

Welcome to the Management & Administration T Level
Reflection and support - preparing for the autumn series
core exams

City & Guilds/ILM : Management & Administration Team



Karen Egan

Technical Advisor Leadership & Management



E: Karen.Egan@i-l-m.com



Alison Whittle

Technical Advisor - Post 16



E: Alison.Whittle@cityandguilds.com



Dominic Green

Technical Advisor Business Skills



E: Dominic.green@cityandguilds.com



A City & Guilds Group Collaboration

Agenda

1	Introductions
2	Core exam overview, hints and tips, examiners comments
3	Employer-Set Project (ESP) overview, hints and tips, examiners comments
4	Resources



- Support for Autumn series and core assessments
- Hints and tips and feedback from summer series of assessments



- Structure of assessments
- Processes of assessment delivery
- Grading

T Level Management & Administration – Preparing for Core Theory Exams ([watch the webinar recording](#))

T Level Management & Administration – Preparing for Core ESP ([watch the webinar recording](#))

Management and Administration

Core exam

Paper 1

Paper 2

Extended response questions

Management and Administration paper 1

What went well

- Candidates generally did well in questions that required them demonstrate knowledge and understanding AO1a and AO1b
- Legislative and regulatory frameworks – methods to comply with health and safety legislation
- Candidates who scored higher marks for AO2 questions read both the scenario and the question and related their answer to these

What could be improved

- Legal entity types that organisations can form – Characteristics of Limited Liability Partnership
- Importance of good communication and adapting communication to professional standards
- Different approaches to the way people are managed. Many candidates only talked about a range of different leadership styles in general.
- Across the paper as a whole, it was the extended response questions that candidates struggled with the most.

Hints and Tips

- To access more marks in AO2 encourage candidates to read both the scenario and the question and relate their answer to the context.
- Discourage candidates from writing out the questions.
- Candidates could write the main points for the ERQ questions on a separate piece of paper and plan a structured response.

Management and Administration paper 2

What went well

- Common change management theories and models
- How organisations develop policies and procedures and why
- The role of regulatory bodies and inspections
- Sources of finance for different types of organisations

What could be improved

- Common terms used in financial reporting
- Project management tools and approaches
- Common change management theories and models
- Candidates struggled with the extended response questions and often did not answer in adequate detail to gain marks in the higher bands. Many candidates did not attempt all extended response questions

Hints and Tips

- Examiners commented that some of the papers had very unclear handwriting, making it difficult for the marker to read the response. Writing in block capital letters is a possible solution if a candidate's handwriting is not legible
- Type of writing implement
- Recap of AO2 command verbs
- Encourage candidates to look at the marks available for each question and take this into account when providing their answer.

Extended response questions

- Across both papers as a whole, it was the extended response questions that candidates struggled with the most.
- In paper 1 higher performing candidates tended to achieve marks in bands 2 or 3 and occasionally band 4.
- In paper 2 many candidates did not attempt all extended response questions.
- Consider-discuss-evaluate command verbs were the most commonly used in ERQ
- Overall, it was evident that candidates would benefit from support in developing their extended response answering techniques, as candidates underperformed in Section B of these exams. Even though candidates wrote a lot often it lacked structure and didn't link to the scenario
- In the extended response questions, candidates should be encouraged to note the key areas of the scenario and how these relate to the question before writing. Well completed extended response questions were those where candidates gave an organised response, following the structure given by the stem

Supporting strategies

- Revisiting AO2 command verbs
- Planning an ERQ response example using a plan
- Breakdown of exam paper by AOs for candidates
- Assessment literacy
- ESP hints and tips

Useful tips for students writing extended response questions

- This type of question is not point marked – this means that you do not get a mark for every correct statement as in the one- and two-mark questions.
- Marks are given based on your understanding of the subject content on which you need to give a full and balanced answer.
- Read the question carefully.
- Re-read the question to make sure you are providing an answer to that question.
- Underline /highlight any key words in the question.
- Make a plan –listing all the key points that you want to include in their answer (example in next slide)
- You will also be rewarded marks for how well the answer is communicated so you will need to organise your answer so that it is structured in a way that makes sense. For example, if you are exploring the advantages and disadvantages of something then you would look to group all the advantages together in a paragraph and then group all the disadvantages together in the next paragraph. Explain why it is an advantage /disadvantage
- Always link your answers to the context of the scenario

Example of decoding/deconstructing an ERQ type question

Exam question.....

