

Digital T-Level

T-LEVELS
@ Ada



ACADEMIC

A-Levels

Subject-based qualifications delivered over 2 years by school sixth forms, sixth form colleges and FE colleges

TECHNICAL

T-Levels

Classroom based programmes delivered over 2 years by an FE provider (80% in classroom and 20% on-the-job)

Apprenticeships

Work-based training for a minimum of 12 months (80% on-the-job and 20% off-the-job)

***T-Level Purpose:** To prepare students for entry into skilled employment (including higher level apprenticeships and higher education), either immediately or after higher levels of technical education (L4+)*

A Levels

Mainly provider based. Minimal work experience

Full time education: no pay

Focus on specific subject content

Awarding organisation outcomes

Prepare students for higher education

Predominantly knowledge based

T Levels

Classroom 80%, workplace 20%
(Industry Placement)

Employers: Choose whether to pay or not

Broader course content, students specialise later

Based on the same employer - designed standards

Can lead to employment, higher level apprenticeships or higher education

Combination of knowledge, skills and behaviours

Developed with **Employers**

The ARM logo is written in a lowercase, blue, sans-serif font.The BBC logo consists of three black squares, each containing a white letter: 'B', 'B', and 'C'.The SIEMENS logo is written in a teal, uppercase, sans-serif font.The BT logo features the letters 'BT' in a purple, uppercase, sans-serif font, enclosed within a purple circle.The CISCO logo features a stylized signal icon above the word 'CISCO' in a blue, uppercase, sans-serif font.The CompTIA logo is written in a white, uppercase, sans-serif font on a red rectangular background.The Nationwide logo features a white icon of a person with a gear, followed by the word 'Nationwide' in a white, uppercase, sans-serif font, all on a blue rectangular background with a red bottom border.

Why Digital?

Jobs in Computer Science are some of the most **in demand roles** in the country.

There are around 27,000 job vacancies for Computer programmers in the UK.*

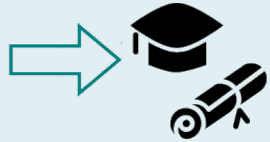
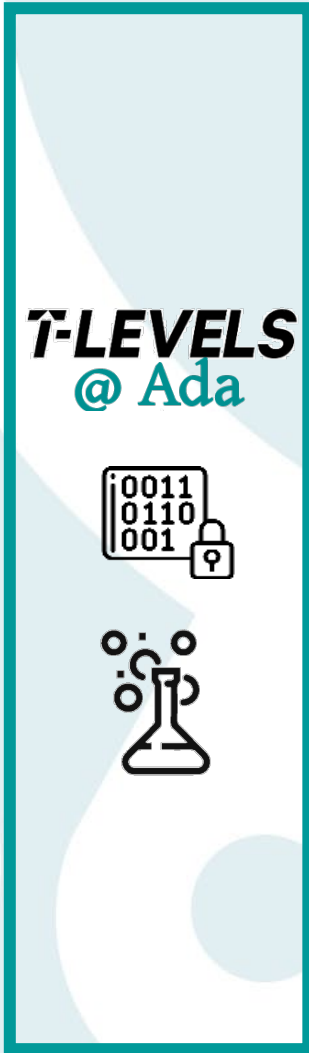
Jobs in Computer Science in general attract some of the highest salaries as well.**

2135	IT business analysts, architects and systems designers – all jobs	England, Scotland, Wales, Northern Ireland
2136	Programmers and software development professionals – all jobs	England, Scotland, Wales, Northern Ireland
2137	Web design and development professionals – all jobs	England, Scotland, Wales, Northern Ireland
2139	Information technology and communications professionals not elsewhere classified – only cyber security specialists	England, Scotland, Wales, Northern Ireland

*Indeed.com – 3rd October 2022

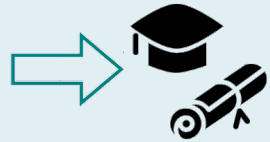
**edvoy.com/articles/highest-paying-degrees-in-uk/

GCSEs →



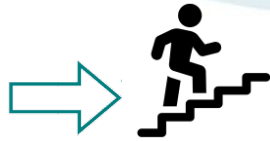
University Degree

Computer science
Software engineering



Degree Apprenticeship

Web designer
Software developer



Apprenticeship

Web developer
Computer games developer
Computer games tester



Start career

Software developer
User experience (UX) designer

What is the **structure** of the course?

