

# Amplifying Vocational Pathways

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# Agenda

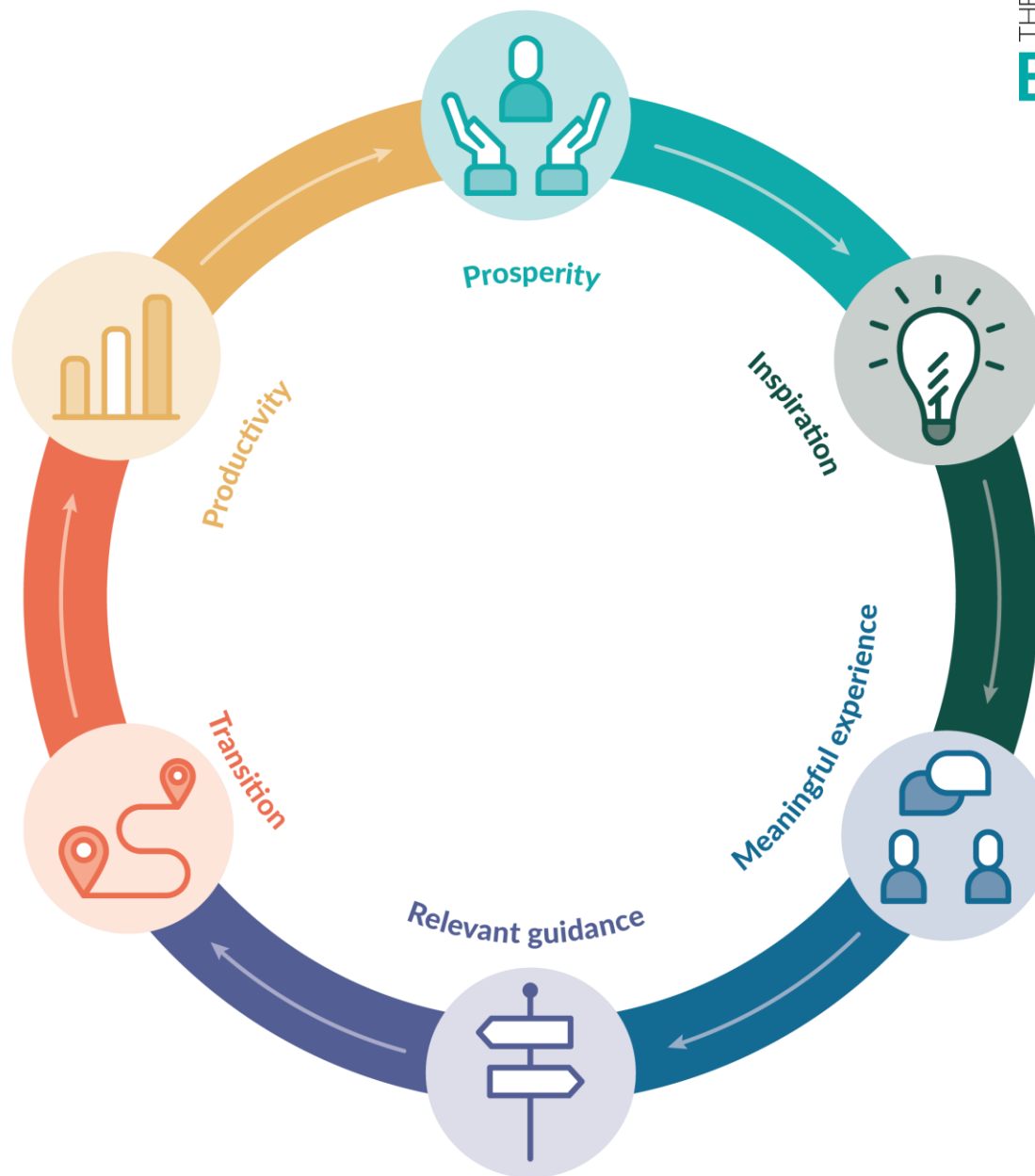
- 1 | Why bother?
- 2 | What do we know?
- 3 | How can we do it?
- 4 | Where next together?
- 5 | Practical Application – T Levels

# 1. Why bother?



# Meeting the ambitions of Employers and Young People

THE CAREERS &  
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COMPANY



## 2. What do we know?



# What do we know about the current state of ATE transitions?

- Lots of data and insight
- But often fragmented and unconnected
- so this can create a confusing picture
- It becomes tempting to oversimplify for example through anecdote
- Because there isn't a common way to assess the whole picture
- Or to scale and share effective problem solving

