



## T Levels Glossary

These terms have been provided as working definitions specific to T level development. They have been provided to support dialogue through the consultation period and are subject to amendment.

<b>Term</b>	<b>Definition</b>
<b>Additional requirements</b>	Any other occupation-specific requirements (including qualifications) determined by the Institute as it considers appropriate.
<b>Applied General Qualifications</b>	These are level 3 qualifications for post-16 students who want to continue their education through applied learning. Applied general qualifications allow entry to a range of higher education courses, either by meeting the entry requirements in their own right or being accepted alongside and adding value to other level 3 qualifications such as A levels.
<b>Assessment criteria</b>	Set criteria used by assessors to evaluate a learner's level of performance in response to an assessment task.
<b>Assessment principles</b>	The principles which need to be taken account of when designing and delivering fit-for-purpose assessment e.g. validity, reliability, comparable performance, minimising bias, minimising malpractice, appropriate demand, manageability. These are defined further in the technical qualification annex.
<b>Assessment strategy</b>	The document produced by the approved awarding organisation which explains why their assessment regime is fit for purpose and meets the assessment principles, both in terms of design and delivery. The awarding organisation may also be required to explain how, for example, adverse effects on the qualification will be mitigated and how outline content has been interpreted and adapted by the awarding organisation. Assessment strategies are currently used in the quality assurance of A level qualification development.

<b>Authentication</b>	In relation to assessment, it is the process for determining that a learner's assessment evidence is their own and has been generated in line with the awarding organisation's and any other relevant organisation's assessment guidelines.
<b>Classroom-based provision</b>	Provision delivered in a college or other training provider as part of a study programme. Training may be delivered through a mixture of classroom-based activity and simulated workplace environments e.g. workshops.
<b>Comparable standards of performance</b>	Comparable standards of performance mean that a grade for a technical qualification component (e.g. a Pass) with the same title should be consistent with the grades awarded to other learners (by the same and different providers) in the year it was awarded and in subsequent years.
<b>Compensatory assessment</b>	High performance in one aspect of assessment compensates for lower performance in another - resulting in an overall 'average' score.
<b>Core component</b>	The part of the technical qualification which details and assesses underpinning knowledge and general employability skills and behaviours, relevant to the standards to which it relates.
<b>Digital skills</b>	Skills required to achieve defined outcomes which relate to the use of digital technology, including hardware and software applications.
<b>Employer-set project (Technical Qualification Core 2)</b>	Projects set by employers, in conjunction with providers and awarding organisations, which ensure learners apply a minimum range of transferable skills and selected numeracy, literacy and digital skills to achieve defined work related goals.
<b>External assessment</b>	External assessment is a form of assessment in which question papers, assignments and tasks are specified by the awarding organisation, then taken under specified conditions (including details of supervision and duration) and marking or assessment judgements are made by the awarding organisation. It does not

	<p>include moderation or verification of centre-based assessment undertaken by an awarding organisation.</p> <p>External assessment need not be limited to paper or on-screen tests. It may include digital recordings of students, external examiners viewing and assessing artefacts made by students, assessed performance at an external assessment centre or other effective means made possible by developing technologies.</p>
<b>External Examination (Technical Qualification Core 1)</b>	A form of external assessment; typically, a question paper with a range of different question types externally set and marked using a standardised mark scheme by an awarding organisation.
<b>Fair access to attainment</b>	The principle underpinning awarding organisation processes such as reasonable adjustments, which ensure no unnecessary barriers to attainment or biases are introduced which may affect any particular group e.g. learners with SEND.
<b>Full occupational competence</b>	The level of competence expected to independently perform in a skilled occupation. This level of competence is expected of apprentices for successful completion of their apprenticeship and to be awarded an apprenticeship certificate.
<b>Grade</b>	The product of an awarding organisation's processes to determine a learner's point of attainment on a relative performance scale. The grading scale itself indicates relative performance e.g. E – A* or Pass, Merit and Distinction.
<b>Grade outcomes</b>	The cumulative percentage of students from the same T level cohort attaining each grade for the same assessment series.
<b>Institute for Apprenticeships</b>	A Crown non-departmental public body, established in April 2017 responsible for, among other things, ensuring the quality of and approving standards and apprenticeships assessment plans, and ensuring that apprenticeships quality assurance for assessments is carried out. When the relevant legislation is commenced, it will assume responsibility for technical education functions in England - at which point it will

