



1

Warning
Technical training

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

2

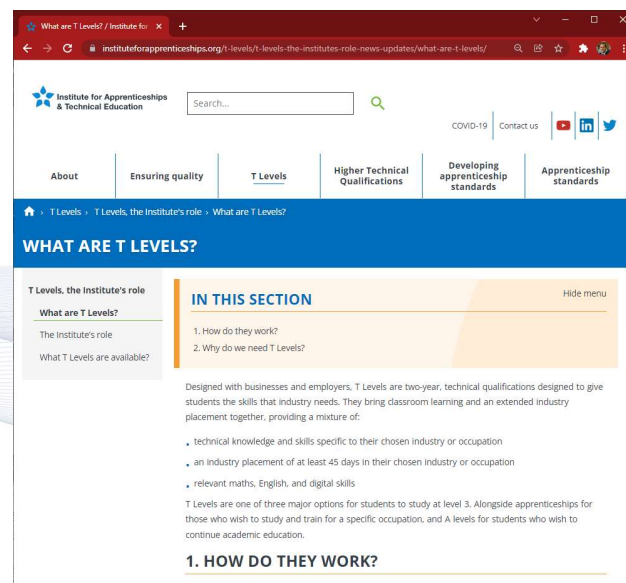
Overview of the T-Level curriculum design and requirements

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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>

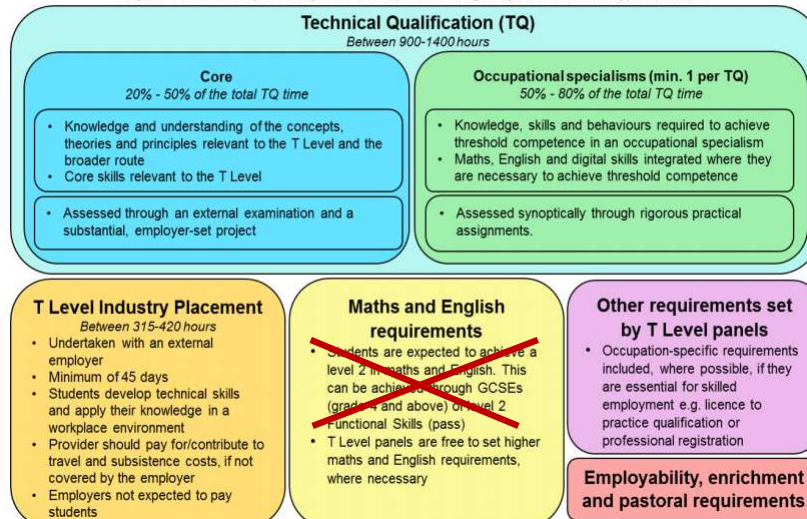
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T Level programme design

T Level programme

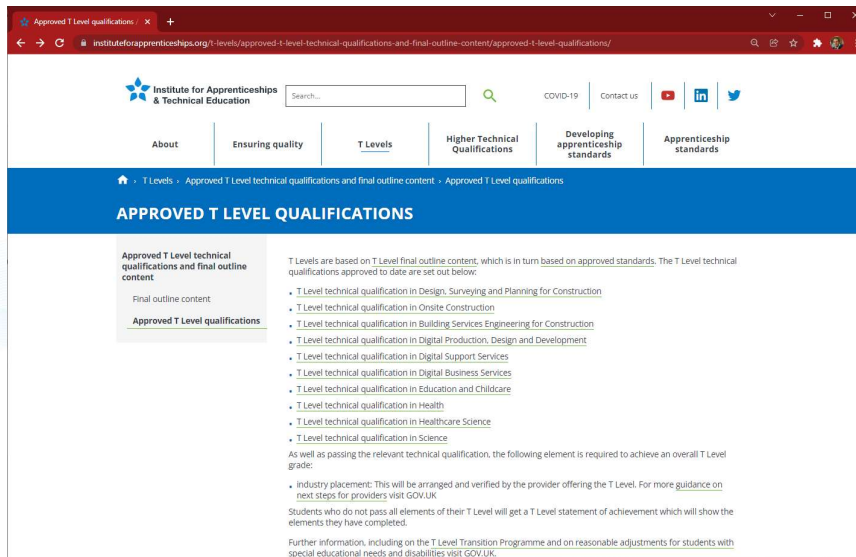
1800 hours over two years (with flexibility)

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



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:

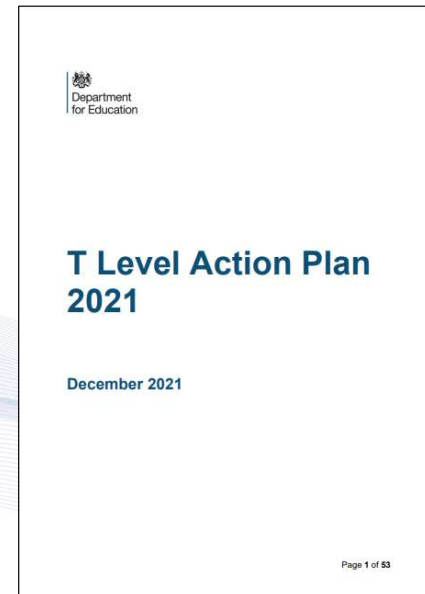
- New T Level participants reported for the month of October 2021 were c. 5,450.
- The proportion of participants by T Level route was:
 - c.1,150 on Construction T Levels
 - c.1,200 on Digital T Levels
 - c.1,500 on Education and Childcare T Levels
 - c.1,600 on Health and Science T Levels

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>



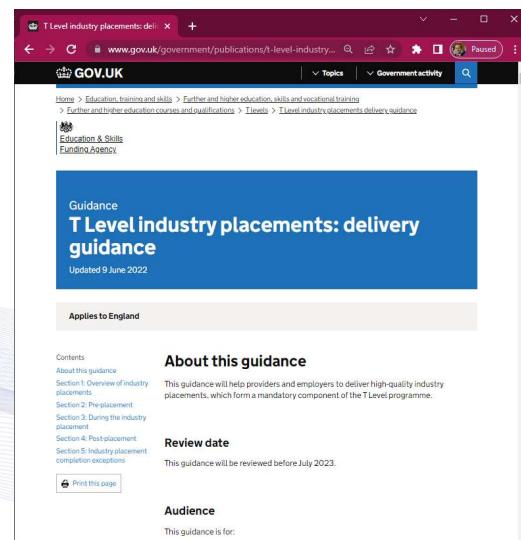
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T Level industry placements

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

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.



