



HAILEY HALL SCHOOL

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Management and Administration

Introduction

T Levels are a 2-year qualification that you can do as an alternative to A levels, other post-16 courses or an apprenticeship.

Students will spend around 80% of their time in a learning environment and 20% of their time in an industry placement, therefore giving you the opportunity to jump-start your career by combining a recognised qualification with genuine industry experience.

This handbook will help you to understand more about T Levels and to consider T Levels as one of your options after GCSEs.

Work your way through the sections to explore:

- TL** What T Levels are
- TL** The different T Levels available
- TL** Where to look for a T Level
- TL** How T Levels might support you to move into an apprenticeship or further training.



Contents

Understanding T Levels

Useful vocabulary	4
Understanding T Levels	5
The benefits of T Levels	9
The key facts about T Levels	10
How do T Levels compare to other options	11
Structure of the course	12
Key skills covered	14
Appeals	17
Malpractice	17
Plagiarism	18
Maintenance of standards	19

Useful vocabulary

This guide will introduce you to some words and phrases that may not seem familiar. This table provides simple explanations to help you.

A level	A qualification in one specific subject typically taken by school students aged 16-18 years that is typically classroom or learning environment based. You usually study 2 or 3 different subjects at A level.
Application process	The act of applying for a particular course/job.
Apprenticeship	A real, paid full-time job combined with studying to gain skills and knowledge.
Career	The job or series of jobs that you do during your working life.
Employment	Having paid work.
Functional skills level 2	Qualifications in English and maths that are equivalent to GCSE.
Higher Education	Education at universities or similar educational establishments, to degree level.
Industry placement	The 45-day / 315-hour work placement with an employer where you can put into practice the knowledge and technical skills learnt in the learning environment.
Occupation	A job or profession.
Specialism	An area of the T Level that you take during the course, focussing on a particular occupation.
Traineeship	A work focused study programme that prepares you for work or an apprenticeship.
(Training) provider	The organisation or college who you enrol with and where you spend 80% of your time in the learning environment.
T Level Transition Programme	A 1-year programme that will help you to develop your skills and knowledge so that you can successfully start a T Level the following year.
UCAS points	The tariff used to allocate points to post-16 qualifications. Universities and colleges use this when making offers to applicants.

Understanding T Levels



Before you start, how would you rate your current knowledge and understanding of T Levels?

- Red** = I don't know very much about T Levels
- Amber** = I know some information about T Levels
- Green** = I know a lot about T Levels and where to find out more information

What are T Levels?

T Levels are a 2-year qualification that you can do after your GCSEs as an alternative to A levels, an apprenticeship or other post-16 courses.

Students will spend around 80% of their time in a learning environment and 20% of their time in an industry placement, therefore giving you the opportunity to jump-start your career by combining a recognised qualification with genuine industry experience.

You will gain a nationally recognised certificate, with 1 T Level equivalent in size to 3 A levels. T Levels carry UCAS points to help support progression into Higher Education.

How do T Levels work?

You will spend around 80% of your time in the learning environment and about 20% on a 45-day placement with an employer to give you the skills and knowledge companies look for. This is called an industry placement and could be with one or more employers, depending on the T Level that you are studying and the provider that you are studying with. As a minimum, this should be 315 hours, which is roughly 45 days.

Who can do a T Level?

T Levels are ideal if you have finished your GCSEs and want the knowledge and experience to get straight into employment, an apprenticeship or higher education. They especially suit you if you know the rough area or industry you want for your career, prefer a practical course designed by employers, but also want to spend time within a learning environment.

What can I do a T Level in?

Different T Level courses will be made available between 2020 and 2023. The first 3 T Levels started in September 2020 at selected schools and colleges in England and by 2023, more than 20 T Levels will have launched.

September 2020	September 2021	September 2022	September 2023
<ul style="list-style-type: none"> • Design, Surveying and Planning for Construction • Digital Production, Design and Development • Education and Childcare 	<ul style="list-style-type: none"> • Building Services Engineering for Construction • Digital Business Services • Digital Support Services • Health • <u>Healthcare Science</u> • Onsite Construction • Science 	<ul style="list-style-type: none"> • Accounting • Design & Development for Engineering and Manufacturing • Finance • Maintenance, Installation and Repair for Engineering and Manufacturing • <u>Management and Administration</u> • Engineering, Manufacturing, Processing and Control 	<ul style="list-style-type: none"> • Agriculture, Land Management and Production • Animal Care and Management • Catering • Craft and Design • Hairdressing, Barbering and Beauty Therapy • Legal Services • Media, Broadcast and Production

At Heston you can do a T Level in either Healthcare Science or Management and Administration.

