



Department
for Education

T Level Foundation Year Supporting progression to T Level

National technical outcomes

Business and administration route

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Introduction

This document sets out national technical outcomes (NTOs) for the T Level Foundation Year (formerly the T Level Transition Programme), relevant to a particular T Level route. Delivery of the NTOs is expected as part of the programme, as set out in the [Framework for Delivery](#) and the NTOs will provide the basis for the content of T Level Foundation Qualifications that will be available from 2026. The T Level Foundation Year is a level 2 study programme to prepare young people for progression onto a T Level in a particular T Level route. There are NTOs for each T Level route.

Updating the national technical outcomes

We will review whether the NTOs need updating if and when there are any changes to T Levels or their content. As the NTOs are high level and relevant across a T Level route, we expect that they may need updating only where there are significant changes to T Level content. Should the NTOs need revising, we would expect AOs to review their qualification specification.

Who is this publication for?

This document is for anybody with an interest in the T Level Foundation Year national technical outcomes. This includes:

- Schools, colleges, training providers and their representative bodies
- Awarding organisations and their representative bodies
- Third sector and representative organisations
- Students, parents/guardians/carers
- Employers

Contact

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National technical outcomes explained

The NTOs provide students with an introductory foundation for any T Level in their chosen T Level route. They consist of a minimum of three outcomes that students are expected to be able to demonstrate by the end of the programme, and the knowledge and skills they will need to develop and apply to demonstrate the outcomes. The outcome-based structure of the NTOs is important to prepare students for the nature of T Levels.

The knowledge and skills within each outcome consist of topic areas and the underpinning content to be covered (the bullet points). They relate to the content of the T Levels in the route and are appropriate for level 2 study. Behaviours integral to achieving the outcome, and which can be explicitly assessed, are embedded into the skills. It is intended that students will typically acquire the knowledge and skills through realistic employment-related contexts and situations, and the outcomes are worded in a way that allows them to be applied in different contexts. Two routes – Agriculture, environmental and animal care and Health and science – include an outcome based on applying knowledge only.

Supplementary information is included for education providers to use, at their discretion, to support teaching and learning. For each outcome there is:

- an explanation for the combination of outcomes selected for the route
- the rationale for each outcome
- how the outcomes could be delivered in combination
- how to set the level of demand to meet students' development needs
- illustrative examples of how breadth and depth could be introduced into teaching and learning
- opportunities to support the contextualised development and application of English, maths and digital skills, and
- examples of behaviours that are integral to the outcome but not expected to be assessed explicitly.

The NTOs are intended to provide a minimum foundation for the T Level route, not competence in any occupation. They are designed to be taught within approximately 120-150 guided learning hours (GLH), with each outcome designed for approximately 30-50 GLH, based on the minimum level of knowledge and skills essential for demonstrating the outcomes. This allows education providers to add more breadth or depth, according to students' development needs, whilst ensuring there is sufficient time for the other components of the T Level Foundation Year.

A glossary of terms is provided in the Annex.

Information for awarding organisations

- Each T Level Foundation Qualification must be based on the NTOs for a single T Level route.
- Awarding organisations will be expected to adhere to the principles for developing the NTOs into qualification content.
- Awarding organisations may also refer to the supplementary information should they wish to do so, but this is not required.
- T Level Foundation Qualifications must focus on students' demonstration of the outcomes in the NTOs, through the application of relevant knowledge and skills. The outcomes are designed to be demonstrated independently or in combination.
- The outcomes are broad and applicable to different contexts but assessments could be set in a single context.
- In determining their assessment design, awarding organisations will need to refer to Ofqual's conditions, requirements and guidance for these qualifications.

Principles for developing the national technical outcomes into qualification content

Principle 1: Qualification content must include all the outcomes for the route and the specified knowledge and skills

This will ensure an overall level of consistency across different qualifications in the same route. Assessment must focus on the demonstration of these outcomes. The knowledge and skills topic area headings and the underpinning bullets reflect the minimum needed to demonstrate the outcomes, so this is expected to be included in the qualification content. All the optional content will need to be developed, where optionality between or within an outcome is specified in the NTOs for the route, and this optionality must be available to students taking the qualification.

