

## Induction for Technical Teachers

1. What is further education (FE)? An introduction to the breadth of the sector
2. Who will I teach **and how will I support them?** An introduction to the students and their needs
3. Your role as a teacher of T Levels
4. Teaching qualifications
5. Related organisations, e.g. Awarding Organisations, Ofsted, ESFA
6. Glossary

Teachers working in different contexts will teach T Levels. This guide is for further education (FE) teachers and provides an introduction to the FE sector. It is not comprehensive but is intended to give you a brief overview of the sector in which you are working.

1. **What is further education (FE)?** An introduction to the breadth of the sector.
  - The Further Education (FE) and Training sector is broad and diverse.
  - It is made up of many different types of provider including colleges; independent training providers (ITPs) or private training companies; local authority (LA) providers; employer providers, and community and voluntary sector providers including charities and community groups.
  - Providers deliver in a variety of different contexts including work-based learning, colleges, adult and community education centres, the community and voluntary sector, and offender learning.
  - Providers often receive government funding to provide education and training to people over the age of 16.
  - Some also offer courses for 14 and 15 year olds.
  - Schools and universities are not part of the FE sector, although some schools may offer the same qualifications, including T Levels.

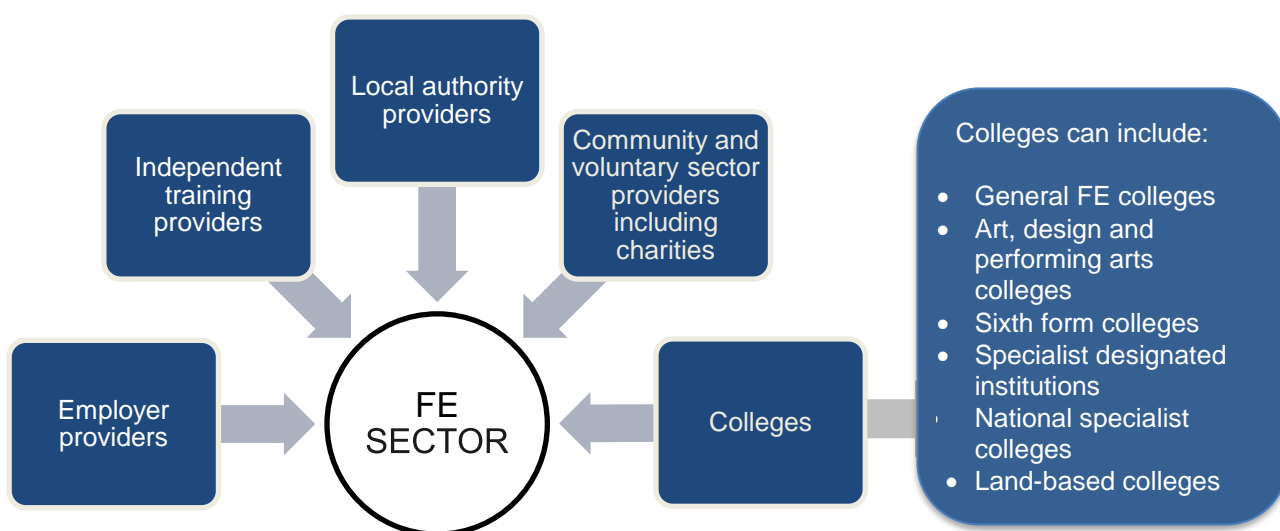
A more detailed introduction to the FE Sector is available on the [Excellence Gateway website](#).

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## 1.1 The different types of provider involved in delivering FE



Learning in the FE sector can take place in a range of settings including...

### Work-based learning (WBL)

WBL can be delivered by any of the above provider type.

### Adult and community learning (ACL)

Delivered by:

- Local authority providers
- Community and voluntary sector providers
- Colleges

### Offender learning

Offender learning, through a Prison Education Framework (PEF) contract, can be delivered by any of the above providers.

## 1.2 Qualifications

Students can choose from a range of different qualifications in FE.

- Most qualifications have a difficulty level ranging from entry level up to level 8. The higher the number, the more difficult the qualification is.

