



Department  
for Education

# **T Level Foundation Year Supporting progression to T Level**

**National technical outcomes**

**Sales, marketing and procurement route**

**July 2023**

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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

For enquiries about this document, please email the team at [TLevelTransition.PROGRAMME@education.gov.uk](mailto:TLevelTransition.PROGRAMME@education.gov.uk)

## 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: Sales, marketing and procurement 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 market research skills to discover market insights**

**Outcome 2 (O2). Develop marketing propositions for the sustainability agenda in response to client briefs**

**Outcome 3 (O3). Create marketing assets for marketing propositions**

### Introductory rationale

#### **Preparing for progression to T Level in the Sales, marketing and procurement route**

These national technical outcomes are designed to support progression to the T Level in Marketing (introduced from September 2025). This is currently the only T Level in the Sales, marketing and procurement route. Whilst there is content that is relevant across the route, such as employability and transferable skills, as there are no sales and procurement T Levels, the focus of these outcomes is on marketing.

The outcomes introduce the theories, concepts and principles that are relevant to the core of the T Level which span the route. They also allow for skills development related to the marketing occupational specialism, such as research skills and creating assets. The outcomes include a number of transferable skills (for example, communication, numeracy and digital skills) that can also be applied in sales and procurement contexts.

The outcomes will provide opportunities for students to learn about different occupations in which marketers work, such as brand and promotional management and the types of environments within which they operate, which could include collaboration with sales, operations, PR, IT functions as well as interaction externally with clients and suppliers, such as digital and media agencies and event display companies. 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 design and creation of marketing assets will be relatively straightforward and routine, set in contexts that are familiar to students. For example, in the educational environment, a shopping centre or social media.

Providers may want to introduce stretch and challenge for students by introducing contexts that are more complex and unfamiliar. For example, those which require search marketing, Search Engine Optimisation (SEO), web analytics and metrics.

### **Holistic delivery of outcomes**

The outcomes can be delivered independently of each other, with each focussed on different types of marketing projects. This allows the student to be ambitious and demonstrate their ability to conduct insightful market research whilst producing assets that are straightforward and routine.

However, they can also be delivered together in combination. For example, applying market research skills to meet the requirements of a brief (O1) could lead to the development of a marketing proposition (O2) followed by creating marketing assets for a marketing proposition (O3). The holistic nature of this approach would need to ensure that students have the capability to follow the outcomes throughout and are not penalised and restricted by any initial ideas put forward to meet early outcomes.



# Outcome 1: Apply market research skills to discover market insights

## Rationale

The outcome focuses on the application of market research skills. Knowledge content has been selected as that relevant to the outcome and is based on knowledge in the core content of the Sales, marketing and procurement route, in preparation for the concepts that students will learn on a T Level. The outcome provides an opportunity to investigate business contexts in relation to sales, marketing and procurement and the interrelationship between them. Market research enables a company to discover insights about a target market, secure opinions and other feedback from potential and existing customers about their interest in a product or service. Market research also supports the design creation of relevant promotional assets and, in terms of procurement, can contribute to the sourcing of suppliers that provide value for money and meet sustainability criteria.

Students have the opportunity to develop creative skills, apply design thinking and principles and determine how they would go about answering the problem. They will then review the results of their research by collating the data using appropriate presentation methods and analysing the results.

In addition to technical knowledge related to sales, marketing, procurement and the supply chain, students will also develop transferable skills such as analysing and evaluating, to support them 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 will support the synthesis of information and the development of written skills would be developed through the production of clear and coherent documentation.

Numeracy skills, such as the construction of tables, charts and graphs and the application of statistical techniques to identify market trends, will support students in their analysis and interpretation of data in relation to the discovery of market insights.

There is also supporting digital skills to complement the content which will allow students to develop their investigation skills through the exploration of secondary data located on the internet. The digital skills will also complement students' written communication skills through the development of documents and the incorporation of images, such as those related to trends in the sector.

This outcome will give students an opportunity to select the appropriate primary and secondary research methods and types in order to complete meaningful research in terms of, for example, customer profile, location, cost and time. It is expected that students will have the opportunity to use appropriate market research tools to carry out investigation through, for example, surveys, focus groups, observations, and/or interviews. It is envisaged that students will be provided with a research brief (whether written or video format), outlining the purpose of the research and the problem to be answered such as building a strong brand, improving customer loyalty, testing a new product or sizing and understanding new markets.

