| **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 study  Timeline to delivery  The planning cycle for Industry placements  Timeline to T Level delivery  Planning 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 strategy  Your 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 relationships  T Levels Curriculum case study  (*both support.tlevels.gov.uk*)  Local economic, labour market and socio-economic data and analysis  Your curriculum plans and templates for timetabling, lesson planning, schemes of learning  Your 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 placements  Assessing student sector specific behavioural readiness  Progress monitoring during industry placements  Digital systems provider case study (*all support.tlevels.gov.uk*)  Your systems strategies  Your assessment delivery, standardisation, retakes processes and policies  Your 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 Levels  Marketing 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 support  Recording systems for tracking industry placements  (*both support.tlevels.gov.uk*)  Your student support processes and policies  Your 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 relationships  How employers can contribute to T Level delivery  Employer 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 process  Supporting 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 students  Collaboration provider case study  (*both support.tlevels.gov.uk*)  Labour market and socio-economic data and analysis  Employer profiles |  |

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