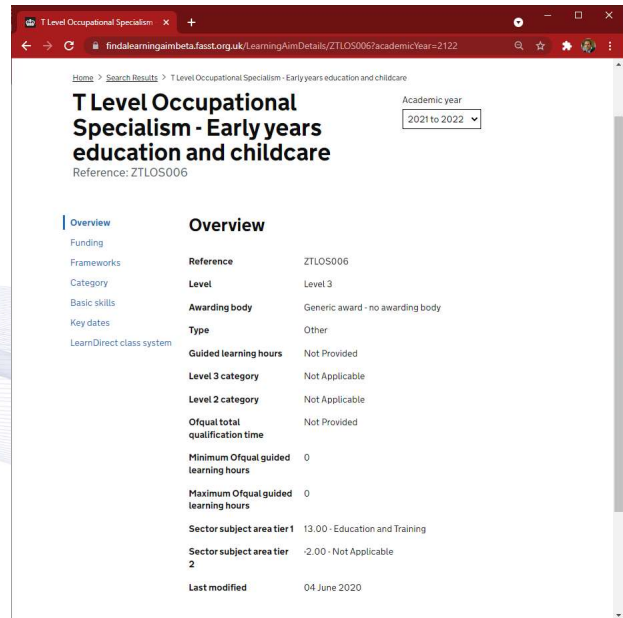
T Level Occupational Specialism - Building services design

| Reference | Awarding body | Level | Guided learning hours |
|-----------|---------------|---------|-----------------------|
| ZTLOS003 | NONE | Level 3 | Not Provided |

46

Occupational Specialism

Example ZTLOS006



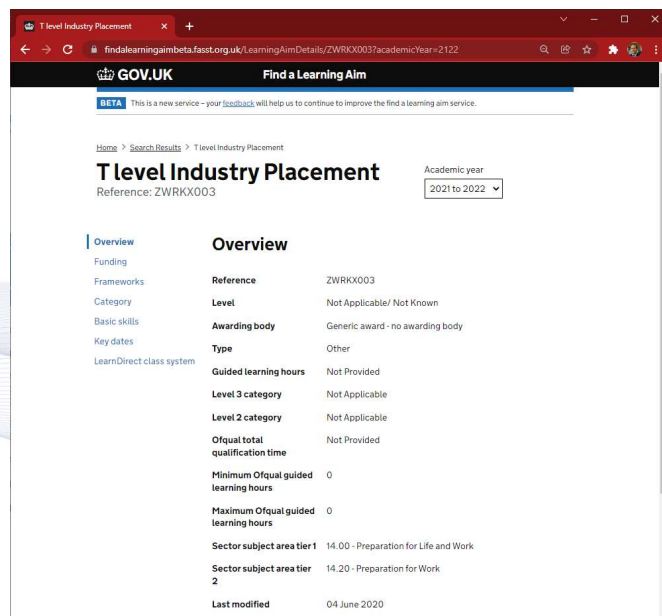
| T Level Occupational Specialism - Early years education and childcare | |
|---|----------------------------------|
| Reference: ZTLOS006 | |
| Overview | |
| Reference | ZTLOS006 |
| Level | Level 3 |
| Awarding body | Generic award - no awarding body |
| Type | Other |
| Guided learning hours | Not Provided |
| Level 3 category | Not Applicable |
| Level 2 category | Not Applicable |
| Ofqual total qualification time | Not Provided |
| Minimum Ofqual guided learning hours | 0 |
| Maximum Ofqual guided learning hours | 0 |
| Sector subject area tier 1 | 13.00 - Education and Training |
| Sector subject area tier 2 | 2.00 - Not Applicable |
| Last modified | 04 June 2020 |

47

Industry placement

ZWRKX003

“Every T Level student must undertake a substantial Industry Placement and this should be recorded using the learning aim ZWRKX003. This learning aim reference is specifically for T level industry placement activity. This can be recorded in year 1 or year 2 of the T Level programme.”

