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30<sup>th</sup> October 2018

Paul Mullins  
Chair, Education and Training Foundation  
157-197 Buckingham Palace Road  
London, SW1W 9SZ

Dear Paul

### **GRANT VARIATION FOR THE EDUCATION AND TRAINING FOUNDATION (the "ETF")**

I am writing to confirm changes to the terms of the Education and Training Foundation's 2018-19 Grant Funding Agreement (the "Grant Funding Agreement"), details of which were originally set out in a letter to you dated 23 March 2018 (the "Grant Offer Letter") and includes the Department for Education's general Grant Terms and Conditions which can be found at <https://www.gov.uk/government/publications/grant-funding-agreement-terms-and-conditions> ("Grant T&Cs") as amended by:

1. **First Grant Variation Letter dated 23<sup>rd</sup> April 2018 of up to £24,000 for the Flexible Learning Fund;**
2. **Second Grant Variation Letter dated 18<sup>th</sup> June 2018 of up to £1,900,000 for the Taking Teaching Further programme;**
3. **Third Grant Variation Letter dated 15<sup>th</sup> August 2018 of up to £77,550 for extending the Prevent programme;**
4. **Fourth Grant Variation Letter dated 6<sup>th</sup> September 2018 reflecting the changes to the FE Strategic Leadership Programme (FESLP). These changes did not involve additional funding;**
5. **The changes set out in this Grant Variation letter of up to £1,450,000 for the T Level Professional Development (TLPD) programme.**

This letter (the "Variation Letter") amends and supplements the provisions of the Original Grant Funding Agreement and the provisions of this Variation Letter and the attached appendices will take effect and (where applicable) be deemed to be incorporated in and form part of the Original Grant Funding Agreement (the "Amended Grant Funding Agreement") from and including the date of the Variation Letter.

### **Funding**

The Department for Education (the "Department") wishes to vary the Original Grant Funding Agreement to include funding in relation to a programme entitled "T Level Professional Development" or "TLPD", further details of which are set out below, and accordingly grants to the ETF an additional sum of £1,450,000 ("TLPD Funding"), such TLPD Funding being deemed to form part of the grant for the purposes of the Grant T&Cs. **Therefore, the**

**revised total funding provided under the Amended Grant Funding Agreement for this financial year is £17,016,100.**

### **Funding for FY 2019-20**

This Variation Letter also identifies funding in relation to TLPD for up to £6,642,000 for the financial year period commencing 1 April 2019 and ending on 31 March 2020 ("FY 2019-20") in respect of the multi-year nature of the TLPD programme. Currently, this funding is indicative and, should the Department wish to proceed with the grant of such funding, the relevant amount will be confirmed as part of a grant funding agreement for FY 2019-20.

### **Background to the requirement for TLPD**

The Department is introducing a new technical qualification, to be known as a "T Level", in conjunction with the Institute for Apprenticeships (the "Institute"). The driver for this project was the report of the Independent Panel on Technical Education (the Sainsbury Report) which recommended a new system of technical education to introduce a high quality technical option alongside an academic option for students aged 16 and above. In the Government's Post-16 Skills Plan, the Government committed to these recommendations, which were enacted through the Technical and Further Education Act 2017.

As set out in the Department's Action Plan published in October 2017, T Levels will exist as high quality, rigorous, level 3 study programmes. Although T Levels will support entry to degree level higher education, they will primarily 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 and National Colleges. T Levels will be a prestigious programme for ambitious students who want to progress into rewarding careers.

T Levels are a classroom-based technical study programme and will be primarily studied at a Provider. Students will study a broad occupational area before specialising, and will have the opportunity to apply their knowledge and skills on a substantial industry placement. T Levels will each follow the same broad framework. Each programme will consist of five components, one of which will be an approved "Technical Qualification". The Technical Qualification will be based on outline content developed by employer-led T Level panels.

Currently, the Department is running a procurement on behalf of the Institute to select a supplier to design, implement and deliver the Technical Qualification for the first three T Level pathways to be launched for first teaching in September 2020, as follows:

<b>Route</b>	<b>Pathway</b>
Education and Childcare	Education
Construction	Design, Surveying and Planning
Digital	Digital Production, Design and Development

As part of a package of support for all Providers planning to deliver T Levels, the government has made a commitment to upskill the teachers, leaders and support staff who will be engaged in the delivery of the T Level Programme to enable them to successfully deliver the T Level Programme. This is a unique opportunity to significantly raise standards of teaching and learning across the Further Education sector.

