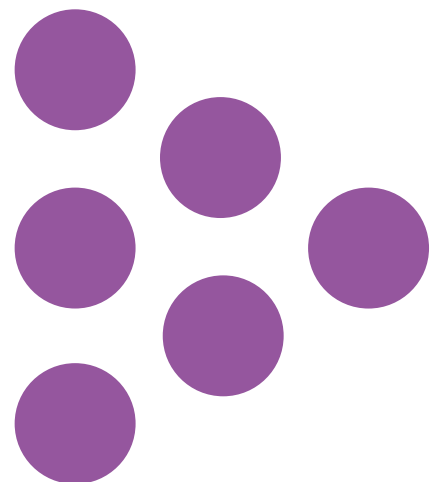

Webinar Paper

**What are the Implications of Covid-19 for
Student Recruitment to T Levels?**

National Foundation for Educational Research (NFER)



What are the Implications of Covid-19 for Student Recruitment to T Levels?

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1 Introduction and background

1.1 Introduction

This paper presents the perspectives from a T Levels webinar that the National Foundation for Educational Research (NFER) ran in July 2020, supplemented by the findings from a set of pre-webinar questions. The webinar focused on the implications of Covid-19 for the recruitment of students onto T Levels. T Levels are new technical qualifications due to be launched in September 2020 and Covid-19 has presented a range of unexpected challenges.

1.2 About the T Levels webinar

The aim of the webinar was to explore the implications of Covid-19 for student recruitment, how challenges are being addressed and thoughts on next steps. It included lead contributions from four panellists, followed by discussion in which participants were encouraged to contribute to the discussion via the digital chat function. The panel was chaired by Maddie Wheeler (Director of Communications, NFER) and the panellists included Sue Lovelock (Director of Professional & Technical Education, DfE), Suzanne Straw (Research Director, NFER), Matt Reynolds (Vice Principal, Cirencester College) and Jonathan Simons (Director and Head of Education Practice, Public First). The webinar was attended by 36 representatives from post-16 providers and sector representative organisations. A list of attendees can be found in Appendix 1.

The webinar was preceded by a set of questions for providers and sector representatives which were used to inform the webinar but which also provided valuable data in their own right. The questions aimed to assess providers' readiness to deliver T Levels and gain an understanding of how student awareness raising and recruitment is progressing within the context of Covid-19.

Thirty-two out of the first 50 providers which were approved to deliver T Levels in Digital, Construction and Education and Childcare from September 2020 responded to the questions. Although a small number in itself, this represents a response rate of 64 per cent of the wave 1 providers. Four of these 50 providers have now deferred delivery of T Levels to 2021. Twenty-six providers who responded to the questions were delivering Digital, 22 Education and Childcare and 11 Construction. Twenty-four will also be delivering the T Level Transition Programme from September. Four senior sector representatives were also asked to complete the questions. The data tables from the pre-webinar questions can be found in Appendix 2.

1.3 Previous NFER research

NFER has been undertaking research on post-16 providers' preparations for T Levels over the past 18 months. This has included:

- interviews with half of the first 50 providers and key sector representatives which were undertaken between January and March 2019. The resulting report can be found [here](#)
- a round table with providers and key sector representatives which was held in October 2019. The report of the findings and additional data analysis can be found [here](#)

In addition, NFER administered a survey of senior leaders and classroom teachers at the end of 2019 which explored their awareness and knowledge of T Levels, the report of which can be found [here](#).

2 Perspectives from the webinar and pre-webinar questions

Awareness and knowledge of T Levels amongst students, parents/carers, teachers and employers were perceived to be low even before Covid-19 struck. Unfortunately, Covid-19 has meant that measures planned to address these challenges, such as providers' face-to-face contacts with schools and the national Next Level awareness-raising campaign, have paused. Covid-19 has also intensified pre-existing challenges in securing industry placements and introduced a need for providers to consider online curriculum delivery should a further spike in cases occur. Further details of the discussions at the webinar are detailed below.

2.1 T Levels current student recruitment situation

Providers contributing to the webinar discussions reported that they are generally feeling optimistic about recruitment for September and this optimism was reflected in the pre-webinar questions. Over half of the providers reported that they felt ready to deliver T Levels overall to 'a very large extent' or to 'a large extent', whilst two-fifths felt ready in terms of recruitment to 'a very large extent' or to 'a large extent'. However, **around a half of providers responding to the pre-webinar questions only feel ready to deliver T Levels 'to a moderate extent' when considering current recruitment levels**, and just over one in ten feel ready 'to a small extent' or 'not at all'.