Principle 2: Elaboration of the detailed qualification content must fit within the guideline size of 120 to 150 GLH for these qualifications, be relevant to demonstrating the outcomes and must not constrain skills development

The guideline size reflects that the NTOs were designed so that the minimum knowledge and skills required to demonstrate the outcomes can be taught within this range, excluding assessment time. The knowledge and skills within the NTOs are expressed in high-level terms so they will need to be elaborated on to develop the detailed content to be taught. Detailed content should not be included where it is not relevant to demonstrating the outcome. Skills development takes time and is an important part of the NTOs as preparation for T Levels, so this should be allowed for when determining the detailed qualification content.

Principle 3: Additional content may be proposed but we would expect this to be minimal; it must be relevant to demonstrating the outcome and fit within the size guideline

The rationale for proposing to include any additional content, above the minimum content set out in the NTOs, must be clear. Any extra content that is proposed should ensure the qualification size still fits within the size guideline for these qualifications and it does not change the nature of the outcome. Additional skills content, particularly transferable skills, should be prioritised over proposing extra knowledge content, as skills development is important preparation for T Levels. No additional outcomes may be introduced.

National technical outcomes: Business and administration route

All students are to develop the knowledge and skills to be able to demonstrate the following three outcomes, by the end of the programme:

Outcome 1 (O1). Assess the performance of businesses

Outcome 2 (O2). Plan for sustainable business change

Outcome 3 (O3). Collaborate as a team member to develop sustainable business systems for business activities

Introductory rationale

Preparing for progression to T Level in the Business and administration route

These national technical outcomes are designed to support progression to the T Level in Management and administration (introduced from September 2022). This is currently the only T Level available in the Business and administration route.

The outcomes introduce theories, concepts and principles that are relevant to the core of the T Level and from across the occupational specialisms. The outcomes also allow for the development of introductory technical skills taken from the T Level occupational specialisms, particularly those related to business support, leadership and supervision. They allow for delivery in a range of contexts and situations such as finance, retail, travel and tourism, health, enabling providers to tailor learning activities to the interests of students and the local market.

The outcomes will give opportunities for students to learn about different occupations within the route. For example, when learning to collaborate as a team member to develop business systems, students can learn about roles in libraries, event management and manufacturing. When assessing the performance of businesses, they have the opportunity to learn about roles in financial management. Project management roles can be introduced through the planning for business change outcome. This will support students to make informed choices about their next step onto a T Level.

Setting the level to meet individual student needs

For level 2, contexts in which the outcomes are met will be relatively straightforward and routine, set in situations that are familiar to students. For example, students can assess the performance of a small, local retail outlet. They may plan for business change based on an aspect of the business where they undertake their work experience, or where the employer has worked with the student on a project and so the student is familiar with the nature of the business.

When collaborating with a team to develop business systems, this may relate to an event organised by the provider, or they may administer an aspect of the provider operation such as recruitment of students.

Providers may want to introduce stretch and challenge for students by introducing students to new situations, contexts, businesses that are increasingly complex and unfamiliar. For example, a local farm looking for opportunities for diversification, developing an administration system for the provider IT support team and assessing business success from provided data sets.

Holistic delivery of outcomes

The outcomes can be delivered independently of each other with each focussed on a different type of business, situation or context.

However, they can be delivered together in combination. For example, assessing business success (O1) can lead to business change and students then learn how to implement that change (O2) and support the development of the systems that will be needed (O3).

Outcome 1: Assess the performance of businesses

Rationale

This outcome focuses on financial and non-financial approaches to measuring and assessing business success. Business success is measured in many ways, and understanding how businesses measure success can assist students in selecting future employers and career prospects that employers can provide.

