| T Level Technical Qualification in Digital Production, Design and Development | | | |
|---|---|---|---|
| **Qualification Number (QN)** | 603/5832/4 | | |
| **First Registration Date** | September 2020 | | |
| **Approved Age Range** | 16–19 | | |
| **Total Guided Learning Hours (GLH)** | 1200 GLH* | | |
| **Total Qualification Time (TQT)** | 1640 TQT* | | |
| **Assessment** | All assessments are externally set and marked by Pearson | | |
| **Grading Overview** | **Core** | **Occupational specialism** | **Overall** |
| | All grades for this component will be on a scale of A*–E and Unclassified | All grades for this component will be on a scale of Pass, Merit, Distinction and Unclassified | The overall grade will be on a scale of Unclassified, Pass, Merit, Distinction, Distinction* # |

* See Section 2 below for further information about GLH and TQT.

# Pearson will not award the overall grade for the Technical Qualification. The overall grade will be awarded by the Institute for Apprenticeships and Technical Education (the Institute). See *Section 6 Technical Qualification grading*, *T Level grading and results reporting* for further information. If a student completes the assessments but is not successful in reaching the minimum threshold for the core and/or occupational specialism component, they will be issued with a U grade.

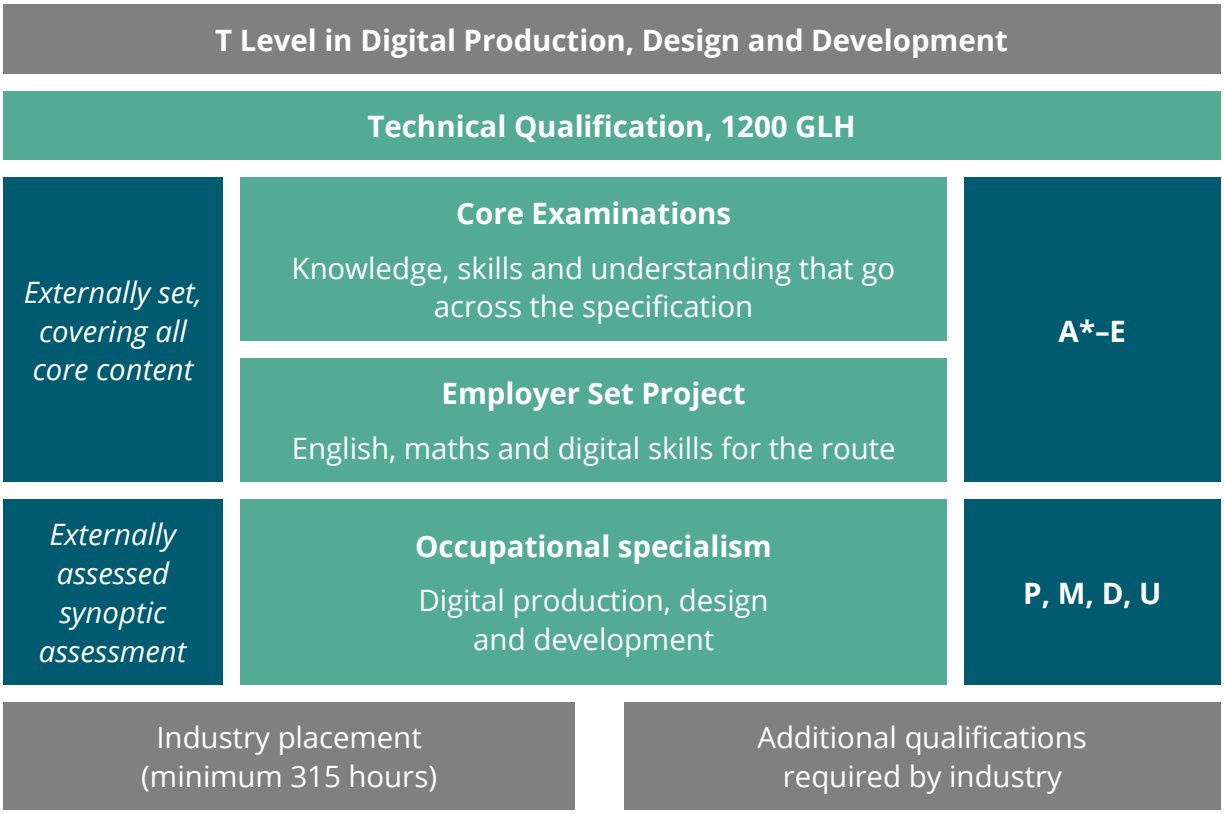
# 2. Introduction to the T Level Technical Qualification in Digital Production, Design and Development

This specification contains all the information you need to deliver the *T Level Technical Qualification in Digital Production, Design and Development*.

