# T Level Foundation Year Supporting progression to T Level

## National technical outcomes
## Education and early years route

**July 2023**

# Contents

# 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: Education and early years 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). Plan learning activities to support children's development**
**Outcome 2 (O2). Prepare environments for learning activities to support children's development**
**Outcome 3 (O3). Contribute to the assessment of children's development**

## Introductory rationale

**Preparing for progression to T Level in the Education and early years route**

These national technical outcomes are designed to support progression to the T Level in Education and early years (introduced from September 2020, previously titled Education and childcare). This is currently the only T Level available in the Education and early years route.

The outcomes introduce theories, concepts and principles that are relevant to the core of the T Level. The outcomes also allow for technical skills development related to the T Level in Education and early years occupational specialisms, such as: planning and preparing for learning activities; observing children to contribute to the assessment of their development and consequently support their progress. The outcomes provide a foundation which supports the content of all occupational specialisms within the T Level in Education and early years, enabling students to make informed choices about their next step and which occupational specialism is most appropriate for their needs and aspirations.

The outcomes will provide opportunities for students to learn about different occupations within the Education and early years route. For example, when contributing to the assessment of children's development, students learn about the purpose of observation, leading to an opportunity to learn about the roles of assessors, coaches, teachers and early years practitioners and the entry and progression pathways within those occupations. This will enable students to make informed choices about their next step onto a T Level.

**Setting the level to meet individual student needs**

For level 2, the learning activities which students plan for will be relatively straightforward and routine, they will focus on children without complex needs whose development is as expected. When preparing environments for learning activities these will be environments which are familiar to students.

Providers may want to introduce stretch and challenge for students by introducing the planning of learning activities for children with complex needs, and whose development is not as expected in one or more of the primary areas of development.

**Holistic delivery of outcomes**

The three outcomes can be delivered independently of each other, with each outcome focussed, for example, on different age ranges. This allows for students to explore different settings and types of learning activities. It also supports students to develop ideas for learning activities that are ambitious and aspirational, but that then do not have to be the learning activities which students prepare environments for. Separating the planning of learning activities and preparation for learning activities in this way ensures that each context supports students' progression and abilities.

However, the outcomes can also be delivered together in combination. For example, having planned learning activities (O1), students could then prepare environments for these activities (O2) and then apply their observation skills to contribute to the assessment of children's development during the planned learning activities (O3). The holistic nature of this type of delivery will need to ensure that students have the capability to follow the outcomes throughout and are not penalised and restricted by any initial ideas and plans to meet subsequent outcomes.

# Outcome 1: Plan learning activities to support children's development

## Rationale

This outcome focuses on planning learning activities to support development in children. Students will produce plans for learning activities. It provides an opportunity to develop fundamental knowledge in relation to child development: expected patterns of development and factors that can impact on expected milestones. This knowledge is fundamental to the study of education and early years and is included in the core of the T Level. Students will also develop knowledge of different learning activities and the resources required for these activities. They will then be able to apply this knowledge to plan learning activities which will promote and support children's development.

The outcome provides an opportunity to develop the transferable skills of planning and investigating and creativity skills to support students to plan learning activities. These skills will also support progression to the T Level in Education and early years where students are required to work with others to plan and provide learning activities to meet children's development needs.

Communication skills are developed with a focus on written communication (reading and writing). It is envisaged that students will be provided with a range of information 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; and the production of clear and coherent documentation in the form of plans for learning activities.

When planning learning activities, students should also have opportunity to develop contextualised numeracy skills as they calculate requirements for learning activities, including quantities of materials, space requirements and staffing ratios.

Students will also need to develop digital skills to create plans for learning activities and to manage information digitally, much of which will be confidential.

It is envisaged that students will be provided with child profiles and other relevant information, setting out the requirements for learning activities. Students will then use this information to develop their plans for learning activities.

