

## TRIP BRIEF ONE

PROJECT BRIEF: Supporting delivery of Core Knowledge Content

### Overview

Produce high quality and accessible materials to support an applied approach to the delivery of specific areas of Core Knowledge Content. The approach to delivery should be focused on supporting higher order thinking skills to maximise learner understanding.

T Level routes and areas of Core Knowledge Content to which this project brief applies:

T Level route	Areas of Core Knowledge Content to select (as specified in outline content)
Agriculture, environmental and animal care	<ul style="list-style-type: none"> <li>Working in the agriculture, environmental and animal care sector</li> <li>Supply chain</li> </ul>
Business and administration	<ul style="list-style-type: none"> <li>Quality compliance</li> <li>Policies and change management</li> </ul>
Construction and the built environment	<ul style="list-style-type: none"> <li>Measurement</li> <li>Relationship management</li> </ul>
Creative and design	<ul style="list-style-type: none"> <li>The creative economy</li> <li>Professionalism and ethics</li> </ul>
Digital	<ul style="list-style-type: none"> <li>Learning</li> <li>Testing</li> </ul>
Education and early years	<ul style="list-style-type: none"> <li>Parents, families and carers</li> <li>Special educational needs and disabilities</li> </ul>
Engineering and manufacturing	<ul style="list-style-type: none"> <li>Working within the engineering and manufacturing sectors</li> <li>Recognised standards in engineering and manufacturing</li> </ul>
Health and science	<ul style="list-style-type: none"> <li>Managing information and data within the health and science sector</li> </ul>

	<ul style="list-style-type: none"> <li>• Good scientific and clinical practice</li> </ul>
Legal, finance and accounting	<ul style="list-style-type: none"> <li>• Careers within the legal, finance and accounting professions</li> <li>• Security and risk</li> </ul>
Sales, marketing and procurement	<ul style="list-style-type: none"> <li>• Procurement</li> <li>• Technology</li> </ul>

#### **Rationale for routes and areas of Core Knowledge Content**

These routes and areas of Core Knowledge Content are those which have been highlighted by Awarding Organisations and providers as challenging for learners. These areas provide opportunities to focus on applied learning and develop higher order thinking skills. Additionally, these routes and areas of Core Knowledge Content address gaps in current resources to support providers.

#### **Guidance on final outputs to be produced**

A package of materials to support learners to develop understanding of Core Knowledge Content.

For the specified Core Knowledge Content, the materials developed must consist of:

- A Framework for Learning (diagram and narrative), to scaffold:
  - the development of learner's higher order skills
  - the achievement of an applied and purposeful outcome.
- Sequenced lesson plans to cover a minimum of 20 hours of learning. Each lesson plan needs to include:
  - Learning aim(s)
  - Timings
  - Teacher activities
  - Learner activities (including use of AI)
  - Formative assessment activities
  - Reference to support materials and required resources
  - Reference to embedded English, maths and digital skills
  - Special Educational Needs and Disabilities (SEND) adaptations.
- Support materials to enhance learner engagement and maximise learning (e.g. slide decks, handouts, formative assessment, employer related case studies).
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All outputs must comply with ETF brand guidelines, utilising the templates provided, and be of a publishable quality, including formatting, spelling, grammar and consistency.

All communications will be through MS Teams. Throughout the project, developed outputs will need to be uploaded, reviewed and discussed via MS Teams. The provider will need to ensure that both a member of the Senior Leadership Team and the producer can access an external MS Teams channel.

### **Funding, roles and responsibilities**

Each project will require one **Producer** who will be funded £10,000 to produce the agreed outputs. At the commencement of the project the producer will need to attend:

1. a face-to-face inception meeting on **4 November** in London
2. a face-to-face collaborative scoping meeting on either 11 November (North) or 12 November (Midlands) or 13 November (South).

Both of these meetings are for those individuals who will be responsible for the actual production of the T Level specific outputs.

The producer will also be required to host and attend three face-to-face workshops (December to April) as per the agreed project plan, developed at the scoping meeting. The producer will also need to carry out activities between workshops to produce required materials.

Each project, where possible, will be supported by a **Resource Advisor**. The Resource Advisor will attend the three face-to-face workshops to support the producer with the development of the lesson plans and supporting materials. The Resource Advisor will focus on supporting technical accuracy of content and alternative pedagogical approaches.

Each project will be supported by an **AoC TRIP Lead** who will work with the producer to develop a project plan and ensure the outputs meet the required quality standards at the agreed milestone dates.

