

DATED

**THE INSTITUTE FOR
APPRENTICESHIPS AND TECHNICAL
EDUCATION**

and

NCFE

**CONTRACT FOR THE PROVISION
OF SERVICES IN RELATION TO
THE EDUCATION AND EARLY YEARS
T LEVEL TECHNICAL QUALIFICATION**

Contents

1	Contract start, formation and interpretation.....	5
2	Appointment and exclusivity.....	6
3	How the Services must be supplied	7
4	Pricing and payments.....	9
5	Developing the TQ and achieving IfATE Approval.....	12
6	Operating the TQ	19
7	Interaction with Providers.....	20
8	TQ Changes.....	22
9	Record keeping, monitoring and reporting	25
10	Staff Transfer	26
11	Supplier Staff and Subcontracting.....	27
12	Rights and protection	27
13	Intellectual Property Rights	29
14	What may happen if there are issues with your provision of the Services	34
15	Ending or extending this Contract.....	38
16	How much each Party can be held responsible for	41
17	Insurance	42
18	Data protection and information	43
19	What must be kept confidential.....	45
20	When information can be shared	47
21	Invalid parts of this Contract.....	48
22	No other terms apply	48
23	Other people's rights in this Contract.....	49
24	Circumstances beyond either Party's control.....	49
25	Relationships created by this Contract.....	49
26	Giving up contract rights	50

27	Transferring responsibilities	50
28	Changing this Contract.....	50
29	How to communicate about this Contract	52
30	Dealing with claims	53
31	Preventing fraud, bribery and corruption	54
32	Equality, diversity, human rights and modernslavery	55
33	Health and safety	56
34	Environment	56
35	Tax	56
36	Conflict of interest	57
37	Reporting a breach of this Contract	57
38	Resolving disputes	57
39	Which law applies	58
	Schedule 1 - Definitions and Interpretation	62
	Schedule 2 - Service Requirements	102
	Schedule 3 - Implementation	375
	Schedule 4 - Co-operation	404
	Schedule 5 - Supplier's Response	408
	Schedule 6 - Pricing Schedule	561
	Schedule 6A - Adaptive Pricing	569
	Schedule 7 - Staff (including Key Personnel)	573
	Schedule 8 - Supply Chain (including approved Subcontractors).....	581
	Schedule 9 - Data Handling and Security Management	584
	Schedule 10 - Business Continuity	589
	Schedule 11 - Change Management	625
	Schedule 12 - Exit Management.....	626
	Schedule 13 - Form of Guarantee	693
	Schedule 14 - Form of Assignment and Licence	694

Schedule 15 - Monitoring of Performance	719
Schedule 16 - Logos and Trademarks – T Level Trade Mark Licence	735
Schedule 17 - Provider Contract requirements	768
Schedule 18 - Commercially Sensitive Information	772
Schedule 19 - Required Insurances.....	782
Schedule 20 - Authorised Representatives.....	785
Schedule 21 - Staff Transfer	787

THIS CONTRACT is made on

BETWEEN:

- (1) **THE INSTITUTE FOR APPRENTICESHIPS AND TECHNICAL EDUCATION** of Sanctuary Buildings, 20 Great Smith Street, London SW1P 3BT ("**Authority**"); and
- (2) NCFE, a company registered in England and Wales (company registration number: 02896700, whose registered office is at Q6, Quorum Park, Benton Lane, Newcastle Upon Tyne, NE12 8BT ("**Supplier**"),

each a "**Party**" and together the "**Parties**".

BACKGROUND TO THIS CONTRACT:

- (A) On **3rd December 2023** the Authority advertised in the Find a Tender Service (FTS) reference **2023/S 000-035661** inviting prospective suppliers to submit proposals for the design development and delivery of the technical education qualification element for the **Education and Early Years T Level**.
- (B) On the basis of the Supplier's response to the advertisement and a subsequent tender process, the Authority selected the Supplier as its preferred supplier of the TQ.
- (C) The Parties have agreed to contract with each other in accordance with the terms and conditions set out below. As well as the delivery stage, this Contract covers the Development Phase and a Pre-Delivery Phase.

OPERATIVE TERMS:

1 Contract start, formation and interpretation

- 1.1 This Contract is legally binding from the Effective Date until it ends in accordance with clause 15 (*Ending or extending this Contract*).
- 1.2 This Contract is formed by the Core Terms and the Schedules and the Supplier must comply with all of its obligations set out in both the Core Terms and the Schedules, provided always that in the event of any conflict between the provisions of the Core Terms and the Schedules and/or the Annexes, or between any of the Schedules and/or

the Annexes, the conflict shall be resolved according to the following descending order of priority:

- 1.2.1 the Core Terms, Schedule 1 (*Definitions and Interpretation*), and Schedule 6 (*Pricing Schedule*);
 - 1.2.2 Schedule 2 (*Service Requirements*), Schedule 4 (*Co-operation*) and their respective Annexes; and
 - 1.2.3 the remaining Schedules and their respective Annexes.
- 1.3 The Parties shall interpret this Contract using Schedule 1 (*Definitions and Interpretation*).

2 Appointment and exclusivity

- 2.1 The Authority hereby appoints the Supplier as the provider of the Services in relation to the TQ during the Term.
- 2.2 As part of such appointment, the Supplier has the exclusive right to offer the TQ in England to Students for TQ courses for the Cohort for the Academic Years commencing at each of 1 August 2025, 1 August 2026, 1 August 2027, 1 August 2028, 1 August 2029 and, where the Authority gives written notice to the Supplier to extend this Contract pursuant to clause 15.2 (*Ending or extending this Contract*), for each of the Cohorts for the Academic Years commencing during an Extension Period, as the case may be, namely 1 August 2030, 1 August 2031, 1 August 2032 (each an **“Exclusive Cohort”**).
- 2.3 Subject to the Supplier’s compliance with the provisions of this Contract, the Authority shall not, during the Term, authorise any third party to provide goods and/or services equivalent to the Services in relation to the whole or any part of an Exclusive Cohort.
- 2.4 The Supplier acknowledges and agrees that during the Term the Authority may, subject to clause 2.3, authorise a third party to provide goods and/or services equivalent to the Services in relation to the TQ in England to students in cohorts outside the Exclusive Cohort, notwithstanding the continuation of the Services under this Contract in respect of any Exclusive Cohort.

- 2.5 The Supplier shall, subject to clause 15 (*Ending or extending this Contract*), be responsible for providing the Services to Students who are within an Exclusive Cohort until the later of the end of their TQ and 2 years following the end of the final Academic Year of the TQ for the Exclusive Cohort of which such Student was part.
- 2.6 Unless otherwise agreed with the Authority in writing, the TQ shall be offered by the Supplier on the basis that teaching of the TQ by Providers for each Exclusive Cohort will commence in September of the relevant Academic Year (accepting that Students may, subject to applicable Supplier and Provider rules, commence their study of the relevant TQ later than the teaching commencement date).

3 How the Services must be supplied

- 3.1 The Supplier must provide the Services:
- 3.1.1 in full compliance with the Service Requirements and the Supplier's Response, provided always that:
 - (i) the fact that the Supplier has complied with the Supplier's Response shall not limit the Supplier's obligation to satisfy the Service Requirements; and
 - (ii) the fact that the Supplier has satisfied the Service Requirements shall not limit the Supplier's obligation to comply with the Supplier's Response;
 - 3.1.2 to a professional standard;
 - 3.1.3 with reasonable skill and care;
 - 3.1.4 using Good Industry Practice;
 - 3.1.5 in accordance with its own policies, processes and quality control measures to the extent that these do not conflict with this Contract;
 - 3.1.6 in accordance with any agreed timings set out in this Contract;
 - 3.1.7 in accordance with Law;

- 3.1.8 in accordance with the Conditions of Recognition;
- 3.1.9 in a manner that ensures that neither it, nor any of the Supplier Staff:
 - (i) brings the Authority, the Department or the ESFA into disrepute by engaging in any act or omission which is reasonably likely to diminish the trust that the public places in any or all of them; and/or
 - (ii) engages in any act or omission which is reasonably likely to bring the T Levels Programme into disrepute,

in either case, regardless of whether or not such act or omission is related to the Supplier's obligations under this Contract; and
- 3.1.10 in accordance with (and in a manner consistent with enabling the Supplier and the T Level Awarding Organisations to achieve the aims set out in) Schedule 4 (*Co-operation*).

3.2 The Supplier must:

- 3.2.1 co-operate and, where appropriate, consult with the Stakeholders and the Authority's third party suppliers, including but not limited to the Former Supplier, on all aspects connected with the delivery of the Services; and
- 3.2.2 ensure that Supplier Staff comply with any reasonable instructions of the Authority in relation to the Services.

Ofqual Recognition

- 3.3 The Supplier must have in place from the Effective Date and maintain throughout the Term, Ofqual Recognition.
- 3.4 The Supplier must comply with each Condition of Recognition throughout the Term.

Impact of approval by the Authority

- 3.5 The Supplier agrees and accepts that except for confirmation of a Variation pursuant to clause 28 (*Changing this Contract*), which expressly changes the Supplier's obligations or liabilities or the Authority's rights under this Contract, no review,

comment, authorisation to proceed (as contemplated by clause 5.11.1) or approval by the Authority (including any IfATE Approval) in connection with any Product and/or Service (including in respect of the Supplier's Response, the Implementation and Delivery Plan, the Resource Plan and any documents or information submitted by the Supplier in order to obtain IfATE Approval) shall operate to exclude or limit the Supplier's obligations or liabilities or the Authority's rights under this Contract, and:

- 3.5.1 the Supplier retains sole responsibility for ensuring that the TQ (including the Products and Services) meets and continues to meet all relevant Service Requirements (as they may be amended from time to time in accordance with this Contract) throughout the Term; and
- 3.5.2 the Supplier acknowledges and accepts that any review, comment, authorisation to proceed or approval (including any IfATE Approval) do not constitute or imply any warranty from the Authority or Ofqual in respect of the TQ.

4 Pricing and payments

- 4.1 In exchange for the provision of the Services (including the supply of the Products), the Supplier must invoice:

- 4.1.1 the Authority for the relevant Charges, which, in the case of:
 - (i) the Development Charge, shall be invoiced by the Supplier at the time and in the manner set out in clauses 5.11.1(ii), or 5.13.1(ii) (*Developing the TQ and achieving IfATE Approval*) (as applicable));
 - (ii) that part of the Charges referred to in limb (b) of the definition of Charges, shall, unless otherwise agreed by the Authority, be invoiced by the Supplier on IfATE Approval of the relevant TQ Change; and
 - (iii) that part of the Charges referred to in limb (c) of the definition of Charges, shall be invoiced by the Supplier as set out in the relevant Variation; and

- 4.1.2 the Approved Providers for the Fees pursuant to the applicable Provider Contract.
- 4.2 The Supplier acknowledges and agrees that:
- 4.2.1 in no circumstances shall the Authority, the Department or ESFA have any liability to the Supplier in respect of the Fees. The Authority is not liable if any Provider (or other third party) fails to pay any fees or other costs (including the Fees) due from them to the Supplier; and
- 4.2.2 save as permitted by the relevant Provider Contract, the Supplier shall not be entitled to levy any costs and/or charges and/or require any further and/or additional payment in respect of the provision of the Services (including the supply of any Products) to any Approved Provider (and/or any Student) other than the Fees.
- 4.3 All Fees and Charges:
- 4.3.1 exclude VAT, which is payable on provision of a valid VAT invoice to the applicable payor; and
- 4.3.2 include all costs payable by the Authority and/or any Provider (as the case may be) in connection with the Services (including the supply of the Products).
- 4.4 The Authority must pay the Supplier:
- 4.4.1 in respect of the Development Charge, the relevant Interim Milestone Payment or the Final Milestone Payment (as the case may be); or
- 4.4.2 in respect of any other Charges arising under clause 8 (*TQ Changes*) or clause 28 (*Changing this Contract*), the amount of any such Charges due under such clause 8 (*TQ Changes*) or clause 28 (*Changing this Contract*),
- in each case, within 30 days of receipt by the Authority of a valid, undisputed invoice, in cleared funds to the account as notified by the Supplier to the Authority.

- 4.5 A Supplier invoice is only valid if it includes this Contract reference and purchase order number (if any) and other details reasonably requested by the Authority.
- 4.6 If there is a Dispute between the Parties as to the amount invoiced by the Supplier to the Authority, the Authority must pay the undisputed amount. The Supplier cannot suspend the provision of the Services (including the supply of the Products) unless the Supplier is entitled to terminate this Contract for a failure to pay undisputed sums in accordance with clause 15.5 (*When the Supplier can end this Contract*). Any disputed amounts shall be resolved through the Dispute Resolution Procedure.
- 4.7 If a payment of an undisputed amount is not made by the Authority by the due date, then the Authority shall pay the Supplier interest at the interest rate specified in the Late Payment of Commercial Debts (Interest) Act 1998.
- 4.8 The Supplier can issue a written Reminder Notice to the Authority (in accordance with clauses 29.129.1 and 29.2 (*How to communicate about this Contract*)) if the Authority does not pay an undisputed invoice on time.
- 4.9 The Authority may retain or set-off payment of any amount owed to it by the Supplier if notice and reasons are provided.
- 4.10 The Supplier must ensure that all Subcontractors are paid, in full, within 30 days of receipt of a valid, undisputed invoice. If this does not happen, the Authority can publish the details of the late payment or non-payment. The Supplier must also ensure that any Sub-Contract it enters into contains provisions which have the same effect as clauses 4.4, 4.6, 4.7 and this clause 4.10.
- 4.11 The Supplier has no right of set-off, counterclaim, discount or abatement unless a court orders this.

Indexation of Fees and Rate Card rates

- 4.12 The Supplier shall be entitled to adjust the Fees and the Rate Card rates which apply in respect of any Academic Year following the Academic Year in which the TQ is launched in accordance with the provisions of clause 4.13 to reflect the impact of inflation.

- 4.13 Where the Supplier wishes to adjust the Fees and/or Rate Card rates in accordance with clause 4.12:
- 4.13.1 the Supplier shall notify the Authority in writing of the proposed percentage adjustment in the existing Fees and/or Rate Card rates and the resulting new Fees and/or Rate Card rates by the end of February in the Academic Year prior to the Academic Year in respect of which the adjustment is to apply ("**Calculation Date**");
 - 4.13.2 the proposed percentage adjustment to the relevant then current Fees or Rate Card rates must be no greater than the percentage increase in the preceding 12 months of the UK Consumer Price Index most recently published by the UK Office of National Statistics prior to the Calculation Date; and
 - 4.13.3 the proposed adjustment calculated in accordance with this clause 4.13 shall not operate to adjust the Fees or Rate Card rates for the then current Academic Year, but shall operate to adjust the Fees or Rate Card rates as applicable with effect from the immediately following Academic Year.
- 4.14 In addition to any changes to the Entry Fee by virtue of clause 4.13, the Entry Fee may be subject to change from time to time, in accordance with the provisions set out in Schedule 6A.
- 4.15 Except as set out in clause 4.13, neither the Charges, the Fees nor any other costs, expenses, fees or charges shall be adjusted to take account of any inflation, change to exchange rate, change to interest rate or any other factor or element which might otherwise increase the cost to the Supplier or Subcontractors of the performance of their obligations under this Contract.

5 Developing the TQ and achieving IfATE Approval

- 5.1 The Supplier shall develop the TQ to meet the Service Requirements and in accordance with the terms of this Contract.

Requirement for IfATE Approval

5.2 The Supplier acknowledges and accepts that:

- 5.2.1 the Supplier shall not make the whole or any part of the Initial TQ Deliverables available to Eligible Providers and/or Approved Providers for delivery to Students until IfATE Approval has been granted; and
- 5.2.2 the Supplier shall, where possible, (and in each case with the prior written consent of the Authority) share draft versions of the Initial TQ Deliverables and Guide Standard Exemplification Materials, with Eligible Providers and/or Approved Providers to support their preparations to deliver the TQ.

General development obligations

5.3 The Supplier must:

- 5.3.1 design and develop the TQ in accordance with paragraphs 2.1 and 2.2 of Part 1 of the Service Requirements and in order to meet the Milestones;
- 5.3.2 consult with:
 - (i) the Authority, the Department, ESFA and the Route Panels; and
 - (ii) a representative sample of Providers and Employers,in the design and development of the TQ (including as contemplated by paragraph 2.1.4 of the Service Requirements);
- 5.3.3 take into account any input received from the Route Panel, and where applicable, the T Level Panels in the design and development of the TQ, and consult as appropriate with the T Level Panels and/or the Route Panel prior to the first Interim Milestone;
- 5.3.4 co-operate (as required) and work collaboratively with the Authority to achieve IfATE Approval of the TQ;
- 5.3.5 take into account the Technical Qualifications Service Requirements Explanatory Note together with any guidance as issued by the Authority

from time to time in the design and development of the TQ, and provide input when reasonably requested by the Authority to support the development and updating of such Technical Qualifications Explanatory Note; and

- 5.3.6 submit to the Authority an updated Implementation and Delivery Plan and Resource Plan within 5 Working Days from the Effective Date.

Development support from the Authority

- 5.4 The Supplier Authorised Representative and/or senior representatives of the Supplier's development team as appropriate will meet monthly (or more frequently if deemed necessary by the Authority) with the Authority Authorised Representative and/or representatives of the Authority's Commissioning & Development Team, at a time and location to be advised by the Authority, following the Effective Date until IfATE Approval of the TQ (each a "**TQ Development Meeting**") to review progress on TQ development, address key risks and identify solutions to any barriers to progress. The Authority shall issue an agenda in advance of each TQ Development Meeting. In the event that the development of the TQ is materially delayed against the Milestones and/or the dates given in the Implementation and Delivery Plan, on a written request by the Authority the Supplier's Chief Executive Officer or an equivalently senior individual shall attend the next TQ Development Meeting.

- 5.5 The Supplier shall:

- 5.5.1 not less than 5 Working Days prior to each TQ Development Meeting, submit the Development Phase Report to the Authority in respect of the relevant month, together with, without prejudice to paragraph 2.5 of Part 1 of the Service Requirements:

- (i) updated versions (meeting all of the requirements of the relevant Product Description) of the following Products:

- (A) the Implementation and Delivery Plan;
- (B) the Resource Plan;
- (C) the Risk Register; and

- (D) the Issues Log; and
- (ii) as requested by the Authority from time to time, the then current versions of the following:
 - (A) the TQ Specification;
 - (B) the Assessment Strategy;
 - (C) the TQ Specimen Assessment Materials;
 - (D) the Guide Standard Exemplification Materials;
 - (E) the Provider Approval Criteria;
 - (F) the Submission Issues Log;
 - (G) Employer & Provider Engagement Strategy; and
 - (H) any draft version of the Key Dates Schedule that the Supplier intends shall (if Approved) become the Key Dates Schedule for the purposes of this Contract from time to time,

it being understood that the Supplier will not be in breach of this clause 5.5.1 if the relevant item is still being developed and the Milestone for its completion has not been reached as at the date of the relevant TQ Development Meeting; and

5.5.2 provide a verbal summary at each such TQ Development Meeting of the progress of development of the TQ as against the Implementation and Delivery Plan and Resource Plan and any identified risks to the on time delivery of the TQ and proposed resolutions.

5.6 The Authority shall provide minutes setting out an accurate summary of each such TQ Development Meeting within 5 Working Days of each such meeting.

Submission process

- 5.7 The Supplier shall, on or prior to the applicable Submission Date, make all Submissions to the Authority necessary in respect of IfATE Approval in accordance with paragraphs 2.1 and 2.2 of Part 1 and Annex 7 to the Service Requirements.
- 5.8 The Supplier shall ensure that all Submissions made in accordance with clause 5.7 meet all of the requirements for each Submission as set out in paragraph 2.1 of Part 1 and Annex 7 to the Service Requirements. Unless notified otherwise by the Authority in writing, the Supplier shall continue its ongoing work in relation to the Initial TQ Deliverables following each Submission whilst such Submission is being considered by the Authority and/or Ofqual. For the avoidance of doubt, this means that the Supplier, following each Submission for each Interim Milestone, shall not await notification from the Authority in accordance with Clause 5.11 below before continuing work on the Initial TQ Deliverables required for any subsequent Milestone.
- 5.9 The Supplier shall submit to the Authority for Approval, a final version of the Guide Standard Exemplification Materials in accordance with paragraph 2.1 of Part 1 and Annex 7 to the Service Requirements.
- 5.10 The Supplier shall respond promptly to the Authority to any requests from the Authority for further information to support any Submission and/or the IfATE Approval process.
- 5.11 In respect of each Interim Milestone, the Authority and, if relevant, Ofqual will consider each Submission made in accordance with clause 5.7 and 5.8 and, within a timeframe which should allow the TQ to be developed in time for delivery in accordance with this Contract:
- 5.11.1 if the Authority considers that the Submission (or Re-Submission (as the case may be)) meets all of the requirements of paragraphs 2.1 and 2.2 of Part 1 and Annex 7 to the Service Requirements for the relevant Interim Milestone, the Authority shall:
- (i) confirm in writing to the Supplier that such requirements have been met; and
 - (ii) where the relevant Interim Milestone attracts an Interim Milestone Payment, pay to the Supplier (in accordance with clause 4 (*Pricing and payments*)) the applicable Interim Milestone Payment; or

5.11.2 if (1) the Authority does not consider that the Submission (or Re-Submission (as the case may be)) meets all of the requirements of paragraphs 2.1 and 2.2 of Part 1 and Annex 7 to the Service Requirements for the relevant Interim Milestone and/or (2) the Supplier has outstanding issues still to be addressed / additional information still to be provided in relation to any previous Interim Milestones (including in relation to any previous Interim Milestones that do not attract an Interim Milestone Payment), the Authority may withhold payment to the Supplier of the applicable Interim Milestone Payment (if any) and shall:

- (i) notify the Supplier of the issues that need to be addressed and/or the additional information that needs to be provided (and, acting reasonably, the date by which such issues need to be addressed and/or such information needs to be provided) and whether the Authority will be withholding payment of the applicable Interim Milestone Payment (if any), and the Supplier shall promptly address such issues and resubmit the relevant documentation and/or provide such additional information (a “**Re-Submission**”) to the Authority on or prior to the date notified by the Authority, following which clause 5.11.1 or this clause 5.11.2 will apply to such Re-Submission; or
- (ii) notify the Supplier:
 - (A) that notwithstanding the failure of the Submission (or Re-Submission (as the case may be)) to meet all of the requirements of paragraphs 2.1 and 2.2 of Part 1 and Annex 7 to the Service Requirements for the relevant Interim Milestone, the Supplier shall continue with the design and development of the TQ without having to make a Re-Submission, provided that the relevant issues are addressed by any timescales specified by the Authority and in any event no later than by the Final Approval Milestone Date; and

- (B) whether the Authority will be withholding payment of the applicable Interim Milestone Payment (if any), following which the Supplier shall promptly address the issues identified / further information required, as part of its ongoing development of the TQ in accordance with the timescales specified by the Authority. If the Authority is withholding payment of any applicable Interim Milestone Payment, subject to the Supplier having addressed the issues identified in accordance with the required timescales (and in any event no later than by the Final Approval Milestone Date), clause 5.11.1(ii) will apply.

5.12 The Supplier acknowledges and agrees that owing to the meeting dates scheduled for the IfATE Approval process, any delay in making the Final Submission to the Authority by the Final Approval Milestone Date may cause a delay of several weeks for IfATE Approval. Accordingly, failure by the Supplier to make the Final Submission in accordance with clause 5.7 and/or 5.8 by the Final Approval Milestone Date, other than due to a breach of this Contract by the Authority, shall be a Critical Service Failure.

5.13 In respect of the Final Approval Milestone, the Authority and, if relevant, Ofqual will consider the Final Submission made by the Supplier in accordance with clause 5.7 and 5.8 and, within a timeframe which should allow the TQ to be developed in time for delivery in accordance with this Contract:

5.13.1 if the Authority considers that the Final Submission (or Final Re-Submission (as the case may be)) meets the requirements for IfATE Approval, then the Authority shall:

- (i) confirm to the Supplier in writing that the TQ has IfATE Approval and that, subject (if applicable) to clause 7.2 (*Interaction with Providers*) and clause 14.3.1 (*What may happen if there are issues with your provision of the Services*), the Supplier is authorised to proceed to make the TQ available to Approved Providers for delivery to Students in accordance with clause 6 (*Operating the TQ*); and

- (ii) pay to the Supplier (in accordance with clause 4 (*Pricing and payments*)) the Final Milestone Payment, together with any outstanding Interim Milestone Payments or;

5.13.2 if the Authority considers that the Final Submission (or Final Re-Submission (as the case may be)) does not meet the requirements for IfATE Approval, then the Authority shall either

- (i) notify the Supplier in writing of the issues that need to be addressed and/or the additional information that needs to be provided and the Supplier shall within 10 Working Days (or such longer timeframe as is agreed in writing by the Authority) address such issues and resubmit the relevant documentation and/or provide such additional information, following which this clause 5.13 will apply to such Final Re-Submission or

- (ii) take any other steps available to it under the contract.

5.14 The Supplier acknowledges and accepts that the Authority will share, as it deems necessary, with Ofqual, the Department, ESFA, and the Route Panel:

5.14.1 all Submissions (including any Final Submission) and/or Re-Submissions (including any Final Re-Submissions) submitted by the Supplier under clause 5.7 and/or clause 5.13;

5.14.2 any information required by the Authority pursuant to clause 5.10;

5.14.3 any information required by Ofqual for the Regulation of the TQ or to perform the statutory functions of Ofqual; and/or

5.14.4 any other information it holds in relation to the Supplier,

and the provisions of clause 19 (*What must be kept confidential*) will not prevent any disclosure or sharing of documentation and/or information by the Authority under this clause 5.14.

6 Operating the TQ

- 6.1 Following IfATE Approval the Supplier must (subject to clause 7.2 (*Interaction with Providers*) and clause 14.3.1 (*What may happen if there are issues with your provision of the Services*)) make the TQ (including (as applicable) the Products) available to Approved Providers for delivery to Students and provide the Services (other than the Initial Development Services) in accordance with the Service Requirements.
- 6.2 The Supplier shall meet all KPIs in the delivery of the Services (other than the Initial Development Services).
- 6.3 The Supplier must comply with the current version of any Key Dates Schedule in respect of the making available of the TQ and the performance of the Services (other than the Initial Development Services).
- 6.4 The Supplier must provide materials and Student Information to the Authority in accordance with paragraphs 5, 8 and 10 of Part 1 of the Service Requirements to enable the Authority to keep a record in the event such materials and/or information is required for the transfer of Services to a Replacement Supplier.
- 6.5 The Supplier shall promptly provide to the Authority such materials relating to the TQ and Student Information as are requested in writing by the Authority to enable work by or on behalf of the Authority and/or Ofqual to ensure the ongoing maintenance between Cohorts of the grades and standards of the TQ and the wider T Level Programme.
- 6.6 The Supplier shall actively promote the TQ to Eligible Providers.

7 Interaction with Providers

- 7.1 The Supplier shall, in accordance with the requirements set out in paragraph 3 of Part 1 of the Service Requirements, operate a procedure to receive applications for Provider Approval from Eligible Providers that wish to make the TQ available to Students, and where the relevant Provider Approval Criteria are met to grant Provider Approval and notify the Approved Providers accordingly. The Supplier acknowledges and agrees that:
 - 7.1.1 it shall not be entitled or permitted to:

- (i) charge any additional costs, charges and/or fees arising out of or in connection with the implementation and operation of such procedure and/or the granting of Provider Approval; and/or
 - (ii) impose any additional requirements (other than a Provider Contract) on any Eligible Provider and/or Approved Provider (as applicable) as a condition to and/or consequence of the grant of Provider Approval;
- 7.1.2 only an Eligible Provider shall be eligible to be granted Provider Approval by the Supplier in respect of the TQ; and
- 7.1.3 subject to clause 7.1.2 and without prejudice to paragraph 3.1.1 of Part 1 of the Service Requirements, the Supplier shall promptly grant Provider Approval to Eligible Providers who meet the Provider Approval Criteria following receipt of their application for Provider Approval.
- 7.2 The Supplier shall review and assess Approved Providers on an ongoing basis in accordance with paragraph 3.1.2 of Part 1 of the Service Requirements to ensure that they continue to meet the requirements for Provider Approval to make the TQ available to Students and, subject to the provisions of paragraphs 3.2 to 3.5 (inclusive) of Part 1 of the Service Requirements, where an Approved Provider no longer meets the Provider Approval Criteria, the Supplier shall revoke such Provider Approval.
- 7.3 The Supplier shall ensure that:
 - 7.3.1 prior to any Eligible Provider making the TQ available to Students:
 - (i) the Eligible Provider is an Approved Provider;
 - (ii) a binding Provider Contract is in place with the relevant Approved Provider; and
 - 7.3.2 the Provider Services shall only be provided to an Approved Provider during the term of, and subject to the provisions of, the applicable Provider Contract.