## **Knowledge**

### **Sales, Marketing and Procurement**

- Typical activities: sales, marketing and procurement
- Scope of the marketing mix: price, product, promotion, and place
- Internal factors affecting marketing: business objectives, business culture, operational issues, finance including costs, budgetary constraints, and timescales
- External factors affecting marketing: economic environment, competitor actions, ethical considerations, social and political issues, cultural issues, technology and technological change, market dynamics, and share of voice

### **Supply chain**

- Supply chain: types of organisations involved, their role, and the relationships between them

### **Sustainability**

- Supply chain management: key principles, concept of sustainable procurement, and benefits and limitations
- Social responsibility: products, services, sales, and marketing and procurement practices

### **Information and data**

- Sources of information required to investigate market and competitor activity and range of suppliers: purpose, typical content, typical format, and terminology
- Types of information (including social media) and data created and recorded when investigating market and competitor activity and suppliers
- 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
- Client brief: purpose, characteristics, terminology, and place in the development process of marketing assets

### **Investigation**

- Data collection: methods, purpose, suitability, and types of data
- 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
- Vocabulary: technical and non-technical, use to achieve 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)
- Visual representation of data: techniques, formats, benefits and limitations

### **Digital**

- Software: feature, functions, applications for marketing and communication 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**

### **Analysing**

- Identify common features in information
- Deconstruct information
- Classify information
- Order information

### **Investigating**

- Develop search criteria, hypotheses and queries to support market and supplier investigation
- Identify sources of information and data required for an investigation
- Reference sources of information
- 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

### **Evaluating**

- Identify criteria
- Review process
- Make judgements against criteria

### **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, and graphs to present information and data
- Apply statistical techniques to identify market trends

### **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, format cells, rows and columns, use formulae and tools to summarise and display data, to generate charts and graphs, and format documents

## **Supplementary information to support teaching and learning**

### **Illustrative examples: Develop breadth through:**

#### **Sales, marketing and procurement**

- Typical activities, sales: sale of products or services, increasing profitability, building and maintaining relationships with customers, repeat purchases, and brand loyalty
- Typical activities marketing: identification of the needs and wants of customers, and developing products/services to meet customer needs
- Typical activities procurement: obtaining goods and services

#### **Supply chain**

- Supply of products or services: difference between for-profit and not-for-profit businesses
- Concerns: working conditions, restrictive trading practices, environmental impact of sourcing, and logistics and distribution practices

#### **Sustainability**

- Product whole life cycle

### **Information and data**

- Sources of information: social listening tools, customer reviews, vox pops, social media, rating and attitude scales

### **Investigation**

- Data collection: questionnaires and interviews
- Data collection sampling methods: random, cluster, and quota

### **Communication**

- Storytelling: characteristics, fact, fiction, and improvisation

### **Digital**

- New and emerging technologies: impact on the way that organisations operate
- New and emerging technologies: artificial intelligence (AI) and augmented reality (AR)

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

- Complex research analysis methods: descriptive statistics, data mining, prescriptive analysis, narrative inquiry
- Design characteristics: standardised (survey), narrative (interview) and non-reactive designs
- How to reference using Harvard and Vancouver referencing styles
- Business features: how these affect marketing, sales and procurement activities
- Ownership: private, public and not for profit
- Purposes: production of goods, distribution of products, and benefit to society
- Reach of business activities: local, national and international

### **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 planning information and data presented in different formats
- GCSE: Writing
  - Apply technical language in relevant contexts
  - Create documents appropriate to purpose and audience
  - Produce clear and coherent texts
  - 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 planning information and data presented in different formats
- Functional skills: Writing
  - Apply technical language in relevant contexts
  - Create documents appropriate to purpose and audience
  - Produce clear and coherent texts
  - Apply appropriate vocabulary, grammar, form, structural and organisational features to reflect audience, purpose, and context

