

# Pupils' Progress Review (PPR 1)

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_ Term \_\_\_\_\_

Please use this form together with the information attached to carry out a self-evaluation and progress review with your son after the parents Evening. The information will help you to understand and help to plan a career pathway that suits your son's interest, strengths and skills.

**Target level/grade:**

**Have you met the subject targets? What areas need improvement?**

English

Maths

Science

Arabic

RS

Geography

History

# Career Pathways Post 16

Level 2	-Retakes GCSE's Maths & English and other subjects	
	-BTEC First	(Eq. to 5 GCSE's, Vocational courses related to a job skill)
	-Apprenticeship	(Intermediate, eq. to 5 GCSE's or an NVQ Level 2)
Level 3	-A-level's	(3 subjects)
	-Vocational Courses	(BTEC National Diplomas)
	-T Levels	(Eq. 3 A – levels with Work Experience element))
	-Apprenticeships	(Advanced eq. 2 A-levels)
Level 4	-Apprenticeships	(Higher level, eq. NVQ L4, Foundation degree, HNC, HND)
Level 6	-Degree	(3-4yrs)
	-Apprenticeships	(3-6yrs)
	-School leavers training programme (Degree & work)	

## Choosing the right pathway for you!

After GCSEs **there are four main pathways to choose from** and making the decision between the different pathways needs careful thought.

- [A-Levels](#) - either on their own or in combination with Applied General Qualifications.
- [Apprenticeships](#) - earning while you learn with most of the training on the job with an employer and some time learning at college.
- [Vocational Courses](#) - courses that are job related. These will be focused either on a general area such as business or on a specific job such as hairdressing
- **T Levels** are new courses which will follow GCSEs and will be equivalent to 3 A Levels. These 2-year courses have been developed in collaboration with employers and businesses so that the content meets the needs of industry and prepares students for work. They will provide the knowledge and experience needed to open the door into skilled employment, further study or a higher apprenticeship.

There are also opportunities for young people to work or [volunteer for 20 hours a week](#) as long as they are also working towards a qualification -

## What you can do to make the right choice

- What GCSE grades you have achieved.
- How you like to learn.
- Where and what you would like to study later.
- What job/career you would like in the future.

### What you can do to make the right choice

Find out about the different careers that interest you - you can take careers quizzes to find out what jobs might suit you.

Get advice from the people who know you (like your parents and teachers) and from those with expertise in this area, such as careers advisers.

Look at the qualifications on offer to you in your school and in local colleges and also consider whether an apprenticeship might be a good route for you.

If you are interested in a higher-education course at 18/19 or in the future, then check out the entry requirements-

Find out what other people with the qualifications you are interested in have gone on to do.

Look in the Help with choosing section of Career pilot to find links to other sites that can help you make the right choice for you

<https://www.careerpilot.org.uk/information/your-choices-at-16/the-different-pathways-you-can-choose-at-16>

## Your Personal Calendar Autumn Term 2023

	Think about careers that interest you and find out as much about them as you can.
	Use your local online <a href="#">14-19 prospectus</a> and the resources in your local Library Resource Centre to research your post-16 options and local opportunities.
	Collect information about options that interest you and attend open days.
	If you do not have a firm career idea, think about how you can keep your future options open.
	Find out about the common application process for post-16 courses in your area.
	Check application deadlines for options that interest you – there may be some this term.
	Attend Skills Event at Excel with School. Request information about Apprenticeships, including how to apply.
	Talk to your teachers, Personal Careers advisor about your plans and next steps.
	Discuss your ideas with your family, friends and teachers.
	Create a revision plan that works for you and stick to it.
	Be prepared to rethink your plans if your predicted grades change because of mock exams and other assessments – they could go up as well as down.
	Update or create a portfolio of evidence to help you with applications and interviews.