- 7.4 Without prejudice to paragraph 5 of Part 1 of the Service Requirements, the Supplier shall promptly register a Student for the TQ following receipt by the Supplier of an application for registration of that Student from an Approved Provider.
- 7.5 The Supplier shall, on written request by the Authority, promptly provide a copy of each Provider Contract to the Authority and to the Department and/or the ESFA.
- 7.6 The Supplier shall retain copies of all documentation and information in relation to arrangements with Eligible Providers and Approved Providers, including all such documentation and/or information arising out of or in connection with:
- 7.6.1 the application for and/or the grant of Provider Approval referred to in clause 7.1; and
 - 7.6.2 the ongoing monitoring of Approved Providers by the Supplier referred to in clause 7.2,
- and without prejudice to the generality of the definition of IfATE Data, such documentation and information shall form part of the IfATE Data to which the provisions of clause 18 (*Data protection and information*) shall apply.
- 7.7 The Supplier shall make available the Additional Services and provide the Additional Services on request by Approved Providers in accordance with paragraphs 5, 6, and 9 of Part 1 of the Service Requirements.
- 7.8 The Supplier shall be permitted to offer and provide additional products and/or services in each case related to the TQ to Approved Providers (and Students), provided always that:
- 7.8.1 such additional products and services are not identical to, or performing an equivalent function in relation to the TQ to, the whole or any part of the Products and/or the Services (including the Additional Services) and offered and/or provided on alternative terms and/or conditions (including as to timing or quality) to those terms and conditions which would apply pursuant to this Contract to the applicable Products and/or Services;
 - 7.8.2 without prejudice to clause 7.1.1(ii) and the requirements of Schedule 17 (*Provider Contract Requirements*), the Supplier shall not, other than the

Provider Contract, impose any condition on any Eligible Provider (including any Approved Provider) and/or Student to purchase such additional products and/or services as a condition to and/or consequence of:

- (i) the grant of any Provider Approval; and/or
- (ii) the proper performance of any of the Services (and/or the supply of any Products); and

7.8.3 the Supplier shall not (in making available such products and/or services available and/or in respect of the terms on which such products and/or services are made available) favour one Provider and/or group of Providers or one Student and/or group of Students over another.

7.9 The Supplier shall comply with Schedule 17 (*Provider Contract Requirements*) in respect of its contracts with Approved Providers in relation to the TQ.

8 TQ Changes

8.1 The Supplier acknowledges and agrees that the Authority may request changes to the TQ and that the Authority may publish revised Outline Content from time to time.

8.2 The Supplier must ensure that the Approved Initial TQ Deliverables reflect the version of the Former Supplier's TQ Specification as at the Effective Date ("**Initial Content Date**") and that the Approved Initial TQ Deliverables reflect any TQ Change requested by the Authority before IfATE Approval.

8.3 The Supplier must make any TQ Change reasonably requested by the Authority to reflect any changes to the Former Supplier's TQ Specification or, if relevant, the Outline Content following the Initial Content Date subject to the terms of this clause 8.

8.4 The Authority may carry out annual reviews in each Academic Year where a new Cohort is commencing the TQ in the following Academic Year to identify any potential TQ Changes required by the Authority. The Authority may prepare and submit to the Supplier by the relevant dates prescribed by the TQ Content Updating Schedule in each such Academic Year up to two annual guidance notes setting out the output of the Authority's reviews in relation to Inclusive TQ Changes and Exclusive TQ Changes

respectively. Where the Authority identifies any potential TQ Change (in an annual guidance note or otherwise), the Authority shall promptly notify the Supplier in writing of details of the potential TQ Change.

- 8.5 Without prejudice to paragraphs 2.5 and 2.6 of Part 1 of the Service Requirements which shall apply in addition to any annual review, the Supplier shall carry out an annual review of the TQ once in each Academic Year, taking into account the output of any Authority annual guidance note(s) pursuant to clause 8.4 and any additional updates the Supplier has proposed to the TQ (to the extent that such updates have not otherwise been Approved pursuant to paragraph 2.5 or 2.6 of Part 1 of the Service Requirements), to identify any potential TQ Changes required to ensure ongoing compliance of the TQ with the Service Requirements. Where the Supplier identifies any potential TQ Change, the Supplier shall promptly notify the Authority in writing of details of the potential TQ Change.
- 8.6 Where a TQ Change is an Exclusive TQ Change, the Parties shall follow the Variation procedure set out in clause 28 (*Changing this Contract*) in respect of the relevant Exclusive TQ Change. The Charges relating to such Exclusive TQ Change shall be agreed between the Parties as part of the Impact Assessment for the relevant Variation, each Party acting reasonably and promptly, prior to the Supplier commencing work on the Exclusive TQ Change. The relevant Charges shall:
- 8.6.1 be a reasonable cost for implementing the Exclusive TQ Change in the circumstances;
- 8.6.2 take into account and be calculated using:
- (i) for personnel related costs and other relevant charges which are set out in the Rate Card, the applicable Rate Card rates; and
- (ii) reasonable charges for any non-personnel related costs which are not included in the Rate Card and which will be incurred by the Supplier to implement the Exclusive TQ Change; and
- 8.6.3 be consistent with the costs applicable to any relevant costed change scenario set out in Schedule 6 (*Pricing Schedule*) or, where no costed change scenario for the applicable TQ Change is set out in Schedule 6

(*Pricing Schedule*), be calculated on the same basis and using the same logic and inputs as those which applied to determine the costs for the costed change scenarios, as such logic and inputs may be amended only to the extent as is necessary to reflect the TQ Change in question.

8.7 Where the TQ Change is an Inclusive TQ Change, the Supplier shall implement such Inclusive TQ Change at the cost of the Supplier and there shall be no additional Charges or Fees as a result of such Inclusive TQ Change.

8.8 The Supplier shall obtain the Authority's prior written agreement before implementing any TQ Change which, in the case of an Exclusive TQ Change, shall be in the form of an executed Variation to this Contract. Following such agreement the Supplier shall, unless otherwise agreed with the Authority, implement:

8.8.1 Inclusive TQ Changes such that the updated TQ is ready for teaching to new Students in the next Academic Year following the date of such agreement; and

8.8.2 Exclusive TQ Changes such that the updated TQ is ready for teaching to new Students in the second Academic Year following the date of such agreement,

provided that in each case that the Supplier shall continue to make available the version of the TQ prior to such TQ Change as is necessary to support continuing Students who commenced their studies on such version of the TQ prior to the implementation of such TQ Change.

8.9 The Supplier shall consult with a representative sample of relevant Employers and take into account the output of consultation with such Employers as appropriate in relation to any TQ Change in accordance with the Service Requirements and shall provide the Authority with evidence of such consultation.

8.10 If the Supplier makes any Inclusive TQ Changes, the Supplier must resubmit the TQ documentation including any Products (as amended to reflect the TQ Change in question) to the Authority for agreement by the relevant date prescribed by the TQ Content Updating Schedule, unless otherwise agreed with the Authority, before (where

applicable) making the relevant revised version of the TQ available to Approved Providers for delivery to Students.

- 8.11 If the Supplier makes any Exclusive TQ Changes, the Supplier must resubmit the TQ documentation including any Products (as amended to reflect the TQ Change in question) to the Authority for IfATE Approval by the relevant date prescribed by the TQ Content Updating Schedule, unless otherwise agreed with the Authority, before (where applicable) making the relevant revised version of the TQ available to Approved Providers for delivery to Students and the provisions of clause 5.13 shall apply to such amended TQ documentation as if references to the “Final Submission” (or “Final Re-Submission” (as the case may be)) in that clause 5.13 are references to the “TQ documentation including any Products (as amended to reflect the TQ Change in question)”; reference to the “Final Approval Milestone” is a reference to the “TQ Change in question”; and references to payment refer to payment of any charges agreed in the applicable Variation.
- 8.12 Unless otherwise agreed with the Authority in writing, any agreed or approved (as the case may be) updates to the TQ must (where applicable) be made available to Approved Providers by the Supplier by the relevant date prescribed by the TQ Content Updating Schedule.

9 Record keeping, monitoring and reporting

- 9.1 Without prejudice to clause 5.5 (*Developing the TQ and achieving IfATE Approval*) and clause 7.6 (*Interaction with Providers*), the Supplier shall:
- 9.1.1 monitor and report (in an Operational Delivery Report) its performance of the Services (other than the Initial Development Services) in accordance with Schedule 15 (*Monitoring of Performance*) and the Parties agree that the provisions of such Schedule 15 (*Monitoring of Performance*) shall apply to determine (amongst other things) the process following (and the outcome of) such monitoring and reporting (including in relation to the carrying out of the Performance Review Meeting and the requirement for and consequences of any KPI Improvement Plan); and
- 9.1.2 comply with the record keeping and reporting obligations set out in paragraphs 5, 8 and 10 of Part 1 of the Service Requirements.

- 9.2 The Supplier must allow, and must ensure that any Key Subcontractor allows, any Auditor access to the Supplier's or Key Subcontractor's premises and/or systems (including IT systems), as relevant, to Audit everything to do with this Contract and/or to obtain any information required in relation to any investigation by Ofqual.
- 9.3 The Supplier must provide, and must ensure that any Key Subcontractor provides, information to the Auditor and reasonable co-operation at the Auditor's request to enable any Audit to be undertaken.
- 9.4 The Supplier must create and maintain throughout the Term a full and accurate version control log recording all TQ Changes made during the Term.
- 9.5 The Supplier shall maintain and shall promptly, following a written request by the Authority, provide to the Authority, the following:
- 9.5.1 the Supplier's detailed and up to date cost model for the provision of the Services under this Contract including a future projection for the remaining Term;
 - 9.5.2 details of the income received by the Supplier through the provision of the Services during the Term to date, including a breakdown by service and customer and a future projection for the remaining Term; and
 - 9.5.3 the Supplier's calculation of the overall level of profit it has achieved during the Term to date through the Services provided under this Contract.

10 Staff Transfer

- 10.1 The Parties agree that:
- 10.1.1 where the commencement of the provision of the Services or any part of the Services results in one or more Relevant Transfers, Schedule 21 (Staff Transfer) shall apply; and
 - 10.1.2 Schedule 12 (Exit Management) shall apply on the expiry or termination of the Services or any part of the Services.

11 Supplier Staff and Subcontracting

Supplier Staff

11.1 The Supplier Staff involved in the performance of this Contract must:

11.1.1 be appropriately trained and qualified; and

11.1.2 be vetted using Good Industry Practice and, in the case of Supplier Staff referred to in paragraph 2.2 of Schedule 7 (*Staff (including Key Personnel)*), in accordance with paragraph 2 of Schedule 7 (*Staff (including Key Personnel)*).

11.2 If any default, acts, omissions, negligence and/or statements of any of the Supplier Staff involved in the performance of this Contract result in a Default, the Supplier is liable to the Authority for that Default.

11.3 Where the Authority decides (on reasonable grounds) that one of the Supplier's Staff is not suitable to work on this Contract, the Supplier must, subject to clause 11.1, promptly replace them with a suitably qualified alternative.

11.4 If requested by the Authority, the Supplier must replace any person whose acts or omissions have caused the Supplier to breach clause 31 (*Preventing fraud, bribery and corruption*).

Subcontracting

11.5 The Supplier shall comply with the provisions of Schedule 8 (*Supply Chain (including approved Subcontractors)*) in respect of the appointment (including any proposed appointment) and/or management of any Subcontractor (including any Key Subcontractor).

11.6 Sub-contracting any part of this Contract shall not relieve the Supplier of any obligation or duty attributable to the Supplier under this Contract.

12 Rights and protection

12.1 The Supplier warrants and represents that:

- 12.1.1 it has full capacity and authority to enter into and to perform this Contract;
 - 12.1.2 this Contract is executed by its authorised representative;
 - 12.1.3 it is a legally valid and existing organisation incorporated in the place it was formed;
 - 12.1.4 there are no known legal or regulatory actions or investigations before any court, administrative body or arbitration tribunal pending or threatened against it or its Affiliates that might affect its ability to perform this Contract;
 - 12.1.5 it maintains all necessary rights, authorisations, licences and consents to perform its obligations under this Contract;
 - 12.1.6 it does not have any contractual obligations which are likely to have a material adverse effect on its ability to perform this Contract;
 - 12.1.7 it is not subject to an Insolvency Event; and
 - 12.1.8 all statements made, and documents submitted, as part of the procurement of the Services (including in the Supplier's Response) are true and accurate.
- 12.2 The warranties and representations in clause 12.1 are repeated each time the Supplier provides the Services and/or supplies any Products under this Contract.
- 12.3 The Supplier indemnifies the Authority in full against all Losses suffered or incurred by the Authority arising out of or in connection with third party claims that result from the provision of the Services including the supply of the Products.
- 12.4 All claims indemnified under this Contract (including for the avoidance of doubt any indemnified IPR Claim) must use the process set out in clause 30 (*Dealing with claims*).
- 12.5 The Authority can, even if it has made a claim in respect of the breach, still terminate this Contract for breach of any warranty or indemnity where it is entitled to do so.
- 12.6 If the Supplier becomes aware of a representation or warranty that becomes untrue or misleading, it must immediately notify the Authority.

13 Intellectual Property Rights

Vesting, ownership and licences of rights in TQ materials

- 13.1 The Supplier agrees to deliver such materials, and to assign or licence all IPR in such materials, as it creates, identifies for use, or uses as part of or for the Operation of the TQ to which the Authority and/or a Replacement Supplier with Relevant Competence would reasonably require access:
- 13.1.1 for the Authority to carry out its activities in relation to the T Level and TQ, including the approval, oversight and maintaining the integrity of the T Level and TQ;
 - 13.1.2 for the transfer of the Operation of the TQ to a Replacement Supplier; and
 - 13.1.3 for the Replacement Supplier to Operate (including maintaining the integrity of, modifying and developing) the TQ,
- in a seamless, Transparent manner; and
- 13.1.4 to compete openly and effectively any future competition or tender for the Operation of the TQ or a Replacement TQ.
- 13.2 Without limiting the generality of clause 13.1:
- 13.2.1 the Supplier agrees to assign to the Authority all IPR in the Key Materials (including in Products) in accordance with the TQ Assignment and Licence;
 - 13.2.2 the Supplier agrees to licence the Authority, with the right to sublicense, all IPR in the Ancillary Materials, in accordance with the TQ Assignment and Licence; and
 - 13.2.3 in respect of any IPR in Key Materials, to the extent that the same are not at the relevant time vested absolutely in the Authority, the Supplier agrees to license the Authority, with the right to sublicense, such IPR in Key Materials, in accordance with the TQ Assignment and Licence.
- 13.3 Except as set out above or otherwise expressly provided in this Contract:

- 13.3.1 the Authority shall not by virtue of this Contract acquire title to or rights in any Background IPR owned by the Supplier or any third party; and
- 13.3.2 the Supplier shall not by virtue of this Contract acquire title to or rights in any Background IPR owned by the Authority or licensed by any third party to the Authority.
- 13.4 Without prejudice to the other provisions of this Contract, the assignments and licences referred to in clause 13.2 shall be subject to the terms of the TQ Assignment and Licence (during and after the Term), including the warranties and representations set out in the TQ Assignment and Licence. The Authority and the Supplier will enter into the TQ Assignment and Licence in the form set out in Schedule 14 (*Form of Assignment and Licence*) on the Effective Date.

Rights granted to the Supplier

- 13.5 The Authority hereby grants to the Supplier a non-exclusive worldwide, royalty free licence with the right to sublicense, subject to, and in accordance with, the terms of this Contract, to use:
 - 13.5.1 the Former Supplier's TQ Specification and, if relevant, the Outline Content;
 - 13.5.2 the IfATE Data; and
 - 13.5.3 any Authority Background IPR in other materials specifically identified for use in the provision of the Services in accordance with this sub-clause,during the Term, solely in relation to the provision of the Services.
- 13.6 The Authority hereby grants to the Supplier, in so far as any relevant Intellectual Property Rights have been assigned to the Authority or are otherwise at the time vested in the Authority in accordance with clause 13.2 a worldwide, royalty free licence, with the right to sublicense, to use and exploit the IPR in the Key Materials during the Term in relation to the TQ subject to, and in accordance with, the relevant terms of this Contract.

- 13.7 Subject to clause 13.8, the licence to the Supplier under clause 13.6 shall be exclusive during the Term solely in respect of use of the Key Materials for the provision of the Services in respect of the Exclusive Cohorts.

Rights retained by the Authority for its activities related to the provision of the Services

- 13.8 The Authority will retain:

13.8.1 (for the avoidance of doubt) the non-exclusive right to use the Key Materials in its administration, approval and oversight of the TQ and other T Level technical education qualifications and to make the same available to others (such as Ofqual) to do the same; and

13.8.2 the right to use the Key Materials, and for any Future Supplier or potential Future Supplier to use the Key Materials:

(i) for competing or tendering for the delivery and Operation of the TQ and/or any Replacement TQ, where such competition or tender is for such delivery and Operation during any Transition Period and/or following expiry or termination of this Contract (ie the End Date); and

(ii) to deliver and Operate the TQ and/or any Replacement TQ, during any Transition Period; and

13.8.3 the right to sub-license others to exercise the rights set out in this clause 13.8.

Confirmation of rights, marking and branding of Materials

- 13.9 The Supplier shall, on any copy of any materials in which copyright belongs to the Authority, prominently mark such material with a notice saying: "Copyright in this [DOCUMENT/section of DOCUMENT] belongs to, and is used under licence from, the Institute for Apprenticeships and Technical Education [DATE]" or such other notice as the Authority may reasonably require by notice to the Supplier from time to time. Without prejudice to any rights granted to the Authority under this Contract, in the case of each Deliverable the Supplier shall deliver a certificate in the form annexed to the

TQ Assignment and Licence confirming that ownership in the IPR in that Deliverable is vested in the Authority, or where it asserts that IPR in the Deliverable or certain parts of it do not vest in the Authority, identifying specifically those parts and the scope of rights it asserts the Supplier has in respect of the same.

- 13.10 The Supplier may use its name, logos, trade marks and/or other signs which refer to the Supplier on Key Materials and Ancillary Materials and other materials used in the Operation of the TQ or to promote the TQ which are of the type set out in the T Level Branding Guidelines, provided that any such use shall be strictly as set out in the T Level Branding Guidelines. Without prejudice to the last sentence, the Supplier shall, on notice from the Authority, provide representative samples of all such use, and, if the notice so requests, provide such samples a reasonable period in advance of any proposed such use together with a period (not being less than 7 Working Days) for comment. The Authority may notify the Supplier within such period of any comments, including any requirements it has in respect of such use, and, the Supplier shall take reasonable account of any such comments and comply with any reasonable requirements of the Authority so notified.
- 13.11 The Supplier shall not use its name, logos, trade marks and/or other signs which refer to the Supplier, in a trade mark manner or as any designation of origin, on any material referred to in clause 13.10 or otherwise in connection with its Operation of T Levels or T Level technical education qualifications (including the TQ), except as provided in clause 13.10 or otherwise with the specific Approval of the Authority; and in any event any use of its name, logos, trade marks and/or other signs which refer to the Supplier in connection with the T Level or T Level technical education qualifications (including the TQ) shall not be such as to make, suggest or imply any connection between the Authority or any T Levels or any T Level technical education qualifications and the Supplier, or endorsement by the Authority or the Department, other than as arises under this Contract or any other contract for the supply of T Level technical education qualifications.
- 13.12 The Supplier shall:
- 13.12.1 apply to all Key Materials and Ancillary Materials provided to any third party, the Authority's name and logo in such manner as is reasonably prescribed from time to time in writing by the Authority; and

13.12.2 use in respect of the TQ, including, unless otherwise agreed with the Authority, on all Key Materials and Ancillary Materials, such descriptive name (for example in the form: “[technical qualification] in Construction”) as is determined by the Authority or proposed by the Supplier and agreed by the Authority,

provided that such use shall at all times be in strict accordance with the other provisions of this Contract, the T Level Trade Mark Licence, and any style guides or other instructions issued from time to time by the Authority.

Supplier’s operation of other qualifications

13.13 The Supplier shall not, within or outside England, offer or promote any qualification other than the TQ as:

13.13.1 being the TQ (or any other technical qualification forming part of a T Level) or T Level (or part of a T Level);

13.13.2 being identical in terms of content and assessment requirements to the TQ (or any other technical qualification forming part of a T Level) or T Level and/or including identical components to the TQ (or any other technical qualification forming part of a T Level) or T Level; or

13.13.3 demonstrating the same level of occupational competence as the TQ (or any other technical qualification forming part of a T Level) or T Level,

provided always that nothing in this Contract shall prevent the Supplier from offering or promoting the technical qualification element of a T Level under a separate contract with the Authority in connection with the making available of that technical qualification.

13.14 The Supplier may only re-use the whole of the TQ in an un-amended or materially un-amended form, other than as part of the Services during the Term, as follows:

13.14.1 in the Operation of qualifications for any of the Devolved Administrations, with the specific Approval of the Authority;

13.14.2 in the Operation of qualifications in England intended for and only marketed to students who are not in the category known as “16 to 19 year old”, with the specific Approval of the Authority; and

13.14.3 in the Operation of qualifications outside the UK, save in any jurisdictions the Authority excludes by notice to the Supplier,

provided in each case that the name “T Level” is not used in the qualification or any marketing or promotion of the qualification, and that it is at all times clear and made clear to students and other third parties that the qualification does not form and cannot be used as any part of a T Level.

13.15 Subject to clauses 13.13 and 13.14, nothing in this Contract or the TQ Assignment and Licence shall restrict or prevent the Supplier from continuing to offer and update its existing qualifications (including technical qualifications), from offering new technical qualifications, or from using elements of the Key Materials in the operation of qualifications other than the TQ.

Dealing with intellectual property claims

13.16 If there is an IPR Claim, the Supplier indemnifies the Authority against all Losses suffered or incurred by the Authority as a result.

13.17 Where a Party acquires ownership of IPR incorrectly under this Contract it must do everything reasonably necessary to complete a transfer in writing assigning the IPR to the other Party on request and at its own cost.

13.18 Clause 13.16 shall not apply to the extent that the IPR Claim is caused by the Authority’s use of the relevant IPR in breach of the terms of this Contract.

13.19 In the event that any Third Party IPR is included in the Key Materials, Ancillary Materials, or other Deliverables under this Contract, the Supplier shall ensure that it has or acquires sufficient rights to any such Third Party IPR to enable it to enter into any applicable assignments and to grant any applicable licences under this Contract.

Portability of the TQ

- 13.20 The Supplier shall, where possible, ensure that its design and development of the TQ enables the transfer of the materials described in clause 13.1 to a Future Supplier without requiring use by such Future Supplier of any underlying proprietary system or platform which does not form part of the Key Materials or Ancillary Materials.

14 What may happen if there are issues with your provision of the Services

- 14.1 The Supplier must notify the Authority promptly in writing if:

- 14.1.1 it becomes aware of any problem or complaint from any individual or organisation in relation to the making available and/or operation of the TQ;
- 14.1.2 it makes any changes to its management, governance, organisational and/or operational structure or capacity from that which is set out in the Supplier's Tender which shall or may be material to the provision of the Services;
- 14.1.3 it undergoes or proposes to undergo (or, without prejudice to clause 15.7 (*When Sub-Contracts can be ended*) becomes aware that a Subcontractor has undergone or proposes to undergo) a change of Control;
- 14.1.4 there is a material adverse change in the financial circumstances of the Supplier, the Supplier becomes aware of a material adverse change in the financial circumstances, or the Supplier has (or anticipates that it may have) insufficient funding to adequately resource its obligations under this Contract;
- 14.1.5 it becomes aware of any circumstances relating to the Supplier or any Subcontractor which shall or may bring into disrepute and/or diminish the trust that the public places in the Authority, the Department or the ESFA and/or the T Levels Programme (including any Conflict of Interest (as contemplated by clause 36 (*Conflict of interest*)) and/or any child protection and/or data handling issues and/or incidents);
- 14.1.6 it becomes aware of any issue which shall or may have an adverse impact on Students studying for the TQ;

- 14.1.7 it is required, pursuant to the Conditions of Recognition, to notify Ofqual of any event that has occurred (or is likely to occur) which it has cause to believe could have an “Adverse Effect” (as defined in the Conditions of Recognition);
 - 14.1.8 any of the circumstances in clause 15.7 (*Ending or extending this Contract*) occur; or
 - 14.1.9 a Critical Service Failure occurs.
- 14.2 If:
- 14.2.1 the Supplier has failed to make the Submission for the relevant Interim Milestone on or prior to the Submission Date for that relevant Interim Milestone;
 - 14.2.2 the Authority reasonably believes that:
 - (i) the Supplier is not likely to achieve IfATE Approval by the Final Approval Milestone Date;
 - (ii) the Authority is likely to need to withdraw IfATE Approval;
 - (iii) Ofqual is likely to need to withdraw Ofqual Recognition;
 - 14.2.3 the Authority has obtained information giving rise to reasonable concerns about the ability of the Supplier to deliver the Services and the Authority has provided such information to the Supplier and given the Supplier a reasonable opportunity (in the circumstances) to respond to such information and any such response fails to address such concerns to the satisfaction of the Authority;
 - 14.2.4 the Supplier fails, in the opinion of Ofqual, to comply with any Condition of Recognition;
 - 14.2.5 the Supplier is under investigation and/or subject to regulatory enforcement by Ofqual or has had any direction issued by Ofqual in respect of it;

- 14.2.6 the Supplier fails to comply with and/or implement (as the case may be) the whole or any part of the Implementation and Delivery Plan in any material respect;
- 14.2.7 the Supplier fails to deliver the Services in accordance with the Resource Plan in any material respect;
- 14.2.8 the circumstances referred to in paragraph 2.3.2 of Schedule 15 (*Monitoring of Performance*) occur;
- 14.2.9 a Supplier Termination Event has occurred; and/or
- 14.2.10 any act or omission of the Supplier in relation to the TQ in breach of this Contract occurs which shall or may have a material adverse impact on Students and/or the TQ including any such act or omission which:
 - (i) gives rise to prejudice to Students or potential Students; or
 - (ii) adversely affects:
 - (A) the ability of the Supplier to undertake the development, delivery or award of the TQ in accordance with its Conditions of Recognition;
 - (B) the standards of the TQ which the Supplier makes available or proposes to make available; or
 - (C) public confidence in the TQ,

the Authority may issue written notification of Designated Action to the Supplier, following which the Supplier shall comply with the Designated Action in accordance with any timeframe stated in such notification. In the event that, for any reason, the Supplier is unable to comply with the Designated Action notification, the Supplier shall promptly notify the Authority and shall explain the reason why it is unable to so comply.

- 14.3 In the event of a Critical Service Failure, in addition to the rights of the Authority under clause 14.2 (*What may happen if there are issues with your provision of the Services*)

and 15.3 (*Ending or extending this Contract*), the Authority may by serving written notice on the Supplier:

- 14.3.1 suspend and/or restrict any elements (in full or part) of the Services for the remainder of the Term, including a permanent prohibition or restriction on the Supplier from providing the Services (including making the TQ and/or any Products available to Approved Providers):
 - (i) to Cohorts (including any Exclusive Cohort) in respect of which Students are already registered for the TQ; and/or
 - (ii) in respect of any further Cohorts (including any Exclusive Cohort);
- 14.3.2 reduce the Term by one or more periods of 12 months as specified in such notice and accordingly remove one or more Cohorts from the Exclusive Cohorts; and/or
- 14.3.3 require the Supplier to comply with specified performance improvement conditions in relation to the Services, failing which the Term will reduce by one or more periods of 12 months as specified in such notice and the final Cohort will then be removed from the Exclusive Cohorts.
- 14.4 Nothing in this Contract (and no action by the Authority) shall be construed so as to limit or restrict the ability of Ofqual to take action under its statutory powers and in the event of any Dispute arising out of or in connection with Ofqual Recognition and/or any Condition of Recognition the provisions of clause 38.7 (*Resolving disputes*) will apply.
- 14.5 The Supplier shall provide (and shall procure that its Subcontractors provide) all information and cooperation as is required by the Authority to enable the Authority to investigate any alleged breach by the Supplier of its obligations under this Contract.
- 14.6 The Authority may withdraw IfATE Approval by notice in writing to the Supplier in circumstances where the requirements for IfATE Approval are no longer met by the Supplier. The Authority shall notify the Supplier in advance in writing of its proposal to withdraw IfATE Approval and shall provide a reasonable opportunity for the Supplier to make representations in relation to such proposal, and the Authority shall take such

representations into account in determining whether to proceed to withdraw IfATE Approval.