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- ‘Entry level’ is divided into three sub-levels (entry 1, 2, and 3). This level of study develops basic knowledge and skills in a range of subject areas and may be the best option for those with no formal qualifications or who are not yet ready to study at Level 1/2 (GCSE level).
- Level 1 qualifications are more advanced than entry level and are equivalent to GCSE grades 3-1 (formerly grades D-G).
- Level 2 qualifications provide a more in-depth understanding of a subject and are equivalent to GCSE grades 9-4 (formerly grades A\*-C).
- Level 3 qualifications offer more specialised, advanced learning and are equivalent to A levels. This level is usually required for entry to university or certain job roles.
- Level 4 and above is referred to as ‘higher education (HE)’. Many FE providers now offer HE courses.

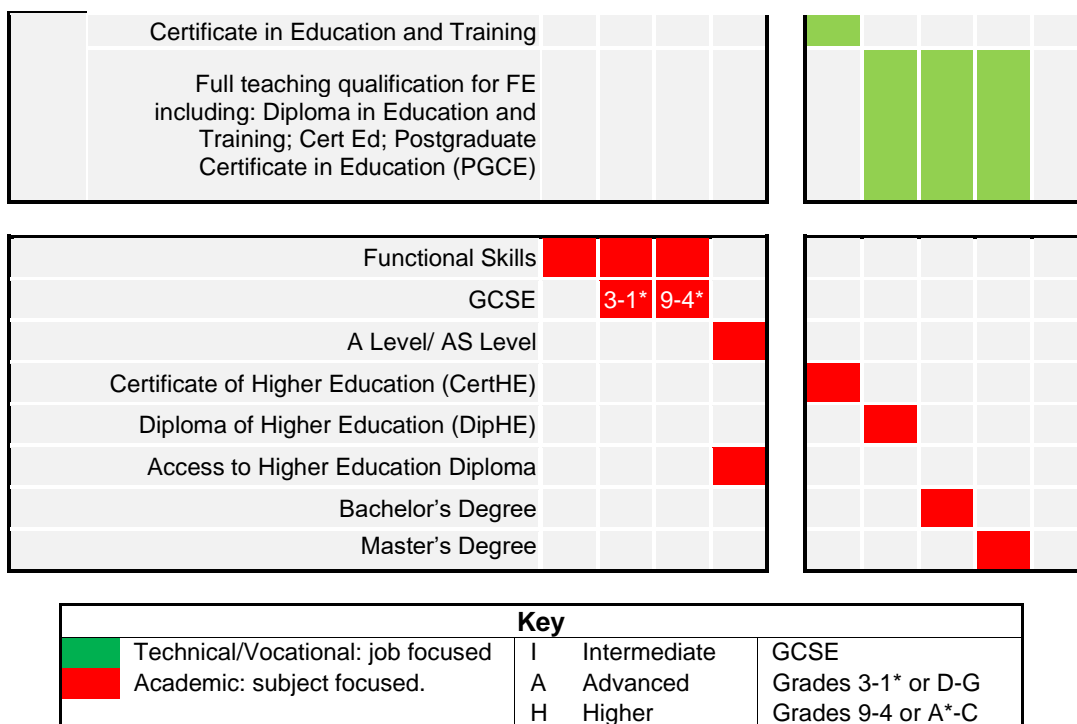
The diagram below shows many of the different qualifications that are available in the FE sector and at what levels they can be studied.

		Entry Level (1-3)	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
T Level										
Apprenticeship				I	A	H	H	H	H	
Degree Apprenticeship										
Award										
Certificates	Certificate									
	National Certificate									
	Higher National Certificate (HNC)									
	Graduate Certificate									
	Postgraduate Certificate (PGCert)									
Diplomas	Diploma									
	National Diploma									
	Higher National Diploma (HND)									
	Graduate Diploma									
	Postgraduate Diploma (PGDip)									
National Vocational Qualification (NVQ)										
Foundation Degree										
Award in Education and Training										

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## i. Vocational Qualifications

These qualifications are designed to recognise a student's skills, knowledge and understanding in a particular industry or area of employment. Learning is more practical and job-focused than with academic qualifications.

### T Levels

T Levels are new Level 3 study programmes. T Levels are taken over two years and are available to young people aged 16-19.

T Levels are intended as a technical alternative to A levels. They offer a mix of classroom learning and 'on the job' experience gained during an industry placement of at least 315 hours.

T Levels will become increasingly available in a range of industries such as construction, digital, childcare, engineering and accounting.

