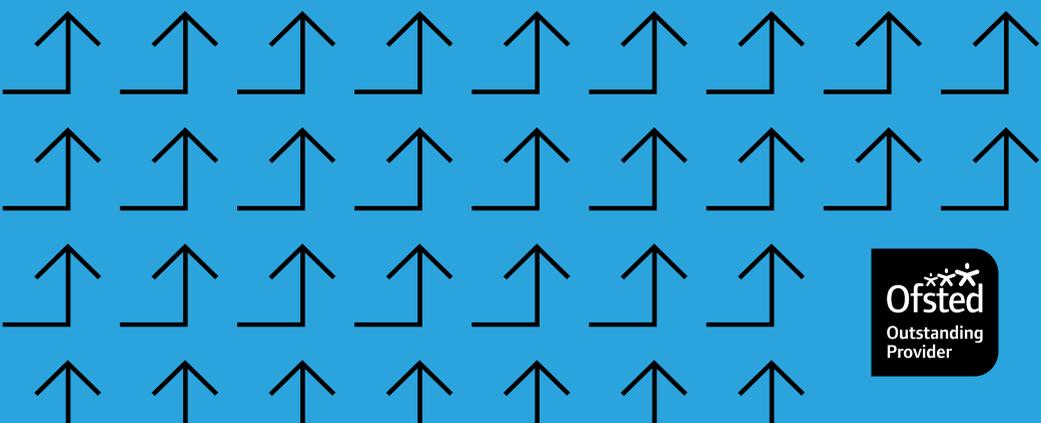


**T-LEVELS** | Chichester College

**'S GUIDE FOR PARENTS**  
**OR PARENTS AND S**  
**E AND STUDENTS**  
**OR PARENTS AND S**



WELCOME TO  
THE NEXT LEVEL

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THE NEXT LEVEL

## WHAT ARE T LEVELS?

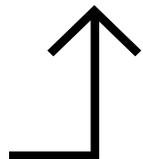
T Levels are a new national qualification that the government made available across England in September 2020.

Chichester College Group was chosen to be one of the first providers in the country to deliver T Levels.

The 'T' in T Levels stands for Technical; the idea is that they will introduce a new system of technical education, equivalent to 3 A-levels, for students aged 16-19. To support entry into skilled employment, T Levels will combine 80% classroom theory and practical learning with 20% industry placement.

The two-year T Level courses have been developed in collaboration with employers and businesses, so the content will meet the needs of industry and prepare you for the real world of work.

**FIND OUT MORE AT:**  
[CHICHESTER.AC.UK/T-LEVELS](https://chichester.ac.uk/t-levels)



**T-LEVELS**  
THE NEXT LEVEL QUALIFICATION



## WHAT ARE THE BENEFITS OF STUDYING A T LEVEL?

Being part of a new and exciting qualification is only the start of the T Level journey.

As a student on a T Level programme, you can expect to receive quality classroom-based teaching to develop your technical skills and knowledge of your chosen industry. We will then work with you and employers to match you to an industry placement relevant to both your course and your future aspirations.

During your placement you will have the opportunity and support to put your skills and knowledge into practice in a real working environment. By being hands on in an industry you are in the best place to discover if this is really the right career path for you, allowing you to make informed choices early on in your career.

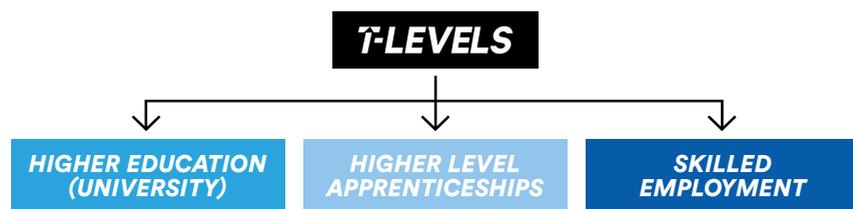
As 20% of your time will be working in the industry, you will develop essential employability skills which have been identified as crucial for your future employment. These will include:

- ↑ Being a team player
- ↑ Having a proactive approach
- ↑ Being responsible
- ↑ Having professional etiquette
- ↑ Being an effective communicator

## WHERE CAN THE T LEVEL JOURNEY TAKE YOU?

T Levels have been designed to ensure that when the course has finished, you are best placed to progress onto further opportunities. Progression could include gaining employment directly from the industry placement or for other skilled employment.