### **Maths**

- GCSE: Statistics
  - Interpret data sets
  - Interpret graphs in real contexts
  - Interpret and construct tables, charts and diagrams
- Functional skills: Handling information and data
  - Interpret data sets
  - Interpret graphs in real contexts
  - Interpret and construct tables, charts and diagrams

## **Digital**

- Functional skills: Using devices and handling information
  - Carry out and refine internet searches for information and data
- Functional skills: Creating and editing
  - Apply software functions to enter and format information and data
  - Apply software functions to highlight key features in images



## Outcome 2: Develop marketing propositions for the sustainability agenda in response to client briefs

### Rationale

This outcome focuses on developing marketing propositions for the sustainability agenda in response to client briefs. Knowledge of the business objectives and principles that underpin marketing propositions is therefore critical to any occupation in the Sales, marketing and procurement route and has been selected for inclusion in this outcome. Knowledge on the sustainability agenda has been selected as a focus to help embed a sustainable culture.

The outcome gives an opportunity to develop key technical knowledge of the main features of marketing methods and the impact they will have on a business.

The outcome will give an opportunity for students to become familiar with the different channels used by businesses to gain access to potential customers, the importance of product design, image and the needs of the target market when designing new products. Furthermore, this outcome will give students an opportunity to develop key technical knowledge about the four elements of the marketing mix (Price, Product, Promotion and Place – the 4Ps), their importance and how they work together. It is expected that students should be able to create persuasive messaging to trigger given behaviours and a desired outcome. They should be able to recommend appropriate marketing activities for a given business context and be able to recognise how the marketing mix evolves over time. There is also an emphasis in respect of making appropriate assertions when promoting products and services. There is the opportunity to explore an overall market and reflect both external and internal market position.

In addition to technical knowledge related to marketing and the 4Ps, students will also develop the transferable skill of decision making to support them developing marketing propositions. 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.

Oral (speaking and listening) communication skills will be developed through the requirement to present or make a pitch for a marketing proposition.

Numeracy skills such as the application of the four operations (addition, multiplication, division and subtraction) developed will support the calculation of pricing and budgets.

Digital skills are included to enable students to develop skills related to features, functions and applications that will enhance their presentation propositions to make them more compelling.

It is envisaged that students will interact with a 'client' to clarify the brief/problem statement in addition to presenting or pitching the final proposition to them. This could be, for example, through role plays, with peers or with employer representatives.

## **Knowledge**

### **Marketing**

- Targeting the market: importance, and impact on design of marketing assets
- Target market(s): market segmentation, internal and external
- Size, structure and trends in the market
- Pen portrait, and persona

### **Price**

- Pricing strategies: types, characteristics, and suitability
- Pricing methods and models
- Factors that influence pricing decisions

### **Product**

- Product differentiation
- Product life cycle

### **Promotional marketing**

- Types of promotional marketing
- Factors influencing selection: budget, competitor actions, nature of the product or service, market and target market
- Rationale: information, sales, image, persuasion to buy, and decision making

### **Place**

- Channels used by businesses: characteristics, types
- Routes to market used by businesses: characteristics and types

### **People**

- Characteristics of ethical behaviour

### **Business**

- Business 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
- Stakeholders: internal, external, how they are affected by business activities, and how they affect business activities
- Business competitiveness: strategies and techniques used by businesses to improve competitiveness

### **Sustainability**

- The concept of climate change and scientific views on causes and impacts

- Technological developments and their contribution to sustainability and business contexts
- Sustainable development: national and international development goals, targets, purpose of targets, associated and related actions, benefits of sustainability actions to organisations, societies and environments, factors affecting organisations, societies and environments, restrictions and permissions

### **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
- Non-verbal communication: 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, and presenting proposals

### **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 creating and presenting propositions

## **Skills**

### **Decision making**

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

### **Communicating**

- Engage an audience
- Apply oral communication skills to clearly articulate a message

- Apply non-verbal communication techniques to support communication
- Create documents appropriate to purpose and audience
- Engage in conversation listening to and responding to questions and feedback
- Shows respect for others' views and opinions
- Applies an inclusive approach to engaging with others
- Apply appropriate vocabulary, grammar, form, structural and organisational features to reflect audience, purpose and context

### **Numeracy skills**

- Apply the four operations to calculate pricing models
- Apply the four operations to calculate budget