Successful completion of T Levels will open the door into skilled employment, further study or an apprenticeship

### Structure of a T Level

T Level courses will include the following compulsory elements:

- A technical qualification which comprises:

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- core theory, concepts and skills for an industry area
- occupationally specific skills and knowledge
- an industry placement with an employer
- a minimum standard in maths and English if students have not already achieved them
- any additional mandatory requirements specific to the T Level

For more information on T Levels visit [gov.uk](http://gov.uk) and [resources and support on the Education and Training Foundation website.](#)

### **Apprenticeships**

Apprenticeships are jobs with hands-on experience, a salary and a formal programme of training. Apprenticeships take between one and six years to complete. All apprenticeships must include a minimum of 20% off-the-job training.

More information about apprenticeships can be found by visiting [gov.uk](http://gov.uk) website

## **ii. Academic qualifications**

The most popular academic qualifications are:

### **A Levels**

A level stands for 'Advanced level'. A levels and AS levels are level 3 academic qualifications. Students usually study three or more A or AS levels at the same time over a two-year period, full-time

A and AS levels are qualifications requiring rigorous academic study. There is a wide range of subjects available.

Successful completion of A and AS levels opens up the possibility of higher education study at college or university. A and AS levels are recognised by many employers.

### **English and maths GCSEs/Functional Skills**

Students on academic and vocational programmes may need to take either GCSE or Functional Skills English and maths if they have not already achieved the required grades.

- Students must study English and maths if they are 16 to 18 years old (and 19 to 25 with an Education, Health and Care plan)

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and do not have a GCSE grade 9 - 4 (A\* to C) or equivalent qualification in these subjects.

- English and maths are also part of T Levels and apprenticeships. Students will either retake GCSE English/maths or will take level 2 Functional Skills qualifications depending on their [current GCSE grade](#). There are different requirements in place for those with special educational needs and disabilities (SEND).
- Functional Skills in English and maths are available at 5 different levels: entry 1, entry 2, entry 3, level 1 and level 2. Level 2 is equivalent to GCSE grade 4 (C).
- If a student already has the required L2 Functional Skills or GCSE grade 4 or above in maths and English, their skills may be further extended by the embedded maths and English in the technical element of the T Level.

## 2 Who will I teach and how will I support them?

Students undertaking T Level programmes will be diverse and come with a range of life experiences and backgrounds. Having occupationally specific knowledge is essential for a teacher of T Levels, but other qualities are equally important. The technical teaching role is multi-faceted and involves supporting, nurturing, challenging, developing, engaging, motivating and inspiring students.

Each student is an individual and each class is different. This helps to make teaching fun, stimulating and very rewarding. Treating students as individuals is important because while many will be high achievers when they arrive in class, students will come from a range of different starting points. Having an awareness of that range is helpful.

A wide range of support will need to be provided.

Students you will be working with on T Level courses may include

*Students who need additional English and maths support*  
*Students with special educational needs and disabilities (SEND)*  
*Students whose first language is not English*  
*School leavers*  
*Students with different levels of motivation*  
*'Hands on' students*  
*Students who come from challenging backgrounds*  
*Young adult carers*  
*Students who are looked after children*

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**Students who need additional English and maths support**

As well as attending subject classes and industry placements, T Level students may also **have to** attend maths and English classes if they have not got the required pass grades from school. You will need to establish a good working relationship with maths and English staff in your organisation to encourage attendance.

You will also help the students by supporting their English and maths in the occupational content of the T Level. Many students will find it easier to understand and develop their maths/English when it is contextualised to an occupation. It can, for example, be much easier for a student to understand trigonometry when surveying the distance between two trees, or Pythagoras' theorem when welding a corner that needs a brace.

**Useful resources**

[Maths support and resources on the Excellence Gateway website](#)

[English support and resources on the Excellence Gateway website](#)

[Resources and support on the Education and Training Foundation website](#)

[Online learning programmes for T Levels and supporting maths/English on the Foundation Online website](#)

**Students with special educational needs and disabilities (SEND)**

In 2017/18 students with SEND were 18% of the FE student population.<sup>1</sup> There may be students with SEND on T Level programmes. The terms 'SEND' or 'learning differences and disabilities (LDD)' or 'neurodiversity' are umbrella terms and the students' needs will vary enormously.

It can be useful to think about these four broad areas of need and support:

- communication and interaction (e.g. autistic spectrum disorder, speech and language impairments, Tourette syndrome)

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<sup>1</sup> FE and Skill students-by-provider-local-authority-student-characteristics2017/18: gov.uk/government/statistical-data-sets/fe-data-library-further-education-and-skills

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- learning and cognition (e.g. moderate/ severe learning difficulties, dyslexia, dyscalculia, dyspraxia, Meares Irlen)
- social, emotional and mental health (e.g. self-harm, behaviour disorders, ADD & ADHD, depression)
- sensory and physical impairments (e.g. deaf/partially hearing, blind/partially sighted, Duchenne muscular dystrophy, cerebral palsy).