Reading and understanding the question:

What is the command verb?

What does the command verb mean (consider-discuss-evaluate) ?

How many marks is the question worth ?

How many minutes should I spend on the question?

Five things I should include in my answer (key words/topic words what is the task about? Limiting words or boundaries (what is the scope of the task)? Directive words (what are you specifically being asked to do)?

- 1.....
- 2.....
- 3.....
- 4.....
- 5.....

AO2. Apply my knowledge and understanding to different situations and contexts

AO3 a and AO3 b
Analyse and evaluate information and issues

Q21 A toy manufacturing company currently manages its operations from five small factories that the company owns. Each factory is currently operating at less than 50% capacity. The CEO has proposed that the organisation invests in and centralises all of its manufacturing operations from a single site. The company has insufficient existing capital to invest in a new site, so as part of the proposal, a range of finance options have been considered.

Evaluate **two** different finance options that are available to the company to support this move, recommending an approach that provides the best option for the company.

Intention:

Reading and understanding the question:

What is the command verb? **Evaluate**

What does the command verb mean (consider-discuss-evaluate) ?

To make an analysis about the success/quality of; e.g., end product/ outcome – systematic, proposing improvements

How many marks is the question worth ? **12**

How many minutes should I spend on the question? (**Dependant on length of exam 2 hrs 30 mins e.g. -5 mins planning and 10-15 mins per ERQ**)

Five things I should include in my answer (key words/topic words what is the task about? Limiting words or boundaries (what is the scope of the task)? Directive words (what are you specifically being asked to do)?

- 1 Evaluate **TWO** different financial options (advantages/disadvantages)
- 2 Must be available to the company as insufficient capital to fund new site
3. Recommend the best approach for the company
4. Explain why I think this approach is the most suitable
5. Link my answer to the context of the question

AO2. Apply my knowledge and understanding to different situations and contexts

AO3. Analyse and evaluate information and issues

AO2 – Apply Knowledge and Understanding to Different Situations and Contexts

What this assessment objective means

Using and applying knowledge and understanding, of processes, procedures, generalisations principles and theories to specified, concrete situations. AO2 is about being able to take the understanding of generalities (AO1b) and apply them to specific novel situations. It is more granular than the more extended synthesis/creation that may respond to an analysis (AO3a) of a more holistic complex situation/brief.

A candidate can

- differentiate relevant from irrelevant information in a given, new situation,
- select appropriate procedures/principles from memory and
- implement these procedures and principles appropriately for the given situation.

This is assessed within the examination by

Given a clear, straightforward/narrow situation, the question requires selection and application of relevant principles and procedures in a way that is specific to the situation (rather than in general terms).

- What is the best approach to... in this situation?
- Explain the process/ procedure to take when...
- What are the implications of ... (specific rather than general situation)

Explain why / consequences of/
reasons for... give the causes
of/rationale for something AO1b, AO2

Reasoning, plausibility, relevance

Explain how... give the steps in; e.g., a
process, clarifying causal relationships
AO1b, AO2

Order, logic, reasoning,
appropriateness of relationships

Example of AO2 questions and planning a response

<p>Q13</p> <p>A food production company has been visited without warning by a Health and Safety Executive (HSE) officer. The officer noted one of the slicing machines was operating with a broken guard, so the company was issued with a prohibition notice requiring the work to be stopped immediately.</p> <p>Explain the risk to and impact on the food production company of not complying with this notice.</p>			
<p>Acceptable answer(s)</p>	<p>Guidance</p>	<p>Max marks</p>	<p>Test Spec ref & AO</p>
<p>The risk is that there could be an injury (1) and not complying could result in criminal prosecution (1)</p> <p>Noncompliance could result in the company paying a large fine (1) or facing imprisonment (1) resulting in bad publicity and loss of business and profit (1) Business closure (1) causing staff to lose their job /staff being made redundant (1)</p> <p>Not complying with a prohibition notice can result in a serious accident occurring (1) meaning absence of injured worker and possible financial claim by the worker (1)</p> <p>Poorly maintained equipment can result in a lack of trust within the workforce (1) which can result in poor staff retention, which can be costly.</p>	<p>For each point explained, award 1 mark for each developed point, to a maximum of 4 marks.</p> <p>Marks can be awarded for developed points from any part of the mark scheme, provided it is appropriately linked to the risk/impact being explained.</p> <p>Accept any other alternative answer that explains the risk and impact.</p>	<p>4</p>	<p>3.3 AO2</p>
<p>KO</p>	<p>KO3 - Quality and Compliance</p>		