It provides a purposeful context for the introduction of fundamental business knowledge, in particular relating to finance, but also the concept of quality and the perspectives of different stakeholders. These concepts are considered by providers to be potentially challenging for students to grasp. Introducing these elements within familiar and straightforward contexts should enable students to grasp the fundamental concepts, principles and theories and show their ability to learn. This should then increase their confidence in their ability to learn and enable them to cope with grasping new concepts as they move to level 3 study.

In addition to knowledge acquisition, the outcome will develop a range of skills. Communication skills are developed with a focus on written communication. It is envisaged that students will be provided with a range of information presented in different formats to read and interpret. The development of written communication skills would therefore be through their note taking and synthesis of information obtained. The written communication theme is further developed through the production of clear and coherent documentation. Numeracy skills focus on interpretation of data. This could be financial data for financial measurement, but also other data where a business is measuring success through metrics such as customer loyalty, sales or quality. There are also supporting digital skills which are critical to different roles in business, with a focus on the use of spreadsheets and advanced functions that can support the analysis of data.

It is envisaged that students will be provided with information and data related to a real organisation or adapted from a real organisation to ensure that the level of complexity is appropriate for students at this level. Students will use software to analyse and present the outcomes of their judgements using written communication, for example in the form of a report.

Knowledge

Business

- Business organisations: business aims, values and objectives (financial and non-financial) and why they may differ, forms of business governance, how these relate to an organisation's size and purpose and products and services provided and their contribution to business success

- Finance: key financial terms, concepts of profit, expenditure and budgeting, how each is controlled, tracked and measured, how each contributes to business success and the purpose of the finance function in an organisation and their impact on business success
- Stakeholders: internal, external, how they are affected by the business activities and how they affect business activities

Quality

- Quality: concept of quality, principles, difference between quality control and quality assurance and application to measuring business success
- Measurement of quality: performance measures, external standards, regulatory bodies and customer feedback

Sustainability

- Technological developments and their contribution to business success

Information and data

- Sources of financial and non-financial data and information required to measure business success: purpose, typical content, typical formats, terminology and differences

Communication

- Principles of effective communication: conventions of different types of written communication and suitability for different purposes and audiences
- Reading: principles, reading for comprehension, identifying salient points, summarising key points and synthesising information from different sources
- Spelling, punctuation and grammar (SPAG): punctuation marks, grammatical conventions and spelling of technical and non-technical terminology
- Vocabulary: technical and non-technical, associated with measuring business success, and their use in achieving particular effects, and for different purposes

Numeracy

- Data analysis: techniques used to identify patterns and variances, trends, correlation, causation, interpolation, extrapolation, and predictions
- Descriptive statistics: purpose, suitability for different situations, techniques – frequency, central tendency (mean, median, mode) and variation (range)
- Numbers and the number system: techniques for the application of the four operations (addition, division, multiplication, subtraction), working with whole numbers, fractions, decimals and percentages
- Techniques for checking calculations: estimation and approximation
- Data presentation: techniques and formats

- Algebra: standard mathematical formulae and algebraic notation

Digital

- Software: features, functions and applications of software used to collate, analyse and present information and data

Skills

Communicating

- Synthesise information and data from different sources
- Summarise information and data
- Apply technical language in relevant contexts
- Apply written communication to produce formal reports following standard conventions
- Apply written communication skills to clearly articulate a message
- Write for impact adapting style and tone to audience and message
- Interpret information presented in different formats
- Apply appropriate vocabulary, grammar, form, structural and organisational features to reflect audience, purpose and context

Numeracy skills

- Construct tables, charts, graphs to present information and data with attention to detail
- Apply statistical techniques to the measurement of business success, with attention to detail
- Order data: integers, decimals, fractions, percentages, positive and negative
- Substitute numerical values into formulae and expressions
- Understand and use standard mathematical formulae
- Use ratio notation
- Understand and use proportion as equality of ratios

