

# Response ID ANON-YRQW-NZWZ-C

Submitted to **Implementation of T level programmes**

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## Introduction

### 1 What is your name?

**Name:**

John Barton

### 2 What is your email address?

**Email:**

chair@nanamic.org.uk

### 3 What is your organisation?

**Organisation:**

National Association for Numeracy and Mathematics in Colleges (NANAMIC)

### 4 Would you like us to keep your responses confidential?

No

**Reason for confidentiality:**

## Principles of the T level programme

### 5 Do you agree that the principles outlined above are the right ones on which to base a review of level 3 qualifications we should continue to fund in the new system, alongside T levels and A levels?

Yes

**If no, what other principles do you think we should consider? :**

### 6 Do you agree that we should review qualifications at level 2 and below based on the principles that these qualifications should support progression into employment or higher level study and have a value in their own right alongside T levels?

Yes

**If no, what other principles do you think we should consider?:**

## The technical qualification

### 7 Do you agree with the proposed approach to assessing technical qualifications?

Not Answered

**Please give reasons for your response.:**

### 8 Do you agree with the approach to grading technical qualification components?

Not Answered

**Please give reasons for your response.:**

### 9 Do you agree with the approach to maintaining comparable standards of performance for technical qualifications?

Not Answered

**Please give reasons for your response. :**

### 10 Do you agree that prior attainment of the core could count if students switch to another T level within the same route?

Not Answered

**Please give reasons for your response. :**

## Maths, English and digital

**21 Should students be able to opt to take a higher level maths qualification e.g. core maths, A levels maths or work towards higher grades in GCSE even if T level panels do not require it? What are the issues for providers in delivering this?**

**Please provide your answer below :**

An issue of concern to us, as a mathematical association, is the composition of the T level panels. It is important that there is a member of each panel who is fully conversant with the current mathematical qualifications and who seeks to encourage all students to continue to study mathematics until the age of 18. It does not seem right that those who have achieved a specific level in maths at school can choose to 'drop' maths. This is a fantastic opportunity to make the provision of mathematics throughout the course the usual route.

Some who take the new T level qualifications will want to go to university and may well need mathematical skills as part of their degree. If they have not taken mathematics for the past two years they will be disadvantaged against those who have. Similarly, those who enter the workplace with a Level 3 mathematics qualification such as Core Maths will have strengthened their position in relation to those who have not. As Core Maths is now funded, more colleges are likely to be able to offer this to their students.

It is recognised that there is the problem of a shortage of maths teachers in many parts of the country, but we must seek the best for our students as they enter the global market, where many of the students from other countries have compulsory maths until the age of 18.

**22 Which of these options for funding Maths and English within the T level programme do you think would be the most appropriate?**

Option 2

**Please explain the reasons for your answer. :**

In wanting to encourage all students to study maths throughout their course, the second option seems the better one. This shortens the technical study hours for all, which gives the opportunity for all to study maths at the same time. The first option gives the impression of being a 'deficit' model where students who do not have a Level 2 maths qualification are 'punished' by missing out on their technical hours.

## Delivery of T levels

**31 What do you think the biggest challenge will be for providers in delivering new T levels and what additional support do you think providers will need? Specifically, ensuring:- the right facilities are available - the right equipment is available -appropriately trained staff are recruited, and in the numbers required -existing staff get high quality training and development**

**Please provide your answer below:**

**32 What information do you think will need to be provided to be able to market T levels effectively to students and parents and how far in advance of first teaching will it be needed?**

**Please provide your answer below :**

**33 How much engagement do providers currently have with industry professionals in shaping the curriculum, teaching and training other members of staff?**

**Please provide your answer below:**

**34 What challenges will providers face if they want to bring in more industry expertise?**

**Please provide your answer below:**

**35 Should we seek to further influence which T levels are offered by providers, according to local and national skills needs?**

Not Answered

**If yes, how should we do this?:**

**36 How do providers currently take account of local and national skills needs when planning their provision and how do they work with the existing structures that have responsibility for local skills planning?**

**Please provide your answer below:**

**37 What additional support will providers need to ensure that T levels meet local skills priorities?**

**Please provide your answer below:**

## Equalities

**45 How could any adverse impact be reduced and are there any ways we could better advance equality of opportunity or foster good relations between people who share a protected characteristic and those who do not?**

**Please provide your answer below and evidence to support your response:**

Not part of our remit as a maths association.