A range of challenges were hampering T Level recruitment even before Covid-19, the key ones being: a general lack of awareness and knowledge of them; students' and parents'/carers' wariness of a new, untested qualification; the specialist nature of T Levels; and uncertainties around progression routes and, in particular, the currency of T Levels in the labour market and within higher education. Within this context, Covid-19 has impeded the promotion of T Levels by reducing providers' face-to-face access to schools and pausing the national [Next Level](#) campaign set up to raise awareness of T Levels. As two providers commented: 'the lockdown has really stifled our ability to sell the T Level with schools' and '[the] national marketing plan is on hold. This is difficult as the profile [of T Levels] is not what it could be'.

At this point in time, there are reported differences by route in recruitment levels, with numbers being much healthier for Education and Childcare followed by Construction, with Digital recruitment being much more of a cause for concern. Just less than three-quarters of the providers responding to the pre-webinar questions reported that applications at this stage are 'less than expected' for Digital, whereas for Education and Childcare and Construction the majority of providers reported that they are 'more than expected' or 'about the same as expected'.

Discussions at the webinar suggested that **differences in recruitment levels by provider are in some cases related to whether providers have taken the approach of 'turning off' 'competing' qualifications**, such as BTEC Nationals or CACHE, as they introduce T Levels. Some providers have, for example, decided to replace their Level 3 childcare provision with the T

Level. As one provider commented: ‘We are confident about recruitment because we are not offering a non-T Level alternative’. Conversely, where one provider reported that they are offering the Digital T Level alongside a BTEC Extended Diploma which does not require students to complete a placement to achieve the qualification, they noted that applications for the BTEC are ‘stronger’. Related to this topic, a concern was raised in the webinar regarding turning off Applied General Qualifications (AGQs) too quickly as ‘we need to accept that a lot of young people don’t want to specialise at age 16 and will want to take another AGQ’.

Also important to recruitment is whether a competing qualification exists at all – some providers see the T Level in Construction as filling a gap in their current provision which is beneficial for recruitment. One provider reported that their Construction T Level is proving popular with students who are interested in becoming architects, while another noted that this is a new area for the college, with prospective learners being ‘excited’ this is now part of the college’s offer.

Panellists’ reflections at the webinar and responses to the pre-webinar questions suggested that there are a number of reasons for the recruitment challenges in Digital, which existed prior to Covid-19. These include the degree of specialisation and ‘niche content’ of the qualification, it containing new and untested content which makes it difficult to market, and significant challenges in securing industry placements. As one provider commented: ‘There is an element of unknown with the course which has made it more difficult to market’. However, one panellist noted the massive digital skills shortage in the country, the wide array of job opportunities and the higher than average starting salaries, adding that it is beneficial to have the Digital T Level to help fill some of these vacancies. There is felt to be an issue, though, in young people’s understanding of the careers available in Digital as ‘they are not visible, front-line jobs, they [students] might not know people who do them and they are not well-established jobs’. **It was suggested that national marketing over the summer could be ‘tilted’ towards Digital to support providers experiencing lower than expected applications for this T Level.**

In the context of being able to deliver the qualification as intended, **challenges with the industry placement were raised several times by panellists and contributors and these challenges have been exacerbated by Covid-19.** Prior to the pandemic, there was already anxiety in the sector around accommodating the extended industry placement (a minimum of 315 hours/45 days) and a call for more flexibility in how it is delivered. However, Covid-19 has made securing placements even more difficult. In answering the pre-webinar questions, around a third of providers reported that they are ready for the industrial placement ‘to a small extent’ or ‘not at all’. This is because, due to Covid-19, employers are cancelling or not committing to placements and providers need to seek out new opportunities. Concerns around the impact of Covid-19 on industry placements were also raised by all of the sector representatives responding to the pre-webinar questions. As a provider and a sector representative reported: ‘[We have a] huge concern about securing industrial placements given the impact on the economy and employers in the locality’ and ‘Providers are most worried about industry placements. They feel that in many cases they are going to need to create new partnerships with employers because the pipelines they have been creating for the past two years are now seriously damaged by Covid...’.