T Levels Industry Placements

Update on delivery models and support

May 2019

<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 Oral 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

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”

The screenshot shows the website for the Institute for Apprenticeships & Technical Education. The page is titled "T LEVEL PROGRESSION PROFILES". It features a navigation menu with links to "About", "Ensuring quality", "T Levels", "Higher Technical Qualifications", "Developing apprenticeship standards", and "Apprenticeship standards". The "T Levels" section is active, showing a list of T Levels and a link to "T Level progression profiles". The main content area is titled "IN THIS SECTION" and lists five items: 1. Digital Production, Design and Development; 2. Design, Surveying & Planning for Construction; 3. Onsite Construction; 4. Education and Childcare; 5. Next steps. Below this is an "INTRODUCTION" section with text about the first T Level progression profiles published last week for T Levels, which are available for students to study now, including Digital Production, Design and Development; Design, Surveying & Planning; and Education and Childcare. It also mentions that an initial T Level progression profile for a T Level available for first teach from September 2021 is being published.

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

14

T Level providers

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T Level providers_list_26_September_2022 (2)

Search (Alt+Q)

Nick Linfood

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Comments

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T LEVEL APPROVED PROVIDERS

T LEVEL APPROVED PROVIDERS

T Level Route and Transition Programme Delivery by Academic Year.

The information contained in the list was accurate as of the 29 July 2022 and reflects providers' T Level delivery plans at that time. These are subject to change.

T Level Providers	Region	T Level Transition Programme	T LEVEL ROUTE DELIVERY BY ACADEMIC YEAR												
			Digital Route			Construction and the Built Environment Route			Education and Childcare Route			Health and Social Care Route			
			2022/23	2023/24	2024/25	2022/23	2023/24	2024/25	2022/23	2023/24	2024/25	2022/23	2023/24	2024/25	
ABBEYWOOD COMMUNITY SCHOOL	South West														
ABINGDON AND WITNEY COLLEGE	South East	X	X	X	X	X				X	X	X	X		
ACCESS TO MUSIC LTD	West Midlands		X	X	X	X									
ACHIEVE TRAINING (STAFFORDSHIRE) LIMITED	West Midlands							X	X						
ACLAND BURGHLEY SCHOOL	London														
ACTIVATE LEARNING	South East	X	X	X	X	X					X	X	X	X	
ADA NATIONAL COLLEGE FOR DIGITAL SKILLS	London				X	X									
ALDERSLEY HIGH SCHOOL	West Midlands									X	X				
ALL SAINTS CATHOLIC HIGH SCHOOL	North West														

Provider List - Route Level

Ready

Accessibility: Good to go

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>

15

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://feweek.co.uk/low-key-launch-for-t-levels-for-adults-pilot/>

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

16

T-Level implementation timeline

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17

Current timeline and awarding organisation

And there is a plan for a Marketing T level to be introduced from 2025

<https://educationhub.blog.gov.uk/2022/06/20/t-levels-what-courses-are-available/>

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

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 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

Plus Legal with Pearson

18

16-19 Study Programme Funding formula overview

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19

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*

Education & Skills
Funding Agency

Funding guidance for young people 2022 to 2023

Funding rates and formula

March 2022

Basic 16-19 funding formula

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

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

20

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>

21

Hour funding band rates

Student status band	Hours required per academic year	2022/23 national funding rate
Full time (16-17)*	580 +	£4,542
Full time Band 4 a (18s)	485 +	£3,757
PT Band 4b (16-18)	485-579	£3,757
PT Band 3 (16-18)	385-484	£3,056
PT Band 2 (16-18)	300-384	£2,416
PT Band 1 (16-18)	up to 299	£4,542/640 = £7.01 per hour

* And students aged 18 and over with high needs

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>

22

Retention factor

Retention factor

76. The funding formula recognises that there is a cost to providers in delivering programmes of study to students who do not complete. This is applied through the retention factor, and the effect on funding is shown in the [table below](#).

Table 7: Funding for withdrawing students

Student's completion status	Percentage of annual funding earned
Student leaves before completing qualifying period	0%
Student leaves and is not recorded as completed	50%
Student retained or leaves and is recorded as completed	100%

77. To reflect the funding reduction for withdrawing students, the funding formula uses a retention factor that is based on the retention rate.

78. The retention rate is the number of students retained (the student's completion status is continuing, completed or on a planned break in learning) divided by the total number of fundable students.

79. The retention factor is halfway between the retention rate and 100 per cent. We calculate it with the following formula.

$$\text{Retention factor} = 50\% + \frac{\text{retention rate}}{2}$$

80. We use a retention factor of 1 to calculate the allocations for direct funded 14- to 16-year-old students.

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

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”

“The programme cost weightings for some sector subject areas (SSA) have increased”

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

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

24

Disadvantage funding (£6k minimum)

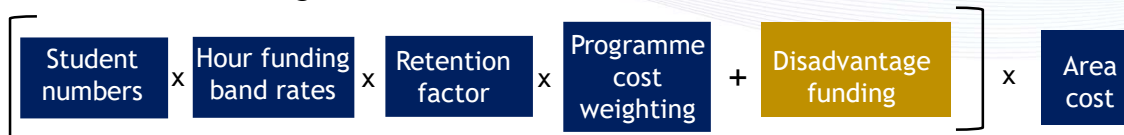
Two elements calculated by the ESFA using ILR and national data

- block 1: economic deprivation, based on the home postcode of the student.
Increases funding by 8.4% to 33.6% for those living in the 27% most deprived super output areas (based on IMD 2019)

- block 2*: prior attainment in GCSE English and maths at age 16 (£504 for full time, per subject per year)

* extra £683 for T Level students - more on this later

Basic 16-19 funding formula



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

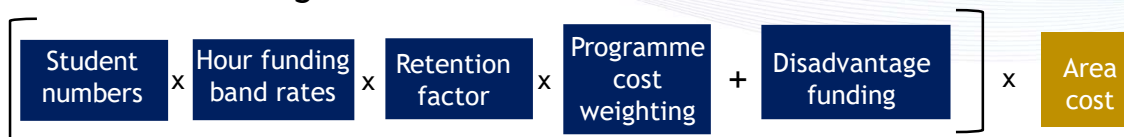
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Area cost

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%

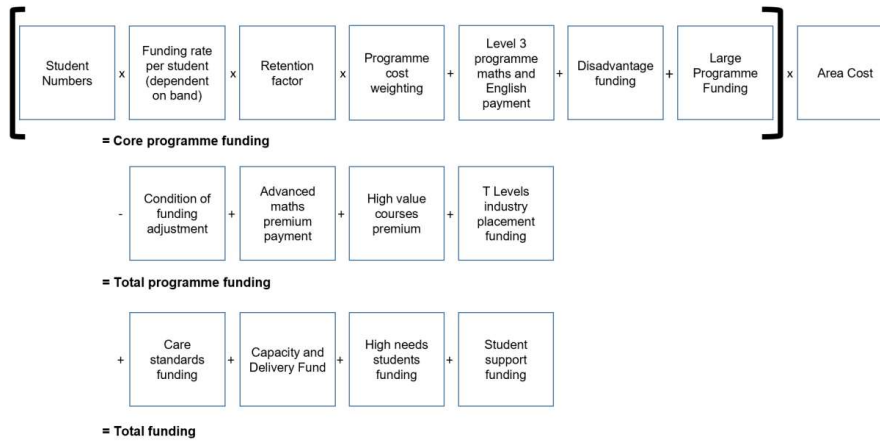
Basic 16-19 funding formula



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

26

The actual full funding formula*



* Check you funding allocation document for provider details

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

27

T-Level funding rates

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28

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)	2022/23 national funding rate per student, per programme	Annual value (and increase this year)	
Band 9	1,730	£13,068	From	To
Band 8	1,580 (up from 1,500)	£11,982	Band 9	£6,108 £6,534
Band 7	1,380 (up from 1,300)	£10,896	Band 8	£5,584 £5,991
Band 6	1,180 (up from 1,100)	£9,446	Band 7	£5,061 £5,448
			Band 6	£4,363 £4,723

“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>

29

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.

