
T Level in Education and Childcare

Guide to admissions for higher education providers

Linking London's Uni Connect Outreach Hub has produced this quick guide to T Levels to aid HE admissions teams in their efforts to create fair and meaningful offers for applicants progressing from a T Level. We hope you find it useful. If you have any comments, questions, or feedback please contact info@linkinglondon.ac.uk or our Outreach Hub Officers: Jess Brown (jess.brown@linkinglondon.ac.uk) and Melanie Green (melanie.green@linkinglondon.ac.uk)

The information within this guide has been based on the qualification specification [version 2.0] on the QualHub/NCFE website, which at the time of writing had been updated in April 2021. Please be aware that supporting materials for T Levels are subject to regular review by the Institute and awarding bodies, so we strongly recommend checking the most up to date qualification specification which can be found [here](#). Our guide was last updated in April 2021. We are very grateful to have received feedback on this guide from Alex MacKenzie and Janet King from NCFE/CACHE.

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T Level context

T Levels are new two-year, Level 3 study programmes that follow the study of GCSEs and Technical Awards at Key Stage 4 and offer an alternative to other level 3 qualifications including Applied General qualifications, and A Levels as well as Apprenticeships. The first wave of T levels commenced in September 2020, in Digital, Construction, and Education and Childcare. This means that T Level students who are planning to progress on to HE will be making applications from September 2021.

T Levels consist of:

- a technical qualification which includes the *Core Component* and one *Occupational Specialist Component*
- and a minimum 315 hours of industry placement with an employer to make sure students have real experience of the workplace—this is increased to 750 hours for students on the Early Years Educator occupational specialism.

Students also need to achieve a minimum standard of English and Maths; either GCSE grade 4 or above, or Level 2 Functional Skills. The total Guided Learning Hours for the Core + Occupational Components of the Education and Childcare T Level total approximately 900 hours; in comparison, 3 A Levels total 1080 hours, but have no industry placement component.

Assessment

Core Component is 100% externally assessed through:

- paper A written examination
- paper B written examination
- Employer Set Project (versions specific to each Occupational Specialism) based on a brief

Occupational Specialism Component is assessed through:

- synoptic task-based project assignments (specific to each Occupational Specialism)

The industry placement does not contribute to the T Level qualification grade but to be judged to have completed their placement, students must demonstrate appropriate behaviours, maintain a logbook, and have progress reviews.

Education and Childcare T Level

The T Level in Education and Childcare will provide students with the knowledge, skills and behaviours needed to progress into skilled employment or higher level technical training or study in the education and childcare sector. The curriculum has been shaped by industry experts; T Levels are based on the same standards as apprenticeships, designed by employers and approved by the Institute for Apprenticeships and Technical Education (the Institute).

The *Core Component* covers the knowledge, understanding and application of contexts, concepts, theories and principles relating to the following areas:

1. Wider Context
2. Supporting Education
3. Safeguarding, health and safety and wellbeing
4. Behaviour
5. Parents, Families and Carers
6. Working with Others
7. Child Development
8. Observation and Assessment
9. Reflective Practice
10. Equality and Diversity
11. Special Educational Needs & Disability
12. English as an Additional Language

Occupational Specialist Components

In this T Level, students can choose *one* of three Occupational Specialist Components: Early Years Educator, Assisting Teaching, or Supporting and Mentoring Students in Education Settings.

<i>Occupational Specialist Component</i>	Early Years Educator ¹	Assisting Teaching	Supporting and Mentoring Students in Education Settings
<i>Performance Outcomes</i>	Support and promote children's play, development and early education Develop relationships with children to facilitate their development Plan, provide and review care, play and educational opportunities to enable children to progress Safeguard and promote the health, safety and wellbeing of children Work in partnership with colleagues, parents, carers and other professionals to support children's development	Support the class teacher to enhance children's education, individually and in groups Plan, provide and review educational opportunities in collaboration with teachers and other adults Safeguard and promote the health, safety and wellbeing of children and young people Recognise, adapt and respond to individual children's needs, including those with SEND, to support development and access the curriculum	Advise, guide and supervise mentees to acquire the most benefit from their educational programme Work with education providers and workplace colleagues to plan and implement structured and meaningful education and work experience Support student mentors' progress and wellbeing Promote students' motivation, aspiration and engagement

¹ The Early Years Educator occupational specialism includes an additional requirement of 435 placement hours (in addition to the standard 315 hours for all T Levels). Students are required to achieve the Early Years Educator Criteria. Holders of the T Level in Education and Childcare qualification who have taken the Early Years Educator occupational specialism may be counted in Early Years Foundation Stage (EYFS) staff:child ratios at Level 3.