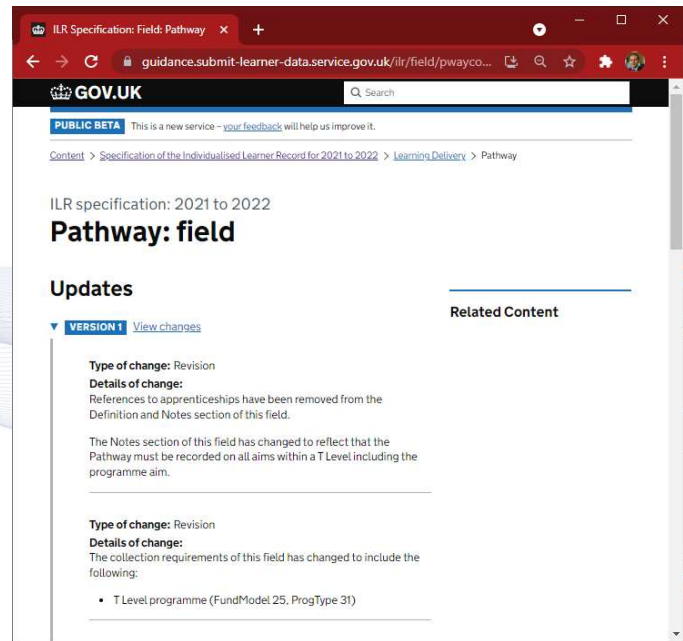


| T level Industry Placement | |
|---|---------------------------------------|
| Reference: ZWRKX003 | |
| Overview | |
| Reference | ZWRKX003 |
| Level | Not Applicable/ Not Known |
| Awarding body | Generic award - no awarding body |
| Type | Other |
| Guided learning hours | Not Provided |
| Level 3 category | Not Applicable |
| Level 2 category | Not Applicable |
| Ofqual total qualification time | Not Provided |
| Minimum Ofqual guided learning hours | 0 |
| Maximum Ofqual guided learning hours | 0 |
| Sector subject area tier 1 | 14.00 - Preparation for Life and Work |
| Sector subject area tier 2 | 14.20 - Preparation for Work |
| Last modified | 04 June 2020 |

48

Pathway field

“The pathway must be recorded on all aims within an apprenticeship or T Level programme, including the programme aim”

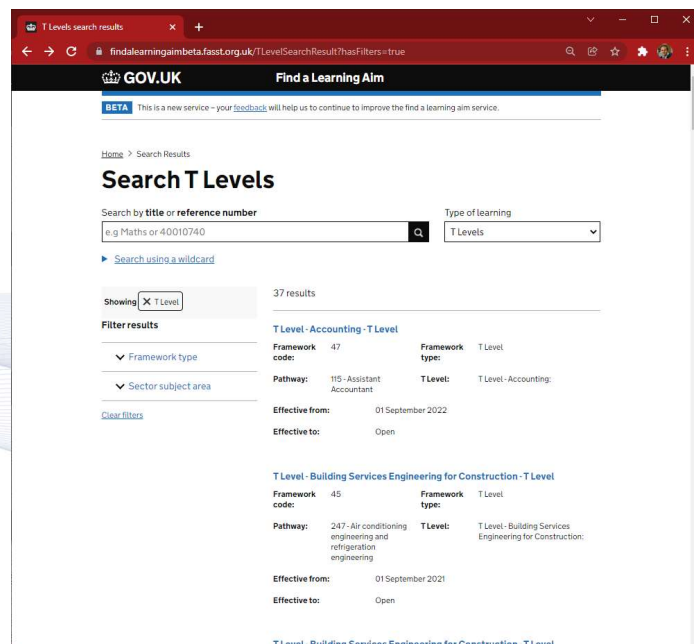


49

Pathway codes

Found within the Find a Learning Aim database

<https://findlearningaimbeta.fasst.org.uk/TLevelSearchResult?hasFilters=true>



50

Planned hours

Different field from “Planned learning hours” - which is used for non-T Level study programmes and for the T Level Transition Programme

T Level programmes

- The hours returned for T Levels must reflect the whole programme duration.
- T Level planned hours must only include the technical qualification, specialist content, and non-qualification activity.
- T Level planned hours must not include English and maths delivery, industry placements, or other qualifications that are not part of the T Level.

So this is the total planned hours for both years

ILR Specification Field Planned

guidance.submit-learner-data.service.gov.uk/ilr/field/hours

GOV.UK

PUBLIC BETA This is a new service - your feedback will help us improve it.

Context > Specification of the Individualised Learner Record for 2021 to 2022 > Learning Delivery > Planned hours

ILR specification: 2021 to 2022

Planned hours: field

Definition

For apprenticeships this field collects the Planned off-the-job training hours (as defined in the funding rules) that will be delivered to the individual apprentice over the full apprenticeship (excluding the end-point assessment period) by the training provider, sub-contracted training providers and the employer.