Each project will be assigned an **AoC Quality Manager** who will work with the AoC TRIP lead and producer to ensure the outputs are of a publishable quality, including formatting, spelling, grammar, consistency and comply with brand guidelines.

## TRIP BRIEF TWO

PROJECT BRIEF: Supporting the development of contextualised Core Skills

### Overview

Produce high quality and accessible materials to support an applied approach to the development of a specific Core Skill. The approach to delivery should be focused on supporting high level skills to maximise learner development and mastery of the skill.

T Level routes and specific Core Skills to which this project brief applies:

T Level route	Core Skill (as specified in outline content)
Agriculture, environmental and animal care	<ul style="list-style-type: none"> <li>Working in a team</li> <li>Analysing</li> </ul>
Business and administration	<ul style="list-style-type: none"> <li>Undertaking research</li> <li>Reflective practice</li> </ul>
Construction and the built environment	<ul style="list-style-type: none"> <li>Applying a logical approach</li> <li>Primary research</li> </ul>
Creative and design	<ul style="list-style-type: none"> <li>Working collaboratively with others</li> <li>Communicating ideas</li> </ul>
Digital	<ul style="list-style-type: none"> <li>Applying a logical approach to problem solving</li> <li>Communicate information clearly to a technical and non-technical audience</li> </ul>
Education and early years	<ul style="list-style-type: none"> <li>Communication</li> <li>Working with others</li> </ul>
Engineering and manufacturing	<ul style="list-style-type: none"> <li>Communicate and present outcomes and evidence</li> <li>Analyse and interpret an employer-set brief</li> </ul>
Health and science	<ul style="list-style-type: none"> <li>Team working</li> <li>Researching</li> </ul>
Legal, finance and accounting	<ul style="list-style-type: none"> <li>Convey information clearly to lay and professional people</li> <li>Work collaboratively as a member of a team</li> </ul>

Sales, marketing and procurement	<ul style="list-style-type: none"> <li>• Creative thinking</li> <li>• Reflective practice</li> </ul>
<p><b>Rationale for routes and Core Skills</b></p> <p>These routes and Core Skills are those which have been highlighted by Awarding Organisations and providers as challenging for learners. These Core Skills provide opportunities to focus on applied learning and develop mastery of these skills. Additionally, these routes and Core Skills address gaps in current resources to support providers.</p>	
<p><b>Guidance on final outputs to be produced</b></p> <p>A package of materials to support learners to develop understanding of a specified Core Skill.</p> <p>For the specified Core Skill, the materials developed must consist of:</p> <ul style="list-style-type: none"> <li>• A Framework for Learning (diagram and narrative), to scaffold: <ul style="list-style-type: none"> <li>• the development of learner's higher order skills</li> <li>• the achievement of an applied and purposeful output(s).</li> </ul> </li> <li>• Sequenced lesson plans to cover a minimum of 20 hours of learning. <p>Lesson plans need to include:</p> <ul style="list-style-type: none"> <li>▪ Learning aim(s)</li> <li>▪ Timings</li> <li>▪ Teacher activities</li> <li>▪ Learner activities (including use of AI)</li> <li>▪ Formative assessment activities</li> <li>▪ Reference to support materials and required resources</li> <li>▪ Reference to embedded English, maths and digital skills</li> <li>▪ Special Educational Needs and Disabilities (SEND) adaptations.</li> </ul> </li> <li>• Support materials to enhance learner engagement and maximise learning (e.g. slide decks, handouts, formative assessment, employer related case studies).</li> </ul> <p>All outputs must comply with ETF brand guidelines, utilising the templates provided, and be of a publishable quality, including formatting, spelling, grammar and consistency.</p> <p>All communications will be through MS Teams. Throughout the project, developed outputs will need to be uploaded, reviewed and discussed via MS Teams. The provider will need to ensure that both a member of the Senior Leadership team and the producer can access an external MS Teams channel.</p>	
<p><b>Funding, roles and responsibilities</b></p> <p>Each project will require one <b>Producer</b> who will be funded £10,000 to produce the agreed outputs. At the commencement of the project the producer will need to attend:</p> <ol style="list-style-type: none"> <li>1. a face-to-face inception meeting on <b>4 November</b> in London</li> </ol>	

2. a face-to-face collaborative scoping meeting on either 11 November (North) or 12 November (Midlands) or 13 November (South).

Both of these meetings are for those individuals who will be responsible for the actual production of the T Level specific outputs.

The producer will also be required to host and attend three face-to-face workshops (December to April) as per the agreed project plan, developed at the scoping meeting. The producer will also need to carry out activities between workshops to produce required materials.