This qualification forms the substantive part of the *T Level in Digital Production, Design and Development*, which includes other elements that are required to be successfully completed in order for students to be awarded the T Level from the Institute for Apprenticeships and Technical Education (the Institute).

The *T Level in Digital Production, Design and Development* will include:

- a 315-hour industry placement that is related to the digital sector.



## Qualification structure

The *T Level Technical Qualification in Digital Production, Design and Development* has two mandatory components:

### 1. Core Component

This component covers the underpinning knowledge, concepts and skills that support threshold competence in the digital industry. It has 600 GLH and is assessed by two externally set Core examinations and an Employer Set Project.

The content and details of each of these assessments is provided in *Section 4 Core Component*.

### 2. Occupational Specialist Component

There is a single Occupational Specialist Component in this Technical Qualification, which is 600 GLH. Therefore, students undertaking the *T Level Technical Qualification in Digital Production, Design and Development* will choose this specialism.

This component covers the occupational specialist knowledge and skills required to demonstrate threshold competence for the specialism and it will be assessed by a skills-related project that synoptically assesses the Performance Outcome skills and associated underpinning knowledge.

The content and details of the assessment for the Occupational Specialist Component is provided in Section 5.

## Total Qualification Time (TQT) and Guided Learning Hours (GLH)

For all regulated qualifications, we specify a total number of hours that students are expected to undertake in order to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, we identify the number of Guided Learning Hours (GLH) that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising and invigilating students, for example lectures, tutorials, online instruction and supervised study.

As well as guided learning, there may be other required learning that is directed by tutors or assessors. This includes, for example, private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research. TQT and GLH are assigned after consultation with users of the qualifications.

The TQT and GLH for this qualification and the two components are shown below:

**TQT:**

- The *T Level Technical Qualification in Digital Production, Design and Development* has a TQT value of 1640.
- The Core Component has a TQT value of 810.
- The Occupational Specialist Component has a TQT value of 830.

**GLH:**

- The *T Level Technical Qualification in Digital Production, Design and Development* has a GLH value of 1200.
- The Core Component has a GLH value of 600.
- The Occupational Specialist Component has a GLH value of 600.

| **T Level Technical Qualification in Digital Production, Design and Development** | | | |
|---|---|---|---|
| **Total Guided Learning Hours (GLH)** | | **Total Qualification Time (TQT)** | |
| 1200 GLH | | 1640 TQT | |
| **Core Component** | | **Occupational Specialist Component** | |
| **GLH** | **TQT** | **GLH** | **TQT** |
| 600 GLH | 810 TQT | 600 GLH | 830 TQT |

## Technical Qualification aims and purpose

This Technical Qualification is for T Level students who are undertaking the *T Level in Digital Production, Design and Development*. It is intended for students who want to progress to a career in the Digital sector, with a focus on software design and development.

The purpose of the *T Level Technical Qualification in Digital Production, Design and Development* is to ensure students have the knowledge and skills needed to progress into highly skilled employment, an Apprenticeship or higher level study, including university, within the specialist area of software design and development.

At the end of the Technical Qualification, students are expected to demonstrate threshold competence, which means that they have gained the core knowledge and skills related to software design and development and are well placed to develop full occupational competence with additional development and support once in employment in the digital sector.

## Student profile and progression

Students undertaking this Technical Qualification will be 16–19 years old and in full-time education. They will have chosen a T Level as an alternative to A Levels, Applied Generals or an Apprenticeship.

The typical student will likely have:

- a clear idea as to the industry sector they wish to pursue as a career
- an idea of the type of job role they'd like to explore as a career
- taken an active choice not to pursue an Apprenticeship (either due to lack of availability or the wish to remain in full time education).

This Technical Qualification aligns to the Software Development Technician Level 3 Apprenticeship and therefore supports progression to entry-level job opportunities in software design and development. Job roles could include:

- Software Development Technician
- Junior Developer
- Junior Web Developer
- Junior Application Developer
- Junior Mobile App Developer
- Junior Games Developer
- Junior Software Developer
- Junior Application Support Analyst
- Junior Programmer
- Assistant Programmer
- Automated Test Developer.

