**Template: T Level components that may be relevant to a science placement**

The template below lists components of the T Level which may be relevant to a science placement – tick the second column if they are relevant to each placement. The third column allows employers and providers to plan where within the placement sequence students will focus on each component. Two options are suggested: initial learning when students first apply their knowledge, skills, and behaviours; and consolidation where they revisit these components to improve their performance and commit their learning to long-term memory.

To complete the template, providers and employers should ask:

* Which of the components are relevant to the placement?
* When (at what stage in the placement) will students start to apply the knowledge, skills, and behaviours for each relevant component?
* When (at what stage) will they revisit each component?

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|  | Included in IP | Where in placement sequence | |
| **Core component A** |  | Initial learning | Consolidation |
| A3 Health, safety, and environmental regulations |  |  |  |
| A4 Application of health, safety, and environmental practices in the workplace |  |  |  |
| A5 Managing information and data |  |  |  |
| A6 Data handling and processing |  |  |  |
| A7 Ethics |  |  |  |
| A8 Good scientific and clinical practice |  |  |  |
| A9 Scientific methodology |  |  |  |
| A10 Experimental equipment and techniques |  |  |  |
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| **Core skills** |  |  |  |
| CS1 Project management |  |  |  |
| CS2 Researching |  |  |  |
| CS3 Working with others |  |  |  |
| CS4 Creativity and innovation |  |  |  |
| CS5 Communication |  |  |  |
| CS1 Project management |  |  |  |
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| **Occupational specialism** |  |  |  |
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