



Education & Skills
Funding Agency

Guide for 16 to 19 institutions completing the T level readiness data collection

May 2018

Contents

Why should I complete this data collection?	3
Introduction and context	4
Technical education reform – our continued commitment to working with you	4
Completing this data collection	5
Background and planning assumptions	6
The data collection template	9
Section 1: Provider details	9
Section 2: Part 1 - Delivery intentions	9
Section 2: Part 2 - Teaching professional readiness	11
Section 3: Buildings, space and equipment	13
Building condition categories	13
Functional suitability	14
Specialist equipment for this T level route	20
Section 4: Other support	22
Section 5: Baseline assessment	23
Categories	24
Phases	26

Why should I complete this data collection?

This is your opportunity to influence how we roll out T levels and to help co-design the support the DFE/ESFA offers to you.

T levels will be larger and substantially more stretching than existing vocational and technical study programmes. Preparing for delivery is a long term project, which must start now if the sector is to be ready to make this step change.

This data collection is an important opportunity for you to provide the Department with information on what you plan to offer, and on how ready you are. It is also a useful planning tool for all providers. This is not a survey and completion is not compulsory; however, all providers who plan to offer T levels in the future are asked to supply the requested information.

This data collection will provide information which is essential for us to plan the delivery of T levels and will inform:

- how the roll out is planned and implemented
- how the funding approach to T levels is designed, in order to support T level providers using the additional **£500m per year**, as announced in the 2017 Budget
- how we can support providers to successfully deliver T levels, including how funding of up to **£20m**, allocated over 2 years, is spent to help further education providers prepare for the delivery of T levels and to help teachers prepare for this change, and whether there is a need and robust case for funding beyond the next 2 years
- if there is a need and a robust case for capital funding to support T level delivery
- how the Department work with the sector to co-create T levels and the funding system that will support them

Whilst we can confirm revenue funding and funding to support the workforce: there is no capital budget at present to support T Levels or fund specialist buildings and equipment and we cannot give any assurance that such funding will become available. This data collection asks you to provide information about your facilities and equipment and what improvements you may need to deliver T levels, including estimated costs. We will use this information to update existing data already held by the ESFA to give us a better understanding of your current situation.

We appreciate the amount of work involved in completing this data collection, but believe that it is an important task; it is essential for the Department's planning and will help inform T level planning within your own organisation.

All responses received will be treated confidentially. This data collection does not form part of any T level delivery selection process.

It is also understood that these responses are based on early assumptions that might change. It should be noted that the answers given to this data collection or not completing this data collection, will not determine the funding that is ultimately allocated to your organisation.

The deadline for completion of this data collection is **midnight on 6 July 2018**.

Introduction and context

The Government's [Post-16 Skills Plan](#), published in July 2016, accepted all [34 recommendations from the Independent Panel on Technical Education](#). This included the introduction of a new framework of 15 technical routes to skilled employment for 16 to 19 year olds, which are either classroom-based (T levels) or work-based (apprenticeships). Eleven of these routes will be delivered as classroom-based level 3 technical study programmes called T levels, and through apprenticeships. The other 4 routes will be delivered as apprenticeships only.

The Institute for Apprenticeships has consulted on a set of occupational maps that will determine how occupations are categorised for T levels. These [occupational maps](#) will help institutions determine how existing provision will fit within T levels.

Technical education reform – our continued commitment to working with you

We have been clear from the very beginning of our journey to reform technical education that government cannot do this alone: it must be a joint effort between government, education providers, employers and other key partners.

This means that we are committed to ensuring that you, as the future deliverers of T levels, are involved and able to input your views at all stages.

We have already held a number of events attended by many of you, aimed at raising awareness and giving you an informal opportunity to discuss our current proposals for T level programmes and the questions posed in our recent T level consultation. You have also had the opportunity to respond directly to the consultation to formally express your views.

This data collection is another way for us to gather information from you to make sure that we get these reforms right. The results will help us to understand your perspectives and priorities for delivery of T levels.