Panellists and contributors and a number of providers responding to the pre-webinar questions reported that securing Digital placements is proving particularly challenging in the current context. However, again, there were issues in securing placements in this sector prior to Covid-19 which have been raised in NFER’s previous research. This is due to the large number of micro and small businesses in the sector, and to employees sometimes being required to work from home which is not usually a suitable arrangement for placement students. However, during the webinar and previously at NFER’s round table, it was stressed that Digital placements do not have to be exclusively with digital employers, as there are many other businesses and public sector organisations that employ digital staff. Examples were given of local authorities and health services and employers such as Champion Timber, a timber merchants which has a very large digital team.

In response to the increased challenges arising from Covid-19, a contributor asked about the potential for further flexibilities in placements, particularly in the Digital sector. This led to a broader discussion on this topic. It was noted that more flexibility was introduced in Digital prior to Covid-19, in that placements do not have to directly relate to the specialism and can, instead, be in a range of Digital roles. The government recognises that many providers are interested in using virtual or blended models for placements and will continue to listen to providers and monitor the evidence. As it will be some time before students will need to start their placement to ensure completion to pass their T Level, it is felt to be too early to make a decision on this. So, at this stage, the guidance is still that placements should be completed in the workplace. The government will, though, be carefully monitoring the evidence and listening to providers over the coming months.

There was agreement that **the placement is an important element which sets T Levels apart from other vocational/technical qualifications and that, if possible, it should not be diluted.** The length of the placement and its focus on developing students’ competences in their chosen pathway, enabling them to show not only what they *know* but what they can *do*, is an important selling point for T Levels.

As well as concerns around Digital placements, providers and a sector representative responding to the pre-webinar questions noted issues in terms of delivering Education and Childcare placements which have arisen as a result of Covid-19. Placements in this sector are usually a total of 730-750 hours which means that students need to be on placement throughout their two-year course. This does not allow for placements to be shifted to later in year one or into year two of the T Level, when the economy may have started to recover. With the current economic situation, some providers reported that they will consider delaying placements but this is not an option in Education and Childcare. As one provider commented: ‘I do not think it will be possible to follow our curriculum plan and get students to complete the required number of hours [on placement] in Education and Childcare’.

Just following the webinar a [new package of support for T Level industry placements](#) was **announced on 3rd July**. This package builds on the Capacity and Delivery Fund (CDF) and extends the Employer Support Fund pilot and the Employer Support Package. Alongside support for providers, guidance and financial support will be offered to employers in selected regions where

funding is a barrier to them hosting high-quality industry placements. A maximum of £750 will be paid for each placement, with a maximum of ten learners per employer. It will be interesting to see whether this will make a difference to employers when deciding whether or not they are able to take T Level students on placements.

The majority of providers responding to the pre-webinar questions reported that they will not be adjusting their entry requirements in the light of recruitment challenges resulting from Covid-19. This is primarily due to the rigour of T Levels and not wanting to set students up to fail. As one provider reported: ‘We need to recruit more learners, but cannot lower the bar because that would be unfair on learners who then struggle to cope’.

Most providers require 4-6 GCSEs at grades 4 or above, including English and/or maths, although there are variations. A small number of providers require 4-5 GCSEs at grade 5 or above or a grade 5 in English or maths, and some require a grade 4 or 5 in other designated subjects such as computer science (for Digital) and science (for Construction). A minority of providers said that they will assess applicants without the required grades on a range of factors such as: references, performance at interview, individual circumstances, performance on assessments (e.g. a digital test), and performance on transition activities and at taster sessions. A small number of providers reported that, should students not have achieved the required grades in GCSE English and maths, depending on ability and aptitude they will be able to resit these qualifications alongside the T Level, or, where provision is offered, complete the T Level Transition Programme first.

Although Covid-19 meant that the government had to consider whether going ahead with the launch in September was appropriate, the decision was taken to continue with 2020 delivery. This was due to providers’ track record, enthusiasm and strong commitment and the progress they had been making, including with recruitment. In addition, the government did not want students to lose out on opportunities due to Covid-19. However, **DfE will be carefully monitoring recruitment for the first and second waves** and will continue to support providers in preparing for delivery from September.

It will be important that learning from providers’ use of virtual recruitment activities during Covid-19 is captured so that providers in future waves can benefit from understanding what virtual methods have been effective in recruiting and inspiring students.

2.2 T Levels brand

Contributions at the webinar and responses to the pre-webinar questions suggest that there is low awareness of the T Levels brand amongst students, parents/carers and employers.

And, where people are aware of T Levels, their knowledge is often limited. As one provider observed: ‘the national campaign around T Levels has been relatively poor with students and parents informing us they only heard about them from the college’. These findings are not new and have been reflected in NFER’s earlier research.

