Department for Education

T Level Foundation Year Supporting progression to T Level

National technical outcomes

Creative and design 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. Where we update the NTOs we will publish these on gov.uk. 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: Creative and design 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). Develop ideas to meet creative and design client briefs
Outcome 2 (O2). Produce sustainable creative and design outputs to meet client briefs
Outcome 3 (O3). Develop enterprising ideas for business development opportunities in creative and design

Introductory rationale

Preparing for progression to T Levels in the Creative and design route

These national technical outcomes are designed to support progression to either the T Level in Media, broadcast and production, or the T Level in Craft and design (both introduced from September 2024).

The outcomes introduce theories, concepts and principles that are relevant to the core of both T Levels within the route and from across the occupational specialisms. This includes technical knowledge of the creative and design sector, consideration of audience and cultural context, research and project methodologies. The outcomes also allow for technical skills development related to both T Levels such as health and safety, use of tools and equipment, and technical production skills.

The outcomes will provide opportunities for students to learn about different occupations within the route. For example, when learning about the creative and design sector in outcome three, there is scope to include learning about creative occupations both within and outside the creative industries. When learning about occupations such as creative media technician, content creation and production roles and craft-based roles, students will have the opportunity to gain insight into the scope of these roles and the entry and progression pathways to enter 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, the outputs which students develop ideas for, the sustainable outputs they produce and the solutions they propose will be relatively straightforward and routine. They will focus on contexts that will be familiar to students. For example, students may develop ideas for and produce a simple piece of jewellery or develop ideas for and produce a short video.

Providers may want to introduce stretch and challenge for students by, for example, requiring more features to be introduced into a design solution or producing sustainable outputs which are more complex with multi-step processes required.

Holistic delivery of outcomes

The outcomes can be delivered independently of each other, possibly with each focussed on different aspects of the creative and design sector. This allows for students to explore different contexts and a range of types of creative and design ideas and outputs. It also supports students to develop ideas for a creative and design brief that are ambitious and aspirational, but then does not mean they need to produce an output related to these ideas. Separating the outcomes in this way ensures that the context supports both students' ability and progression.

However, the outcomes can also be delivered together in combination. For example, having developed ideas for an output (O1), students could then produce this output, or at least some part of it (O2) and then use this output as part of the ideas they propose for a business development opportunity (O3).

Outcome 1: Develop ideas to meet creative and design client briefs

Rationale

This outcome focusses on the development of ideas as part of the design process. This is fundamental to any occupation in the creative and design route, whether designing jewellery, content for a new advertisement or a set for a play.

The technical knowledge content of this outcome provides an understanding of the bigger picture, the range of creative and design outputs and the idea generation process. Students will also develop an understanding of the concept of audience and factors to consider when developing ideas.

In addition to technical knowledge related to developing design ideas, students will develop transferable skills such as creativity and critical thinking to support them in developing ideas. 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.

This outcome develops students' communication skills, with a focus on how to communicate their ideas to the client, using images and text. It is also envisaged that students will need to engage in oral communication with a 'client' throughout the design process, for example, clarifying requirements of a brief.

Students will also develop digital skills to support their presentations and demonstrate their designs ideas to a client.

It is envisaged that for this outcome students will be provided with a client brief that sets out requirements. Students will then learn to generate and develop ideas that can meet the brief.

Knowledge

Creative and design outputs

- Media, broadcast and production products: types, features and applications
- Craft objects: types, features and applications

Generating ideas

- Methods for generating ideas: types, characteristics and application
- Sources of inspiration for generating ideas: types, characteristics and application

Audience

- Factors to consider in relation to intended audience: types, purpose of output, equality, diversity, inclusion, accessibility and cultural sensitivities

Sustainability

- The concept of sustainable development
- Opportunities to address and support sustainability through innovative designs

Information and data

- Sources of information required to support the production of designs: purpose, typical content, format, terminology and differences between
- Types of information and data created and recorded when designing outputs
- 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, 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
- Listening activities: deep, and active
- Non-verbal communication: how they are presented, meaning of different types of body language, types and value of images and support materials as visual aids, and impact of non-verbal communication to support comprehension of key messages
- Oral communication: pitch, tone and intonation and their impact on how a message is received
- Engaging with an audience: techniques for establishing rapport when presenting proposals
- Difference between social and professional communication styles and application to different audiences for different purposes