### **Digital skills**

- Apply advanced techniques to produce digital presentation materials

## **Supplementary information to support teaching and learning**

### **Illustrative examples: Develop breadth through:**

#### **Business**

- Client briefs, product: clothing, electrical goods, and food
- Client briefs, service: banking, education, and content streaming
- Business success: generation of brand awareness, specific, measurable, achievable, realistic, and time bound (SMART) targets

#### **Marketing**

- Market segmentation: age, gender, socio-economic groups, income, and client type

#### **Price**

- Pricing methods: price skimming and penetration, competitive pricing, loss leader, and cost plus
- Factors that influence pricing decisions: costs, customer profile, degree of competition, and product life cycle
- Profit aspiration and associated risk
- Consumer versus industrial

#### **Product**

- Product differentiation: unique selling point (USP), brand, and image
- Product life cycle: research and development, introduction, growth, maturity, decline, extension strategies, advertising, and price reduction

## **Promotional marketing**

- Types of promotional marketing: advertising (print, social media, influencers, television, internet, billboards), sales promotion (point of sales displays, 2 for 1 offers, free gifts, samples, prize draws, competitions, instant wins), sponsorship, and Public Relations
- Rationale: system 1 and system 2 thinking

## **Communication**

- The importance of making accurate product and service claims

## **Numeracy**

- Numbers and the number system: return on investment (ROI)

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

- Key Performance Indicators (KPIs) for marketing campaigns and how they are measured
- Use of web analytic data: page views, visits, bounce rate, session duration, demographics, device type tracking, traffic source, browser and operating system, language and location, keyword analysis, and goal conversion
- The effects of different factors in relation to the marketing mix

## **Behaviours:**

- Inclusive
- Enterprising
- Take personal responsibility for sustainable outcomes

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

### **English**

- 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: Speaking, listening and communicating
  - 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

### **Maths**

- GCSE: Number
  - Apply the four operations to calculate pricing and develop pricing models
- Functional skills: Using numbers and the number system
  - Apply the four operations to calculate pricing and develop pricing models

### **Digital**

- Functional skills: Creating and editing
- Apply advanced software functions to produce digital presentation materials

## Outcome 3: Create marketing assets for marketing propositions

### Rationale

This outcome focuses on the creation of marketing assets. Knowledge has been chosen as that reinforces the production of assets to quality standards. Content included will enable students to develop an understanding of how to design suitable assets for market products and services that target audiences and takes account of customers, competitors and trends. The inclusion of content related to legal considerations in digital marketing and quality measures is considered by providers as potentially challenging for students and has been included as it is applicable across all T Levels in the route, and to support study skills. The inclusion of technical skills related to design and create was considered important for motivating and engaging students. Whilst there is the opportunity to develop skills related to the use of offline tools, this outcome includes content and skill development related to digital marketing, which is one of the fastest and most innovative industries.

In addition to technical knowledge related to marketing and design considerations, students will also develop the transferable skill of planning to support them in the creation of marketing assets. 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.

There are opportunities to apply communication skills such as engaging an audience and writing for impact when articulating a message for specific audiences.

Development of digital skills will be critical as many marketing assets are both developed and delivered digitally, whether printed or presented on a digital platform.

Content has been included to enable students to gather feedback to review against specified objectives and a design brief (in written or video format). The design brief could be agnostic or include appropriate mandations such as cost, time, format (video, podcast, offline). Students will have the opportunity to explore how marketing assets can contribute towards business success and identify and recommend any changes in those marketing assets through testing.

### Knowledge

#### Marketing

- Competitors and their activities
- Customer wants, needs, expectations and aspirations

#### Design considerations

- Design and copywriting: purpose, features and benefits

- Content production: workflows, tasks, and steps
- Design considerations: colour, font, icons, image creation and editing, and tone of voice
- Timelines and storyboards: techniques

### **Tools**

- Offline and online tools: characteristics and applications used for the marketing of products and services

### **Business**

- Legal guidelines related to storing and retrieving information on a computer, smartphone or tablet, and consent and privacy legislation
- Legislation: purpose, compliance and consumer protection

### **Quality**

- Quality: principles, difference between quality control and quality assurance, standards, and application to format layout and style
- Measurement of quality: performance measures, external standards, regulatory bodies, customer feedback, content accuracy, and timescales readiness for sign off

