



Technical
Education
Networks



Route: Construction

Design, Surveying & Planning for Construction

Craig Bloxsome: Course Team Leader, Cirencester College
Daniel Burnard: Curriculum Area Manager; City College Plymouth

Purpose of the Day & Introductions

- Network and relationship building
- Tangible takeaways
- Celebrate progress made

Spend some time introducing yourself. Please include:

- the name of your provider
- T Level delivery experience.



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Hot Topics

Craig Bloxsome
Daniel Burnard

Antony Cicco: Association of Colleges



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Lunch & Networking

Session 2 starts promptly at 13:30pm



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Welcome Back



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Resources

Antony Cicco

Rationale

- In response to teacher and examiner feedback
- Need identified for realistic, adaptable project briefs
- Project briefs needed to help students practise application of knowledge, justify decisions and prepare for ESP.

Overview of Resource

A project-based resource is in development to support preparation for the Employer Set Project.

It will centre around a realistic design brief, such as designing a future-ready football stadium (adaptable to other contexts).

The resource will include:

- teaching guidance
- project brief and editable version
- slide deck examples and optional handouts
- student tasks and scaffolding prompts.

Overview of Resource

The **Teaching Guidance** will include:

- clear advice on delivering a holistic, project brief
- support in moving from teacher-led modelling to independent student work
- annotated examples of strong processes (e.g. analysing briefs, structuring justification)
- guidance on localisation so teachers can adapt the project to their setting
- mapping to specification and common delivery challenges (e.g. justification, time management).

Overview of Resource

A sample **Slide Deck** will demonstrate how teachers can introduce and scaffold each stage of the project.

It will include:

- worked examples of analysing a client brief
- models of site analysis using provided data
- examples of concept design development and decision-making
- prompts to help students justify ideas rather than recall knowledge
- structures for presenting technical ideas clearly and professionally.

Overview of Resource

The project brief and associated tasks will provide a realistic scenario for applying core knowledge in context. Resources will include:

- a structured project brief with staged tasks (analyse, design, justify, review)
- editable versions for localisation
- optional handouts with supporting data
- scaffolding prompts such as “Remember to...” guidance.

Questions

- What are your initial thoughts on this resource?
- What is your initial reaction to this resource proposal?
- Are there any other resources you would like to be considered for development?



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Friday 6th March 2026

Visual Curriculum Models

Antony Cicco

Curriculum Models

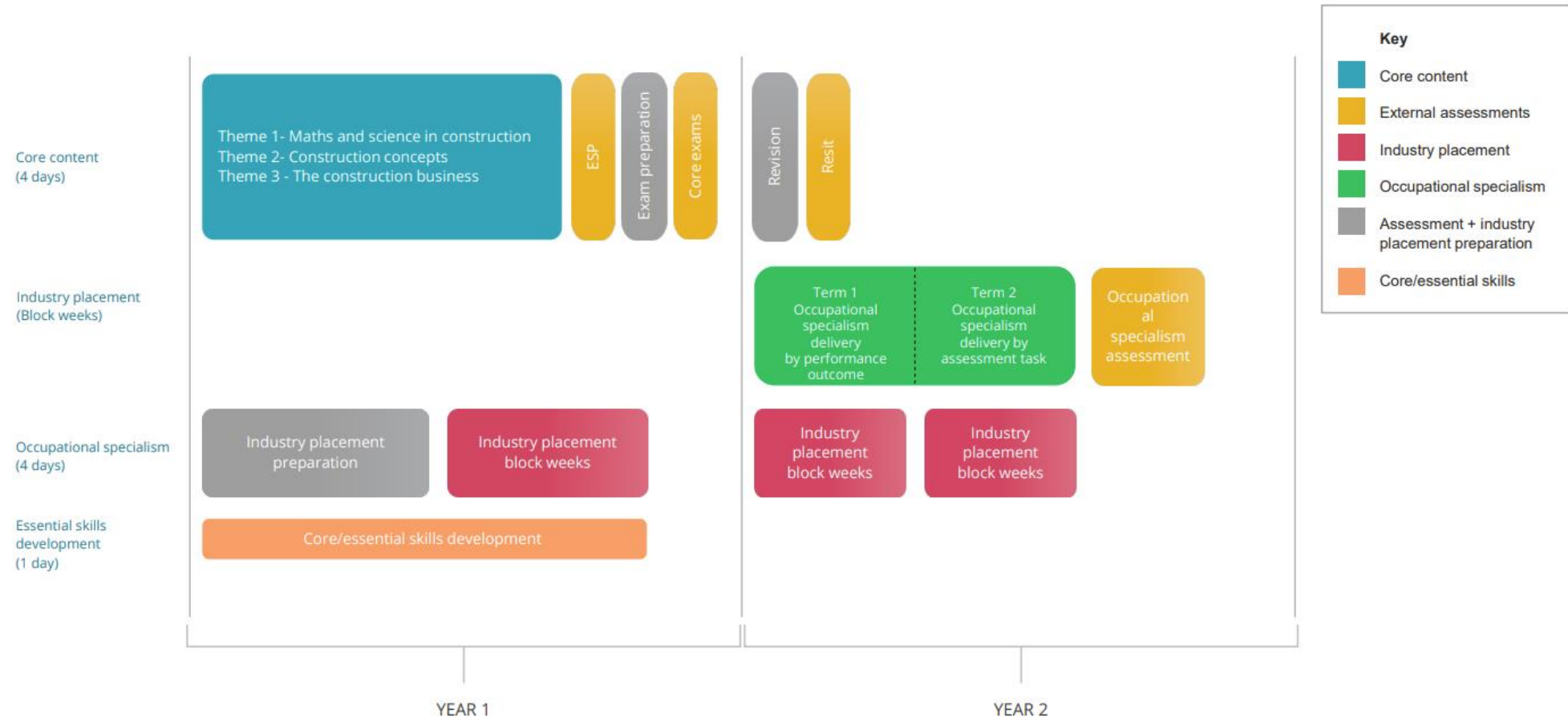
Gatsby undertook some work with AoC in 2023/24 to create macro sequencing curriculum models for four T Levels in Construction, Digital, Engineering & Manufacturing, and Health & Science.