Some students may be diagnosed with a learning difference or disability and they may have specialist report. A few will have an education, health and care plan (EHCP). However, many students may show traits of learning difficulties or disabilities but are yet to be diagnosed. Teachers need to talk to their students and identify appropriate referral mechanisms.

**Students are individuals first and foremost**, and they have their own personal interests, goals, ways of relating, and likes and dislikes. Listening to what the student can tell you about how they learn best and what kind of support is most helpful will inform the way you work together. Rather than focusing on an individual's condition or difficulties, the expectation is that, working with students with SEND, you will build on their abilities and interests, and work with them to achieve their goals.

Types of support that may be offered could include: additional time, more frequent breaks, breaking tasks into small steps, special exam arrangements, a supported placement, specialist support technology and additional specialist support both in class and 1 to 1.

You may be working with different people to support students including specialist teachers, learning support staff, specialist workers, mentors and job coaches.

### **Useful resources**

[Resources and support for students with SEND on the Excellence Gateway website](#)

[Resources and support on the Education and Training Foundation website](#)

[Online professional development for T Levels and SEND on the Foundation Online website](#)

[Supporting ESOL students with SEND](#)

[Supported internship guidance](#)

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[Preparing for Adulthood: Engaging employers to find work experience for young people with learning difficulties and/or disabilities: a guide for post-16 providers](#)

### **Students whose first language is not English**

- Some students in your T Level classroom may find speaking, listening, reading or writing English difficult.
- You may hear the term 'ESOL'. ESOL stands for 'English for Speakers of Other Languages'.
- The needs of ESOL students are very varied and many will have a 'spiky' profile with their listening, speaking, reading and writing skills at different levels. For example, the writing skills of some ESOL students may be at a lower level than their listening and speaking. Conversely, other ESOL students may find listening to technical information and informal language a challenge and may struggle to ask questions in class.
- You may work with an ESOL specialist teacher to support students in class.
- You can also support ESOL students in class. The support may include: awareness of your own language, keeping it simple and direct; identifying important vocabulary and teaching specifically, checking understanding; allowing additional time; encouraging use of students' other languages to aid understanding.

### **Useful resources**

[Supporting ESOL students on vocational courses - Ten top tips](#)

[ESOL vocational and embedded learning on the Excellence Gateway](#)

[Supporting ESOL students with SEND](#)

[Online professional development for T Levels and ESOL on the Foundation Online website](#)

### **School leavers**

There will be students who have come directly from school to do T Levels. These may include very motivated students who easily adapt to life in the FE sector. However, students can sometimes struggle with the transition from a very strict and directed environment, like school, to the slightly more relaxed atmosphere of FE where students are expected to be more independent and take greater control of their learning. They may need some help to make this transition as smooth as possible.

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Some students will expect FE to be a very different experience from school. Expectations of being in FE may need to be managed as some policies and procedures in FE can be similar to those in schools. For example, FE providers may contact parents/guardians about the attitude, behaviour and attendance of students

### **Students with different levels of motivation**

Students who are uncertain about their future career may decide to enrol on a T Level programme as it is an area of possible interest for them. These students may seem less motivated and may want to change courses if they don't find the course is suitable.

There will be students who are not yet ready to enter the workforce. These students may find it very difficult to attend classes and an industry placement every day and may need additional support to help motivate and engage them in the programme.

### **'Hands on' students**

Students may choose T Levels because they prefer practical courses. These students may enjoy practical classes, but not theory classes (if taught separately). Teachers of T Levels should try to make their theory classes as interactive and engaging as possible to encourage good attendance.

### **Students who come from challenging backgrounds**

Some students attending college receive little/no input or support from parents/carers. These students may need more input from the teacher to help them keep on track with their studies and to ensure they attend their industry placement.

### **Young adult carers**

Some students will be carers for their parents, children and other relatives. These students may not always be able to turn up to class/industry placement on time and sometimes they may not attend at all. If possible, students should be referred to appropriate staff who can help them. Teachers may need to spend some time out of the classroom supporting these students.

### **Students who are looked after children.**

Some students are looked after children. According to the [NSPCC](#), looked after children, or children in care, are children who have been in the care of their local authority for more than 24 hours. This includes foster care, residential children's home or residential school or secure setting. Statutory guidance on promoting the education of looked after children can be found on [gov.uk](#). Teachers of T Levels may need to spend additional time supporting students who are looked after

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children and will also need to be aware of local referral mechanisms.