Each project, where possible, will be supported by a **Resource Advisor**. The Resource Advisor will attend the three face-to-face workshops to support the producer with the development of the lesson plans and supporting materials. The Resource Advisor will focus on supporting technical accuracy of content and alternative pedagogical approaches.

Each project will be supported by an **AoC TRIP Lead** who will work with the producer to develop a project plan and ensure the outputs meet the required quality standards at the agreed milestone dates.

Each project will be assigned an **AoC Quality Manager** who will work with the AoC TRIP lead and producer to ensure the outputs are of a publishable quality, including formatting, spelling, grammar, consistency and comply with brand guidelines.

## TRIP BRIEF THREE

PROJECT BRIEF: Supporting formative assessment of Core Knowledge Content

### Overview

Produce a formative assessment and development package to support learner understanding and application of specific areas of Core Knowledge Content.

This project relates to the following routes:

- Construction and the built environment
- Digital
- Education and early years
- Engineering and manufacturing
- Health and science
- Sales, marketing and procurement.

### Rationale for routes

These routes are those where there are new specifications available or to address gaps in current resources to support providers.

### Guidance on final outputs to be reviewed

A package of formative materials for **two specified areas** of Core Knowledge Content from a specific T Level.

For the specified Core Knowledge Content areas, the materials developed must consist of:

- a minimum of 20 questions to evaluate students' ability to apply their knowledge and understanding to different contexts and situations
- a minimum of 10 questions to evaluate students' ability to analyse and evaluate information and issues and propose solutions
- two examples of responses to each question that can be used to differentiate student learning
- a range of developmental activities to support students further learning of the Core Content areas covered by the questions.

All resources must comply with ETF brand guidelines, utilising the templates provided, and be of a publishable quality, including formatting, spelling, grammar and consistency.

All communications will be through MS Teams. Throughout the project, developed outputs will need to be uploaded, reviewed and discussed via MS Teams. The provider will need to ensure that both a member of the Senior Leadership Team and the producer can access an external MS Teams channel.

### **Funding, roles and responsibilities**

Each project will require one **Producer** who will be funded £10,000 to produce the agreed outputs. Prior to the commencement of the project the producer will need to attend a face-to-face inception meeting on **14 November** in London. This inception meeting is for those individuals who will be responsible for the actual production of the T Level specific outputs.

Each project will be supported by an **AoC TRIP Lead** who will work with the producer to develop a project plan and ensure the outputs meet required quality standards at agreed milestones.

The producer will also be required to host and attend four face-to-face workshops (December to April) as per the agreed project plan, developed at the inception meeting. The producer will also need to carry out activities between workshops to produce required materials.

Each project, where possible, will be supported by a **Resource Advisor**. The Resource Advisor will attend three of the face-to-face workshops to support the producer with the development of the outputs. The Resource Advisor will focus on supporting technical accuracy of the questions, model answers and the developmental activities.

Each project will be supported by an **AoC TRIP Lead** who will work with the producer to develop a project plan and ensure the outputs meet the required quality standards at the agreed milestone dates.

Each project will be assigned an **AoC Quality Manager** who will work with the AoC TRIP lead and producer to ensure the outputs are of a publishable quality, including formatting, spelling, grammar, consistency and comply with brand guidelines.



## TRIP BRIEF FOUR

PROJECT BRIEF: Supporting the holistic delivery of Core Content and Occupational Specialism content

### Overview

Produce high quality and accessible materials to support an applied and holistic approach to the delivery of specific areas of Core Knowledge Content and Occupational Specialism content, related to one Performance Outcome. The approach to delivery should be focused on supporting higher order thinking and technical skills to maximise learner understanding.

This project applies to **all routes**.

### Guidance on final outputs to be produced

A package of materials to support learners to develop understanding of the specified Core Knowledge Content and Occupational Specialism Performance Outcome content.

For the specified Core Knowledge Content and specified Performance Outcome, the materials developed must consist of:

- A Framework for Learning (diagram and narrative), to scaffold:
  - the development of learner's higher order skills
  - the achievement of an applied and purposeful output(s).
- Sequenced lesson plans to cover a minimum of 20 hours of learning.  
Lesson plans need to include:
  - Learning aim(s)
  - Timings
  - Teacher activities
  - Learner activities (including use of AI)
  - Formative assessment activities
  - Reference to support materials and required resources
  - Reference to embedded English, maths and digital skills
  - Special Educational Needs and Disabilities (SEND) adaptations.