### **Sustainability**

- Sustainable materials: characteristics, purpose and applications

### **Communication**

- Principles of effective communication: conventions of different types of written communication, suitability for different purposes and audiences
- Spelling, punctuation and grammar (SPAG): punctuation markers, grammatical conventions, spelling of key technical and non-technical terminology
- Vocabulary: technical and non-technical, use to achieve particular effects and for different purposes

### **Information and data**

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

### **Digital**

- Software: features, functions and applications for creating and editing marketing assets for print and digital platforms

## **Skills**

### **Use of tools**

- Apply techniques to effectively use offline and online marketing tools for the design and creation of assets



## **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

## **Creativity skills**

- Lateral thinking to consider opportunities from target market perspectives
- Make novel connections between ideas
- Recognise ideas, alternatives and possibilities

## **Evaluating**

- Identify criteria
- Review evidence for strengths and weaknesses
- Make judgements against criteria

## **Self-managing**

- Reflect on feedback on own performance

## **Self-reflecting**

- Identify success criteria
- Consider process and evidence
- Making judgements

## **Communicating**

- Engage an audience
- Apply technical language in relevant contexts
- Create documents appropriate to purpose and audience
- Write for impact

## **Digital skills**

- Apply software functions to create and edit assets

## Supplementary information to support teaching and learning

### Illustrative examples: Develop breadth through:

#### Business

- Legislation: protecting the stakeholder and Cookie Law (2015)

#### Tools

- Offline: printed direct mail materials (flyers, newsletters, mailshots), point-of-sale tools, (posters, in-store display materials), samples/free trials, and events (opening events for new products)
- Online: videos, social media groups, and direct marketing; website landing pages

#### Communication

- Types of communication tools
- Different types of communication format and their conventions according to target customer
- Different types of customers for sales, marketing and procurement

#### Digital

- Software tools: drawing, painting, image manipulation, video and audio editing software

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

- Digital marketing communications optimisation including social media optimisation
- How to use tools to communicate with customers
- Design and use of images and how they can support messaging and accuracy
- Review and feedback: iterative feedback, use of audience for testing, feedback types: peer review, interview, and survey

### Behaviours:

- Responsible
- Professional
- Takes initiative

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

#### English

- GCSE: Writing
  - Engage an audience
  - Apply technical language in relevant contexts
  - Create documents appropriate to purpose and audience
  - Write for impact

- Functional skills: Writing
  - Engage an audience
  - Apply technical language in relevant contexts
  - Create documents appropriate to purpose and audience
  - Write for impact

### **Digital**

- Functional skills: Creating and editing
  - Apply software functions to produce marketing assets
- Functional skills: Creating and editing
  - Apply software functions to produce marketing assets

- Functional skills: Writing
  - Engage an audience
  - Apply technical language in relevant contexts
  - Create documents appropriate to purpose and audience
  - Write for impact

### **Digital**

- Functional skills: Creating and editing
  - Apply software functions to produce marketing assets
- Functional skills: Creating and editing
  - Apply software functions to produce marketing assets

## 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 <a href="#">Operating Instructions for the Creation of Outline Content</a> 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"> <li>• <a href="#">GCSE English language</a></li> <li>• <a href="#">GCSE mathematics</a></li> <li>• <a href="#">Functional Skills English</a></li> <li>• <a href="#">Functional Skills mathematics</a></li> <li>• <a href="#">Functional Skills Qualifications - digital subject content</a></li> </ul>
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"> <li>• the activities that students will undertake to demonstrate their learning</li> <li>• the content (knowledge and skills) being taught and learnt</li> <li>• the knowledge, skills and behaviours being developed in students.</li> </ul> <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 href="#">A resource</a> 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"> <li>• Technical skills – which are occupation-specific, mostly practical skills. These may vary widely between industry, sector, occupation and job type.</li> <li>• Employability or transferable skills – which correspond to those developed for T Levels, examples of which are available from the <a href="#">Operating Instructions for the Creation of Outline Content</a> Annex E. Also included are English, maths and digital skills which appear under Communication, Numeracy and Digital headings.</li> </ul>
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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