The Next Level campaign, which was set up to promote the T Level brand, was launched in autumn 2019. The campaign strategy is to target spend in the areas where T Levels are being

delivered and to work closely with the marketing and communications teams in providers to amplify the work they are doing. The original plan was to increase activity in the spring, building up to the launch of T Levels in September. However, **the T Level promotion plan was disrupted as a result of Covid-19**, which led to all government communication channels being focused on an immediate Covid-19 response. Exceptions are now being made and the **T Levels campaign is one of a select number of marketing activities which is allowed to commence again to support the final push on recruitment this summer**. Providers who called for the campaign to be ‘ramped up’ before GCSE results day will be reassured to hear that it has now re-started and will run over the summer to support recruitment. Providers and sector representatives have also stressed the need for an even greater push on national awareness raising in 2021, given the increased number of T Level routes and larger cohorts. As one sector representative observed: ‘We need to consider how support will be provided for the 2021 T Level providers. It is a larger cohort and more T Levels so potentially a greater issue’.

Providers were progressing well with their own local marketing efforts prior to Covid-19. One of the panellists described a range of face-to-face activities that their institution had undertaken prior to lockdown. This included:

- cheese and wine evenings to get businesses into college which was met with a very positive response
- visits to feeder schools to talk at assemblies and to targeted groups of students who might be more likely to consider T Levels, for example students studying IT or Resistant Materials
- information events for careers advisers working with schools across the county who are key to raising awareness of T Levels.

Whilst the national campaign has been paused and schools have only been open for children of key workers and vulnerable children, providers have been using a range of innovative strategies to raise students’ awareness of T Levels. Providers responding to the pre-webinar questions and those contributing to the webinar provided examples of a range of activities they had been undertaking since the lockdown. They include:

- the provision of T Level information on their websites
- social media feeds, campaigns and events, for example through Facebook, Twitter and Instagram
- virtual engagement activities, such as open days, centre tours, parents’/carers’ evenings, Q&A sessions, new student days and welcome sessions, taster sessions, information advice and guidance (IAG) sessions, and careers fairs. Google Meets and Microsoft Teams have been most commonly used to facilitate these activities
- phone and virtual interviews
- keep-in-touch emails
- posting information out
- local marketing and publicity campaigns, for example via local radio, TV and billboards.

Providers have also been undertaking a range of online activities to maintain the interest of current applicants and to help them prepare for their T Level. A number of providers responding to the pre-webinar questions reported that they have been setting applicants transition

work and facilitating skills-building activities. Providers intend to continue with their range of recruitment and transition activities over the next two months.

Awareness of the T Level brand amongst employers was also raised as an issue, both by one of the panellists and by providers who responded to the pre-webinar questions.

Employer awareness was already low prior to Covid-19 and the lack of promotion over the last few months has meant that it has remained low. As one provider noted: ‘industry placement providers still do not have a clear understanding of T Levels at a national level. National promotion has stopped during the Covid pandemic’. This point was echoed by evidence from an employer survey administered by another provider who had found that awareness of T Levels, as well as vocational and technical qualifications more generally, is low: ‘employers and HR departments often have limited knowledge of the massive landscape of vocational education...The landscape is already quite complex so trying to launch a T Level into the middle of this has been an interesting exercise. We have found awareness to be low’. Several providers reported that they would welcome further support from DfE with raising employers’ awareness of, and engagement in, T Levels. They will welcome the new package of support for T Level industry placements, mentioned above.

Just less than three-quarters of the providers who responded to the pre-webinar questions have not received any external support in promoting T Levels during the pandemic.

The small number who have received support mentioned local feeder schools, careers advisers working with schools, enterprise advisers, the Local Enterprise Partnership (LEP), the local Chamber of Commerce, DfE and the Education and Skills Funding Agency.

2.3 Looking beyond September

The final discussions of the webinar focused on looking beyond September.

One area of discussion was the need for providers to allow for more ‘flux’ in the first few weeks of courses than would normally be needed to help ensure students are on the right course. Most students may be returning to face-to-face learning after five months of disrupted education having received little or no careers advice. Providers will need to allow more flexibility and time for students to decide on their course and settle down. In addition, providers may need to accommodate later starts as some students may have had their apprenticeship cancelled or employment offer withdrawn. As one panellist and a sector representative responding to the pre-webinar questions commented: ‘Everyone needs a bit more slack this year. There needs to be recognition that not only is it a new qualification but a qualification launched during very trying circumstances’ and ‘[There are] likely to be more students uncertain of their choices and more students who thought they had something in place for September being disappointed so drifting back to schools/colleges later in September looking for an alternative programme. This could mean some later starts for T Level students’.

