



Technical
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Route: Legal, Finance & Accounting

Finance & Accounting

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Using the post it notes – write down what you would like to take away from today

Introductions

- Sarah Bradley - Association of Colleges (Host for the morning)
- Alison Ivins will host this afternoon's session.
- Raj Ghale – Chair – Director of Business @ Aston University Engineering Academy

Agenda

Now – lunchtime:

- Introductions
- Brief reflection on the morning's session
- Update on COP progress to date
- Chair's Hot Topic

Agenda – this afternoon

- Back in the room for 1.30pm
- 35 minutes Gatsby Resource
- 40 minutes networking session
- 15 minutes – reflections and next steps
- 3pm close

Purpose of the Day & Introductions

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

Introductions

Please include:

- Your role
- the name of your provider
- T Level delivery experience



Any reflections from
the morning session?

Progress so far...

Initial cop meeting in October – we had 22 members

- Higher order exam questions
- Hints & tips for the ESP
- Launched the Teams Channel

Second meeting in January – 58

- Integrating Accounting software in to the Accounting T Level
- Industry Placement Strategies and Challenges

Resources shared on Teams Channel

- Mapping document for AAT resources to T Level
- TRIP Assessment Resources
- Employer Guide to T Levels
- Retrieval techniques



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Hot Topics

Raj Ghale

Higher Stake Grades

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Version 1, March 2026

T Level Accounting

- T level Exam Technique
- Raj Ghale
- AUEA

Understanding Command Words

Students must understand the difference between:

- • **Explain**
- • **Analyse**
- • **Discuss**
- • **Evaluate**
- • Calculate
- These command words determine how detailed the response must be.