This will be achieved through the establishment, design and delivery of a national continuing professional development (CPD) programme (including, without limitation, the carrying out of the activities and the provision of the training, interventions and supporting materials set out or referred to in Appendix 1 of this Variation Letter) for teachers, leaders, support staff and career guidance professionals employed or engaged by Providers, aligned with the phased introduction of T Levels, to facilitate preparation for the delivery by such Providers of T Levels (the “TLPD Programme”). The requirements for the TLPD Programme are in addition to those set out in Annex J to the Grant Offer Letter.

The aim of the TLPD Programme is to ensure that T Levels are taught well and deliver successful outcomes for students by:

- developing the understanding of what a T Level is for everyone who plays a role in delivering them;
- raising standards of pedagogy both generally and within teachers’, leaders’ and support staff’s subject specific areas;
- ensuring currency and industry-relevance of teachers’, leaders’ and support staff’s subject knowledge; and
- strengthening the teaching of English, mathematics and digital delivered within subject specialisms.

### **Purpose of the TLPD Funding**

The purpose of the TLPD Funding is to enable the ETF to establish, design and deliver phase 1, ending in March 2020, of the TLPD Programme in accordance with the TLPD Delivery Milestones to achieve the objectives and the outcomes set out in Appendix 3 (*TLPD key performance indicators*) and to support the aims described above.

### **Branding**

In order to achieve consistency throughout the T Level Programme, the Department is asking those involved (for example, the Technical Qualification supplier) to comply with specific branding strategies developed by the Department. Therefore, the Department expects the ETF to respect and adhere to the branding guidelines annexed to this Variation Letter in relation to any materials created and/or developed by the ETF for use by the ETF, or any third party, in relation to TLPD or any of the activities to be carried out by the ETF under the Amended Grant Funding Agreement, or any future grant agreement, in relation to TLPD (“**TLPD Activities**”).

### **Grant T&Cs and IPR**

Condition 20 of the Grant T&Cs sets out the terms in regard to copyright and intellectual property rights in relation to grant funded activities. For the purposes of the Amended Grant Funding Agreement, in relation to the TLPD Activities and any materials created and/or developed by the ETF (or any third party on behalf of the ETF) in relation to the TLPD Activities (“**TLPD Materials**”), Conditions 20.1 and 20.3 are deemed not to apply. In consequence, the Department grants to ETF, insofar as any assignment of copyright to the Department takes place under condition 20.2 (as set out in the following paragraph of this Variation Letter), a non-exclusive, worldwide, royalty free licence during the term of the Amended Grant Funding Agreement with the right to sublicense, to use and exploit such copyright in the TLPD Materials for the performance of the TLPD Activities.

For the avoidance of doubt, for the purposes of the Amended Grant Funding Agreement, the use of the word “*retain*” in condition 20.2 is deemed to include an assignment by the ETF (and any relevant third party).

## **Personnel**

Condition 30 of the Grant T&Cs contains provisions in regard to personnel used by or appointed by any grantee in relation to grant funded activities. For the avoidance of doubt, for the purposes of the Amended Grant Funding Agreement, the application of condition 30 shall apply to all persons that the ETF proposes to use for the provision of the TLPD Activities including where the arrangement is made under a service contract. The ETF shall co-operate with the Department and any supplier of any Technical Qualification and shall take all such steps as shall be reasonably necessary (in each case) to ensure that the TLPD Materials and the TLPD Activities complement and are compatible with the Technical Qualification.

## **Variation to the Original Grant Funding Agreement**

The amendments that need to be made to the Original Grant Funding Agreement in relation to the TLPD Funding are set out in the appendices attached to, and forming part of, this Variation Letter as listed below.

- Appendix 1: which sets out the required objectives, activities and outcomes for which the TLPD Funding is being paid.
- Appendix 2: New Part 1 to Annex N to the Grant Offer Letter (*TLPD Delivery Milestones*) setting out the timings for the delivery of the TLPD Programme, which shall be used to track and monitor the successful delivery of the TLPD Programme against the Milestones.
- Appendix 3: New Part 2 to Annex N to the Grant Offer Letter (*TLPD key performance indicators*), which shall be used to assess progress on a monthly basis of the implementation and delivery of the TLPD Activities.
- Appendix 4: New Annex O to the Grant Offer Letter (*TLPD Reporting requirements*), which shall complement the existing reporting requirements applicable to the grant.
- Appendix 5: Amendments to Annex G to the Grant Offer Letter (*Indicative Grant Payment Schedule*), which sets out the modifications required to reflect the additional TLPD Funding and new payment profile.
- Appendix 6: Amendments to Annex H to the Grant Offer Letter (*Exit Plan*), which sets out the exit arrangements in relation to the TLPD Programme.
- Appendix 7: Amendments to Annex L to the Grant Offer Letter (*Ongoing projects identified for indicative funding in FY 2019-20*), which sets out details of future grant funding to the ETF envisaged by the Department.
- Appendix 8: Glossary.