Interpreting data

- Identify common features in data sets presented numerically and graphically
- Identify trends in data
- Identify patterns in data
- Identify variances in data
- Identify measures of central tendency in data

- Identify frequencies in data
- Identify correlation in data
- Identify causal relationships in data

Digital skills

- Apply software functions to summarise and display data with attention to detail
- Apply software functions to present information with attention to detail
- Apply software functions to analyse data with attention to detail
- Apply software functions to format cells, rows and columns with attention to detail
- Apply software functions to format documents

Supplementary information to support teaching and learning

Illustrative examples: Develop breadth through:

Contexts

- Business contexts: different sizes and purposes of businesses in private and public sector; different forms of business governance; different types of stakeholders

Business

- Stakeholders: owners, employees, customers and regulators

Quality

- Measurements of quality: Key Performance Indicators (KPIs), Service Level Agreements (SLAs), Investors in People (IiP), British Standards (BS), International Standards Organisation (ISO), social media, online metrics and compliance monitoring

Information and data

- Financial information: statement of financial position and profit and loss accounts

Digital

- Software: range of functions and features of spreadsheet software; range of techniques to present qualitative information and data

Illustrative examples: Develop depth for stretch and challenge through:

- Relationship between types of business aims and business values
- How the form of business governance relates to the regulatory environment
- Increased complexity of data analysed; data from different sources; a requirement to synthesise and show relationships between data
- Inter-relationship between business and stakeholder objectives and impact on business success and stakeholder perceptions
- Use of advanced software features to work with complex data

Behaviours:

- Focussed
- Integrity
- Responsible
- Self-controlled

Mapping of opportunities to support students' development of English, maths and digital skills:

English

- GCSE: Critical reading and comprehension
 - Synthesise information and data from different sources
 - Summarise information and data
 - Interpret information presented in different formats
- GCSE: Writing
 - Apply technical language in relevant contexts
 - Apply written communication to produce formal reports following standard conventions
 - Apply written communication skills to clearly articulate a message
 - Write for impact
 - Apply appropriate vocabulary, grammar, form, structural and organisational features to reflect audience, purpose and context
- Functional skills: Reading
 - Synthesise information and data from different sources
 - Summarise information and data
 - Interpret information presented in different formats
- Functional skills: Writing
 - Apply technical language in relevant contexts
 - Apply written communication to produce formal reports following standard conventions
 - Apply written communication skills to clearly articulate a message
 - Write for impact
 - Apply appropriate vocabulary, grammar, form, structural and organisational features to reflect audience, purpose and context

Maths

- GCSE: Number
 - Order data: integers, decimals, fractions, percentages, positive and negative
- GCSE: Algebra
 - Substitute numerical values into formulae and expressions
 - Understand and use standard mathematical formulae

- GCSE: Ratio, proportion and rates of change
 - Use ratio notation
 - Understand and use proportion as equality of ratios
- GCSE: Statistics
 - Construct tables, charts, graphs to present information and data with attention to detail
 - Apply statistical techniques to the measurement of business success with attention to detail
 - Identify common features in data sets presented numerically and graphically
 - Identify trends in data
 - Identify patterns in data
 - Identify variances in data
 - Identify measures of central tendency in data
 - Identify frequencies in data
 - Identify correlation in data
 - Identify causal relationships in data
- Functional skills: Using numbers and the number system
 - Substitute numerical values into formulae and expressions
 - Understand and use standard mathematical formulae
 - Use ratio notation
 - Understand and use proportion as equality of ratios
 - Identify causal relationships in data
- Functional skills: Handling information and data
 - Construct tables, charts, graphs to present information and data with attention to detail
 - Apply statistical techniques to the measurement of business success with attention to detail
 - Identify common features in data sets presented numerically and graphically
 - Identify trends in data
 - Identify patterns in data
 - Identify variances in data
 - Identify measures of central tendency in data
 - Identify frequencies in data
 - Identify correlation in data
 - Identify causal relationships in data