For T Levels this field collects planned hours at programme aim level for qualification hours only.

Related Content

Reason required

To provide information about the quantum of off-the-job training planned for all apprentices, supporting compliance and assurance checks on the relevant funding rules.

To provide programme length planned hours for T Level programmes, to calculate lagged funding and assessment of T Level programmes funding rates.

<https://guidance.submit-learner-data.service.gov.uk/ilr/field/hours>

51

T-Level achievement rates and performance monitoring

LSECT
LEARNING & SKILLS
EVENTS, CONSULTANCY & TRAINING

52

T Level grading and certification

Grading and certification

Students who complete their T Level will receive an overall grade of pass, merit, distinction or distinction*. They will get a nationally recognised certificate which will show their overall grade and a breakdown of what they have achieved.

The T Level certificate will include:

- an overall grade for the T Level, shown as pass, merit, distinction or distinction*
- a separate grade for the core component, using A* to E
- a separate grade for each occupational specialism, shown as pass, merit or distinction

It will also confirm that the student has:

- completed the industry placement
- met any additional mandatory requirements

A student's overall T Level grade will be worked out from the grades they achieved on the core component and the occupational specialism(s).

Students who do not pass all elements of their T Level will get a T Level statement of achievement which will show the elements they have completed.

Students' maths and English qualification attainment up to level 2 will be referenced on both T Level certificates and statements of achievement.

<https://www.gov.uk/government/publications/introduction-of-t-levels/introduction-of-t-levels>

53

T Level UCAS tariff points

T Levels will provide several progression options to students. These include skilled employment, an apprenticeship and higher education.

To help T Level students get into higher education, UCAS tariff points will be allocated to T Levels.

UCAS points will only be allocated to the overall T Level grade. Students must achieve at least an overall pass grade to receive UCAS points.

| UCAS tariff points | T Level overall grade | A level |
|--------------------|--|---------|
| 168 | Distinction* (A* on the core and distinction in the occupational specialism) | AAA* |
| 144 | Distinction | AAA |
| 120 | Merit | BBB |
| 96 | Pass (C or above on the core) | CCC |
| 72 | Pass (D or E on the core) | DDD |

<https://www.gov.uk/government/publications/introduction-of-t-levels/introduction-of-t-levels>

54

The return of achievement rate data

Accountability arrangements for key stage 4 and post-16 qualifications

Results from qualifications achieved in 2021/22 will be published on school and college performance tables, using our normal suite of accountability measures, as far as that is possible. Qualifications at key stage 4 (KS4) and post-16 are designed to provide evidence of students' achievements that open doors to their future careers. After 2 years without publication of performance data, it is important that this information is publicly available to parents and students to support them when choosing schools and post-16 institutions, given the importance of qualification outcomes to student progression.

KS4 performance measures will be available to schools in ASP and 16-18 school and college data will be shared via the [checking exercise website](#).

Institution-level qualification achievement rates for post-16 providers will be published for Education and Training, Traineeships and Apprenticeships. These will be published through [Explore education statistics](#).

We recognise the uneven impact on schools and colleges of the pandemic and will ensure clear messages are placed on the performance tables to advise caution when drawing conclusions from the 2021/22 data. Qualification results achieved in 2021/22 will also count towards school and college performance measures in future years.

<https://www.gov.uk/government/publications/coronavirus-covid-19-school-and-college-performance-measures/coronavirus-covid-19-school-and-college-accountability-202122#use-of-2022-data-at-all-key-stages>

55

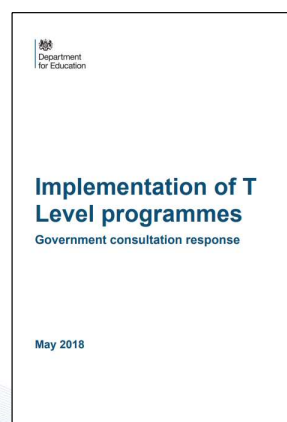
T Level performance and accountability measures

The majority of respondents agreed with all the measures proposed. We will be taking forward the proposed measures as follows:

- Destination measures
- Completion
- Attainment measures *[We will therefore reconsider if we should publish the attainment of all students taking Technical Qualifications, instead of just those students who complete the entire programme]*
- Progress measure
- Maths and English progress measures

But no detail published yet

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/711472/Implementation_of_T_Level_programmes-Government_consultation_response.pdf



56

Ofsted

“Ofsted will carry out a survey to report on the implementation of T levels and the T-level transition programme in their first 2 years of operation.”

