T Level Foundation Year Supporting progression to T Level

National technical outcomes
Legal, finance and accounting 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:
Legal, finance and accounting 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). Apply research skills to assist with legal cases
Outcome 2 (O2). Measure the financial performance of a business
Outcome 3 (O3). Provide financial information to meet client needs

Introductory rationale

Preparing for progression to T Levels in the Legal, finance and accounting route

These national technical outcomes are designed to support progression to either the Finance T Level, or Accounting T Level (both introduced from September 2022), or the Legal services T Level (introduced from September 2023).

The outcomes introduce the theories, concepts, principles and skills that are relevant to the core of all three T Levels within that route such as the fundamentals of financial accounting and research skills. As a result, they provide an insight to the content of all three of the T Levels, enabling students to make informed choices about their next step and which T Level is most appropriate for their needs and aspirations.

The outcomes include a number of transferable skills (for example, analysing, investigating, self-reflection) that can be applied across the route and in the workplace. The breadth and depth sections indicate how providers may wish to enhance the content of these outcomes.

The outcomes will provide opportunities for students to learn about different occupations within the route. For example, when applying research skills to assist with a legal issue, students learn about court procedures and consumer rights, leading to an opportunity to learn about associated occupations such as the police, prosecutors, defence lawyers and judges at local and national levels, their roles and responsibilities, and entry and progression pathways within those occupations. This will support students to make informed choices about their next step and which T Level is most appropriate for their career aspirations.

Setting the level to meet individual student needs

For level 2, undertaking research into and providing financial information on savings will be relatively straightforward and routine, set in contexts that are familiar to students, such as in discussions with family and peers.

Providers may want to introduce stretch and challenge for students by introducing contexts that are more complex and unfamiliar. For example, those which require an understanding of consumer rights related to loans and the concept of interest.

Holistic delivery of outcomes

The outcomes can be delivered independently of each other with each focused on different types of issues and content. This will allow students to demonstrate their ability to, for example, apply research skills that are ambitious and aspirational whilst providing financial information that is relatively straightforward.

However, they can also be delivered together in combination. For example, applying research skills might be related to financial misconduct or crime (O1), which could lead to measuring the performance of a business impacted (O2) followed by providing financial information to a business client (O3).

Outcome 1: Apply research skills to assist with legal cases

Rationale

The outcome focuses on the application of research skills. The outcome gives an opportunity to use legal text and online resources to locate and reference a legal issue for example, for case law, for a particular criminal offence and subsequent sentencing case law. Knowledge content has been selected as that relevant to the outcome on areas of law, and other knowledge is based on knowledge in the core content of the Legal, finance and accounting route, in preparation for the concepts that students will learn on a T Level.

In addition to technical knowledge related to law, the outcome also provides an opportunity for the development of transferable skills such as planning, analysing and self-managing which would be required when engaging in a range of investigation activities in the workplace. This should help to raise their confidence in their ability to learn and enable them to cope with grasping new concepts as they move to level 3 study.

Communication skills focus on written communication. Students will predominantly carry out investigations where they will engage with written information to read and interpret. The written communication theme is further developed through the production of clear and coherent documentation.

Numeracy skills such as the construction of tables, charts and graphs will support students in their analysis and interpretation of data in relation to researching legal cases.

There are also supporting digital skills which will allow students to develop their research skills through the exploration of secondary data located on the internet. The digital skills will also complement students' written communication skills through the development and drafting of documents.

This outcome will give students an opportunity to select appropriate primary and secondary research methods and types to complete meaningful research in terms of, for example, legal precedence. It is expected that students will have the opportunity to use appropriate research tools to carry out investigation through observations at court, interviews with potential clients/consumers through role play in addition to conducting online research. It is envisaged that students will be provided with a research brief, outlining the purpose of the research and the issue to be investigated.

Students have the opportunity to develop critical thinking and determine how they would go about answering a problem. They could use a wide range of sources such as online books and social media and review the results of their research, by collating the information using appropriate presentation methods and analysing the results.