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

30

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)”

109. Each instance of a student not having achieved a maths or English GCSE at grade 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 9: Funding rates for block 2

Band		Block 2 funding rate per subject, per year
T Levels	6 to 9	£683
Other study programmes	5	£504
	4a and 4b	£504
	3	£307
	2	£307
	1	£504/FTE

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

31

Level 3 programme maths and English payment

Level 3 programme maths and English payment

112. We give extra funding to providers to deliver maths and English to students doing substantial level 3 study programmes or T Levels.

113. Students are eligible for additional funding in the first year of a level 3 programme when they have not yet attained a GCSE grade 9 to 4 (or equivalent) in maths and/or English, and their study programme meets at least one of these criteria:

- a. it includes at least 2 A levels
- b. it includes a level 3 qualification of at least 360 guided learning hours (GLH)
- c. it is a T Level

Table 10: Funding rates for maths and English in level 3 programmes

	Payment per subject
1 year programme	£375
2 year programme	£750

114. We pay an instance of funding for each subject in which a student does not hold a GCSE grade 4. This means that a student who has not passed either English or maths will receive one instance, and those without both GCSEs will receive 2 instances.

115. For students on 2 year programmes, we pay the whole 2 year rate in the first year of their programme, as long as they are continuing at the end of their first year. Otherwise we pay the rate for a 1 year programme.

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

32

Condition of funding (English and maths)

Condition of funding adjustment

138. Students doing study programmes other than T Levels must study maths and/or English when they do not already hold a GCSE grade 9 to 4 (a standard pass grade) or equivalent qualification in these subjects.

139. This requirement is a condition of funding and we remove funding from future allocations for students who do not meet it.

140. We use historic information from the latest full year's data for the condition of funding adjustment. For the 2022 to 2023 allocations, we remove funding for students who do not meet the condition in 2020 to 2021, according to either the 2020 to 2021 R14 or autumn 2021 school census data.

141. From 2022/23, T Level students must meet the condition of funding in the same way as students on study programmes. Students who started a T Level programme in previous years do not have to meet the condition, but we expect that they will work towards achieving a GCSE grade 4 in English and/or maths if they do not already have a level 2 in those subjects.

<https://www.gov.uk/guidance/16-to-19-funding-maths-and-english-condition-of-funding>

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

33

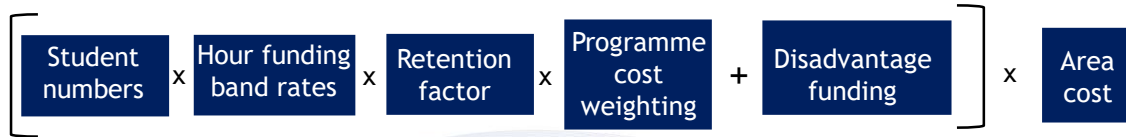
T-Level funding formula

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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 £504 per English or math qual a FT student doesn't have it's £683 per year

"The funding rate for block 2 disadvantage for T Level students will be £683, 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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36

Student number allocations with no delivery history

“We will use the T Level student numbers agreed with providers. For 2022 to 2023, we are using the student numbers submitted in October 2021, based on planned recruitment in autumn 2022. Where necessary, we will update this figure in autumn 2022 for under- or over-delivery. We will publish information on under-and over-delivery adjustments on GOV.UK.”

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 (22/23) students x R04 (21/22):R14 (21/22) ratio = Total 2023/24 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

So ILR R04 collection (deadline was yesterday) is critical

Table 1a: Student Numbers (Including 19-24 Students)

1.1a	2020/21 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	21 R04 x R04:R14 Ratio

Table 1b: Breakdown of Funding by Funding Band (Including 19-24 Students)

Planned Hours	Student numbers 2020/21	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

<https://www.gov.uk/government/publications/16-to-19-funding-allocations-supporting-documents-for-2022-to-2023/16-to-19-further-education-revenue-funding-allocation-guide-2022-to-2023>

38

But for 2023 there did appear 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 2022 to 2023 Academic Year										
Region	Local Authority (LA)	LA No.	Institution Name	Category	UKPRN	Total	of which high needs students	of which T Level students	Total (£)	of which disadvantaged funding (£)
EE	Cambridgeshire	873	Abbey College, Ramsey	Academy	10035138	127	2	0	637,696	13
YH	Leeds	383	Abbey Grange Church of England Academy	Academy	10034529	353	0	0	1,800,279	134
NE	Stockton-on-Tees	808	Abbey Hill Academy	Academy Special	10042028	96	96	0	0	0
YH	Rotherham	572	Abbey School	Academy Special	10056212	25	25	0	0	0
EM	West Northamptonshire	841	Abbeyfield School	Academy	10038493	163	0	0	745,224	30
SW	Wiltshire	805	Abbeyfield School	School Sixth Form	10004479	154	0	0	717,784	9
EE	Suffolk	935	Abbeygate Sixth Form College	Free School 16-19	10063728	769	0	0	3,539,534	28
SW	South Gloucestershire	803	Abbeywood Community School	Academy	10039896	165	6	0	732,948	16
WM	Staffordshire	860	Abbot Bryan School	School Sixth Form	10008044	91	0	0	448,106	26
SE	Oxfordshire	931	Abington and Winley College	General FE and Tertiary	10000055	1609	300	205	9,817,848	848
EM	Nottinghamshire	891	Academy Transformation Trust	Other	10039899	127	0	0	740,171	115
WM	Birmingham	330	Access To Music Limited	Independent Learning Provider	10000080	3719	68	95	20,551,146	2,003
EM	Nottingham	892	Access Training (East Midlands) Ltd	Independent Learning Provider	10010584	92	0	0	384,973	85
NW	Lancashire	888	Accrington Academy	Academy	10024152	131	0	0	737,130	113
NW	Lancashire	889	Accrington St Christopher's Church of England High School	Academy	10035196	299	25	0	1,478,832	104
SE	Oxfordshire	931	ACE Training and Consultancy Ltd	Independent Learning Provider	10034055	75	0	0	369,041	39
WM	Stoke-on-Trent	801	Achieve Training (Staffordshire) Limited trading as Achieve Training	Independent Learning Provider	10005250	299	9	0	1,073,668	170
GL	Camden	202	Acland Burghley School	School Sixth Form	10001101	214	0	0	1,713,624	97
EM	Derbyshire	830	Acom Training Consultants Limited	Independent Learning Provider	10000108	840	0	0	4,230,326	470
NW	Knowsley	340	Activate	Special Post-16 Institution	10016277	63	63	0	371,241	74
SE	Oxfordshire	931	Activate Learning	General FE and Tertiary	10004627	8146	731	368	46,510,233	4,568
GL	Haringey	308	Ada National College for Digital Skills	General FE and Tertiary	10057981	169	6	0	1,068,302	43
GL	Croydon	306	Addington Valley Academy	Free School Special	10086489	20	20	0	0	0
NW	Cheshire East	885	Alderside School	Academy Special	10044294	10	10	0	0	0
EM	Lincolnshire	825	Aegr - A Specialist Academy	Academy Special	10053087	30	30	0	208,145	30
GL	Enfield	308	AM Academy North London	Academy	10084305	38	0	0	335,745	57
YH	Walsfield	384	Airefield Academy	Academy	10033306	59	0	0	2,780,185	18
WM	Warwickshire	837	Alcester Grammar School	Academy	10033336	598	1	0	627,961	36
NW	Lancashire	888	Alton Grange School	School Sixth Form	10014787	127	0	0	886,611	16
WM	Solihull	334	Alderbrook School	Academy	10034629	206	0	0	621,019	65
EM	Derbyshire	830	Aldercar High School	School Sixth Form	10014980	115	0	0	0	0

