|  **Implementation processes [[1]](#footnote-1)** | **Suggestions and existing guidance, resources, and case studies** | **Resources you plan to use** |
| --- | --- | --- |
| **1. Management*** Create your T Level strategy and team
* Build your implementation and internal communications plan
* Produce your financial plan and risk assessment
* Evaluate your implementation and communications
* Evaluate financial performance.
 | T Level Strategy provider case studyTimeline to deliveryThe planning cycle for Industry placementsTimeline to T Level deliveryPlanning a strategic approach for your T Level offer (*all support.tlevels.gov.uk*)[T Level Action Plan](https://www.gov.uk/government/publications/t-level-action-plan) [T Level Funding Guidance](https://www.gov.uk/guidance/how-t-levels-are-funded) [T Level news and events](https://support.tlevels.gov.uk/hc/en-gb/categories/360002675019-T-Level-news-and-events) (*all .gov.uk*)Your organisation’s vision and strategyYour financial plans Your strategic review and evaluation process |  |
| **2. Curriculum planning*** Research and understand global skills drivers and local skills needs
* Decide on your mix of Occupational Specialisms to match skills needs
* Sequence the curriculum so that all components work together
* Define entry requirements
* Integrate your IPs strategy as part of your curriculum planning to balance employer and student needs
* Integrate the curriculum coherently with other learning programmes
* Conduct annual curriculum review.
 | [T Level outline content and specifications](https://www.instituteforapprenticeships.org/t-levels/approved-t-level-technical-qualifications-and-final-outline-content/) for the T Levels you are planning to deliver (*Institute for Apprenticeships and Technical Education*) Building strategic employer relationshipsT Levels Curriculum case study (*both support.tlevels.gov.uk*)Local economic, labour market and socio-economic data and analysisYour curriculum plans and templates for timetabling, lesson planning, schemes of learningYour annual review cycle |  |
| **3. Set up for delivery*** Make sure staff are clear about T Levels content and requirements
* Create curriculum resources and session plans well before delivery commences
* Create an assessment strategy that complies with the requirement of the programme
* Review curriculum and assessment resources annually.
 | [T Level outline content and specifications](https://www.instituteforapprenticeships.org/t-levels/approved-t-level-technical-qualifications-and-final-outline-content/) for the T Levels you are planning to deliver (*Institute for Apprenticeships and Technical Education*) Guides and exemplification materials for the T Levels you are planning to deliver (*Awarding Organisations* [*NCFE/Cache*](https://www.qualhub.co.uk/delivery-and-learner-support/t-level-provider-support/)*,* [*Pearson*](https://qualifications.pearson.com/en/qualifications/t-levels.html)*,* [*City & Guilds*](https://www.cityandguilds.com/tlevels))Timeline to delivery (*support.tlevels.gov.uk*)Your policies for reasonable adjustments and special arrangements |  |
| **4. Professional readiness*** Conduct a gap analysis of staff knowledge and skills against your curriculum offer
* Identify where knowledge and skills can be acquired from recruitment, staff development, employers
* Plan and carry out additional staff recruitment
* Set up, resource and deliver staff development plans (organisation / team / individual)
* Secure employers to support delivery in the classroom
* Annually update your CPD approach.
 | [T Level Professional Development offer](https://www.et-foundation.co.uk/supporting/professional-development/technical-education/t-levels/?utm_campaign=865536_T%20Levels%20Bulletin%20Issue%2046%20-%20%20W1%2F2%20June%2025%202021&utm_medium=email&utm_source=The%20Education%20and%20Training%20Foundation&dm_i=4XJY,IJUO,4L3K5L,278OG,1) (*Education and Training Foundation*)Your workforce development and CPD plans and policies |  |
| **5. Environment / equipment*** Audit teaching environments to maximally utilise resources for Occupational Specialisms
* Plan space, equipment and digital resource requirements, positioning T Levels prominently for internal infrastructure and resource management
* Build employer equipment and resources into the curriculum
* Review environment and equipment annually.