	be called the Institute for Apprenticeships and Technical Education. It is referred to as the “Institute” throughout this document.
<b>Invitation to Tender (ITT)</b>	ITT is a tender document suite issued to prospective bidders outlining the specification, how any offers are to be evaluated, what contract terms are offered, and other related information that a bidder would reasonably be expected to understand before making an offer (their bid).
<b>Internal assessment</b>	<p>Normally provider-based assessments where an initial assessment judgement is made by staff within the learning institution.</p> <p>Internal assessment must be subject to appropriate controls by the awarding organisation, for example external moderation.</p>
<b>Occupation</b>	A set of jobs whose main tasks and duties are characterised by a high degree of similarity. In the UK, ‘job’ is sometimes used interchangeably with ‘occupation’. The term ‘job’ is much more limited, implying connection to an employment contract in a workplace. In contrast, an occupation is a more general and all-encompassing term for ‘employment in which individuals are engaged’ and is not restricted to a particular workplace.
<b>Occupational cluster</b>	A subset of a pathway which groups common sets of occupations together.
<b>Occupational map</b>	Produced for each route, the maps group occupations according to where there is a requirement for shared technical knowledge, skills, and behaviours, and identifies the occupations for which standards exist.
<b>Occupational specialisms (Occupational Specialist Component)</b>	The part of the technical qualification focussed on developing knowledge, skills and behaviours relevant to an occupation. The content of each occupational specialism directly links to the corresponding apprenticeship standard(s). The time required to deliver and assess each occupational specialism varies depending on how long it will typically take learners to develop threshold competence. To ensure employers recognise which roles a learner is qualified

	to start work in, we propose that the title of an occupational specialism is linked to the title of the corresponding apprenticeship standard.
<b>Open Book Contract Management (OBCM)</b>	Open Book Contract Management is a structured process for the sharing and management of charges and costs and operational and performance data between the supplier and the client. The aim is to promote collaborative behaviour between client and supplier through financial transparency. The outcomes should be a fair price for the supplier, value for money for the client and performance improvement for both over the contract life.
<b>Outline content</b>	The knowledge, skills and behaviours identified by T level panels, and based on the relevant standards, that each technical qualification should cover.
<b>Pathway</b>	A pathway is a sub-set of a route which groups common sets of occupations into a number of occupational clusters together.
<b>Performance outcome</b>	They indicate what the student will be able to do as a result of learning and applying specified knowledge, skills and behaviours. They describe, at a high level, what the learner 'can do' to have achieved threshold competence in an occupational specialism.
<b>Planned hours (Qualifications)</b>	For technical qualifications planned hours include taught contact time, time for informal and formal assessment, and time for planned learning activities delivered externally to the provider, for example, employer visits. The required planned hours for the technical qualification will be within 900 and 1400 hours. These planned hours do not include time for the work-placement.
<b>Post-16 Skills Plan</b>	The government's vision for technical education, accepting the recommendations of the Independent Panel on Technical Education, chaired by Lord Sainsbury, available at: <a href="https://www.gov.uk/government/publications/post-16-skills-plan-and-independent-report-on-technical-education">https://www.gov.uk/government/publications/post-16-skills-plan-and-independent-report-on-technical-education</a>