15 Ending or extending this Contract

15.1 This Contract ends on the End Date.

Extending this Contract

15.2 The Authority can extend this Contract for an Extension Period by giving the Supplier written notice prior to the start of the Academic Year in which the final Exclusive Cohort commences the TQ.

When the Authority can end this Contract

15.3 If a Supplier Termination Event occurs, the Authority has the right to immediately terminate this Contract by issuing a Termination Notice to the Supplier, unless the Supplier Termination Event occurs as a result of a breach of this Contract by the Authority, but only insofar as the Authority's breach is not itself caused by a breach by the Supplier of the Supplier's obligations under this Contract.

15.4 Nothing in Clause 38 (Resolving Disputes) shall prevent or restrict the Authority from exercising its rights under clause 15.3.

What happens if this Contract ends

15.5 Where the Authority terminates this Contract, all of the following apply:

15.5.1 the Supplier shall apply to Ofqual, in accordance with the instructions of the Authority, for its Ofqual Recognition in respect of the TQ to be withdrawn;

15.5.2 the accumulated rights of the Authority are not affected;

15.5.3 the Authority grants to the Supplier a non-exclusive worldwide, royalty free irrevocable licence to use the IfATE Data solely to the extent that such IfATE Data consists of: (i) information relating to the identities of Providers and persons engaged by them, which it shall be entitled to use for any purpose; and (ii) Student Related Data provided that no individual Student can be identified from such Student Related Data, which it shall be entitled

to use for research purposes in order to develop or improve upon any Supplier qualification (including material prepared, and training provided, in support of such qualification);

- 15.5.4 the Supplier must promptly return (or, where required by the Authority, delete) the IfATE Data except where required to retain copies by Law, the Conditions of Recognition, or for the purposes of exercising its rights under the licence granted under clause 15.4.3;
- 15.5.5 the Supplier must promptly return any of the Authority's property provided to it under this Contract;
- 15.5.6 the Supplier must at no cost to the Authority reasonably co-operate in the re-procurement and/or handover of the Services (including to a Replacement Supplier);
- 15.5.7 the Supplier must comply with the relevant provisions of Schedule 12 (*Exit Management*); and
- 15.5.8 this clause 15.4 and the following clauses survive the termination of this Contract: clauses 9, 12.3, 13, 16, 18, 19, 20, 22, 38 and 39 and any clauses and/or Schedules which are expressly or by implication intended to continue.

When the Supplier can end this Contract

- 15.6 The Supplier can terminate this Contract by issuing a Termination Notice if the Authority fails to pay any Charges which have fallen due under this Contract and which are directly payable by the Authority within 30 days of the date of a Reminder Notice issued by the Supplier in respect of such sum.
- 15.7 If the Supplier terminates this Contract under clause 15.5:
 - 15.7.1 the Authority must promptly pay all outstanding Charges referred to in clause 15.5 to the Supplier; and
 - 15.7.2 clauses 15.4.1 to 15.4.8 shall apply.

When Sub-Contracts can be ended

- 15.8 At the Authority's request, the Supplier must terminate (or procure the termination of (as the case may be)) any Sub-Contracts in any of the following events:
- 15.8.1 there is a change of Control of the relevant Subcontractor which is not pre-approved in writing by the Authority and which the Authority believes shall or may have an adverse impact on the Services;
 - 15.8.2 the acts or omissions of the relevant Subcontractor have caused or materially contributed to a right of the Authority to terminate this Contract;
 - 15.8.3 a Supplier Termination Event is caused or contributed to by the relevant Subcontractor or where any analogous events referred to in limbs (b), (d), (e), (f), (g), (h), (j) or (l) of the definition of Supplier Termination Event occurs in respect of the Subcontractor; or
 - 15.8.4 the relevant Subcontractor sub-contracts any of its obligations in relation to the Services in breach of the requirements of this Contract.

16 How much each Party can be held responsible for

- 16.1 Subject to the following provisions of this clause 16 each Party's total aggregate liability under this Contract (whether in tort, contract or otherwise) for each claim or series of connected claims is no more than £1,000,000.
- 16.2 No Party is liable to the other for:
- 16.2.1 any indirect, special or consequential Loss; or
 - 16.2.2 loss of profits, turnover, savings, business opportunities or damage to goodwill (in each case whether direct or indirect), provided always that, subject to clause 16.1, the Supplier acknowledges that the Authority may, amongst other things, recover from the Supplier the following Losses incurred by the Authority, the Department and/or the ESFA, to the extent that they arise as a result of a Default by the Supplier:

- (i) any additional operational and/or administrative costs and expenses, including costs relating to time spent by or on behalf of the Authority in dealing with the consequences of the Default;
- (ii) any wasted expenditure or charges;
- (iii) the additional cost of procuring Replacement Services for the remainder of the Contract Period, which shall include any incremental costs associated with such Replacement Services above those which would have been payable under this Contract;
- (iv) any compensation or interest paid to a third party by the Authority; and
- (v) any fine or penalty pursuant to Law and any costs in defending any proceedings which result in such fine or penalty.

16.3 The Authority does not give any warranty or undertaking as to the relevance, completeness, accuracy or fitness for purpose of any data information and/or documentation disclosed by or on behalf of the Authority prior to or after the Effective Date and neither the Authority nor any of its employees or agents shall be liable (howsoever arising) for any inaccuracy, omission, unfitness for purpose or inadequacy of any kind whatsoever in any such data information and/or documentation.

16.4 Nothing in this Contract shall operate to exclude or limit the liability of either Party in relation to the following:

16.4.1 its liability for death or personal injury caused by its negligence, or that of its employees, agents or subcontractors;

16.4.2 bribery or fraud or fraudulent misrepresentation by it or its employees; or

16.4.3 any liability that cannot be excluded or limited by Law.

16.5 Each Party must use its reasonable endeavours to mitigate any Losses which it suffers under or in connection with this Contract, including where any such Losses are covered by an indemnity.

- 16.6 When calculating the Supplier's liability under clause 16.1, Losses covered by Required Insurances will not be taken into consideration.

17 Insurance

- 17.1 Without prejudice to its obligations to the Authority under this Contract, including its indemnity obligations, the Supplier shall take out and maintain at its own cost, or procure the taking out and maintenance of, the Required Insurances. The Supplier shall ensure that each of the Required Insurances is effective no later than the date on which the relevant risk commences.
- 17.2 The Required Insurances shall be maintained in accordance with Good Industry Practice and (so far as is reasonably practicable) on terms no less favourable than those generally available to a prudent contractor in respect of risks insured in the international insurance market from time to time.
- 17.3 The Required Insurances shall be taken out and maintained with insurers who are: (a) of good financial standing; (b) appropriately regulated; and (c) of good repute in the international insurance market.
- 17.4 The Supplier shall not take any action or fail to take any action or (insofar as is reasonably within its power) permit anything to occur in relation to it which would entitle any insurer to refuse to pay any claim under any of the Required Insurances.
- 17.5 Where the Supplier has failed to purchase any of the Required Insurances or maintain any of the Required Insurances in full force and effect, the Authority may elect (but shall not be obliged) following written notice to the Supplier to purchase the relevant Required Insurances, and the Authority shall be entitled to recover the reasonable premium and other reasonable costs incurred in connection therewith as a debt due from the Supplier.
- 17.6 The Supplier shall upon the Effective Date and within 15 Working Days after the renewal or replacement of each of the Required Insurances, provide evidence, in a form satisfactory to the Authority, that the Required Insurances are in full force and effect and meet in full the requirements of this clause 17. Receipt of such evidence by the Authority shall not in itself constitute acceptance by the Authority or relieve the Supplier of any of its liabilities and obligations under this Contract.

- 17.7 The Supplier shall ensure that the public and products liability policy forming part of the Required Insurances shall contain an indemnity to principals clause under which the Authority shall be indemnified in respect of claims made against the Authority in respect of death or bodily injury or third party property damage arising out of or in connection with the Services and for which the Supplier is legally liable.

18 Data protection and information

- 18.1 Each Party shall comply with the Data Protection Legislation.
- 18.2 The Supplier must ensure that Personal Data is Processed in accordance with Schedule 9 (*Data Handling and Security Management*).
- 18.3 The Supplier must not remove any ownership or security notices in or relating to the IfATE Data.
- 18.4 The Supplier must make accessible back-ups of all IfATE Data, stored in an agreed off-site location. The Supplier must send the Authority copies every six Months of the Ancillary Materials and the Key Materials (in each case to the extent that these have not already been provided to the Authority), and any further information falling within the definition of IfATE Data as may be requested by the Authority in writing from time to time.
- 18.5 The Supplier must ensure that any Supplier system holding any IfATE Data, including back-up data, is a secure system that complies with the Security Policy and the relevant provisions of Schedule 9 (*Data Handling and Security Management*).
- 18.6 If at any time the Supplier suspects or has reason to believe that the IfATE Data provided or generated under this Contract is corrupted, lost or sufficiently degraded, then the Supplier must notify the Authority and immediately suggest remedial action.
- 18.7 If the IfATE Data is corrupted, lost or sufficiently degraded so as to be unusable the Authority may either or both:
- 18.7.1 tell the Supplier to restore or get restored IfATE Data as soon as practical but no later than 5 Working Days from the date that the Authority receives notice, or the Supplier finds out about the issue, whichever is earlier; and/or

- 18.7.2 restore the IfATE Data itself or using a third party.
- 18.8 The Supplier must pay each Party's reasonable costs of complying with clause 18.7 unless the Authority is at fault.
- 18.9 The Supplier:
 - 18.9.1 must provide the Authority with all IfATE Data in an agreed open format within 10 Working Days of a written request;
 - 18.9.2 must have documented processes to guarantee prompt availability of IfATE Data if the Supplier stops trading;
 - 18.9.3 must securely destroy all Storage Media that has held IfATE Data at the end of life of that media using Good Industry Practice;
 - 18.9.4 must securely erase all IfATE Data and any copies it holds when asked to do so by the Authority unless required by Law to retain it; and
 - 18.9.5 indemnifies the Authority against any and all Losses suffered or incurred by the Authority if the Supplier and/or any Key Subcontractor breaches this clause 18 and/or any Data Protection Legislation.

19 What must be kept confidential

Confidential Information

- 19.1 Each Party must, subject to the following provisions of this clause 19;
 - 19.1.1 keep all Confidential Information it receives confidential and secure;
 - 19.1.2 not disclose, use or exploit the Confidential Information disclosed by the Disclosing Party without the Disclosing Party's prior written consent, except for the purposes anticipated under this Contract; and
 - 19.1.3 immediately notify the Disclosing Party if it suspects unauthorised access, copying, use or disclosure of the Confidential Information.
- 19.2 Notwithstanding clause 19.1, a Party may disclose Confidential Information which it receives from the Disclosing Party in any of the following instances:

- 19.2.1 where disclosure is required by applicable Law or by a court with the required jurisdiction, if the Recipient Party (to the extent that it is permitted to do so by such applicable Law or by such court) notifies the Disclosing Party in advance of disclosure of the full circumstances, the affected Confidential Information and extent of the disclosure;
- 19.2.2 if the Recipient Party already had the information without obligation of confidentiality before it was disclosed to it by the Disclosing Party;
- 19.2.3 if the information was given to it by a third party without obligation of confidentiality;
- 19.2.4 if the information was in the public domain at the time of the disclosure;
- 19.2.5 if the information was independently developed without access to the Confidential Information of the Disclosing Party;
- 19.2.6 to its auditors or for the purposes of regulatory requirements;
- 19.2.7 on a confidential basis, to its professional advisers on a need-to-know basis;
- 19.2.8 to the Serious Fraud Office where the Recipient Party has reasonable grounds to believe that the Disclosing Party is involved in activity that may be a criminal offence under the Bribery Act 2010; and/or
- 19.2.9 where disclosure is permitted in accordance with Schedule 4 (*Co-operation*).
- 19.3 The Supplier may disclose Confidential Information on a confidential basis to Supplier Staff on a need-to-know basis to allow the Supplier to meet its obligations under this Contract. The Supplier must ensure that the Supplier Staff enter into a direct confidentiality agreement with the Authority at the Authority's request.
- 19.4 The Authority may disclose Confidential Information in any of the following cases:
 - 19.4.1 on a confidential basis to the employees, agents, consultants and contractors of the Authority;

- 19.4.2 on a confidential basis to any Crown Body, any successor body to a Crown Body or any company that the Authority transfers or proposes to transfer all or any part of its business to;
 - 19.4.3 where permitted by the Apprenticeships, Skills, Children and Learning Act 2009, (including to the Department, ESFA or Ofqual and as contemplated by clause 5.15 (*Developing the TQ and achieving IfATE Approval*));
 - 19.4.4 if the Authority (acting reasonably) considers disclosure necessary or appropriate to carry out its public functions;
 - 19.4.5 where requested by Parliament;
 - 19.4.6 under clauses 4.10 (*Pricing and payments*) and 20 (*When information can be shared*); or
 - 19.4.7 save for Exit Information, where the information was generated as part of the provision of the Services.
- 19.5 For the purposes of clauses 19.2 to 19.4 references to disclosure on a confidential basis means disclosure under a confidentiality agreement or arrangement including terms as strict as those required in this clause 19.

Student Related Data

- 19.6 The Supplier must:
- 19.6.1 keep all Student Related Data confidential and secure;
 - 19.6.2 immediately notify the Authority if it suspects unauthorised access, copying, use or disclosure of the Student Related Data.
- 19.7 The Supplier shall not store, copy, disclose, or use the Student Related Data except as necessary for the performance by the Supplier of its obligations under this Contract or as otherwise expressly authorised in writing by the Authority.

Transparency Information and other disclosures

19.8 Transparency Information and any information which is exempt from disclosure by clause 20 (*When information can be shared*) is not Confidential Information.

19.9 The Supplier must not make any press announcement or publicise this Contract or the output of the Services (including the Student Related Data) without the prior written consent of the Authority and must take all reasonable steps to ensure that Supplier Staff do not either.

20 When information can be shared

20.1 The Supplier acknowledges that:

20.1.1 the Transparency Reports; and

20.1.2 the content of this Contract, including any changes to this Contract agreed during the Term, except for (i) any information which is exempt from disclosure in accordance with the provisions of the FOIA, which shall be determined by the Authority; and (ii) Commercially Sensitive Information,

(together the “**Transparency Information**”) is not Confidential Information.

20.2 The Supplier must tell the Authority within 48 hours if it receives a Request For Information.

20.3 Within the timescales required by the Authority, the Supplier must give the Authority full co-operation and information needed so the Authority can:

20.3.1 publish the Transparency Information; and

20.3.2 comply with any Request for Information.

20.4 The Supplier acknowledges that the Authority may be required under the FOIA and EIRs to disclose information (including Confidential Information and Commercially Sensitive Information) without consulting or obtaining consent from the Supplier. However, to the extent that it is permitted to do so (in accordance with the Secretary of State’s section 45 Code of Practice on the Discharge of the Functions of Public Authorities under Part 1 of the FOIA), the Authority shall, in relation to any Request for

Information relating to Confidential Information or Commercially Sensitive Information of the Supplier:

20.4.1 notify the Supplier of such Request for Information as soon as is reasonably practicable; and

20.4.2 allow the Supplier to make representations in relation to any exemptions the Supplier considers may apply to the disclosure of its information under the Request for Information and take such representations into account when making its decision of what it will disclose.

20.5 Notwithstanding any other provision in this Contract, the Authority shall be responsible for determining in its absolute discretion whether any Commercially Sensitive Information and/or any other information is exempt from disclosure in accordance with the FOIA and/or the EIRs.

21 Invalid parts of this Contract

If any part of this Contract is held to be void or otherwise unenforceable by any court of competent jurisdiction, such part shall to the extent necessary to ensure that the remaining provisions of this Contract are not void or unenforceable be deemed to be deleted and the validity and/or enforceability of the remaining provisions of this Contract shall not be affected.

22 No other terms apply

The provisions incorporated into this Contract are the entire agreement between the Parties. This Contract replaces all previous statements and agreements whether written or oral. No other provisions apply.

23 Other people's rights in this Contract

23.1 The Department may enforce any of the Authority's rights under this Contract in relation to which the Department is to benefit. The Department's consent is not required to amend this Contract.

23.2 Save as provided in clause 23.1 or expressly stated in this Contract, no third parties shall be entitled to enforce any term of this Contract.

24 Circumstances beyond either Party's control

24.1 Any Party affected by a Force Majeure Event is excused from performing its obligations under this Contract while the inability to perform continues, if it both:

24.1.1 provides a Force Majeure Notice to the other Party; and

24.1.2 uses all reasonable measures to reduce the impact of the Force Majeure Event.

24.2 The Authority can terminate this Contract if the provision of the Services is materially affected by a Force Majeure Event which lasts for 90 days continuously.

24.3 Where the Authority terminates under clause 24.2:

24.3.1 each Party must cover its own Losses; and

24.3.2 subject to clause 24.3.1, clause 15.4 applies.

24.4 Neither Party can rely on clause 24.1 where the inability to perform its obligations arises, directly or indirectly, due to the exit from the European Union by the United Kingdom.

24.5 The Supplier may not rely on clause 24.1 to the extent that the inability to perform its obligations arises directly or indirectly out of a failure by the Supplier to comply with its Business Continuity Plan.

25 Relationships created by this Contract

25.1 This Contract does not create a partnership, joint venture or employment relationship. The Supplier must represent itself accordingly and ensure the Supplier Staff do so.

26 Giving up contract rights

26.1 A partial or full waiver or relaxation of the terms of this Contract by one Party is only valid if it is stated to be a waiver in writing to the other Party.

27 Transferring responsibilities

- 27.1 The Supplier must not assign, transfer or otherwise dispose of its rights, obligations and/or liabilities under the whole or any part of this Contract without Approval.
- 27.2 The Authority can assign, novate or transfer this Contract or any part of it to any Crown Body, public sector body or private sector body which performs the functions of the Authority.
- 27.3 The Supplier must enter into a novation agreement in the form that the Authority specifies where the Authority wishes to exercise its rights under clause 27.2.
- 27.4 The Supplier can terminate this Contract novated under clause 27.2 to a private sector body where an Insolvency Event occurs in respect of that private sector body.
- 27.5 The Supplier remains responsible for all acts and omissions of the Supplier Staff as if they were its own.

28 Changing this Contract

- 28.1 If any change is required which is an Inclusive TQ Change, clause 8 (*TQ Changes*) shall apply in relation to such change, and this clause 28 shall not apply to any Inclusive TQ Change.
- 28.2 Either Party can request a Variation to this Contract, including the addition or removal of one or more Occupational Specialist Components.
- 28.3 The Supplier cannot unreasonably withhold or delay their consent to a Variation to this Contract.
- 28.4 The Supplier must provide an Impact Assessment either:
 - 28.4.1 with the Variation Form, where the Supplier requests the Variation; or
 - 28.4.2 within the time limits included in a Variation Form where the Authority requests the Variation.
- 28.5 If the Variation cannot be agreed or resolved by the Parties, the Authority can either:
 - 28.5.1 agree that this Contract continues without the Variation; or

- 28.5.2 treat such failure as a Dispute which shall be addressed through the Dispute Resolution Procedure.
- 28.6 A Variation of this Contract is only effective if agreed in writing and signed by both Parties.
- 28.7 If there is a General Change in Law, the Supplier must bear the risk of the change and is not entitled to ask for an increase to the Charges and/or the Fees in respect of that change.
- 28.8 If there is a Specific Change in Law or one is likely to happen during the Contract Period, the Supplier must give the Authority notice of the likely effects of the Specific Change in Law as soon as reasonably practical. The Supplier must also say if it thinks any Variation is needed either to the Services, the Products and/or this Contract and provide evidence:
- 28.8.1 that the Supplier has kept costs as low as possible and/or maximised any cost savings (as the case may be) including any Subcontractor costs; and
- 28.8.2 of how it has affected or will affect the Supplier's costs and/or those of any Subcontractor.
- 28.9 Any Variation because of a Specific Change in Law must be implemented using clauses 28.1 to 28.6.
- 28.10 If another awarding organisation has a contract with the Authority for the provision of services similar to the Services to deliver a different technical qualification as part of the T Levels Programme and that other awarding organisation suffers a Supplier Termination Event following which its contract with the Authority is terminated or the relevant contract is otherwise lawfully terminated, the Supplier agrees that the Authority shall have the option to request that the Supplier takes over the delivery of that different technical qualification and any related services as a Variation, which will be implemented using clauses 28.1 to 28.6. The Charges and Fees relating to such a Variation shall be agreed between the Parties as part of the Impact Assessment for the relevant Variation, each Party acting reasonably and promptly, prior to the Supplier commencing work on the Variation. The relevant Charges and Fees shall:

- 28.10.1 be a reasonable cost for implementing the Variation in the circumstances;
- 28.10.2 take into account the charges and fees that the other awarding organisation was charging in relation to that different technical qualification prior to suffering the Supplier Termination Event; and
- 28.10.3 take into account and be calculated using:
- (i) for personnel related costs and other relevant charges which are set out in the Rate Card, the applicable Rate Card rates; and
 - (ii) reasonable charges for any non-personnel related costs which are not included in the Rate Card and which will be incurred by the Supplier to implement the Variation; and
 - (iii) the same basis and the same logic used by the Supplier to determine the relevant costs, Charges and Fees for the Services.

29 How to communicate about this Contract

- 29.1 All notices under this Contract must be in writing and are considered effective on the Working Day of delivery as long as delivered before 5:00 pm on a Working Day. Otherwise the notice is effective on the next Working Day. Unless expressly stated in this Contract or otherwise communicated in writing by the Authority, an email is not effective notice unless also sent by post or delivered by hand on the same day. For the avoidance of doubt, this clause 29.1 does not apply to a Variation, which must be implemented in accordance with clauses 28.2 to 28.6.
- 29.2 Subject to clause 29.1, notices to the Authority must be sent to the Authority Authorised Representative's address and email address, and all notices must be copied to the Authority's Head of Commercial Delivery Management [REDACTED] and the Authority's Head of Legal [REDACTED]
- 29.3 Subject to clause 29.1, notices to the Supplier must be sent to the Supplier Authorised Representative's address and email address.

- 29.4 This clause does not apply to the service of legal proceedings or any documents in any legal action, arbitration or dispute resolution.

30 Dealing with claims

- 30.1 If a Beneficiary is notified of or otherwise becomes aware of a Claim then it must notify the Indemnifier as soon as reasonably practical and no later than 10 Working Days after such notification or date of first awareness.
- 30.2 At the Indemnifier's cost the Beneficiary must both:
- 30.2.1 allow the Indemnifier to conduct all negotiations and proceedings to do with a Claim; and
 - 30.2.2 give the Indemnifier reasonable assistance with the Claim if requested.
- 30.3 The Beneficiary must not make admissions about the Claim or enter into any agreement or compromise in relation to the Claim without the prior written consent of the Indemnifier which cannot be unreasonably withheld or delayed.
- 30.4 The Indemnifier must consider and defend the Claim diligently using competent legal advisors and in a way that does not damage the Beneficiary's reputation (or, in the case of the Authority as a Beneficiary, the reputation of the Authority, the Department and/or the ESFA or the wider T Levels Programme).
- 30.5 The Indemnifier must not settle or compromise any Claim without the Beneficiary's prior written consent which it must not unreasonably withhold or delay.
- 30.6 Each Beneficiary must take all reasonable steps to minimise and mitigate any losses that it suffers because of the Claim.
- 30.7 If the Indemnifier pays the Beneficiary money under an indemnity and the Beneficiary later recovers money which is directly related to the relevant Claim, the Beneficiary must immediately repay the Indemnifier the lesser of either:
- 30.7.1 the sum recovered minus any legitimate amount spent by the Beneficiary when recovering this money; or
 - 30.7.2 the amount the Indemnifier paid the Beneficiary for the Claim.

31 Preventing fraud, bribery and corruption

31.1 The Supplier must not during the Term:

- 31.1.1 commit a Prohibited Act or any other criminal offence in regulations 38(8), 38(9) and/or 38(10) of the Regulations; and/or
- 31.1.2 do or allow anything which would cause the Authority, including any of its employees, consultants, contractors, subcontractors or agents to breach any of the Relevant Requirements or incur any liability under them.

31.2 The Supplier must during the Term:

- 31.2.1 create, maintain and enforce adequate policies and procedures to ensure it complies with the Relevant Requirements to prevent a Prohibited Act and require its Subcontractors to do the same;
- 31.2.2 keep full records to show it has complied with its obligations under this clause 31 and give copies to the Authority on request; and
- 31.2.3 if required by the Authority, within 20 Working Days of the Effective Date, and then annually, certify in writing to the Authority, that it has complied with this clause 31, including compliance of Supplier Staff, and provide reasonable supporting evidence of this on request, including its policies and procedures.

31.3 The Supplier must immediately notify the Authority if it becomes aware of any breach of clauses 31.1 or 31.2, or has any reason to think that it, or any of the Supplier Staff, has either:

- 31.3.1 been investigated or prosecuted for an alleged Prohibited Act;
- 31.3.2 been debarred, suspended, proposed for suspension or debarment, or is otherwise ineligible to take part in procurement programmes or contracts because of a Prohibited Act by any Crown Body;
- 31.3.3 received a request or demand for any undue financial or other advantage of any kind related to this Contract; or

- 31.3.4 suspected that any person or Party directly or indirectly related to this Contract has committed or attempted to commit a Prohibited Act.
- 31.4 If the Supplier notifies the Authority as required by clause 31.3, the Supplier must respond promptly to the Authority's further enquiries, co-operate with any investigation and allow the Audit of any relevant books, records and documentation.
- 31.5 In any notice the Supplier gives under clause 31.4 it must specify the:
 - 31.5.1 Prohibited Act;
 - 31.5.2 identity of the party who it thinks has committed the Prohibited Act; and
 - 31.5.3 action it has decided to take.

32 Equality, diversity, human rights and modern slavery

- 32.1 The Supplier must perform its obligations under this Contract (including those in relation to the Services), in accordance with:
 - 32.1.1 all applicable equality Law (whether in relation to race, sex, gender reassignment, religion or belief, disability, sexual orientation, pregnancy, maternity, age or otherwise); and
 - 32.1.2 any other requirements and instructions which the Authority reasonably imposes related to equality Law.
- 32.2 The Supplier must perform its obligations under this Contract (including those in relation to the Services) giving consideration to the Authority's Equity, Diversity and Inclusion toolkit as published on the Authority's website or provided to the Supplier from time to time.
- 32.3 The Supplier must take all necessary steps, and inform the Authority of the steps taken, to prevent anything that is considered to be unlawful discrimination by any court or tribunal, or the Equality and Human Rights Commission (or any successor organisation) when working on this Contract.
- 32.4 The Supplier must use Good Industry Practice to ensure that there is no slavery or human trafficking in its supply chains and must notify the Authority immediately if it

becomes aware of any actual or suspected incidents of slavery or human trafficking in its supply chains.

- 32.5 The Supplier must at all times conduct its business in a manner that is consistent with any anti-slavery policy of the Authority and shall provide to the Authority any reports or other information that the Authority may request as evidence of the Supplier's compliance with this clause 32.4 and/or as may be requested or otherwise required by the Authority in accordance with any Authority anti-slavery policy.

33 Health and safety

- 33.1 The Supplier must perform its obligations meeting the requirements of:

- 33.1.1 all applicable Law regarding health and safety;
- 33.1.2 the Authority's current health and safety policy, as provided to the Supplier, to the extent that Supplier Staff are located at any Authority premises in the course of performing the Services under this Contract.

34 Environment

- 34.1 The Supplier must ensure that Supplier Staff are aware of and comply with the Environmental Policy.