## Spring term 2024

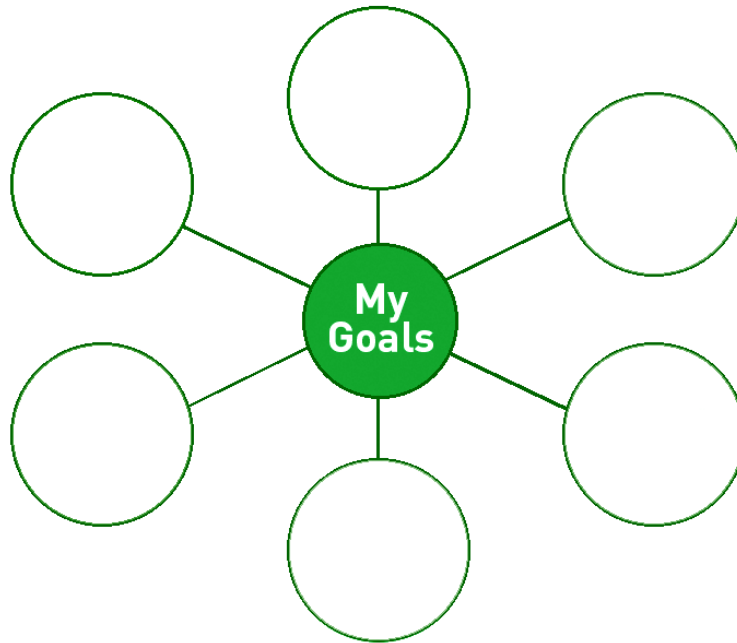
	Prioritise your choices.
	Apply for your chosen post-16 option, making sure you have a back-up plan.
	Prepare for interviews.
	Check that you have completed projects and other assignments.
	Create a revision plan and stick to it.
	Check out deadlines for colleges and Apprenticeship schemes and make sure you apply well before the deadline. Minimum of 3 choices
	If you are still not sure what to do, speak to your Careers personal adviser. Remember that the September Guarantee entitles you to an offer of post-16 learning that meets your needs and you will receive help to choose well.

## Summer term 2024

	If you still have no plans, make an appointment to see your Career personal adviser.
	Speak to your personal adviser if you are looking for a job with training.
	Check that you have received and confirmed the offer of a place in education or training – you can still apply if you have not done so yet.
	Think about doing some work experience or voluntary work in the summer holidays – you may even be able to get a job.
	GCSE results are out on 20 <sup>th</sup> August 2020. If your results are better or worse than expected, you can still drop into colleges for admissions on a range of courses. The school leaving date is the last Friday in June.

A goal is something you want to do in the future – something to aim for. A goal can be achievable in a year (short-term) or in the next two or three years (longer term). You can change your mind later.

You can set goals for your learning, personal life or career.



## Career Plan

The decision you make about your next steps will affect your future. So it's worth spending time developing a careers plan.

**Your longer term plans (First choice)**

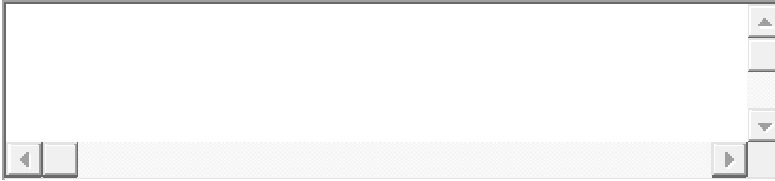
**First Choice:**

**This appeals to me because:**

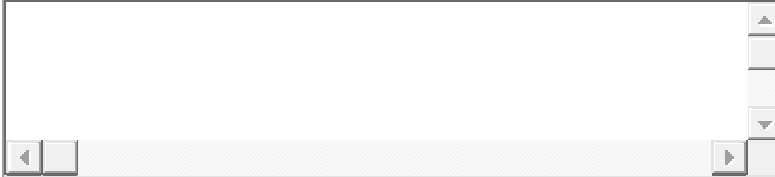
**What subjects and grades will I require to achieve this?:**