Year 12

Content Type	Element to cover	Assessment Opportunity
Core Content – Paper 1	<ol style="list-style-type: none">1. Problem solving2. Introduction to programming3. Emerging issues and impact of digital4. Legislation and regulatory requirements	May/June of Year 12 (2 hours 30 mins)
Core Content – Paper 2	<ol style="list-style-type: none">5. Business context6. Data7. Digital environments8. Security	May/June of Year 12 (2 hours 30 mins)
Employer Set Project		May/June of Year 12 (14.5 hours)
Industry Placement	May-July of year 12 – with teachers visiting once a fortnight to check progress	

Year 13

Content Type	Element to cover	Assessment Opportunity
Occupational Specialist project	<ol style="list-style-type: none">1. Planning a project2. Identifying and fixing defects in an existing code3. Designing a solution4. <ol style="list-style-type: none">a) Developing a solutionb) Reflective evaluation	January of year 13 May of year 13

What is the **structure** of the course?

The course covers three main strands, similar to an A-Level student picking three distinct subjects:

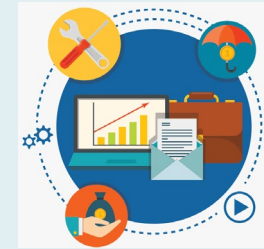
- **Programming & Algorithms**

- Learn how to solve problems using algorithms
- Learn the fundamentals of computer programming



- **Business & Data**

- Learn how a 21st century digital business operates
- Learn about the principles of data and emerging issues



- **Computer Theory**

- Learn the fundamentals of computer networks and cyber security
- Learn how organisations protect themselves from cyber attack



Core Component 1: Structure in depth

Content area 1: Problem solving

Students must be able to apply problem-solving skills to analyse problems and to identify solutions that can be developed into computer programs. Students will be expected to solve realistic problems that may form a complete solution or a sub-part of a larger program.

Content area 2: Introduction to programming

Students should be able to apply an understanding of computer programming to solve problems. Students will be expected to solve realistic problems that may form a complete solution or a sub-part of a larger program.

Content area 3: Emerging issues and impact of digital

Students should be able to apply an understanding of ethical and moral issues in the digital sector in a range of business contexts. They should explore how developments in technology

Content area 4: Legislation and regulatory requirements

Students should be able to apply an understanding of legal issues in the digital sector in a range of business contexts. Students should explore how compliance with legislation impacts on the way in which organisations and their stakeholders use and interact with digital technologies.

Students should be aware of the ever developing nature of digital technologies and keep up to date with changes in legislation in response to technological developments.



Core Component 2: Structure in depth

Content area 5: Business context

Students must apply an understanding of the business environment including the importance of serving customer and end user, business needs, stakeholders such as customers, and technological

Content area 6: Data

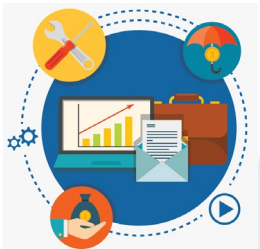
Students must apply an understanding of the use of data by organisations to support business needs. They should explore the benefits and challenges that digital technologies

Content area 7: Digital environments

Students should be able to apply an understanding of the different platforms of delivery that enable a digital environment

Content area 8: Security

Students should be able to apply an understanding of the potential risks posed by the use of digital to an organisation and its stakeholders. Students should explore established and emerging risks, and understand ways in which risks can be mitigated. They should be able to demonstrate an understanding of risks and mitigation measures in a range of business contexts.