Knowledge

Law

- Law: definition, need, and classifications

- Legal precedence: advantages and disadvantages

- Criminal law: types of crime (against property and the person), prosecution process, and types of sentences

- Police: structure of a police force, lawful arrest and detention and lawful search of people and premises

- Civil action: tribunals and dispute resolution

- Consumers: sale of goods, consumer rights, and remedies

Information and data

- Sources of information required to investigate legal issues: purpose, typical content, typical format, and terminology

- Types of information (including social media) and data created and recorded when investigating legal issues

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

- Types of documents used to record primary data

- Key elements of data: qualitative, quantitative, primary, secondary, discrete, continuous, structured, unstructured, advantages and disadvantages, and suitability for purpose

- Research brief: purpose, characteristics, terminology, and place in the development process of legal precedence

Investigation

- Data collection: methods, purpose, suitability, types of data, data gathering research tools)

- 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: conventions of different types of written communication, and suitability for different types of 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

- Data analysis: techniques used to identify patterns and variances, trends, and correlation

- Visual representation of data: techniques, formats, benefits and limitations

Digital

- Software: feature, functions, and applications for legal research platforms

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

- Online/Internet searches: techniques used to carry out and refine searches, Search Engine Optimisation (SEO) and its implication for search results

- Social media: platforms, features, uses, audiences, benefits and limitations, and implications for use

Skills

Planning

- Identify discrete steps required to achieve an outcome

- Estimate time and resources required to achieve an outcome

- Prioritise activities required to achieve an outcome

- Sequence activities required to achieve an outcome

- Coordinate activities required to achieve an outcome

Analysing

- Identify common features in information

- Organise common features into types

- Discern patterns in information

- Deconstruct information

- Classify information

- Order information

Investigating

- Develop search criteria, hypotheses and queries to support research into legal issues, market and supplier investigation

- Identify sources of information and data required for an investigation

- Reference sources of information with attention to detail

- Interrogate information and data for validity

- Design tests related to a hypothesis

Critical thinking

- Effective questioning to elicit information

- Evaluating pros and cons of information provided

- Apply logic and reasoned argument to information presented

- Draw evidence-based conclusions

Self-managing

- Manage own time in achieving objectives

- Set personal goals

Self-reflecting

- Identify success criteria

- Consider process and evidence

- Making judgements

Communicating

- Synthesise information and data from different sources

- Summarise information and data

- Apply technical language in relevant contexts

- Create documents appropriate to purpose and audience

- Produce clear and coherent texts

- Interpret information and data 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

Interpreting data

- Identify common features in data sets presented numerically and graphically

Digital skills

- Organise digital information

- Store digital information securely

- Retrieve digital information

- Apply software functions to input and combine text and other source materials

- Apply software functions to summarise and display data

- Apply software functions to format documents

Supplementary information to support teaching and learning

Illustrative examples: Develop breadth through:

Law

- Classification: civil law, criminal law, contract law and law of torts
- Criminal law: Trials and sentencing, steps involved in preparation for trial, roles of personnel in the prosecution process, types of sentences
- Civil action: contracts, parties, rules
- Consumer remedies: buyer reasons for goods at fault, seller rights and duties

Information and data

- Sources of information: social listening tools, client reviews

Investigation

- Data collection: data gathering research tools, questionnaires, and interviews

Communication

- Client care letter: key case information, client support, and costs
- Witness statement: reference number, incident or case name, statement of fact(s) numbered, and signature
- Minutes of meetings: record of attendance, decisions, actions, and owners

Digital

- New and emerging technologies: case management systems, legal research engines, and artificial intelligence (AI)

Illustrative examples: Develop depth for stretch and challenge through:

- Appropriateness of sentencing after trial
- Complex research analysis methods: descriptive statistics, data mining, prescriptive analysis, narrative inquiry
- How to reference using Harvard and Vancouver referencing styles

Behaviours:

- Focussed
- Independent
- Perceptive

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 and data presented in different formats

- GCSE: Writing

  - Apply technical language in relevant contexts
  - Create documents appropriate to purpose and audience
  - Produce clear, coherent texts
  - Apply appropriate vocabulary, grammar, form, structural and organisational features to reflect audience, purpose and context

- Functional skills: Reading

  - Synthesise information and data
  - Summarise information and data from different sources
  - Interpret information and data presented in different formats