Including T Level student target

<https://www.gov.uk/government/publications/16-to-19-allocation-data-2022-to-2023-academic-year>

40

T-Level data requirements

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41

ILR Support Manual

Programme type 31 (or 30 for Transition Programme)

T Level programmes have 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.

Provider Support Manual for 2022 to 2023

Published: January 2022. [Summary of changes](#)
Updated: July 2022
From: Education and Skills Funding Agency

Search the support manual

Section 1 How to use this manual
[Section 1 How to use this manual](#)

Section 2 Introduction to the ILR
[What is the ILR](#)

Section 9 Recording T Level and T Level Transition Programmes

[Recording T Level programmes on the ILR](#)
[Recording T Level Transition Programmes on the ILR](#)
[Learner progression from a Transition Programme to a T Level](#)

Section 4 Completing the ILR: guidance for all provision
[What to include on the ILR](#)

<https://guidance.submit-learner-data.service.gov.uk/22-23/psm/article/recording-t-level-programmes-on-the-ilr>

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 to enable clear recording.

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 at the beginning 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/22-23/psm/article/recording-t-level-programmes-on-the-ilr>

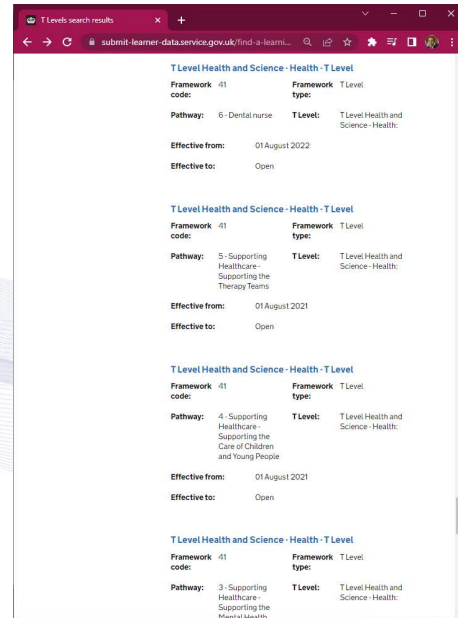
43

Find a learning aim

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

44

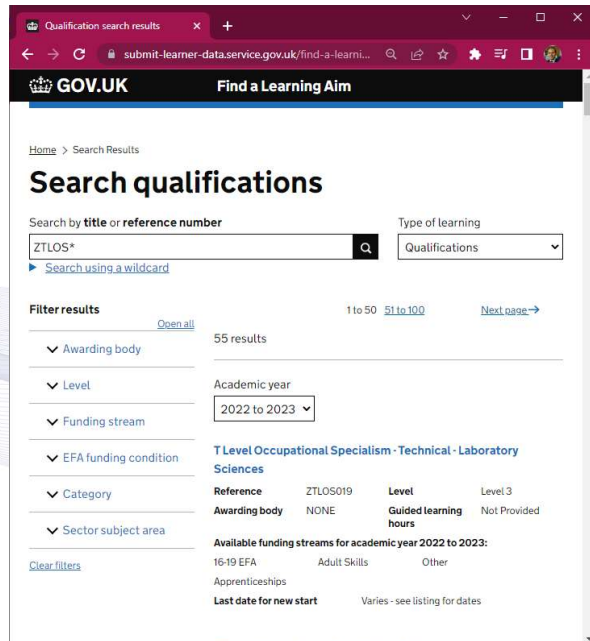
Note the multiple pathways



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

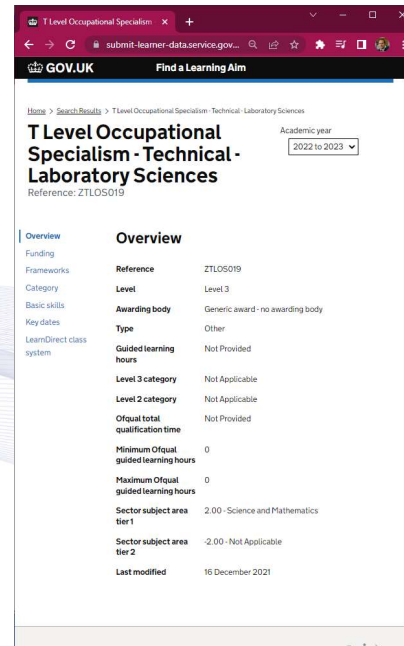
45

Occupational Specialism Search using ZTLOS* This is the class code



46

Occupational Specialism Example ZTLOS019



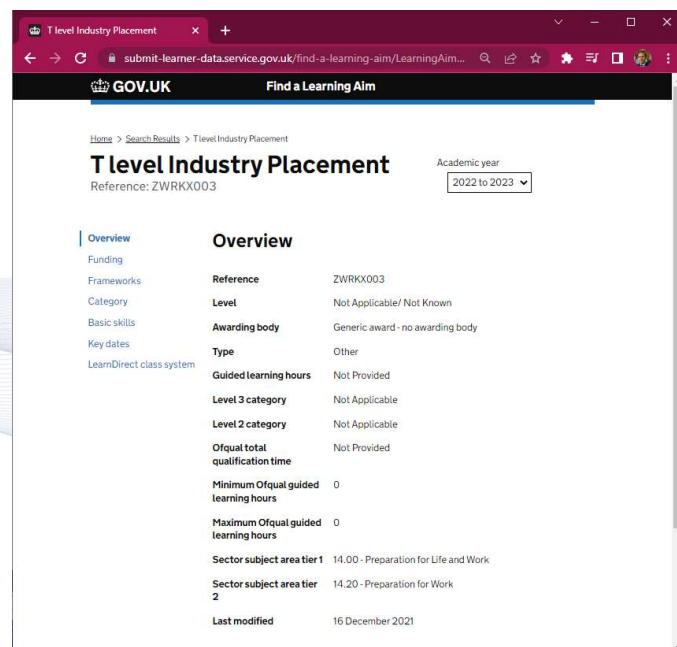
The screenshot shows the 'Find a Learning Aim' page for 'T Level Occupational Specialism - Technical - Laboratory Sciences' with reference ZTLOS019. The page includes a sidebar with navigation links and an 'Overview' section with the following details:

Overview	
Reference	ZTLOS019
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	2.00 - Science and Mathematics
Sector subject area tier 2	-2.00 - Not Applicable
Last modified	16 December 2021

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.”