The jobs available to the students will be based on their individual abilities in the digital sector and will be supported by their achievement of this qualification.

Alternatively, students could progress sideways to the Level 3 Software Technician Apprenticeship to develop and gain certification of their occupational competence, or they could progress to higher level Apprenticeships such as the Level 4 Software Developer, depending on their skills or experience.

Where students may not have access to an Apprenticeship or would prefer a more academic route, they could progress to relevant Higher National Certificate (HNC) or Higher National Diploma (HND) programmes or digital degree programmes such as Computer Games Programming BCs, Software Engineering BSc, Virtual Reality Design BA, Computing BSc, Digital Media Design and Development BSc or Computer Science BSc.

Students should always check the entry requirements for each degree programme with the relevant higher education provider.

## Prior learning requirements

There are no formal prior learning requirements for the *T Level Technical Qualification in Digital Production, Design and Development*.

However, as a Provider, it is your responsibility to ensure the students you recruit have a reasonable expectation of success on the programme. Formal entry requirements are not set by Pearson, but we expect students to have qualifications at or equivalent to Level 2.

Students are most likely to succeed if they have:

- five GCSEs/international GCSEs at grade 4 or above, including English, Maths and Science, and/or
- Vocational Tech Award qualification(s) at Level 2 at Pass and above in a relevant subject, e.g. BTEC Tech Award in Digital Information Technology.

Students may demonstrate the ability to succeed in various ways. For example, they may have relevant work experience or specific aptitude shown through diagnostic tests or non-educational experience.

## Transferring between T Levels

We expect some students to switch between T Levels. During Year 1, Providers should consider the degree of overlap between the two T Levels and the remaining time pre-assessment, to determine if transfers should be permitted. For funding purposes, it is important that students have made a decision about their T Level and occupational Specialism by the end of their first year. T Level Core assessments will vary in terms of content coverage, duration, and method, and therefore attainment from one T Level cannot count towards another.

## What does the qualification cover?

The Technical Qualification content has been designed from the Outline Content created by the Institute for Apprenticeships and Technical Education and the Digital T Level panel.

We have used the Outline Content to create the Technical Qualification specification and assessment, which has been validated by our own panel of digital employers and education providers to ensure it is appropriate for the progression routes identified in the above section.

Students will learn about the following topics:

- problem solving
- programming
- emerging issues and impact of digital
- legislation and regulatory requirements
- business context
- data
- digital environments
- security.

# 3. General Competency Frameworks for T Levels

The General Competency Framework for T Levels articulates English, mathematical and digital competencies that students are required to develop over the course of the qualification. The tables below list the competencies from the framework that are relevant to the *T Level Technical Qualification in Digital Production, Design and Development*.

Competencies that can be developed in relation to a specification element of content are referenced in the column next to this content element. These competencies should be delivered through the content of this qualification and tutors should seek opportunities to allow students to develop the relevant skills to enable them to reach threshold competence in the specialism.

The English, Maths and Digital competencies are embedded in both the Core Component and the Occupational Specialist Components of the *T Level Technical Qualification in Digital Production, Design and Development*. This is so that students are able to demonstrate their knowledge and understanding of these skills over the course of the qualification.

## General English competencies

| | |
|---|---|
| **E1** | Convey technical information to different audiences |
| **E2** | Present information and ideas |
| **E3** | Create texts for different purposes and audiences |
| **E4** | Summarise information/ideas |
| **E5** | Synthesise information |
| **E6** | Take part in/leading discussions |

## General maths competencies

| | |
|---|---|
| **M1** | Measure with precision |
| **M2** | Estimate, calculate and spot errors |
| **M3** | Work with proportion |
| **M4** | Use rules and formulae |
| **M5** | Process data |
| **M6** | Understand data and risk |
| **M7** | Interpret and represent with mathematical diagrams |
| **M8** | Communicate using mathematics |
| **M9** | Cost a project |
| **M10** | Optimise work processes |

## General digital competencies

Students should be supported to develop the digital knowledge and skills needed in order to:

| | |
|---|---|
| **D1** | Use digital technology and media effectively |
| **D2** | Design, create and edit documents and digital media |
| **D3** | Communicate and collaborate |
| **D4** | Process and analyse numerical data |
| **D5** | Be safe and responsible online |
| **D6** | Code and program |