## Your longer term plans (Second choice)

### Second choice:

### This appeals to me because:

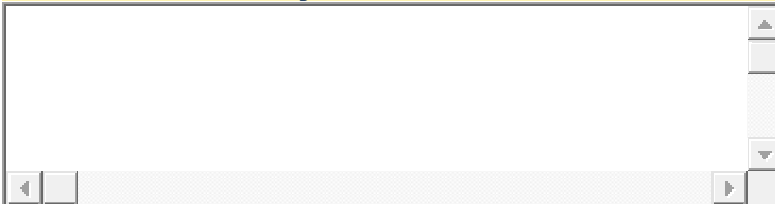
  


### What subjects and grades will I require to achieve this? :


## Your job interests

### I am interested in a job that would involve me in:

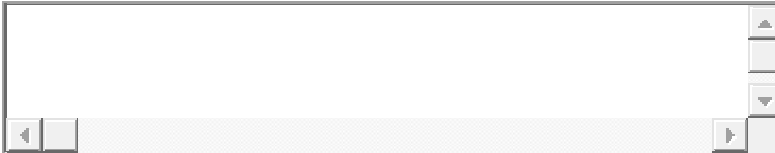
  


## Choices at the end of this programme of study

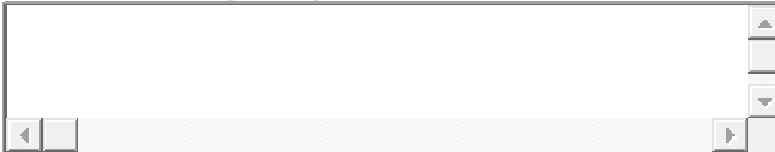
**I think about going to college:**

  
A text input field with a light gray background and a thin border. On the right side, there are four small square buttons: a triangle pointing up, a square, a triangle pointing down, and a square. On the left side, there are two small square buttons: a triangle pointing left and a square. On the right side, there is a small square button with a triangle pointing right.

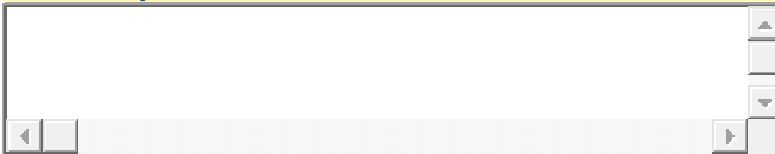
**I think about finding a job with training:**

  
A text input field with a light gray background and a thin border. On the right side, there are four small square buttons: a triangle pointing up, a square, a triangle pointing down, and a square. On the left side, there are two small square buttons: a triangle pointing left and a square. On the right side, there is a small square button with a triangle pointing right.

**At transition my likely choice is to..:**

  
A text input field with a light gray background and a thin border. On the right side, there are four small square buttons: a triangle pointing up, a square, a triangle pointing down, and a square. On the left side, there are two small square buttons: a triangle pointing left and a square. On the right side, there is a small square button with a triangle pointing right.

**What steps have I taken so far to achieve this?:**

  
A text input field with a light gray background and a thin border. On the right side, there are four small square buttons: a triangle pointing up, a square, a triangle pointing down, and a square. On the left side, there are two small square buttons: a triangle pointing left and a square. On the right side, there is a small square button with a triangle pointing right.

# Qualification levels

The table below shows some examples of qualifications at each level under the various frameworks. The list is not exhaustive.