We therefore encourage completion so that we have as much information as possible about the needs of the sector.

Completing this data collection

This initial data collection has been devised to help us understand the support that providers consider they need to deliver T levels and the information you provide will allow us to assess readiness for delivery. Some sections of the data collection may be repeated in future to update our intelligence.

Some sections are formatted to collect information by T level route. We therefore recommend those parts are completed by the relevant department head with support from business and strategy development staff and then collated and submitted centrally.

You may wish to consider where information can be sourced from and who is most appropriate to complete each part of the data collection, for example, head of department or Human Resources. We make recommendations in each section.

This data collection is not an assurance of funding or delivery permission, and your answers will not determine the way in which funding is ultimately allocated. We may impose quality or delivery thresholds but for the purpose of this data collection you should assume that if you are currently delivering relevant vocational or technical qualifications you will be able to deliver T levels.

All information provided should be based on your best planning assumptions at time of completion. Please see the [Planning Assumptions section](#) for further detail.

Please note that the numbers of questions and categories in the online data collection will change depending on the number of routes to deliver. We have therefore highlighted in the guidance to which categories the sections and questions refer.

There are also a set of [excel tables](#) on GOV.UK which you may wish to complete to support you to gather the information for the data collection. They are for your use only and do not need to be submitted with the data collection.

This data collection forms part of a wider programme of research on the FE sector in 2018 which also includes the 2018 College Staff Survey of General FE colleges and Specialist FE colleges in England and the Post 16 Omnibus Survey, which you may be contacted about separately.

Background and planning assumptions

The [T level consultation](#), launched on 30 November 2017, set out the proposals for T level programmes and the wider reformed technical education system and sought views from employers, providers, learners, and others on how best to implement the reforms. The response to the consultation will be published shortly. The following sections provide those details we know about T levels and those that you should assume or consider as probable in your T level planning, and therefore should bear in mind when completing the data collection.

What we know about T levels

- both T levels and A levels will exist as high-quality, rigorous, level 3 study programmes. A levels will continue to support entry to degree level higher education
- T levels will be designed primarily to support entry to skilled employment in technical occupations at level 3 and above. They will also support progression to higher education options including higher technical qualifications, higher apprenticeships, degree apprenticeships, and technical degrees, including through Institutes of Technology, University Technical Colleges, Further Education Colleges and National Colleges
- both A levels and T levels will be prestigious programmes for ambitious students who want to progress into rewarding careers
- T levels are a classroom-based technical study programme, and will be available alongside apprenticeships as one half of a high-quality technical education offer. Of the 15 technical routes to skilled employment, 11 will be classroom-based and will therefore be delivered through T levels, as well as through apprenticeships.
- we expect the remaining 4 routes (Transport and Logistics, Sales Marketing and Procurement, Social Care and Protective Services) to be delivered through apprenticeships only
- T level panels (led by employers) have been put in place to design the content, which will be based on associated apprenticeship standards. Each T level programme will consist of 5 components:
 - an approved technical education qualification at level 3
 - maths, English and digital requirements
 - an external work placement of at least 45 days
 - any other occupation-specific requirements or qualifications, as set out by the relevant T level panel as part of the Institute for Apprenticeships and Technical Education
 - any further employability, enrichment and pastoral (EEP) provision
- T levels are expected to average 1800 hours over 2 years. They will differ in size to reflect the requirements of different occupations; we expect the total time for most of the technical qualifications to fall between 900 and 1400 hours. The

remainder of the programme time will be made up of the other components listed above, including the work placement

- we expect that providers will increase and expand their T level offer over time. Our ambition is that T levels will be the default level 3 technical offer in the majority of providers by 2024
- we propose to review the range of level 3 qualifications currently funded by government and we consulted on the key principles of that review. We will set out next steps shortly
- as T levels are introduced we expect to reduce the number of other qualifications we currently fund
- our current planning assumptions for T level implementation are:

- **2020 to 2021** – One pathway each from 3 routes:

Construction
Digital
Education and Childcare

- **2021 ONWARDS** – Further pathways across all 11 routes introduced in annual phases:

Construction
Digital
Education and Childcare
Legal, Finance and Accounting
Engineering and Manufacturing
Health and Science
Hair and Beauty
Agriculture, Environment and Animal Care
Business and Administrative
Catering and Hospitality
Creative and Design

More information can be found in the [T level action plan](#), [draft occupational maps](#) and the [T level consultation](#).