Digital

- Functional skills: Creating and editing
 - Apply software functions to summarise and display data with attention to detail
 - Apply software functions to present information with attention to detail
 - Apply software functions to analyse data with attention to detail
 - Apply software functions to format cells, rows and columns with attention to detail
 - Apply software functions to format documents

Outcome 2: Plan for sustainable business change

Rationale

This outcome focuses on change. Businesses operate in a constantly changing environment and look for opportunities for successful change. Increasingly, business change is driven by the need to meet the sustainability agenda and demonstrate to their key stakeholders that their business is working to minimise the negative impacts of climate change. Change must be planned and managed. Planning and management will depend on the type of change and what the change is trying to achieve and the type of business. This outcome provides a purposeful context for the introduction of fundamental business knowledge, in particular relating to project and change management as well as the wider business context. The concept of change management can be difficult for students who have no or limited experience of the workplace to grasp. Introducing the concept of project management can help students to organise their own time and workload and support their progression to level 3 study.

In addition to knowledge development, the outcome is designed to encourage creativity and entrepreneurial thinking – transferable skills that will benefit the student as they engage with new ways of learning.

Communication skills are developed with a focus on oral communication as it is envisaged that students will orally present their plans for business change.

This outcome also provides a purposeful context for the development of digital skills, working with presentation software.

It is envisaged that students will be provided with case study information regarding an organisation with plans for change, such as diversification into new markets or new products. Students will then present proposals for how the proposed change should be implemented.

Knowledge

Change management

- Business change: dynamic nature of business and business growth, methods of business growth, opportunities and problems associated with change
- Drivers for change: internal, external, opportunities and challenges they present

Business

- Business organisations: features of the environments, locations and workplaces, working conditions and types of employment
- Business competitiveness: strategies and techniques used by businesses to improve competitiveness

Sustainability

- Sustainable development: national and international development goals, purpose of targets, associated actions, benefits of sustainability actions to organisations, societies and environments, factors affecting organisations, societies and environments, restrictions and permissions
- Technological developments and their contribution to sustainability and business contexts
- Supply chain management: key principles, concept of sustainable procurement, benefits and limitations

Project management

- The project management life cycle: terminology, key stages and requirements at each stage
- Project planning: project scope, client expectations, budget, resource availability, sustainability, timeframe and tools and techniques for planning and monitoring

Information and data

- Sources of information and data used to support planning for change: purpose, typical content, typical format, terminology and differences

Communication

- Principles of effective communication: two-way process (send and receive messages), methods (verbal, non-verbal) and suitability for different purposes and audiences, differences between social and business communication
- Vocabulary: technical and non-technical used to achieve particular effects and for different purposes
- Non-verbal communication: how they are presented, meaning of different types of body language, types and value of images and support materials as visual aids and impact of non-verbal communication to support comprehension of key messages
- Oral communication: pitch, tone and intonation and their impact on how a message is received
- Engaging with an audience: techniques for establishing rapport when presenting proposals

Digital

- Software: features, functions and applications for the presentation of information

Skills

Planning

- Identify discrete steps

- Estimate time and resources needed
- Sequence activities taking account of critical path
- Use planning/project management tools to support an activity

Decision making

- Clarify logical choices
- Identify likely impact of decisions
- Assess evidence and advice to support decision making
- Justify how a decision would lead to achieving objectives
- Conclude arguments
- Substantiate conclusions with evidence

Creativity skills

- Lateral thinking to consider opportunities from different perspectives
- Make novel connections between ideas
- Recognise ideas, alternatives, possibilities
- Form ideas iteratively

Communicating

- Engage an audience
- Apply technical language in relevant contexts
- Apply oral communication skills to clearly articulate a message
- Apply non-verbal communication techniques to support effective communication
- Apply communication techniques to secure audience understanding

Digital skills

- Apply software functions to present information to an audience

Supplementary information to support teaching and learning

Illustrative examples: Develop breadth through:

Contexts

- Types of organisations: different products and services and different types of customers

Change management

- Business change: methods of business growth - diversification, mergers and downsizing
- Drivers for change: external drivers – legal, political, social, technological, environmental, economic, internal drivers – financial, customer based and product/service based

Project management

- Project management lifecycle: initiation, execution/implementation, monitoring, reporting and closure
- Terminology: milestones, targets, activities, timescales, resources, roles and responsibilities, budgets, monitoring, risk, issues, logs, outputs and outcomes
- Project tools and techniques: planning - flow diagrams, Gantt charts, checklists, monitoring - issues logs and risk records

Information and data

- Types of information and data: market research data, financial data, project briefs, reports and social media

Illustrative examples: Develop depth for stretch and challenge through:

- Change management theories and their suitability for different situations and the barriers to change and methods business used to overcome these
- Principles of different approaches to project management and their suitability in different situations
- Using software to structure, edit and format documents and presentations, creating templates, amending masters and introducing themes and animations

Behaviours:

- Flexible
- Enterprising
- Self-awareness
- Self-confidence

Mapping of opportunities to support students' development of English, maths and digital skills:

English

- GCSE: Spoken language
 - Engage an audience
 - Apply technical language in relevant contexts
 - Apply oral communication skills to clearly articulate a message
 - Apply non-verbal communication techniques to support effective communication
 - Apply communication techniques to secure audience understanding
- Functional skills: Speaking, listening and communicating
 - Engage an audience
 - Apply technical language in relevant contexts
 - Apply oral communication skills to clearly articulate a message
 - Apply non-verbal communication techniques to support effective communication
 - Apply communication techniques to secure audience understanding

Digital

- Functional skills: Creating and editing
 - Apply software functions to present information to an audience

Outcome 3: Collaborate as a team member to develop sustainable business systems for business activities

Rationale

Business systems are fundamental to a business operation. Ineffective systems will negatively affect the business, its employees and other stakeholders. As such, knowledge of systems and the ability to develop systems is beneficial to students as it not only gives insight into different types of business, but also can assist them with organising their own learning. As systems impact on people, the outcome provides a valid context for introducing content related to people as employees and the organisational policies that support them to carry out their work effectively.

As students learn about systems, they will have the opportunity to learn about different occupations that use the systems they are developing. This could include occupations in different functional areas such as sales, production, finance, administration and human resources.

The outcome introduces students to the concept of teamwork and allows for the development of skills associated with team working, communication and interpersonal skills, which will be of benefit for them as they progress to level 3 learning.

Communication skills are developed with a focus on written and oral communication, particularly to support effective team working and developing documentation that is appropriate to the needs of different stakeholders within a system.

This outcome also provides a purposeful context for the development of digital skills associated with document production and communication. It is envisaged that this outcome will be demonstrated through the development of business systems for an event or the introduction of a new product or service.

Knowledge

Business systems and processes

- Systems and processes: different systems and processes used by businesses and functional areas within a business to carry out their activities, personnel that are involved, and the documentation used to support them

Business

- Functional areas: different functions within a business, their purpose in achieving business aims and objectives, and their interrelationships
- Legislation: legal and regulatory frameworks, legislation that applies to employees and people management and relationship to organisational policies

Sustainability

- Sustainable development: national and international development goals, purpose of targets, associated actions, benefits of sustainability actions to organisations, societies and environments, factors affecting organisations, societies and environments, restrictions and permissions
- Technological developments and their contribution to sustainability and business contexts
- Supply chain management: key principles, concept of sustainable procurement, benefits and limitations

People

- Value of an equal, diverse and inclusive team and the effect of unconscious bias on performance
- Characteristics of ethical behaviour
- Team dynamics: characteristics of effective teams, team formation and development, principles and processes, team dynamics, expectations of effective team members, qualities of an effective team member, roles and responsibilities of team members
- Differences between authority, accountability and responsibility, implications for effective business processes, protocols used to escalate issues in different contexts
- Professional behaviours: definitions, how behaviours are demonstrated