Alternatively, you could continue with training through a higher level apprenticeship or further education. (See UCAS points table below.)



The table below shows the UCAS tariff allocation for T Levels:

T Level Overall Grade	UCAS tariff points
Distinction*	168
Distinction	144
Merit	120
Pass (C or above on the core)	96
Pass (D or E on the core)	72

## WHAT IF I DON'T HAVE THE ENTRY REQUIREMENTS FOR T LEVELS?

Don't panic! We will also be offering a one year transition programme for those students who don't have the entry requirements yet.

We will support you to achieve the Maths and English grades required, whilst completing a relevant qualification to your chosen industry. During the transition year there will be a focus on personal development; building essential employability skills through a structured programme and smaller placements. This is intended to prepare you for the extended industry placement within your chosen T Level.

## HOW WILL T LEVELS BE TAUGHT AND ASSESSED?

The taught and assessment components of T Levels are made up of two elements:

### ELEMENT 1: CORE COMPONENT

This will be split into two parts:

- ↑ Technical knowledge and skills relevant to the industry which will be assessed through a two part exam
- ↑ Set project to demonstrate knowledge and skills developed assessed with an industry focused project

### ELEMENT 2: SPECIALIST SKILLS

You will learn and refine specialist skills for industry in class-based environments, such as workshops. This will be assessed through a selection of projects and set assignment based methods which will help to demonstrate practical skills and the application of knowledge for your industry. This could also include being observed in your placement in order to demonstrate skills and knowledge.

### INDUSTRY PLACEMENTS WITH AN EMPLOYER

Industry placements are at the heart of the T Level qualification and each student will complete between 45-60 days (minimum 315 hours) within a placement. Those studying the Childcare Early Year route will complete a minimum of 750 hours for the pathway given the highly practical and personal skills needed within the nature of the route.

The industry placement will help you to develop the essential workplace skills that employers are looking for, gain a clearer idea about the job and even the possibility of opportunities to secure future employment!

A set of learning objectives will be agreed with you and the employer at the start of the industry placement which they will work towards throughout the placement. These will include:

- ↑ **Knowledge and Technical Skills** - these are specific and customised to each of the industries and the skills required for that working practice
- ↑ **Essential Behaviour and Social Skills** - skills and attributes for all students to aspire to in order to work across a breadth of industries

# OUR COURSES

## DIGITAL PRODUCTION, DESIGN & DEVELOPMENT

### CORE CONTENT

The core work focuses on giving you the essential knowledge, understanding and skills relevant to any digital occupation. The core content includes the following elements:

- ↑ **Business context:** understanding the business environment including dealing with end user, customer and business needs, the value of digital in business and technical change management.
- ↑ **Culture:** ethical and moral issues raised by the increasing reliance on technology including impact on culture, autonomous operations and addiction.
- ↑ **Data:** concepts and fundamentals of data including how organisations use data, key features and functions of information systems, data format, analysis and maintenance, data modelling and data across different platforms.
- ↑ **Digital analysis:** understanding algorithms, action, pattern recognition etc.
- ↑ **Digital environments:** systems fundamentals including physical, virtual and cloud.  
**Learning:** awareness of emerging technology trends and innovation.  
**Legislation:** legal and regulatory requirements and the importance of industry standards, where to find them and staying up to date.

- ↑ **Planning:** principles of planning including cost-benefit, dependencies, prioritisation quality and time.
- ↑ **Security:** understanding privacy and confidentiality of information, processes and protocols plus threats, vulnerabilities and risk management.
- ↑ **Testing:** importance of testing of components, interfaces, usability etc.
- ↑ **Tools:** understanding digital tools and their use in business.

### SPECIALIST ELEMENT

Alongside these core components there will be the opportunity to study the following specialism:

- ↑ **Design, implement and test software:** This content develops the specific knowledge and skills needed to design, implement and test software while also considering ethical principles and legal or regulatory requirements. It also develops skills to change, maintain and support software and to analyse problems and work collaboratively to find solutions.