Content for the first 3 pathways

Groups of employers have been developing the content of the new T levels, setting out the knowledge and skills a student needs to have acquired upon completion of the programme. We will make the draft content for the first 3 pathways available to you to inform the completion of this data collection.

What you should assume for data collection completion

We will be supply more detail in our response to the consultation, in completing this collection you should assume:

- there will be further demand on staffing due to the number of hours in a T level programme and additional requirements, for example staff visiting students on their work placements
- providers meeting specific criteria were asked to consider completing an expression of interest to deliver the first 3 T levels in the academic year 2020 to 2021. We plan to announce the results of the expression of interest by the end of May 2018
- we will re-consider this process and qualifying criteria, and there will be a further expression of interest process for providers to deliver T levels in academic year 2021 to 2022
- the process for providers to begin T level delivery from 2022 and beyond is not yet set. This data collection we are carrying out here is not connected to any future expression of interest process
- you should be aware of the role of Local Enterprise Partnerships (LEPs) in identifying local skills needs and already be taking these into account when planning your provision. In completing this data collection, we expect that you will take into account any locally and nationally published information on skills needs including those from your local LEP

The data collection template

Section 1: Provider details

Category - Provider Details

The information contained within these questions will enable us to identify you and contact the key person or deputy if needed.

Provider name:

Please include the full name. If you are planning to merge with another provider or you have recently merged, include who you have/or are planning to merge with and if your current name will be changing.

Provider Local Authority:

Please provide your Local Authority (LA) Area. If you offer provision in more than one area, state the LA area of your main office.

Provider UPIN:

Please confirm your UPIN in this text box.

Provider type:

Please use the dropdown box to choose one of the provider types.

Key contacts (contact 1 and 2)

Please provide details of 2 key contacts we could contact if needed. Please include name, job title, telephone number and email address.

Please note that all questions within the Provider Details and Key Contacts categories must be completed.

Section 2: Part 1 - Delivery intentions

We suggest relevant heads of department complete this section with support from business and strategy development staff.

This section concentrates on which T levels you anticipate delivering and in which year, and asks for estimated starts and the number of students in learning.

These student numbers will inform your responses to the remainder of this data collection and provide us with national planning assumptions. We appreciate this may change over time, but it will give us a standard planning assumption based on your current intentions.

By completing the boxes, you are not making a firm commitment to deliver these student numbers and the answers you give will not determine the way in which funding is allocated. The ESFA is not making a commitment to any funding through this process. We may in future impose quality or delivery thresholds but for the purpose of this exercise, you should assume that if you are currently delivering relevant vocational qualifications you will be able to deliver T levels.

Category - Delivery intentions

Please complete the following for the anticipated year of introduction per route, estimated starts and the number of students in learning.

To complete the boxes for the anticipated year of introduction of T levels in each route and estimated student numbers we suggest:

- you estimate when you are going to introduce each route
- if you have applied and been successful in your application to deliver T levels in academic year 2020 to 2021, please complete the expected student numbers for each available route from academic year 2020 to 2021 and onwards
- all other providers should complete the expected student numbers for each route available for each year from academic year 2021 to 2022. The process for selecting providers for 2021 and beyond is not yet set: you should plan to introduce each route to the timeline that suits your institution and not assume any barriers to introduction in any given year
- please note that a figure needs to be input for each year. Therefore if you are planning to deliver a route for example, from academic year 2024 to 2025 please input 0 in each box from 2020 to 2021 to 2023 to 2024
- **definition of starts:** this is the number of full-time students you anticipate starting the 2 year T level in each route in each year. To qualify a student must meet the current 6 week qualifying period for a full time programme
- **definition of students in learning:** This is the total number of students in learning on T levels in that route in that year, taking into account both first and second year students and average dropout rates. Your estimates of learner numbers must be realistic, particularly if you are planning to offer one or more T levels that comprise technical qualifications that you are not offering at present