Exam Practice

1

Use Exam questions from October Half term Year 1

2

Begin with 2/3 mark questions

3

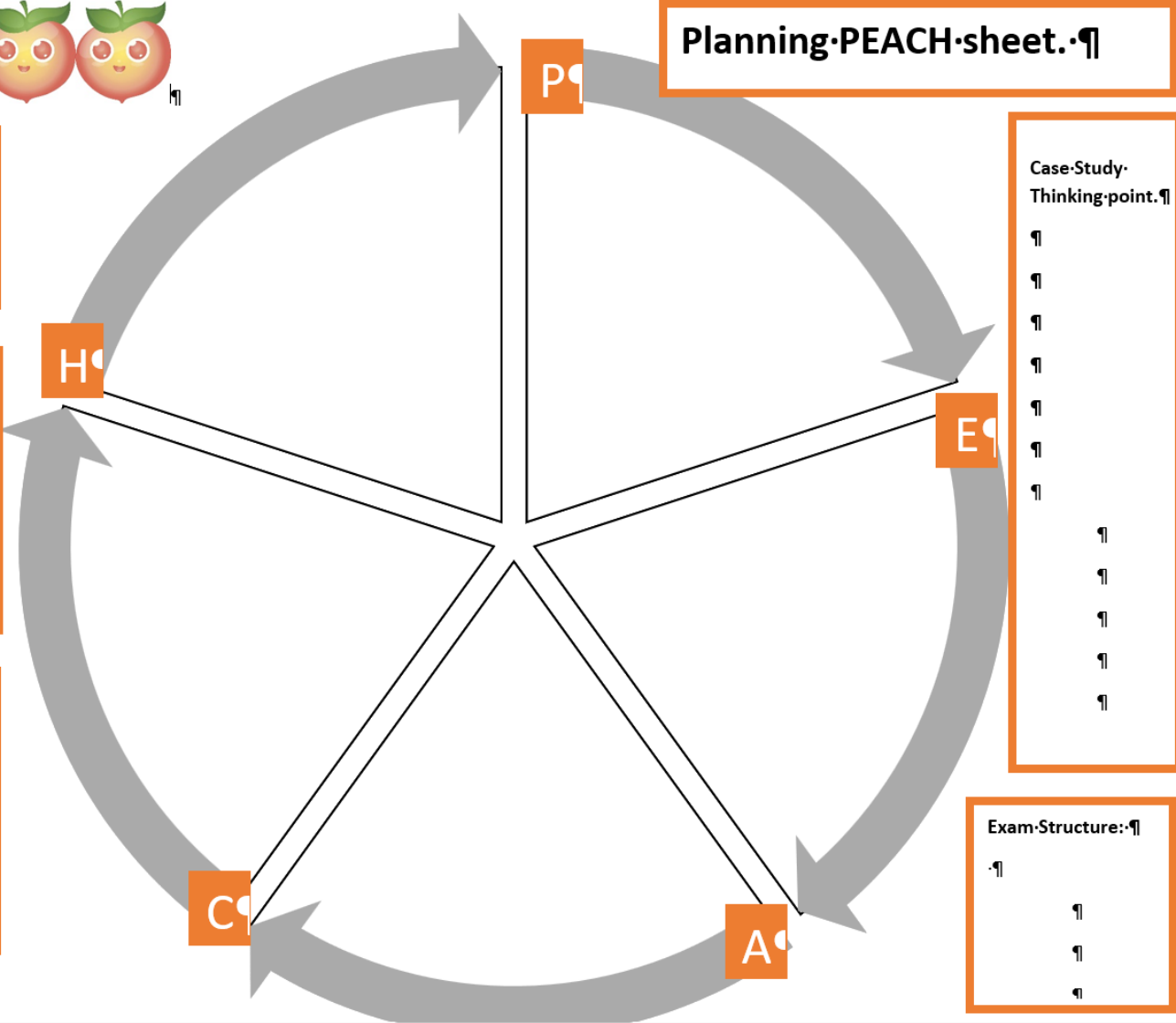
Introduce PEACH



Exam-Question:
¶
¶
¶

Big-Questions:
¶
¶
¶
¶

Core-Definition(s)/Concepts:
¶
¶
¶
¶



6/9/12 Mark Questions

Use Exemplar
Material on Pearson
Website

Use Exam Questions
from Specimen Papers
along with examiner
report and feedback

6 marks
(Discuss)

4 PEAC Paragraphs
(2 strengths/2 weaknesses)

No separate Conclusion or
Evaluation

Example 6 Mark Question

Discuss the strengths and weaknesses in Alba's plan to set up a payroll bureau.

Students should:

- Identify two strengths, explain them, apply them to the case study and further analyse the impact of each strength on the business
- Identify two weaknesses, explain them, apply them to the case study and further analyse the impact of each strength on the business

Examiner Feedback – 6 Mark Question

Strong answers:

- The response should show a thorough analysis along with comprehensive application of knowledge that is consistently relevant to the context of the question.

9 Marks

3 PEACH
Paragraphs

Evaluation

Example 9 Mark Question

A small business is experiencing falling profits.

Discuss how management accounting information could help managers improve performance.

- Students should present balanced discussion and apply knowledge to the scenario.

Examiner Feedback – 9 Mark Question

High level responses:

- Apply accounting knowledge to the scenario
- Develop multiple points (3 PEACH paragraphs will give 6 points)
- Show clear logical reasoning

Lower level responses:

- Generic answers
- Limited development of ideas

12 Mark
(Evaluate)

2 Options

4 PEACH Paragraphs

Evaluate



Example 12 Mark Question

Evaluate whether financial statements provide sufficient information for stakeholders to make decisions.

Students should:

- Provide arguments for and against
- Use accounting knowledge
- Reach a justified conclusion

Examiner Feedback – 12 Mark Question

Top band responses typically:

- Include balanced arguments
- Demonstrate strong understanding of accounting concepts
- Provide a clear judgement

Weak responses:

- No evaluation
- Missing conclusion

Strategies to Improve Student Performance

- Practise extended writing regularly
- Model high quality answers
- Use mark schemes in class
- Encourage students to justify answers
- Provide targeted feedback

Using Mock Assessments

- Replicate exam conditions
- Identify learning gaps
- Provide intervention sessions
- Track progress towards assessment readiness

Action Plan for Teachers

- Schedule revision sessions
- Integrate exam-style questions weekly
- Provide feedback using mark schemes
- Support students with targeted revision
- Build confidence before assessment



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Lunch & Networking

Session 2 starts promptly at 13:30pm

Lunch is in the Thames Suite



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Welcome Back

Alison Ivins



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Resources

Alison Ivins, AoC



Resource overview

A leaflet has been developed with the Legal Services CoP aimed at:

- Teachers
- Industry Placement Coordinators
- Employers (as a leave-behind or conversation guide)

Designed to support conversations and reduce barriers to engagement.