## DIGITAL SUPPORT SERVICES

### CORE CONTENT

The core work focuses on giving you the essential knowledge, understanding and skills relevant to the support sector of the industry. The core content includes the following elements:

- ↑ **Business Context:** understanding the business environment including dealing with end user, customer and business needs, the value of digital in business and technical change management.
- ↑ **Culture:** ethical and moral issues raised by the increasing reliance on technology including impact on culture, autonomous operations and addiction.
- ↑ **Data:** concepts and fundamentals of data including how organisations use data, key features and functions of information systems, data format, analysis and maintenance, data modelling and data across different platforms.
- ↑ **Digital Analysis:** understanding algorithms, action, pattern recognition etc.
- ↑ **Digital Environments:** systems fundamentals including physical, virtual and cloud.
- ↑ **Diversity and Inclusion:** principles of digital inclusion, and legislation relating to equality and diversity.
- ↑ **Learning:** awareness of emerging technology trends and innovation.

- ↑ **Legislation:** legal and regulatory requirements and the importance of industry standards, where to find them and staying up to date.
- ↑ **Planning:** principles of planning including cost-benefit, dependencies, prioritisation quality and time.
- ↑ **Security:** understanding privacy and confidentiality of information, processes and protocols plus threats, vulnerabilities and risk management.
- ↑ **Testing:** importance of testing of components, interfaces, usability etc.
- ↑ **Tools:** understanding digital tools and their use in business.

### SPECIALIST ELEMENT

Alongside these core components there will be the opportunity to study the following specialism:

- ↑ **Digital Infrastructure:** This content develops the specific knowledge and skills needed to design, configure and test computer networks whilst also considering the variety of different threats that could make an impact on an organisation as well as keeping in line with different legal and regulatory requirements. It also develops the skills needed to respond to planned changes, user needs and to collaboratively analyse new security threats before implementing protection techniques to protect both users and IT systems.

# CONSTRUCTION DESIGN, SURVEYING & PLANNING

## CORE CONTENT

The core work focuses on giving you the essential knowledge, understanding and skills relevant to any construction occupation. The core content covers:

- ↑ **Supporting knowledge** including health and safety, information and data capture, scientific principles and their application in the built environment and standards for scientific measurement.
- ↑ **Principles of design** in the built environment, roles of different disciplines, design process from conception to completion and life-cycle assessment.
- ↑ **Structure of the construction industry**, integration of the supply chain, how projects are procured and managed, current/future factors impacting the industry.
- ↑ **Importance of sustainability**, environmental legislation, policies and initiatives, principles of heritage and conservation, lean construction, waste management energy production and use.
- ↑ **Building technology** including construction methods, forms of construction, regulations and standards and manufacturers' instructions.

- ↑ **Relationship management** including types of stakeholder, customer service principles, the importance of team work, equality, diversity and representation including related legislation, employment rights and responsibilities.
- ↑ **Digital technology** including digital engineering techniques, opportunities for the use and adaptation of technology.
- ↑ **Business and commerce** including business structures, values and objectives, corporate social responsibility, entrepreneurship and innovation, principles of project management, quantification and costing.

## SPECIALIST ELEMENT

Alongside these core components there will be the opportunity to study the following specialism:

- ↑ **Surveying and design for construction and the built environment**  
This specialism builds knowledge and skills around measuring, analysing and designing the built environment and working to an agreed brief. It covers ethical principles, sustainability and working to legal and regulatory requirements and develops skills in analysing problems, understanding commercial implications and working collaboratively to find solutions.