The screenshot shows the 'Find a Learning Aim' page for 'T level Industry Placement' with reference ZWRKX003. The page includes a sidebar with navigation links and an 'Overview' section with the following details:

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	16 December 2021

48

Pathway field

“Framework and pathway codes must be recorded against all T Level learning aims. This helps ensure that the learning aims recorded in the student's programme are compatible with each other (for example an occupational specialism is valid for the T Level technical qualification delivered). The framework code reflects the T Level qualification level and the pathway code reflects the occupational specialism level. Both codes can be found in the frameworks table in the FaLA database.”

The screenshot shows the 'Pathway: Field' page on the GOV.UK website. The page title is 'ILR specification: 2022 to 2023 Pathway: Field'. It includes a 'Definition' section stating 'The pathway of the framework being undertaken.' and a 'Reason required' section stating 'To track multiple pathways within a framework which identify different types of employment/job roles.' Below these are 'Schema definitions' and 'Collection requirements'.

XML Element Name	PwayCode
Field length	4
Data type	xs:int
Minimum occurrences	0
Maximum occurrences	1
Part of	LearningDelivery

Collection requirements

- Apprenticeship Frameworks (ProgType 2,3, 20,21,22,23)
- T Level programme (FundModel 25, ProgType 31)

49

Pathway codes

Found within the Find a Learning Aim database

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

The screenshot shows the 'Find a Learning Aim' search results page on the GOV.UK website. The search criteria are 'e.g Maths or 40010740' and 'Type of learning: T Levels'. The results show 66 results. Two results are visible:

Framework code	Pathway	Effective from	Effective to
47	115 - Assistant Accountant	01 August 2022	Open
45	247 - Air conditioning engineering and refrigeration engineering	01 August 2021	Open

50

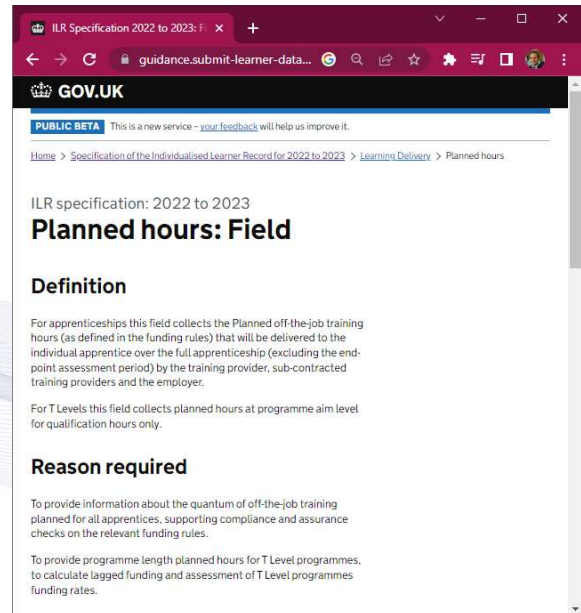
Planned hours

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

T Level planned hours – these should be recorded against every T Level student at the start of their programme in the planned hours field against the T Level programme aim only. T Level planned hours must be recorded for the whole programme. This is different to 16-19 study programmes, where the planned hours are recorded only for the academic year.

So this is the total planned hours for both years

<https://guidance.submit-learner-data.service.gov.uk/22-23/psm/article/recording-t-level-programmes-on-the-ilr>



<https://guidance.submit-learner-data.service.gov.uk/22-23/ilr/entity/LearningDelivery/field/PHours>

51

T-Level achievement rates and performance monitoring

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52

T Level grading and certification

Students who complete their T Level 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.

If students have attained maths and/or English qualifications at level 2, this will also be referenced on 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

T Levels are new courses being rolled out nationally from September 2020, which are equivalent to 3 A levels. These 2-year courses have been developed in collaboration with employers and business so that the content meets the needs of industry and prepares students for skilled employment. T Levels will become one of the main choices for students after GCSE alongside A levels for students who wish to continue academic education, and apprenticeships for students who wish to learn a specific occupation 'on the job'. You can find out more information about T Levels at [Introduction of T Levels - GOV.UK \(www.gov.uk\)](#).

Following a public consultation, the government response set out at a high-level five headline accountability measures for T Levels that we intend to develop and publish as part of 16 to 18 performance measures:

- Attainment
- Completion
- English and maths
- Progress
- Destinations

We will first publish 16 to 18 performance measures for T Level students for the 2023 to 2024 academic year (ie for students starting T Levels in September 2022, and completing them in summer 2024). In that first year, we will publish attainment measures, and will confirm in due course if any of the above measures will also be published in that year, or whether they will be introduced in future years¹⁴. Shadow measures for the first set of measures will be shared with schools and colleges only, in the prior academic year, based on T Level students that completed their study in the 2022 to 2023 academic year.

We have set out below how we expect to calculate T Level performance measures. All details will be confirmed again closer to the time that we publish T Level measures for the first time.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1109545/16_to_18_performance_measures_technical_guidance_2022.pdf

56

T Level performance and accountability measures

Attainment

The attainment measure will show a school or college's attainment in each of the Technical Qualification (TQ) elements of the T Level. The attainment measure will show the average grade that students attain and builds on the average point score per entry data (expressed as a grade) that is currently published as part of 16 to 18 performance measures.

How we expect the new measure will work

Separate attainment scores will be derived for the different TQ components: the core theory ('Core'), and the specialist skills for a particular occupation or career ('Occupational Specialism' or OS).

To derive the average point score, within each TQ component, we will take the total point score achieved by all students and divide by the total entry size. Both the Core and OS component types will be attributed a size of 1 irrespective of actual guided learning hours.

$$\text{Average point score} = \frac{\text{Total component point score for all students}}{\text{Total size of component entries for all students}}$$

Point scores for both the Core and OS will range from 0-60, in parallel with A level points. These average points scores will be assigned an average grade based on the average point score band rules set out in tables 32 and 33 below.