Candidate Response Example (4 marks)

First of all, the organisation runs the risk of employees getting injured, resulting in fines related to the Health and Safety at Work Act 1974. These fines would result in reputation damage, high turnover and cost increases. Additionally, should the officer return and discover the issue has not been resolved, they can take the organisation to court and have fines issued, the company disbanded or even place the owner in prison for not complying with the law.

ERQ question and planning a response

Q21	<p>A toy manufacturing company currently manages its operations from five small factories that the company owns. Each factory is currently operating at less than 50% capacity. The CEO has proposed that the organisation invests in and centralises all of its manufacturing operations from a single site. The company has insufficient existing capital to invest in a new site, so as part of the proposal, a range of finance options have been considered.</p> <p>Evaluate two different finance options that are available to the company to support this move, recommending an approach that provides the best option for the company.</p>
	<p>Intention:</p> <p>To allow learners to demonstrate their understanding of the finance options available to the organisation in this scenario.</p>
	<p>Indicative content</p> <p>Two from the options available:</p> <ul style="list-style-type: none">• Options available• Review options for freeing up funds from existing assets, e.g., selling existing factories.• Consider aligning operations from a smaller number of existing factories to free-up running costs across different sites, e.g., staff costs, operational costs.• Look at options for investor funding to support the short-term investment, for longer-term gain through efficiencies made.• Seek external financial support, through bank loans, credit cards, increased overdrafts, venture capitalists.• Consider applying for grants to relocate in new area. <p>Sources of finance</p> <ul style="list-style-type: none">• Internal sources – any existing capital, owners' capital, sale of assets, reducing costs, retained profit.• External sources – bank loans, investor funding, cash advances, grant funding, venture capitalists.

ERQ question and planning a response

Recommendations

- Looking at ways to free up capital from internally within the company provides potentially less financial risk.
- Apply to local authorities for a grant to relocate in their region to increase local employment rates.
- Approach venture capitalists with similar/previous experience of centralising operations to bring skills and capital into the project in exchange for a percentage of the ownership.
- Using sale of existing assets and streamlining activities for efficiency, would increase available capital and reduce expenditure, which would support the company to maintain control of its finances as part of investing in a larger site.
- Forecasting savings incurred as part of the outward investment of the new factory and having a plan in place to support the closure of the smaller factories, would provide confidence that the investment would be worthwhile/ and be achievable.
- Sale of assets would have to be managed in a way that ensures ongoing productive (and flow of) revenue continues.
- The company would need to account for any risks incurred with external financial support, such as repayment rates/terms, interest – so would be best to use this to supplement the funds needed, rather than for the full funds – ensuring that the interest etc, incurred is manageable to be repaid alongside the sale of other assets.

Candidate responses

7.2.1. Band 1

Top of band 1 response (3 marks)

The company wants to move to one site to centralise its operations which is a smart move as it will mean the site can operate as a higher capacity.

In terms of the businesses financial position the CEO could consider taking a bank loan to help invest into the new site. Then benefits to this is that they will have the capital there to invest in the new site, which will mean there will be less time taken for the moving process and operations in the new site can start sooner. However a risk to taking a bank loan is not being able to pay it back. This could happen if the business doesn't create enough revenue and profit, which could end up in the business having to shut down due to debt.

	AO2	AO3
Basic	Limited application of understanding that is relevant to the context or question. Application of understanding is undeveloped, with limited accuracy in interpretation through lack of application of relevant knowledge and understanding.	Limited accuracy in analysis through lack of application of relevant knowledge and understanding. Unsupported evaluation through lack of application of knowledge and understanding. Un-supported judgement through lack of application of knowledge and understanding.

Candidate responses

7.2.4. Band 4

Middle of band 4 (11 marks)

There are many financial options available for gaining capital expenditure, each of which come with various advantages and disadvantages.