Digital

- Software: feature, functions, and applications for presenting designs
- Management of digital information and data: classification and organisation, naming conventions, storage systems, protection methods, accessibility and formats
- Protection of organisational and client data: risks, software and procedures

Skills

Critical thinking

- Effective questioning to elicit information
- Evaluating pros and cons of information provided
- Review information from different perspectives
- Apply logic and reasoned argument to information presented
- Synthesise information from different sources
- Draw evidence-based conclusions

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
- Engage an audience
- Summarise information and data
- Apply technical language in relevant contexts
- Apply oral communication skills to clearly articulate a message
- Engage in discussion and conversation, listening to and responding to feedback
- Show respect for others' view and opinions
- Apply an inclusive approach to engaging with others
- Apply written communication techniques to produce formal reports following standard conventions
- Apply written communication skills to clearly articulate a message
- Create documents appropriate to purpose and audience
- Produce clear and coherent texts
- Sketch 2D and 3D designs for craft outputs
- Apply communication techniques to secure audience understanding
- Interpret information and data presented in different formats
- Apply appropriate vocabulary, grammar, form, structural and organisational features to reflect audience, purpose and context

Digital skills

- Organise digital information
- Store digital information securely
- Retrieve digital information
- Apply software functions to present designs to clients

Supplementary information to support teaching and learning

Illustrative examples: Develop breadth through:

Creative and design outputs

- Media, broadcast and production products including video content, media assets, events and productions
- Craft objects including jewellery, ceramics, furniture and textiles

Generating ideas

- Methods: writing down ideas, associative thinking, prototypes and testing
- Sources of inspiration: books, museums, galleries, work of others and online

Audience

- Types of audience: age, general public or specific groups/individual, interests, location and lifestyle

Information and data

- Sources of information required to support the production of designs: design briefs

Illustrative examples: Develop depth for stretch and challenge through:

- Develop risk planning and contingencies to mitigate against design idea constraints
- Use of software with different functions and features to present design ideas
- Factors that will affect the ability to turn design ideas into actual outputs: budget constraints, time, and copyright issues

Behaviours:

- Self-confidence
- Socially adept
- 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
    - Interpret information and data presented in different formats
- GCSE: Writing
    - Apply written communication skills to clearly articulate a message
    - Produce clear, coherent designs
- GCSE: Spoken language
    - Engage an audience
    - Apply technical language in relevant contexts
    - Apply oral communication skills to clearly articulate a message
    - Apply non-verbal communication techniques to support effective communication
    - Apply communication techniques to secure audience understanding
- Functional skills: Speaking listening and communication
    - Engage an audience
    - Apply technical language in relevant contexts
    - Apply oral communication skills to clearly articulate a message
    - Apply non-verbal communication techniques to support effective communication
    - Apply communication techniques to secure audience understanding
- Functional skills: Reading
    - Interpret information and data presented in different formats
    - Summarise information and data
- Functional skills: Writing
    - Apply written communication skills to clearly articulate a message
    - Produce clear, coherent texts
    - Apply appropriate vocabulary, grammar, form, structural and organisational features to reflect audience, purpose and context

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 produce designs

Outcome 2: Produce sustainable creative and design outputs to meet client briefs

Rationale

This outcome focuses on practical, hands-on creative and design technical production skills and their application to produce either media, broadcast and production products or craft objects. The technical production skills are relevant to the occupations covered by either of the T Levels in the Creative and design route. The outputs produced need to take into consideration sustainability, relevant to the output. This could be in relation to materials used, waste minimisation or other sustainability factors.

To support development of technical knowledge across the route, students will develop knowledge of the processes involved in the production of both media, broadcast and production products and craft objects. They will then apply this knowledge to the production of either media, broadcast and production products or craft objects.

Although the focus of this outcome is on technical production skills development, it also provides an opportunity for students to learn about concepts related to health and safety, tools and equipment and use of materials in contexts that relate directly to the practical tasks that they will be completing.

This outcome will also provide an opportunity to identify potential challenges students may encounter with the practical aspects of the T Level occupational specialisms.

In addition this outcome allows for the development of transferable skills including planning skills, which can be useful for students when working on practical activities as well as when planning their own work.

Students will need to read and interpret information to complete the practical activities and this is reflected in the communication skills.

There will also be a requirement to calculate resources, whether this is material or time, and this is reflected in the numeracy skills.

Digital knowledge and skills will also be developed for those students' producing media, broadcast and production products.