English, Maths and Digital competencies are embedded and contextualised in both the *Core Component* and the *Occupational Specialist Components* of the T Level. This is so that students are able to demonstrate their knowledge and understanding of these skills over the course of the qualification.

<i>General English competencies</i>	<i>General maths competencies</i>	<i>General digital competencies</i>
Convey technical information to different audiences Present information and ideas Create texts for different purposes and audiences Summarise information/ideas Synthesise information Take part in/lead discussions	Measure with precision Estimate, calculate and spot errors Work with proportion Use rules and formulae Process data Understand data and risk Interpret and represent with mathematical diagrams Communicate using mathematics Cost a project Optimise work processes	Use digital technology and media effectively Design, create and edit documents and digital media Communicate and collaborate Process and analyse numerical data Be safe and responsible online Control digital functions

Grading

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 the occupational specialism, shown as pass, merit or distinction

It will also include confirmation that the student has:

- met the minimum requirements for maths and English qualifications
- completed the industry placement
- met any additional mandatory requirements

<i>Calculation of overall qualification grade</i>			
Core grade	Occupational specialism grade		
	Distinction	Merit	Pass
A*	Distinction*	Distinction	Distinction
A	Distinction	Distinction	Merit
B	Distinction	Merit	Merit
C	Merit	Merit	Pass
D	Merit	Pass	Pass
E	Pass	Pass	Pass

<i>T Level overall qualification grade</i>	<i>UCAS Tariff Points</i>	<i>A Level equivalent to tariff</i>	<i>BTEC Extended Diploma (RQF) equivalent to tariff</i>
Distinction*	168	A*A*A*	D*D*D*
Distinction	144	AAA	DDD
Merit	120	BBB	DMM-DDM
Pass (C or higher on core)	96	CCC	MMM
Pass (D or E on core)	72	DDD	MPP-MMP

Making a meaningful offer to students

From our work with HEIs, colleges, and awarding bodies we would like to offer some suggestions to HE admissions teams considering how to frame offers for T Level students. On the next page we have laid out some *example offers*.

Unless absolutely necessary, we would advise against only having one preferred Occupational Specialism for students. Colleges and schools will not necessarily offer all occupational specialisms due to the availability of employers for industry placements in their region so some students may be at a disadvantage if the offer is restricted in this way.

T Levels are UCAS tariffed, so entry requirements can be expressed either as a UCAS tariff or Distinction*, Distinction, Merit, or Pass. Students will also receive a grade for their performance in the core component and occupational specialism component of the T Level; you can specify minimum grade requirements for these if you wish. An example would be 'Merit in T Level in Construction, including a minimum of a C in the core and a Merit in the occupational specialism'.

It is highly unlikely a student will be able to take any A or AS Levels alongside their T Level, so a requirement for something like A Level Maths, regardless of the qualification alongside, would not be something we would advise. As mentioned above, the total Guided Learning Hours for the Core + Occupational Components of the Education and Childcare T Level total approximately 900 hours, and then has an additional 315-750 hours of industry placement(s); in comparison, 3 A Levels total 1080 GLH with no industry placement.

If an applicant is required to hold a T Level in a specific subject, this should be clearly stated. Using language such as 'in a related subject' is subjective and unclear for applicants. For example, if, for Nursing, only applicants with a T Level from the Health and Science route (which begins teaching in September 2021) would be accepted, rather than Education and Childcare, this should be specified.

We would encourage admissions teams to consider how the T Level may prepare applicants for a wide range of related courses and qualification levels (4-6). This could include, but is not limited to, Childhood Studies, Community Studies, Education Studies, Nursing (including Children's Nursing), Public Health Studies, Teaching (including Primary Education), Social Work, Youth Work, Psychology, as well as courses which do not usually have specific A Level subject requirements, such as Business and Management Studies, Social Policy and Sociology.

Example offers

Distinction in T Level in Education and Childcare or 144 UCAS tariff points

Pass Grade in T Level in Education and Childcare with a minimum of grade C in the Core Component

Merit in T Level in Education and Childcare or 120 UCAS tariff points

Merit in T Level in Education and Childcare including a minimum of a C in the Core and a Merit in the Occupational Specialism

Where to find further info

[Full specification on the QualHub website](#)

[Government guide to T Levels](#)

[T Levels website](#)

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The T Level is a qualification approved and managed by the Institute.