To insert your logo, please select this image box, right click and choose 'Change picture'.

COULD YOUR ORGANISATION HELP SHAPE THE NEXT GENERATION OF LEGAL PROFESSIONALS BY OFFERING AN INDUSTRY PLACEMENT?

We are looking for Legal Services placements for our T Level students.

Course overview

A T Level is a Level 3 technical qualification for 16 to 19-year-old students equivalent to three A Levels in size and rigour.

What sets the course apart is its substantial industry placement. Students complete a minimum of 315 hours in a relevant workplace.

Industry placements typically run 1 or 2 days per week, though block placements are also available. This flexibility allows students to build meaningful, sustained experience in their chosen sector, all while continuing their studies.

Hybrid placements

Wherever possible, students are encouraged to spend their industry placements working face-to-face with an employer in a real workplace. Students studying the T Level Technical Qualification in Legal Services may complete up to one-fifth of their industry placement hours remotely, where hybrid working is already established within the firm or where travel distance makes daily commuting impractical.

Remote working must take place in a suitable and supported environment, with employers providing appropriate supervision, guidance and opportunities for meaningful engagement. This flexibility helps ensure industry placements remain accessible, inclusive and reflective of modern working practices, while maintaining the quality and integrity of the experience.

Advice from CILEX

The Chartered Institute of Legal Executives (CILEX) has confirmed that students who complete the T Level Technical Qualification in Legal Services will be exempt from the CILEX Foundation Stage assessments in the following subjects:

- Legal Systems
- Contract Law
- Law of Tort
- Professional Skills: Legal Environment
- Professional Skills: Legal Research

Students can therefore progress directly onto the CILEX Professional Qualification (CPQ) with nearly full Foundation Stage exemptions, providing a faster route into a legal career. After the Foundation Stage, students become CILEX Paralegals and could progress to the CPQ Advanced and CPQ Professional to become a CILEX Lawyer.

Contact us

[ADDRESS LINE 1]
[ADDRESS LINE 2]
[ADDRESS LINE 3]

[Phone number 1]
[Phone number 2]

[Email address 1]
[Email address 2]

[NAME] [Job title]

[NAME] [Job title]

To insert your logo, please select this image box, right click and choose 'Change picture'.

T Level Technical Qualification in Legal Services – Industry placement checklist

Students completing the T Level Technical Qualification in Legal Services gain valuable, hands-on experience through their industry placements.

Below is an overview of the types of activities and skills that can be developed during a placement within your organisation:

Research and analysis

- Conduct legal research on case law and statutes
- Assist in preparing case files and organising evidence

Communication

- Draft simple legal documents, letters or case notes
- Shadow client interviews and write-up notes
- Provide professional customer service to clients or colleagues

Teamwork

- Collaborate with colleagues on legal projects
- Use project management or administrative tools

Professionalism and ethics

- Handle confidential information appropriately
- Support equality, diversity and inclusion initiatives

Legal work experience

- Use digital case management systems
- Observe or support in court or tribunal settings
- Assist with basic financial or business law documents

Industry placements are a powerful way for employers to invest in future legal talent, while allowing students to develop the insight, confidence and skills needed to succeed in the profession.

T-LEVELS and T Level are registered trademarks of the Department for Education.

If you are an employer interested in finding out more information about industry placements, please contact:

[ADDRESS LINE 1]
[ADDRESS LINE 2]
[ADDRESS LINE 3]

[Phone number 1]
[Phone number 2]

[Email address 1]
[Email address 2]

Questions

This version has been developed specifically for **Legal Services** and is editable to allow providers to insert logos and contact details.

However:

- **Would a similar resource be valuable for Accounting and Finance?**
- **Are there other resources that you would like to be developed?**



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Visual Curriculum Models

Resource Overview

In Accounting feedback from teachers and Industry Placement Coordinators highlighted:

- Ongoing difficulty securing suitable industry placements for T Level students
- Employers unsure about what T Level students can contribute
- Challenges articulating the value of hosting a student
- Limited confidence in explaining placement expectations clearly

Industry Placement Coordinators in particular reported finding it difficult to:

- Clearly explain what students are capable of doing
- Demonstrate how a placement could benefit the business