How does the study part work?

Around 80% of your time will be spent with a college, school or training provider. For your chosen subject, you will start off by studying a core curriculum. That means you will cover the theory, concepts and principles for the general subject.

At some point after the start of the course, you will take a specialism. For some T Levels, for example Early Years Educator, this will be in your first year, while for others you may not start your specialism until the second year. The number of occupational specialisms varies depending on the T Level.

What are the entry requirements?

Entry requirements you will need 40+ points and a grade 4 in Maths and English.

How does the industry placement work?

You will spend a minimum of 45 days (315 hours) on a meaningful industry placement, allowing you to put the skills you have learnt into practice. This can be split across two employers if needed and the time spent with these employers can be carried out as day release, in one solid block, multiple smaller blocks or a mixture of any of these models, depending on what works for you, the provider, and the employer.

The placement is counted in hours to allow for the flexibility of completing it in different ways.

The placement is unlikely to be paid as it is part of your course of study, but support for travel and expenses may be available.

Do I choose the employer for the placement?

The T Level provider is responsible for sourcing your industry placement – however, in some cases, the provider may encourage you to research and self-source your preferred employers for your placements. Providers should help you to identify suitable employers that are relevant to your chosen specialism at the appropriate level.

How are T Levels graded?

When you pass your T Level, you will get a nationally recognised certificate showing the overall grade you achieved – pass, merit, distinction or distinction*. It will also give details of what you learned on the course to help you move into skilled employment or a higher apprenticeship.

Your T Level will be worth UCAS tariff points – a T Level Distinction* is worth the same in UCAS tariff points as 3 A levels at A*. Many universities are

accepting T Levels, so you can move into higher education in a related technical course if you wish. If you have a particular university in mind, checking their admissions criteria and speaking to the admissions office is a good place to get started.

T Level Qualification	Equivalent A Level Qualification	UCAS Points
Distinction *	A* A* A*	168 UCAS Points
Distinction	A A A	144 UCAS Points
Merit	C C C	120 UCAS Points
Pass	E E E	72-96 UCAS Points



The benefits of T Levels

There are many benefits to doing a T Level:

TL**They are designed by employers**

Designed with leading businesses and employers to ensure you gain the knowledge and skills that employers are looking for.

TL**A variety of employers**

More than 250 businesses – including Amazon, Fujitsu, EDF Energy and Skanska – have been involved so you can be confident your T Level will help you reach the next level.

TL**Combining industry experience with study**

T Levels give you the chance to learn what a real career is like in a supportive environment while you continue your studies.

TL**No cost**

Like A levels and apprenticeships, there are no tuition fees to study a T Level.



The key facts about T Levels

T Levels are a post-16 qualification, equivalent in size to 3 A levels. T Levels are 2-year qualifications. Like A levels and apprenticeships, there are no tuition fees to study a T Level.



T Levels have been designed with businesses and employers and combine qualifications with industry experience. More than 250 businesses have been involved in the design of T Levels - including Fujitsu and Skanska.



T Levels are facilitated by colleges or training providers, and you study a core curriculum that covers theory, concepts and principles of the subject. You will also take an occupational specialism during the course. Training providers will have entry requirements for the different T Level courses.

You will spend 80% of your time in the learning environment and 20% completing an industry placement. The industry placement is unlikely to be paid as it is part of the course of study, but support for travel and expenses may be available.



When you complete your T Level, you are awarded distinction*, distinction, merit or pass. T Levels also attract UCAS points.