35 Tax

- 35.1 The Supplier must not breach any tax or social security obligations and must enter into a binding agreement to pay any late contributions due, including where applicable, any interest or any fines.
- 35.2 Where the Supplier or any Supplier Staff are liable to be taxed or to pay National Insurance contributions in the UK relating to payment received under this Contract, the Supplier must both:
- 35.2.1 comply with the Income Tax (Earnings and Pensions) Act 2003 and all other statutes and regulations relating to income tax, the Social Security Contributions and Benefits Act 1992 (including IR35) and National Insurance contributions; and

- 35.2.2 indemnify the Authority against any Income Tax, National Insurance and social security contributions and any other liability, deduction, contribution, assessment or claim arising from or made during or after the Term in connection with the provision of the Services by the Supplier or any Supplier Staff.

36 Conflict of interest

- 36.1 The Supplier must take action to ensure that neither the Supplier nor the Supplier Staff are placed in the position of an actual or potential Conflict of Interest.
- 36.2 The Supplier must promptly notify and provide details to the Authority if a Conflict of Interest happens or is expected to happen.
- 36.3 The Authority can terminate this Contract immediately by giving notice in writing to the Supplier or take any steps it thinks are necessary where there is or may be an actual or potential Conflict of Interest.

37 Reporting a breach of this Contract

- 37.1 As soon as it is aware of it, the Supplier and Supplier Staff must report to the Authority any actual or suspected breach of:
- 37.1.1 Law; or
- 37.1.2 clauses 31 to 36 (inclusive).
- 37.2 The Supplier must not retaliate against any of the Supplier Staff who in good faith report a breach listed in clause 37.1 to the Authority or a Prescribed Person.

38 Resolving disputes

- 38.1 If there is a Dispute, nominated senior representatives of each Party who have authority to settle the Dispute will, within 28 days of a written request from the other Party, meet in good faith to resolve the Dispute.
- 38.2 If the Dispute is not resolved at that meeting, the Parties can attempt to settle it by mediation using the Centre for Effective Dispute Resolution (“CEDR”) Model Mediation Procedure current at the time of the Dispute. If the Parties cannot agree on a mediator,

the mediator will be nominated by CEDR. If either Party does not wish to use, or continue to use mediation, or mediation does not resolve the Dispute, the Dispute must be resolved using clauses 38.3 to 38.5.

38.3 Unless the Authority refers the Dispute to arbitration using clause 38.4, the Parties irrevocably agree that the courts of England and Wales have the exclusive jurisdiction to:

38.3.1 determine the Dispute; and/or

38.3.2 grant interim remedies, or any other provisional or protective relief.

38.4 The Supplier agrees that the Authority has the exclusive right to refer any Dispute to be finally resolved by arbitration under the London Court of International Arbitration Rules current at the time of the Dispute. There will be only one arbitrator. The seat or legal place of the arbitration will be London and the proceedings will be in English.

38.5 The Authority has the right to refer a Dispute to arbitration even if the Supplier has started or has attempted to start court proceedings under clause 38.3, unless the Authority has agreed to the court proceedings or participated in them. Even if court proceedings have started, the Parties must do everything necessary to ensure that the court proceedings are stayed in favour of any arbitration proceedings if they are started under clause 38.4.

38.6 The Supplier cannot suspend the performance of this Contract during any Dispute.

38.7 To the extent that a Dispute relates to whether or not the Supplier has complied with a Condition of Recognition and/or requirement of Ofqual Recognition, the Parties agree that they shall request that Ofqual shall make the final decision as to whether the requirements of that Condition of Recognition and/or Ofqual Recognition have been met and any such decision by Ofqual shall be binding on both Parties.

39 Which law applies

This Contract and any issues arising out of, or connected to it, are governed by English law.

Signed by

NCFE

[Redacted]

[Redacted]

Signature:

[Redacted]

Signed by

THE INSTITUTE FOR APPRENTICESHIPS AND TECHNICAL EDUCATION

[Redacted]

[Redacted]

Signature:

[Redacted]

Schedule 1

Definitions and Interpretation

1 Interpretation

- 1.1 In this Contract, unless the context otherwise requires, capitalised expressions shall have the meanings set out in this Schedule 1 (*Definitions and Interpretation*) or the relevant Schedule in which that capitalised expression appears.
- 1.2 If a capitalised expression does not have an interpretation in this Schedule or any other Schedule, it shall, in the first instance, be interpreted in accordance with the common interpretation within the relevant market sector where appropriate. Otherwise, it shall be interpreted in accordance with the dictionary meaning.
- 1.3 In this Contract, unless the context otherwise requires:
- 1.3.1 the singular includes the plural and vice versa;
 - 1.3.2 reference to a gender includes the other gender and the neuter;
 - 1.3.3 references to a person include an individual, company, body corporate, corporation, unincorporated association, firm, partnership or other legal entity or Crown Body;
 - 1.3.4 references to a legal entity (other than the Supplier) shall include unless otherwise expressly stated any statutory successor to such entity and/or the relevant functions of such entity, and references to the Department shall include, where relevant, the ESFA;
 - 1.3.5 a reference to any Law includes a reference to that Law as amended, extended, consolidated or re-enacted from time to time;
 - 1.3.6 any reference to this Contract or to any other document shall include any variation, amendment or supplement to such document;
 - 1.3.7 the words “**including**”, “**other**”, “**in particular**”, “**for example**” and similar words shall not limit the generality of the preceding words and shall be

construed as if they were immediately followed by the words “**without limitation**”;

- 1.3.8 references to “**writing**” include typing, printing, lithography, photography, display on a screen, electronic and facsimile transmission and other modes of representing or reproducing words in a visible form, and expressions referring to writing shall be construed accordingly;
- 1.3.9 references to “**clauses**” and “**Schedules**” are, unless otherwise provided, references to the clauses of and schedules to the Core Terms and references in any Schedule to parts, paragraphs, annexes and tables are, unless otherwise provided, references to the parts, paragraphs, annexes and tables of the Schedule in which these references appear;
- 1.3.10 references to “**paragraphs**” are, unless otherwise provided, references to the paragraph of the appropriate Schedules unless otherwise provided; and
- 1.3.11 the headings in this Contract are for ease of reference only and shall not affect the interpretation or construction of this Contract.

2 Definitions

- 2.1 In this Contract, unless the context otherwise requires, the following words shall have the following meanings:

“**Academic Year**” means 1 August to 31 July in the following calendar year;

“**Additional Service**” means each additional service listed in Schedule 6 (*Pricing Schedule*) and detailed in Annex 10 to the Service Requirements;

“**Affected Party**” means the party seeking to claim relief in respect of a Force Majeure Event;

“**Affiliates**” means in relation to a body corporate, any other entity which directly or indirectly Controls, is Controlled by, or is under direct or indirect common Control of that body corporate from time to time;

“**Ancillary Materials**” means all information and materials (other than Key Materials) to which the Authority and/or a Future Supplier would require access for use for the Portability

Purposes, and any other materials which would be required on or to facilitate succession to a Future Supplier in a seamless manner in relation to the TQ offered or Operated by the Supplier. Ancillary Materials shall include, without limitation:

- (a) Student results including grades;
- (b) statistical analysis for grading (excludes the systems supporting the analysis);
- (c) lists of Providers;
- (d) marked Student evidence (with moderation outcomes);
- (e) documentation which provides an overview or analysis of Student performance (including chief examiner and chief moderator reports), which include but are not limited to, examples of student responses to assessment questions and/or tasks as well as narrative explaining why students did well/ less well on individual items/ components/ subcomponents);
- (f) data on Student credits;
- (g) data on Student appeals;
- (h) data on special considerations for Students;
- (i) the Assessment Strategy;
- (j) Student registrations;
- (k) draft materials in preparation for forthcoming assessments;
- (l) the Key Dates Schedule (in respect of forthcoming assessments);
- (m) lists, with contact details, of people contracted by the Supplier to perform or oversee activities which are necessary for the conduct and quality assurance of assessments for the TQ;
- (n) materials from completed assessments, such as completed Students' examination answer booklets; and

(o) TQ Live Assessment Materials

“Approval” means the prior written consent of the Authority and “Approve” and “Approved” shall be construed accordingly;

“Approved Assessment Strategy” shall have the meaning given in Schedule 2 (*Service Requirements*);

“Approved Initial TQ Deliverables” means the Initial TQ Deliverables approved by the Authority in accordance with clause 5.13 (*Developing the TQ and achieving IfATE Approval*) or clause **8.10** or **8.11** (*TQ Changes*) (as the case may be) as such deliverables are reviewed and updated in accordance with this Contract;

“Approved Provider” means an Eligible Provider that has been granted Provider Approval in accordance with clause **7.1** (*Interaction with Providers*) and in respect of which such Provider Approval has not been revoked pursuant to clause **7.2** (*Interaction with Providers*);

“Approved Provider’s Quality Assurance Process” means the quality assurance process referred to in, and meeting the requirements of, the relevant part of the Product Description for the TQ Specification;

“Approved TQ Specification” means the TQ Specification approved by the Authority in accordance with clause 5.13 (*Developing the TQ and achieving IfATE Approval*) or clause **8.10** or **8.11** (*TQ Changes*) (as the case may be);

“Assessment Strategy” means the assessment strategy referred to in, and meeting the requirements of, the Product Description for the Assessment Strategy, which unless otherwise agreed in writing with the Authority must be consistent with the relevant details forming part of the Supplier’s Response;

“Assessors” means any assessor appointed by the Supplier to assess performance by Students in respect of the TQ Live Assessment Materials;

“Audit” means the Authority's right to:

- (a) verify the accuracy of the Charges and any other amounts payable by the Authority (including proposed or actual variations to them in accordance with this Contract);

- (b) verify the costs of the Supplier (including the costs of all Subcontractors and any third party suppliers) in connection with the provision of the Services (including the supply of the Products);
- (c) verify the Supplier's and each Subcontractor's compliance with the applicable Law;
- (d) identify or investigate actual or suspected breach of clauses 31 to **Error! Unknown switch argument.**, impropriety or accounting mistakes or any breach or threatened breach of security and in these circumstances the Authority shall have no obligation to inform the Supplier of the purpose or objective of its investigations;
- (e) verify the Supplier's compliance with Schedule 9 (*Data Handling and Security Management*);
- (f) identify or investigate any circumstances which may impact upon the financial stability of the Supplier, and/or their ability to provide the Services including to supply the Products;
- (g) obtain such information as is necessary to fulfil the Authority's obligations to supply information for Parliamentary, ministerial, judicial or administrative purposes including the supply of information to the Comptroller and Auditor General;
- (h) review any books of account and the internal contract management accounts kept by the Supplier in connection with this Contract;
- (i) carry out the Authority's internal and statutory audits and to prepare, examine and/or certify the Authority's annual and interim reports and accounts;
- (j) enable the National Audit Office to carry out an examination pursuant to Section 6(1) of the National Audit Act 1983 of the economy, efficiency and effectiveness with which the Authority has used its resources;
- (k) verify the accuracy and completeness of any Management Information delivered or required by this Contract; and/or
- (l) obtain such information as is necessary to undertake a review and/or assessment of the performance of the whole or any part of the T Levels Programme;

“Auditor” means any, or any combination, of:

- (m) the Authority's internal and external auditors;
- (n) the Authority's statutory or regulatory auditors;

- (o) the Comptroller and Auditor General, its staff and/or any appointed representatives of the National Audit Office;
- (p) HM Treasury or the Cabinet Office;
- (q) any party formally appointed by the Authority to carry out audit or similar review functions; and
- (r) successors or assigns of any of the above;

“Authority Authorised Representative” means the person referred to in Schedule 20 as such or the representative appointed by the Authority from time to time in relation to this Contract as notified in writing (which may, in the case of this specific notification, be by email only) to the Supplier;

“Authority Procedural Review” means the Authority’s procedural review process as published on the Authority’s web site from time to time;

“Awarding Organisation” means a body recognised by Ofqual as a provider of certain qualifications;

“Background IPR” means any IPR owned by a party prior to the Effective Date or created or developed by a party independently of this Contract, but does not include IPR in Key Materials;

“Beneficiary” means a Party having (or claiming to have) the benefit of an indemnity under this Contract;

“Breach of Security” means the occurrence of:

- (a) any unauthorised access to or use of the Services and/or the Products, the sites from which the Services are delivered (and/or where the Products are developed, and/or stored) and/or any information and communication technology, information or data (including the Confidential Information and the IfATE Data) used by the Authority and/or the Supplier in connection with this Contract; and/or
- (b) the loss and/or unauthorised disclosure of any information or data (including the Confidential Information and the IfATE Data), including any copies of such information or data, used by the Authority and/or the Supplier in connection with this Contract,

in either case as may be more particularly set out in the Security Policy;

“Business Continuity Plan” means the business continuity and disaster recovery plan relating to this Contract, as set out in Schedule 10 (*Business Continuity*);

“Cabinet Office Statement” means the Cabinet Office Statement of Practice – Staff Transfers in the Public Sector 2000 (as revised 2013) as may be amended or replaced;

“Change in Law” means any change in Law which impacts on the provision of the Services (including the supply of the Products) and/or the performance of this Contract which comes into force after the Effective Date;

“Charges” means:

- (a) the Development Charge payable to the Supplier by the Authority in accordance with clause 4.1.1 (*Pricing and payments*);
- (b) in respect of any Exclusive TQ Change, the amount (exclusive of any applicable VAT) agreed or determined in respect of such Exclusive TQ Change in accordance with clause 8.6 (*TQ Changes*); and
- (c) in respect of any other Variation, the amount agreed pursuant to clause 28 (*Changing this Contract*) in respect of such Variation;

“Claim” means any claim for which it appears that a Beneficiary is, or may become, entitled to indemnification under this Contract;

“Cohort” means a group of Students who are registered by an Approved Provider with the Supplier to commence the TQ in the relevant Academic Year;

“Commercially Sensitive Information” means the Confidential Information listed in Schedule 18 (*Commercially Sensitive Information*) comprising of commercially sensitive information relating to the Supplier, its IPR or its business which the Supplier has indicated to the Authority that, if disclosed by the Authority, would cause the Supplier significant commercial disadvantage or material financial loss;

“Comparable Supply” means the supply of services to the Authority or another customer or client of the Supplier that are the same as or similar to the Services (including the supply of products that are the same as or similar to the Products) including services relating to qualifications in England outside the T Levels Programme;

“Conditions of Recognition” means the conditions of Ofqual Recognition imposed on the Supplier by Ofqual including any general level conditions, qualification level conditions, subject level conditions and special conditions;

“Confidential Information” means, subject to clause 19.8 (*What must be kept confidential*), any information, however it is conveyed, that relates to the business, affairs, developments, trade secrets, Know-How, personnel and suppliers of the Authority or the Supplier, including IPRs, together with information derived from the above, and any other information clearly designated as being confidential (whether or not it is marked as **“confidential”**) or which ought reasonably to be considered to be confidential. Confidential Information shall not include Student Related Data;

“Conflict of Interest” means a conflict between the financial or personal duties of the Supplier or the Supplier Staff and the duties owed to the Authority under this Contract, in the reasonable opinion of the Authority. This includes where:

- (a) the Supplier’s interests in any activity undertaken by the Supplier, on its behalf, or by an Affiliate of the Supplier have the potential to lead the Supplier to act contrary to the Supplier’s interests in the development, delivery and award of the TQ in accordance with the Conditions of Recognition;
- (b) a person who is connected to the development, delivery or award of the TQ by the Supplier has interests in any other activity which have the potential to lead that person to act contrary to his or her interests in that development, delivery or award in accordance with the Conditions of Recognition; or
- (c) an informed and reasonable observer would conclude that either of these situations was the case;

“Continuing Activities” means activities of the Supplier under this Contract in relation to the TQ which continue following the end of the second Academic Year for the final Exclusive Cohort, such as retakes, appeals, and ongoing records management;

“Contract” means this contract;

“Contract Month” means each calendar month, provided that:

- (a) the first Contract Month shall commence on and from the Effective Date and shall end on the last day of the calendar month in which the Effective Date occurs; and

- (b) the last Contract Month shall commence on and from the first day of the calendar month in which the End Date occurs and shall end on the End Date;

“Contract Period” means the period for which this Contract would remain in force (taking into account any current Extension Period) if not terminated earlier;

“Control” means the possession by a person, directly or indirectly, of the power to direct or cause the direction of the management and/or policies of the other person (whether through the ownership of voting shares, by contract or otherwise) and **“Controlled”** shall be construed accordingly;

“Controller” has the same meaning as in the GDPR;

“Core Terms” means the terms set out in the main body of this Contract;

“Critical Service Failure” means:

- (a) the Ofqual Recognition of the Supplier to make the TQ available to Approved Providers for delivery to Students is withdrawn;
- (b) a failure by the Supplier to make the Final Submission by the Final Approval Milestone Date or the failure of any Final Submission (or Final Re-Submission) to meet the requirements necessary to achieve IfATE Approval (in each case other than where such failure results from a breach of this Contract by the Authority);
- (c) a failure by the Supplier to make a Final Re-Submission within the time period required by clause 5.13.2(*Developing the TQ and achieving IfATE Approval*) (other than where such failure results from a breach of this Contract by the Authority);
- (d) the Authority withdraws IfATE Approval (having previously awarded IfATE Approval) in accordance with this Contract;
- (e) any failure by the Supplier to perform a Designated Action within the specified timeframe for that Designated Action (other than where such failure results from a breach of this Contract by the Authority);
- (f) any Supplier Termination Event which has occurred in respect of the Supplier in its role as an Awarding Organisation for any part of the T Levels Programme outside this Contract;
- (g) any Breach of Security which either (i) results in material personal data being lost or compromised or shared without authorisation; or (ii) is not notified to the Authority promptly (and in any event within one Working Day);

- (h) the Supplier breaches its obligations relating to the confidentiality of assessment papers (prior to the relevant assessment date) and/or Student results (prior to the relevant publication date); and
- (i) any other event, matter or circumstance which is expressed to be (or deemed to be) a Critical Service Failure in this Contract;

“Crown Body” means the government of the United Kingdom (including the Northern Ireland Assembly and Executive Committee, the Scottish Executive and the National Assembly for Wales), including government ministers and government departments and bodies, persons, commissions or agencies from time to time carrying out functions on its behalf;

“Data Protection Legislation” means:

- (a) the GDPR;
- (b) the Data Protection Act 2018 to the extent that it relates to processing of personal data and privacy; and
- (c) all applicable Law about the processing of personal data and privacy;

“Default” means any breach of the obligations of the Supplier (including abandonment of this Contract in breach of its terms) or any other default (including material default), act, omission, negligence or statement of the Supplier, of its Subcontractors or any Supplier Staff howsoever arising in connection with or in relation to the subject-matter of this Contract and in respect of which the Supplier is liable to the Authority;

“Deliverable” means all information and data the Supplier creates, identifies for use, or uses as part of or for the Operation of the TQ, including Products and Management Information;

“Department” means the Secretary of State for Education;

“Designated Action” means an action which the Authority requires the Supplier to take within a specified timeframe to obtain and/or maintain IfATE Approval and/or to ensure ongoing compliance of the Supplier with the terms of this Contract and such action may include:

- (a) working in a prescribed way with Authority personnel and/or a third party appointed by the Authority to achieve certain specified performance and/or progress improvements;
- (b) taking appropriate remedial actions in the event that any Initial Development Services and/or interim Products provided during the Development Phase are not in line with the trajectory set out in the Implementation and Delivery Plan;

- (c) temporarily suspending and/or restricting any elements (in full or part) of the Services (including the supply of any Products);
- (d) complying with increased performance monitoring, provision of information and/or increased audit;
- (e) complying with any reasonable instructions of the Authority to help to mitigate actual and/or potential risks associated with delivery of the T Levels Programme; and/or
- (f) providing reasonable cooperation to other Awarding Organisations and third party suppliers of the Authority appointed in connection with the T Levels Programme;

“Development Charge” means the amount (exclusive of any applicable VAT) referred to as the “Qualification development charge” in Schedule 6 (*Pricing Schedule*);

“Development Phase” – The period between commencement of the Contract and the Approval of the TQ, being the period during which the TQ is developed by the Supplier.

“Development Phase Report” means the report referred to in the second row of the first column in the Table in Annex 9 to the Service Requirements and containing the information set out in the second row of the second column of that Table;

“Devolved Administration” means the government of Scotland, Northern Ireland and/or Wales;

“Disclosing Party” means the Party directly or indirectly providing Confidential Information to the other Party in accordance with clause 19 (*What must be kept confidential*);

“Dispute” means any claim, dispute or difference which arises out of or in connection with this Contract or in connection with the negotiation, existence, legal validity, enforceability or termination of this Contract, whether the alleged liability shall arise under English law or under the law of some other country and regardless of whether a particular cause of action may successfully be brought in the English courts;

“Dispute Resolution Procedure” means the dispute resolution procedure set out in clause 38 (*Resolving disputes*);

“Documentation” means descriptions of the Services (including the Products) and KPIs, technical specifications, user manuals, training manuals, operating manuals, process definitions and procedures, system environment descriptions and all such other

documentation (whether in hardcopy or electronic form) that is required to be supplied by the Supplier to the Authority under this Contract as:

- (a) would reasonably be required by a competent third party capable of Good Industry Practice contracted by the Authority to develop, configure, build, deploy, run, maintain, upgrade and test the individual systems that are utilised to supply the Services or Products;
- (b) is required by the Supplier in order to supply the Services or Products; and/or
- (c) has been or shall be generated for the purpose of supplying the Services or Products;

“Early Exit” means any termination of this Contract that occurs prior to the Supplier achieving IfATE Approval;

“Effective Date” means the date on which the last Party to sign has signed this Contract;

“Effective Date of Variation” means the date on which the Variation Form comes into effect;

“EIRs” means the Environmental Information Regulations 2004;

“Eligible Provider” means any Provider referred to in the list referenced in Part 1 of Annex 8 to the Service Requirements in respect of the relevant Cohort, as such list may be updated from time to time by the Authority, or notified in writing to the Supplier in accordance with Part 2 of Annex 8 to the Service Requirements;

“Emergency Exit” means any termination of this Contract other than an Early Exit that is a:

- (d) termination of the whole or part of this Contract prior to the Expiry Date (as extended by any Extension Period); or
- (e) wrongful termination or repudiation of this Contract by either Party;

“Employee Liability” means all claims, actions, proceedings, orders, demands, complaints, investigations (save for any claims for personal injury which are covered by insurance) and any award, compensation, damages, tribunal awards, fine, loss, order, penalty, disbursement, payment made by way of settlement and costs, expenses and legal costs reasonably incurred in connection with a claim or investigation including in relation to the following:

- (f) redundancy payments including contractual or enhanced redundancy costs, termination costs and notice payments;
- (g) unfair, wrongful or constructive dismissal compensation;

- (h) a failure to comply with TUPE;
- (i) compensation for discrimination on grounds of sex, race, disability, age, religion or belief, gender reassignment, marriage or civil partnership, pregnancy and maternity or sexual orientation or claims for equal pay;
- (j) compensation for less favourable treatment of part-time workers or fixed term employees;
- (k) outstanding debts and unlawful deduction of wages including any PAYE and National Insurance in relation to payments made by the Authority or the Replacement Supplier to a Transferring Supplier Employee which would have been payable by the Supplier or the Subcontractor if such payment should have been made prior to the Service Transfer Date and also including any payments arising in respect of pensions;
- (l) claims whether in tort, contract or statute or otherwise;
- (m) any investigation by the Equality and Human Rights Commission or other enforcement, regulatory or supervisory body and of implementing any requirements which may arise from such investigation;

“Employer” means any employer who has or is likely to employ Students who have successfully obtained a T Level qualification;

“Employer and Provider Engagement Strategy” means a clear and detailed strategy detailing the approach to engaging with Employers and Providers in relation to the design, development, delivery, validation and update of the TQ and the Services, including the approach to sharing early and/or amended drafts of the Initial TQ Deliverables and TQ Deliverables with Employers and Providers (as applicable);

"Employer Set Project Grade Exemplar Responses" means actual marked examples of Students' assessment evidence, selected after awarding, as referred to in Service Requirement 5.1, which; meet the requirements for grade A and grade E; are produced (and reviewed each Academic Year) in consultation with Employers; and are accompanied by an explanatory commentary;

"Employer Set Project Guide Exemplar Responses" means indicative guide examples of Students' assessment evidence as referred to in Service Requirement 5.1, which; the Supplier judges would be likely to meet the minimum requirements for grade A and grade E; are

produced in consultation with Employers; and are accompanied by an explanatory commentary;

“End Date” means the earlier of:

- (a) the Expiry Date (as extended by any Extension Period implemented by the Authority under clause 15 (*Ending or extending this Contract*) or as reduced by the Authority in accordance with clause 14.3.2 (*What may happen if there are issues with your provision of the Services*); or
- (b) if this Contract is terminated before the date specified in (a) above, the date of termination of this Contract;

“Enhanced Entry Fee” shall have the meaning given in paragraph 2.3 of Schedule 6A (Adaptive Pricing);

“Entry Fee” shall have the meaning as referred to at subsection (a) of the definition of Fees;

“Entry Transition Period” means the period from the Effective Date of this Contract to the End Date of the Authority’s Contract with the Former Supplier, eg from the point when the Supplier has been awarded a contract for provision of the TQ, but a contract with the Former Supplier remains in place for existing Students;

“Entry Transition Plan” means the plan produced as part of the Supplier’s Tender, and included in Schedule 5 (*Supplier’s Response*), where relevant, and updated by the Supplier as contemplated by Schedule 4 (*Co-Operation*);

“Environmental Policy” means to conserve energy, water, wood, paper and other resources, reduce waste and phase out the use of ozone depleting substances and minimise the release of greenhouse gases, volatile organic compounds and other substances damaging to health and the environment, including any written environmental policy of the Authority;

“Equality and Human Rights Commission” means the UK Government body named as such as may be renamed or replaced by an equivalent body from time to time;

“ESFA” means the Education and Skills Funding Agency;

“Exclusive Cohort” has the meaning given in clause 2.2 (*Appointment and exclusivity*);

“Exclusive TQ Change” means:

- (n) the addition of one or more new Occupational Specialist Component(s) which are to be added to the TQ following the Initial Content Date; and/or
- (o) the removal of one or more Occupational Specialist Component(s); and/or
- (p) a TQ Change which is requested by the Authority as a result of revision to a relevant Standard arising out of a statutory review of such Standard by the Authority under section A2D3 of the Apprenticeships, Skills, Children and Learning Act 2009;

“Exemplification Materials” means the Guide Standard Exemplification Materials and the Grade Standard Exemplification Materials;

“Exit Information” has the meaning given to it in paragraph 3.2 of Schedule 12 (*Exit Management*);

“Exit Plan” means the plan produced and updated by the Supplier during the Term in accordance with paragraphs 1 and 2 of Schedule 12 (*Exit Management*);

“Expiry Date” means 2 years following expiry of the final Academic Year for the final Exclusive Cohort;

“Extension Entry Fee” shall have the meaning given in paragraph 3.1.2 of Schedule 6A (Adaptive Pricing);

“Extension Period” means a period equal to that required to provide the Services (including the supply of any Products) to extend the contract –

- (a) for one further Cohort, such period to commence at the start of the Academic Year immediately following the end of the Academic Year in which the fifth Exclusive Cohort commences the TQ; and, at the Authority’s discretion;
- (b) for a second further Cohort, such period to commence at the start of the Academic Year immediately following the end of the Academic Year in which the sixth Exclusive Cohort commences the TQ; and at the Authority’s discretion;
- (c) for a third further Cohort, such a period to commence at the start of the Academic Year immediately following the end of the Academic Year in which the seventh Exclusive Cohort commences the TQ;

“Extension Review” shall have the meaning given in paragraph 1.1.2 of Schedule 6A (Adaptive Pricing);

“Fees” means:

- (a) in respect of the provision of the Provider Services (other than the Additional Services), the amount (exclusive of any applicable VAT) referred to as “Entry fee” in Schedule 6 (*Pricing Schedule*) payable per registered Student to the Supplier by the Approved Providers in accordance with clause 4.1.2 (*Pricing and payments*); and
- (b) the Additional Services, the amount (exclusive of any applicable VAT) applicable to the relevant Additional Service as set against that Additional Service in Schedule 6 (*Pricing Schedule*) payable to the Supplier by the Approved Providers in accordance with clause 4.1.2 (*Pricing and payments*);
- (c) in each case, as such fees are adjusted in accordance with clauses 4.12 and 4.13 (*Pricing and payments*);

“First Extension” shall have the meaning given in paragraph 3.1 of Schedule 6A (Adaptive Pricing);

“Final Approval Milestone” means the Milestone set out in the third row of the Table in Annex 7 to the Service Requirements;