The first option would be a bank loan or loan from a loan company. A bank loan is when a bank lends money to an organisation in response of paying back with interest. This would inject a large amount of funds into the business, that could be used to invest in the new site, that they could pay back gradually. This would be achievable due to their operations being profitable and gaining money over time to pay back the loan. It is likely they would be able to attain a loan by providing substantial evidence of previous success e.g. their five factories they currently own. The advantage of taking a bank loan is that there is no loss of ownership

or control of the business, and the money is available immediately to the business in order to proceed with their proposal.

However, bank loans usually have very high interest rates and unless the business has a set rate for their loan, this interest could fluctuate with economic instability. These rates mean that the company will pay back more than they gained, which could reduce shareholder dividends long-term while the loan is being repaid. This could result in dissatisfied shareholders leaving the business and further reducing funds from shares; and reducing the share price.

Comprehensive	A range of detailed and accurate application of understanding that is fully relevant to the context or question. Detailed and accurate interpretation through the application of relevant knowledge and understanding.	Detailed and accurate analysis through the application of relevant knowledge and understanding. Detailed and substantiated evaluation through the application of relevant knowledge and understanding. Detailed and substantiated judgement through the application of relevant knowledge and understanding.
----------------------	--	---

Another potential finance option is venture capital. Venture capitalists invest money into a business in exchange for part-ownership or a percentage of the profits. If the business could show how significant this growth would be (not in number of factories but in growth of one factory) they would be more likely to attract venture capitalists who are interested in size growth and profit increase.

Unfortunately, finding venture capitalists is rare – they usually invest in new businesses instead of projects. Therefore the increase in time it would take to gain necessary funds would increase. As each factory is currently operating at less than 50% capacity, the cost of running unused facilities (lighting, heating and rent etc.) would continue to negatively impact the business' profitability. This would cause a negative impact on the businesses financial health, resulting in further limited internal sources of finance for the project.

To conclude, the company should apply for a bank loan to fund the centralisation of sites. Whilst interest rates result in larger repayment, the benefit of gaining the money quickly to create the new site outweighs this cost, as profitability will increase faster. The business could then repay the loan by either selling the five small factories that can generate a large sum of money to pay back or the business can rent out the small factories and use the revenue that comes from the renting to pay back for the loan.

Grade boundaries

The table below shows the grade mark ranges for the Exam, along with the notional boundaries for Paper 1 and Paper 2 – **for the summer 2023 series.**

Grade	Mark range	Notional boundaries	
		Paper 1 (8715-031)	Paper 2 (8715-032)
A*	165-200	82-100	82-100
A	143-164	72-81	71-81
B	121-142	61-71	60-70
C	99-120	50-60	49-59
D	78-98	40-49	38-48
E	57-77	30-39	27-37
Unclassified (U)	0-56	0-29	0-26

Employer Set Project Overview

Employer Set Project (ESP)

What went well

- In general, candidates responded well to the ESP producing a consistent performance across all the constituent tasks.
- Examiners commented that providers should be encouraged by the quality of the ESP produced by candidates in this series.

What could be improved

- Task 1.1 A number of candidates used copy and paste to lift information directly from websites
- Task 1.4 candidates should try and use notes as an aide memoir rather than read verbatim from notes
- Task 2.2 some candidates misunderstood the task completely and rewrote a summary of the project rather than an evaluation.

Hints and Tips

- Examiners suggested candidates are encouraged to produce a research summary table to improve their skills in relation to research and correct referencing.

Assessment Objectives & Weightings - ESP

T-LEVELS


Assessment Objective	Typical Evidence (examples in brief)	Approximate weightings
AO1 Planning skills and strategies	Clearly structured response to brief, cohesive response with ordered sections, logical approach to referencing, research and sources,	12%
AO2 Apply knowledge and skills to the context of the project	Relevant core knowledge and skills applied to respond to brief, references relevant research and project planning tools, software, and processes.	50%
AO3 Analyse contexts to make informed decisions	Analysis of key issues, evidence of risk rating and prioritisation of key issues relating to brief,	12%
AO4 Use maths, English, and digital skills	Use of correct terminology, abbreviations, units of measurement in context, consideration of audience of brief response (technical versus non-technical wording), appropriate use of calculations/graphs etc, consideration of the use of ICT and digital methods both in brief response and in presentation.	14%
AO5 Carry out tasks and evaluate for fitness for purpose	Considered analysis and evaluation of project outcome, what went well and what could be improved	12%



A City & Guilds Group Collaboration

Task 1.1 – Investigate the project brief

Employer-set project mark distribution

This table illustrates how the 100 marks for the employer-set project are distributed against the tasks and mapped to each assessment objective. These have been set by subject matter experts and employers and will support the comparability between versions of the employer-set project over time.