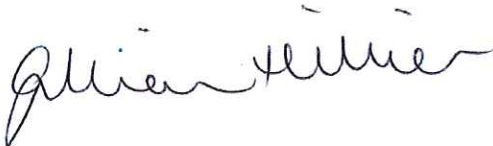
Except as varied by this Variation Letter, all other terms and conditions of the Original Grant Funding Agreement remain unaltered and no other liabilities, financial or otherwise, shall accrue to the Department by reason of the amendments set out in this Variation Letter.

References in the Grant T&Cs to the Grant Funding Agreement shall be deemed to be references to the Amended Grant Funding Agreement.

As stated in the Grant T&Cs, you may not retain any portion of the grant (including the TLPD Funding) that has not been used by the end of the financial year in the grant period without our written permission.

Please confirm the ETF's acceptance of the variation of the terms of the Amended Grant Funding Agreement as set out in this Variation Letter by signing two copies of the certificate below, retaining one copy and returning the second to me.

Yours sincerely

A handwritten signature in black ink, appearing to read 'Gillian Hillier', written in a cursive style.

**Gillian Hillier OBE**  
**Director**  
Careers and Further Education Directorate  
HEFE Group

## Appendix 1

### TLPD OBJECTIVES, ACTIVITIES AND OUTCOMES

#### Amendments to the Grant Offer Letter

- 1 The objectives, activities and outcomes to be delivered and/or achieved by the ETF in respect of the TLPD Programme arising out of the TLPD Funding are set out in paragraphs 2 to 11 below.

#### Objectives:

- 2 The primary objective is to ensure teachers, leaders and support staff employed or engaged by Providers are ready to deliver T Levels to a high standard, to teach students effectively and to equip them with the skills and knowledge required to move into their chosen profession.
- 3 Secondary objectives include:
  - 3.1 stimulating the continuing professional development (CPD) market in the Further Education sector;
  - 3.2 creating a culture of regular, consistent and good quality CPD in the Further Education sector; and
  - 3.3 improving staff recruitment and retention through visible and credible investment in CPD in the Further Education Sector.
- 4 This will be achieved by:
  - 4.1 developing the understanding of what a T Level is for everyone who plays a role in delivering them;
  - 4.2 raising standards of pedagogy both generally and within teachers', leaders' and support staff's subject specific areas;
  - 4.3 ensuring currency and industry-relevance of teachers', leaders' and support staff's subject knowledge; and
  - 4.4 strengthening the teaching of English, mathematics and digital delivered within subject specialisms.

- 5 The following top-level activities and outcomes expected from the TLPD Programme are listed below. In carrying out these activities and achieving these outcomes, the ETF shall have regard to and (where applicable) take into account the provisions of the Outline Content to ensure that the TLPD Materials and the TLPD Activities compliment and are compatible with each Technical Qualification.

**Activities:**

- 6 The expected activities or strands of work (“Strands”) to be undertaken by the ETF in accordance with the TLPD Delivery Milestones to achieve the objectives set out above, the outcomes set out below and the requirements set out in Annex N to the Grant Offer Letter are summarised below:

- 6.1 *Strand 1 - Ongoing Professional Development Needs Analysis:* Activity to build a clear and rich understanding of the needs of Providers and what contributes to success by those Providers (including the preparation and implementation by the ETF of a schedule of visits of 2020 Providers). This shall include (amongst other things) the creation, development, delivery and operation of:

6.1.1 the Teaching Self-Assessment Tool; and

6.1.2 the Organisation Self-Assessment Tool.

- 6.2 *Strand 2 - Understanding T Levels:* Activity to design and deliver a programme of training for Provider staff involved in the delivery of T Levels (including, without limitation, teachers, leaders, support staff and those staff who, as part of their role, provide career guidance, employed or engaged by Providers) to ensure they understand T Levels and the implications for their role, and are able to advise students (including those with SEND) about T Levels to help ensure a strong pipeline of students for T Levels.