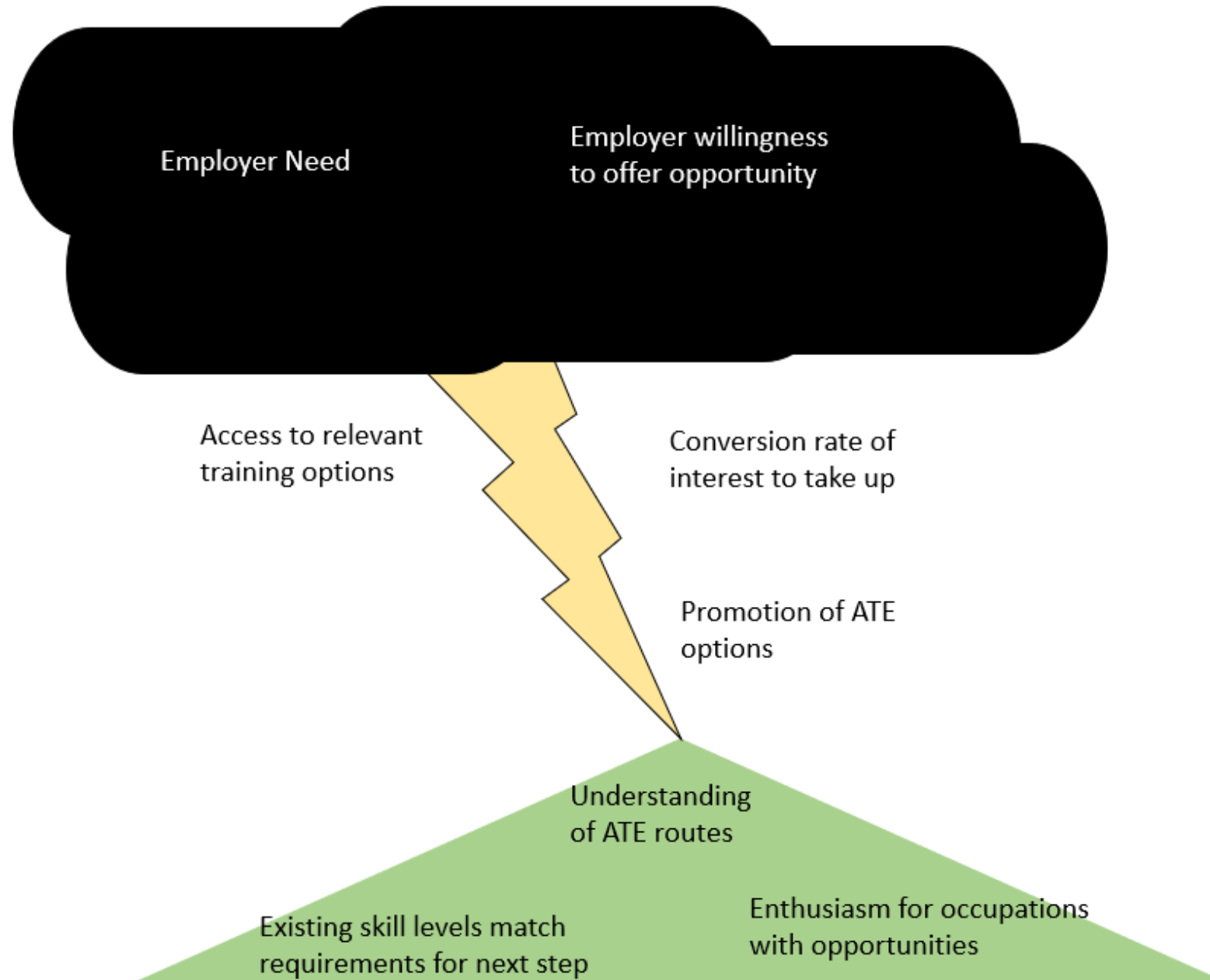
### 3. How can we do it?



