

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**

arm

B B C

SIEMENS

BT

CISCO

CompTIA

Nationwide



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.*

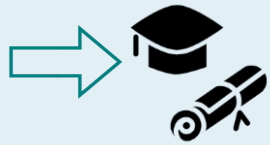
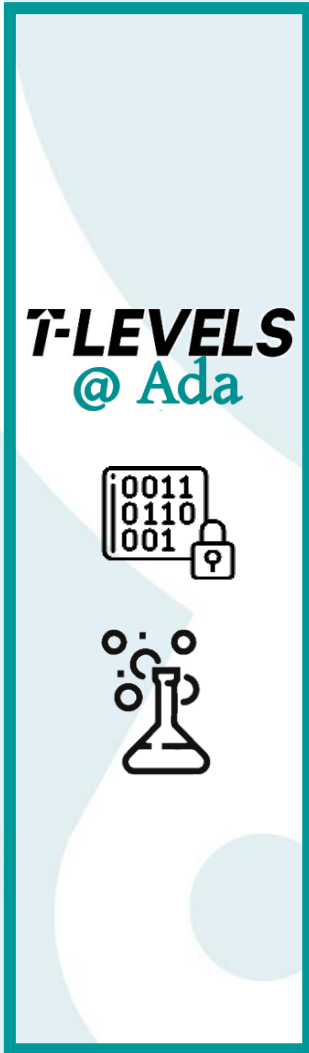
Jobs in Computer Science in general attract some of the highest salaries as well.**

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

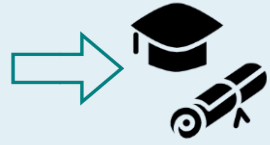
**edvoy.com/articles/highest-paying-degrees-in-uk/

GCSEs →



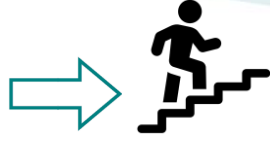
University Degree

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

Content area 2: Introduction to programming

Students should be able to apply an understanding of computer programming to solve problems. Students should be able to design, read, write and debug program code.

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 impact on organisations, individuals and society as a whole.

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, suppliers, government and the social, political, legal and

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 access to digital tools and services. They should explore how different digital environments

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.



Facilities at Ada Lovelace School

Year 12 Room



Year 13 OSP Room



Securing a work placement

IBM are the school's main industry partner

We also have strong links with other organisations which offer work placements



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



Student A

Year 13 Digital T Level Student at Ada Lovelace

Y12:

Completed a 6-week placement with Cisco focussing on AI, Cyber Security, and Networking.

4-week placement at IBM where I built a website and developed my programming & leadership skills.

After Y13:

I have been shortlisted as likely future apprentice to return to Cisco (starting salary of £29,000 per year).

Student B

Year 13 Digital T Level Student at Ada Lovelace

So far:

Completed a 6-week placement with Cisco focussing on AI, Cyber Security, and Networking.

Completed 4-week placement with IBM to build a website and develop my programming & leadership skills.

After Y13:

I have been shortlisted as likely future apprentice to return to Cisco (starting salary of £29,000 per year).

Securing your T-Level place

You will need:

- 6 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?