Outcomes will be reported where a student has entered for an assessment in either a Core or OS component, irrespective of whether the student completes the overall T Level. This means the treatment of students taking TQ components as part of a T Level in the headline attainment measure is the same as a student taking A levels instead as part of their study programme. Withdrawals to level 3 apprenticeships or above, or alternative educational provision (A levels, tech levels) however, will not be reported as a fail.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1109545/16_to_18_performance_measures_technical_guidance_2022.pdf

57

T Level performance and accountability measures

Headline facts and figures - 2021/22

Total number of learners in receipt of T Levels results

1,029

Percentage of learners achieving a 'Pass' or above for their overall T Level grade

92.2%

Percentage of learners achieving an 'E' or above in their core component

99.5%

Percentage of learners achieving a 'Pass' or above in their occupational specialism

97.5%

Percentage of learners who completed an industry placement

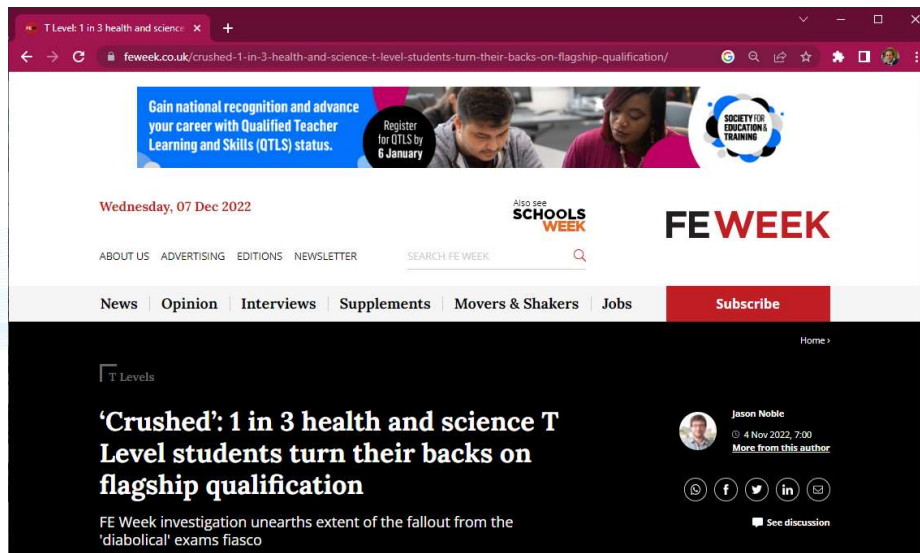
94.0%

The DfE said they had around 1300 starts so this looks like about 79% retention rate, and achievement rate of 73%

<https://explore-education-statistics.service.gov.uk/find-statistics/provisional-t-level-results/2021-22>

58

Retention could be an issue where alternative BTECs continue



<https://feweek.co.uk/crushed-1-in-3-health-and-science-t-level-students-turn-their-backs-on-flagship-qualification/>

59

Ofsted

Recommendations from our visits

Based on our findings, we recommend that providers:

- provide initial advice and guidance to learners 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 learners' knowledge and skills
- reduce any delays to learners going on placements
- collaborate with employers to make sure that learners get a high-quality curriculum
- monitor learners' achievements and progress and the impact of placements on learners' knowledge and skills
- ensure that learners on the TLTP get relevant work experience

We also recommend that employers:

- provide placements that give learners appropriate experiences relevant to their T level

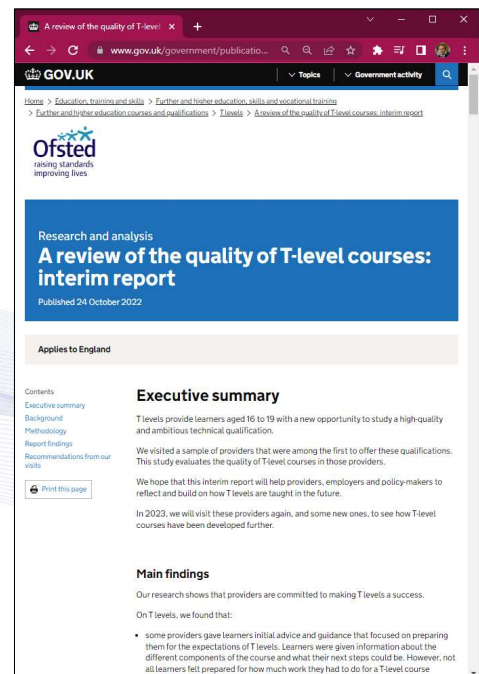
The Department for Education should:

- evaluate the effectiveness of the TLTP in helping learners progress to T level courses
- work with universities to make sure they accept T levels for entry to all relevant courses

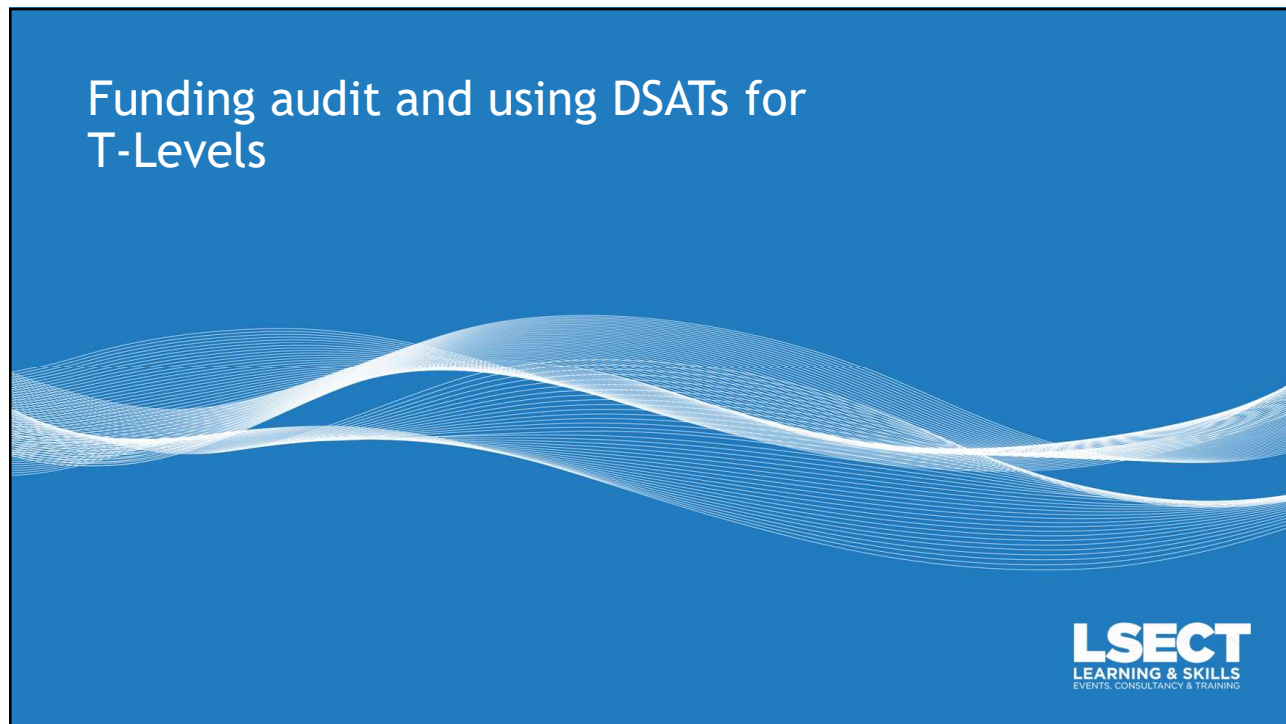
We recommend that awarding bodies:

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

<https://www.gov.uk/government/publications/a-review-of-the-quality-of-t-level-courses-interim-report/a-review-of-the-quality-of-t-level-courses-interim-report>



60



61

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>

62

“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>

63

Data Self Assessment Toolkit

The screenshot displays the PDSAT (Data Self Assessment Toolkit) interface. The main window shows the 'Returns' section with a 'Selected Return' dropdown set to 'ILR-10000000-1920-20200522-125537-01'. Below this are buttons for 'Import ILR', 'Import FIS', 'Delete Return', and 'Delete All'. A 'Data Overview' section shows a donut chart for 'Learners by Funding Model' with categories FM25, FM35, FM36, and FM99. To the right, a 'Key Return Data' table lists various metrics. A 'Reports' window is open, showing a list of reports with columns for Report ID, Report Name, and Record Count. The reports include 'Report logic by report', 'Possible duplicate learners', 'Possible duplicate or overlapping programmes and regulated learning aims', 'Possible duplicate or overlapping non-regulated learning aims', 'Transferring learners', 'All adult skills funding model learners and learning aims', 'All carry-in apprenticeship standards learners and learning aims', 'All learners and learning aims within the new apprenticeship programme', 'All Advanced Learner Loan and Loans Bursary Fund learners', 'Learners enrolled on English and/or maths learning aims', 'Learning support funding', 'Learning aims by delivery postcode', 'Funding by subcontractor', '19+ apprentices with full funding claimed', and '19+ apprentices with enhanced or extended funding'.

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

64

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

We are still waiting for the new online 2022/23 version of PDSAT to be released

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

65

Monitoring post-16 funding reports

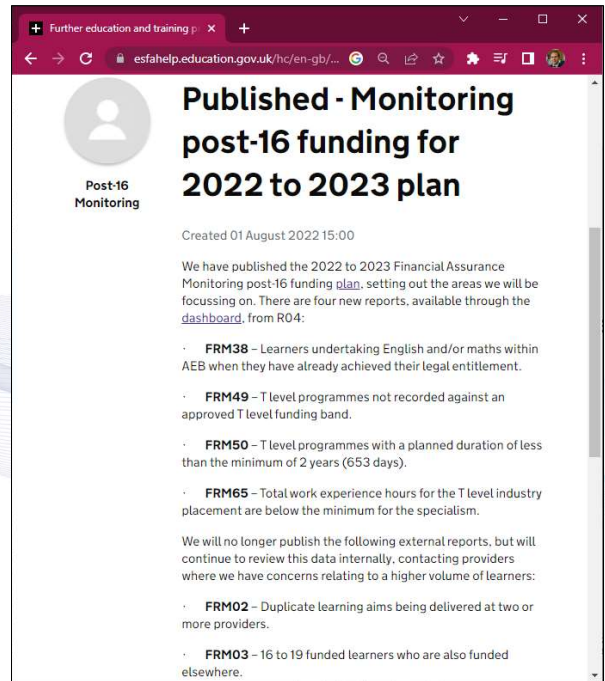
<https://www.gov.uk/government/publications/financial-assurance-monitoring-post-16-funding/financial-assurance-monitoring-post-16-funding-for-2022-to-2023>

The screenshot shows the GOV.UK page for 'Financial Assurance: Monitoring post-16 funding for 2022 to 2023'. The page is titled 'Guidance' and 'Updated 1 August 2022'. It includes a breadcrumb trail: Home > Education, training and skills > Further and higher education, skills and vocational training > Further education financial management and data collection > Financial assurance monitoring post-16 funding. The page content includes a 'Contents' sidebar with links to Introduction, Summary of changes, Using the post-16 monitoring reports dashboard, Accessing the dashboard, Filters, Viewing and exporting data, Publication dates, FRM01 - Learners repeating a learning aim they have already achieved, and FRM13 - Learners undertaking English and/or maths within an. The main content area has an 'Introduction' section stating: 'We monitor the data reported to us as part of our assurance work. We monitor data from the Individualised Learner Record (ILR), School Census (SC), and other sources such as the Earnings Adjustment Statement (EAS) and the Student Loans Company (SLC). This desktop review of how the funding system and funding rules operates has the following aims: to identify possible errors in the funding claimed for post-16 delivery that require further investigation, to improve the overall quality of the data reported, to assure us that the provision we buy meets our published funding rules, and to inform our standard business processes for assurance, audit, end-of-year payment and reconciliation.'

66

New FRM reports

<https://esfahelp.education.gov.uk/hc/en-gb/community/posts/6929199182610-Published-Monitoring-post-16-funding-for-2022-to-2023-plan>



Published - Monitoring post-16 funding for 2022 to 2023 plan

Created 01 August 2022 15:00

We have published the 2022 to 2023 Financial Assurance Monitoring post-16 funding [plan](#), setting out the areas we will be focussing on. There are four new reports, available through the [dashboard](#), from R04:

- **FRM38** – Learners undertaking English and/or maths within AEB when they have already achieved their legal entitlement.
- **FRM49** – T level programmes not recorded against an approved T level funding band.
- **FRM50** – T level programmes with a planned duration of less than the minimum of 2 years (653 days).
- **FRM65** – Total work experience hours for the T level industry placement are below the minimum for the specialism.

We will no longer publish the following external reports, but will continue to review this data internally, contacting providers where we have concerns relating to a higher volume of learners:

- **FRM02** – Duplicate learning aims being delivered at two or more providers.
- **FRM03** – 16 to 19 funded learners who are also funded elsewhere.

67

Ofsted rating remains important

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

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.