## Action: Common framework of success factors in ATE Transitions by LEP

- Self Assessment based on publicly available data (ESS, Working Futures, ILR, Compass+, Future Skills Questionnaire, etc, etc)
- Curation not creation
- Looking at 8 categories as per fig. 1
- Data informs but does not dictate a score and is based on what is available everywhere by hub (or region in a few cases)
- Score discussed and validated at workshop facilitated by impartial lead and including employer, education, careers and learner reps. Moderated through peer review. Collective responsibility.
- Used to inform project design through CEC ATE fund and alignment with other initiatives like LSIPs

# Fig 1 - Success factors in ATE Transitions





# Success factors in ATE Transitions

# Scoring Criteria

Scores have been awarded on the following scale

- 1- This is a pre-eminent barrier to ATE transitions and the evidence conclusively points to this being a primary factor
- 2- This is a significant barrier to ATE transitions and there is sufficient evidence to indicate it is restricting ATE transitions despite some positive indicators
- 3- There is a roughly equal amount of positive and negative evidence on this criteria and it is broadly neutral in terms of its impact on ATE transitions
- 4- There is positive evidence for this criteria that indicates it is a significant supporting factor to realising ATE transitions despite some negative indicators
- 5- This is a pre-eminent support to ATE transitions and the evidence conclusively points to this being a primary success factor

## Employer need

3.5

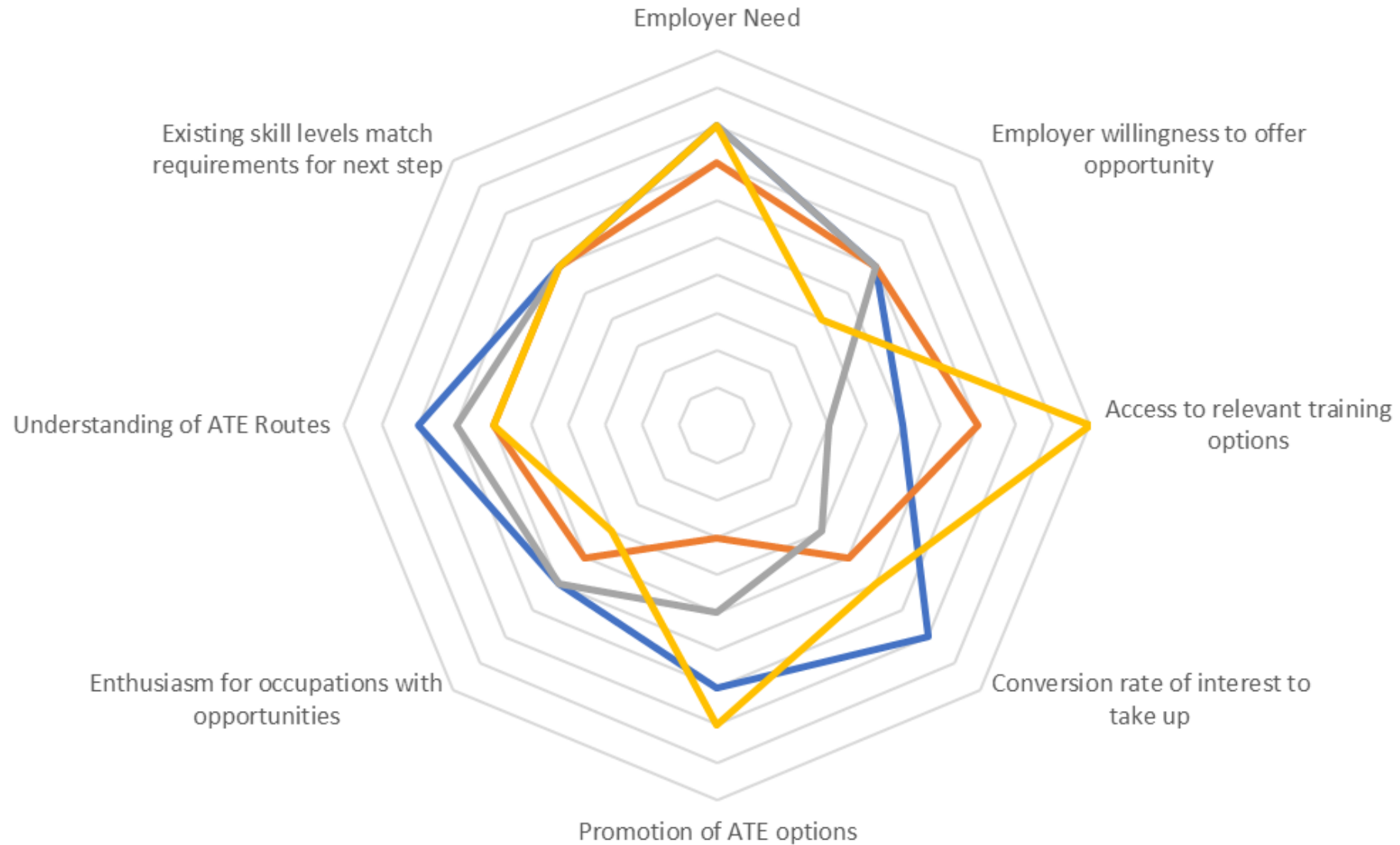
What is the level of vacancies as a proportion of total employment? *Average for England in ()* **4.4%** (3.2%)