One of the panellists provided an example of a flexible induction period which they trialled last year with Level 2 students and which they intend to roll out further this September. Many of these Level 2 students were expecting to progress onto A levels or a Level 3 BTEC course but did not achieve the grades required and so were needing to re-think and consider a Level 2 course instead. To help with decision making and retention, during the first two weeks of term, the college ran a carousel model whereby students experienced taster lessons in every Level 2 subject before

signing up to their chosen course. Twenty-five per cent of students changed their course choice following the carousel and those that did not were able reaffirm that their original choice was the right one. The model proved to be very effective, reducing the drop out from 18 per cent the previous year to two per cent.

There was also discussion of the need to undertake more initial assessments with students, alongside providing careers advice and guidance to ensure that students are suitable for their chosen T Level course. However, as one contributor pointed out, **additional decision-making support needs to be counter-balanced with leaving sufficient time to get through the content of these large qualifications.** Another emphasised that accountability (for example success rates) and funding rules should be ‘slackened’ this year to allow young people to move out of T Levels after starting if they decide they are not the right course for them.

In response to a question, **there was discussion about what might happen if there is a further spike in Covid-19 cases.** The government representative said that they have been working with providers to understand what the alternative options would be for students if this situation occurred and providers were no longer in a position to deliver T Levels. However, most providers are confident with their curriculum plans at this stage and some are building in contingency plans for a possible increase in Covid-19 infections. Around three-quarters of the providers responding to the pre-webinar questions reported that they are ready to ‘a very large extent’ or ‘a large extent’ in terms of curriculum development and staffing and some provided examples of their plans for various delivery options from September. One provider reported that they were developing a curriculum which could be adapted for a range of scenarios, for example ‘back to normal, blended, all online, back to normal but with a second wave of Covid-19 in the winter’. Where challenges are being faced in curriculum development, this tends to be due to lack of face-to-face preparation and planning within departments and limited staff time as a result of them being occupied with delivering current courses virtually.

The government representative emphasised that, **should another surge of Covid-19 cases occur, a key consideration will be assessment.** They are working closely with awarding organisations, Ofqual and the Institute for Apprenticeships & Technical Education on this to ensure that T Level students are treated fairly. This is part of wider work that the government and Ofqual are undertaking on assessment of vocational and technical qualifications. At this stage, most of the providers responding to the pre-webinar questions feel ready to deliver in terms of assessment, with half being very positive about their readiness. Three feel less ready and one of these providers commented that this is due to the assessment being new and very little sample material being available at this stage. However, should face-to-face provision be impacted by Covid-19, providers will welcome more guidance on how they might undertake online student assessment.

Discussions returned to the industrial placement element. Although considered a valuable element of T Levels providing students with the opportunity to become competent in the workplace, it was felt that more flexibility may be required in the light of possible further impacts on the labour market. One provider suggested that it will be important to review how the placement is delivered whilst ideally retaining the same number of hours so that employers are able to engage in different ways: ‘Keeping a review on the placement [will be important], not the size which is very valuable

and an important part of the T Level, but the flexibility of the placement so we can still take advantage of meaningful opportunities that come available for students’.

The webinar concluded with the government representative praising the **‘incredible commitment and innovation’ providers are putting into T Levels** and the ‘energy’ they have shown in using virtual recruitment methods and devising new ways of delivering content to current vocational students. It is hoped that this will lead to a positive launch but the government will keep listening and responding to the challenges providers are experiencing.

3 Concluding comments

Providers have welcomed the opportunity to be involved in the development of the new T Level qualifications and continue to drive forward with their preparations for their launch in September 2020. Of key importance now will be the re-invigoration of national awareness raising ahead of GCSE results day to augment providers’ local marketing efforts. Once delivery starts, it will be important to review progress and quickly agree solutions to challenges that emerge. In particular, it will be key to monitor the progress of the industry placement element, including the impact of the new package of support for T Level industry placements. It may be that further flexibilities in what constitutes a placement will be needed. Finally, it will be important to gather learning and effective practice on how providers have adapted to virtual recruitment as well as, if the need arises, the delivery of T Levels using a mixture of on-line and face-to-face learning and remote assessment.

NFER will continue to track the progress of T Levels over the coming months and years and provide an independent commentary on their progress and outcomes.