How do T Levels compare with other options

	T Level	Apprenticeship	Traineeship	A Levels
It's a job		✓		
	An apprenticeship is the only option that is a job. T Levels and Traineeships have placements with employers, but they are not jobs as the individual is not employed by that organisation.			
It's a qualification / study programme	✓	✓	✓	✓
	All of the above options have an element of study or training, with individuals working towards a qualification.			
You can progress onto an apprenticeship	✓	✓	✓	✓
	You can still progress onto an apprenticeship if you have done a T Level, A level or traineeship. You can also progress through the apprenticeship levels if you have already completed one e.g. from a Level 3 apprenticeship to a Level 4 apprenticeship.			
You can progress onto University	✓	✓		✓
	T Levels and A Levels provide UCAS points, allowing you to apply to University. You can also progress onto University after an apprenticeship should you wish to study full-time.			
You can progress into full-time work	✓	✓	✓	✓
	All of the above options provide useful skills and experience to enable you to progress onto full-time work.			
You are paid		✓		
	As apprenticeships are real jobs, you get paid a salary. You do not get paid for the placement of a T Level or Traineeship, although sometimes employers will support with expenses.			
You get a work placement	✓		✓	
	T Levels and traineeships include work placements. Apprenticeships are full-time jobs and so would not count as a placement. You do not get a placement through an A level as this is full-time study.			
You develop work skills	✓	✓	✓	
	Through the work experience and placements, T Levels, apprenticeships and traineeships help to develop your work skills.			

Structure of the course

Technical qualification scheme of assessment overview

Core Component – Learners must complete all assessment components

Assessment component	Method	Duration	Marks	Weighting	Marking	Grading
Exam paper 1	Externally set exam	2.5 hours	100	30%	Externally marked	This component will be awarded on the grade scale A* - E
Exam paper 2	Externally set exam	2.5 hours	100	30%	Externally marked	
Employer-set project	Externally set project	25 hours	100	40%	Externally marked	

Occupational Specialism Component - Learners must complete one assessment component

Assessment component	Method	Duration	Marks	Weighting	Marking	Grading
Business Improvement	Externally set assignment	32 hours	60	100%	Externally marked	All occupational specialism components will be awarded on the grade scale P, M, D
Team Leadership/Management	Externally set assignment	32 hours	60	100%	Externally marked	
Business Support	Externally set assignment	32 hours	60	100%	Externally marked	

How will I be assessed and graded?

In Year 12 you will sit:

Two externally set exams covering knowledge from the Management and Administration core (component 300). The exams provide sufficient sampling of the content and consist of a mixture of short answer questions (SAQs), some of which will be structured, and extended response. The balance of questions in assessing across assessment objectives (AOs) 1, 2 and 3 will allow for the appropriate differentiation of learners to support the reliable setting of boundaries.

One employer-set project covering knowledge and skills from the Management and Administration core (component 300). The employer-set project will consist of a well-defined, real industry-style brief. The brief will be complex and non-routine, and will require the use of relevant maths, English and digital skills. The brief will provide a valid context for the Level 3 learner to demonstrate their knowledge and understanding of the core content and their core skills to solve occupationally relevant situations and/or problems.

In Year 13 you will complete:

One occupational specialism, Business Support. These assessments will feature a considerable practical element and are composed of a series of holistic practical tasks relating to the specialism at hand. They will take place over a period of time, scheduled at the provider's preference within an approximate three-month assessment window. By nature of the considerable practical elements, the tasks will generate significant ephemeral evidence and be heavily reliant on Internal Assessor observation notes and records for validation.

Calculation of the T Level Qualification Grade				
	Occupational specialism grade			
Core component 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

Key skills covered

Core Skill A (CSA) Business and commercial awareness, e.g., conduct a PESTLE analysis to inform a change project. - Undertaking their role with an understanding of organisational work structures. - Reflecting core organisational values through their work and demonstrating the work culture of the organisation. - Conducting PESTLE analysis to provide insights to inform change. - Selection of appropriate tools and methodologies to gain business insight. - Demonstrating understanding of their role as an employee, what they are responsible and accountable for. - Following organisational processes and procedures. - Reflects the requirements of key legislative and regulatory frameworks within their roles.

- Core Skill B (CSB) Project Management: plan, manage and evaluate a project using appropriate tools and methodologies e.g., introducing a new policy or training programme. - Working with others to validate the scope of the project/task and the reasoning for undertaking it within the organisational context. - Consideration of appropriate tools and methodologies for the purposes of managing a defined project/task. - Planning the requirements of projects/tasks using appropriate tools and methodologies, considering time and resource requirements. - Setting clear project goals and objectives that are SMART, defining roles, setting realistic milestones, and understanding constraints on cost and time. - Completing risk assessments/analysis as part of project/task initiation. - Using project tools and methodologies to manage the project throughout all stages, tracking spend accurately. 21 - Conducting scheduled review activity to monitor progress of the project/task to plan. - Undertaking formal project evaluations to validate outcomes, support the handover of activities to business-as-usual practice and embeds lessons learnt.