Curriculum Models

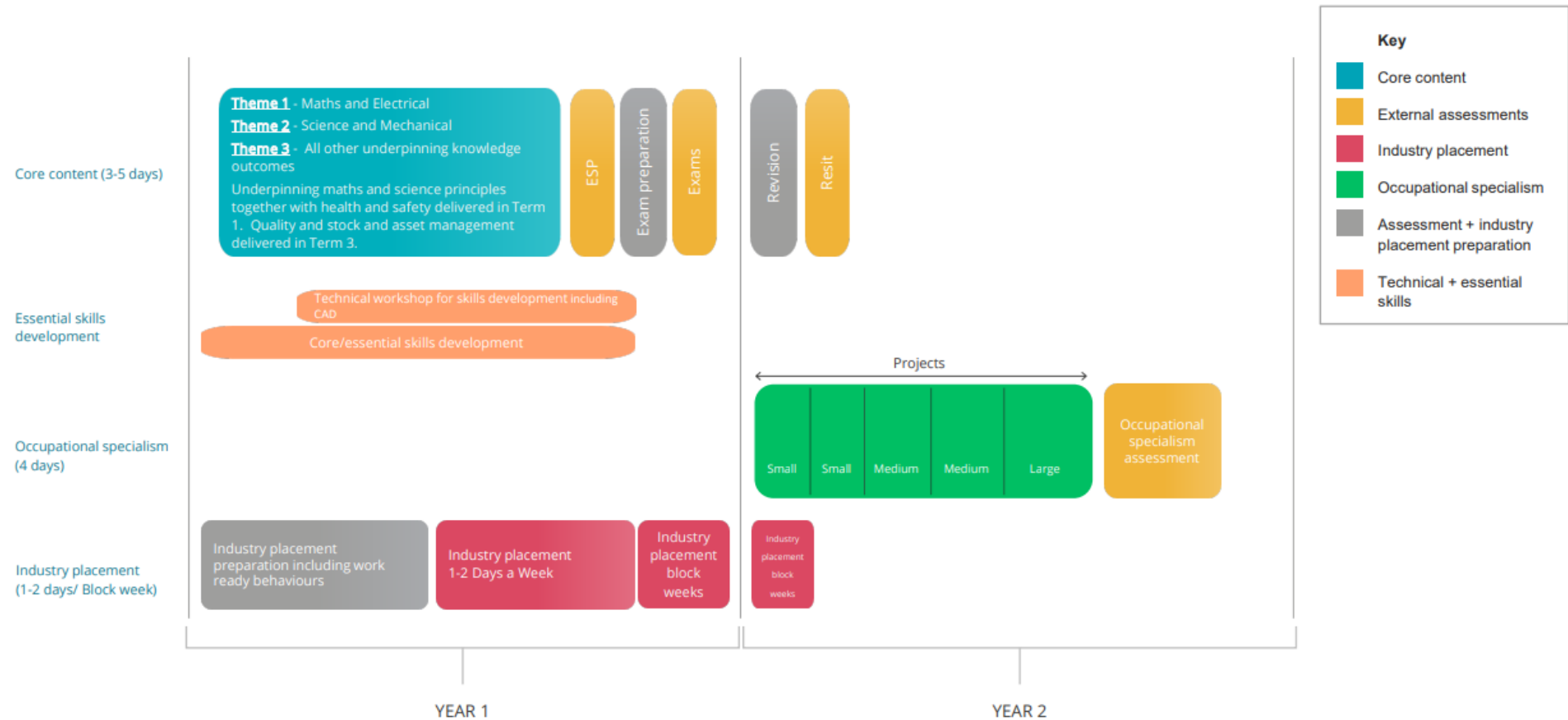
Gatsby undertook some work with AoC in 2023/24 to create macro sequencing curriculum models for four T Levels in Construction, Digital, Engineering & Manufacturing, and Health & Science.

Gatsby would like to create a visual curriculum model for all other Communities of Practice.

Curriculum Model Example

T Level Design and Development for Engineering and Manufacturing

Engineering and Manufacturing



Curriculum Models

On your tables will be copies of a blank template for the curriculum 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.

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

Raj Ghale / Alison Ivins

Guidance for above (not part of the presentation)

Pearson?

Refer to the post it notes to see if we've covered everything

For discussion – delivery challenges, IPs, preparing for assessment, added value

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

Thursday 25 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