Tasks	AO1	AO2a	AO2b	AO3	AO4a	AO4b	AO4c	AO5a	AO5b	Total
Part 1										
1.1 Investigate the project brief	2	6	6	4	2	0	0	0	0	20

8 hours duration, 20 marks

The evidence required :

- PESTLE analysis- Research outcomes summary table- Cost vs. benefit analysis highlighting the best solution- (Payback (ROI) Calculations are set out and all workings shown).

Examiners report said

- Higher performing candidates structured the research well, completed clear referencing and used their research to present clear findings

Hints and tips for learners

- When copying reference sites from internet ensure all in same font style and size
- Produce a research chart referencing all sites used and why they have used them

Task 1.2 – Project Initiation Document (PID)

Tasks	AO1	AO2a	AO2b	AO3	AO4a	AO4b	AO4c	AO5a	AO5b	Total
Part 1										
1.2 Project Initiation	4	3	6	4	0	0	0	0	0	17

3 ½ hours in duration and 17 marks available

Evidence required:

Completed PID document a template is provided that you must use and submit.

Examiners report said :

- Many candidates found this task challenging leaving one or more areas blank, restricting marks.
- The information presented was often brief or lacking in detail

Hints and tips for learners:

- Ensure that task timings, budget breakdowns and risk mitigation is presented.
- Ensure that knowledge in areas such as project evaluation and quality management is fully developed
- Ensure candidates develop their understanding of project tools and techniques and how to apply these effectively.

Task 1.3 – Project Planning

T-LEVELS



Tasks	AO1	AO2a	AO2b	AO3	AO4a	AO4b	AO4c	AO5a	AO5b	Total
Part 1										
1.3 Project planning	3	4	4	4	2	0	0	0	0	17

4 hours duration 17 marks

The evidence required :

- Project Plan-on- a-page in the form of a spreadsheet
- A supporting statement approx. 750 words (e.g. 1 ½ sides of A4)

Examiners report said:

- Many candidates did not provide a justification document, where it was present, strong justifications were generally presented which moved candidates into higher bands.
- Some candidates copied and pasted information from task 1.2 into their plan

Hints and tips for learners:

- Learners could select their own style of project planning template.



A City & Guilds Group Collaboration

Task 1.4 – Presentation

Tasks	AO1	AO2a	AO2b	AO3	AO4a	AO4b	AO4c	AO5a	AO5b	Total
Part 1										
1.4 Presentation	0	3	6	0	0	6	4	0	0	19

3 ½ hours in duration and **19 marks**

Evidence required:

- Presentation materials – e.g. slides, handouts etc
- Video recording of presentation.

Examiners report said:

- Some candidates read from detailed notes or from the presentation itself which restricted communication and engagement with the audience

Hints and tips for learners:

- Learners could use bullet points on their presentations to act as prompts rather than reading from notes

Task 2.1 – Collaborative problem solving

T-LEVELS



Tasks	AO1	AO2a	AO2b	AO3	AO4a	AO4b	AO4c	AO5a	AO5b	Total
Part 2										
2.1 Collaborative problem-solving	3	3	6	0	0	0	0	0	0	12

2 ½ hours and 12 marks

Evidence required:

- Draft discussion notes
- Advisory note (approximately 300 words)
- A social media message (**maximum 280 characters**) – hard copy or file saved securely .
- Video recording of discussions

Examiners report said:

- Not all candidates identified themselves at the beginning of the task, which made identification difficult on occasions.

Hints and tips for learners:

- Learners could hold a card with their name and centre number /wear a name badge
- Learners should discuss the advantages and disadvantages of their solutions.



A City & Guilds Group Collaboration

Task 2.2 – Evaluation

T-LEVELS



Tasks	AO1	AO2a	AO2b	AO3	AO4a	AO4b	AO4c	AO5a	AO5b	Total
Part 2										
2.2 Evaluation	0	0	3	0	0	0	0	6	6	15

3 ½ hours 15 marks

Evidence required:

- An evaluation account (approximately 1000 words).