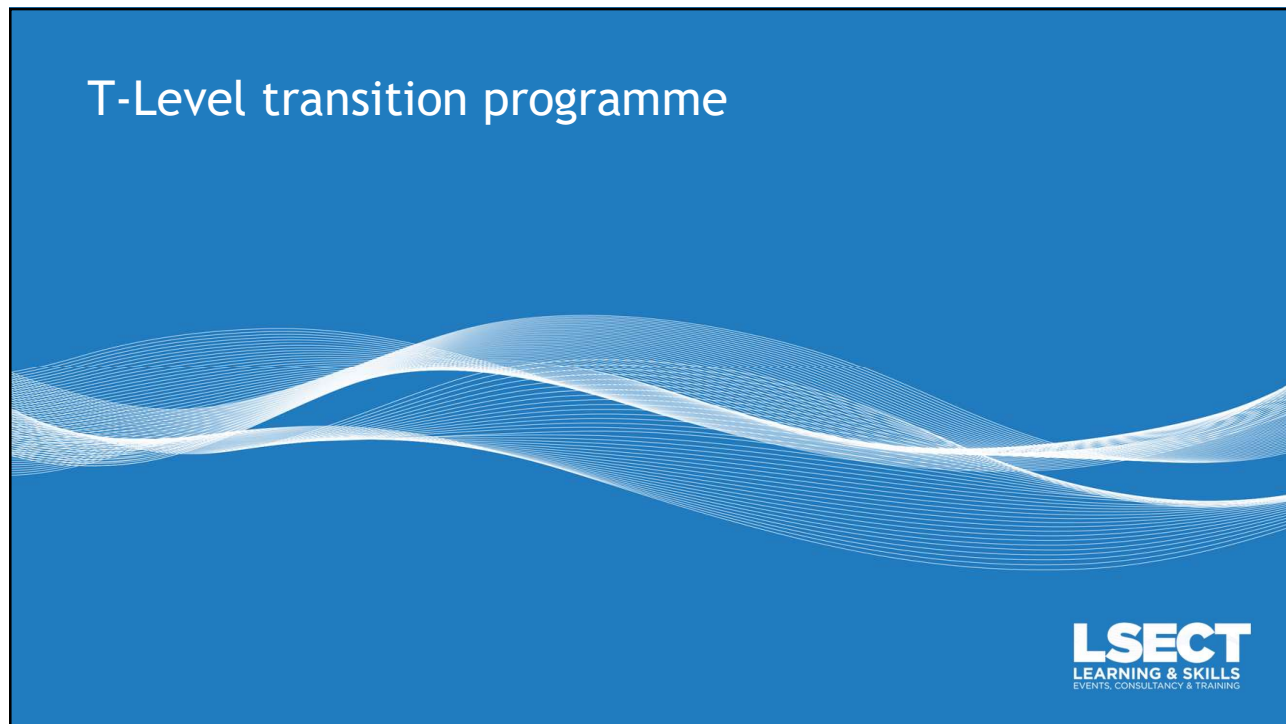
Until 2024

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>

68



69

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>

70

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>

71

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

72

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

December 2021

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

73

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:

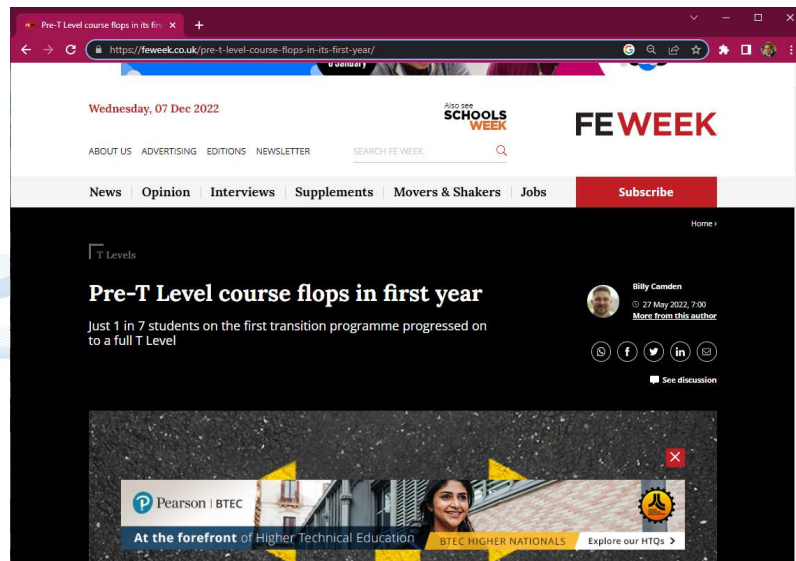
Learning Aim Reference and Aim Types:

- 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>

74

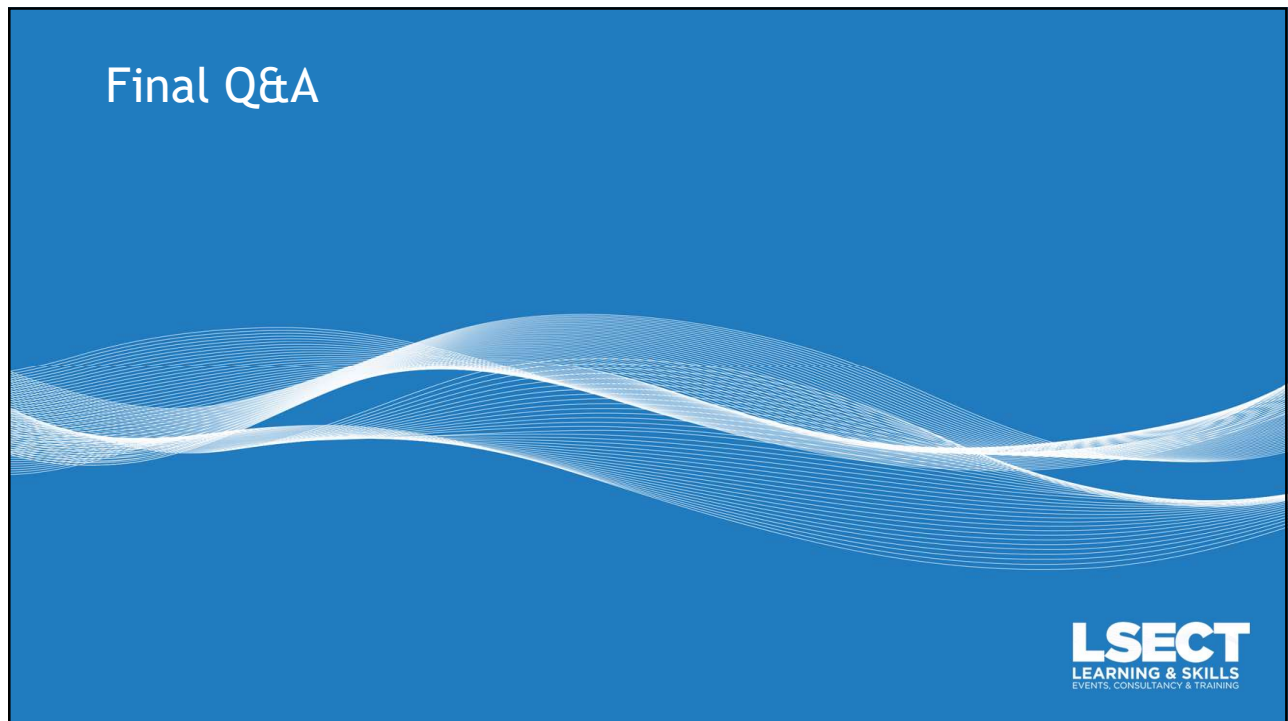
Is it working?



<https://feweek.co.uk/pre-t-level-course-flops-in-its-first-year/>

75

Final Q&A



76