For these routes, we want to update the models based on changes in delivery and decoupling of core assessments and create an additional document to support the curriculum model.

Curriculum Model Example

T Level Design, Surveying and Planning (DSP)

Construction



Curriculum Models

On your tables will be copies of the existing curriculum model and a blank model. Please can colleagues:

- discuss these on your table and update the models as clearly as you can
- add any useful information to the model you think will be helpful, especially for a new teacher wanting to use the model
- include names, emails and provider names on the back of the model(s) identifying who has contributed to these. We'll want to capture this in the information should we need to follow up before publication.

Supporting Documents

On your tables will be an example of the supporting documents for Year 1 and Year 2 of the T Level and a blank version. On the blank versions, please can colleagues:

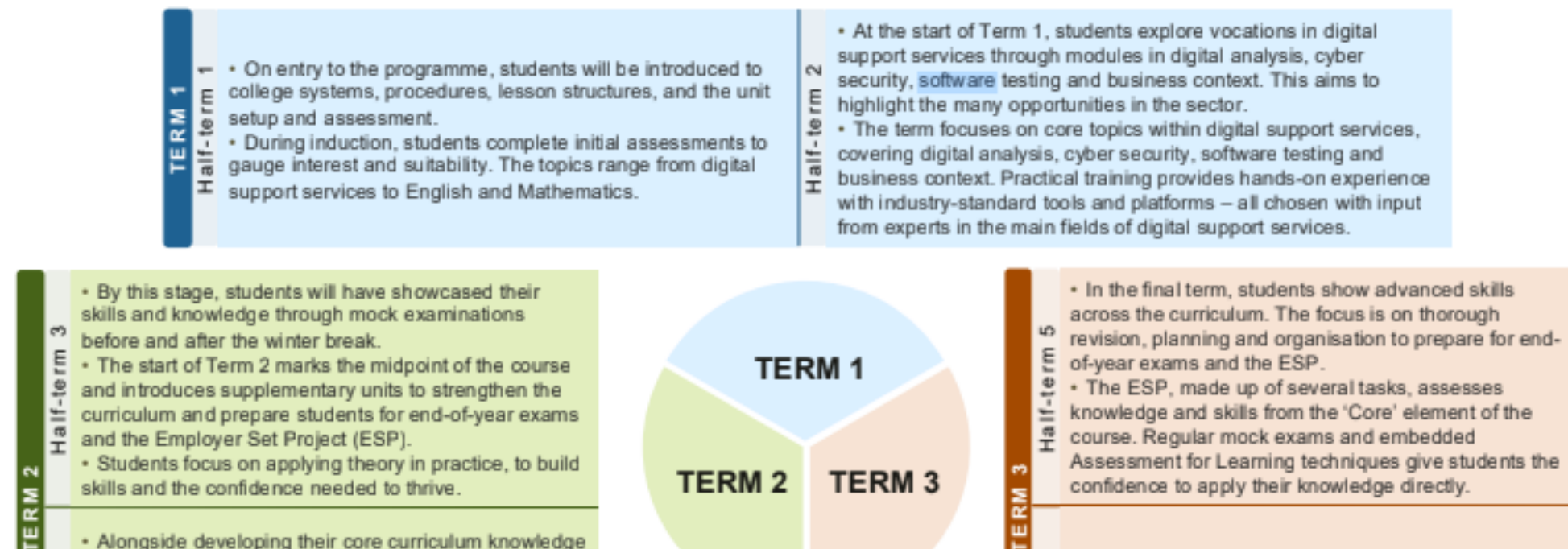
- discuss these on your table and update with the key information as clearly as you can
- add any useful information you think will be helpful, especially for a new teacher wanting to use the documents
- include names, emails and provide names on the back of the model(s) identifying who has contributed to these. We'll want to capture this in the information should we need to follow up before publication.