“An interim report on Ofsted’s findings will be published in September 2021 following the first year of the survey. The full report will be published in September 2022.”

Nothing published yet

<https://www.gov.uk/government/news/ofsted-to-carry-out-thematic-survey-on-t-levels>

57

Funding audit and using DSATs for T-Levels

LSECT
LEARNING & SKILLS
EVENTS, CONSULTANCY & TRAINING

58

Learning plan with timetable on enrolment

“ESFA expects a timetable or learning plan to be available as part of each student’s enrolment process. It should set out the study programme that the student will follow, covering all the learning aims and other activities that make up the funded hours submitted in data returns. This document is likely to be the primary source of funding audit evidence.”

“For every student in any funding audit sample a planned timetable as set out in this Annex [Annex B of the funding guidance] must be provided to the funding auditor and the planned hours on the form should match the planned hours on the ILR.”

<https://www.gov.uk/government/publications/advice-funding-regulations-for-post-16-provision>

59

“Higher level of funding audit scrutiny”

7. Information: update to the 16 to 19 funding guidance

We have had some questions raised following the pandemic that some providers may replace national qualifications with employment, enrichment and pastoral activity and some students’ study programmes would then be inconsistent with the requirements set out in the Wolf review.

As a result, study programmes where non-qualification hours form the majority of total planned hours will, from this academic year, attract a higher level of funding audit scrutiny. This may include the need to provide evidence of recognised educational costs which is set out in [annex B of our funding regulations](#). This does not include study programmes for High Needs and/or learners with education health and care plans because we recognise that for some of these students, higher levels of non-qualification activity may be appropriate.

We have updated our [funding guidance documents](#) and any changes are clearly shown in the ‘what’s new section’. We will add a new report to our existing reports to help providers identify the students that are likely to fall under higher funding audit scrutiny.

<https://www.gov.uk/government/publications/esfa-update-17-november-2021/esfa-update-further-education-17-november-2021#information-update-to-the-16-to-19-funding-guidance>

60

Data Self Assessment Toolkit

<https://www.gov.uk/government/publications/ilr-data-provider-data-self-assessment-toolkit-pdsat>

61

New DSAT report for T Levels

22Y-102: All learners and learning aims within the T Level programme

Lists all learners and learning aims within T Level programmes.

This is a complete listing of all learners and learning aims within the T Level programme (*Programme type = 31*).

This report will be useful for identifying sub-populations for additional testing where you identify funding errors that could be ring-fenced. In addition, it is useful as a reference for any issues found in other reports, where you need to look at the details of a learner's entire T Level programme.



Provider Data Self-Assessment Toolkit (PDSAT)

Reviewing PDSAT reports for the 2021 to 2022 funding year: User guide

October 2021

<https://www.gov.uk/government/publications/ilr-data-provider-data-self-assessment-toolkit-pdsat>

62

Monitoring post-16 funding reports

FRM02 - Duplicate learning aims being delivered at two or more providers

Changes from previous funding year

Now includes data submitted through the School Census.

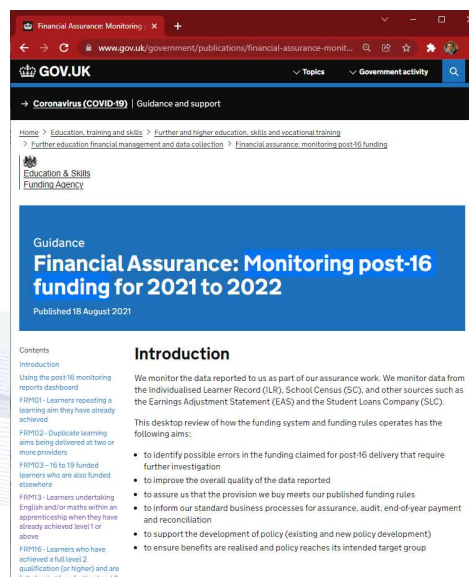
Now includes T levels.

FRM03 – 16 to 19 funded learners who are also funded elsewhere

Changes from previous funding year

Now includes data submitted through the School Census.

Now includes T levels.