“Final Approval Milestone Date” means the date set out against the Final Approval Milestone in the second column of the Table at Annex 7 to the Service Requirements;

“Final Milestone Payment” means an amount equal to 30% of the Development Charge;

“Final Re-Submission” means the relevant documentation and/or additional information that the Supplier is required to re-submit in accordance with clause 5.13.2 (*Developing the TQ and achieving IfATE Approval*);

“Final Submission” means the Submission applicable to the Final Approval Milestone;

“Final Updated Projection” shall have the meaning given in paragraph 3.1.1 of Schedule 6A (Adaptive Pricing);

“FOIA” means the Freedom of Information Act 2000 as amended from time to time and any subordinate legislation made under that Act from time to time together with any guidance and/or codes of practice issued by the Information Commissioner or relevant Government department in relation to such legislation;

“Force Majeure Event” means, subject to clause 24.4 (*Circumstances beyond either Party’s control*), any event outside the reasonable control of either Party affecting its performance of its obligations under this Contract arising from acts, events, omissions, happenings or non-happenings beyond its reasonable control and which are not attributable to any wilful act, neglect or failure to take reasonable preventative action by that Party, including acts of God, riots, war or armed conflict, acts of terrorism, acts of government, local government or regulatory bodies, fire, flood, storm or earthquake, or disaster but excluding any industrial dispute relating to the Supplier or the Supplier Staff or any other failure in the Supplier’s or a Subcontractor’s supply chain;

“Force Majeure Notice” means a written notice served by the Affected Party on the other Party stating that the Affected Party believes that there is a Force Majeure Event;

“Former Supplier” means the Awarding Organisation that is operating or operated the T Level technical education qualification under the Original Contract;

“Former Supplier’s TQ” means a technical education qualification forming part of the T Levels Programme which is replaced by the TQ which is the subject of this Contract;

“Former Supplier’s TQ Specification” means the Specification of Content, the Scheme of Assessment and the Approved Provider’s Quality Assurance Process, designed, developed and delivered by a Former Supplier that meets all of the requirements of the Product Description for the TQ Specification; including any TQ Changes required by the Authority notified to the Former Supplier;

“Future Supplier” means any Awarding Organisation appointed, at any point in the future and including any Replacement Supplier, to operate one or more T Level technical education qualifications by or at the direction of the Authority from time to time, and where the Authority is operating a T Level technical education qualification, shall also include the Authority;

“GDPR” means the General Data Protection Regulation (Regulation (EU) 2016/679);

“General Change in Law” means a Change in Law where the change is of a general legislative nature (including taxation or duties of any sort affecting the Supplier) or which also affects and/or relates to a Comparable Supply;

“Good Industry Practice” means standards, practices, methods and procedures conforming to the Law and the exercise of the degree of skill and care, diligence, prudence and foresight which would reasonably and ordinarily be expected from a skilled and experienced person or body engaged within the relevant industry or business sector;

“Grade Standard Exemplification Materials” means the exemplification materials referred to in, and meeting the requirements of, the relevant part of the Product Description for the Exemplification Materials;

“Guide Standard Exemplification Materials” means the exemplification materials referred to in, and meeting the requirements of, the relevant part of the Product Description for the Exemplification Materials and Approved by the Authority;

“IfATE Approval” means approval by the Authority pursuant to section -A2D3 of the Apprenticeships, Skills, Children and Learning Act 2009 for the TQ to be made available to Approved Providers and/or Students based on the TQ meeting the requirements of paragraph 2.1 or 2.3 of Part 1 of the Services Requirements as applicable to the satisfaction of the Authority;

“IfATE Data” means:

- (a) the data, text, drawings, diagrams, images or sounds (together with any database made up of any of these) which are embodied in any electronic, magnetic, optical or tangible media, including any of the Authority's Confidential Information, and which:
 - (i) are supplied to the Supplier by or on behalf of the Authority; or
 - (ii) the Supplier is required to generate, process, store or transmit pursuant to this Contract;
- (b) any Personal Data for which the Authority is the Controller; or
- (c) Student Related Data;

“Impact Assessment” means an assessment of the impact of a Variation request completed in good faith, including:

- (d) details of the impact of the proposed Variation on the Services (including the supply of the Products) and the Supplier's ability to meet its other obligations under this Contract;
- (e) details of the cost of implementing the proposed Variation;

- (f) details of the ongoing costs required by the proposed Variation when implemented, including any increase or decrease in the Charges and/or the Fees (as applicable), any alteration in the resources and/or expenditure required by either Party and any alteration to the working practices of either Party;
- (g) a timetable for the implementation, together with any proposals for the testing of, the Variation; and
- (h) such other information as the Authority may reasonably request in (or in response to) the Variation request;

“Implementation and Delivery Plan” means the outline Implementation and Delivery Plan prepared by the Supplier as part of the Supplier’s Response for implementation of the Services and supply of the Products (including to meet the Milestones) and which, as at the Effective Date, is set out in Schedule 3 (*Implementation*), as such plan is, subject to paragraph 2.5 of Part 1 of the Service Requirements, developed and amended from time to time to fully meet the requirements of the Product Description for the “Implementation and Delivery Plan”;

“Inclusive TQ Change” means any TQ Change that is not an Exclusive TQ Change;

“Indemnifier” means a Party from whom an indemnity is sought under this Contract;

“Information Commissioner” means the UK’s independent authority which deals with ensuring information relating to rights in the public interest and data privacy for individuals is met, whilst promoting openness by public bodies;

“Initial Content Date” has the meaning given in clause 8.2 (*TQ Changes*);

“Initial Development Services” shall have the meaning given in paragraph 2.1 of Part 1 of the Service Requirements;

“Initial Projection” shall have the meaning given in paragraph 2.3 of Schedule 6A (Adaptive Pricing);

“Initial TQ Deliverables” means each of:

- (i) The TQ Specification;
- (j) TQ Specimen Assessment Materials;
- (k) the Provider Approval Criteria; and
- (l) the Assessment Strategy;

“Insolvency Event” means:

- (a) in respect of a company:
 - (i) a proposal is made for a voluntary arrangement within Part I of the Insolvency Act 1986 or of any other composition scheme or arrangement with, or assignment for the benefit of, its creditors; or
 - (ii) a shareholders' meeting is convened for the purpose of considering a resolution that it be wound up or a resolution for its winding-up is passed (other than as part of, and exclusively for the purpose of, a bona fide reconstruction or amalgamation); or
 - (iii) a petition is presented for its winding up (which is not dismissed within fourteen (14) Working Days of its service) or an application is made for the appointment of a provisional liquidator or a creditors' meeting is convened pursuant to section 98 of the Insolvency Act 1986; or
 - (iv) a receiver, administrative receiver or similar officer is appointed over the whole or any part of its business or assets; or
 - (v) an application order is made either for the appointment of an administrator or for an administration order, an administrator is appointed, or notice of intention to appoint an administrator is given; or
 - (vi) it is or becomes insolvent within the meaning of section 123 of the Insolvency Act 1986; or
 - (vii) being a “small company” within the meaning of section 382(3) of the Companies Act 2006, a moratorium comes into force pursuant to Schedule A1 of the Insolvency Act 1986; or
- (b) in respect of an individual or partnership, any event analogous to those listed in limbs (a) (i) to (vii) (inclusive) occurs in relation to that individual or partnership; or
- (c) any event analogous to those listed in limbs (a) (i) to (vii) (inclusive) occurs under the law of any other jurisdiction;

“Intellectual Property Rights” or “IPR” means:

- (i) copyright, rights related to or affording protection similar to copyright, rights in databases, patents and rights in inventions, semi-conductor topography rights, trade marks, rights in internet

- domain names and website addresses and other rights in trade or business names, goodwill, designs, Know-How, trade secrets and other rights in Confidential Information;
- (ii) applications for registration, and the right to apply for registration, for any of the rights listed at (a) that are capable of being registered in any country or jurisdiction; and
 - (iii) all other rights having equivalent or similar effect in any country or jurisdiction;

“Interim Milestone” means each of the interim Milestones specified in the Table in Annex 7 to the Service Requirements;

“Interim Milestone Payment” means:

- (i) in respect of Interim Milestone 1, an amount equal to 30% of the Development Charge;
- (ii) in respect of the Interim Milestone 2, an amount equal to 40% of the Development Charge;

“IPR Claim” means any claim of infringement or alleged infringement (including the defence of such infringement or alleged infringement) of any IPR, used to provide the Services and/or supply the Products or otherwise provided and/or licensed by the Supplier (or to which the Supplier has provided access) to the Authority in the fulfilment of its obligations under this Contract;

“Issues Log” means the issues log referred to in, and meeting the requirements of, the Product Description for the Issues Log;

“Key Dates Schedule” means a schedule of key dates in relation to the roll-out and operation of the TQ and other technical education qualifications across the T Levels Programme including registration dates and deadlines, assessment dates, and dates for publication of results, which is based on the indicative key dates schedule in Annex 5 to the Service Requirements and is agreed in relation to the T Levels Programme between Awarding Organisations pursuant to Schedule 4 (Co-operation) and Approved by the Authority;

“Key Materials” means materials the IPR in which the Authority reasonably requires ownership of for the Portability Purposes. Examples of where the Authority may reasonably require ownership of the IPR include because the Authority or a Future Supplier (or, where

relevant, a potential Future Supplier) may need to copy or otherwise reproduce such materials (in whole or in part), to supply or communicate the same, or to be able control the use (in whole or in part) of such materials by third parties, or to authorise others to do so.

Key Materials shall include:

- (i) specifications of content for each TQ including core and all specialist components;
- (ii) assessment guidelines (for Providers);
- (iii) quality assurance requirements (for Providers);
- (iv) specimen assessment materials;
- (v) standards exemplification materials;
- (vi) supplementary specimen assessment materials;
- (vii) employer set project guide exemplar responses;
- (viii) employer set project grade exemplar responses;
- (ix) updates or redevelopments of specifications of content;
- (x) updates and redevelopments of any Key Materials; and
- (xi) any materials equivalent to the above to which a Skilled Future Supplier would reasonably require access for the Portability Purposes;

Key Materials shall not include:

- 1. Support Materials, insofar as they are not part of any of the expressly included items listed above;
- 2. question banks, insofar as they are not part of any of the expressly included items listed above and are not developed for the TQ; and
- 3. any systems and platforms used to support the delivery of the TQ, provided that the relevant TQ content or data held in or processed by such systems and/or platforms can be extracted without requiring further processing post-extraction (and the Supplier can demonstrate that they can be so extracted) to enable use of the relevant content and/or data by a Skilled Future Supplier in conjunction with a non-proprietary or generally commercially available system or platform;

“Key Personnel” means the individuals identified as such in the Annex to Schedule 7 (*Staff (including Key Personnel)*) as at the Effective Date or as amended from time to time in accordance with paragraph 1.2 of Schedule 7 (*Staff (including Key Personnel)*);

“Key Roles” means the roles stated in the Annex to Schedule 7 (*Staff (including Key Personnel)*) as at the Effective Date or as amended from time to time in accordance with paragraph 1.2 of Schedule 7 (*Staff (including Key Personnel)*);

“Key Sub-Contract” means each Sub-Contract with a Key Subcontractor;

“Key Subcontractor” means any Subcontractor:

(a) which is relied upon to deliver any material part of the Services (including to supply any Products); and/or

(b) which, in the opinion of the Authority performs (or would perform if appointed) a critical role in the provision of all or any part of the Services (including the supply of any Products),

and which, as at the Effective Date, are listed in Annex 1 to Schedule 8 (*Supply Chain (including approved Subcontractors)*);

“Know-How” means all ideas, concepts, schemes, information, knowledge, techniques, methodology, and anything else in the nature of know-how relating to the Services and/or the Products;

“KPI” means a key performance indicator applicable to the provision of the Services (including the supply of the Products), as set out in the first column of the Table attached at Annex 1 to Schedule 15 (*Monitoring of Performance*);

“KPI Improvement Plan” shall have the meaning given in paragraph 2.2 of Schedule 15 (*Monitoring of Performance*);

“Law” means any law, subordinate legislation within the meaning of Section 21(1) of the Interpretation Act 1978, bye-law, enforceable right within the meaning of Section 2 of the European Communities Act 1972, regulation, order, regulatory policy, mandatory guidance or code of practice, judgment of a relevant court of law, or directives or requirements with which the Supplier is bound to comply;

“Losses” means all losses, liabilities, damages, costs, expenses (including reasonable legal fees), disbursements, costs of investigation, litigation, settlement, judgment, interest and penalties whether arising in contract, tort (including negligence), breach of statutory duty, misrepresentation or otherwise and **“Loss”** shall be interpreted accordingly;

“Management Information” means the management information to be delivered to the Authority by the Supplier, as set out or referred to in Annex 9 to the Service Requirements;

“Mid-term Review” shall have the meaning given in paragraph 1.1.1 of Schedule 6A (Adaptive Pricing);

“Milestone” means an event or task to be performed as part of the provision of the Services (and/or the supply of the Products) by a specific date as described in the first column of the Table in Annex 7 to the Service Requirements;

“Moderation” means the Supplier assessment process designed to ensure that, where Approved Provider marking is undertaken in accordance with the Approved Assessment Strategy, such marking is scrutinised by a Moderator to ensure that it is in line with expected standards and Students’ marks are adjusted where necessary; and **“Moderate”** will be construed accordingly;

“Moderator” means a moderator, external to the Approved Provider, employed or engaged by the Supplier to moderate marking undertaken by assessors employed or engaged by the Approved Provider of Students’ performance in respect of the TQ Live Assessment Materials;

“Month” means a calendar month and **“Monthly”** shall be interpreted accordingly;

“National Insurance” means contributions required by the National Insurance Contributions Regulations 2012 (SI 2012/1868) made under section 132A of the Social Security Administration Act 1992;

“Notified Sub-contractor” means a Sub-contractor to whom Transferring Former Supplier Employees will transfer on a Relevant Transfer Date;

“Occupation” means a set of jobs where the main tasks and duties are characterised by a high degree of similarity, where a “job” is a role connected to a specific employment contract in a workplace;

“Occupational Map” means, for each Route, a map which groups Occupations according to where there is a requirement for shared technical knowledge, skills, and behaviours, and identifies the Occupations for which Standards exist;

“Occupational Standard” means the description of the Occupation and the outcomes (knowledge, skills and behaviours) which a Student will be expected to attain to successfully achieve competence in that Occupation, as approved and published by the Authority;

“Occupational Specialist Component” means each occupational specialist component of the TQ as referred to in the Former Supplier’s TQ Specification and/or if relevant, the Outline Content;

“Ofqual” means the Office of Qualifications and Examinations Regulation, a statutory body created under the Apprenticeships, Skills, Children and Learning Act 2009, as amended by the Education Act 2011, to regulate qualifications, examinations and assessments in England;

“Ofqual Recognition” means recognition of the Supplier by Ofqual in respect of the TQ under section 132 of the Apprenticeships, Skills, Children and Learning Act 2009;

“Ongoing Development Services” shall have the meaning given in paragraph 2.3 of Part 1 of the Service Requirements;

“Operate” in relation to a qualification means to provide the Services or a material part of the Services, or services replacing the Services or a material part of the Services, or of an equivalent character to the Services or a material part of the Services in relation to any other qualification (whether a TQ or not); and “Operation” and other cognate terms shall have a corresponding meaning;

“Operational Delivery Report” means the report referred to in the third row of the first column in the Table in Annex 9 to the Service Requirements and containing the information set out in the third row of the second column of that Table;

“Ordinary Exit” means any termination of this Contract (other than an Early Exit) that occurs as a result of the expiry of the Contract on the Expiry Date (as extended by any Extension Period);

“Original Contract” means the contract entered into between the Authority and the Former Supplier for the provision of Services (including the supply of any Products) for the TQ prior to the Effective Date of this Contract and remains in place until the end of the Entry Transition Period;

“Outline Content” means the outline content developed for the TQ by the Authority;

“Parliament” takes its natural meaning as interpreted by Law;

“Party” means the Authority or the Supplier and **“Parties”** means both of them where the context permits;

“Pathway” means a sub-set of a Route, which groups common sets of Occupations into a number of occupational clusters together;

“Performance Monitoring Methodology” means the required evidence and measurement methodology that is to be applied by the Supplier to assess its performance of the relevant part of the Services (including the supply of any Products) to which the KPI in question relates, as such evidence and measurement methodology are set out in the fifth and sixth columns (respectively) of the Table attached at Annex 1 to Schedule 15 (*Monitoring of Performance*);

“Performance Monitoring Period” means the period set out against the relevant KPI in the fourth column of the Table attached at Annex 1 to Schedule 15 (*Monitoring of Performance*);

“Performance Review Meeting” shall have the meaning given in paragraph 3.2 of Schedule 15 (*Monitoring of Performance*);

“Personal Data” means “personal data” (as defined in the GDPR) that are processed under this Contract;

“Portability Purposes” means in order:

- a) to secure a smooth transition to a Skilled Future Supplier;
- b) to enable the Authority to procure a Skilled Future Supplier (including inviting competition and/or tenders), and for a potential Skilled Future Supplier to compete openly and effectively in any future competition or tender for, delivery and/or Operation of the TQ currently delivered by the Supplier and/or a Replacement TQ;
- c) to enable a Skilled Future Supplier to deliver and/or Operate the TQ and/or a Replacement TQ; to enable the Authority and/or any Skilled Future Supplier to carry out or have carried out any Continuing Activities; and/or
- d) to enable a Skilled Future Supplier to supply, to Providers, the TQ and/or Replacement TQ and sufficient information and materials (including Support Materials) for Providers to deliver the TQ in a Transparent manner;

“Post-Results Services” means the Services described in and/or provided pursuant to paragraph 9 of Part 1 of the Service Requirements, including the Additional Services;

“Pre-Delivery Phase” means the period between the Approval of the TQ and the first teaching of the TQ by Providers, being the period during which Supplier and Providers prepare for delivery;

“Prescribed Person” means a legal adviser, an MP or an appropriate body which a whistleblower may make a disclosure to as detailed in 'Whistleblowing: list of prescribed people and bodies', 5 October 2019, available online at:

<https://www.gov.uk/government/publications/blowing-the-whistle-list-of-prescribed-people-and-bodies--2/whistleblowing-list-of-prescribed-people-and-bodies>;

“Processor” has the same meaning as in the GDPR and **“Processing”**; and **“Processed”** shall be interpreted accordingly;

“Product” means each product listed in the first column of the Table in Part 3 of the Service Requirements;

“Product Description” means the description of the Authority’s minimum requirement for the relevant Product set out in the second column of the Table in Part 3 of the Service Requirements, together with such further information, data and/or content as should reasonably be expected by the Supplier having regard to the Authority’s requirements under this Contract and the Supplier’s obligations under clause 3.1 (*How the Services must be supplied*);

“Prohibited Acts” means:

- (a) to directly or indirectly offer, promise or give any person working for or engaged by the Authority or any other public body a financial or other advantage to:
 - (i) induce that person to perform improperly a relevant function or activity; or
 - (ii) reward that person for improper performance of a relevant function or activity;
- (b) to directly or indirectly request, agree to receive or accept any financial or other advantage as an inducement or a reward for improper performance of a relevant function or activity in connection with this Contract; or
- (c) committing any offence:

- (i) under the Bribery Act 2010 (or any legislation repealed or revoked by such Act); or
- (ii) under legislation or common law concerning fraudulent acts; or
- (iii) defrauding, attempting to defraud or conspiring to defraud the Authority or other public body; or
- (d) any activity, practice or conduct which would constitute one of the offences listed under (c) above if such activity, practice or conduct had been carried out in the UK;

“Provider” means an organisation that has a grant agreement and/or a contract in place with the ESFA to provide qualifications to Students or that provides such services on a privately funded basis;

“Provider Approval” means approval of the Eligible Provider in accordance with clause 7.1 (*Interaction with Providers*);

“Provider Approval Criteria” means the approval criteria referred to in, and meeting the requirements of, the Product Description for the Provider Approval Criteria;

“Provider Contract” means a contract between an Approved Provider and the Supplier in respect of the TQ meeting the requirements set out in Schedule 17 (*Provider Contract requirements*);

“Provider Services” means the Services, other than the Initial Development Services and the Ongoing Development Services;

“Rate Card” means the Supplier’s rate card as set out in Schedule 6 (*Pricing Schedule*);

“Reasonable Adjustments” shall have the meaning given in SR 2.4 of Service Requirement 2 (as defined in the Service Requirements);

“Recipient Party” means the Party which receives or obtains directly or indirectly Confidential Information;

“Reduced Entry Fee” shall have the meaning given in paragraph 2.4 of Schedule 6A (*Adaptive Pricing*);

“Reduced Extension Entry Fee” shall have the meaning given in paragraph 3.3 of Schedule 6A (Adaptive Pricing);

“Regulated” means the regulation by Ofqual of a qualification which has been Accredited and **“Regulation”** shall be authorised accordingly;

“Regulations” means the Concession Contracts Regulations 2016;

“Relevant Competence” means being a reasonably skilled and competent Awarding Organisation with access to appropriate tools, systems and platforms to operate technical qualifications;

“Relevant Employees” means those employees whose contracts of employment transfer with effect from the Relevant Transfer Date to the Authority or a Replacement Supplier by virtue of the application of TUPE;

“Relevant Requirements” means all applicable Law relating to bribery, corruption and fraud, including the Bribery Act 2010 and any guidance issued by the Secretary of State for Justice pursuant to section 9 of the Bribery Act 2010;

“Relevant Transfer” means a transfer of employment to which TUPE applies;

“Relevant Transfer Date” means in relation to a Relevant Transfer, the date upon which the Relevant Transfer takes place;

“Reminder Notice” means a written notice sent in accordance with clause 4.8 (*Pricing and payments*) given by the Supplier to the Authority providing notification that payment has not been received on time, which must be addressed to the Authority Authorised Representative, must set out the sum due, must reference this Contract and clause 4 (*Pricing and payments*) and attach a copy of the relevant valid invoice;

“Replacement Subcontractor” means a Subcontractor of the Replacement Supplier to whom Transferring Supplier Employees will transfer on a Service Transfer Date (or any Subcontractor of any such Subcontractor);

“Replacement Services” means any services (including the supply of products) which are the same as or substantially similar to any of the Services and which the Authority receives in substitution for any of the Services following the expiry or termination or Partial Termination of

this Contract, whether those services are provided by the Authority internally and/or by any third party;

“Replacement Supplier” means any third party provider of Replacement Services appointed by or at the direction of the Authority from time to time, or where the Authority is providing Replacement Services on its own account, shall also include the Authority;

“Replacement TQ” means a technical education qualification forming part of the T Levels Programme to replace either: (i) the TQ which is the subject of this Contract; or (ii) the equivalent technical qualification which is the subject of a contract with a Future Supplier;

“Request for Information” means a request for information or an apparent request for information relating to this Contract or an apparent request for such information under the FOIA or the EIRs;

“Required Insurances” means the insurances that must be held by the Supplier as required by the Authority meeting the requirements set out in Schedule 19 (*Required Insurances*);

“Resource Plan” means the Resource Plan prepared by the Supplier as part of the Supplier’s Response in relation to the Supplier Staff that shall be utilised (and the manner in which such Supplier Staff shall be utilised) by the Supplier in the performance of the Services and which, as at the Effective Date, is set out in Schedule 3 (*Implementation*), as such plan is, subject to paragraph 2.5 of Part 1 of the Service Requirements, developed and amended from time to time to fully meet the requirements of the Product Description for the “Resource Plan”;

“Re-Submission” shall have the meaning given in clause 5.11.2(i) (*Developing the TQ and achieving IfATE Approval*);

“Risk Register” means the risk register referred to in, and meeting the requirements of, the Product Description for the Risk Register;

“Route” means the broadest category of Occupations in an Occupational Map, typically covering an industrial area;

“Route Panel” means the Authority’s panel responsible for managing the development of the TQ Specification, details of which can be found at:

<https://www.gov.uk/government/publications/t-level-panels-membership>;

“Scheme of Assessment” means the scheme of assessment referred to in, and meeting the requirements of, the relevant part of the Product Description for the TQ Specification;

“Security Policy” means the Authority's security policy, in force as at the Effective Date (a copy of which has been supplied to the Supplier), as updated from time to time and notified to the Supplier;

“Serious Fraud Office” means the UK Government body named as such as may be renamed or replaced by an equivalent body from time to time;

“Services” means the services as described in the Service Requirements (including the Additional Services);

“Service Failure” shall have the meaning given in paragraph 2.2 of Schedule 15 (*Monitoring of Performance*);

“Service Requirements” means the Authority's requirements for the Services (including the supply of the Products) as set out in Schedule 2 (*Service Requirements*);

“Service Transfer” means any transfer of the Services (or any part of the Services), for whatever reason, from the Supplier or any Subcontractor to a Replacement Supplier or a Replacement Subcontractor;

“Service Transfer Date” means the date of a Service Transfer;

“Skilled Future Supplier” means a Future Supplier with Relevant Competence;

“Social Value” means the additional social benefits that can be achieved in the delivery of the Contract, set out in the Supplier's Response and/or Supplier's Tender;

“Special Consideration” shall have the meaning given in SR 2.5 of Service Requirement 2 (as defined in the Service Requirements);

“Specific Change in Law” means a Change in Law that relates specifically to the business of the Authority and which would not affect a Comparable Supply where the effect of that Specific Change in Law on the Services and/or the Products and/or the performance of this Contract is not reasonably foreseeable at the Effective Date. Any change in any Condition of Recognition shall not be a Specific Change in Law;

“Specification of Content” means the specification of the content referred to in, and meeting the requirements of, the relevant part of the Product Description for the TQ Specification;

“Staffing Information” means in relation to all persons identified on the Supplier's Provisional Supplier Personnel List or Supplier's Final Supplier Personnel List, as the case may be, such information as the Authority may reasonably request (subject to all applicable provisions of the Data Protection Legislation), but including in an anonymised format:

- (a) their ages, dates of commencement of employment or engagement, gender and place of work;
- (b) details of whether they are employed, self-employed contractors or consultants, agency workers or otherwise;
- (c) the identity of the employer or relevant contracting Party;
- (d) their relevant contractual notice periods and any other terms relating to termination of employment, including redundancy procedures, and redundancy payments;
- (e) their wages, salaries, bonuses and profit sharing arrangements as applicable;
- (f) details of other employment-related benefits, including (without limitation) medical insurance, life assurance, pension or other retirement benefit schemes, share option schemes and company car schedules applicable to them;
- (g) any outstanding or potential contractual, statutory or other liabilities in respect of such individuals (including in respect of personal injury claims);
- (h) details of any such individuals on long term sickness absence, parental leave, maternity leave or other authorised long term absence;
- (i) copies of all relevant documents and materials relating to such information, including copies of relevant contracts of employment (or relevant standard contracts if applied generally in respect of such employees); and
- (j) any other Employee Liability Information” as such term is defined in regulation 11 of TUPE;

“Stakeholders” means the Authority, the Department, ESFA, Ofqual, Providers, Employers and members of the Route Panels;

“Standards” means the Occupational Standards, consisting of a description of the Occupation and the outcomes (knowledge, skills and behaviours) which a Student will be

expected to attain to successfully achieve competence in that Occupation, as approved and published by the Authority;

“Storage Media” means the part of any device that is capable of storing and retrieving data;

“Student” means an individual undertaking (or who wishes to undertake) a formal programme of study with an Approved Provider for the T Level of which the TQ forms part;

“Student Information” means information or data relating to an individual Student whether or not the Student can be identified from that information or data;

“Student Related Data” means any information or data relating to Students (including any Student Information) and/or any Provider which is generated and/or acquired by and/or otherwise comes into the possession of the Supplier and/or any Supplier Staff as a result of the performance of the Supplier’s obligations under this Contract;

“Sub-Contract” means any contract or agreement (or proposed contract or agreement), pursuant to which a third party:

- (k) provides the Services and/or supplies any Products (or any part of them) and/or performs the whole or any part of this Contract;
- (l) provides facilities or services necessary for the provision of the Services and/or the supply of any Products (or any part of them) and/or the performs the whole or any part of this Contract; and/or
- (m) is responsible for the management, direction or control of the provision of the Services and/or supply of any Products (or any part of them) and/or the performance of the whole or any part of this Contract;

“Subcontractor” means any person other than the Supplier (and/or an Assessor who is self-employed or who provides services to the Supplier through that Assessor’s own personal service company), who is a party to a Sub-Contract and the servants or agents of that person;