# CONSTRUCTION ONSITE (Carpentry and Bricklaying)

## CORE CONTENT

The core work focuses on giving you the essential knowledge, understanding and skills relevant to the support sector of the industry. The core content includes the following elements:

- ↑ **Business Context:** understanding the business environment including dealing with end user, customer and business needs, the value of digital in business and technical change management.
- ↑ **Culture:** ethical and moral issues raised by the increasing reliance on technology including impact on culture, autonomous operations and addiction.
- ↑ **Data:** concepts and fundamentals of data including how organisations use data, key features and functions of information systems, data format, analysis and maintenance, data modelling and data across different platforms.
- ↑ **Digital Analysis:** understanding algorithms, action, pattern recognition etc.
- ↑ **Digital Environments:** systems fundamentals including physical, virtual and cloud.
- ↑ **Diversity and Inclusion:** principles of digital inclusion, and legislation relating to equality and diversity.
- ↑ **Learning:** awareness of emerging technology trends and innovation.
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- ↑ **Planning:** principles of planning including cost-benefit, dependencies, prioritisation quality and time.

- ↑ **Security:** understanding privacy and confidentiality of information, processes and protocols plus threats, vulnerabilities and risk management.
- ↑ **Testing:** importance of testing of components, interfaces, usability etc.
- ↑ **Tools:** understanding digital tools and their use in business.

## CARPENTRY AND JOINERY SPECIALISM

The purpose of this specialism is for learners to know and undertake carpentry and joinery work. Learners will have the opportunity to plan, perform and evaluate their work whilst utilising a range of materials, methods, and techniques. Carpentry and joinery are trades involving the use of timber in the building industry, from erecting timber frame, roofs and hanging doors through to making doors, windows, and stairs. This specialism will introduce the variety of timber and materials available to a carpenter and joiner and how these are cut, jointed, and fixed to construct a variety of products. Learners will be introduced to safe working practices whilst carrying out carpentry and joinery work.

## BRICKLAYING SPECIALISM

The purpose of this specialism is for learners to know and undertake fundamental bricklaying work within different construction environments, such as domestic brick and block work, solid and cavity walling, design and build complex masonry structures, and use masonry skills to refurbish different types of buildings. Learners will have the opportunity to plan, perform and evaluate their work whilst utilising a range of materials, methods, and techniques to allow the learner to progress. Learners will be introduced to safe working practices whilst carrying out bricklaying work.



# CONSTRUCTION BUILDING SERVICES ENGINEERING

## CORE CONTENT

The core content covers a whole range of topics related to the industry:

- ↑ **Health & safety in construction**
- ↑ **Construction science, design, sustainability and measurement principles**
- ↑ **Construction & the built environment industry**
- ↑ **Building technology principles**
- ↑ **Information and data principles**
- ↑ **Relationship management in construction**
- ↑ **Digital technology in construction**
- ↑ **Commercial/business principles in construction**

## OCCUPATIONAL SPECIALISM

You will choose one occupational specialism from the building services route between Plumbing & Electrical.

### PLUMBING SPECIALISM

Plumbing specialism will cover:

- ↑ **Fundamental health & safety practices associated with carrying out plumbing work**
- ↑ **Plumbing tools and equipment**
- ↑ **Pipework materials, installation methods and jointing processes**
- ↑ **Plumbing systems and their purpose**
- ↑ **Plumbing science**
- ↑ **Principles of measurement and marking out components and pipework**

### ELECTRICAL SPECIALISM

Electrical specialism will cover:

- ↑ **Health and safety practices**
- ↑ **Tools, materials and equipment used to complete tasks**
- ↑ **Systems and products**
- ↑ **Analysing and using information**
- ↑ **Installing, commissioning and decommissioning**
- ↑ **Maintaining electrical and electronic equipment systems**



# EDUCATION & CHILDCARE EDUCATION & CHILDCARE

## CORE CONTENT

The core work gives you the essential knowledge and skills relevant to any education related occupation. It includes the following elements:

- ↑ **Education context:** an overview of childcare and education 0-19; working in the sector, roles and responsibilities plus career opportunities.
- ↑ **Child development:** expected patterns of development from 0-19 including language, social interaction, wellbeing, transitions and significant events.
- ↑ **Supporting education:** different key stages, skills and characteristics that support education, pedagogical approaches, the role of metacognition, using technology and factors affecting development of literacy and mathematics.
- ↑ **Safeguarding, health and wellbeing:** statutory guidance, legal requirements, children at risk and in need, signs of danger or abuse and impacts.
- ↑ **Behaviour:** the stages of development and factors that impact behaviour and therefore the implications for managing behaviour.
- ↑ **Observation and assessment:** purposes and importance of assessment.
- ↑ **Equality and diversity:** legislation, regulation, codes of practice etc.
- ↑ **Special educational needs and disability (SEND):** principles of inclusion, relevant laws, codes of practice and professionals/organisations etc.
- ↑ **English as an Additional Language (EAL):** stages of acquiring language and factors affecting it, strategies to support those learning EAL.
- ↑ **Parents, families and carers:** working effectively with these people.