<https://www.gov.uk/government/publications/financial-assurance-monitoring-post-16-funding/financial-assurance-monitoring-post-16-funding-for-2021-to-2022>

63

Ofsted rating remains important

Why your Ofsted rating is important

Providers who have an Ofsted rating of outstanding, or good can [register](#) to deliver any of the T Levels available in the 2023 to 2024 academic year, as set out in the [T Level route table](#).

Providers with an Ofsted rating of requires improvement, inadequate, or those that are newly established and not yet inspected can [register](#) to deliver T Levels in the Digital, Construction, Education and Health and Science T Level routes only for 2023 and may then expand their delivery beyond this from 2024.

We will take the Ofsted grade as at 29 July 2022 for the purposes of determining the T Levels that can only be delivered by providers.

If your Ofsted rating is downgraded to inadequate or requires improvement before 29 July 2022 you will not be able to deliver T Levels that are restricted to good and outstanding providers.

If your Ofsted rating is downgraded between 29 July 2022 and June 2023 please contact us to discuss your plans. We will make decisions on a case by case basis considering what is in the best interests of students and how close you are to delivery. You can do this by completing an [enquiry form](#) selecting the 'T Levels' option and include within the query box 'T Levels 2023 - Ofsted change', your provider name and your UKPRN.

If your Ofsted rating improves from requires improvement, or inadequate before 29 July 2022 then you will be eligible to deliver all T Levels in 2023, but please do contact us to discuss this. You can do this by completing an [enquiry form](#) selecting the 'T Levels' option and include within the query box 'T Levels 2023', your provider name and your UKPRN as a reference.

If your Ofsted rating improves from requires improvement, or inadequate after 29 July 2022 you will only be eligible to deliver T Levels from the Digital, Construction, Education and Health and Science routes for the 2023 to 2024 academic year, but will be able to extend your delivery in the 2024 to 2025 academic year.

We will collect data on planned delivery in May and October 2022 to feed into T Level funding allocations for the 2023 to 2024 academic year based on the Ofsted position of providers at the end of July 2022.

<https://www.gov.uk/guidance/how-to-register-to-deliver-t-levels-in-2023-to-2024-academic-year>