 | [T Levels capital fund](https://www.gov.uk/government/publications/t-levels-capital-fund) (.*gov.uk*)Facilities and finance provider case study Action plan for investment(*both support.tlevels.gov.uk*)Your resourcing and capital investment plans |  |
| **6. Systems and structures*** Identify and trial alternative systems for example for: onboard students, manage progress and record achievement, including completing IPs, funding and student support
* Establish systems to recruit, onboard, register and support students, including initial and diagnostic assessment, and SEND needs
* Commission and configure systems for administration of examinations, tests and assessment
* Analyse data for compliance and improvement actions.
 | Recording systems for tracking industry placementsAssessing student sector specific behavioural readinessProgress monitoring during industry placementsDigital systems provider case study (*all support.tlevels.gov.uk*)Your systems strategies Your assessment delivery, standardisation, retakes processes and policiesYour processes for regulatory compliance tracking and submission |  |
| **7. Marketing*** Integrate T Levels into a single skills marketing offer for students, parents and employers, promoting your vision for T Levels as part of a coherent post-16 learning offer
* Deliver T Level marketing for students, parents and employers
* Make employers central to promoting and marketing T Levels to potential students and stakeholders
* Build in evaluation and review of your marketing offer.
 | [Resources and materials for promoting T Levels](https://www.gov.uk/government/collections/resources-and-materials-for-promoting-t-levels) (*Education and Skills Funding Agency*)[Promotional material Templates and designs for T Levels](https://www.gov.uk/government/publications/templates-and-designs-for-t-levels) (.*gov.uk*)T Level specifications and promotional material for the T Levels you are planning to deliver (*Awarding Organisations* [*NCFE/Cache*](https://www.qualhub.co.uk/delivery-and-learner-support/t-level-provider-support/)*,* [*Pearson*](https://qualifications.pearson.com/en/qualifications/t-levels.html)*,* [*City & Guilds*](https://www.cityandguilds.com/tlevels))Approaches to Marketing T LevelsMarketing and IAG Provider case study (*both support.tlevels.gov.uk*)Your organisation’s marketing strategy |  |
| **8. Supporting students to achieve*** Plan and deliver robust pastoral support to students to meet the demands of T Levels
* Establish and monitor learning support processes that evaluate students’ progress and achievement
* Set up and provide student support funding and SEND support
* Undertake specialist CPD for staff and support stakeholders to help students to achieve.
 | Planning student supportRecording systems for tracking industry placements (*both support.tlevels.gov.uk*)Your student support processes and policiesYour student monitoring and tracking systems, tools and processes:* feedback and progress
* tracking student profiles and support needs
* behaviour monitoring
* mental health tracking and management.
 |  |
| **9. Employer and stakeholder engagement*** Build relationships with local employers to support development of the whole T Level programme
* Engage more widely with local employment and skills stakeholders to build ownership and a united voice to support local skills plans
* Encourage employment and skills stakeholders to be advocates and ambassadors for industry placements.
 | Building strategic employer relationshipsHow employers can contribute to T Level deliveryEmployer engagement Provider case study (*all support.tlevels.gov.uk*)Your employer engagement strategy |  |
| **10. Industry placements*** Develop a placement plan and model that allows students and employers to make use of the full range of programme flexibilities
* Engage employers to be active contributors to placement design
* Identify potential for offering Industry Placements from current and new employer prospects
* Put in place robust policies, processes and systems for safeguarding, placement tracking and supporting students on placement
* Evaluate placement outcomes to realise benefits across the whole programme.
 | [T Level industry placements delivery guidance](https://www.gov.uk/government/publications/t-level-industry-placements-delivery-guidance) [Student guide: preparing for industry placements](https://www.gov.uk/government/publications/student-guide-preparing-for-industry-placements) [T Level industry placements employer guide](https://www.gov.uk/government/publications/t-level-industry-placements-employer-guide) (*all .gov.uk*)Overall industry placement delivery and quality processSupporting employers to select students for industry placement (*both support.tlevels.gov.uk*)Your health and safety and welfare policies |  |
| **11. Progression into and from T Levels*** Develop IAG strategies for schools, employers, colleges and HEIs
* Tailor T Level content for employers, to drive effective talent pipelines
* Make the case to parents and students of the value and potential of T Levels.
 | Progression modelling for T Levels studentsCollaboration provider case study (*both support.tlevels.gov.uk*)Labour market and socio-economic data and analysisEmployer profiles |  |

1. From Implementing T Levels - Process And Timeline [↑](#footnote-ref-1)