Example Construction		
Academic year	Expected number of starts	Expected total students in learning
2020/21	20	
2021/22	20	40
2022/23	30	50
2023/24	30	60
2024/25	25	55
2025/26	40	65
2026/27	35	75

Section 2: Part 2 - Teaching professional readiness

We suggest Human Resources complete this section with input from relevant heads of department.

Critical to the success of T levels will be highly skilled and qualified staff. In delivering T levels it is expected that teachers and tutors will:

- be technically qualified in their specialist area
- be maintaining their competence via strong and regular links with their respective industries, linked to their professional body and/or have a licence to practice (where required)
- ideally have recent and relevant industrial experience
- be in possession of an appropriate teaching qualification

To help us prepare for delivery we now need to collect detailed information about those who currently deliver similar relevant technical programmes; and ask you to make an early assessment of future requirements for your organisation in terms of capability and capacity.

This assessment does not commit your organisation in any way, but will give us a good indication of where we need to focus our attention and support in the build-up to initial delivery.

Category - Delivery intentions

Number of staff currently involved in the delivery of Level 3 programmes in this subject area.

Please complete detailing the number of teaching staff (headcount – not FTE) you currently have delivering a similar relevant Level 3 programme per T level route.

Number of staff required to deliver each T Level in each year.

Please complete detailing how many teaching staff (headcount – not FTE) you anticipate requiring to deliver T levels in each route in future years from academic year 2020 to 2021 until 2026 to 2027.

How many staff currently involved in the delivery of Level 3 programmes in this subject area have the following qualifications?

Please complete detailing the number of staff (headcount – not FTE) that will require each of the listed qualifications:

- Level 2 qualification in both English & maths
- Level 3 qualification in the subject area that they are primarily delivering
- Level 4 or higher qualification in the subject area that they are primarily delivering
- Teaching qualification at level 4
- Teaching qualification at Level 5 or higher
- Qualified Teacher Learning & Skills (QTLS)
- relevant professional body affiliation or registration (for example IEng, Habia, CSci Teach) and/or holds current Licence to Practice (for example Gas Safe Registered)
- has worked within the relevant industry sector within the last 5 years; or has completed a placement of at least 4 weeks duration in the relevant industry sector (within last 5 years)

Are there any additional specialist qualifications that specific staff will require to deliver this T level route?

Please complete indicating the types of qualifications required and the number of staff that require each one.

Please note that if you have more qualifications to add than space allows you can input them in the additional text box provided.

Are there any additional specialist CPD interventions that specific staff will require to deliver this T level route?

Please complete indicating the types of CPD intervention required and the number of staff that require each one.

Please note that if you have more CPD interventions to add than space allows you can input them in the additional text box provided.

To help us develop a national support programme for FE staff delivering T levels we want to learn from the best CPD. Can you describe below any particularly good CPD experience you've had, what were these programmes/approaches, how were they delivered, who ran/delivered these and what specifically made them effective?

Please provide details in the free text box of any good CPD experiences providing the specific detail requested.

Both parts of this section can be repeated up to 11 times, once for each route. You will need to complete a separate set of questions for each route you have stated in Section 2 that you will deliver. At the end of each set of questions please answer yes to the question 'Do you have another T level route to add?', then complete further sets until you have completed a set for all of the T levels you plan to offer. When you have completed the last set please answer no to the question 'do you plan to deliver more routes?' to move on to the next section.

Section 3: Buildings, space and equipment

This section asks you to provide updated data on the current condition and efficiencies (running costs, space usage, suitability) of your buildings. We will use this information to update existing data already held by the ESFA to give us a better understanding of current estate issues and additional resources that may be required to support T Level delivery. Further below we ask about your delivery intentions.