## Knowledge

### Child development

- Primary areas of development from birth to 7 years: definitions and characteristics, expected patterns and key milestones for physical, communication and cognitive development

- Factors which may impact on the primary areas of development

**Learning activities**

- Learning activities to support primary areas of development: types, characteristics, components, purpose, suitability to meet development needs, suitability for different age groups, suitability to engage, enable, motivate and challenge

- Concept of learning goals and different ways these are expressed

- Factors to consider when planning learning activities

**Resources for learning activities**

- Environments: types, characteristics and suitability for planned activities

- Equipment: types, purpose and suitability for planned activities

- Materials: purpose, quantities required and applications

- Staffing needed for different learning activities

- Space needed for different learning activities

**Information and data**

- Sources of data and information used to plan learning activities: purpose, typical content, typical format and terminology

- Factors to consider when using information and data: confidentiality, privacy, intellectual property and security

**Investigation**

- Validity of information and data: accuracy, reliability, currency and bias

- Referencing of sources: techniques used to reference sources directly, paraphrasing and different types of sources

**Communication**

- Principles of effective communication: two-way process (send and receive messages), methods (verbal, non-verbal), styles (formal, informal), 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 markers, grammatical conventions and spelling of key technical and non-technical terminology

**Numeracy**

- Standard units of measurement: area, weight, volume and time

- Numbers and the number system: techniques for application of the four operations (addition, multiplication, division, subtraction), working with whole numbers, fractions, decimals and percentages

- Techniques for checking calculations: estimation and approximation

- Measurement: principles, standards, terminology, linear and area and volume quantities

**Digital**

- Software: feature, functions and applications for creating and formatting documents

- Management of digital information and data: classification and organisation, and naming conventions, storage systems, protection methods, accessibility and formats

## Skills

**Planning**

- Identify discrete steps required to achieve an outcome

- Estimate time and resources required for an outcome

- Prioritise activities to achieve an outcome

- Sequence activities to achieve an outcome

- Identify health and safety requirements for an outcome

**Investigating**

- Develop search criteria to support an investigation

- Identify sources of information and data required for an investigation

- Reference sources of information

- Interrogate information and data for validity

**Creativity skills**

- Lateral thinking to consider opportunities from different perspectives

- Make novel connections between ideas

- Recognise ideas, alternatives, and possibilities

- Form ideas iteratively

**Communicating**

- Synthesise information and data from different sources

- Summarise information and data

- Apply written communication skills to clearly articulate a message with attention to detail

- Produce clear and coherent texts

- Interpret information and data presented in different formats

- Apply appropriate vocabulary, grammar and form to reflect the purpose and context for a document

**Numeracy skills**

- Apply standard units of measurement to calculate area, weights, volumes and time

- Apply four operations to calculate requirements for learning activities: time, quantities of materials, equipment and space

- Apply ratio notation to calculate staffing requirements

**Digital skills**

- Apply software functions to create and format documents

- Organise digital information

- Store digital information securely

- Retrieve digital information

## Supplementary information to support teaching and learning

**Illustrative examples: Develop breadth through:**

**Child development**

- Primary areas of development: social, emotional and behavioural

- Expected patterns of development and key milestones across age range: 7-19 years

- Factors which may impact on primary areas of development: background, health and wellbeing

**Learning activities**

- Types of learning activities: adult led, child initiated, whole class and small group and individual activities

- Different environments: indoor and outdoor, social and community settings and specialised environments such as forest school

**Information and data**

- Sources of information and data: session plan templates, individual child profiles, staffing ratios, policies and available space in the setting

**Illustrative examples: Develop depth for stretch and challenge through:**

- How expected transitions and unexpected transitions can impact on expected patterns of development

- Developing learning activities to meet specific individual needs, for example, children with special educational needs and disabilities and/or English as an additional language

- Developing learning activities with a specific focus for example, to support healthy eating, or to promote sustainability

- How theories of development can be used to inform the planning of learning activities

**Behaviours:**

- Perceptive
- Focussed

**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
  - Apply the four operations to calculate resource requirements for learning activities
- GCSE: Ratio, proportion and rates of change
  - Use ratio notation
  - Apply ratio to calculate staffing requirements
- GCSE: Geometry and measures
  - Estimate areas required to undertake learning activities
  - Apply formulae to calculate area
- Functional skills: Using numbers and the number system
  - Apply formulae to calculate area
- Functional skills: Solving mathematical problems and decision making
  - Estimate areas required to undertake learning activities

**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 learning plan documents

# Outcome 2: Prepare environments for learning activities to support children's development

## Rationale

This outcome focuses on preparing environments for learning activities which will support children's development. This is an activity which students at this level are likely to be asked to undertake in any education and early years settings and can be carried out successfully within a provider setting.