<b>Prior attainment</b>	Formally certified attainment e.g. a qualification or a series of qualifications, that has/have been attained prior to the start of the T level programme or certification of the T level or a part of it.
<b>Provider</b>	An education or training organisation that is approved to deliver technical education to students.
<b>Route</b>	They are the broadest category of occupations in an occupational map, typically covering an industrial area; for example, Digital or Construction. There are 15 routes as recommended in the Sainsbury Report.
<b>Rules of combination (RoC)</b>	For the technical qualification, where optional occupational specialisms are available RoC can ensure that learners make choices that will support their progression.
<b>Sainsbury Report</b>	The Independent Panel on Technical Education, chaired by Lord Sainsbury, reported its findings in April 2016. The recommendations were accepted in the Post 16 Skills Plan and form the basis for Technical Education reforms.
<b>SEND</b>	The acronym for learners with Special Educational Needs and Disabilities, sometimes known as LDD (learners with learning difficulties and disabilities) in post 16 education
<b>Standards</b>	The Institute approves standards for occupations and publishes them in a list. The standard describes the occupation and the outcomes which a person will be expected to attain to successfully achieve competence in that occupation. An apprentice must achieve those outcomes in order to be certified. The qualifications are to be based on the standards.
<b>Study Programme</b>	All 16 to 19 year-old students are funded for an individual study programme. Study programmes have a core aim.  The study programme must be tailored to each student, have clear study and/or employment goals reflecting the student's prior attainment, and include

	<ul style="list-style-type: none"> <li>• substantial qualifications</li> <li>• maths and English for students who have not achieved grade A*-C/9 to 4 GCSE in these subjects</li> <li>• high quality work experience or work preparation</li> <li>• added value non-qualification activity that supports the students' goals and is integrated into the study programme</li> </ul>
<b>Synoptic assessment</b>	A form of assessment which requires a student to demonstrate that s/he can identify and use effectively in an integrated way an appropriate selection of knowledge, skills and behaviours from across the technical area, which are relevant to a key task.
<b>T level certificate</b>	The formal certificate which shows the named learner has completed successfully all the requirements of a T level programme.
<b>T level panel</b>	T level Panels are advisory groups of employers, professionals and practitioners that will advise on the content for the new T level qualifications, drawing on their own experience of the common knowledge, skills and behaviours required for occupations within their industries.
<b>T level programme</b>	<p>A technical study programme including:</p> <ul style="list-style-type: none"> <li>• an approved technical education qualification</li> <li>• a work placement</li> <li>• maths, English and digital requirements</li> <li>• any other occupation-specific requirements/ qualifications, as set out by the relevant T level panel as part of the Institute</li> <li>• any further employability, enrichment and pastoral (EEP) provision (as required in all study programmes)</li> </ul>
<b>T level transcript</b>	The formal document, provided by the Institute that shows which components of a T level a learner has attained and what components they still have to attain in order to be awarded a T level certificate. This is awarded to recognise partial attainment.

<b>Technical Education</b>	Technical Education encompasses any training, such as qualifications and apprenticeships, that focus on progression into skilled employment and require the acquisition of both a substantial body of technical knowledge and a set of practical skills valued by industry. Technical education covers provision from level 2 (the equivalent of good GCSEs) to higher education (level 6) but it differs from A levels and other academic options in that it draws its purpose from the workplace rather than an academic discipline.
<b>Technical qualification</b>	The technical education qualification forming part of the T level programme, approved by the Institute under section A2DA of the Apprenticeships, Skills, Children and Learning Act 2009.
<b>Threshold competence</b>	The level of competence deemed by employers as sufficient to secure employment in roles relevant to an occupational specialism. Achievement of threshold competence signals that a learner is well-placed to develop full occupational competence, with further support and development, once in work.
<b>Transferable skills</b>	The generic skills (e.g. critical thinking), typical functions which use the skills (e.g. problem solving) as well as the attributes, attitudes and behaviours commonly required by employers.
<b>Work placements</b>	<p>Structured experiences of work for students on a T level, expected to last 40-60 days (min 7 hour working day),</p> <p>They are intended to provide individuals with the opportunity to develop the knowledge, skills and behaviours required for skilled employment in their chosen occupation and which are less easily attainable by doing a qualification alone.</p>