You should be aware that there is currently no DfE capital budget available specifically to fund specialist buildings and equipment and we cannot give any assurance that capital funding will become available for this.

In completing these questions you should provide answers based on the best information that you have available. We recognise that you will not all have this information readily available and realise there is not time to undergo, for example, a new estates survey so please do not commission additional surveys/ advice. If the data you have is not reliable then please do not provide it and leave the section that you are unable to complete blank.

Complete the questions below with your most recent information. The questions ask for information on all of your sites so we can understand your whole estate.

Building condition categories

The building condition category definitions are the same as those used for eMandate and for Area Review reports, as follows:

A: As new. Typically built or major refurbishment within last 5 years.

B: Sound. Operationally safe with only minor deterioration.

C: Operational. Major repair or replacement needed within 5 years.

D: Poor. Serious risk of major failure or breakdown.

Information on the detailed [definitions of building condition categories](#) can be found on GOV.UK.

Functional suitability

Judgement of functional suitability is usually informed in collaboration with curriculum managers. If the space is vacant, the indicator should assume the last or most recent use of that space. If space is temporarily vacant (for example due to refurbishment), the same assumption applies. Functional Suitability category definitions are as follows:

- **Very Good** - The Gross Internal Floor Area (GIFA) in sq m of space that is very well suited to its purpose. The room(s)/building(s) fully support current functions. There are no negative impacts upon the functions taking place in the space
- **Good** - The GIFA in sq m of space that is suitable for its purpose despite minor weaknesses. Regard such matters as aptness, flexibility and convenience of use, security of tenure, convenience of access, disabled access, economy of running and maintenance and location. The room(s)/building(s) provide a good environment for the current function in all or most respects. There may be shortfalls in certain areas, but these have only a minor effect upon current functions
- **Satisfactory** - The GIFA in sq m of space that is less than ideal but any disadvantages are judged to be either not serious enough to create real problems or are capable of being remedied using current resources. The room(s)/building(s) provide a reasonable environment for current functions in many respects, but has a number of shortfalls. These shortfalls may be causing mismatches between space and function that is having a more significant effect upon current functions than Category II rooms
- **Unsatisfactory** - The GIFA in sq m of space for which the disadvantages are such that use is possible only at excessive cost or with extreme difficulty or is limited in time. The room(s)/building(s) fail to support current functions and/or are unsuitable for current use. The operational problems associated with such space are major, and are constraining current functions in the space. Space in this grade may require alternative solutions, rather than straightforward improvements in particular features of the space
- **Category - Capital**

Please enter site names that will be used in the following questions

Please provide the names of each site/campus within your estate.

Running costs

Please enter the total running costs for each site/campus per year in £. Include insurance, net service charge, cleaning, water & sewerage, maintenance, security (incl. staff costs), waste disposal, estate management, energy.

Building condition category

Please enter the Gross Internal Floor Area (GIFA) in square meterage for each site in each category. Use the most current information from your most recent survey but please amend according to the expected outcomes of any current works, including works and developments for which you have signed contracts but not have not yet started. If survey not available, use in-house estimates using the descriptors below. GIFA is defined as: "the area of a building measured to the internal face of the perimeter walls at each floor level" (Royal Institution of Chartered Surveyors).

Further information on building condition categories can be found at the beginning of this section.

A: As new. Typically built or major refurbishment within last 5 years

B: Sound. Operationally safe with only minor deterioration

C: Operational. Major repair or replacement needed within 5 years

D: Poor. Serious risk of major failure or breakdown

Vacant / not used (m2)

Please enter GIFA in square metres of sites or parts of sites not used at all. For these purposes vacant is defined as space that has no planned, regular usage.

Tenure

Please enter GIFA in square metres for each site for which the provider has Freehold or Long Leasehold (>50 yr) title, or will have at the completion of current works. Exclude buildings that will be removed as part of current works.

Please enter GIFA in square metres for each site for which the provider has Leasehold title, including all forms of leases, after current contracted developments have been completed.