- 6.3 *Strand 3 - Teacher Improvement Programme:* Activity to design and deliver a programme of training and interventions tailored to meet the diverse needs of teachers, leaders and support staff across the range

of Providers who are (or who may be) involved in the delivery of the T Levels Programme, focussing on:

- 6.3.1 pedagogy (core teaching skills and methods);
- 6.3.2 practice (subject knowledge and subject specific teaching);  
and
- 6.3.3 professional knowledge (industrial and employability understanding for teachers, leaders and support staff).

Within this Strand, the activity shall also include an upskilling programme to develop teachers', leaders' and support staff's capacity to embed mathematics, English and digital skills in their teaching environments. The ETF shall also record, store, maintain and (on request) transfer to the Department the following details for each teacher, leader and member of support staff who has attended the whole or part of the Teacher Improvement Programme:

- (i) their name and contact details;
- (ii) details of each relevant part of the programme that each such individual has attended, together with details of the date on which such individual attended such part of the programme;
- (iii) details of the Provider that employs or engages such individual;
- (iv) details of any pre-course assessment results achieved by such individual when taken;
- (v) confirmation as to whether such individual completed such relevant part of the programme;
- (vi) details of any post-course assessment results achieved by such individual when taken; and



- (vii) details of any evaluation of the relevant part of the programme submitted by such individual (whether on completion of such relevant part or subsequently),

and the provisions of Condition 38 (Statutory Obligations) of the Grant T&Cs shall apply in relation to such recording, storage, maintenance and transfer.

- 6.4 *Strand 4 - Knowledge Hubs:* Activity to establish and manage networks of teachers, leaders and support staff focused on the delivery of T Level routes across the English regions. There are two main areas of activity within this Strand. The first area is focused on local teacher, leader and support staff improvement networks for the 2020 Providers. The second area is to embed learning from Strand 3 and ensure the widest dissemination of locally contextualised teaching practice. This will involve groupings of 2020 Providers working alongside other Providers who may be involved in the subsequent delivery of the T Levels Programme. Both areas will be based on the successful Outstanding Teaching Learning and Assessment (OTLA) models already used by the ETF. These provide a rich and ongoing professional learning and development forum to embed and support teacher, leader and support staff learning and change. Both areas will also utilise existing national/regional groupings where appropriate.
- 6.5 *Strand 5 - Organisational Readiness:* Activity will focus on leading and managing educational change, targeted at tier 2 and 3 leaders. This will have a particular focus on teaching leadership and curriculum planning / timetabling, with lessons learned from study programme implementation (supported by the ETF for the past three years) and across wider predecessor programmes incorporated and applied in a different context. This is to ensure a new and innovative T Level change programme offer that best anticipates needs and operational challenges arising out of the implementation of the T Level Programme by Providers.

**Outcomes:<sup>5</sup>**

- 7 Provider staff involved in the delivery, management or support of T Levels from 2020 and 2021 (including those with responsibility for provision of career guidance) understand the vision and the structure of the T Level Programme; and what the introduction of T Levels will mean for their role (as referred to above at paragraph 6.2 (Strand 2)).
- 8 All Providers delivering T Levels from 2020 and 2021 understand:
  - 8.1 their training needs (and the training needs of their teachers, leaders and support staff) to prepare for delivery of T Levels; and
  - 8.2 the programmes of training and interventions (and support materials available) as part of the TLPD Programme, and how to access these.
- 9 The initial technical training programmes (as referred to above at paragraph 6.3 (*Strand 3*)) and organisational management programmes (as referred to above at paragraph 6.5 (*Strand 5*)) have been designed and the first such programmes have been delivered, in each case, by the ETF in accordance with the TLPD Delivery Milestones and all individuals participating in such programmes have been upskilled accordingly.
- 10 The Department has been lawfully provided with all of the details referred to in paragraph 6.3 and in respect of which, the ETF warrants that:
  - 10.1 it has notified each relevant individual that the relevant information and data relating to that individual will be transferred to the Department for use in connection with the Future Activities (whether by the Department or a Future Trainer); and
  - 10.2 it has obtained the consent of each such individual to the transfer referred to in paragraph 10.1.
- 11 Knowledge Hubs (as referred to above at paragraph 6.4 (*Strand 4*)) are established and operating in accordance with the TLPD Delivery Milestones.