What proportion of all vacancies are in occupations that best align with ATE (this is the combined total of those for Professionals, Associate Professionals, Skilled Trades and Caring, Leisure and other service occupations)? **64%** (64%)

What proportion of all vacancies are due to skills shortage? **20%** (25%)

What proportion of skills shortage vacancies are in occupations that best align with ATE (this is the combined total of those for Professionals, Associate Professionals, Skilled Trades and Caring, Leisure and other service occupations)? **53.7%** (65.8%)

# Combined Pilot Scores



## 4. Where next together?



The provider access legislation is an updated law that is coming into force in January 2023. It specifies schools must provide at least six encounters with providers of technical education or apprenticeships for **all** their students during school years 8- 13:



**Two encounters for pupils during the ‘first key phase’ (year 8 or 9) that are mandatory for all pupils to attend**, to take place any time during year 8 or between 1 September and 28 February during year 9.



**Two encounters for pupils during the ‘second key phase’ (year 10 or 11) that are mandatory for all pupils to attend**, to take place any time during year 10 or between 1 September and 28 February during year 11.



**Two encounters for pupils during the ‘third key phase’ (year 12 or 13) that are mandatory for the school to put on but optional for pupils to attend**, to take place any time during year 12 or between 1 September and 28 February during year 13. Schools should encourage all pupils to attend the encounters, however, optional attendance for older pupils recognises that, while many 16- to- 18-year-olds will benefit from finding out more about post-18 technical options, some will be in the sixth form having made a firm decision to pursue their chosen pathway.

\*You cannot count two encounters with the same provider in the same phase, this would only count as one

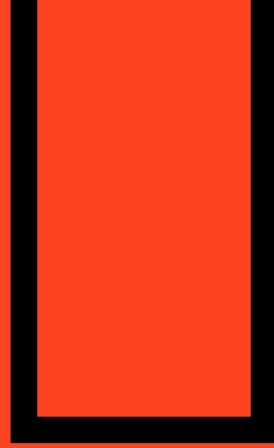
# Support from CEC

	Providers	Schools
National	<ul style="list-style-type: none"> <li>• Central awareness raising comms</li> <li>• Directory of resources inc                             <ul style="list-style-type: none"> <li>○ Templates to meet PAL requirements on statements</li> <li>○ Guidance to maximise encounters including for specific audiences where required ie SEND</li> <li>○ Events and webinars to support adoption</li> <li>○ Good practice examples</li> </ul> </li> <li>• Embedding PAL support into existing products such as Career leader training</li> <li>• Providing opportunities for sector collaboration at a national level</li> </ul>	
Local (Hub Level)	<ul style="list-style-type: none"> <li>• Relevant providers able to be added to local directory of providers for schools to access</li> <li>• Regional co-ordination support from the hub</li> <li>• Directory of local schools to approach that can be shared</li> <li>• Peer matching to share good practice</li> </ul>	<ul style="list-style-type: none"> <li>• Access to local directory of providers for schools</li> <li>• Support from hub referred from common enquiries</li> <li>• Brokering connections to other schools to share good practice and contacts via hub</li> <li>• Access to cornerstone employers and EA's for guidance</li> <li>• Support on how PAL can link best with other local initiatives such as LSIPs</li> </ul>
Institutional	<ul style="list-style-type: none"> <li>• Signposting good practice on request either via national contact or hub PAL lead</li> <li>• A nominated lead will support with a meeting and personalised advice if requested</li> <li>• Access to agreed complaints mechanism</li> </ul>	<ul style="list-style-type: none"> <li>• Signposting good practice on request either via national contact or hub PAL lead</li> <li>• A nominated lead will support with a meeting and personalised advice if requested</li> <li>• Access to specific tailored support where risk of non-adherence identified</li> <li>• Mechanism to record and evidence PAL compliance</li> </ul>