Curriculum type

Please enter in square metres the space at each site for general/non specialist or specialist curriculum. The definition of “Specialist Curriculum Space” is: Floorspace accommodate equipment and practical activity for T Level routes not suited for general classroom provision. Specialist space may comprise space that accommodates specific infrastructure, practical facilities, mechanical devices, as well as training resources unique to the industry (for example simulators). Include space with discrete facilities for high needs learners. Generic resources (for example, most IT infrastructure, equipment used by other curriculum areas) are excluded from this definition. Do not include ICT rooms used for several curriculum areas.

Utilisation

Please provide the utilisation rate for each site as a percentage. The utilisation rate is based on a week long survey of Room Use (Frequency) x Seat Use (Occupancy). [Further information](#) on how to undertake a utilisation survey is available. We do not expect colleges to undertake a utilisation survey to complete this data return and this information should only be provided where a survey has been undertaken in accordance with the guidance within the last 2 years.

Please also provide the date of the survey which determined the utilisation rate for each site. The survey date refers to the date of the report by the third party that collected the relevant information.

In the text box enter any comments regarding any of the information provided, including any significant changes since you submitted your estates report to the Area Review, plans to remove or improve space in category D, any plans to improve utilisation, or any other related issues

Please provide the information asked for in the free text box

Category - Capital 2

Do you have an annually updated maintenance plan?

Please provide a yes or no answer.

If you replied yes, what is the total estimated cost for all works planned over the next 3 years?

This question will only appear if you replied yes to the previous question, please provide an answer in £.

If you replied no, what is the total estimated cost of all essential works

Required over the next 3 years to keep all buildings operational?

This question will only appear if you replied no to the question, do you have an annually updated maintenance plan. Please provide an answer in £.

What is the total maintenance budget planned for next 3 years

Please provide an answer in £.

Category - Capital 3

Are you currently or within the next 12 months do you plan to undertake a capital project(s) not included as planned maintenance above?

Please provide a yes or no answer.

If you replied yes: If you replied yes to the previous question, please provide details for each point in the box provided.

What is the total estimated cost for all these capital works? (£)

What is the total GIFA of any new build?

What is the total GIFA of any refurbishment?

What is the total GIFA improved from condition category C/D to A/B?

How do you plan to fund these works?

This question will only appear if you replied yes to the question, Are you currently or within the next 12 months do you plan to undertake a capital project(s). Please provide details of all methods in which these works will be funded

College reserves

Bank loan/finance

Local Enterprise Partnership Capital Grant

Disposal receipt

Other (please specify)

Category - Capital 4

Do you have a capital project(s) that you plan to undertake but are currently unable to progress due to funding not being available?

Please provide a yes or no answer.

Are these projects referenced within a college estates strategy that has been agreed by the Governing Body within the last 3 years?

Please provide a yes or no answer.

If you replied yes to either of the previous questions

If you replied yes to either of the previous questions, please provide details for each point in the box provided.

What is the total estimated cost for all these capital works (£)?

What is the GIFA of any new build?

What is the total GIFA of any refurbishment?

What is the total GIA improved from condition category C/D to A/B

What is the funding shortfall for these works?

Do you have an estates strategy that has been agreed by the Board/Governing Body within the last 3 years?

Please provide a yes or no answer

If yes:

This question will only appear if you replied yes to the previous question. Please provide details for each point in the box provided.

What was the date approved?

What is the estimated cost of implementing the strategy in full?

Do you have surplus land or assets that could be sold to fund the estates strategy?

Please provide a yes or no answer

If yes, what is the estimated value of these assets?

This question will only appear if you replied yes to the previous question. Please provide the estimated value of these assets in £.

Has you received any capital funding from Local Enterprise Partnerships?

Please provide a yes or no answer

If yes

This question will only appear if you replied yes to the previous question. Please provide details for each point in the box provided in £.

What is the total LEP grant(s) received?

What is the total expenditure incurred on LEP-supported projects?