Information and data

- Factors to consider when using information and data: confidentiality, privacy, intellectual property and security
- Documentation: different types of documents produced to support business systems and processes, typical content, typical formats, purposes and applications

Communication

- Principles of effective communication: two-way process (send and receive messages), methods (verbal, non-verbal), styles (formal, informal), suitability for different purposes and audiences
- Spelling, punctuation and grammar (SPAG): punctuation marks, grammatical conventions, spelling of key technical and non-technical terminology
- Vocabulary: technical and non-technical used to achieve particular effects and for different purposes
- Listening activities: active and deep
- Non-verbal communication: meaning of different types of body language and impact on those observing the body language
- Engaging with an audience: techniques for establishing rapport, in conversation, in discussion and when obtaining and clarifying information

- Difference between social and business communication styles and application to different audiences for different purposes

Digital

- Software: features, functions and applications of functions for documentation production software
- Management of digital information and data: classification and organisation, naming conventions, storage systems, protection methods, accessibility and formats
- Social media: platforms, features, uses, audiences, benefits and limitations and implications for use
- Protection of personal data: legal framework, risks, software and procedures

Skills

Self-managing

- Monitor own performance against objectives
- Manage own time in achieving objectives

Self-reflecting

- Set personal goals
- Identify success criteria for a task
- Consider process and evidence available for review
- Make judgements based on evidence available

Team working skills

- Work with others towards achieving objectives

Communicating

- Apply active listening techniques to team working activities
- Apply oral communication techniques to obtain and clarify information and data
- Apply non-verbal communication techniques to support communication
- Create documents appropriate to purpose and audience
- Engage in discussion and conversation, listening to and responding to feedback
- Show respect for others' view and opinions
- Apply an inclusive approach to engaging with others
- Apply communication techniques to secure audience understanding
- Apply technical language in relevant contexts

Digital skills

- Organise digital information
- Store digital information securely
- Retrieve digital information
- Apply software functions to create and format documents and templates

Supplementary information to support teaching and learning

Illustrative examples: Develop breadth through:

Business processes and systems

- Business processes and systems: different systems and processes, for different purposes and different types of organisations

Business

- Functional areas: sales, production, finance and administration
- Legislation: for health and safety and employment

Digital

- Management of digital information and data: archiving, classification and version control

Illustrative examples: Develop depth for stretch and challenge through:

- Review systems and practices to identify potential issues and propose improvements
- Work with different individuals at different levels; take different roles within a team; causes and implications of poor team performance
- Produce formal and informal reports and other forms of communication appropriate to audience and purpose; use verbal communication to clearly articulate an argument/justify a proposal or recommendation
- Advanced functions of document production software

Behaviours:

- Adaptable
- Respectful
- Responsive
- Socially adept
- Tolerant

Mapping of opportunities to support students' development of English, maths

English

- GCSE: Writing
 - Create documents appropriate to purpose and audience
 - Apply technical language in relevant contexts
- GCSE: Spoken language
 - Apply active listening techniques to team working activities
 - Apply oral communication techniques to obtain and clarify information and data
 - Apply non-verbal communication techniques to support communication
 - Engage in discussion and conversation, listening to and responding to feedback
 - Show respect for others' view and opinions
 - Apply an inclusive approach to engaging with others
 - Apply communication techniques to secure audience understanding
 - Apply technical language in relevant contexts
- Functional skills: Writing
 - Create documents appropriate to purpose and audience
 - Apply technical language in relevant contexts
- Functional skills: Speaking, listening and communicating
 - Apply active listening techniques to team working activities
 - Apply oral communication techniques to obtain and clarify information and data
 - Apply non-verbal communication techniques to support communication
 - Engage in discussion and conversation, listening to and responding to feedback
 - Show respect for others' view and opinions
 - Apply an inclusive approach to engaging with others
 - Apply communication techniques to secure audience understanding
 - Apply technical language in relevant contexts