### Working with students of varying needs

The Equality Act 2010 defines the '9 protected characteristics' who are protected from discrimination. The Act also place a duty of public bodies to advance equality of opportunity and foster good relations between different people. You might want to check out the activities within the 'teaching and supporting students' section of the [Advancing Equality and Diversity 2019 course on Foundation Online Learning](#) for ideas on how to do this.

Working with students of varying needs is complex. However, here are a few tips to help get teachers of T Levels started.

- Develop a good rapport with your students. You need to get to know them on an individual basis to know how to best support them.
- Familiarise yourself with staff at your workplace. You may not be expected to know everything about supporting your students, but you do need to know where you can find resources and who you can refer students to if they need additional support.
- Talk to other teachers and talk to the students regularly. Check with them directly about the suitability of resources, materials, etc and have regular tutorials on their progress.
- Set realistic targets – try not to overwhelm students – information in bite-sized chunks is better than too much information.
- Expect the unexpected! Every day is different – don't be too surprised when your lessons don't always go to plan. Try and respond to your students' needs.
- Don't assume that if you teach it, students will understand it. The two don't always go hand in hand!
- Familiarise yourself with your organisation's policies on behaviour and attendance. Engage with senior leaders.
- Talk to colleagues about how they manage the expectations and behaviour of students.
- Don't make assumptions about students and don't believe labels.
- Be aware of and reflect the [Professional Standards for FE](#) within your practice.
- Continue to maintain and develop your subject knowledge and teaching skills.

### 3 Your role in teaching T Levels

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The role of a teacher teaching T Levels is not just about teaching. You will be expected to undertake a variety of duties, which may differ depending on the size of the organisation and the team you are working with.

Your role may include the following:

- Attending open days/evenings, and giving advice and guidance to potential students
- Organising events for open days/evenings
- Responding to telephone, email and face to face enquiries about T Levels
- Conducting interviews with students
- Initially assessing students to ensure the course is suitable for them
- Enrolling students and ensuring they are enrolled on the correct programme of study. You may be working with admissions staff or you may be responsible for student enrolment
- Inducting students
- Designing and preparing resources
- Planning schemes of work (long term plans) and lessons (short term plans)
- Marking students' work
- Using on-going assessment throughout the course to determine if a student is ready for formal assessment
- Monitoring and tracking the progress of students, using internal processes (which may/may not be online)
- Supporting students that have specific needs (see section 2) or referring them to specialist support if available.
- Monitoring and tracking attendance and retention
- Contacting students who have not attended class
- Attending parents' evenings and informing parents about students' progress
- Collating important data related to your course
- Keeping accurate records of each student throughout their programme of study
- Embedding maths, English and digital skills to support students on their T Level programme
- Organising and/or monitoring industry placements
- Safeguarding and promoting the welfare of your students
- Ensuring that your students attend maths and English classes
- Organising guest speakers and enrichment activities for students
- Maintaining links with external organisations such as employers and awarding organisations.

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- Taking part in CPD (Continuous Professional Development) to ensure you keep up to date with innovations in industry and teaching practice
- Attending meetings with team members and line managers
- Sharing effective practice with peers
- Familiarising yourself with internal referral mechanisms so you know where and who to refer students to
- Taking part in quality activities determined by your organisation (e.g. being observed in your teaching practice and/or conducting peer observations)
- Taking part in appraisals
- Continually reflecting on and making changes to your teaching in response to those reflections
- Working with colleagues, students, line managers and others to help you evaluate your teaching practice
- Writing references for students
- Producing marketing materials and taking part in marketing events.

### **Performance and Accountability**

Teachers of T Levels, like all other teachers, are accountable for the achievement of their students. Although performance and accountability measures have not yet been determined for T Level programmes, the following includes some of the data which may be measured and judged about students on T Level programmes.

- Destination
- Completion
- Attainment
- Progress

You can read more about this in the [Government consultation response](#)

### **Key Legislation**

An important part of your role is having a good awareness of legislation affecting you and your students. This will include the following.

#### **The Equality Act 2010**

This [act of Parliament](#) intends to protect people from discrimination in the workplace and wider society. It replaced previous anti-

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discrimination legislation with a single act. Specific advice on how this act relates to education can be found on [gov.uk website](https://www.gov.uk).