“Submission” means, in respect of the relevant Milestone, the Products set out against that Milestone in the third column of the Table in Annex 7 to the Service Requirements;

“Submission Date” means, in respect of the relevant Milestone, the date set out against that Milestone in the second column of the Table in Annex 7 to the Service Requirements;

“Submission Issues Log” means the issues log referred to in, and meeting the requirements of, the Product Description for the Submission Issues Log;

“Subsequent Transfer” has the meaning given in paragraph 8.1 of Schedule 12 (*Exit Management*);

“Supplementary Specimen Assessment Materials” means a full suite of sample questions and tasks for the Core Component and Occupational Specialist Component(s) (in addition to the TQ Specimen Assessment Materials), as referred to in Service Requirement 5.1;

“Supplier Authorised Representative” means the person referred to in Schedule 20 as such or the representative appointed by the Supplier from time to time in relation to this Contract as notified in writing (which may, in the case of this specific notification, be by email only) to the Authority;

“Supplier Personnel” means all employees of the Supplier (and any subcontractor) who are wholly or mainly engaged in or assigned to the provision of the Services or any relevant part of the Services including the development of the Products;

“Supplier Staff” means all directors, officers, employees, agents, consultants and contractors of the Supplier (including any Assessor who is self-employed or who provides services to the Supplier through that Assessor’s own personal service company), any Subcontractor engaged in the performance of the Supplier’s obligations under this Contract and any company or organisation noted in the Supplier’s Tender as forming part of the consortium which submitted the Supplier’s Tender (**“Consortium Member”**) and all directors, officers, employees, agents, consultants and contractors of any such Subcontractor and/or any such Consortium Member engaged in the performance of the Supplier’s obligations under this Contract;

“Supplier’s Final Supplier Personnel List” means a list provided by the Supplier of all Supplier Personnel whose will transfer under TUPE on the Service Transfer Date;

“Supplier’s Provisional Supplier Personnel List” means a list prepared and updated by the Supplier of all Supplier Personnel who are at the date of the list wholly or mainly engaged in or assigned to the provision of the Services or any relevant part of the Services which it is envisaged as at the date of such list will no longer be provided by the Supplier;

“Supplier’s Response” means that part of the Supplier’s Tender (including any method statements) which is at Schedule 5 (*Supplier’s Response*);

“Supplier’s Tender” means the Supplier’s selection questionnaire and tender responses submitted in response to the Authority’s advertisement in the Find a Tender Service (as referred to in the Recitals to this Contract) for a provider of the Services and supplier of the Products, as clarified in writing by the Supplier to the Authority prior to the date of this Contract in response to any request for clarification issued by the Authority;

“Supplier Termination Event” means:

- (a) the Supplier (i) commits a material Default which is irremediable; or (ii) commits a material Default which is capable of remedy, but which has not been remedied by the Supplier within 30 days of being notified in writing to do so by the Authority;
- (b) a Conflict of Interest arises in connection with the delivery of the Services (and/or the supply of the Products) to which no mitigation acceptable to the Authority can be promptly identified;
- (c) where a right of termination is expressly reserved in this Contract;
- (d) the Supplier is in material Default in respect of any data handling and/or security requirements set out in clauses 13, 18, 19 or Schedule 9 (*Data Handling and Security Management*) (where applicable);
- (e) an Insolvency Event occurring in respect of the Supplier
- (f) a change of Control of the Supplier
 - (ii) the Authority has given its prior written consent (not to be unreasonably withheld or conditioned) to the particular change of Control, which subsequently takes place as proposed; or
 - (iii) the Authority has not served its notice of objection within 6 months of the later of the date on which the change of Control took place or the date on which the Authority was given notice of the change of Control;
- (g) a material failure by the Supplier to comply with legal obligations in the fields of environmental, social or labour law;
- (h) the departure from the Supplier of any of its senior officers or Key Personnel where the Authority has reasonable grounds to believe that such departure will impact or could potentially impact the delivery of the Services and/or the supply of any Products unless the Authority has not served its notice of objection within 6 months of the date on which the Authority was informed by the Supplier of such departure;

- (i) the Supplier assigns, transfers or otherwise disposes of its rights, obligations and/or liabilities or seeks to assign, transfer or otherwise dispose of its rights, obligations and/or liabilities under the whole or any part of this Contract to a third party in breach of the terms of this Contract (including in breach of the requirements of paragraph 1 of Schedule 8 (*Supply Chain (including approved Subcontractors)*));
- (j) the Supplier is in Default under clause 31.1 (*Preventing Fraud, Bribery and Corruption*);
- (k) the Supplier provided incorrect or misleading information as part of the Supplier's Tender;
- (l) the Supplier or any Subcontractor or Affiliate through its act or omission brings the Authority, the Department and/or the ESFA and/or the T Levels Programme into disrepute and/or diminishes the trust the public places in the Authority, the Department and/or the ESFA;
- (m) Not Used
- (n) an occurrence of any of the circumstances in regulations 44(1) (a) to (c) of the Regulations;
- (o) this Contract has been substantially modified in breach of regulation 43(10) of the Regulations;
- (p) the Authority discovers that the Supplier was in one of the situations in regulations 38(8) to 38(10) of the Regulations at the time this Contract was awarded;
- (q) the Court of Justice of the European Union uses Article 258 of the Treaty on the Functioning of the European Union ("**TFEU**") to declare that this Contract should not have been awarded to the Supplier because of a serious breach of the TFEU or the Regulations;
- (r) a Critical Service Failure occurs; or
- (s) the Supplier fails to comply with clause 35.2 (*Tax*) or fails to provide details of steps being taken and mitigating factors pursuant to clause 35.2 (*Tax*) which in the reasonable opinion of the Authority are acceptable;

"Support Materials" means teaching support materials intended for a Provider or Student audience, such as textbooks, and any other materials which the Authority agrees in writing to be Support Materials;

“Target Service Level” means the target performance level set out against the relevant KPI in the third column of the Table attached at Annex 1 to Schedule 15 (*Monitoring of Performance*);

“Technical Qualifications Explanatory Note” means an explanation of TQs, their purpose and how they are delivered;

“Term” means the period commencing on the Effective Date and ending on the End Date;

“Termination Notice” means a written notice of termination given by one Party to the other, notifying the Party receiving the notice of the intention of the Party giving the notice to terminate this Contract on a specified date and setting out the grounds for termination;

“Third Party” means any supplier of services fundamentally the same as the Services (either in whole or in part) immediately before the Effective Date;

“Third Party IPR” means Intellectual Property Rights owned by a third party which is or will be used by the Supplier for the purpose of providing the Services and/or supplying the Products;

“Transferring Former Supplier Employees” means those employees of the Former Supplier to whom TUPE will apply on a Relevant Transfer Date;

“TQ” means the technical education qualification element of the T Level in respect of the Pathway that is (amongst other things) designed, developed and delivered under this Contract;

“TQ Assignment and Licence” means the assignment and licence in respect of certain Intellectual Property Rights in relation to the TQ in the form set out in Schedule 14 (*Form of Assignment and Licence*);

“TQ Change” means any change or variation to the content of the TQ;

“TQ Content Updating Schedule” means the schedule of dates set out in Annex 6 to the Service Requirements (or such other dates as may be agreed by the Authority from time to time) applicable to the relevant Inclusive TQ Change or Exclusive TQ Change (as the case may be);

“TQ Core Component” means the core component of the TQ referred to in the Former Supplier’s TQ Specification and/or if relevant, the Outline Content;

“TQ Deliverables” means:

- (a) in the period prior to the Supplier making available the Grade Standard Exemplification Materials referred to in paragraph 6.2.2 of Part 1 of the Service Requirements, the Approved Initial TQ Deliverables and the Approved Guide Standard Exemplification Materials; and
- (b) in the period following the Supplier making available the Grade Standard Exemplification Materials referred to in paragraph 6.2.2 of Part 1 of the Service Requirements:
 - (i) the Approved Initial TQ Deliverables; and
 - (ii) the Grade Standard Exemplification Materials,

in each case, as amended in accordance with this Contract;

“TQ Development Meeting” shall have the meaning given in clause 5.4 (*Developing the TQ and achieving IfATE Approval*);

“TQ Live Assessment Materials” shall have the meaning given in Schedule 2 (*Service Requirements*);

“TQ Specification” means the Specification of Content, the Scheme of Assessment and the Approved Provider’s Quality Assurance Process;

“TQ Specimen Assessment Materials” means the specimen assessment materials referred to in, and meeting the requirements of, the Product Description for the TQ Specimen Assessment Materials;

“T Level” means the technical study programme known as a “T Level”;

“T Level Awarding Organisations” shall have the meaning given in paragraph 1.1 of Schedule 4 (*Co-operation*);

“T Level Branding Guidelines” means the Authority’s written guidelines prescribing the permitted form and manner in which the trade marks (the “*Mark*” as defined within the T Level

Trade Mark Licence) may be used and setting out how the Supplier branding may be used in relation to materials used in the operation of the TQ or to promote the TQ, a copy of which is set out in the document entitled T Level Branding Guidelines, including any amendments or additions notified by the Authority to the Supplier from time to time, provided that the Authority shall where possible provide reasonable notice in writing to the Supplier of any proposed amendments or additions to such guidelines;

“T Level Panel” means the group of Employers, professionals and practitioners appointed to advise on the content of the T Level of which the TQ forms part;

“T Level Trade Mark Licence” means the trade mark licence granted pursuant to Schedule 16 (*Logos and Trademarks – T Level Trade Mark Licence*);

“T Levels Programme” means the programme of technical education in England managed by the Authority and known as “T Levels”;

“Transferable Contracts” means Sub-Contracts, or other agreements which are necessary to enable the Authority or any Replacement Supplier to provide the Services and/or develop, maintain or supply the Products or the Replacement Services, including all relevant Documentation;

“Transferring Supplier Employee” means those employees whose contract of employment will be transferred to the Authority or a Replacement Supplier pursuant to TUPE on expiry or termination of this Contract;

“Transition Period” means the period from a Replacement Supplier or Future Supplier commencing any aspects of development or delivery of the TQ to the End Date, eg from the point when the Replacement Supplier or Future Supplier has been awarded a contract for provision of the TQ, but while this Contract remains in place for existing Students;

“Transparency Information” has the meaning given to it in clause 20 (*When information can be shared*);

“Transparency Reports” means: (i) the Management Information relating to the Services and performance of this Contract which the Supplier is required to provide to the Authority in accordance with the reporting requirements set out in the Service Requirements; and (ii) the

output of any survey commissioned by the Authority in connection with the performance of the Supplier under this Contract;

“Transparent” means that Students and Employers will regard the TQ delivered by a Future Supplier as materially the same as the TQ delivered and operated by the (existing) Supplier;

“TUPE” means the Transfer of Undertakings (Protection of Employment) Regulations 2006 (2006/246) and/or any other regulations or other legislation enacted for the purpose of implementing or transposing the Acquired Rights Directive (77/187/EEC, as amended by Directive 98/50 EC and consolidated in 2001/23/EC) into English law;

“TUPE Information” has the meaning given in paragraph 8.5 of Schedule 12 (*Exit Management*);

“Updated Projection” shall have the meaning given in paragraph 2.1 of Schedule 6A (Adaptive Pricing);

“Variation” means any variation or change to this Contract which is not an Inclusive TQ Change;

“Variation Form” means the form set out in Schedule 11 (*Change Management*);

“VAT” means value added tax in accordance with the provisions of the Value Added Tax Act 1994; and

“Working Day” means any day other than a Saturday or Sunday or public holiday in England and Wales.

Schedule 2

Service Requirements

The content for this Schedule is contained in separate files at;

S2_GEN2W1_E&EY_Service_Requirements

S2_A3_GEN2W1_E&EY_TQ_Spec

Schedule 2

Service Requirements

S2_GEN2W1_E&EY_Service_Requirements

Schedule 2

Service Requirements

Definitions

In this Service Requirements, the following terms shall have the following meanings:

“Appeal” shall have the meaning given in SR 8.2 in Service Requirement 8;

“Approved Assessment Strategy” means the Assessment Strategy approved by the Authority in accordance with clause 5.13 (*Developing the TQ and achieving IfATE Approval*) or clause 8 (*TQ Changes*) (as the case may be), subject to paragraph 2.6 of Part 1 of the Service Requirements, as amended from time to time in accordance with this Contract;

“Approved Guide Standard Exemplification Materials” means the Guide Standard Exemplification Materials approved by the Authority in accordance with clause 5.13 (*Developing the TQ and achieving IfATE Approval*) subject to paragraph 2.6 of Part 1 of the Service Requirements, as amended from time to time in accordance with this Contract;

“Component” means the TQ Core Component or any Occupational Specialist Component (as the case may be) and **“Components”** shall mean both or all of them (as the context may require);

“Employer Set Project” means a project set collaboratively between the Supplier and Employers, as more particularly referred to in Service Requirement 2;

“External Examination” means each assessment by examination which is:

- (a) set by the Supplier;
- (b) designed to be taken simultaneously by all Students taking the relevant assessment at a time (subject to compliance with the requirements of the Key Dates Schedule for the relevant Academic Year) determined by the Supplier;
- (c) taken under conditions specified by the Supplier (including conditions relating to the supervision of Students taking the relevant assessment and the duration of the assessment); and
- (d) marked by the Supplier.

“First Teach Cohort” means the first group of Students to be assessed on the TQ;

“Guided Learning” means the activity of a Student being taught or instructed by, or otherwise participating in education or training under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training. For these purposes the activity of ‘participating in education or training’ shall be treated as including the activity of being assessed if the assessment takes place under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training;

“Occupational Entry Competence” means that level of competence that:

- (a) signifies that a Student is well-placed to develop full occupational competence, with further support and development, once in employment;
- (b) is as close to full occupational competence as can be reasonably expected of a Student studying the TQ in a classroom-based setting (e.g. in the classroom, workshops simulated working and (where appropriate) supervised working environments); and
- (c) signifies that a Student has achieved the level for a pass in relation to the relevant Occupational Specialist Component;

“Qualification Purpose” means the purpose of the TQ set out in Annex 1 of this Service Requirements;

“Service Definition Table” means the Table set out in Part 2 of this Service Requirements;

“Service Requirement 1” means that part of the Services (including the requirements for and the outcomes to be achieved by the Supplier as a result of the performance of that part of the Services) set out or referred to under the heading of “Service Requirement 1: Designing, developing and managing TQ Content” in the Service Definition Table;

“Service Requirement 2” means that part of the Services (including the requirements for and the outcomes to be achieved by the Supplier as a result of the performance of that part of the Services) set out or referred to under the heading of “Service Requirement 2: Assessment Design and Delivery” in the Service Definition Table;

“Service Requirement 3” means that part of the Services (including the requirements for and the outcomes to be achieved by the Supplier as a result of the performance of that part of the Services) set out or referred to under the heading of “Service Requirement 3: Grading and Awarding” in the Service Definition Table;

“Service Requirement 4” means that part of the Services (including the requirements for and the outcomes to be achieved by the Supplier as a result of the performance of that part of the Services) set out or referred to under the heading of “Service Requirement 4: Provider Approval” in the Service Definition Table;

“Service Requirement 5” means that part of the Services (including the requirements for and the outcomes to be achieved by the Supplier as a result of the performance of that part of the Services) set out or referred to under the heading of “Service Requirement 5: Provider Support” in the Service Definition Table;

“Service Requirement 6” means that part of the Services (including the requirements for and the outcomes to be achieved by the Supplier as a result of the performance of that part of the Services) set out or referred to under the heading of “Service Requirement 6: Student registration and Student entry” in the Service Definition Table;

“Service Requirement 7” means that part of the Services (including the requirements for and the outcomes to be achieved by the Supplier as a result of the performance of that part of the Services) set out or referred to under the heading of “Service Requirement 7: TQ Results” in the Service Definition Table;

“Service Requirement 8” means that part of the Services (including the requirements for and the outcomes to be achieved by the Supplier as a result of the performance of that part of the Services) set out or referred to under the heading of “Service Requirement 8: TQ Post-Results Services” in the Service Definition Table;

“Service Requirement 9” means that part of the Services (including the requirements for and the outcomes to be achieved by the Supplier as a result of the performance of that part of the Services) set out or referred to under the heading of “Service Requirement 9: Reporting” in the Service Definition Table;

“TQ Critical Path Diagram” means the diagram setting out the critical path for the design, development and delivery of the TQ attached at Annex 4 to the Service Requirements;

“TQ Live Assessment Materials” means the live assessment materials referred to in, and meeting the requirements of, the Product Description for the TQ Live Assessment Materials.

Part 1 – Overview of the Service Requirements

1 Introduction

1.1 This Part 1 of this Service Requirements sets out:

- 1.1.1 at paragraph 2, that part of the Services relating to the design, development and delivery of the Initial TQ Deliverables and Guide Standard Exemplification Materials and the review and update of such Initial TQ Deliverables and/or the TQ Deliverables (as the case may be), including the Initial Development Services and the Ongoing Development Services;
- 1.1.2 at paragraph 3, that part of the Services relating to the Provider Approval and monitoring services (as detailed in that paragraph 3);
- 1.1.3 at paragraph 4, that part of the Services relating to the support to be provided to Eligible Providers and Approved Providers (as detailed in that paragraph 4);
- 1.1.4 at paragraph 5, that part of the Services relating to Student registration and Student assessment entry (including Additional Services) (as detailed in that paragraph 5);
- 1.1.5 at paragraph 6, that part of the Services relating to the design and delivery of the TQ Live Assessment Materials (as detailed in that paragraph 6);
- 1.1.6 at paragraph 7, that part of the Services relating to grading and awarding in respect of each Student's performance in respect of the TQ Live Assessment Materials (as detailed in that paragraph 7);
- 1.1.7 at paragraph 8, that part of the Services relating to the provision of results (as detailed in that paragraph 8);
- 1.1.8 at paragraph 9, that part of the Services relating to the provision of Post-Results Services (including Additional Services) (as detailed in that paragraph 9);
- 1.1.9 at paragraph 10, that part of the Services relating to the reporting of Management Information (as detailed in that paragraph 10); and

- 1.1.10 at paragraph 11, such other services as may be necessary to support and/or are associated with the provision of the Services (as detailed in that paragraph 11).
- 1.2 Paragraphs 2 (*Initial TQ Deliverables and development services*) to 9 (*TQ Post-Results Services*) shall be read in conjunction with the TQ Critical Path Diagram.
- 1.3 The Supplier shall design, develop, obtain IfATE Approval for, and deliver to Approved Providers in England, the technical qualification element of the T Level for the relevant Pathway under this Contract, including, without prejudice to its obligations in clause 3.1.8 (*How the Services must be supplied*), performing all of the Services set out in this Service Requirements.
- 1.4 Unless otherwise stated in this Service Requirements, the Supplier shall organise and deliver the Services:
- 1.4.1 to ensure that the activities contemplated by the Key Dates Schedule for the relevant Academic Year and/or the TQ Content Updating Schedule (and which rely on the performance of the whole or any part of the Services) can be carried out and completed in accordance with such Key Dates Schedule and/or the TQ Content Updating Schedule (as the case may be);
- 1.4.2 in accordance with the Implementation and Delivery Plan;
- 1.4.3 in accordance with the Resource Plan;
- 1.4.4 in accordance with the Approved Assessment Strategy; and
- 1.4.5 (at all times) taking into account the aims of the Qualification Purpose.
- 1.5 The Supplier shall, subject to paragraphs 2.5 and 2.6 (*Initial TQ Deliverables and development services*) and paragraph 6.3 (*TQ live assessment design and delivery*) and without prejudice to paragraph 2.1 to 2.4 (*Initial TQ Deliverables and development services*) (inclusive), provide a copy of any Products that are developed, amended, updated and/or supplemented from time to time by the Supplier in accordance with this Contract to the Authority as soon as reasonably practicable following such development, amendment, update and/or supplement.
- 1.6 If there is any conflict and/or inconsistency between the provisions of this Service Requirements and the Conditions of Recognition, the Conditions of Recognition shall prevail.

- 1.7 Without prejudice to paragraph 1.4.1, the Supplier shall organise and deliver the Services to ensure that all applicable parts of the Services are provided at such times and in such manner as shall be necessary to facilitate the delivery of the number of assessment series for the TQ as shall be contemplated by the Key Dates Schedule for the relevant Academic Year, subject always to the provisions of paragraphs 1.8 to 1.10 (inclusive).
- 1.8 The Supplier shall ensure that there shall be at least one, but not more than two, assessment series in each Academic Year in respect of each of the assessments for:
- 1.8.1 the TQ Core Component (comprising the External Examination and the Employer Set Project); and
- 1.8.2 the Occupational Specialist Components.
- 1.9 The Supplier acknowledges that the assessments in each Academic Year for the TQ Core Component and the Occupational Specialist Components referred to in paragraph 1.8 may be, but are not required to be, held in the same assessment series and so therefore can be for example:
- 1.9.1 provided in a single assessment series (encompassing both such assessments for the TQ Core Component and the Occupational Specialist Components); or
- 1.9.2 provided in two assessment series (for each of such assessments for the TQ Core Component and the Occupational Specialist Components) being a total of four assessment series.
- 1.10 The Supplier shall ensure that:
- 1.10.1 each Student takes all of the assessments for the TQ Core Component referred to in paragraph 1.8.1;
- 1.10.2 each Student takes all of the assessments for each individual Occupational Specialist Component referred to in paragraph 1.8.2 in the same assessment series;
- 1.10.3 a Student may, subject to paragraphs 1.10.1 and 1.10.2, take the assessments for the TQ Core Component and the Occupational Specialist Components referred to in paragraph 1.8 in different assessment series (including assessment series in different Academic Years); and

- 1.10.4 its approach to the scheduling of the assessments shall be set out in its Assessment Strategy.

2 Initial TQ Deliverables and development services

Initial Development Services

- 2.1 Without prejudice to the Supplier's obligations in clause 3.1 (*How the Services must be supplied*) and clause 5 (*Developing the TQ and achieving IfATE Approval*), the Supplier shall design, develop and deliver the Initial TQ Deliverables in accordance with (and meeting all of the requirements of):
- 2.1.1 the Product Description for each item forming part of the Initial TQ Deliverables;
 - 2.1.2 the Former Supplier's TQ Specification and/or ,if relevant, the Outline Content;
 - 2.1.3 the requirements set out in the third column of Service Requirement 1, Service Requirement 2, Service Requirement 3 and Service Requirement 4;
 - 2.1.4 the Implementation and Delivery Plan (including the Supplier's obligation to work with and consult (and take into account the outcome of such working with and consultation of) a representative sample of Providers and Employers (as required by that Implementation and Delivery Plan);
 - 2.1.5 the Resource Plan;
 - 2.1.6 the Assessment Strategy; and
 - 2.1.7 Annex 7 (*Initial Development Milestones*) to this Service Requirements,
- and, in each case, to ensure the delivery of a high quality technical education qualification element of the T Level for the relevant Pathway and that the outcomes referred to in the first column of Service Requirement 1, Service Requirement 2, Service Requirement 3 and Service Requirement 4 are achieved (the "**Initial Development Services**").
- 2.2 The Supplier shall procure that, without prejudice to its obligations in clause 5.13.2 (*Developing the TQ and achieving IfATE Approval*), the Initial TQ Deliverables

(meeting all of the requirements of paragraph 2.1) shall be delivered to the Authority on or prior to the Final Approval Milestone Date.

Ongoing Development Services

2.3 The Supplier shall procure that (without prejudice to the Supplier's obligations in clause 3.1 (*How the Services must be supplied*) and clause 5.3 (*Developing the TQ and achieving IfATE Approval*) and notwithstanding the achievement of IfATE Approval in respect of the Initial TQ Deliverables) throughout the Term the TQ Deliverables meet (and continue to meet) all of the requirements of:

- 2.3.1 the Product Description for each item forming part of the TQ Deliverables;
- 2.3.2 the Former Supplier's TQ Specification and, if relevant, the Outline Content;
- 2.3.3 the requirements set out in the third column of Service Requirement 1, Service Requirement 2, Service Requirement 3 and Service Requirement 4;
- 2.3.4 the Implementation and Delivery Plan (including the Supplier's obligation to work with and consult (and take into account the outcome of such working with and consultation of) a representative sample of Providers and Employers (as required by that Implementation and Delivery Plan));
- 2.3.5 the Resource Plan;
- 2.3.6 the Approved Assessment Strategy; and
- 2.3.7 clause 8 (*TQ Changes*) and Annex 6 (*TQ Content Updating Schedule*) to this Service Requirements,

and in each case, to ensure the continued delivery of a high quality technical education qualification element for the T Level for the relevant Pathway and that the outcomes referred to in the first column of Service Requirement 1, Service Requirement 2, Service Requirement 3 and Service Requirement 4 are achieved (the "**Ongoing Development Services**").

2.4 The Supplier shall procure that the TQ Deliverables (as amended, supplemented or replaced in accordance with clause 8 (*TQ Changes*) and Annex 6 (*TQ Content Updating Schedule*) to this Service Requirements) shall be delivered to the Authority

on or prior to the applicable date specified on the Key Dates Schedule for the relevant Academic Year or TQ Content Updating Schedule (as applicable).

Updating the Implementation and Delivery Plan and the Resource Plan

- 2.5 Subject to the provisions of paragraph 3 (*Key Personnel*) of Schedule 7 (*Staff including Key Personnel*), the Parties acknowledge and agree that the Implementation and Delivery Plan and the Resource Plan are intended to be live documents that may need to flex from time to time to ensure the continued successful delivery of the Services to the standards required by this Contract and the Supplier shall, throughout the Term, review, amend and update (as necessary) each of the Implementation and Delivery Plan and the Resource Plan to ensure that such Implementation and Delivery Plan and Resource Plan takes into account (and (where applicable) mitigates the effects of) all relevant factors that have impacted or may impact upon the successful delivery of the Services to the standards required by this Contract, provided always that where any such review, amendment and/or update would (or is reasonably likely to) operate to reduce and/or otherwise diminish the Authority's rights and/or remedies and/or the Supplier's liabilities contemplated by this Contract (including where, but for such review, amendment and/or update, the Supplier would (or would be reasonably likely to) be in Default under this Contract), the Supplier shall:

2.5.1 submit such proposed reviewed, amended and/or updated Implementation and Delivery Plan and/or Resource Plan (as the case may be) to the Authority for Approval; and

2.5.2 where the Supplier does not obtain such Approval, the Implementation and Delivery Plan and/or Resource Plan (as the case may be) shall be deemed not to have been so reviewed, amended and/or updated to the extent that such review, amendment and/or update would (or would be reasonably likely to) operate to so reduce the Authority's rights and/or remedies and/or the Supplier's liabilities under this Contract.

Updating the Approved Initial TQ Deliverables and TQ Deliverables

- 2.6 The Supplier shall, notwithstanding the achievement of IfATE Approval in relation to the Initial TQ Deliverables and subject to the provisions of clauses 8.4 and 8.5 (*TQ Changes*) and Annex 6 (*TQ Content Updating Schedule*) to this Service Requirements (which shall apply in respect of the annual review referred to in such clauses 8.4 and 8.5 (*TQ Changes*)), be required to keep under review, and entitled to amend and update, the Approved Initial TQ Deliverables and the TQ Deliverables throughout the

Term to ensure that the Supplier continues to meet its obligations under paragraph 2.3, provided always that the Supplier shall:

- 2.6.1 notify the Authority (as part of the Operational Delivery Report) of any proposed amendments and/or updates to such Approved Initial TQ Deliverables and/or TQ Deliverables; and
- 2.6.2 comply with the applicable requirements of clauses 8.10 and 8.11 (*TQ Changes*) prior to making available any such amended and/or updated Approved Initial TQ Deliverables and/or TQ Deliverables to Approved Providers and provided further that the words “*by the relevant date prescribed by the TQ Content Updating Schedule*” in such clauses 8.10 and 8.11 shall be deemed to be deleted for the purposes of this paragraph 2.6.

3 TQ Provider Approval and monitoring services

- 3.1 Without prejudice to the Supplier’s obligations in clause 3.1 (*How the Services must be supplied*), the Supplier shall, following IfATE Approval:
 - 3.1.1 provide that part of the Services referred to in the third column of Service Requirement 4 to ensure that the outcomes referred to in the first column of Service Requirement 4 are achieved; and
 - 3.1.2 monitor the delivery by Approved Providers of the TQ (and the Approved Provider’s continuing satisfaction of all of the requirements of the Provider Approval Criteria) in accordance with the monitoring arrangements set out in the Approved Assessment Strategy.¹
- 3.2 Without prejudice to the Supplier’s obligations in clause 3.1 (*How the Services must be supplied*) and paragraph 10.1 (*Reporting*) below, the Supplier shall notify the Authority (and provide full details of the circumstances) as soon as reasonably practicable where:
 - 3.2.1 it reasonably believes that an Eligible Provider may not become an Approved Provider;
 - 3.2.2 an Eligible Provider does not become an Approved Provider;

¹ These proposed arrangements should form part of the Supplier Response.

