TRIP BRIEF 1

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 to:

Route	Areas of core knowledge content to select (as specified in outline content)
Agriculture, Environment and Animal Care	Business Finance
Business and Administration	Quality compliance Policies and change management
Construction and Built Environment	Building technology Relationship management
Creative and Design	The creative economy Professionalism and ethics
Digital	Learning Testing
Education and Early Years	Supporting education Special educational needs and disabilities
Engineering and Manufacturing	

Each proj

TRIP BRIEF 2

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's development and mastery of the skill.

T Level routes and specific core skills to which this project brief applies to:

T Level route	core skill
Agriculture, Environment and Animal Care	Working in a team Critical thinking
Business and Administration	Applying a logical approach to problem solving Reflective practice
Construction and the built environment	Communication Primary research
Creative and Design	Working collaboratively with others Reflective practice
Digital	Applying a logical approach to problem solving Communicate information clearly to a technical and non-technical audience
Engineering and Manufacturing	Communicate and present outcomes and evidence Analyse and interpret an employer-set brief
Health and science	Team working Creativity and innovation
Legal, Finance and Accounting	Convey information clearly to lay and professional people Work collaboratively as a member of a team
Marketing	Creative thinking Reflective practice

These routes and core skills are those which have been highlighted by Awarding Organisations and providers as challenging for learners > core skills are thre 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.

Guidance on final outputs to be produced

A package of materials to support learners to develop a specific core skill.

For the specified core skill, the materials developed must consist of:

- A framework for learning (diagram and narrative), to scaffold:
  - The development of a learner's higher-level skill
  - The achievement of an applied and purposeful output(s)
- Sequenced lesson plans to cover a minimum of 20 hours of learning. Leeson plans need to include:

TRIP BRIEF 3

PROJECT BRIEF: Supporting formative assessment of core knowledge content.

Overview

To produce a formative assessment and development package to support learning understanding and application of specific areas of core knowledge.

This project relates to the following routes:

Agriculture, Environmental and Animal care
Construction and the Built Environment
Creative and Design
Legal, Finance and Accounting
Marketing

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 content areas, the materials developed must consist of:

A minimum of 20 questions to evaluate studentsôability to apply their knowledge and understanding to different contexts and situations
A minimum of 10 questions to evaluate studentsôability 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.

Funding, roles and responsibilities

Each project will require one **Producer** who will be funded Ã10,000 to produce the agreed outputs. Prior to the commencement of the project the producer will need to attend:

1. Initial on-line inception on 11 November (PM) or 12 November (AM)

2. Face to face training day on 19 November (North) or 20 November (South)

The training day 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 N u

TRIP BRIEF 4

PROJECT BRIEF: Support 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 core knowledge content and occupational specialism content.

For the specified core knowledge content and occupational specialism content related to one perfoemance 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)

Funding, roles and responsibilities

TRIP BRIEF 5

PROJECT BRIEF: Supporting delivery of T Level Foundation Year

Overview

Produce high quality and accessible materials to support an applied approach to the delivery of a specific National Technical Outcome for a specific T Level Foundation Year route. The approach to delivery should be focused on supporting higher order thinking skills to maximise learner understanding. Materials should be focussed on one of the following:

- Supporting holistic delivery of content from one National Technical Outcome
- Supporting delivery of maths content contextualised to one of the National Technical outcomes
- Supporting delivery of English content contextualised to one of the National Technical outcomes
- Supporting delivery of a specific skill for successful study (as outlined in the Framework for Delivery guidance) contextualised to one of the National Technical outcomes.

Guidance on final outputs to be produced

A package of materials to support learners to develop knowledge and skills for a specified National Technical Outcome.

For the specified National Technical 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.
- Leeson plans need to include:
    - Timings
    - Teacher activities
    - Learner activities
    - Formative assessment activities
    - Reference to support materials and required resources
    - Differentiation opportunities
    - SEND adaptations
- Support materials to enhance learner engagement and maximise learning (e.g. slide decks, handouts, formative assessment, employer related case studies.)

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

Funding, roles and responsibilities

Each project will require one **Producer** who will be funded Ã10,000 to produce the agreed outputs. Prior to the commencement of the project the producer will need to attend:

1. Initial on-line inception on 11 November (PM) or 12 November (AM)
2. Face to face training day on 19 November (North) or 20 November (South)

The training day 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 be required to host and attend:
A face-to-face scoping day with the AoC TRIP lead (early December)
Three face-to-face milestone workshops (January, March and May)

Each project, wherever possible will be supported by a **Resource Advisor**. The peer reviewer collaborat

TRIP BRIEF 6

PROJECT BRIEF: Supporting SEND learners

Overview

Produce high quality and accessible materials to support an applied approach to the delivery of a **specific area** 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),
  - that identifies potential barriers to learning for neurodiverse learners and those with physical and sensory impairments
  - to show how learning can be scaffolded to support neurodiverse learners and those with physical and sensory impairments
  - that enables learners to work towards the achievement of an applied and purposeful output(s)
- Sequenced lesson plans to cover a minimum of 20 hours of learning.
- Leeson plans need to include:

Each project will require one **Producer** who will be funded Ã10,000 to produce the agreed outputs. Prior to the commencement of the project the producer will need to attend:

1. Initial on-line inception on 11th November (PM) or 12th November (AM)
2. Face to face training day on 19th November (North) or 20th November (South)

The training day 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 be required to host and attend:

A face-to-face scoping day with the AoC TRIP lead (early December)
Three face-to-face milestone workshops (January, March and May)

Each project, wherever possible will be supported by a **Resource Advisor**. The peer reviewer collaboratively supports the producer in shaping and reviewing the produced resources to ensure validity and quality of the materials The peer reviewer will attend scoping day and agreed milestone workshops.