- Functional skills: Writing

  - Create documents appropriate to purpose and audience
  - Produce clear, coherent texts
  - Apply appropriate vocabulary, grammar, form, structural and organisational features to reflect audience, purpose and context

Maths

- GCSE: Statistics

  - Interpret and construct tables, charts and diagrams
  - Identify common features in data sets presented numerically and graphically

- Functional skills: Handling information and data

  - Interpret and construct tables, charts and diagrams
  - Identify common features in data sets presented numerically and graphically

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 input and combine text and other source materials
    - Apply software functions to summarise and display data
    - Apply software functions to format documents

Outcome 2: Measure the financial performance of a business

Rationale

This outcome focuses on the measurement of the financial performance of a business. It gives an opportunity to develop key technical knowledge in accounting processes, the importance of budget and budget control and the contribution that accounting skills make in measuring the financial performance of a business. The outcome provides a purposeful context for the introduction of fundamental knowledge in business. This will provide students with the knowledge of the interrelationship between finance and accounting which underpins some of the core content in the T Level.

The outcome also provides an opportunity for students to develop the transferable skill of analysing which would be required when measuring the financial performance of a business. This should help to raise their confidence in their ability to learn and enable them to cope with grasping new concepts as they move to level 3 study.

Communication skills will be developed through the requirement to access and produce documents in a variety of formats, such as those for trial balance and primary financial statements. This will give the opportunity to apply technical language used in accounting.

Numeracy skills are developed with a focus on the four operations (addition, multiplication, division, subtraction) and will support accounting calculations such as for revenue costs and profits and the interpretation of data.

Digital skills will enhance students' presentation of accounting documents in required formats and skills that are necessary to protect data held digitally.

Students will need to read a variety of documents in different formats – trial balances and financial statements are often accompanied by written statements or embedded in reports, and this is reflected in the development of communication skills. Of particular note is the requirement for students to be familiar with specific technical terms related to financial accounting.

Knowledge

Accounting

- Trial balance: format, layout, nominal ledger accounts, and accounting periods
- Primary financial statements: understandability, relevance, reliability, completeness, comparability and timeliness
- Budget: budgeting and budgetary control
- Cashflow: cash inflows, cash outflows and cash flow forecasting

Business

- Businesses organisations: types of ownership, governance, common structures, aims and values, products and services provided, types of risks and rewards, interrelationships and their contribution to business success, the purpose of the finance function in the business and their influence on business activities and decisions

- Finance: key financial terms; sources, concepts of profit, revenue, expenditure and budgeting, how they are tracked, controlled and measured, and how they contribute to business success

- Legal frameworks: simplicity, transparency, fairness and accountability, and terms of engagement

Sustainability

- Technological developments and their contribution to sustainability and business contexts

- Sustainable development: national and international development goals, purpose of targets, associated benefits of sustainability actions to organisations, societies and environments, factors affecting organisations, societies and environments, restrictions and permissions

Information and data

- Types of information and data created and recorded when measuring business performance

- Types of documents used to record primary data

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, 0summarising 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

- Vocabulary: technical and non-technical, use to achieve particular effects and for different purposes

Numeracy

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

Digital

- Software: feature, functions, and applications for management accounting

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

- Protection of business data: legal framework, risks, software, and procedures

Skills

Analysing

- Identify common features in information

- Organise common features into types

- Discern patterns in information

- Deconstruct information

- Classify information

- Order information

Communicating

- Engage an audience

- Summarise information and data

- Apply technical language in relevant contexts

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

- Create documents appropriate to purpose and audience

- Produce clear, coherent texts

- Interpret information and data presented in different formats

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

Numeracy skills

- Apply the four operations to calculate breakeven, percentages and percentage changes, revenue costs and profits, and profit margins

- Apply formulae to calculate current and liquidity ratios

Digital skills

- Organise digital information

- Apply software functions to format cells, rows and columns

- Apply software function to use formulae and tools to summarise and display data

- Apply software functions to generate charts and graphs

- Apply software functions to protect privacy and data

- Apply advanced techniques to produce digital presentation materials

Supplementary information to support teaching and learning

Illustrative examples: Develop breadth through:

Accounting
- Trial balance format: assets, purchases, expenses, and liabilities, equity and revenue
- Trial balance layout: closing account balances for all the nominal ledger accounts for an entity on the last day of the accounting period to which it relates
- Primary financial statement layout: sole trader, partnerships, and limited companies
- Cash flow: inflow categories (sales, rent received and loans) and outflow categories (suppliers, employees, overheads)

Illustrative examples: Develop depth for stretch and challenge through:

- Key Performance Indicators (KPIs) for business performance and how they are measured
- Identification of areas for business improvement
- Double entry bookkeeping and how it can transform business transactions into accounting records
- Ethical standards: purpose and value, behaviours, attitudes, and interrelationship

Behaviours:

- Integrity
- Responsible
- Professional
- Take responsibility for sustainable outcomes

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

- GCSE: Critical reading and comprehension
    - Summarise information and data
    - Interpret information and data presented in different formats

- GCSE: Writing
    - Engage an audience
    - Apply technical language in relevant contexts
    - Apply written communication techniques to produce formal reports following standard conventions
    - Create documents appropriate to purpose and audience
    - Produce clear, coherent texts
    - Apply appropriate vocabulary, grammar, form, structural and organisational features to reflect audience, purpose and context
- Functional skills: Reading
    - Summarise information and data
    - Interpret information and data presented in different formats
- Functional skills: Writing
    - Engage an audience
    - Apply technical language in relevant contexts
    - Apply written communication techniques to produce formal reports following standard conventions
    - Create documents appropriate to purpose and audience
    - Produce clear, coherent texts
    - Apply appropriate vocabulary, grammar, form, structural and organisational features to reflect audience, purpose and context

Maths
- GCSE: Number
    - Apply the four operations to calculate breakeven, percentages and percentage changes, revenue costs and profits, and profit margins
    - Apply formulae to calculate current and liquidity ratios
- Functional skills: Using numbers and the number system
    - Apply the four operations to calculate breakeven, percentages and percentage changes, revenue costs and profits, and profit margins
    - Apply formulae to calculate current and liquidity ratios

Digital

- Functional skills: Using devices and handling information

    - Organise digital information

- Functional skills: Creating and editing
    - Apply software functions to format cells, rows and columns
    - Apply software function to use formulae and tools to summarise and display data
    - Apply software functions to generate charts and graphs
    - Apply software functions to protect privacy and data
    - Apply advanced techniques to produce digital presentation materials

Outcome 3: Provide financial information to meet client needs

Rationale

This outcome focuses on the provision of financial information to meet client needs. The different products and services have been included as relevant to those identified in the financial services sector and in the Finance T Level. The inclusion of content on customers and client services is in recognition that financial services roles are often customer facing, whether that be by telephone or 'in person'. Finance occupations are increasingly under scrutiny and the inclusion of professional behaviours and characteristics of ethical behaviours will provide a clear context for progression to level 3.

In addition to technical knowledge related to financial services, students will also develop the transferable skill of self-reflection. Seeking feedback is an important aspect of learning and this skill will provide an opportunity to reflect on application of skills and make judgements about process and evidence associated with application of skills. This should help to raise students' confidence in their ability to learn and enable them to cope with grasping new concepts as they move to level 3 study.

There are opportunities to apply communication skills when articulating a message for specific audiences and to develop appropriate communication skills especially when dealing with vulnerable people and those at risk.

Digital skills are included to enable students to develop skills associated with booking systems, keeping client records and presentation of financial products and services digitally and onscreen.

It is anticipated that students will interact with a 'client' to clarify their needs and requirements. This could be, for example, through role plays, with peers or with employer representatives. This is reflected in the oral communication skills included (speaking and listening). In addition, there is an opportunity for students to develop the skill of recording instructions and information by capturing client requirements accurately.