### **Safeguarding**

**Everyone** involved in the education of a young person or adult at risk is responsible for safeguarding and promoting their welfare. Statutory guidance for schools and colleges can be found in the [Keeping children safe in education document](#). Additional statutory guidance on inter-agency working can be found in the [Working together to safeguard children](#) document. All statutory guidance about safeguarding students can be found by visiting [gov.uk](https://www.gov.uk). Your organisation should have designated safeguarding officers for you to report to if you are concerned about the welfare of your students. You will be expected to undergo safeguarding training as part of your employment.

### **Prevent**

The Prevent strategy outlines the statutory duties that educational organisations and staff have in preventing people from being drawn into terrorism. This is part of the Counter-Terrorism and Security Act 2015. Visit [gov.uk](https://www.gov.uk) for more information about the Prevent strategy in further education.

### **British values**

All educational institutions must have a clear strategy for embedding the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. These values were first set out by the government in the 'Prevent' strategy in 2011. More about [British values can be found by visiting gov.uk](#)

### **GDPR – General Data Protections Regulation 2018**

Teachers of T Levels need to be aware of how to access data about students, how to record data and how to share it securely. GDPR regulations need to be adhered to. Most FE provider systems will keep detailed records of students and their progress, usually in a Management Information System (MIS).

## **4. Teaching qualifications**

There is no legal requirement to have a teaching qualification to be able to teach in publicly funded post 16 education and

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training in England, so employers make decisions on the suitability of qualifications. Most employers prefer teaching staff to have or to be working towards teaching qualifications.

Qualifications for the sector are:

- Level 5 Diploma in Education and Training (DET)
- Level 4 Certificate in Education and Training (CET)
- Level 3 Award in Education and Training (AET)
- Level 5 specialist qualifications for teachers of English, maths, English for Speakers of Other Languages (ESOL) and for teachers working with students with special education needs and disabilities (SEND)

### **Level 5 Diploma in Education and Training (DET)**

The level 5 *Diploma in Education and Training* is the full teaching qualification for the FE sector and can be gained through a **one year** programme usually within a university teacher training department. Part of the year will be spent on placement (at least 100 hours) in a partner FE college or similar environment which is arranged for you by the university. This provides practical teaching experience and you will be observed and assessed on your performance.

The *Diploma in Education and Training* can also be gained through a **two year part time** programme, and this is the most popular route into further education teaching. Qualifications may be validated by universities or by awarding organisations like Ascentis, City & Guilds and Pearson. This is the most likely route for a teacher teaching T Levels recruited by an FE provider from industry as you can work in a paid capacity as a teacher without a qualification, but it may be a condition of employment that you enrol on and achieve the qualification within a specified timescale. This is an **in-service** qualification route as opposed to the **pre-service** route offered within the one year model.

Courses can take place in a face-to-face environment at a university, FE college, adult education service or independent training provider. Sometimes organisations offer online courses.

**Please note** that some universities may use entirely different titles for their courses. For example, it may be called the PGCE in Post Compulsory Education and Training (PCET), Certificate of Education (CertEd), Post Graduate Diploma or Professional Diploma. This is of no significance as they all qualify you to teach in the Further Education and Training sector and cover everything in the DET.

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Employers generally do not discriminate on the basis of the title of the qualification or where you obtained it.

### **Level 4 Certificate in Education and Training (CET)**

The **level 4 Certificate in Education and Training** offers 36 credits and comprises 120 taught hours of study plus 30 hours of required supervised teaching practice. This qualification may be helpful for those whose duties do not include the full range of teaching responsibilities, such as instructors/demonstrators or those who teach very small groups and one-to-one sessions.

Please note that completing the CET is not a requirement for joining the higher level DET and that suitable candidates may go straight on to the DET.

### **Level 3 Award in Education and Training (AET)**

The **level 3 Award in Education and Training** is offered as an introductory award by many course providers. It consists of approximately 40 hours of taught study usually over 10 – 12 weeks in a college of further education. It gives an introduction to teaching in the FE sector and you will gain a basic understanding of lesson planning, delivery and assessment. It is also an indication to a prospective employer that you are on the route to the qualification and may help you find some paid work.

[Find out more information about all the Education and Training qualifications on the FE Advice website.](#)

### **Course fees**

Teacher training course providers charge variable tuition fees for initial teacher training. The amount actually charged will vary from institution to institution and you should check with your preferred provider(s). Universities typically charge higher fees than colleges of further education.