Digital

- Functional skills: Using devices and handling information
 - Organise digital information
 - Store digital information securely
 - Retrieve digital information
- Functional skills: Creating and editing
 - Apply software functions to create and format documents and templates

Annex: Glossary

Term	Description
Behaviours	<p>The behaviours included are enabling attributes and attitudes identified by employers as important to industry and to achieving the outcomes. They are taken from the list developed for T Levels, available from the Operating Instructions for the Creation of Outline Content Annex E. Most of the behaviours have been included as supplementary information for providers in designing teaching and learning.</p> <p>Those that can be assessed in context have been incorporated into the skills to be assessed. These are: “self-reflecting” and “self-managing”.</p>
Content	<p>The national technical outcomes set out at a high level, the minimum content needed to demonstrate the outcomes for the specified route. The content includes the outcomes, all knowledge and skills topic area headings and the underpinning bullets.</p>
English, maths and digital	<p>There are English (communication), maths (numeracy) and digital topic areas in the knowledge and skills where they are required to achieve the outcome and must be covered in the qualification. Supplementary information provides mapping and references to relevant English, maths and digital qualification subject content. This is to support naturally occurring opportunities for these skills to be developed and applied in context, to help consolidate students’ learning and understand their relevance and value to industry. The mapping references relate to qualification subject content from:</p> <ul style="list-style-type: none"> • GCSE English language • GCSE mathematics • Functional Skills English • Functional Skills mathematics • Functional Skills Qualifications - digital subject content
Holistic delivery	<p>Holistic delivery involves integrated learning so that students make connections between skills, knowledge and understanding from across the programme.</p>
Illustrative examples of breadth and depth	<p>Illustrative examples of how breadth and depth could be introduced into teaching and learning.</p> <p>Developing breadth – supports the consolidation of knowledge and skills at the same level, by applying concepts, facts and theories to different contexts.</p> <p>Developing depth – provides stretch and challenge to move students towards the next level, by analysing information and ideas from across the contexts, to draw conclusions and make judgements.</p>

Term	Description
Knowledge and understanding	The knowledge content included in each outcome includes both knowledge and understanding, which relate to the theoretical facts, principles, concepts, procedures and techniques that students should acquire.
Outcomes	<p>The national technical outcomes describe what the student should be able to do by the end of the programme. They encompass:</p> <ul style="list-style-type: none"> • the activities that students will undertake to demonstrate their learning • the content (knowledge and skills) being taught and learnt • the knowledge, skills and behaviours being developed in students. <p>Most outcomes include both knowledge and skills. The Agriculture, environmental and animal care and Health and science routes include an outcome with knowledge only.</p>
Rationale	This is the reasoning for the content. There is an introductory rationale for each set of national technical outcomes and a rationale for each outcome.
Route	The Sainsbury Review set out 15 routes structuring occupations across the labour market that require technical education. There are T Levels for 12 Technical Education routes.
Route-based approach	There is one set of national technical outcomes for each of the 12 T Level routes, rather than each T Level or occupational specialism. This is to enable progression to any T Level within the route.
Route-based project	T Level Foundation Year students are expected to complete a small project relevant to their route. A resource is available to help education providers design and deliver effective route-based projects.
Skills	<p>There are different types of skills included in the national technical outcomes:</p> <ul style="list-style-type: none"> • Technical skills – which are occupation-specific, mostly practical skills. These may vary widely between industry, sector, occupation and job type. • Employability or transferable skills – which correspond to those developed for T Levels, examples of which are available from the Operating Instructions for the Creation of Outline Content Annex E. Also included are English, maths and digital skills which appear under Communication, Numeracy and Digital headings.
Topic areas	The topic areas are the headings which set out, at a high level, the underpinning key knowledge and skills areas required to demonstrate the outcome.



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