- Core Skill C (CSC) Communication: using a range of communication methods tailored to the audience e.g., to internal and external stakeholders on business solutions; making a presentation to a customer or using IT packages to present documentation professionally. - Developing communication plans to engage with different stakeholders, supporting preferences for different communication methods and styles. - Explaining the benefits to stakeholders of profitability and project success, detailing the implications of not having accurate goals defined. - Promoting good customer service, providing information and advice to customers. - Implementing change requests from various parties, including clients. - Presenting information using a range of digital and visual techniques to aid understanding. - Developing 'on a page' strategies that communicate all key messages/business plans succinctly. - Creating written reports and briefs that provide sufficient detail and clarity to the audience. - Documenting processes and procedures to support communication to the intended audience. - Using professional etiquette when communicating using virtual communication tools. - Reflecting accurate interpretation of financial terms through reported financial information.

- Core Skill D (CSD) Working collaboratively with others e.g., to develop content for an intervention; to develop feedback skills; managing and influencing stakeholders; considering the impact of proposed solutions on others; to develop a business improvement solution. - Taking part in group

discussions and presentations, collating information in response to development of a project or determining a solution to a problem - Integration of all stakeholders during project/change management activities - Working collaboratively with the different types of stakeholders, e.g., client, team, and end user. - Working with a range of individuals, applying equality and diversity legislation. - Use of conflict management techniques. - Behaving in an ethical way towards other team members and stakeholders. - Demonstrating fundamental business values and commitment to customers, and collaborative working with others. - Working collaboratively to ensure quality processes and procedures are completed successfully. - Supporting processes that develop self and others to contribute effectively to organisations.

- Core Skill E (CSE) Applying a logical approach to problem solving, identifying and resolving issues, recording progress and proposing solutions e.g., undertaking a cost / benefit analysis of the introduction of new procedures; developing a creative or innovative business improvement solution. - Undertaking cost-benefit analysis to confirm the validity of proposed solutions. - Utilising benchmarking, KPIs and target setting when measuring business success and outcomes. - Utilising change management methodologies to confidently propose and embed solutions. - Supporting the development of a continuous improvement culture and driving innovation. - Applying a logical approach and sequence to embedding solutions.

- Core Skill F (CSF) Undertaking research e.g., identifying sources and obtaining information related to a project and / or customer requirements; interrogating, analysing, and reporting on business data; create a briefing document for internal colleagues or supervisor to assist them in formulating specific advice. - Undertaking PESTLE analysis to identify drivers for organisational change. - Using SWOT analysis to evaluate opportunities and challenges that arise. - Utilising a range of different primary and secondary research tools and approaches to generate information and data from appropriate sources. - Analysing data from research to validate its accuracy, validity and reliability. - Interrogating research data to develop informed justifications and conclusions from evidence obtained. - Reflecting findings and outcomes of research in a clear and coherent manner.

- Core Skill G (CSG) Reflective practice e.g., review performance and own behaviours for impact; identifying ways for improvement; quality outcomes. - Reflecting on own work performance, outcomes, and feedback from others to continuously develop. - Adapting behaviour in line with organisational and professional standards. - Quality assuring work processes and activities against quality standards, identifying where improvements can be made. - Reviewing key performance measures to validate progress on performance.

Maths, English and digital skills

Maths, English and digital skills have been mapped across the core content and each of the occupational specialisms. The lists below identify the core competencies which have been mapped to the different criteria of the content. Where no competencies have been mapped this indicates that the criteria does not naturally present an opportunity to evidence these competencies.

General English competencies The general English competencies outline a framework of six general digital competencies, with no prioritisation or interpretation of order intended:

EC1 – Convey technical information to different audiences.

EC2 – Present information and ideas.

EC3 – Create texts for different purposes and audiences.

EC4 – Summarise information/ideas.

EC5 – Synthesise information.

EC6 – Take part in/lead discussions.