Supporting Document Year 1

T Level Technical Qualification in Digital Support and Security: Year 1



This document offers an overview of the key curriculum themes and skills that students will develop through each of the two years of the T-level.



Supporting Document Year 2

T Level Technical Qualification in Digital Support and Security: Year 2



This document offers an overview of the key curriculum themes and skills that students will develop through each of the two years of the T-level.

TERM 1 Half-term 1	<ul style="list-style-type: none">• On entry to Year 2, students are reintroduced to college systems, procedures, lesson structures and classroom etiquette, with reminders of appropriate behaviour, motivation and work ethic.• During induction, students review the previous year's grades and work placement, and the key skills and knowledge they developed.	Half-term 2	<ul style="list-style-type: none">• At the start of Term 1, students explore careers in digital support services, focusing on networking and servers, digital security, and research techniques. Through dedicated modules, they gain insight into network infrastructure, server management, cybersecurity protocols and advanced research methodologies.• The curriculum prioritises these core subjects, providing practical exposure to industry-standard tools and platforms to build students' proficiency.
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TERM 2 Half-term 3	<ul style="list-style-type: none">• By this point, students have shown their skills through mock projects before and after the holidays. Term 2, the course midpoint, introduces additional practical and revision sessions to strengthen preparation for the final exams.• Students focus on applying theory practically in areas such as networking and servers, digital security, and research techniques. They then refine their skills through practical exams and revision.
Half-term 4	<ul style="list-style-type: none">• Alongside developing their core curriculum knowledge and additional pathway content, students focus on revision techniques and materials in preparation for the end-point synoptic assessment.• At the end of Term 2, additional practical exams measure students' progress, identifying strengths and weaknesses to inform targeted recap sessions.



TERM 3 Half-term 5	<ul style="list-style-type: none">• In Term 3, students put all course knowledge into practice to ensure they can meet the synoptic assessment criteria set by the awarding body.• The synoptic assessment is a practical, task-based project graded at pass, merit or distinction. It focuses on meeting required performance outcomes.
Half-term 6	<ul style="list-style-type: none">• End-of-programme celebrations and final assessments mark the culmination of students' T-level journey! Students can reflect on two years of growth and achievement. Awards for academic excellence, technical skill, creativity and overall contribution are presented at a graduation ceremony.• Students leave with a strong foundation in digital production, design, development, a professional portfolio and industry contacts, ready for success in their digital careers.

Next Steps.....

The models and documents created today will be given to Gatsby to work with their publishers to create new documents and hopefully published on the Technical Education Networks website.

Please ensure your name, email address and provider are included on the back of the models you have been working on should we need to follow up to clarify any suggestions made.



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Networking & Discussion

Craig Bloxsome, Daniel Burnard & Antony Cicco

Dates for your diary

Industry Associates Training Programme and Event

29th April 2026

Gatsby have an in-person event in London for FE Leaders/Teaching and Learning leads and stakeholders to share findings and implementation of the Industry Associates training programme pilot

Please contact FEworkforce@gatsby.org.uk for more details or speak to Rory on the Gatsby stand.

Next Community of Practice meeting

30th June 2026 at 13:00

Route Reflections & Next Steps

Before you leave today

We would really value your feedback before you head off. It takes just two minutes and helps us improve future events.

Please scan the QR code now to share your feedback.

T Level Communities of Practice
Exchange Conference Evaluation





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Thank you for attending