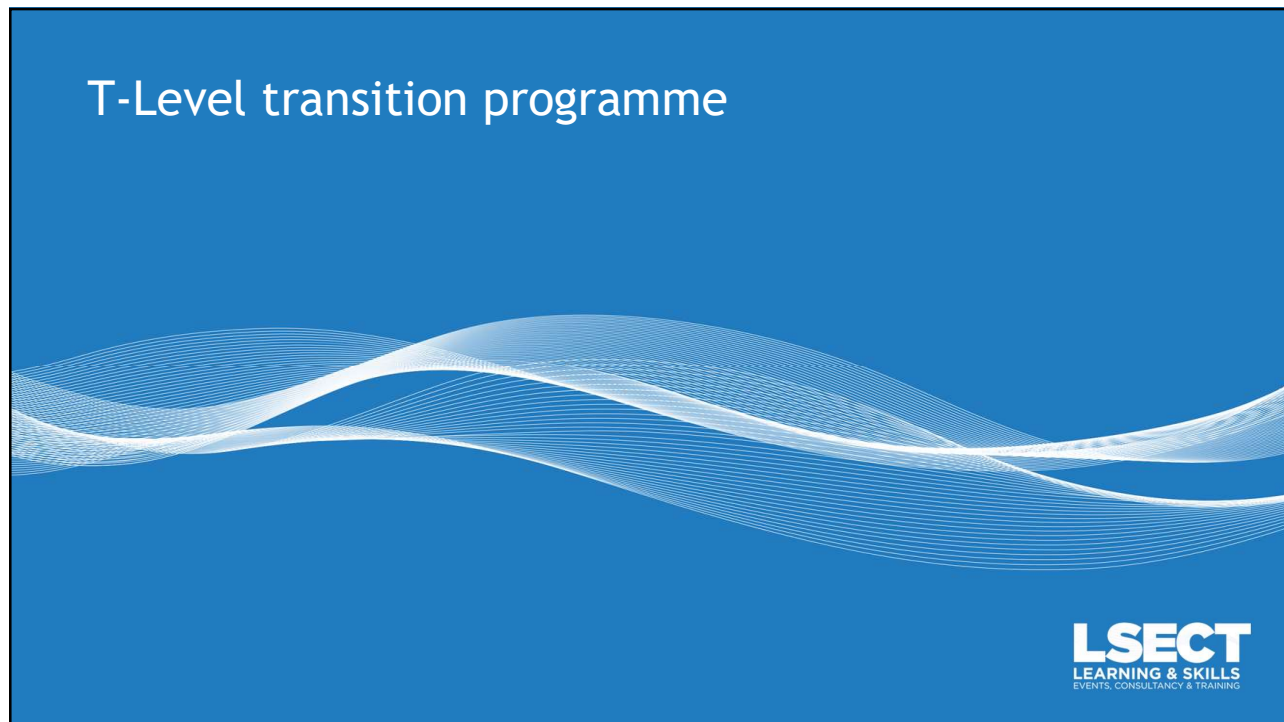
Until 2024

Approach from September 2024 onwards

By 2024 all T Levels will have been delivered for at least a year and we will be moving towards full national roll out. Therefore from 2024, T Levels will be available to be delivered by all providers delivering 16 to 19 study programmes.

<https://www.gov.uk/guidance/t-levels-next-steps-for-providers#t-level-transition-programme>

64



65

T Level Transition programme

“The T Level Transition Programme provides a high-quality route onto T Levels, for students who would benefit from the additional study time and preparation that it will give them before they start their T Level. We are delighted that around 70 T Level providers are now delivering the programme for the first four T Level routes.

“We are taking a phased approach to implementing the programme alongside the introduction of T Levels. We are working closely with a subset of early T Level providers to explore different approaches to delivery, to help determine the shape of the programme.

“In April 2021 we announced our plans for firming up the programme for implementation from September 2022. This is to ensure we have the right balance between consistency in how students are prepared for a T Level and the flexibility the programme needs to support each student individually.”

The image shows the cover page of a document titled "T Level Transition Programme". At the top left is the Department for Education logo. The title "T Level Transition Programme" is in a large, bold, blue font. Below it, in a smaller blue font, is the subtitle "Supporting young people to progress onto and succeed on a T Level". Further down, in a smaller black font, is "Framework for delivery from academic year 2022 to 2023". At the bottom, in a small black font, is the date "December 2021".

<https://www.gov.uk/government/publications/t-level-transition-programme-framework-for-delivery-2022-to-2023>

66

Themes from early delivery

10. Many early Transition Programme providers have embraced the freedom to tailor their programmes to meet students' individual needs and the needs of their own settings. The programmes are varied, but certain themes have emerged:

- **Increased importance of diagnostic assessment:** There has been a greater emphasis on measuring distance travelled throughout the year against the initial assessment. English and maths, study skills, employability skills and digital skills have been key themes for every provider, with many producing in-house skills matrices to assess students and identify gaps.
- **Importance of work preparation:** Many providers increased time spent on work preparation activities, to address the impact of coronavirus (COVID-19) on students' skills and confidence ahead of sending them on work experience.
- **Shift towards smaller qualifications:** Most providers are choosing to include qualifications in the technical component, with a trend towards offering smaller qualifications to allow more time to be spent on the other components.
- **Using assessment methods to prepare for T Levels:** Providers have used a wide range of assessment methods including assignments, projects and exams throughout the programme, to develop students' confidence in these methods for success on T Levels.
- **Significance of English and maths:** These subjects have played a central role in providers' programmes and some providers are refining their approach to contextualisation of these subjects. Where contextualisation of English and maths has worked well, there has been effective collaboration between employers, technical, English and maths specialists.



T Level Transition Programme

Supporting young people to progress onto and succeed on a T Level

Framework for delivery from academic year 2022 to 2023

December 2021

<https://www.gov.uk/government/publications/t-level-transition-programme-framework-for-delivery-2022-to-2023>

67

T Level Transition Programme colleges

"T Level Transition Programmes are a variant of 16-19 study programmes that can only be delivered and recorded by Providers who have been selected to deliver T Levels and who have confirmed they are delivering the T Level Transition Programme in the same T Level route.