Qualification level	Examples of qualifications	What they give you
Entry	<ul style="list-style-type: none"> <li>• Entry level awards, certificates and diplomas</li> <li>• Essential skills at entry level</li> </ul>	<ul style="list-style-type: none"> <li>• basic knowledge and skills</li> <li>• ability to apply learning in everyday situations</li> <li>• not geared towards specific occupations</li> </ul>
One	<ul style="list-style-type: none"> <li>• GCSE grades D-G (and grades 3 to 1 in England)</li> <li>• level one awards, diplomas and certificates</li> <li>• Key Skills level 1</li> <li>• NVQs</li> <li>• Essential Skills</li> <li>• Music grades 1 to 3</li> </ul>	<ul style="list-style-type: none"> <li>• basic knowledge and skills</li> <li>• ability to apply learning with guidance or supervision</li> <li>• may be linked to job competence</li> </ul>
Two	<ul style="list-style-type: none"> <li>• GCSE grades A*- C (and grades 4 to 9 in England)</li> <li>• intermediate apprenticeships</li> <li>• Level 2 awards, diplomas and certificates</li> <li>• OCR Nationals</li> <li>• NVQs</li> <li>• Essential Skills</li> <li>• Music grades 4 and 5</li> <li>• O level - grades A-C</li> </ul>	<ul style="list-style-type: none"> <li>• good knowledge and understanding of a subject</li> <li>• ability to do a variety of tasks with some guidance or supervision</li> <li>• suitable for many job roles</li> </ul>
Three	<ul style="list-style-type: none"> <li>• AS and A levels</li> <li>• Access to Higher Education diploma</li> <li>• advanced apprenticeship</li> <li>• International Baccalaureate</li> <li>• NVQs</li> <li>• BTEC diplomas, certificates and awards</li> <li>• BTEC Nationals</li> <li>• OCR Nationals</li> <li>• Music grades 6 to 8</li> </ul>	<ul style="list-style-type: none"> <li>• ability to gain or apply a range of knowledge, skills and understanding at a detailed level</li> <li>• appropriate if you plan to go to university, work independently or (in some cases) supervise and train others in their field of work</li> </ul>
Four	<ul style="list-style-type: none"> <li>• NVQs</li> <li>• BTEC Professional diplomas, certificates and awards</li> <li>• HNCs</li> <li>• Certifications of Higher Education (CertHE)</li> <li>• Higher apprenticeship</li> </ul>	<ul style="list-style-type: none"> <li>• specialist learning, involving detailed analysis of a high level of information and knowledge in an area of work or study</li> <li>• suitable for people working in technical and professional jobs, and/or managing and developing others</li> </ul>
Five	<ul style="list-style-type: none"> <li>• HNDs</li> <li>• NVQs</li> <li>• BTEC Professional diplomas, certificates and awards</li> <li>• Foundation degrees</li> <li>• Diploma of higher education (DipHE)</li> </ul>	<ul style="list-style-type: none"> <li>• ability to increase the depth of knowledge and understanding of an area of work or study, so you can respond to complex problems and situations</li> <li>• involves high level of work expertise and competence in managing and training others</li> </ul>



Qualification level	Examples of qualifications	What they give you
		<ul style="list-style-type: none"> <li>• suitable for people working as higher grade technicians, professionals or managers</li> </ul>
Six	<ul style="list-style-type: none"> <li>• Bachelor's degrees</li> <li>• Professional Graduate Certificate in Education</li> <li>• Graduate diplomas</li> <li>• BTEC Advanced Professional diplomas, certificates and awards</li> <li>• degree apprenticeship</li> </ul>	<ul style="list-style-type: none"> <li>• a specialist, high-level knowledge of an area of work or study, to allow you to use your own ideas and research in response to complex problems and situations</li> <li>• suitable for people working as knowledge-based professionals or in professional management positions</li> </ul>
Seven	<ul style="list-style-type: none"> <li>• Master's degrees</li> <li>• Postgraduate Certificate in Education</li> <li>• BTEC Advanced Professional diplomas, certificates and awards</li> </ul>	<ul style="list-style-type: none"> <li>• highly developed and complex levels of knowledge, enabling you to develop original responses to complicated and unpredictable problems and situations</li> <li>• suitable for senior professionals and managers</li> </ul>
Eight	<ul style="list-style-type: none"> <li>• Doctoral degrees</li> <li>• specialist awards, certificates and diplomas</li> </ul>	<ul style="list-style-type: none"> <li>• opportunity to develop new and creative approaches that extend or redefine existing knowledge or professional practice</li> <li>• suitable for leading experts or practitioners in a particular field</li> </ul>

More information on the frameworks and associated levels, including comparisons with other countries can be found on the [Council for Curriculum, Examinations and Assessments \(CCEA\) website](#)(external link opens in a new window / tab).