General mathematical competencies The general mathematical competencies outline a framework of ten general mathematical competencies, with no prioritisation or interpretation of order intended:

MC1 – Measuring with precision.

MC2 – Estimating, calculating and error spotting.

MC3 – Working with proportion.

MC4 – Using rules and formulae.

MC5 – Processing data.

MC6 – Understanding data and risk.

MC7 – Interpreting and representing with mathematical diagrams.

MC8 – Communicating using mathematics.

MC9 – Costing a project.

MC10 – Optimising work processes.

General digital competencies The following outlines a framework of six general digital competencies, with no prioritisation or interpretation of order intended:

DC1 – Use digital technology and media effectively.

DC2 – Design, create and edit documents and digital media.

DC3 – Communicate and collaborate.

DC4 – Process and analyse numerical data.

DC5 – Be safe and responsible online.

DC6 – Controlling digital functions.

Appeals

In the rare event that you feel that your work has not been correctly assessed you should approach the Lead Internal Verifier (Mrs Chhibba) stating your concern. The Lead Internal Verifier will then arrange for reassessment of your work to take place, within 5 working days of receipt of the appeal. The Lead Internal Verifier will meet with you to discuss the outcome of the appeal.

Malpractice

Malpractice is any act that threatens the integrity of an examination or assessment. Heston Community School will investigate all cases of failure to abide by regulations that may constitute malpractice. Where cases of suspected malpractice are proven, the school will take appropriate action, including applying sanctions, in order to maintain the integrity of assessments, examinations and the entire qualification.

Examples of Malpractice by students:

- A student arranging for someone else to sit an examination or complete a Coursework Assignment task for him/her.
- Impersonation of another student either by sitting an examination or by submitting a Coursework Assignment on his or her behalf.
- Possession of materials not permitted in the examination room, eg notes, books, dictionaries/calculators (when prohibited), mobile phones, iPods, Mp3 Players, personal organisers, whether or not the student uses them; the information contained within the materials is relevant to the examination being sat.
- Communicating with other students in the examination room in any way.
- Copying the work of another student or knowingly allowing a student to copy from his/her own work.
- Working collaboratively with any other student(s) by whatever means during examinations or in completing a Coursework Assignment task.
- Damaging other students work. Including offensive/inappropriate material in examination scripts or coursework assignments.
- Plagiarism or misrepresentation.
- Failure to adhere to published examination regulations.
- Failure to adhere to instructions given by an invigilator.
- Disruptive behaviour (including offensive language and aggressive/violent conduct) in the examination hall.

In all cases where a student is suspected of malpractice during an examination, they will first be warned by the examination invigilator that their actions are in breach of regulations and therefore might constitute malpractice. They will also be informed that the examination invigilator is obliged to report the student's actions to the qualification board. The examination invigilator will make a full written record of the student's activities, which will be considered during any subsequent enquiry by the awarding body

Plagiarism

You must produce your own work to achieve this qualification. You **MUST NOT**:

- Copy word for word from textbooks
- Copy and paste from the Internet
- Copy from other students (past or present)
- Paraphrasing
- Someone else completing your work
- Submitting the same piece of work for two different purposes

The examination board has a clear policy on how to deal with students who cheat. If you copy the work of another student, you will risk having your work cancelled and may achieve nothing. If you lend your work to others, you will also risk having your work cancelled. If you steal another student's work and copy it, the exam board may cancel all of your courses. Never cheat, your teachers will quickly detect work that isn't yours.

If you submit any assignment that shows signs of plagiarism, the work will not be marked and an investigation will be carried by the Lead Internal Verifier and teacher concerned. No feedback will be given and an appropriate sanction will be enforced such as internal exclusion or community service which will be determined on a case by case basis.

Maintenance of standards

This is a quality control check to ensure that all students' work is being fairly marked and standards are being maintained. When a unit of work has been assessed and graded it will be passed to another teacher in the department who will check that all of the tasks have been completed to the appropriate standard. Post moderation, it may be necessary for your assessment grade to be changed should it not meet the standards set by other students, who have been awarded the same grade.

The school takes its responsibility for ensuring the quality and reliability of assessment very seriously. It recognises that high quality assessment practices are an important element of the student experience and that the outcomes of assessment influence students' future lives.