Category - Specialist space and equipment needed to deliver T levels

Please select the route this information applies to

This section can be repeated up to 11 times, once for each route. You will need to complete a separate set of questions for each route you have stated in Section 2 that you will deliver. At the end of each set of questions please answer yes to the question 'Do you have another T level route to add?', then complete further sets until you have completed a set for all T levels you plan to offer. When you have completed the last set please answer no to the question 'do you plan to deliver more routes?' to move on to the next section.

Estimated GIFA space requirements for this T level route

Please provide the estimated space requirements for the route in m2 for both existing, new and total space.

Enter the GIFA space in each building condition category to be used this T level route, on each site

Please provide an answer for each relevant category against the building condition category definitions found in the introduction to this section.

Condition category at present (m2)

Requiring refurbishment to be suitable for T level route (m2)

Condition category estimated after refurbishment (m2)

Estimate cost of refurbishment (£)

In this box, please describe the refurbishment plans

Please provide details in the free text box

You will need the following information to complete the rest of this section:

The definition of specialist facilities and equipment is as follows:

Resources specific to the industries relevant to the T Levels you plan to offer, and that are required to produce those industries' goods and services. Resources may

comprise specific infrastructure, practical facilities, mechanical devices and bespoke software, as well as training resources unique to the industry (for example simulators). Generic resources (for example most IT infrastructure, equipment used by other curriculum areas) are excluded from this definition.

New specialist curriculum space needed for this T level route

Please provide an answer for each relevant category against either or both new build and lease.

Category - Equipment

Existing equipment

Please provide details of existing equipment against the categories:

Description	Number of units	Replacement date	Replacement cost per unit (£)

Total cost of units needing replacement before 2025 to 2026

Please provide a total cost in £

Specialist equipment for this T level route

Additional equipment required

Please provide details of existing equipment against the categories below. Only enter equipment if each unit is worth £20k or more. If you are not sure of your requirements, enter "TBA" in Description:

Description	Number of units	Year required	Cost per unit (£)	Total

Total cost of new equipment

Please provide a total cost in £

Total cost of replaced and new equipment

Please provide a total cost in £

Cost summary, please state years by which estimated spend will be completed:

Please provide the total cost and the cost in each year for each relevant category in £.

Estimated refurbishment costs

Estimated new space costs

Estimated equipment costs

Total estimated costs

Cost and funding plan for this T level route

Please provide the cost in £ for each relevant category: refurbishment, new space, specialist equipment. Please also provide any comments or sources in the last box.

Reserves

Loan

Disposal of land/assets

ESFA Capital Funding (if available)

Other sources

In the comments box below, please summarise the T levels you plan to offer that may be able to share space and equipment

Please provide details in the free text box

What alternative approaches would you take if resources were insufficient to support all developments and resources described above? For example, you may want to consider short-term leasing of equipment while awaiting funds to enable purchasing.

Please provide details in the free text box up to a maximum of 200 words.

Section 4: Other support

Category - Marketing and Communication

This section is about promoting T levels to others, the actions you may need to take and who your audience might be. For example, students, careers advisers and schools.

In your view what are the 3 most effective activities providers should carry out to achieve successful T level promotion?

Please provide the 3 most effective activities you could carry out as a provider in the boxes provided.

Provider Activities	Provider Activities	Provider Activities

In your view what are the 3 most effective activities ESFA/DfE should undertake to support you to market T levels (including how we can support you in your relationship with employers)?

Please provide the 3 most effective activities the ESFA could carry out to support you in the boxes provided.

ESFA/DfE activities	ESFA/DfE activities	ESFA/DfE activities

Category - Additional Support

This section is about barriers and any further information needs on T levels, implementation or any other support issues identified as a result of the data collection completion.

What are the 3 most important areas you require clarity on to enable you to plan the introduction of T levels effectively?

Please provide up to 3 areas in the table.

Area 1	Area 2	Area 3

What do you consider are the 3 most significant barriers to introducing T levels?

Please state in the table the most important barriers you may face as a provider when introducing T levels.

Barrier 1	Barrier 2	Barrier 3

How do you plan on overcoming any barriers to introducing T levels?