- ↑ **Working with others:** agencies and services that support children, families and carers, developing professional boundaries and relationships.
- ↑ **Reflective practice:** current priorities and debates in education, continuing professional development, development feedback and strategies.

## SPECIALIST ELEMENT

Alongside these core components there will be the opportunity to study the following specialisms:

- ↑ **Early Years Educator:** You will be working with children from birth to 5 years, where most of your industry placement will be within a nursery setting. You will learn about the importance of play in early years. It will be essential that you become part of the team and work with colleagues to support children's needs within the settings. You will be involved in developing relationships with children, supporting care routines, planning activities, carrying out child observations and promoting safety. This pathway gives you a 'License to Practice'.
- ↑ **Assisting Teaching:** Most of your industry placement will be working within schools, supporting teaching and learning. You will be supporting the class teacher to enhance children's education. This will allow you to take a Teaching Assistant role, where you will work with children either individually or in groups. You will be involved with planning and providing learning activities. You will also learn about how to keep children and young people safe. This pathway does not give you a 'License to Practice', but leads to Teaching Assistant roles.



# HEALTH & SCIENCE SCIENCE (Transition Only)

## CORE CONTENT

The level 2 transition programme is designed for you to progress onto the level 3 T Level in Laboratory Sciences. During the level 2 transition programme you will develop your technical science skills alongside your maths and English GCSEs. This exciting new programme will cover areas of core biology, chemistry and physics, health and safety, working in the laboratory and is tailored to the development of your practical science skills. You will also complete a work placement as part of the qualification.

### YOU WILL STUDY:

- ↑ A level 2 qualification in Applications of Applied Science
- ↑ A programme of employability skills to support you in preparation for working in the science sector, undertaking up to 25 hours of work placement
- ↑ As part of your technical training you will also undertake a project based Silver Crest Award and a Health and Safety Qualification

### YOU WILL STUDY THE FOUR FOLLOWING UNITS AS PART OF THE TRANSITION PROGRAMME:

- ↑ Application of Chemical Substances
- ↑ Application of Physical Science
- ↑ Health Application of Life Science
- ↑ Scientific Skills

## ASSESSMENT

Assessment is one exam in June.

## PROGRESSION

Progression will be onto the level 3 T Level where you will develop your science technical skills and knowledge and have an industry placement for a minimum of 45 days. In the second year of the programme you will follow an occupational specialism in Laboratory Sciences.

# FREQUENTLY ASKED QUESTIONS

## FREQUENTLY ASKED QUESTIONS

### HOW WILL STUDENTS BE KEPT SAFE DURING AN INDUSTRY PLACEMENT?

- ↑ We will run due diligence on all employers for health and safety, insurance and safeguarding purposes
- ↑ Safeguarding and well-being procedures will be in place for all student
- ↑ Each student will have an Industry Placement Officer assigned to them for support

### HOW WILL STUDENTS BE MONITORED DURING THEIR INDUSTRY PLACEMENT?

- ↑ Students will have regular one-to-one meetings with a named supervisor at the placement
- ↑ Students will track their own progress towards their learning objectives
- ↑ Students will record their own industry placement hours which will be verified by the employer
- ↑ Industry Placement Officers will attend the placement at least three times to track progress and discuss any concerns.
- ↑ Industry Placement Officers are available to communicate with them throughout their placement should they have any concerns or worries

FAQS CONTINUED



# FREQUENTLY ASKED QUESTIONS

## FREQUENTLY ASKED QUESTIONS

### **WHAT IF STUDENTS HAVE A PART TIME JOB?**

We will provide plenty of notice regarding industry placements, allowing students the time to change hours if needed. We recommend that students restrict their part time work to weekends.