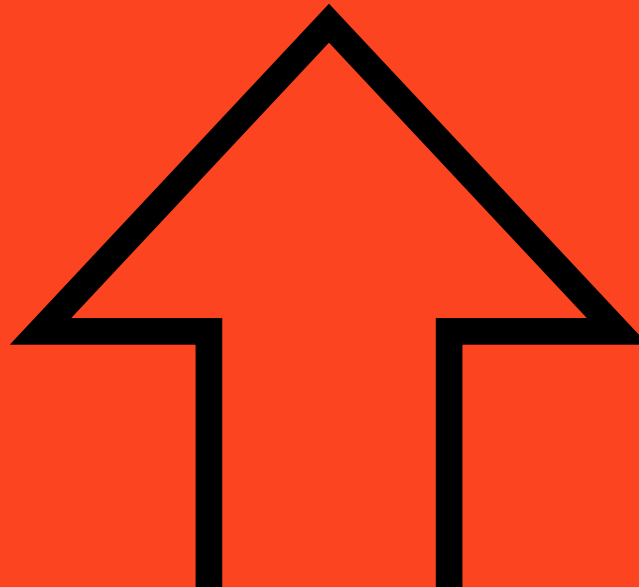
## Example Careers actions in an LSIP

- Through the analysis of future skills questionnaire data better understand how learner perceptions match current and emerging labour market opportunities.
- Engage Cornerstone employers as flagship exemplars of careers education to ensure that the data we were presenting and how it is presented would contribute effectively to the careers ecosystem.
- Through the careers hubs engage with providers to understand any limiting factors on the flexibility of provision in response to our findings
- Support the careers hubs to ensure that sufficient provider encounters as specified by the new statutory guidance are offered to schools in occupations matching the LSIP.
- Work closely with the Careers hub to ensure that the LSIP informs the Careers hub Strategic delivery plan
- The LSIP make provision to support members of the careers hub to develop and deliver careers education programmes for students and teachers aligned to LMI to raise awareness of employers offers.
- We will review Careers Hub data sources such as the FSQ, ATE Common Assessment Framework and Compass at yearly intervals to track the progress in raising awareness of vocational routes
- Employers in identified growth sectors are encouraged to work with local schools through a careers hub to collaborate in designing industry relevant curriculum

## 5. Practical Application – T Levels



# ***T LEVELS***



***T-LEVELS***



HM Government

# T LEVELS KEY FEATURES

Two year technical education courses for <b>16-19 year olds</b> that follow GCSEs	<b>Developed with over 250 employers</b> so that the content prepares students for work	<b>80% in a learning environment</b> , <b>20% 'on-the-job' experience on an INDUSTRY PLACEMENT</b>
Progression options include skilled employment, further study or a higher apprenticeship ( <b>1 T Level = 3 A levels and carries UCAS points in line with this</b> )	More rigorous and substantial than most existing technical qualifications. <b>T Level Transition Programme</b> introduced as a one year course to help students who need extra support.	T Levels offer a <b>broad course content</b> , and students take an <b>occupational specialism</b> during their programme.

# SUPPORT FOR ROLLOUT

- **Industry placement delivery** – £240m allocated to providers since 2018/19 to build capacity. Dedicated help for employers via a support package and matching service for providers and employers
- **Workforce support:** since 2019 over £31m in a dedicated professional development programme
- **Capital funding** - over £400m made available for high quality facilities and equipment
- Recently announced **further support** for providers, employers and students, including:
  - 10% uplift in national funding rates for T Levels for 2023/24
  - New £12m employer support fund to provide financial assistance to employers offering industry placements
  - We are giving all providers delivering T Levels in 2023/24 a grant to support the provision of additional careers guidance to ensure all students have a good understanding of T Levels

# T LEVEL ROLLOUT

- Three T Levels launched in 2020 in a small number of providers - more subjects are being introduced each year with coverage growing across the country

16 T Levels are now available in around 160 providers

Further subjects will rollout over the next few years (total of 24 planned by 2025)

- The first cohort of students completed their courses last summer, with a fantastic pass rate of 92%
- Feedback from students has been positive, showing they particularly value their time on the industry placement

Route	T Level
Construction and the Built Environment	Design, Surveying & Planning for Construction ✓
	Onsite Construction ✓
	Building Services Engineering for Construction ✓
Education & Childcare	Education and Childcare ✓
Digital	Digital Production, Design & Development ✓
	Digital Support Services ✓
	Digital Business Services ✓
Health and Science	Health ✓
	Healthcare Science ✓
	Science ✓
Legal Finance and Accounting	Finance ✓
	Accounting ✓
Engineering and Manufacturing	Maintenance, Installation & Repair for Engineering and Manufacturing ✓
	Engineering and Manufacturing Design and Development ✓
	Engineering, Manufacturing, Processing & Control ✓
Business and Administration	Management & Administration ✓