Please provide details in the free text box of how you will overcome any barriers listed in the previous question.

How could ESFA support you with any of the areas covered in the previous question?

Please provide up to 3 areas where support would be valuable.

Area 1	Area 2	Area 3

Section 5: Baseline assessment

Please note that we are not currently asking you to complete this section and it is not included in the online data collection. We have included it here in the

guidance notes so that you are aware we will request this type of information in the future.

The purpose of this section is to assess provider readiness and how it improves over time. We will also use it to monitor progress and adjust our programme accordingly. Initially this section will set a baseline for this ongoing assessment. It will be repeated at regular intervals to assess progress.

Please complete the table assessing your current position against each category. Please insert an X for each phase you think you have met so far. An example is below.

	Aware	Engaged	Self assessment	Action	On track	Ready
Strategy and direction	X	X	X			
5 year forward plan	X	X	X	X		
Management structure and internal comms	X	X				
Curriculum and teaching aids	X					

The tool is designed to capture where your organisation is at in preparing for T levels. You will be at different phases for different categories. For example, to complete this data collection you will have had to consider your strategy and direction concerning T levels and you might consider you are at “Engaged” on this category whereas on Curriculum and Teaching you might consider your position as “Aware”. We fully expect most categories to be in one of the first 3 phases at this stage but of course, this will progress over time. The definitions for the phases and categories are below:

Categories

Strategy and direction

A clear strategy on how you will implement T levels and the way forward.

5 Year forward plan

A clear plan of how you will manage implementation of T levels over the next 5 years. This should include which T level routes you will deliver, when and how many students you expect to study each one.

Management, structure and internal communications

The appropriate management and structures are in place to support T level implementation. Appropriate internal communication structures in place to inform and update relevant people timeously.

Curriculum and teaching aids

How the curriculum will change, the requirements for materials, equipment and aids needed for each T level route and the registration to deliver each T level with each Awarding Organisation.

Staffing

A staffing strategy including the need for new staffing and upskilling existing staff, to teach T levels and any personal development they may need.

Physical space and class equipment

The physical space and world class standards of the equipment that will be needed to deliver T levels.

Work placements

The T level programme will include a substantial work placement of at least 45 days. It should be high quality, structured and outcome-focused. How will this be delivered?

Progression to T levels

How students not yet ready for T levels will be supported to progress to T levels. For example, through a transition year.

Progression from T levels

Where will T level graduates move onto on completion, what skilled jobs are available what options are there for study at level 4, or for progression to Higher apprenticeships at level 4 and what needs to be in place to support this.

Internal systems

How current systems will be reviewed and improved. For example, enrolment, internal audit and accreditation.

Student support

What additional student support will be needed? For example, transport and use of Bursaries.

External partnerships

How will you maintain, or develop, relationships with external partners. For example, with employers, schools and careers advisers.

External marketing strategy

Your marketing approach and strategy to promote T levels to others. For example, students and schools.

Overall readiness for T levels

Your own assessment of your overall readiness for T levels taking into account the other categories.

Phases

Aware

We are aware of the T level roll out timetable. We realise it will have an impact on our provision and status quo is not an option.

Engaged

Our senior management team, governors and staff have received a briefing on the rollout. We have started to work to assess the impact on our provision.

Self-assessment

We have conducted a thorough self-assessment covering the areas listed and the 11 T level routes and have identified all the actions we need to take.

Action

We have a full development plan in place with detailed actions and the actions have senior named owners.

On Track

Our plan in is on track to be fully implemented in line with the T level roll out timetable.

Ready

On this category, we are ready to move to the next stage of implementation and ultimately are ready to implement T levels.

	Aware	Engaged	Self - Assessment	Action	On Track	Ready
Strategy and Direction						
5 Year Forward Plan						
Management, Structure and Internal Communications						
Curriculum and Teaching Aids						
Staffing						
Specialist space and equipment						
Work Placements						
Progression to T levels						
Progression from T levels						
Internal Systems						
Student Support						
External Partnerships						
External marketing strategy						
Overall readiness for T levels						



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