- 3.2.3 it reasonably believes that an Approved Provider may cease to be an Approved Provider;
- 3.2.4 an Approved Provider ceases to be an Approved Provider; and/or
- 3.2.5 the monitoring referred to in paragraph 3.1.2 reveals (and/or the Supplier otherwise becomes aware of):
 - (i) any failure by the Approved Provider to comply with the Approved Provider's Quality Assurance Process in the applicable Provider Contract;
 - (ii) any event, matter or circumstance which has had (or is reasonably likely to have) an adverse impact on Students (including as a result of an Appeal referred to in Service Requirement 8) and/or shall or may bring the T Level Programme into disrepute; and/or
 - (iii) any malpractice and/or maladministration on the part of the Approved Provider (including where any confidential TQ Live Assessment Materials (and/or the content of or information about such TQ Live Assessment Materials) is lost, stolen or transmitted).
- 3.3 The Supplier shall, as soon as reasonably practicable following the occurrence or identification of any matter referred to in paragraph 3.2, notify the Eligible Provider or Approved Provider (as the case may be) of any steps that are necessary to be taken by such Eligible Provider or Approved Provider (as the case may be) to remedy such matters and/or such failure and shall (as soon as reasonably practicable) notify the Authority (and provide full details) of such steps, together with details of the action that the Supplier will be taking to:
 - 3.3.1 procure that the Eligible Provider or Approved Provider (as the case may be) takes such steps; and/or
 - 3.3.2 mitigate the effects of such failure and/or matters.
- 3.4 The Supplier shall:
 - 3.4.1 use all reasonable endeavours to procure that the Eligible Provider or Approved Provider (as the case may be) takes the steps referred to in paragraph 3.3; and

3.4.2 take the action referred to in paragraph 3.3,

together with, in either case, such further steps and/or action as the Authority may reasonably require following the notification referred to in paragraph 3.3.

3.5 The Supplier shall (in such manner (including as to timing) as the Authority may reasonably require) keep the Authority updated as to:

3.5.1 the progress by the Eligible Provider or Approved Provider (as the case may be) with the taking of the steps referred to in paragraph 3.3 (including (where applicable) whether the event, matter or circumstance giving rise to the requirement for the taking of such steps has been (or is reasonably likely to be) remedied); and

3.5.2 the action that the Supplier is taking and has taken in accordance with paragraph 3.4,

provided always that where the Supplier fails to comply with its obligations in paragraphs 3.2 to 3.4 (inclusive), such failure shall (notwithstanding the provisions of clauses 14.2.1 to 14.2.10 (*What may happen if there are issues with your provision of the Services*)) be deemed to give rise to a right for the Authority to issue written notification of Designated Action to the Supplier, to which the provisions this Contract (including clause 14.2 (*What may happen if there are issues with your provision of the Services*)) shall apply.

4 TQ Provider support services

4.1 Without prejudice to the Supplier's obligations in clause 3.1 (*How the Services must be supplied*) and Schedule 4 (*Co-operation*), the Supplier shall, throughout the Term, provide that part of the Services referred to in, and in accordance with, the third column of Service Requirement 5 to:

4.1.1 ensure that the outcomes referred to in the first column of Service Requirement 5 are achieved; and

4.1.2 following achievement of IfATE Approval, facilitate the implementation by Providers of the TQ in accordance with the Approved TQ Specification.

4.2 The Supplier shall, subject always to clause 4.12 and 4.13 (*Pricing and payments*), in respect of:

- 4.3 the Fees for the first Academic Year for the first Exclusive Cohort, make available details of the Fees to Eligible Providers and Approved Providers as soon as reasonably practicable;
- 4.4 the Fees for the second Academic Year, make available details of the Fees to Eligible Providers and Approved Providers no later than 30 April prior to the start of the second Academic Year; and
- 4.5 the third and each subsequent Academic Year, publish details of the Fees to Approved Providers no later than 30 April prior to the start of the relevant Academic Year.

5 Student registration and Student entry

- 5.1 The Supplier shall procure that Approved Providers have processes in place (and implement such processes) to ensure that, on or prior to the relevant date specified on the Key Dates Schedule for the relevant Academic Year, each Student is correctly registered for the TQ and in the manner contemplated by Service Requirement 6.
- 5.2 The Supplier shall procure that Approved Providers have processes in place (and implement such processes) to ensure that, on or prior to the relevant date specified on the Key Dates Schedule for the relevant Academic Year, each Student is correctly entered for assessment in respect of:
 - 5.2.1 the TQ Core Component; and
 - 5.2.2 each Occupational Specialist Component,
 for which they are undertaking assessment.
- 5.3 The Supplier shall, following a request from an Approved Provider, provide the Additional Services referred to as “Late entry or entry amendment”, “Late registration or registration amendment”, “Very late entry or entry amendment” or “Very late registration or registration amendment” (as the case may be) in accordance with the applicable requirements set out against that Additional Service in Annex 10 (*Additional Services*) to this Service Requirements.
- 5.4 Without prejudice to the Supplier’s obligations in clause 3.1 (*How the Services must be supplied*) and paragraph 10.1 (*Reporting*) below, the Supplier shall ensure that, following IfATE Approval and (as applicable) in each Contract Month throughout the remainder of the Term, details of the registrations and assessment entries referred to in paragraph 5.1 and 5.2 are reported to the Authority in the Management Information

that is provided in respect of the Contract Month in which such registrations and/or entries are made, such reports to meet the requirements set out in the third column of each of Service Requirement 6 and Service Requirement 9 to ensure that the outcomes referred to in the first column of each of Service Requirement 6 and Service Requirement 9 are achieved.

5.5 Without prejudice to the Supplier's obligations in clause 3.1 (*How the Services must be supplied*) and elsewhere in this Service Requirements, the Supplier shall, as soon as reasonably practicable after:

5.5.1 becoming aware of any Approved Provider that is not registering any Students for the TQ (as contemplated by paragraph 5.1) and/or not entering Students for assessment (as contemplated by paragraph 5.2); and/or

5.5.2 becoming concerned as to the number of Students being registered for the TQ and/or being entered for assessment,

notify the Authority (together with full details) of such matter and/or concern.

6 TQ live assessment design and delivery

6.1 The Supplier shall (without prejudice to its obligations in clause 3.1 (*How the Services must be supplied*)):

6.1.1 on or prior to the relevant date specified on the Key Dates Schedule for the relevant Academic Year, design, develop and make available to Approved Providers the TQ Live Assessment Materials;

6.1.2 during the period specified on the Key Dates Schedule for the relevant Academic Year, administer the delivery by the Approved Providers of the TQ Live Assessment Materials and mark (or (where applicable) procure the marking and/or Moderation of) Student assessment evidence generated by the application and/or use (as the case may be) of such TQ Live Assessment Materials; and

6.1.3 during the period specified on the Key Dates Schedule for the relevant Academic Year and following a request from an Approved Provider, administer the delivery by that Approved Provider of the TQ Live Assessment Materials in respect of the Additional Services referred to as "Retakes" in accordance with the applicable requirements set out against that Additional Service in Annex 10 (*Additional Services*) of this Service

Requirements and mark (or (where applicable) procure the marking and/or Moderation of) Student assessment evidence generated by the application and/or use (as the case may be) of such TQ Live Assessment Materials,

in each case, in accordance with the then current Approved Assessment Strategy, subject to paragraph 6.2, the then current Approved Guide Standard Exemplification Materials or Grade Standard Exemplification Materials (as the case may be) and the requirements set out in the third column of Service Requirement 2 so as to ensure that the outcomes referred to in the first column of Service Requirement 2 are achieved.

6.2 The Supplier shall:

6.2.1 in respect of the First Teach Cohort for the relevant element of the Occupational Specialist Component, require the implementation and use by Approved Providers (including any assessors employed or engaged by any such Approved Provider and any Moderators where permitted in accordance with the Approved Assessment Strategy) and Assessors of the Approved Guide Standard Exemplification Materials for the purposes of assessing each Student's performance in respect of the TQ Live Assessment Materials; and

6.2.2 following grading of Student performance in respect of the TQ Live Assessment Materials undertaken by the First Teach Cohort of the relevant element of the Occupational Specialist Component and for each subsequent Cohort, develop, make available and require the implementation and use by Approved Providers (including any assessors employed or engaged by any such Approved Provider and any Moderators where permitted in accordance with the Approved Assessment Strategy) and Assessors of the Grade Standard Exemplification Materials.

6.3 The Supplier shall provide a copy of the TQ Live Assessment Materials to the Authority as soon as reasonably practicable following the date on which such TQ Live Assessment Materials are first made available to Students.

7 TQ grade awarding

7.1 Following completion of the live assessments referred to in paragraphs 6.1.2 and 6.1.3 (*TQ live assessment design and delivery*) in the relevant Academic Year, the Supplier shall (as soon as reasonably practicable but not later than the date specified on the Key Dates Schedule for the relevant Academic Year for such live assessments for that

Academic Year) assign a grade to each Student (to reflect the relevant marks awarded to each such Student) in respect of their performance in the assessment for the TQ Core Component and each Occupational Specialist Component that each such Student has undertaken in accordance with the requirements set out in the third column of Service Requirement 3 and so as to ensure that the outcomes referred to in the first column of Service Requirement 3 are achieved.

8 TQ results

8.1 The Supplier shall (as soon as reasonably practicable following completion of its obligations in paragraph 7.1 (*TQ grade awarding*), but not later than the date specified on the Key Dates Schedule for the relevant Academic Year), provide the results for each Student in the Cohort to the Authority or to the Authority's nominee (as notified by the Authority to the Supplier from time to time) in accordance with paragraph 8.2, such results to include details of:

8.1.1 the mark and grade awarded for the TQ Core Component;

8.1.2 the mark and grade awarded for each Occupational Specialist Component;
and

8.1.3 such information and/or data as is required (including grade boundaries) by the Authority to award an overall grade for the T Level,

in each case, in respect of each TQ assessment that the relevant Student has undertaken.

8.2 Without prejudice to the Supplier's obligations in clause 3.1 (*How the Services must be supplied*) and paragraph 10.1 (*Reporting*) below, the Supplier shall ensure that the results referred to in paragraph 8.1 are provided to the Authority or to the Authority's nominee (as notified by the Authority to the Supplier from time to time) and reported to the Authority in the Management Information that is provided in respect of the Contract Month in which such results are required to be provided in accordance with paragraph 8.1, such results and report to meet the requirements set out in the third column of each of Service Requirement 7 and Service Requirement 9 to ensure that the outcomes referred to in the first column of each of Service Requirement 7 and Service Requirement 9 are achieved.

8.3 The Supplier shall (on the date specified on the Key Dates Schedule for the relevant Academic Year) provide to the Approved Provider a breakdown of attainment to allow

any Approved Provider and/or Student to make informed decisions about applications for (amongst other things) marking reviews and/or appeals (including a Review of Marking and/or Appeal as referred to in Annex 10 (*Additional Services*) to this Service Requirements), such breakdown (subject always to the provisions of clauses 13.10 to 13.12 (*Intellectual Property Rights*) (inclusive)) to be presented in such manner and/or format as shall not be capable of being regarded, interpreted and/or represented as a formal qualification certificate or statement of achievement.

9 TQ Post-Results Services

9.1 The Supplier shall, following the provision of the results referred to in paragraph 8.1 (*TQ results*) and, in respect of each Cohort, for a period expiring at the end of 2 Academic Years following the end of the final Academic Year for each such Cohort:

9.1.1 respond to enquiries about results; and

9.1.2 following a request from an Approved Provider made in accordance with the applicable Key Dates Schedule(s) referred to in paragraph 9.2, provide the relevant Additional Services requested by that Approved Provider (other than the Additional Services referred to in paragraph 5.3 (*Student registration and Student entry*) and 6.1.3 (*TQ live assessment design and delivery*), to which the provisions of those paragraphs shall apply) in accordance with the applicable requirements set out against the relevant Additional Services in Annex 10 (*Additional Services*) to this Service Requirements, (including as referred to in, and in accordance with, the third column of Service Requirement 8 to ensure that the outcomes referred to in the first column of Service Requirement 8 are achieved).

9.2 The Parties acknowledge and agree that the time period within which an Approved Provider may request the provision of the Additional Services referred to in paragraph 9.1.2 in relation to a Student that has undertaken an assessment (including an assessment that is a “Retake”, as referred to in Annex 10 (*Additional Services*)) in an assessment series (the “**Relevant Assessment Series**”) shall be as set out in the Key Dates Schedule(s) for the relevant Academic Year(s) applicable to the Relevant Assessment Series (including any Key Dates Schedule applicable to and/or regulating the provision of Additional Services in respect of assessments undertaken in the Relevant Assessment Series), provided always that nothing in this paragraph 9.2 shall operate to:

9.2.1 prevent or restrict (or be deemed to give rise to a right of the Supplier to prevent or restrict) any “Retakes” from being undertaken (or from being requested to be undertaken) in accordance with paragraph 6.1.3; and/or

9.2.2 extend the period referred to in paragraph 9.1.

10 Reporting

10.1 The Supplier shall (without prejudice to its obligations in clause 3.1 (*How the Services must be supplied*)) in each Contract Month throughout the Term, report to the Authority in accordance with (and provide such information as is required by) the requirements set out in the third column of Service Requirement 9 to ensure that the outcomes referred to in the first column of Service Requirement 9 are achieved.

11 Overarching services

11.1 The Supplier shall:

11.1.1 maintain, update and provide to the Authority (as required by clause 5.5.1 and paragraph 3.1 of Schedule 15 (*Monitoring of Performance*)) each of the Risk Register and the Issues Log;

11.1.2 implement, carry out and complete such steps (and within such time) as the Authority shall reasonably require arising out of the review of the Risk Register and/or the Issues Log pursuant to clause 5.5.1 (*Developing the TQ and achieving IfATE Approval*) and paragraph 3.1 of Schedule 15, (*Monitoring of Performance*) provided always that where the Supplier fails to implement, carry out and complete such steps in accordance with such requirements (including within such time), such failure shall (notwithstanding the provisions of clauses 14.2.1 to 14.2.10 (*What may happen if there are issues with your provision of the Services*)) be deemed to give rise to a right for the Authority to issue written notification of Designated Action to the Supplier, to which the provisions of this Contract (including clause 14.2 (*What may happen if there are issues with your provision of the Services*)) shall apply.

11.2 The Supplier shall provide all of the back-office systems and business processes necessary to enable the delivery of the Services, including IT systems, data security systems, accounting and administrative services.

11.3 The Supplier shall:

- 11.3.1 actively promote the T Level for which it is the TQ provider, coordinated in partnership with, and with the Approval of, the Authority; and
- 11.3.2 adhere to the Authority's guidelines in respect of all publicity and marketing material produced by the Supplier (or its Subcontractors) in relation to the T Level for which it is the TQ provider.
- 11.4 The Supplier shall, following any reasonable request from the Authority:
 - 11.4.1 participate in and support any promotional activities intended to increase the uptake of T Levels by Providers and/or Students; and
 - 11.4.2 without prejudice to its obligations in Schedule 4 (*Co-operation*) and Schedule 15 (*Monitoring of Performance*), attend and participate in any such meetings as the Authority may reasonably convene from time to time in connection with the T Levels Programme.

12 Efficiency

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13 Social Value Commitments

- 13.1 The Supplier must ensure it takes reasonable measures to meets its Social Value commitments, in full compliance with its response to Q9.6 of the Award Questionnaire in their tender submission.

Part 2 - Service Definition Table

This Part 2 sets out the outcomes each Service must deliver and the minimum requirements the Supplier must meet when delivering each Service.

Service Requirement 1: Designing, developing and managing TQ content			
Outcomes	SR1.1	1	During the Initial Development, any removal of TQ Specification material from the Specification of Content must be justified and validated by a sufficient and representative sample of Employers. Where the Supplier considers that it is necessary to remove content present in the existing TQ Specification, it shall provide a clear and detailed rationale as part of its Assessment Strategy included with the Submission for Interim Milestone 1 (and any subsequent milestones) to the Authority. Evidence from a representative sample of employers relevant to the sector must also be provided to support any proposals to remove any TQ Specification material from the Specification of Content.-The Authority shall consider whether such content may be removed from the Specification of Content, provided always that the Authority's decision as to whether such content may be removed from the Specification of Content shall be final.
<p>The Specification of Content is sufficiently clear and appropriately detailed to ensure Approved Providers can properly prepare Students for the TQ assessments.</p> <p>The knowledge, understanding, skills and behaviours specified in the Former Supplier's TQ Specification and, if relevant, the Outline Content in relation to the TQ Core Component are up-to-date and have been validated by employers to ensure that the TQ has continued currency among</p>	Maintenance of the Specification of Content	2	During the Initial Development, the inclusion of additional material must be justified and validated by a sufficient and representative sample of Employers as agreed by the Authority. The Supplier shall ensure that the Specification of Content does not include entirely new content, as distinct from updated content, that is not included in the existing TQ Specification, unless otherwise agreed by the Authority. Where the Supplier considers that it is necessary to include entirely new content, it shall provide a clear and detailed rationale as part of its Assessment Strategy included with the Submission for Interim Milestone 1 (and any subsequent milestones) to the Authority. Evidence from a representative sample of employers relevant to the sector must also be provided to support any proposals to remove any TQ Specification material from the Specification of Content. The Authority shall consider whether such new content may be included as part of the Specification of Content, provided always that the Authority's decision as to whether such new content may be included as part of the Specification of Content shall be final. The Supplier must show that new content must be covered at an appropriate depth for a level 3 qualification.

<p>Employers and other end-users (including higher education providers).</p> <p>The knowledge, understanding, skills and behaviours specified in the Former Supplier's TQ Specification and, if relevant, the Outline Content in relation to each Occupational Specialist Component are up-to-date and ensure that the TQ has continued currency among Employers and other end-users (including higher education providers).</p>		<p>3 During the delivery period the Supplier must ensure that the Specification of Content :</p> <ul style="list-style-type: none"> (a) enables accurate interpretation of the Specification of Content by Approved Providers (including to facilitate a clear and consistent understanding by Approved Providers of what is required to be taught and assessed for the TQ and to enable Approved Providers to determine (i) the level of competence required for staff who assess learning and (ii) any other physical requirements (such as facilities and hardware) integral to successful learning for the TQ); (b) supports Student progression and adaptability; (c) enables Students to achieve Occupational Entry Competence in relation to each Occupational Specialist Component; and (d) ensures that English, mathematics and digital content is integrated within the rest of the content in such manner as shall ensure such content is delivered and assessed in appropriate occupationally specific contexts. <p>4 Components should follow the same structure as set out in the existing TQ Specification. The Supplier shall not move elements of the existing TQ Specification which relate to one Component into another Component, unless otherwise agreed by the Authority. Where the Supplier considers that it is necessary to move content from one Component to another, it shall provide a clear and detailed rationale as part of its Assessment Strategy for Submission at Interim Milestone 1 to the Authority and the Authority shall consider whether such content may be moved, provided always that the Authority's decision as to whether such content may be moved shall be final.</p> <p>5 The TQ has two types of Component. The Supplier shall ensure that:</p> <ul style="list-style-type: none"> (e) the TQ has only two types of Component and is not unitised any further, such that only the TQ Core Component and each Occupational Specialist Component are formally graded;
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		<p>(f) the TQ Core Component clearly assesses the core knowledge, understanding, skills and behaviours relevant to all occupations within the T Level; and</p> <p>(g) each Occupational Specialist Component clearly assesses the occupationally specific knowledge, understanding, skills and behaviours relevant to the occupations within the T Level.</p>
	6	<p>The TQ must not be biased towards any Occupational Specialist Component. Where there is more than one Occupational Specialist Component for the TQ, the Supplier shall ensure that the TQ Core Component is not biased towards any particular Occupational Specialist Component. This is to ensure fairness for all Students, to support learning in their chosen Occupational Specialist Component.</p>
	7	<p>The TQ and its Components must be appropriately titled. The Supplier shall ensure that the TQ and the Components reflect the titling conventions in the Former Supplier's TQ Specification and, if relevant, the Outline Content. The Supplier shall agree any amendments to the titling conventions of the TQ with the Authority and shall then use only this agreed title to refer to the TQ.</p>
	8	<p>The Specification of Content must support fair access to attainment, including for Students with special educational needs and/or disabilities. Without prejudice to the Supplier's obligations in clause 3.1.7 (<i>How the Services must be supplied</i>) and clause 32 (<i>Equality, diversity, human rights and anti-slavery</i>), the Supplier shall comply with all applicable Law and shall ensure that the Specification of Content is inclusive, including providing for Reasonable Adjustments and Special Consideration (as defined in SR 2.4 and SR 2.5 (respectively) below). The Supplier shall provide evidence that it has considered and addressed all such applicable Law relating to delivery of fair access to the TQ.</p>
	9	<p>Set recommended Guided Learning hours for each part of each Component. The Supplier shall ensure that the Specification of Content details the recommended Guided Learning hours for each part of the TQ Core Component and each Occupational Specialist Component, including the recommended Guided Learning hours for both delivery and assessment of each such part of each such Component, provided that (i) such recommended hours are between a minimum of 900 hours and a maximum of 1400 hours and (ii) the maximum number of hours within the recommended range for the TQ Core Component are no more than 50%, and no</p>

		<p>less than 20%, of the overall time for the TQ. The Supplier shall provide a clear and detailed rationale for such recommended Guided Learning hours as part of its Assessment Strategy included with the Submission for the Final Approval Milestone to the Authority, or earlier at the Authority's request, and the Authority shall consider whether such proposed recommended Guided Learning hours may be included as part of the Specification of Content, provided always that the Authority's decision as to whether such recommended Guided Learning hours may be included as part of the Specification of Content shall be final.</p> <p>10 Combination of Occupational Specialist Components. Where a T Level features more than one Occupational Specialist Component these should be specified as options from which a Student will typically select one Occupational Specialist Component. Where a Student is required to study two Occupational Specialist Components, the Supplier shall specify any prohibited combinations of Occupational Specialist Components, for example where there is overlap between the Occupational Specialist Component content or where there would be insufficient time to study a particular combination. The Supplier shall make it clear that Approved Providers can select the Occupational Specialist Component(s) they wish to deliver within these rules. Where rules of combination are given, the Supplier shall provide a clear and detailed rationale as part of its Assessment Strategy for Submission at Interim Milestone 1 which explains how any combinations are compatible and achievable within the duration of the TQ.</p> <p>11 Where, in exceptional circumstances, the Supplier proposes to give Students the option to study more than two Occupational Specialist Components, it must provide a clear and detailed rationale as part of its Assessment Strategy for Submission at Interim Milestone 1 to the Authority and the Authority shall consider whether such rules of combination are appropriate, provided always that the Authority's decision as to whether such rules of combination are appropriate shall be final.</p>
Service Requirement 2: Assessment design and delivery		
Outcomes The TQ provides for optimal assessment and reliable evidence	SR 2.1 Assessment quality	<p>1 The Supplier shall ensure that:</p> <p>(a) the Scheme of Assessment, the TQ Specimen Assessment Materials and the TQ Live Assessment Materials provide the optimum balance of the assessment principles set out below; and</p>

<p>of a Student's attainment in relation to the knowledge, understanding, skills and behaviours specified in the Former Supplier's Specification of Content and, if relevant, the Outline Content.</p> <p>The TQ supports fair access to attainment for all Students who take the TQ.</p>		<p>(b) the Assessment Strategy sets out a detailed rationale to explain how the TQ Specification, the TQ Specimen Assessment Materials and the TQ Live Assessment Materials meet these assessment principles.</p> <p>Assessment principles</p> <ol style="list-style-type: none"> 1 Validity. The extent to which the TQ assessments (including the TQ Specimen Assessment Materials and the TQ Live Assessment Materials) effectively measure what they are intended to measure. This includes the extent to which TQ assessments (including the TQ Specimen Assessment Materials and the TQ Live Assessment Materials) allow Students to produce assessment evidence for the TQ that clearly corresponds to the Specification of Content and ensures the Specification of Content is not under-represented or misrepresented. 2 Reliability. This is about consistency and so concerns the extent to which the various stages in the TQ assessment process generate outcomes that would be replicated were the assessment repeated. The reliability of an assessment is affected by a range of factors, such as the sampling of assessment tasks and inconsistency in marking by human assessors. Reliability is critical to ensuring standards of attainment are equivalent over time (comparable performance). 3 Comparable performance. The extent to which the same grade for a Component with the same title indicates a comparable level of Student performance across Approved Providers (nationally) and over time. 4 Minimising bias. Ensuring that a TQ assessment (including the TQ Specimen Assessment Materials and the TQ Live Assessment Materials) does not produce unreasonably adverse outcomes for Students who share a particular characteristic. The Supplier should seek to ensure all Students are treated fairly and the assessment (including the TQ Specimen Assessment Materials and the TQ Live Assessment Materials) complies with all applicable Law. 5 Minimising malpractice. Ensuring the TQ design (including the TQ Specimen Assessment Materials and the TQ Live Assessment Materials) and processes relating to the delivery of the TQ assessments limit malpractice, including attempts by candidates to communicate with each
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		<p>other during an assessment and failures by Provider staff to comply with Supplier instructions regarding storage of Student assessment evidence.</p> <p>6 Appropriate demand. This relates to the level of difficulty of a TQ assessment task (including within the TQ Specimen Assessment Materials and the TQ Live Assessment Materials) and the requirements of the relevant part of the Specification of Content which is to be assessed and any expectations of performance at specified grades. Demand should be appropriate to a level 3 qualification.</p> <p>7 Manageability. The feasibility of carrying out the TQ assessment processes. A manageable assessment process is one that has reasonable expectations of Students, Approved Providers and (where appropriate) Employers. This will be based on the impact of the assessment process on Students, Approved Providers and (where appropriate) Employers as against the usefulness of the outcomes.</p>
	<p>SR 2.2</p> <p>General assessment delivery requirements</p>	<p>The Supplier shall:</p> <p>1 specify when the TQ assessments can be undertaken during the relevant Academic Year (taking into account any dates prescribed by the Key Dates Schedule for the relevant Academic Year) so that Students have sufficient time to generate assessment evidence and/or demonstrate the required knowledge, understanding, skills and behaviours;</p> <p>2 notwithstanding the number of Assessors (and Moderators where permitted in accordance with the Approved Assessment Strategy) identified in the Implementation and Delivery Plan and/or the Resource Plan, ensure a sufficient number of qualified and trained Assessors (and such Moderators) are available to assess Students' assessment evidence for the TQ;</p> <p>3 train Assessors (and Moderators where permitted in accordance with the Approved Assessment Strategy) so that their judgements in relation to the TQ assessments are consistent and accurate and applied in line with the standards defined by or through such training;</p>