Sales, Marketing & Procurement	Marketing
Hair and Beauty	Hairdressing, Barbering & Beauty Therapy
Creative and Design	Craft & Design
	Media, Broadcast & Production
Catering and Hospitality	Catering
Agriculture, Environmental, and Animal Care	Animal Care & Management
	Agriculture, Land Management & Production
Legal, Finance and Accounting	Legal

## PROGRESSION INTO T LEVELS

## PROGRESSION FROM T LEVELS

### T Level Transition Programme

- Targeted at students who would benefit from the additional study time and preparation that it will give them before they start their T Level.
- Introduced for the first time from September 2020 – around 70 providers are now offering the programme

### Reforming level 2 and below

- To ensure that all qualifications approved for funding have a distinct purpose, are necessary, high quality and support progression to successful outcomes for students

### Skilled Employment

- T Level content designed by employers to facilitate direct progression into skilled employment

### Apprenticeships

- Many T Level students will be able to move on to a relevant apprenticeship at level 4 or higher technical education
- Progression Profiles show opportunities available to T Level students upon completion, including apprenticeships and employment.

### Higher Education

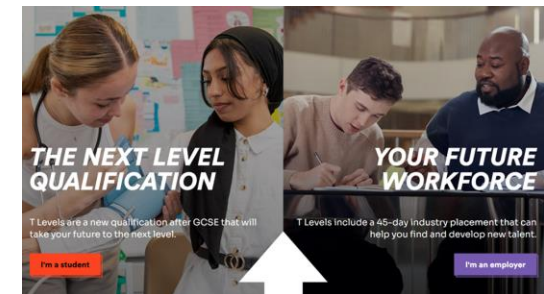
- T levels carry UCAS points in line with A levels to facilitate progression to HE

### Higher Technical Education

- Higher Technical Qualifications are part of a new distinct technical offer, based on employer led standards

# RAISING AWARENESS OF T LEVELS

- Get the Jump Campaign – T Levels are featured heavily
- Work through Amazing Apprenticeships to raise awareness with teachers / careers advisers, particularly in T Level feeder schools, through webinars, resources, newsletters etc
- Apprenticeship Support and Knowledge programme advisers can offer advice on T Levels to schools
- Gatsby's 'Talking Futures' campaign helps parents speak to their children about post-16 choices
- Direct communications with schools and webinars and resources provided to Academy Trusts
- T Level 'moments' throughout the year (T Level Thursday as part of National Apprenticeship Week, T Levels Week, communications push around results day, attendance at relevant conferences / events)



# ***WHY IS IT IMPORTANT TO BE AWARE OF AND UNDERSTAND T LEVELS?***

- General awareness of T Levels is increasing, however we know that there is more to do to increase teachers' and students' understanding of the qualifications. **The T Levels team is here at stand number 3 to answer any questions!**
- Successive reviews (Wolf, Sainsbury) have found that the current qualifications system is overly complex and does not serve students or employers well.
- **In future, only qualifications that are necessary, high quality and have a clear purpose will be approved for funding in future at 16-19 and for adults.**
- We are reforming the qualifications market at level 3 so that A levels and T Levels become the qualifications of choice at 16-19.
- We are removing funding from qualifications that overlap with T Levels.
- We do recognise that there will need to be other qualifications to support this core offer.
- We are also reforming qualifications at level 2, level 1 and entry level.
- We want to ensure that all publicly funded qualifications at level 3 are necessary and lead to good progression outcomes for students.

# RESOURCES / SUPPORT

Find your nearest T Level provider at:

**[www.tlevels.gov.uk](http://www.tlevels.gov.uk)**

Download resources from gov.uk to help explain T Levels to students and your peers at:

**[www.gov.uk/government/publications/t-levels-resources-for-teachers-and-careers-advisers](http://www.gov.uk/government/publications/t-levels-resources-for-teachers-and-careers-advisers)**

Find T Levels Support for Schools and Colleges at:

**<https://support.tlevels.gov.uk/hc/en-gb>**

Read the latest on T Levels at:

**[T Level action plan - GOV.UK \(www.gov.uk\)](http://www.gov.uk)**

