



T Levels Research Study

How is the sector preparing for delivery?

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About the research

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- Independent research study which explored:
 - providers' reflections on preparation for first T Levels and progress to date
 - sector representatives' perceptions on providers' preparation, within wider context of level 3 technical provision
 - challenges and learning points for future delivery
 - Qualitative methodology
 - In-depth interviews with:
 - 25 of first 50 providers
 - 10 senior sector representatives

What is working well?

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- Providers and sector representatives broadly supportive of T Levels
 - Providers:
 - preparing determinedly for T Level delivery
 - well informed about overall design and feel well supported
 - generally confident in staff capacity and expertise to deliver in 2020
 - value the CDF in developing employer engagement structures and capacity
 - fairly confident they will meet their target student numbers in first year, having set conservative targets

What are the challenges?

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- Tight timescale to develop first qualifications
 - Can't fully assess staff skills' needs until have detailed specifications
 - Staff recruitment and retention in digital and construction due to education-industry salary differentials
 - Securing industry placements – particularly certain sectors, when scaled up
 - Size of programme
 - Student recruitment: awareness, school protectionism, entry requirements, demands
 - Lack of detail on transition year
 - Lack of clarity on progression routes
 - Broader issue of where T Levels fit with AGQs
 - Concerns around support for future providers

Learning points

Staff recruitment and retention

- Learn lessons from Taking Teaching Further and evaluation of Education and Training Foundation CPD
- Consider funding for incentives to help fill key skills gaps impacting delivery
- Monitor impact of lack of funding, low staff morale and lack of CPD focus in the sector on T Level implementation

Student recruitment

- Regional campaign to raise awareness of students, parents/carers, teachers and career advisers
- Need to understand demanding nature of T Levels and how compare to AGQs
- Transition year to prepare for rigour and draw on expertise and examples in sector

Industrial placement

- More flexibility needed on industrial placement beyond recent guidance
- Funding commensurate with level of effort required
- Awareness raising

Learning points

Progression routes

- Need clarifying and communicating

Future providers

- Require similar levels of support

T Levels in broader context

- Need clear rationale for introduction and how they relate to AGQs
- L3 review needs to carefully consider needs of students currently well served by AGQs

Monitoring and evaluation of first T Levels

- Monitor provision and take-up
- Evaluation: what is working well, challenges and how being tackled

Further information

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