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<sup>5</sup> It is acknowledged by the Department that achievement of all of the Outcomes in accordance with the TLPD Delivery Milestones will be subject to the issue of a subsequent grant offer letter following the expiry of the Amended Grant Funding Agreement on 31 March 2019. Nothing in this Variation Letter shall, however, oblige the Department to issue any subsequent grant offer letter following the expiry of the Amended Grant Funding Agreement.

## APPENDIX 2

### TLPD DELIVERY MILESTONES

This Appendix is inserted as a new Part 1 to Annex N to the Grant Offer Letter. Standard 6, entitled “Grant Agreement”, of the Government Functional Standard for General Grants sets out that the terms of grant agreements must be robust and reflect the Government Functional Standard. Paragraph 8 (Minimum Requirements) of Standard 6 lists the expectations of the Cabinet Office in regard to the terms of grant agreements. These expectations include the incorporation of “milestones”. Standard 8, entitled “Performance and Monitoring”, states that grants “should have outputs agreed”. Minimum expectations in respect of this Standard include that “milestones are included as part of the description of delivery”.

This Appendix aims to comply with the requirement for milestones in Standards 6 and 8 by setting out the milestones which ETF will be expected to achieve in the delivery of the TLPD Programme.

Milestone Date	Milestone
w/c 19 Nov 2018	<p>Issue to the Department for agreement an initial project plan that has been developed in consultation with the Department setting out the proposed delivery of the TLPD Programme to include details of:</p> <ul style="list-style-type: none"> <li>• the milestones and key deliverables;</li> <li>• the resources allocated to all aspects of the TLPD Programme;</li> <li>• the costs for delivery of the TLPD Programme;</li> <li>• a proposed risk management plan, detailing the key risks in relation to the design and delivery of the TLPD Programme, including details of the nature of each risk, an assessment of the probability of it occurring, its likely impact (should it occur), its cause and any proposed mitigation that can be put in place to avoid the risk occurring and/or to mitigate its impact;</li> <li>• a proposed communications and stakeholder engagement plan, detailing who the ETF proposes to engage with, the nature of the engagement and the method of the engagement to ensure the success of the TLPD Programme; and</li> <li>• a proposed quality plan, detailing how the ETF proposes to manage quality and assess the effectiveness (or otherwise) of the TLPD Programme, working where relevant with any evaluation partner appointed by the Department, such plan to ensure that lessons learned are identified and that recommendation for follow-on programmes can be made,</li> </ul>

	<p>(the "Project Plan").</p> <p>The Parties agree that the Project Plan is not a static document and that it will continue to be developed by the Parties.</p> <p>Strand 1: 2020 Provider visits</p> <p>Issue to the Department for agreement a proposed visit schedule for the 2020 Providers that has been developed in consultation with the Department and ESFA Field Force, as referred to in paragraph 6.1 of Appendix 1 to the Variation Letter.</p> <p>Strand 1: 2020 Provider visits</p> <p>2020 Provider visits commence in collaboration with the ESFA Field Force and in accordance with the agreed schedule.</p> <p>Produce and issue to the Department a list of proposed sub-contractors ("<b>Delivery Partners</b>").</p>
w/c 10 Dec 2018	
w/c 10 Dec 2018	
w/c 28 Jan 2019	
w/c 18 Feb 2019	<p>Strand 1: Teaching Self-Assessment Tools</p> <p>Prototype of Teaching Self-Assessment Tools ready for trials and produce and issue to the Department (and obtain the Department's agreement to) the proposed process for undertaking the trials of such prototype Teaching Self-Assessment Tools.</p> <p>Strand 1: Teaching Self-Assessment Tools</p> <p>Trials completed.</p> <p>Strand 2: Understanding T Levels</p> <p>Produce and issue to the Department (and obtain the Department's agreement to) the content of and delivery plan for (including proposed delivery to Providers, teachers, leaders, support staff and those staff who, as part of their role, provide career guidance) the Understanding T Levels programme of guidance and information meeting the requirements of paragraph 6.2 of Appendix 1 to the Variation Letter</p>
w/c 25 Feb 2019	
w/c 28 Jan 2019	