Examiners report said:

- Some lower scoring candidates misunderstood the task completely and rewrote a summary of the project instead

Hints and tips for learners:

- Learners could evaluate their performance after each task to ensure they provide sufficient evaluative information. They could use the what went well technique against the requirements of each task.



A City & Guilds Group Collaboration

Resources

To download and access the above and more go to <https://www.cityandguilds.com/tlevels/resources>

T Level navigation of resources and support video <https://youtu.be/TmWPQypPIQQ>

The image displays three overlapping video thumbnails on the left and a Project Initiation Document (PID) Template form on the right. Each video thumbnail features a semi-transparent white box with red text and a grey box at the bottom with white text. The thumbnails are for:

- T Level Technical Qualification in Management and Administration** (top text)
- Employer-Set Project - Centre Guidance (8715-033)** (middle text)
- Employer-Set Project - Candidate Guidance (8715-033)** (middle text)
- Employer-set Project - Marking Grid (8715-033)** (middle text)

Each video also includes the text: **First teaching from September 2022** and **Version 1.0**. The logos for City & Guilds and ilm are visible in the bottom right of the thumbnails.

The **Project Initiation Document (PID) Template** form on the right includes the following sections:

- Project Information:** A table with columns for Project Name, Date, Author/Project Manager, and Version.
- Document Approval:** A table with columns for Date, Name, and Signature.
- Background and Scope:** A large empty text box.
- Project Rationale:** A large empty text box.
- Project aims and objectives:** A large empty text box.

The form also features the T-LEVELS logo and the text 'Institute for Apprenticeship & Technical Education' at the top right.

T Level Teaching, Learning and Assessment Guide [here](#)

Management and Administration T Level: Core Textbook

Tackle the core component of your Management and Administration T Level head on with this comprehensive textbook published in association with City & Guilds.

- Complete coverage of the T Level's core component
- Prepares students for core exams and ESP
- Available in print and digital formats
- Print: 9781398372559 // £34
- Boost eBook: 9781398372405// £11 per year
- From expert authors Tess Bayley, Sean Vertigan and Sandra Middleton

Contact Ruth Murphy to receive an advance sample chapter:
ruth.murphy@hoddereducation.co.uk



A range of learning and assessment features and activities to engage your learners and prepare them for the core exam and ESP

Learning outcomes

Core knowledge outcomes that you must understand and learn.

Key terms

Important terms that you should understand.

Industry tips

Useful tips and advice to help you in the workplace.

Research

Research-based activities – either stretch and challenge activities, enabling you to go beyond the course, or industry placement-based activities encouraging you to discover more about your placement.

Case study

Placing knowledge into a fictionalised, real-life context. Useful to introduce problem solving and dilemmas.

Test yourself

A knowledge consolidation feature containing questions and tasks to aid understanding and guide you to think about a topic in detail.

Health and safety

Important points to ensure safety in the workplace.

Improve your maths

Short activities that encourage you to apply and develop your functional maths skills, in context.

Improve your English

Short activities that encourage you to apply and develop your functional English skills, in context.

Assessment practice

Knowledge-based practice questions to help prepare you for the exam.

Project practice

Short scenarios and focused activities, reflecting one or more of the tasks that you will need to undertake during completion of the employer-set project.



Websites to Support Providers

T Level Industry Placement Delivery Guidance

[T Level industry placements delivery guidance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/t-level-industry-placements-delivery-guidance)

Introduction to T levels

[T levels - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/t-levels)

How T Levels are funded

[How T Levels are funded - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/how-t-levels-are-funded)

T Levels capital fund

[T Levels capital fund - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/t-levels-capital-fund)

T Levels resources for teachers and careers advisers

[T Levels resources for teachers and careers advisers - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/t-levels-resources-for-teachers-and-careers-advisers)

T Levels: next steps for providers

[T Levels: next steps for providers - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/t-levels-next-steps-for-providers)

Supporting with delivering T Levels

[Support with delivering T Levels](https://www.gov.uk/guidance/supporting-with-delivering-t-levels)

T Level Transition Programme Framework for 2022 – 2023

[T Level Transition Programme Framework for Delivery 2022 to 2023 - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/t-level-transition-programme-framework-for-delivery-2022-to-2023)

ETF Foundation – T Levels

[T Level Professional Development - Education & Training Foundation \(et-foundation.co.uk\)](https://www.et-foundation.co.uk/t-level-professional-development)

Thank you