Knowledge

Finance

- Administration for financial services: format and content of personal loan application, credit assessment report, client payment options and terms

- Financial services products: purpose and key features of current and savings accounts, mortgages, investments, pensions, loans and insurance

Clients

- Client service: principles, client needs, client satisfaction, client care, and lifestyle factors affecting needs

- Equity, diversity and inclusivity: individual characteristics and needs, impact of client cultural, racial and socio-economic background on financial choices

- Client types: individual, small and large organisations

- Promotion of confidence between the client and the business

- Promotion of high standards, understanding goals and giving clear messages

Business

- Legislation: legal framework, key legislation, and key requirements of legislation

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 and the effect of unconscious bias on performance

- Ethics: definition and characteristics of ethical behaviour

- Professional behaviours: definitions and how behaviours are demonstrated

Information and data

- 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

- Reading: principles, reading for comprehension and identifying salient points

- Vocabulary: technical and non-technical, use to achieve particular effects and for different purposes

- 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 providing information about financial products and services to meet individual client needs

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

Numeracy

- Visual representation of data: techniques, formats, benefits and limitations

Digital

- Software: feature, functions, applications for recording client services and applications

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

- Protection of client data: legal framework, risks, software, and procedures

Digital

- Software: feature, functions, applications for recording results from laboratory analysis

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

- Protection of organisational and client data: legal framework, risks, software and procedures

Skills

Evaluating

- Identify indicators

- Make judgements against indicators

Observing

- Identify relevant details of the audience

- Listen to comments, questions and answers

Self-reflecting

- Identify success criteria

- Consider process and evidence

- Making judgements

Communicating

- Engage an audience

- Summarise information and data

- Apply technical language in relevant contexts

- Apply active listening techniques to clients to understand their needs

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

- Apply oral communication skills to clearly articulate a message

- Apply non-verbal communication techniques to support communication

- Engage in conversation listening to and responding to questions and feedback

- Shows respect for others' views and opinions

- Apply an inclusive approach to engaging with others

Recording

- Capture client requirements accurately

Interpreting data

- Identify common features in data sets presented numerically and graphically

Digital skills

- Apply software functions to manage flow of communications

- Apply software functions to record client requests and their applications

Supplementary information to support teaching and learning

Illustrative examples: Develop breadth through:
Finance
- Format and content of applications: personal details, interest charged, repayment schedule, term of loans, and security
- Format and content of credit assessment report: date, credit limit, account balance, and payment history
- Financial services products: types, payments, and limits

Business
- Legislation: financial services regulation, impact on job roles, and non-compliance

Illustrative examples: Develop depth for stretch and challenge through:

- Skills of critical thinking and decision making
- Use of advanced digital tools to work with complex communications
- Working with a range of individuals, taking different roles within a team

Behaviours:

- Resilient
- Assertive
- Respectful

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

English

- GCSE: Critical reading and comprehension
    - Summarise information and data
- GCSE: Spoken language
    - Engage and audience
    - Apply technical language in relevant contexts
    - Apply active listening techniques to clients to understand their needs
    - Apply oral communication techniques to obtain and clarify information and data
    - Apply oral communication skills to clearly articulate a message
    - Apply non-verbal communication techniques to support communication
    - Engage in conversation listening to and responding to questions and feedback
    - Shows respect for others' views and opinions
    - Apply an inclusive approach to engaging with others
- Functional skills: Reading
    - Summarise information and data
- Functional skills: Speaking, listening and communicating
    - Engage and audience
    - Apply technical language in relevant contexts
    - Apply active listening techniques to clients to understand their needs
    - Apply oral communication techniques to obtain and clarify information and data
    - Apply oral communication skills to clearly articulate a message
    - Apply non-verbal communication techniques to support communication
    - Engage in conversation listening to and responding to questions and feedback
    - Shows respect for others' views and opinions
    - Apply an inclusive approach to engaging with others

Maths
- GCSE: Statistics
    - Identify common features in data sets presented numerically and graphically
- Functional skills: Handling information and data
    - Identify common features in data sets presented numerically and graphically

Digital
- Functional skills: Creating and editing
    - Apply software functions to manage flow of communications
    - Apply software functions to record client requests and their applications

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. 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. The mapping references relate to qualification subject content from: • [GCSE English language](#) • [GCSE mathematics](#) • [Functional Skills English](#) • [Functional Skills mathematics](#) • [Functional Skills Qualifications - digital subject content](#)
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. Developing breadth – supports the consolidation of knowledge and skills at the same level, by applying concepts, facts and theories to different contexts. 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: • 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. 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: • 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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