Fundamental to this outcome is the development of knowledge of health and safety to ensure that any learning environment is safe for children to undertake learning activities. Students will need knowledge of different types of equipment and how to set up the equipment correctly and safely. Students will also need to know about materials, products and consumables that could be required, so that these can be prepared. This could include anything from books or toys, to water, sand or paint.

The outcome also provides an opportunity for students to consider sustainability when preparing environments in terms of the use and disposal of any materials, products and consumables that are used.

This outcome provides an opportunity for students to develop hands-on technical skills in the preparation of an environment, including correctly setting up equipment and resources required for specified learning activities. This supports progression to the T Level in Education and early years and across occupations in the sector, where students would both prepare environments and interact with children during learning activities. The inclusion of a practical outcome which can be undertaken within any provider setting is considered important to motivate and engage students by practically applying knowledge.

Students will need to read and interpret information that specifies the learning activity to prepare the environment, and read and interpret risk assessments, instructions for equipment and resources. This is reflected in the communication skill included within this outcome.

Students could make use of learning plans they have developed themselves for specific learning activities, or they could be presented with plans developed by others. The outcome could provide the opportunity for students to consider preparation for learning activities for children of different age ranges and to consider different environments such as indoor and outdoor spaces and in specialised settings.

## Knowledge

**Health and safety**

- Typical health and safety hazards that individuals can create and encounter when preparing environments for learning activities

- Likelihood and severity of health and safety risks associated with typical hazards

- Controls used to minimise risks

- Risk assessment: purpose, use and content

- Organisational health and safety policies, their role in meeting legal requirements and typical employee responsibilities

- Cleaning procedures used to maintain safe and hygienic environments: pre-cleaning, sanitising, disinfecting, rinsing, drying and handwashing

- Techniques used to support healthy and safe working practices, including manual handling

**Equipment**

- Equipment: characteristics: types, purpose, safety (including infection control), security, storage, maintenance, and operation

**Materials, products, and consumables**

- Materials, products, and consumables: types, characteristics, purpose, applications, qualities and of different types used to achieve objectives

- Material quantities required to ensure minimum wastage

- Factors affecting choice of materials: sustainability, cost, availability, durability, form, and suitability for purpose

**Sustainability**

- Waste management: principles, techniques (refuse, reduce, reuse, repurpose, recycle) and procedures and impact on materials and products used in learning activities

- Sustainable materials: characteristics, purpose, and applications

**Information and data**

- Sources of information required to set up equipment and environments: purpose, typical content, format, terminology and differences between

**Communication**

- Reading: principles, reading for comprehension, identifying salient points, summarising key points and synthesising information from different sources

## Skills

**Prepare environments**

- Clean equipment

- Check equipment, materials, products, and consumables are safe and suitable for use, with attention to detail

- Set up equipment, materials, products, and consumables for safe use with attention to detail

- Organise environment to meet learning activity requirements

**Health and safety skills**

- Assess a situation for potential adverse effects

- Assess an area for potential health and safety risks

- Establish a safe working area

- Apply manual handling techniques when lifting, carrying, handling and moving equipment

- Apply handwashing techniques

- Apply cleaning techniques to equipment and environment

**Use of equipment**

- Prepare equipment for effective use as required by the learning activity

- Inspect equipment for defects and potential safety issues

- Apply techniques to effectively use equipment to meet requirements of a task and situation

**Sustainability skills**

- Use materials, products, and consumables sustainably to minimise waste when preparing learning environments

- Dispose of waste sustainably when preparing learning environments

**Physical dexterity skills**

- Apply precise and controlled movements to a set up equipment and materials when preparing learning environments

**Communicating**

- Interpret information and data presented in different formats

# Supplementary information to support teaching and learning

**Illustrative examples: Develop breadth through:**

**Health and safety**

- Health and safety hazards: sharp objects, small objects (choking hazard) and broken equipment

