1. **scope and impact**

| **Key question** |
| --- |
| 1. How significant is your T Level programme to your organisation and what impact will it have on the organisation’s strategic plan? |

| **Question** | **Lead for discussion** | **Your notes** |
| --- | --- | --- |
| * 1. Which T Levels do you plan to deliver? |  |  |
| * 1. What is the timeline for offering these T Levels? |  |  |
| * 1. How do you assess the level of demand from students for these T Levels? |  |  |
| * 1. How do your plans for T Levels affect other programmes offered to students? |  |  |
| * 1. How does your planned T Level programme affect the organisation’s plans in other areas, e.g. infrastructure, central services, student support etc.? |  |  |
| * 1. How will other planning groups[[1]](#footnote-1) contribute to the T Level strategic plan? |  |  |

1. **STAFFing**

| **Key question** |
| --- |
| 1. How do you plan to establish, deploy and maintain highly qualified and expert staff teams to deliver your organisation’s T Level programme? |

| **Question** | **Lead for discussion** | **Your notes** |
| --- | --- | --- |
| * 1. What staff are needed: * for curriculum development * to deliver technical and occupational specialisms * for student support * to manage relationships with employers? |  |  |
| * 1. How could existing staff be upskillled and redeployed to meet these needs? |  |  |
| * 1. What is the requirement for new staff? |  |  |
| * 1. How are staff within T Level programme teams deployed to maximise the positive impact of skills and expertise, e.g. matrix structures, agile groups? |  |  |
| * 1. Which systems and processes are used to ensure that staff: * perform consistently to a high standard * exchange information rapidly about best practice? |  |  |
| * 1. How are staff within central functions (finance, estates, marketing etc.) deployed to add maximum value to T Level teams? |  |  |
| * 1. What role does the HR team play in facilitating a high-performance culture in all T Level teams? |  |  |

You can find an extensive range of support for staff CPD at the [Education and Training Foundations T Level Professional Development](https://www.et-foundation.co.uk/supporting/professional-development/technical-education/t-levels/) offer site.

1. **finance and risk**

| **Key question** |
| --- |
| 1. What finances are needed to deliver your organisation’s T Level programme and how will financial risks be managed? |

| **Question** | **Lead for discussion** | **Your notes** |
| --- | --- | --- |
| * 1. How much capital funding is needed annually in each of the next three years, e.g. for premises, facilities, equipment? |  |  |
| * 1. Where will the extra capital funding come from, e.g. T Level Capital Funds if available? |  |  |
| * 1. What use can be made of existing assets to reduce the need for extra capital funds? |  |  |
| * 1. How confident are you that the planned T Level programme can be delivered successfully using T Level delivery funding alone? |  |  |
| * 1. How do you retain clear oversight of the cost of T Level delivery in order to monitor financial risk? |  |  |
| * 1. What contingency planning processes are in place to manage the impact of these risks? |  |  |

1. **communication**

| **Key question** |
| --- |
| 1. Who is responsible for the T Level communication plan[[2]](#footnote-2) and how well does it support the organisation's T Levels offer? |

| **Question** | **Lead for discussion** | **Your notes** |
| --- | --- | --- |
| * 1. Who is responsible for designing and implementing an integrated T Level communications plan internally across your organisation and externally to stakeholders? |  |  |
| * 1. How does the plan reflect the organisation’s strategic vision for T Levels? |  |  |
| * 1. How well does the plan fit in with the cycles and patterns of T Level activity, e.g. student recruitment, results, periods of intense activity etc.? |  |  |
| * 1. How does the plan support key audiences including: * students, e.g. to access learning resources and guidance * staff, e.g. to access the latest T Level guidance and resources * employers, e.g. to access guidance and templates used in industry placements? |  |  |
| * 1. Which channels and platforms are used to communicate information and messages? |  |  |
| * 1. How is the plan costed and what is the budget? |  |  |
| * 1. When and how is the plan evaluated? |  |  |

1. **Stakeholder relationships**

| **Key question** |
| --- |
| 1. How do you gain and maintain support for your T Level programme from key stakeholders? |

| **Question** | **Lead for discussion** | **Your notes** |
| --- | --- | --- |
| * 1. Which key stakeholder groups are you in regular contact with about T Levels? Examples include: * Skills Advisory Panels * Local Enterprise Partnerships (LEPs) * employer networks such as Chambers of Commerce and the Federation of Small Business * Sector Skills bodies * other providers including universities. |  |  |
| * 1. How do you define the contribution each stakeholder is most likely to make to your T Level programme? Examples include: * contributing to classroom learning, e.g. talks and presentations * offering industry placements * providing insights into industry needs. |  |  |
| * 1. How should you consolidate your links with stakeholders so that they support and inform the T Level programme? Examples include: * regular contact through ‘keep in touch’ calls * invitations to take part in industry panels * newsletters, bulletins, social media feeds. |  |  |
| * 1. What methods do you use for strategic communications with key stakeholders? Examples include: * CRM systems * account management * event programmes. |  |  |

1. **pathways**

| **Key question** |
| --- |
| 1. How do your partnerships with schools and other providers help to make sure that:  * pathways to all T Levels are available locally and regionally * students and others are well informed about these pathways and the opportunities and benefits they provide? |

| **Question** | **Lead for discussion** | **Your notes** |
| --- | --- | --- |
| * 1. How do you use your strategic partnerships with schools and other providers to create pathways to T Levels, especially in sectors identified as a priority in local skills improvement plans? |  |  |
| * 1. How do you communicate with students, parents, guardians or carers, teachers and careers professionals about these pathways? |  |  |
| * 1. Which key messages do you give about the benefits of T Levels? |  |  |
| * 1. What use do you make of case studies, testimonials and other ways of communicating students’ experiences of T Levels? |  |  |
| * 1. How do you coordinate engagement with your respective partner networks to maximise support for T Levels from employers? |  |  |
| * 1. How do you use your partnerships with other providers to: * support each other in T Level curriculum design * share practice, resources and facilities * make industry placements available for all students? |  |  |

1. **PROGRESSION**

| **Key question** |
| --- |
| 1. How do your partnerships with universities, employers and other providers help to make sure that students:  * have access to a wide range of high-quality progression routes when they finish their T Levels * are well informed about these routes and the opportunities and benefits they provide * are supported to make a positive decision about next steps? |

| **Question** | **Lead for discussion** | **Your notes** |
| --- | --- | --- |
| * 1. What information do you give to students about the opportunities open to them when they finish their T Levels, including: * employment * apprenticeships * further study? |  |  |
| * 1. How do you ensure that you provide accurate and up-to-date information which: * reflects opportunities in the labour market * opens up progression to higher education * gives students the best chance of making a positive next step in their route to a rewarding career? |  |  |
| * 1. How do you use your partnerships and links with other providers and universities to make these progression routes attractive and straightforward for students to access, e.g. by guaranteeing interviews? |  |  |
| * 1. How do you support students to: * make the best choice of progression routes * follow up their preferred routes * succeed in making a next step which meets their aims? |  |  |

1. These may include governors, finance committees, estates etc. as well as T Level planning or working groups. The resource entitled ‘T Level Implementation groups – terms of reference’ lists five T Level planning groups, in addition to a strategic group. These suggested groups would cover T Level subjects, employer engagement and development, student support, human resources and assessment. [↑](#footnote-ref-1)
2. A communication plan defines what information will be provided, who it’s for, when it will be communicated and what channels are used to deliver the information. [↑](#footnote-ref-2)