# T Levels: what they are

T Levels are new courses which will follow GCSEs and will be equivalent to 3 A Levels. These 2-year courses have been developed in collaboration with employers and businesses so that the content meets the needs of industry and prepares students for work.

T Levels will offer students a mixture of classroom learning and 'on-the-job' experience during an industry placement of at least 315 hours (approximately 45 days). They will provide the knowledge and experience needed to open the door into skilled employment, further study or a higher apprenticeship. <https://www.tlevels.gov.uk/>

Students will be able to take a T Level in the following subject areas:

- accountancy
- agriculture, land management and production
- animal care and management
- building services engineering
- catering
- craft and design
- cultural heritage and visitor attractions
- design, development and control
- design, surveying and planning
- digital business services
- digital production, design and development
- digital support and services
- education
- financial
- hair, beauty and aesthetics
- health
- healthcare science
- human resources
- legal
- maintenance, installation and repair
- management and administration
- manufacturing and process
- media, broadcast and production
- onsite construction
- science

## When they will start

The first 3 T Levels will be available at selected colleges and schools (providers) across England in September 2020. This means pupils who entered year 10 in September 2018 will be the first to be able to study them.

We have published a [list of the providers](#) who will be offering the first courses in:

- digital production, design and development
- design, surveying and planning
- education

## How T Levels will work with other post-16 choices

T Levels will become one of the main choices for students after GCSE alongside:

- apprenticeships for students who wish to learn a specific occupation 'on the job'
- A levels for students who wish to continue academic education

We are currently reviewing post-GCSE qualifications to create a simpler, high-quality system that students, parents and employers will all understand.

T Levels will be based on the same standards as apprenticeships, designed by employers and approved by the [Institute for Apprenticeships and Technical Education \(the Institute\)](#). We expect the total time for a T Level to be around 1,800 hours over the 2 years, including the industry placement. This is a significant increase on most current technical education courses.

This differs from an apprenticeship, which is typically 80% on-the-job and 20% in the classroom and is more suited to those who know what occupation they want to pursue, want to earn a wage and learn at the same time and are ready to enter the workforce at age 16.

## How T Levels are being developed

Employers and providers are working together to develop each T Level, with support from DfE and the Institute. Groups of employers define the skills and requirements for each T Level course by participating in [T Level panels](#). This ensures that students taking T Levels will develop the technical knowledge and skills required by employers in that industry.

The T Level panels have been developing the [content for the qualification](#), based on the same standards as apprenticeships and these plans are being tested and reviewed with students, education providers and employers.

## Structure of a T Level

T Level courses will include the following compulsory elements:

a technical qualification, which will include

- core theory, concepts and skills for an industry area
- specialist skills and knowledge for an occupation or career

- an industry placement with an employer
- a minimum standard in maths and English if students have not already achieved them

## **Industry placements**

Every T Level will include an industry placement with an employer focused on developing the practical and technical skills required for the occupation. These will last a minimum of 315 hours (approximately 45 days) but can last longer. Employers can offer [industry placements](#) as a block, day release or a mix of these, and can discuss sharing part of the placement with another employer if necessary.

Providers will support employers offering industry placements. This will include assistance with the necessary paperwork, a careful planning process and support with designing the industry placement.

The Education and Skills Funding Agency (ESFA) and National Apprenticeship Service (part of ESFA) will work with employers and providers on industry placements. Employers interested in finding out more about industry placements can contact 08000 150 600 or email [tlevel.placement@education.gov.uk](mailto:tlevel.placement@education.gov.uk).

## **Grading and certification**

Students who complete their T Level will receive an overall grade of pass, merit, distinction or distinction\*. They will get a nationally recognised certificate which will show their overall grade and a breakdown of what they have achieved.