- Health and safety risks: slips, trips and falls

- Controls: inspection of equipment, infection control and housekeeping

**Information and data**

- Sources of information required to set up environments: learning plans and instructions for equipment set up and use and safety instructions for use of equipment and materials

**Prepare environments**

- Range of environments: indoor, outdoor and community settings and specialised settings such as forest schools

**Equipment:**

- Range of equipment: soft play equipment, role play equipment, slides and bikes

**Illustrative examples: Develop depth for stretch and challenge through:**

- Preparing an environment and equipment to support a child with complex or specific needs for example, a physical disability

- Preparing for a learning activity in an unfamiliar environment

- Budgets, budget controls and costing of materials, products and consumables and the impact on the preparation of environments for learning activities

- Develop risk assessments for learning activities

**Behaviours:**

- Self-controlled

- Responsible

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

**English**

- GCSE Critical reading and comprehension
    - Synthesise information from different sources
    - Interpret learning plans, risk assessments and information related to equipment presented in different formats
    - o Summarise information
- Functional skills: Reading
    - Interpret learning plans, risk assessments and information related to equipment presented in different formats
    - Summarise information

# Outcome 3: Contribute to the assessment of children's development

## Rationale

This outcome focuses on the use of observation to contribute to the assessment of children's development. This outcome provides an opportunity for students to develop their observation skills, so that they can accurately record pertinent information that can be used to assess children's progress against expected patterns of development. The use of observation techniques and the ability to carry out and accurately record observational assessments is a key requirement across occupations within the education and early years sector and will support progression to the T Level in Education and early years, where students are expected to use formative and summative assessment to track children's progress.

Across all age ranges of education and childcare, effective observation is key to planning appropriate developmental activities and interventions. To ensure observations are effective, students need to have knowledge of the primary areas of development, what these are and expected patterns of development. They also need to develop an understanding of the different types of observations and how to conduct effective observations. It is important that students understand how observations contribute to the different types of assessment used to monitor children's development so that relevant information is recorded.

Students could observe actual children in a setting if they are able to. They could also observe videos of children if actual observation is not possible.

It is envisaged that students will interact with a 'senior colleague' to report on their observations. This could be, for example, through role plays with peers or with employer representatives. This is reflected in the oral communication skills included in the content.

Students will also document their observation findings in written format making use of digital technology. Information they record in relation to children will be confidential and therefore knowledge and understanding of organising and securely storing such information and data is important.

## Knowledge

**Child development**

- Primary areas of development from birth to 7 years: definitions and characteristics, expected patterns and key milestones for physical, communication and cognitive

- Factors which may impact on the primary areas of development

**Observations**

- Methods of observation: types, characteristics, applications and suitability for different purposes

- Factors to consider when undertaking observation: accuracy, objectivity, confidentiality and recognising bias

- Purposes of observation: identify developmental progress, inform planning and adhering to national assessment requirements

**Assessment**

- National assessments: purpose and information requirements for different age ranges

- Types of assessments: characteristics and purpose

**People**

- Equity, diversity and inclusion: definitions, principles, typical content of organisational policies, value of an equal, diverse and inclusive workforce for an organisation, potential issues associated with different roles and activities, reasonable adjustments, the effect of unconscious bias on performance

- Ethics: definition, characteristics of ethical behaviour

- Team dynamics: characteristics of effective teams, team formation and development principles and processes, team dynamics and expectations of effective team members, qualities of an effective team member and roles and responsibilities of team members

- Professional behaviours: definitions and how behaviours are demonstrated

**Information and data**

- Types of information and data created and recorded when reporting on children's development

- Factors to consider when using information and data: confidentiality, privacy, intellectual property and security

**Communication**

- Principles of effective communication: two-way process (send and receive messages), methods (verbal, non-verbal), styles (formal, informal), conventions of different types of written communication and suitability for different purposes and audiences

- Listening techniques: active and deep

- Non-verbal communication: meaning of different types of body language and how they may be presented, 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

- Positive communication: techniques and their application to contributing to observation and assessment

- Engaging with an audience: techniques for establishing rapport, in conversation, in discussion, in debate, obtaining and clarifying information and presenting findings

**Digital**

- Software: feature, functions and applications for creating and formatting documents

- Management of digital information and data: classification and organisation, naming conventions, storage systems, protection methods, accessibility and formats