### **CAN STUDENTS WITH SPECIAL EDUCATIONAL NEEDS AND/OR A DISABILITY DO A T LEVEL?**

T Levels are inclusive qualifications and all students with the entry requirements will be offered an interview. Our dedicated Additional Learning Support team will work with students to ensure that they are supported appropriately and given opportunities to thrive in the work place. They will also work with employers to ensure that they are fully trained to support the learners whilst on their industry placement. If students need some extra support to reach the T Level standards, then a transition year may be most appropriate. (See 'What If You Don't Have The Entry Requirements For T Levels?')

### **WILL THE STUDENT BE PAID?**

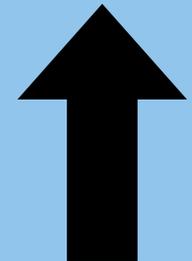
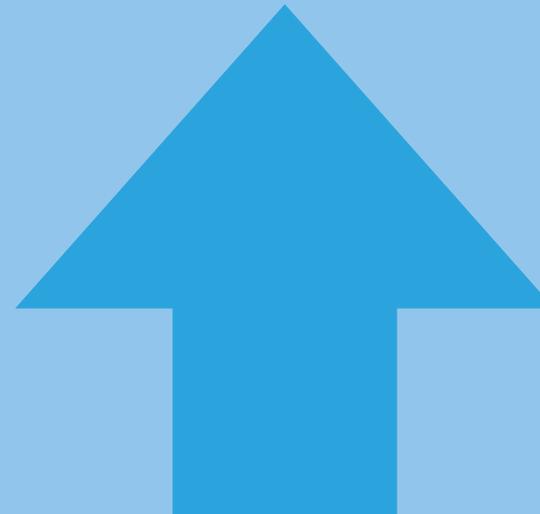
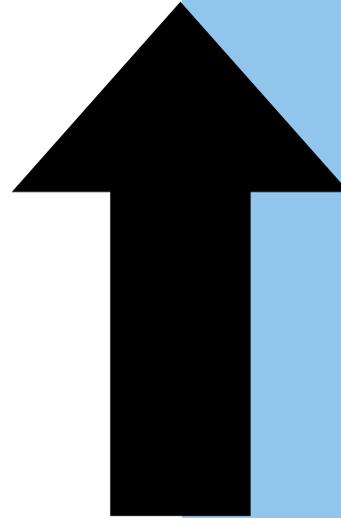
There is no legal requirement or expectation that T Level students will be paid. However, employers can pay the student should they wish to, or support the student with their travel and subsistence costs. We believe that financial constraints alone should never be enough to prevent a student from studying and so we will work with you to find out what support you may be entitled to and help you to access any funding available (see useful links for further information).

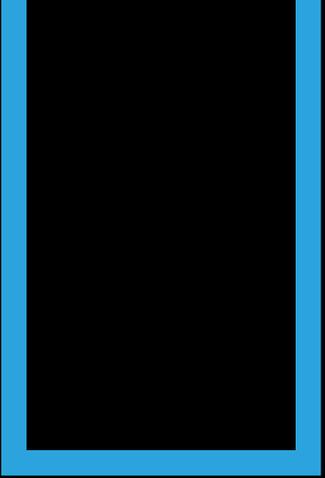
# USEFUL LINKS



## USEFUL LINKS

- ↑ What are T Levels?  
<https://youtu.be/doW5-SUpUN0>
- ↑ Learning Support Grant  
- Chichester College Group:  
<https://www.chichester.ac.uk/college-life/financial-support>
- ↑ T Levels/Students Guide:  
<https://www.tlevels.gov.uk/students>
- ↑ What students say about industry placements:  
<https://www.youtube.com/watch?v=J4hdOsUbYFO>





# **T-LEVELS**

**THE NEXT LEVEL QUALIFICATION**

**FIND OUT MORE AT:  
[CHICHESTER.AC.UK/T-LEVELS](https://chichester.ac.uk/t-levels)**



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