The T Level certificate will include:

- an overall grade for the T Level, shown as pass, merit, distinction or distinction\*
- a separate grade for the core component, using A\* to E
- a separate grade for each occupational specialism, shown as pass, merit or distinction

It will also include confirmation that the student has:

- met the minimum requirements for maths and English qualifications
- completed the industry placement
- met any additional mandatory requirements

A student's overall T Level grade will be worked out from the grades they achieved on the core component and the occupational specialism(s).

Students who do not pass all elements of their T Level will get a T Level statement of achievement which will show the elements they have completed.

## UCAS tariff points

T Levels will provide several progression options to students. These include skilled employment, an apprenticeship and higher education.

To help T Level students get into higher education, UCAS tariff points will be allocated to T Levels.

UCAS points will only be allocated to the overall T Level grade. Students must achieve at least an overall pass grade to receive UCAS points.

UCAS tariff points	T Level overall grade	A level
168	Distinction* (A* on the core and distinction in the occupational specialism)	AAA*
144	Distinction	AAA
120	Merit	BBB
96	Pass (C or above on the core)	CCC
72	Pass (D or E on the core)	DDD

## Funding and support for providers

We recognise that significant additional funding will be needed for the successful introduction and delivery of T Levels.

We have already announced additional funding of £500 million a year, once T Levels are fully rolled out, to help providers meet the costs of additional teaching hours and organising industry placements.

Providers of the first 3 T Levels will be able to apply for funding for up-to-date equipment and facilities. They will also be able to access training to help prepare their teachers and leaders.

For more information, visit [T Levels: next steps for providers](#).

## **Timeline**

### **Autumn 2020**

First T Level programmes start for specific occupations in 3 industries:

- digital production, design and development (digital industry)
- design, surveying and planning (construction industry)
- education (education and childcare industry)

### **Autumn 2021**

T Level courses start in these subject areas:

- building services engineering
- digital business services
- digital support and services
- health
- healthcare science
- onsite construction
- science

### **Get involved**

Find out more about the [next steps for providers and how to get involved](#).

Employers interested in finding out more about industry placements, can contact 08000 150 600 or email [tlevel.placement@education.gov.uk](mailto:tlevel.placement@education.gov.uk).

Read the [T Level action plan](#) for detailed information about how we're developing the T Level qualifications for post-16 students.

[Get email updates when this page is updated](#).

## Providers planning to deliver the T Level Transition Programme from the 2020 to 2021 academic year

Name	Region
Access Creative College (Access to Music Ltd.)	West Midlands
Barnsley College	Yorkshire and the Humber
Bishop Burton College	Yorkshire and the Humber
Blackpool and The Fylde College	North West
Bridgwater & Taunton College	South West
Cardinal Newman College	North West
Chichester College Group	South East
Cirencester College	South West
City College Norwich	East of England
City of Stoke-on-Trent Sixth Form College	West Midlands
Cranford Community College	London
Derby College	East Midlands
Dudley College of Technology	West Midlands
East Sussex College Group	South East
Exeter College	South West
Fareham College	South East
Farnborough College of Technology	South East
Gateshead College	North East
Grimsby Institute of Further & Higher Education	Yorkshire and the Humber
Havant and South Downs College	South East
HCUC (Harrow College and Uxbridge College)	London
La Retraite RC Girls School	London
Lordswood Girls' School & Sixth Form Centre	West Midlands
Nelson and Colne College	North West

<b>Name</b>	<b>Region</b>
New College Durham	North East
Oldham Sixth Form College	North West
Peter Symonds College	South East
Priestley College	North West
Runshaw College	North West
Scarborough Sixth Form College	Yorkshire and the Humber
ShIPLEY College of Further Education	Yorkshire and the Humber
Strode College	South West
Suffolk New College	East of England
The College of Richard Collyer	South East
Truro and Penwith College	South West
Ursuline High School	London
Weston College	South West