- Protection of information in relation to children: legal framework, risks, software and procedures for sharing information

## Skills

**Observing**
- Identify relevant details of children's engagement during a learning activity

- Monitor the environment for any risks to children

- Listen to comments and questions children make during learning activities

**Team working skills**
- Work with others towards achieving objectives

**Communicating**
- Synthesise information and data from different sources

- Engage an audience

- Summarise information and data

- Apply technical language in relevant contexts

- Apply active listening techniques to report observation findings

- Apply oral communication techniques to obtain and clarify information and data

- Apply oral communication skills to clearly articulate a message

- Apply written communication techniques to produce formal reports following standard conventions

- Apply written communication skills to clearly articulate a message

- Apply non-verbal communication techniques to support communication

- Create documents appropriate to purpose and audience

- Write for impact

- Engage in discussion/debate/conversation listening to and responding to questions and feedback

- Show respect for others' views and opinions

- Apply communication techniques to secure audience understanding

- Apply appropriate vocabulary, grammar, form, structural and organisational features to reflect audience, purpose and context

**Recording**
- Transcribe information from one source to another

- Capture information from observations accurately

**Digital skills**
- Organise digital information

- Store digital information securely

- Retrieve digital information

- Apply software functions to create and format documents

## Supplementary information to support teaching and learning

**Illustrative examples: Develop breadth through:**

**Child development**
- Primary areas of development: social, emotional and behavioural

- Expected patterns of development and key milestones across age range: 7-19 years

- Factors which may impact on primary areas of development: background, health and wellbeing

**Observations**
- Methods of observation: informal and formal and timescale for observations

**Illustrative examples: Develop depth for stretch and challenge through:**

- Observations of children with special educational needs and disabilities

- Making recommendations for future learning activities to support identified developmental needs based on findings of observations

- How technology can support the observation process

**Behaviours:**
- Perceptive

- Empathetic

- Respectful

**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
- GCSE: Spoken language
    - Apply communication techniques to secure audience understanding
    - Apply technical language in relevant contexts
    - Apply oral communication skills to clearly articulate a message
    - Engage in discussion listening to and responding to questions and feedback
    - Apply non-verbal communication techniques to support communication of key messages
- Functional skills: Reading
    - Synthesise information from different sources
    - Summarise information
- Functional skills: Speaking, listening and communication
    - Apply communication techniques to secure audience understanding
    - Apply technical language in relevant contexts
    - Apply oral communication skills to clearly articulate a message
    - Engage in discussion listening to and responding to questions and feedback
    - Apply non-verbal communication techniques to support communication

**Digital**

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

# Annex: Glossary

| Term | Description |
|---|---|
| Behaviours | 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.<br><br>Those that can be assessed in context have been incorporated into the skills to be assessed. These are: "self-reflecting" and "self-managing". |
| Content | 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. |
| English, maths and digital | 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.<br>The mapping references relate to qualification subject content from:<br><ul><li>[GCSE English language](#)</li><li>[GCSE mathematics](#)</li><li>[Functional Skills English](#)</li><li>[Functional Skills mathematics](#)</li><li>[Functional Skills Qualifications - digital subject content](#)</li></ul> |
| Holistic delivery | Holistic delivery involves integrated learning so that students make connections between skills, knowledge and understanding from across the programme. |
| Illustrative examples of breadth and depth | Illustrative examples of how breadth and depth could be introduced into teaching and learning.<br><br>Developing breadth – supports the consolidation of knowledge and skills at the same level, by applying concepts, facts and theories to different contexts.<br>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. |

| 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 | The national technical outcomes describe what the student should be able to do by the end of the programme. They encompass:<br><br>• the activities that students will undertake to demonstrate their learning<br>• the content (knowledge and skills) being taught and learnt<br>• the knowledge, skills and behaviours being developed in students.<br><br>Most outcomes include both knowledge and skills. The Agriculture, environmental and animal care and Health and science routes include an outcome with knowledge only. |
| 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 | There are different types of skills included in the national technical outcomes:<br><br>• Technical skills – which are occupation-specific, mostly practical skills. These may vary widely between industry, sector, occupation and job type.<br>• 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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