Knowledge

Creative and design production processes

- Media, broadcast and production products: production procedures and processes and use of media software
- Craft objects: techniques, procedures and processes

Health and safety

- Typical health and safety hazards that individuals can create and encounter when producing creative and design outputs
- Likelihood and severity of health and safety risks associated with typical hazards
- Risk assessment: purpose, use and content
- Controls used to minimise risks
- Techniques used to support healthy and safe working practices, including manual handling

Tools and equipment

- Tools: characteristics, purpose, safety, security, storage, maintenance, operation and applications
- Equipment: characteristics, purpose, safety, security, storage, maintenance, operation and applications

Materials, consumables and products

- Materials, consumables and products: characteristics, purpose, applications, qualities, and of different types used to achieve objectives
- Material quantities require to ensure minimum wastage
- Properties of different types of materials and their suitability for different purposes and applications

Sustainability

- Waste management: principles, techniques (refuse, reduce, reuse, repurpose, recycle), procedures and impact on the production of creative and design outputs
- Sustainable materials: characteristics, purpose, applications and impact on the production of creative and design outputs
- Supply chain management: key principles, concept of sustainable procurement, benefits and limitations

Information and data

- Sources of information required to produce creative and design outputs: 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

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
- Techniques for checking calculations: estimation and approximation

Skills

Technical production skills: skills related to the production of either media, broadcast and production products or craft objects

Media, broadcast and production products

- Prepare environment
- Handle equipment and materials
- Manipulate media software
- Apply technical skills in the production of a product

Craft object

- Prepare environment
- Handle tools, equipment and materials
- Manipulate materials
- Apply technical skills in the production of an object

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 Personal Protective Equipment (PPE) appropriately following agreed procedures
- Apply manual handling techniques when lifting, carrying, handling and moving tools, equipment and materials

Use of tools and equipment

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

Sustainability skills

- Use materials sustainably

- Dispose of waste sustainably
- Minimise waste

Planning

- Identify discrete steps required to achieve an outcome with attention to detail
- Estimate time and resources required to achieve an outcome
- Prioritise activities required to achieve an outcome
- Sequence activities required to achieve an outcome
- Allocate resources required for the production of outputs

Self-managing

- Monitor own performance against objectives
- Manage own time in achieving objectives
- Move within an environment demonstrating situational awareness

Self-reflecting

- Identify success criteria for a task
- Consider process and evidence available for review
- Making judgements based on evidence available

Communicating

- Interpret information and data presented in different formats

Numeracy skills

- Apply the four operations to calculate required resources
- Estimate resources required for the production of creative and design outputs

Supplementary information to support teaching and learning

Illustrative examples: Develop breadth through:

Creative and design outputs

- Media broadcast and production products: video content and media assets
- Craft objects: jewellery, ceramics, furniture and textiles

Health and safety

- Health and safety hazards: sharp objects, broken tools and equipment
- Health and safety risks slips, trips, and falls
- Controls: inspection of equipment and housekeeping

Illustrative examples: Develop depth for stretch and challenge through:

- Type of products and objects produced: more complex multi-step processes required
- Production of 'linked' digital product and craft output (for example, a fashion item that is used in a film or digital asset which showcases several produced craft objects in an online exhibition)
- Factors that can impact on successful completion and quality of products and objects
- Quality of information provided for the production process, including missing information

Behaviours:

- Resilient
- Self-confidence

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

English

- GCSE Critical reading and comprehension
    - Interpret information and data presented in different formats
- Functional skills: Reading
    - Interpret information and data presented in different formats

Maths

- GCSE: Number
    - Calculate resource requirements to produce creative and design outputs
- Functional skills: Using numbers and the number system
    - Calculate resource requirements to produce creative and design outputs

Digital

- Functional skills: Creating and editing
    - Apply software functions to produce media, broadcast and production products

Outcome 3: Develop enterprising ideas for business development opportunities in creative and design

Rationale

This outcome focuses on proposing enterprising ideas through investigation, in the context of business development opportunities in creative and design. This outcome provides students with an insight into opportunities for earning money and/or self-promotion within the creative and design sector. Business development opportunities that could be included in this outcome are in areas such as involvement in exhibitions, improving spaces, developing new products or new customers.

The technical knowledge content of this outcome sets the scene in terms of developing understanding about the creative and design sector and how cultural context needs to be considered when proposing any ideas in relation to business development opportunities. Knowledge in relation to project management is also included to support students to develop ideas which meet the requirements of scope, cost and time.