Some financial support for example higher education student loans may be available through [Student Finance England](#)

Repayable maintenance loans may be available for one year courses. More information is available from [Student Finance England](#).

### **Assessor qualifications**

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There are no government regulations which specify the qualifications you would need to be an assessor. The employer decides which qualifications are needed for a particular post. However, some awarding organisations require those assessing vocational qualifications to have an approved assessor qualification and experience of the relevant vocational area. Many employers will also require you to have a teaching qualification.

In the same way, for End Point Assessment (EPA) of apprenticeships, individual organisations will decide which qualifications are required for their assessors, but they are also likely to ask for an approved assessor qualification and experience of the relevant vocational area. You may also be required to meet other criteria, for example, have experience of interviewing techniques if this is part of the EPA.

### **Assessing and Quality Assurance qualifications**

The following assessing qualifications (with appropriate quality assurance qualifications) are available.

- Level 3 Award in Assessing Competence in the Work Environment - appropriate for staff who assess S/NVQs or other competence based qualifications or who are involved in assessing and quality assuring qualifications which confirm occupational competence.
- Level 3 Award in Assessing Vocationally Related Achievement - appropriate for staff who assess other non-competence-based technical qualifications.
- Level 3 Certificate in Assessing Vocational Achievement - appropriate for those whose role involves the assessment of both occupational competence and vocationally related achievement.

## **5. Related organisations**

As a teacher teaching T Levels, you will be working with external organisations as well as internal staff. Some of these organisations are listed below.

### **Employers**

You will be expected to liaise with employers on a regular basis. This may involve visits to discuss the progress of students. You may need to offer specific support and guidance to students to help them adjust to the workplace. You may also need to support employers, especially those who are not used to working with students. The Association of Colleges (AOC) has a set of guidance materials

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on how to effectively implement industry placements. [You can find out more by visiting the AOC's website.](#)

### **The Education and Skills Funding Agency (ESFA)**

Further education providers receive government funding for delivering education and training. This funding is filtered through the ESFA – which is the funding agency accountable for the funding of education and training provision. It replaced the Skills Funding Agency (SFA) and the Education Funding Agency (EFA) in April 2017 and is an executive agency, sponsored by the Department for Education.

In your role as teacher of T Levels, you may not come into direct contact with the ESFA. However, FE providers are audited regularly and you will be expected to keep detailed, accurate records of students and their progress (from interview through to completion) for such purposes.

### **Ofsted**

Ofsted is the Office for Standards in Education, Children's Services and Skills. Ofsted's role is to ensure that educational organisations are providing high standards in education, training and care. They do this by carrying out regular visits to providers and publishing the results online. Ofsted is a non-ministerial government department, which means that it is independent and impartial. Ofsted reports directly to Parliament.

You can read more about how [Ofsted inspect FE providers](#) by visiting their website. The Education Inspection Framework (EIF) sets out Ofsted's inspection principles and how inspectors make judgements. A new framework was published in May 2019. This is accompanied by the [Further Education and Skills Inspection handbook](#) which is used to inspect education provision from September 2019.

As a teacher of T Levels, you are likely to meet Ofsted inspectors when they inspect your organisation's provision. Although Ofsted are yet to determine specific arrangements for inspecting T Level provision, this could involve inspectors coming into your classroom to observe learning and teaching, and talking to you about the progress your students are making.

### **Ofqual**

The Office of Qualifications and Examinations Regulation is responsible for regulating qualifications. Ofqual is a non-

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ministerial government department, which means that is independent and impartial. Ofqual reports directly to Parliament.

Ofqual has a [Register of Regulated Qualifications](#) which lists all regulated qualifications and awarding organisations.

## **Institute for Apprenticeships & Technical Education**

The Institute for Apprenticeships & Technical Education is a non-departmental employer led public body. It oversees the development, approval and publication of apprenticeship standards and is also responsible for T Levels.

## **Awarding Organisations**

Students will be working towards achieving a qualification as part of their programme of study. This qualification is accredited through an awarding organisation. Arrangements for the assessment and certification of T Levels is different to other qualifications. Each T Level technical qualification will be offered by a single awarding organisation who will have exclusive rights to their subject. The Education and Childcare T Level will be awarded by NCFE while Pearson will award both Digital Production, Design and Development, and Design, Survey and Planning.