- Support materials to enhance learner engagement and maximise learning (e.g. slide decks, handouts, formative assessment, employer related case studies).

All outputs must comply with ETF brand guidelines, utilising the templates provided, and be of a publishable quality, including formatting, spelling, grammar and consistency.

All communications will be through MS Teams. Throughout the project, developed outputs will need to be uploaded, reviewed and discussed via MS Teams. The provider will need to ensure that both a member of the Senior Leadership team and the producer can access an external MS Teams channel.

### **Funding, roles and responsibilities**

Each project will require one **Producer** who will be funded £10,000 to produce the agreed outputs. At the commencement of the project the producer will need to attend:

1. a face-to-face inception meeting on **4 November** in London
2. a face-to-face collaborative scoping meeting on either 11 November (North) or 12 November (Midlands) or 13 November (South)

Both of these meetings are for those individuals who will be responsible for the actual production of the T Level specific outputs.

The producer will also be required to host and attend three face-to-face workshops (December to April) as per the agreed project plan, developed at the scoping meeting. The producer will also need to carry out activities between workshops to produce required materials.

Each project, where possible, will be supported by a **Resource Advisor**. The Resource Advisor will attend the three face-to-face workshops to support the producer with the development of the lesson plans and supporting materials. The Resource Advisor will focus on supporting technical accuracy of content and alternative pedagogical approaches.

Each project will be supported by an **AoC TRIP Lead** who will work with the producer to develop a project plan and ensure the outputs meet the required quality standards at the agreed milestone dates.

Each project will be assigned an **AoC Quality Manager** who will work with the AoC TRIP lead and producer to ensure the outputs are of a publishable quality, including formatting, spelling, grammar, consistency and comply with brand guidelines.

## TRIP BRIEF SIX

PROJECT BRIEF: Supporting Special Education Needs and Disabilities (SEND) learners

### Overview

Produce high quality and accessible materials to support an applied approach to the delivery of a specific Performance Outcome of Occupational Specialism content. The approach to delivery should be focused on ways to support SEND learners to maximise their understanding and the development of the required technical skills.

This project applies to **all T Levels and all Occupational Specialisms**.

### Guidance on final outputs to be produced

A package of materials to support SEND learners to develop understanding of Occupational Specialism knowledge and technical skills content.

For the specified Occupational Specialism content, the materials developed must consist of:

- A Framework for Learning (diagram and narrative), to scaffold:
  - the development of learner's higher order skills
  - the achievement of an applied and purposeful output(s).
- Sequenced lesson plans to cover a minimum of 20 hours of learning.  
Lesson plans need to include:
  - Learning aim(s)
  - Timings
  - Teacher activities
  - Learner activities (including use of AI)
  - Formative assessment activities
  - Reference to support materials and required resources
  - Reference to embedded English, maths and digital skills.
- Support materials to enhance learner engagement and maximise learning (e.g. slide decks, handouts, formative assessment, employer related case studies).

All outputs must comply with ETF brand guidelines, utilising the templates provided, and be of a publishable quality, including formatting, spelling, grammar and consistency.

All communications will be through MS Teams. Throughout the project, developed outputs will need to be uploaded, reviewed and discussed via MS Teams. The provider will need to ensure that both a member of the Senior Leadership team and the producer can access an external MS Teams channel.

### **Funding, roles and responsibilities**

Each project will require one **Producer** who will be funded £10,000 to produce the agreed outputs. At the commencement of the project the producer will need to attend:

1. a face-to-face inception meeting on **4 November** in London
2. a face-to-face collaborative scoping meeting on either 11 November (North) or 12 November (Midlands) or 13 November (South)

Both of these meetings are for those individuals who will be responsible for the actual production of the T Level specific outputs.

The producer will also be required to host and attend three face-to-face workshops (December to April) as per the agreed project plan, developed at the scoping meeting. The producer will also need to carry out activities between workshops to produce required materials.

Each project, where possible, will be supported by a **Resource Advisor**. The Resource Advisor will attend the three face-to-face workshops to support the producer with the development of the lesson plans and supporting materials. The Resource Advisor will focus on supporting technical accuracy of content and alternative pedagogical approaches.

Each project will be supported by an **AoC TRIP Lead** who will work with the producer to develop a project plan and ensure the outputs meet the required quality standards at the agreed milestone dates.

Each project will be assigned an **AoC Quality Manager** who will work with the AoC TRIP lead and producer to ensure the outputs are of a publishable quality, including formatting, spelling, grammar, consistency and comply with brand guidelines.