The outcome allows for the development of transferable skills of planning, analysing, investigating and decision making to enable students to plan investigations, to analyse information they find in relation to business opportunities, and make decisions on the enterprising ideas they will develop. These are valuable skills which will support their learning as they move to level 3 study.

Students will carry out investigations where they will encounter written information to read and interpret. The development of written communication skills would therefore be through their note taking and synthesis of information obtained. The written communication theme is further developed through the production of clear and coherent documentation of their ideas.

This outcome also requires students to make use of digital technology to support their project management and to present their enterprising ideas.

It is envisaged that students will interact with ‘clients’ or ‘stakeholders’ to present their enterprising ideas. This could be by presenting their ideas to employer or stakeholder representatives or non-familiar individuals who are role playing a group of employers or stakeholders. This is reflected in the oral communication skills.

Knowledge

Cultural context

- Cultural contexts in relation to business opportunities: social, political, technological and economic

- Style, taste and trends: characteristics and applications

Business

- The creative and design sector: contribution of the sector to the economy, relationship of the sector to other sectors, strategies and techniques used by businesses to improve competitiveness and features of different types of workplaces in the sector, including working conditions and types of employment
- Enterprise: key principles, concept of risk and reward, how enterprise is used to develop business change and controls that can be applied to mitigate risk
- Finance: key financial terms, sources of finance, concepts of profit, revenue, expenditure and budgeting, how they are tracked, controlled and measured and how they contribute 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 sustainable development
- Opportunities to address and support sustainability through innovative solutions

People

- Characteristics of ethical behaviour
- Professional behaviours: definitions and how behaviours are demonstrated

Project management

- Project management lifecycle: terminology, key stages and requirements at each stage
- Project planning and monitoring tools and techniques: characteristics, functions and applications
- Project proposals: key features including summary and description
- Factors to consider when planning projects: project scope, client expectations, budget, resources availability, sustainability and timeframe

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 oral communication: two-way process (send and receive messages), methods (verbal, non-verbal) and styles (formal, informal)
- 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
- Listening techniques: active and deep
- 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
- Positive communication: techniques and their application to presenting ideas
- Engaging with an audience: techniques for establishing rapport, in conversation, in discussion, in debate, obtaining and clarifying information and presenting ideas

Digital

- Software: feature, functions and applications for project management
- Software: feature, functions and applications for presenting
- Software: feature, functions and applications for production of reports
- 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
- Protection of organisational data: risks, software and procedures

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 focussed search criteria and queries to support an investigation
- Identify sources of information and data required for an investigation
- Reference sources of information
- Interrogate information and data for validity

Decision making

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

Communicating

- Synthesise information and data from different sources with attention to detail
- Engage an audience
- Summarise information and data with attention to detail
- Apply technical language in relevant contexts
- Apply active listening techniques when presenting solutions
- Apply oral communication skills to clearly articulate a message with attention to detail
- 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 and conversation listening to and responding to questions and feedback
- Show respect for others' views and opinions
- Apply communication techniques to secure audience understanding
- Interpret information and data presented in different formats
- Apply appropriate vocabulary, grammar, form, structural and organisational features to reflect audience, purpose and context

Digital skills

- Organise digital information
- Store digital information securely
- Retrieve digital information
- Apply software functions for project management
- Apply software functions for presenting
- Apply software functions to produce reports

Supplementary information to support teaching and learning

Illustrative examples: Develop breadth through:

Business

- Types of employment: freelance, partnership and limited company
- Sources of finance: grants, incentives, sponsorship, crowd funding and commercial funding

Illustrative examples: Develop depth for stretch and challenge through:

- The influence of a range of external factors on ideas for a business development opportunity
- Implications of using different funding sources for a business development opportunity
- How the supply chain of the creative economy impacts on ideas for a business development opportunity

Behaviours:

- Focussed
- Reflective
- Independent

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
- GCSE: Writing
    - Apply written communication skills to clearly articulate a message
    - Produce clear, coherent texts
    - Apply appropriate vocabulary, grammar, form, structural and organisational features to reflect audience, purpose and context
- 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 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 Functional skills: Reading
    - Interpret planning information and data presented in different formats
    - Summarise information and data
- Functional skills: Writing
    - Apply written communication skills to clearly articulate a message
    - Produce clear, coherent texts
    - Apply appropriate vocabulary, grammar, form, structural and organisational features to reflect audience, purpose and context

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 manage projects, present ideas and generate reports
    - Apply advanced software functions to manage projects present ideas and generate reports

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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