T Levels will be externally assessed. Each component of the Technical qualification will be graded separately as follows:

- core theory, concepts and skills for an industry area will be graded on a six point scale, from A\* to E (plus U – ungraded) with A being the highest.
- occupationally specific skills and knowledge will be graded on a three point scale (plus ungraded) using Pass, Merit and Distinction, with Pass being the threshold grade and Distinction being the highest grade

Therefore, to achieve a T Level pass grade students must:

- achieve at least an E in the core component of the Technical qualification
- achieve at least a Pass in each Technical Qualification Occupational Specialism studied.
- complete their industry placement
- achieve at least a Grade 4 GCSE or level 2 Functional Skills in maths and English
- meet any other occupation-specific requirements identified by T Level panels.

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An overall grade will be awarded for the T Level, which will be either Pass, Merit or Distinction.

As a teacher teaching T Levels, you will need to follow guidance and procedures set out by the relevant awarding organisation to ensure that your students can achieve their T Level qualification (even though it may be entirely externally assessed). Keeping accurate records of your students' progress and development throughout their programme of study is essential.

## 6. Glossary

**ADD** – Attention deficit disorder

**ADHD** – Attention deficit hyperactivity disorder

**AO** – Awarding Organisation. These are organisations that accredit qualifications and provide certificates. Each T Level technical qualification will be offered by a single awarding organisation who will have exclusive rights to their subject. The Education and Childcare T Level will be awarded by NCFE while Digital Production, Design and Development as well as Design, Survey and Planning will be awarded by Pearson.

**CPD** – Continuous Professional Development. Teachers teaching T Levels are responsible for ensuring that they keep up to date with developments in their own subject area and in education. This can be done through a range of activities including attending face to face or online training, attending conferences, working in industry and conducting research.

**EHCP** – an education, health and care plan is a legal document mainly for young people aged 16-25 with complex or high needs who require special education provision. The plan is based on a detailed person-centred, multiagency assessment and provides information about an individual's ambitions, aspirations, goals and the support that they require to achieve the most from their education and to prepare for adulthood.

**EIF** – Education and Inspection Framework. Ofsted use this framework to make judgements on the quality of FE provision.

**EPA** – End Point Assessment. Students have to complete an assessment at the end of their programme of study, rather than being continually assessed throughout. This may be in the

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form of an exam. T Level qualifications will be assessed externally, by an End Point Assessment.

*ESFA* – Education and Skills Funding Agency - the funding agency accountable for FE provision funding.

*ESOL* – English for Speakers of Other Languages. ESOL students come from a wide range of different backgrounds, may speak a number of different languages and have diverse needs.

*ETF* – [Education and Training Foundation](#) – the government backed sector-owned professional body for the FE sector.

*Functional Skills* – maths, English and digital qualifications which start at entry 1 and go up to Level 2. More about Functional Skills can be found by visiting the [gov.uk website](#).

*IfATE* – [Institute for Apprenticeships and Technical Education](#). This is an employer led non departmental public body. The IfATE oversees apprenticeship standards and is now responsible for T Levels.

*Industry Placement* – students on T Level programmes **have to** complete a minimum of 315 hours of ‘on the job experience’ as part of their T Level programme.

*LDD* – Learning differences and disabilities. The terminology for students with LDD is constantly evolving and students will often have their own preferences with some preferring the newer term ‘neurodiversity’. The terms LDD or ‘neurodiversity’ are umbrella terms and the students’ needs will vary enormously.

*Ofqual* – [The Office of Qualifications and Examinations Regulation](#)  
More about the role of Ofqual can be found in section 5

*Ofsted* - [Office for Standards in Education](#) More about the role of Ofsted can be found in section 5

*Professional Standards* – These are aspirational standards devised by the Education and Training Foundation in consultation with practitioners and providers across the sector. You can find a copy of these on the [ETF website](#).

*QCF* - Qualifications and Credit Framework. This framework was a way of recognising qualifications and units by awarding credits. It has now been replaced by the RQF.

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*RQF* – [Regulated Qualifications Framework](#). This framework sets out the different levels of qualifications.

*SEND* - Special education needs and disabilities. Since the Children and Families Act (2014), the term SEND is being used more in FE. Students with SEND will often have their own preferences for the terminology used with some preferring the newer term 'neurodiversity'. The terms 'SEND' or 'neurodiversity' are umbrella terms and the students' needs will vary enormously

*SMT/EMT* – Senior Management Team or Executive Management Team. This team usually consists of senior managers who make strategic decisions about provision.

*Study Programmes* – All 16-19 year old students have to work towards a study programme. This is a personalised study programme which includes their main qualification (which can be vocational or academic), work experience, maths and English.

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