As such, they don't have the same mandatory component structure as T Level programmes. All learning aims within a T Level Transition Programme should be recorded as funding model 25, SOF107 and programme type 30."

| Year (Sept start) | Colleges with permission to run the T Level Transition programme |
|-------------------|--|
| 2020 | 32 |
| 2021 | 74 |
| 2022 | 125 |

68

Changes to the T Level Transition Programme for 2021

In November 2020, we made a small number of operational updates to the Framework for Delivery. These are signposted in a summary page within the Framework. They include:

- confirming that there is a new core aim for the T Level Transition Programme reflecting the T Level route that the student is preparing for
- confirming that providers can determine what achievement is for recording the ILR outcome field for T Level Transition Programme students' programme aim and core aim
- confirming that T Level Transition Programme students won't be included in the QARs for 2020 to 2021
- signposting Departmental guidance on work experience for 16 to 19 study programmes in light of COVID-19



T Level Transition Programme

Supporting young people to progress onto and succeed on a T Level

Framework for delivery from academic year 2022 to 2023

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<https://www.gov.uk/government/publications/t-level-transition-programme-framework-for-delivery-2022-to-2023>

69

Transition programme ILR data

“You should not record hours for T Level Transition Programme students in the Planned Hours learning delivery field. This field is only used for T Level programmes. you must record annual planned hours values in the Planned Learning Hours and Planned Employability, Enrichment and Pastoral hours fields.”

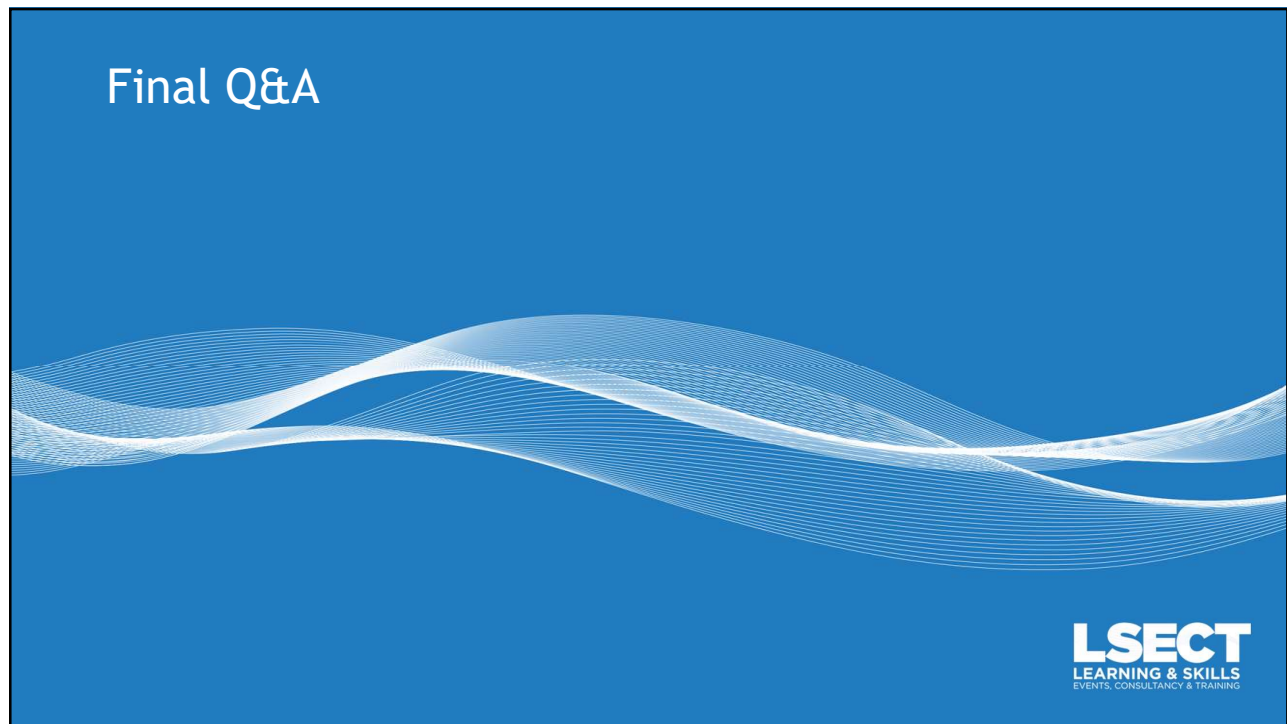
ILR enrolment example:

Learning Aim Reference and Aim Types:

- ZPROG001 Generic code to identify programme aims aim type: 1
- ZTPR0004 Education and Childcare aim type: 5 (core aim)
- XXXXXXXX Functional Skills English aim type: 3
- XXXXXXXX Functional Skills Maths aim type: 3
- XXXXXXXX Award aim type: 3

<https://guidance.submit-learner-data.service.gov.uk/psm/article/recording-t-level-transition-programmes-on-the-ilr>

70



71