Assessment in detail

Paper 1 & Paper 2 Examples – Year 12

Level 3 Technical Qualification in Digital: Digital Production, Design and Development

Specimen assessment material for first teaching
September 2020

Time: 2 hours 30 minutes

Paper Reference XXXX/01

Paper 1: Digital Analysis, Legislation and Emerging Issues

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or a ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- There are two sections in this question paper. Answer **all** questions in Section A and Section B.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 100.
- The marks for each question are shown in brackets.
 - *use this as a guide to how much time to spend on each question.*

Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

Level 3 Technical Qualification in Digital: Digital Production, Design and Development

Specimen assessment material for first teaching
September 2020

Time: 2 hours 30 minutes

Paper Reference XXXX/01

Paper 2: The Business Environment

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or a ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- There are two sections in this question paper. Answer **all** questions in Section A and Section B.
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Assessment in detail

Employer set projects – Year 12

T Level Technical Qualification in Digital: Digital Production, Design and Development

Additional Sample Assessment Material

Component: Employer Set Project

This booklet contains material for the completion of the set task under supervised conditions.

This booklet is specific to each series and this material must only be issued to students who have been entered to undertake the task in the relevant series.

This booklet must be kept securely until the start of the timetabled assessment.

Level

3

Total Marks

9

Controlled
hours

1.5

T Level Technical Qualification in Digital: Digital Production, Design and Development

Additional Sample Assessment Material

Component: Employer Set Project

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This booklet must be kept securely until the start of the timetabled assessment.

Level

3

Total Marks

21

Controlled
hours

3

Task 2

Identifying and fixing defects in an existing code

Assessment in detail

Year 13 – Occupational Specialist Project

<p>T Level Technical Qualification in Digital: Digital Product Development</p>	<p>T Level Technical Qualification in Digital: Digital Product Development</p>	<p>T Level Technical Qualification in Digital: Digital Product Development</p>	<p>T Level Technical Qualification in Digital: Digital Production, Design and Development</p>						
<p>Specimen assessment material for first teaching September 2020</p>	<p>Specimen assessment material for first teaching September 2020</p>	<p>Specimen assessment material for first teaching September 2020</p>	<p>Specimen assessment material for first teaching September 2020</p>						
<p>Component: Occupational Specialist Project</p>	<p>Component: Occupational Specialist Project</p>	<p>Component: Occupational Specialist Project</p>	<p>Component: Occupational Specialism</p>						
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<p>Task 1 Analysing the problem and identifying the requirements</p>	<p>Task 2 Developing the solution</p>	<p>Task 3 Part A Gathering feedback to inform future development</p>	<p>Task 3 Part B Evaluating feedback to inform future development</p>						
			<table border="1"> <tr> <td>Level</td> <td>3</td> </tr> <tr> <td>Total Marks</td> <td>15</td> </tr> <tr> <td>Controlled hours</td> <td>2</td> </tr> </table>	Level	3	Total Marks	15	Controlled hours	2
Level	3								
Total Marks	15								
Controlled hours	2								

Securing a work placement

IBM are the school's key industry partner, and have agreed to take a number of students for their placement as part of the Digital T-Level.

Students will be working on real life projects, securing incredible experience and contributing to the business in a meaningful way.

IBM will also offer some of these students the chance to apply for their prestigious post-18 degree apprenticeship program.



Securing your T-Level place

You will need:

- 8 x GCSEs at grade 5 or above, including Maths & English
- Computer Science Grade 6 or above
 - If Computer Science was **not** taken as a GCSE option, you will need to demonstrate your aptitude and interest in the subject through 20 hours in Skills Build or Code Avengers.

Any Questions?

The background features a light blue gradient with several large, white, organic, rounded shapes that resemble stylized figures or abstract patterns. These shapes are scattered across the frame, with some containing smaller light blue circles. The overall aesthetic is clean and modern.