w/c 28 Jan 2019	Strand 4: Knowledge Hubs Produce and issue to the Department (and obtain the Department's agreement to) the Knowledge Hub content and delivery plan meeting the requirements of paragraph 6.4 of Appendix 1 to the Variation Letter.
w/c 25 March 2019	Strand 5: Organisational Readiness Produce and issue to the Department (and obtain the Department's agreement to) the content of and delivery plan for (including proposed delivery to Providers, teachers, leaders and support staff) the Organisation Change Programme meeting the requirements of paragraph 6.5 of Appendix 1 to the Variation Letter.
w/c 25 March 2019	Strand 3: Teacher Improvement Programme Produce and issue to the Department (and obtain the Department's agreement to) the initial content development plan for the Teacher Improvement Programme meeting the requirements of paragraph 6.3 of Appendix 1 to the Variation Letter.
w/c 25 Feb 2019	Strand 4: Knowledge Hubs Infrastructure established and initial networks launched.
w/c 4 Mar 2019	Strand 1: Organisation Self-Assessment Tool Prototype of Organisation Self-Assessment Tool ready for trials and produce and issue to the Department (and obtain the Department's agreement to) the proposed process for undertaking the trials of such prototype Organisation Self-Assessment Tool.
w/c 21 Mar 2019	Strand 1: Complete 52 initial 2020 Provider visits.
w/c 25 Mar 2019	Strand 1: Trials of the Organisational Self-Assessment Tools completed
The Milestones and associated Milestone Dates set out below are for planning purposes only and are outside the scope of the Amended Grant	

Funding agreement	
w/c 6 May 2019	Strand 2: Initial delivery of Understanding T Levels Delivery of the programme of guidance and information in respect of Understanding T Levels to commence in accordance with the agreed delivery plan.
w/c 9 Sep 2019	Strand 3: Teacher Improvement Programme Delivery of the Teacher Improvement Programme to commence in accordance with the agreed delivery plan.
w/c 30 March 2020	Completion of the delivery of the TLPD Programme and the delivery to the Department of a report (to the Department's satisfaction) evaluating the success (or otherwise) of the TLPD Programme, lessons learned and any recommendations for follow-on programmes.

### APPENDIX 3 –KEY PERFORMANCE INDICATORS

This Appendix is inserted into the Amended Grant Funding Agreement as a new Part 2 to Annex N to the Grant Offer Letter. Standard 6, entitled “Grant Agreement”, of the Government Functional Standard for General Grants sets out that the terms of grant agreements must be robust and reflect the Government Functional Standard. Paragraph 8 (Minimum Requirements) of Standard 6 lists the expectations of the Cabinet Office in regard to the terms of grant agreements. These expectations include the incorporation of “KPIs”. Standard 8, entitled “Performance and Monitoring”, states that grants “*should have outputs agreed*”. Minimum expectations in respect of this Standard include that “*key performance indicators (KPIs)[...] are included as part of the description of delivery*”.

This Appendix aims to comply with the requirement for KPIs in Standards 6 and 8 by setting out the outcomes which ETF will be expected to meet on a monthly basis to enable the assessment of progress of the implementation by the ETF of the TLPD Programme.

Description	Key Performance Indicator	Monitoring
Project Plan	Implement the Project Plan (as agreed with the Department).	Monthly
Delivery Partners	Compliance with condition 30 of the Grant T&Cs.	Monthly
Strand 1: Ongoing Professional Development Needs Analysis	Produce and issue to the Department a report summarising the visits made to 2020 Providers and the outcome of such visits, together with an action log arising out of such visits 2020 Providers. Implement the agreed visit schedule for the 2020 Providers.	Monthly - Initial report submitted w/c 24 December 2018 Monthly
Strand 3: Teacher Improvement Programme	Implement the agreed content development plan for the Teacher Improvement Programme.	Monthly
Strand 4: Knowledge Hubs	Implement the agreed Knowledge Hub content and delivery plan.	Monthly
Strand 5:	Providers (and teachers, leaders and support staff) signed up to	Monthly

Description	Key Performance Indicator	Monitoring
Organisational Readiness	participate in the Organisation Change Programme in accordance with the agreed delivery plan. Implement the Organisation Change Programme in accordance with the agreed delivery plan.	Monthly
Strand 2: Understanding T Levels – Training Delivery	Providers (and teachers, leaders and support staff and (where appropriate) staff with responsibility for careers guidance) signed up to participate in the programme of guidance and information in respect of Understanding T Levels in accordance with the agreed delivery plan. Implement the programme of guidance and information in respect of Understanding T Levels in accordance with the agreed delivery plan.	Monthly
Strand 3: Teacher Improvement Programme - Training Delivery	Providers (and teachers, leaders and support staff and (where appropriate) those staff who, as part of their role, provide careers guidance) signed up to participate in the Teacher Improvement Programme in accordance with the agreed delivery plan. Implement the Teacher Improvement Programme in accordance with the agreed delivery plan.	Monthly