Appendix 1: List of webinar panellists and attendees

Name		Organisation
Chair and panellists		
Maddie	Wheeler	NFER (Chair)
Sue	Lovelock	Department for Education (DfE)
Suzanne	Straw	NFER
Jonathan	Simons	Public First
Matt	Reynolds	Cirencester College
Attendees		
Anita	Crosland	City and Guilds
Norman	Crowther	National Education Union (NEU)
Dr Dana	Dabbous	Edge Foundation
Kevin	Gilmartin	Association of School and College Leaders (ASCL)
Ashley	Grute	Havant and South Downs College
Suzanne	Hall	Pearson
David	Howarth	Strode College
Simon	Hughes	Blackpool and The Fylde College
Julie	Hyde	CACHE
Vicki	Illingworth	Chichester College Group
Neil	Johnson	Barnsley College
Steven	Johnston	Notre Dame Catholic Sixth Form College
Glyn	Jones	York College
Andrea	Laczik	Edge Foundation
Matt	Lyons	Weston College
Leah	Palmer	Fareham College
Julian	Roberts	Truro and Penwith College
Kath	Salisbury	Cardinal Newman College
Jayne	Sheehan	Suffolk New College
Paul	Sowerbutts	Joint Council for Qualifications (JCQ) - City and Guilds
Loveena	Verma	Lordswood Girls' School and Sixth Form Centre
Andrew	Webster	Careers & Enterprise Company (CEC)
Jacqui	Allen	Pearson
Jules	Atkey	Department for Education (DfE)
Paul	Bailey	Education and Training Foundation (ETF)
Glenis	Drayton	Pearson
Suzie	Drew	Strode College
Claire	Barrow	Fareham College
Sami	Hedhli	Education and Training Foundation (ETF)
David	Lee	Pearson
Frank	McGloin	Department for Education (DfE)
Kurt	Moxham	Fareham College
Claire	Nicholson-Clinch	Education and Training Foundation (ETF)
Gareth	Reynolds	Pearson
Terry	Salt	Develop EBP
Andy	Smith	Develop EBP

Appendix 2: Data tables from the pre-webinar questions

Table 1: Provider responses to pre-webinar questions based on institution type

Institution Type	N
FE College	14
Sixth Form College	5
Independent Training Provider	2
Academy (11 – 18)	2
Academy (16 – 19)	1
Voluntary Aided Schools	1
University Technical College	1
Unknown	6
N = 32	

Table 2: Responses to pre-webinar questions from sector representatives

Organisation	N
Anonymised	1
Anonymised	1
Anonymised	1
Anonymised	1
N = 4	

Table 3: T Levels to be delivered by providers who responded to pre-webinar questions

T Level sector	Number of providers
Digital	8
Construction	2
Education & Childcare	4
Digital and Education & Childcare	9
Digital, Construction and Education & Childcare	9
N = 32	

Table 4: Providers delivering the Transition Programme from September 2020

Delivering Transition Programme	Number of providers
Yes	24
No	8
N = 32	

Table 5: Providers' views on their readiness to deliver T Levels

	To a very large extent	To a large extent	To a moderate extent	To a small extent	Not at all	N
Student recruitment	5	8	15	3	1	32
Curriculum development	2	21	9	0	0	32
Assessment	1	17	11	3	0	32
Industry placement	2	4	16	8	2	32
Staff capacity and skills	4	22	6	0	0	32
Overall	2	15	14	1	0	32

Table 6: Sector representatives' views on providers' readiness to deliver T Levels

	To a very large extent	To a large extent	To a moderate extent	To a small extent	Not at all	N
Student recruitment	0	1	3	0	0	4
Curriculum development	0	2	2	0	0	4
Assessment	0	1	2	1	0	4
Industry placement	0	0	1	2	1	4
Staff capacity and skills	0	2	2	0	0	4
Overall	0	2	2	0	0	4

Table 7: Applications received by providers against their expectations

	More than expected	About the same	Less than expected	Don't know	N
Digital	0	8	18	0	26
Construction	4	5	2	0	11
Education and Childcare	8	11	2	1	22

Table 8: Adjustments providers are making to entry requirements in the light of Covid-19

Adjustment	N
No adjustments being made	23
Applications continued to be reviewed on individual merit, grades, references, interviews, tasks completed prior to the T Level	6
Looking to accommodate GCSE resit option if feasible	2
Unsure/to be confirmed	1
	N = 32

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