		<p>4 sample the marking of live TQ assessments (to ensure accuracy and consistency) and, where such marking is not accurate and/or consistent, take all such steps as are necessary to ensure that such marking is accurate and consistent;</p> <p>5 ensure the TQ Live Assessment Materials are made available to Approved Providers in English (online and/or in hard copy (as applicable));</p> <p>6 ensure the TQ Live Assessment Materials are available at the right time (online and/or in hard copy (as applicable)) in accordance with this Contract;</p> <p>7 ensure that TQ Live Assessment Materials are free from errors and where any errors are identified in the TQ Live Assessment Materials they are dealt with appropriately, including through the issue of an erratum and by taking all such actions as are necessary to ensure that Students are not disadvantaged as a result of such errors;</p> <p>8 where Student assessment evidence for the TQ is required to be generated under supervised conditions:</p> <p>(a) ensure that the nature of the supervised conditions and the hours for such supervised conditions are detailed in the TQ Specification; and</p> <p>(b) provide a clear and detailed rationale as part of its Assessment Strategy for Submission at Interim Milestone 4 to the Authority and the Authority shall consider whether such hours are appropriate, provided always that the Authority's decision as to whether such hours are appropriate shall be final;</p> <p>9 ensure that Approved Providers comply with the Approved Provider's Quality Assurance Process, including:</p> <p>(a) keeping Students' assessment evidence for the TQ secure during and after assessment; and</p> <p>(b) verifying that a Student's assessment evidence for the TQ has been solely produced by that Student;</p>
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		<p>10 following IfATE Approval, monitor the delivery of the TQ to identify any feature which could disadvantage a group of Students who share a particular characteristic and shall, as soon as reasonably practicable following identification of such a feature, take such steps as are necessary to minimise the feature being an unnecessary barrier to Student attainment;</p> <p>11 monitor and investigate instances of malpractice and/or maladministration relating to the TQ in accordance with paragraph 3 (TQ Provider Approval and monitoring services) of Part 1 of this Service Requirements;</p> <p>12 ensure final marks awarded by Assessors (and Moderator final marks and/or judgements, where permitted in accordance with the Approved Assessment Strategy) in relation to the TQ are collected for each Student and checked for accuracy by the relevant date specified in the Implementation and Delivery Plan; and</p> <p>13 where marking is to be applied to Student assessment evidence for the TQ by Assessors (and/or by assessors employed or engaged by Approved Providers and/or Moderation is to be undertaken in relation to such marking (in circumstances where the Approved Assessment Strategy allows for use of assessors employed or engaged by the Approved Provider)), ensure:</p> <p>(a) such Assessors (and assessors and Moderators) are appropriately trained and competent;</p> <p>(b) such Assessors (and Moderators) have no personal interest in the outcome of the marking; and</p> <p>(c) marking and Moderation is conducted in a way which secures the accuracy of marking and a consistent approach to marking, provided always that where the Supplier determines that such marking and/or Moderation is not being undertaken accurately and consistently, it shall correct any inaccuracies and/or inconsistencies and shall take (or shall (where necessary) procure that the relevant Approved Provider and/or Moderator shall take (as the case may be)) all necessary steps to prevent any future recurrence of such inaccuracy and/or inconsistency.</p>
	SR 2.3	<p>1 The Supplier shall ensure that it has all necessary processes in place to ensure that, where TQ Live Assessment Materials are confidential (including the content of or information about</p>

	Confidentiality of TQ Live Assessment Materials	<p>such TQ Live Assessment Materials), all such TQ Live Assessment Materials remain confidential.</p> <p>2 If, notwithstanding the processes referred to above, a breach of confidentiality in relation to the TQ Live Assessment Materials does occur (including through the loss, theft or transmission of confidential TQ Live Assessment Materials) or is either suspected by the Supplier or alleged by any other person (and where there are reasonable grounds for that suspicion or allegation), such matter shall be notified to the Authority in accordance with paragraph 3.2 of Part 1 of this Service Requirements and the provisions of paragraphs 3.3 to 3.5 (inclusive) of such Part 1 of this Service Requirements shall apply.</p>
	<p>SR2.4</p> <p>Reasonable Adjustments</p>	<p>“Reasonable Adjustments” means such adjustments to and/or exemptions from the TQ Live Assessment Materials (as applicable) as are necessary and reasonable (in the context of what is being assessed) to enable a Student with special educational needs and/or disabilities to demonstrate his or her knowledge, understanding, skills and behaviours to the level of attainment required.</p> <p>The Supplier shall:</p> <ol style="list-style-type: none"> 1 have in place clear arrangements for making Reasonable Adjustments; 2 explain (in the Assessment Strategy) how Reasonable Adjustments will be made to support fair access to attainment; and 3 provide details of such arrangements to Approved Providers, <p>in each case, taking into account and (where applicable) implementing the process, approach and/or system agreed between the T Level Awarding Organisations pursuant to paragraph 2.1.8 of Schedule 4 (Co-operation).</p>
	<p>SR2.5</p> <p>Special Consideration</p>	<p>“Special Consideration” means consideration to be given to a Student who has experienced a temporary illness, injury or other event outside of the Student’s control and which has had, or is reasonably likely to have had, a material effect on that Student’s ability to take a TQ assessment or demonstrate his or her level of attainment in a TQ assessment.</p> <p>The Supplier shall:</p>

		<ol style="list-style-type: none"> 1 have in place clear arrangements for Special Consideration; 2 explain (in the Assessment Strategy) how Special Considerations will be applied to support fair access to attainment; and 3 provide details to Approved Providers of how to request such Special Consideration, <p>in each case, taking into account and (where applicable) implementing the process, approach and/or system agreed between the T Level Awarding Organisations pursuant to paragraph 2.1.8 of Schedule 4 (<i>Co-operation</i>).</p>
	SR 2.6 TQ Core Component assessment design and delivery	<ol style="list-style-type: none"> 1 The TQ assessments must be appropriately weighted. Where there is more than one Occupational Specialist Component for the TQ, the Supplier shall not weight the assessment of the TQ Core Component more heavily towards any one Occupational Specialist Component. This is to ensure fairness for all Students, to support learning in their chosen Occupational Specialist Component. 2 The Supplier shall assess the TQ Core Component using two distinct methods, as follows: <ol style="list-style-type: none"> (a) the core knowledge and understanding shall be assessed using an External Examination; and (b) the core skills and relevant aspects of core knowledge shall be assessed through the Employer Set Project in accordance with paragraph 3 below, <p>in each case, as referred to in the Specification of Content.</p> 3 Evidence generated by a Student in assessments of the Employer Set Project should be marked by an Assessor. However, in very exceptional circumstances set out in the Approved Assessment Strategy, an Approved Provider may be permitted to mark assessment evidence generated by a Student only where the Supplier: (i) puts in place robust arrangements which ensure that such marking achieves valid and reliable outcomes; (ii) uses an approach that is as close to complete independence as possible (such arrangements and approach to be

		<p>detailed in the Approved Assessment Strategy); and (iii) procures that all such marking is subject to Moderation.²</p> <p>4 Assessment objectives. The Supplier shall:</p> <p>(a) set out the assessment objectives for each of the External Examination and the Employer Set Project; and</p> <p>(b) specify the relevant weightings as between the External Examination and the Employer Set Project,</p> <p>in each case, in the Scheme of Assessment.</p> <p>5 Minimum performance requirements for the TQ Core Component must be clearly defined. The Supplier shall ensure that:</p> <p>(a) the External Examination and the Employer Set Project are each assessed using compensatory assessment methods, such that high performance in one part of the TQ Core Component assessment compensates for lower performance in another; and</p> <p>(b) the minimum performance requirements for each judgemental grade required for the TQ Core Component shall reference each of the External Examination and the Employer Set Project.</p> <p>6 Devise the External Examination to assess the full range of knowledge and understanding outlined in the TQ Core Component. The Supplier shall ensure that:</p> <p>(a) the External Examination will sample from the full breadth of relevant parts of the Specification of Content; and</p> <p>(b) an indicative sampling grid for the Term is included within the Assessment Strategy.</p>
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² These proposed arrangements should form part of the Supplier's Response.

		<p>7 Assessment of core skills and relevant aspects of knowledge through Employer Set Project. The Supplier shall develop briefs for Employer Set Projects and shall ensure that:</p> <ul style="list-style-type: none"> (a) such briefs are developed in collaboration with Employers; (b) each such brief enables a Student to demonstrate core skills and relevant aspects of core knowledge in an occupationally relevant context; and (c) the Assessment Strategy outlines how such briefs will continue to be relevant to the TQ Core Component throughout the Term and how the Supplier will ensure that such Employer Set Projects do not become predictable and how they will keep pace with the needs of industry, <p>in each case, so that new briefs for Employer Set Projects are made available by the Supplier in each Academic Year.</p>
		<p>8 Engage with relevant Employers to set clear project briefs. The Supplier shall:</p> <ul style="list-style-type: none"> (a) engage with Employers to ensure that sufficient project brief(s) is/are made available to enable Students to demonstrate skills across the breadth of the available Occupational Specialist Component(s), provided always that where the Supplier proposes to make available only one project brief in respect of the TQ to Students and/or proposes to utilise a project brief in respect of more than one Occupational Specialist Component, then: <ul style="list-style-type: none"> (i) the Supplier shall provide a detailed rationale for such proposals as part of its Assessment Strategy included with the Submission for Interim Milestone 1 to the Authority; (ii) the Authority shall consider whether such proposals are acceptable; and (iii) the Authority's decision as to whether such proposals are acceptable shall be final; (b) engage with Employers to ensure that each project brief:

		<ul style="list-style-type: none"> (i) has clear objectives, which align with the Specification of Content and which aim to motivate Students; (ii) requires Students to solve a real world problem; (iii) enables Students to generate sufficient assessment evidence to meet the objectives referred to in (i) immediately above; (iv) clearly sets out the arrangements and restrictions for Approved Providers to support Students in carrying out and completing the Employer Set Project; and (v) allows sufficient time to enable Students to generate sufficient assessment evidence; and <p>(c) obtain evidence of validation from each Employer involved in setting the brief(s) that they approve such brief(s) (and the Supplier shall make available to the Authority a copy of such evidence). Evidence of employer validation must include, but is not limited to, details of the questions asked of Employers, Employer responses and how the AO addressed Employer feedback.</p>
	<p>SR 2.7</p> <p>Occupational Specialist Component assessment design and delivery</p>	<p>1 Assessment of performance outcomes. The Supplier shall ensure that:</p> <ul style="list-style-type: none"> (a) the assessment materials for each Occupational Specialist Component assess all performance outcomes detailed in the Specification of Content for that Occupational Specialist Component; and (b) so far as is reasonably practicable, each assessment is synoptic to reflect how knowledge, understanding, skills and behaviours are drawn together and implemented to develop meaningful occupationally relevant Student assessment evidence, which attests to Occupational Entry Competence, provided always that where the Supplier reasonably determines that it is not possible to assess performance outcomes synoptically, the Supplier shall provide a clear and detailed rationale as part of its Assessment Strategy for Submission at Interim Milestone 1 to the Authority and the Authority shall consider whether it is acceptable not to assess performance outcomes

		<p>synoptically, provided always that the Authority's decision as to whether such approach is appropriate shall be final.</p> <p>2 Evidence generated by a Student in assessments of each Occupational Specialist Component should be marked by an Assessor. However, in very exceptional circumstances set out in the Approved Assessment Strategy, an Approved Provider may be permitted to mark assessment evidence generated by a Student only where the Supplier: (i) puts in place robust arrangements which ensure that such marking achieves valid and reliable outcomes; (ii) uses an approach that is as close to complete independence as possible (such arrangements and approach to be detailed in the Approved Assessment Strategy); and (iii) procures that all such marking is subject to Moderation.³</p> <p>3 Exemplifying the expected standards of attainment. The Supplier shall, for each Occupational Specialist Component, produce Guide Standard Exemplification Materials (which shall be validated by sufficient and representative sample of Employers and Providers as agreed by the Authority)) for the purposes of IfATE Approval and for the First Teach Cohort and, for each Academic Year following grade awarding for the First Teach Cohort, produce Grade Standard Exemplification Materials (which shall be validated by Employers before results are issued) and submitted to the Authority for agreement by no later than the end of September and published by the end of October of that Academic Year, unless otherwise agreed in writing by the Authority.</p>
Service Requirement 3: Grading and Awarding		
Outcomes Grades awarded for the TQ Core Component and each Occupational Specialist Component	SR 3.1	<p>1 The Supplier shall undertake grading and awarding in accordance with the relevant part of the Approved Assessment Strategy.</p>

³ These proposed arrangements should form part of the Supplier's Response.

<p>are reliable and allow Employers and other end-users (including higher education providers) to accurately identify a Student's level of attainment and effectively differentiate their performance.</p> <p>The TQ supports fair access to attainment for all Students who take the TQ.</p> <p>The minimum pass grade standard for each Occupational Specialist Component attests to Occupational Entry Competence, meets Employer expectations, and is as close to full occupational competence as possible.</p>		
Service Requirement 4: Provider Approval		
<p>Outcomes</p> <p>Approved Providers are capable of</p>	<p>SR4.1</p>	<p>1 The Supplier shall receive and process applications from Eligible Providers to become Approved Providers in accordance with the relevant part of the Approved Assessment Strategy.</p>

delivering the TQ to meet the required standards and expectations.		<p>2 The Supplier shall (within 30 Working Days) following receipt of an application for Provider Approval from an Eligible Provider:</p> <ul style="list-style-type: none"> (a) assess that Eligible Provider against the Provider Approval Criteria to determine whether such Eligible Provider satisfies all of the requirements of the Provider Approval Criteria; (b) notify that Eligible Provider of the outcome of its application; and (c) where the Eligible Provider satisfies all of the requirements of the Provider Approval Criteria, grant Provider Approval in respect of such Eligible Provider.
Service Requirement 5: Provider Support		
<p>Outcomes</p> <p>Approved Providers are fully supported to plan and deliver (including to properly prepare Students for assessment) the TQ to meet the required standards and expectations.</p>	SR 5.1	<p>The Supplier shall ensure that Approved Providers are fully supported to promote, plan and deliver the TQ, including:</p> <ul style="list-style-type: none"> 1 setting out in the TQ Specification and Assessment Guidance for Providers any guidance and support available to the Approved Provider in respect of the TQ, which may include guidance as to sequencing of assessment of any Component; 2 providing a telephone, email and internet facility and ensuring that sufficient, suitably trained contact staff are available to: <ul style="list-style-type: none"> (a) answer Approved Providers' queries regarding the Provider Services and/or the TQ (including enquiries and/or queries about results); (b) deal with complaints in relation to the Provider Services and/or the TQ; and (c) ensure that such queries and/or complaints (and any queries about the T Level Programme, including different programme elements and work placements) are directed to the relevant individual at the Supplier, the Authority or other Stakeholder (as applicable);

		<p>3 ensuring that such training, resources and other information relating to the TQ, as is necessary to assist Approved Providers' administration and examination officers, is available, including in relation to:</p> <ul style="list-style-type: none"> (a) key dates for administration of the TQ; (b) how to use any systems to upload materials; and (c) which forms should be used to enable Approved Providers to claim completion of the TQ by the relevant Student; <p>4 ensuring that such training, resources and other information relating to the TQ, as is necessary to assist Approved Providers' teaching and learning, is available to ensure the requirements of the TQ are clear and Students can be well prepared for assessment for the TQ, including:</p> <ul style="list-style-type: none"> (a) exemplifying (through the provision of and training in relation to the application of the Guide Standard Exemplification Materials) the expected standards of performance for the TQ for the First Teach Cohort, so that the Approved Providers are able to design effective courses and have a clear understanding of the quality and standards their Students need to achieve; and (b) the development in accordance with Annex 11 to the Service Requirements, of <ul style="list-style-type: none"> (i) Supplementary Specimen Assessment Materials; (ii) Employer Set Project Guide Exemplar Responses; (iii) Employer Set Project Grade Exemplar Responses; and (iv) Accompanying Assessment Guidance for Providers; all of which must be suitable to be used by Approved Providers to prepare Students effectively for live TQ assessments; and (c) exemplifying (through the provision of documentation, including chief examiner and chief moderator reports, which provides an overview or analysis of Student performance and includes but is not limited to, examples of student responses to assessment questions and/or tasks) the expected standards of performance for the TQ,
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		<p>so that Approved Providers are supported in understanding how students performed at item, sub-component and component level to support future teaching and learning.</p> <p>5 undertaking intermittent reviews to ensure that the support remains fit for purpose, taking account of feedback from Approved Providers and amending the support packages as necessary;</p> <p>6 having in place systems and processes to monitor and report to the Authority details of Approved Provider uptake of the TQ Deliverables (and any other Products and/or documents associated with the TQ), ensuring each and every Approved Provider has accessed and is using the current version of the relevant TQ Deliverable.</p> <p>7 aligning training and resources with any wider FE Professional Readiness to Deliver T Levels training and support offered by the Authority; and</p> <p>8 supporting Approved Providers on agreed promotional activity, as appropriate following any reasonable request from the Authority.</p>
Service Requirement 6: Student registration and Student entry		
Outcomes Unique identification of Students	SR 6.1	The Supplier shall procure that Approved Providers register each Student undertaking the TQ in a way that permits the Student to be clearly and uniquely identified.
Service Requirement 7: TQ Results		
Outcomes Accurate and complete results	SR 7.1	The Supplier shall ensure that all results which it issues are accurate and complete and reflect the outcome of the awarding process.

Service Requirement 8: TQ Post-Results Services		
<p>Outcomes</p> <p>The TQ provides for optimal assessment and reliable evidence of a Student's attainment in relation to the knowledge, understanding, skills and behaviours specified in the Former Supplier's TQ Specification and, if relevant the Outline Content.</p> <p>The TQ supports fair access to attainment for all Students who take the TQ.</p>	<p>SR 8.1</p> <p>Assessment Review</p>	<p>The Supplier shall ensure a transparent and effective process for review of marks (or (where applicable) Review of Moderation (as defined in Annex 10 (<i>Additional Services</i>) to this Service Requirements) for each Component.⁴</p>
	<p>SR 8.2</p> <p>Appeals Process</p>	<p>1 The Supplier shall operate an appeals process, which enables Approved Providers to appeal:</p> <p>(a) the results of TQ assessments undertaken by Students or (in the case of an appeal in respect of an individual Student) results of TQ assessments undertaken by that Student (including in either case the outcome of a Review of Marking and/or Review of Moderation);</p>

⁴ The proposed process should form part of the Supplier Response. This requirement will simply link to the proper implementation of that process.

		<p>(b) any decisions regarding Reasonable Adjustments and/or Special Consideration for Students or (in the case of an appeal in respect of an individual Student) decisions regarding Reasonable Adjustments and/or Special Consideration for that Student; and</p> <p>(c) decisions which have resulted in action taken against that Approved Provider or (in the case of an appeal in respect of an individual Student) that Student in relation to the TQ, in either case, following an investigation into malpractice or maladministration,⁵</p> <p>(together or individually (as the case may be) an “Appeal”).</p> <p>2 Where, as a result of an Appeal, the Supplier identifies that there is or was (as the case may be) a failure in its TQ assessment process affecting more than one Student, it shall:</p> <p>(a) notify the Authority of such failure (including full details of the impact of such failure);</p> <p>(b) identify all Students who have (or who may reasonably be expected to have) been affected by the failure;</p> <p>(c) correct or, where it cannot be corrected, mitigate as far as possible the effect of the failure; and</p> <p>(d) take all such steps as are necessary to ensure that such failure does not recur in the future,</p> <p>and the provisions of paragraphs 3.2 to 3.5 (inclusive) of Part 1 of this Service Requirements shall apply in respect of such failure.</p>
Service Requirement 9: Reporting		
Outcomes Accurate and timely information and data is	SR 9.1	The Supplier shall ensure that the Management Information is provided to the Authority as follows. In the case of:

⁵ The proposed appeals process should form part of the Supplier Responses. This requirement will simply link to the proper implementation of that process.

available throughout the Term		<ol style="list-style-type: none"> 1 the Development Phase Report, in accordance with clause 5.5 (<i>Developing the TQ and achieving IfATE Approval</i>); 2 the Operational Delivery Report, in accordance with paragraph 3.1 of Schedule 15 (<i>Monitoring of Performance</i>); 3 the information and data generated pursuant to paragraph 5 of Part 1 of this Service Requirements, in accordance with paragraph 5.4 of Part 1 of this Service Requirements; 4 the information and data generated pursuant to paragraph 8 of Part 1 of this Service Requirements, in accordance with paragraph 8.2 of Part 1 of this Service Requirements; 5 the information and data relating to the delivery of the Additional Services in accordance with paragraphs 5.3, 6.1.3 and 9.1.2 of Part 1 of this Service Requirements, in each Contract Month; and 6 the information and data relating to adjustment to the Fees pursuant to clauses 4.12 and 4.13 (<i>Pricing and payments</i>), in accordance with clause 4.13.1 (<i>Pricing and payments</i>). 7 the information and data relating to the delivery of the Social Value commitments in accordance with paragraph 13.1 (<i>Social Value Commitments</i>)
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Part 3 – Product Descriptions

This Part 3 sets out the Product Description for each Product.

Product	Description
Assessment Strategy	<p>A clear and detailed explanation for how the TQ meets the outcomes/overall measures and requirements for each Service.</p> <p>In relation to the design of the TQ, the Assessment Strategy shall include details of and a clear and detailed rationale for:</p> <ul style="list-style-type: none">• how the design of the TQ will ensure compliance (including ongoing compliance) with all relevant requirements of this Service Requirements;• (i) individual assessment time for each TQ assessment, for example in terms of covering the required part of the Specification of Content effectively and balancing reliability and manageability, and (ii) combined assessment time for the different TQ assessments;• the number of marks for each individual TQ assessment, for example in terms of covering the required part of the Specification of Content effectively and balancing reliability and manageability;• how the design of the TQ will ensure appropriate compensation taking into account the requirements of SR 2.6 (5) (a) of Service Requirement 2;• the approach to differentiating for the available grade range in each case;• how Students' interests will be protected if there are changes to the Specification of Content;• the Guided Learning hours for each Component, taking into account the requirements of SR 1.1 (9) of Service Requirement 1;

Product	Description
	<ul style="list-style-type: none"> • if applicable, why Students have been given the option to study more than two Occupational Specialist Components; • the approach to how assessments will be structured, for example in terms of covering the required part of the Specification of Content effectively and achieving the optimum balance of the assessment principles set out in SR 2.1 of Service Requirement 2, including: <ul style="list-style-type: none"> ○ the number of tasks and assessments in the External Examination; ○ the number of tasks and assessments in the Employer Set Project; ○ the relative weightings of the External Examination and the Employer Set Project; ○ the number of tasks and assessments for each Occupational Specialist Component; ○ for Occupational Specialist Components, why it is not possible to assess performance outcomes synoptically (if applicable); and ○ how the Former Supplier's TQ Specification and, if relevant, the Outline Content will be covered over the life of the Contract including any proposed approach to sampling. • in very exceptional circumstances where the Supplier considers that there is justification for any assessments in relation to the Employer Set Project and/or the Occupational Specialist Components to be marked by an Approved Provider and not externally marked by an Assessor, a detailed rationale which explains why this is necessary in terms of achieving an optimum balance of the assessment principles set out in SR 2.1 of Service Requirement 2 and a detailed explanation of the approach to Moderation. Exceptional circumstances shall include the following factors: <ul style="list-style-type: none"> ○ where the assessment evidence generated by Students is likely to arise spontaneously and/or be ephemeral in nature and where this may lead to significant or insurmountable logistical difficulties in terms of the Supplier arranging to be present for every assessment; ○ where the assessment would require repeat measurement over an extended period of time, potentially including measurement of multiple aspects across multiple Students, rather than measurement on a single occasion and where this may lead to significant or insurmountable logistical difficulties in terms of the Supplier being present for the whole period of the assessment; ○ where the presence of an Assessor could significantly affect the assessment, for example because it may place undue pressure on Students and therefore undermine fairness, or could require the assessment to be designed and/or completed in an artificial way which would undermine validity; and

Product	Description
	<ul style="list-style-type: none"> ○ where the presence of an Assessor is not possible owing to issues of sensitivity and/or confidentiality with respect to individuals required to participate in the assessment(s), provided always that the factor(s) giving rise to a claim by the Supplier of the existence of any exceptional circumstances are relevant to the content of the TQ, the risks to the validity or manageability of the assessment arising as a result of such factor(s) are significant and such factor(s) and/or risk(s) cannot be managed or mitigated without marking being undertaken by an Approved Provider; • the approach to coverage of the Former Supplier's TQ Specification and, if relevant the Outline Content, including: <ul style="list-style-type: none"> ○ how the Former Supplier's TQ Specification and, if relevant the Outline Content has been covered overall and in each TQ assessment; ○ how the Former Supplier's TQ Specification and, if relevant the Outline Content has been elaborated on where necessary; ○ if applicable, why it is necessary to move elements of the Former Supplier's TQ Specification and, if relevant, the Outline Content which relate to one Component into another Component; and ○ if applicable, why it is necessary to include entirely new content that is not included in the Former Supplier's TQ Specification and, if relevant, the Outline Content into the Specification of Content; • the approach to: <ul style="list-style-type: none"> ○ mapping of the Specification of Content in TQ Specimen Assessment Materials; ○ coverage of the Specification of Content over time; and ○ ensuring the assessments for the TQ Core Component and each Occupational Specialist Component support fair access to attainment, including the approach to Reasonable Adjustments and Special Consideration; • the assessment objectives and weightings for the External Examination and the Employer Set Project; • the approach to targeting assessment objectives in the External Examination and the Employer Set Project, and to targeting performance outcomes in each Occupational Specialist Component; • the approach to each TQ assessment, including: <ul style="list-style-type: none"> ○ an explanation of:

Product	Description
	<ul style="list-style-type: none"> ▪ the range of task types to be used (e.g. multiple-choice, short answer, extended response, practical assignment) and how these will support valid assessment of the Specification of Content; and ▪ the approach to mark scheme and assessment criteria design, including for different task types, and an explanation of how resulting mark schemes and assessment criteria will support reliable application by Assessors (and any assessors employed or engaged by any Approved Provider and any Moderators where permitted in accordance with the Approved Assessment Strategy); ○ sample question/tasks which may be from the TQ Specimen Assessment Materials, and associated mark schemes and assessment criteria, representing the range to be used in each such TQ assessment, with commentaries explaining the approaches; ○ an indicative sampling grid for the External Examination; and ○ how the requirements of SR 2.6 (7) and SR 2.6(8) of Service Requirement 2 have been taken into account. <ul style="list-style-type: none"> • the approach to availability of TQ assessments, including: <ul style="list-style-type: none"> ○ when assessments will be scheduled for the External Examination, the Employer Set Project and each Occupational Specialist Component; ○ how the approach is appropriate, including consideration of: the amount and weight of material to be covered; the extent to which different aspects would be covered sequentially or concurrently; how coherence with the overall T Level Programme will be promoted; the need to ensure that enough time is available for sufficient learning to have taken place (including how Approved Providers will be supported so that they enter Students for a Component's assessments in an appropriate Academic Year and in an appropriate assessment series within that Academic Year, in each case, within the two-year programme for the T Level); and how the approach will support standard setting; ○ when the first assessment cycle will be held for the First Teach Cohort, taking into account the need to ensure that standards are set appropriately in the first Academic Year so they are appropriate to be carried forward to future assessment cycles; ○ arrangements for Students to retake, in full, any or all of the External Examination, the Employer Set Project and each Occupational Specialist Component; and ○ the type of assessment (e.g. online and/or paper-based) for the External Examination, Employer Set Project and each Occupational Specialist Component; and

Product	Description
	<ul style="list-style-type: none"> • quality assuring the design and development of the TQ and its component assessments in line with the requirements set out in the Service Requirements and in line with the Assessment Strategy. <p>Taking into account the approach to availability of TQ assessments, the Assessment Strategy shall include a clear and detailed explanation of any risks that have been identified, how these will be mitigated, and how particular challenges will be addressed, including:</p> <ul style="list-style-type: none"> • ensuring comparability of assessments; • minimising predictability of assessments; • ensuring security and confidentiality of assessments; and • in relation to the Employer Set Project, how the Employer Set Projects will continue to be relevant to the TQ Core Component throughout the Term and how they will not become predictable and will keep pace with the needs of industry. <p>In relation to the delivery of the TQ, the Assessment Strategy shall include:</p> <ul style="list-style-type: none"> • details of and a clear and detailed rationale for how the delivery of the TQ will ensure ongoing compliance with all relevant requirements of this Service Requirements; • clear details of the process for developing TQ assessment materials (including TQ Specimen Assessment Materials and TQ Live Assessment Materials), including different stages and Supplier Staff involved, how evidence regarding functioning of previous assessments is used, any differences by assessment type and item setting arrangements; • clear details of the approach to training individuals who will be responsible for setting TQ assessments and/or items, including ensuring security and mitigating any conflicts of interest; • details of the nature of and number of hours of supervised conditions that will be required to deliver the TQ; • clear details of the approach to training and standardising the approach of Assessors (and any assessors employed or engaged by any Approved Provider and any Moderators where permitted in accordance with

Product	Description
	<p>the Approved Assessment Strategy), together with details of standardisation procedures and any wider training;</p> <ul style="list-style-type: none"> • a clear and detailed explanation of how the marking processes for Student assessment evidence for the TQ will operate, including any variation between the External Examination, the Employer Set Project and each Occupational Specialist Component; • a clear and detailed explanation of the process that will be in place: <ul style="list-style-type: none"> ○ to monitor accuracy and consistency of marking by Assessors (and Moderation by Moderators where permitted in accordance with the Approved Assessment Strategy) and issuing of results, and ○ to take remedial action where such process does not deliver accuracy and consistency of marking (and/or Moderation by Moderators where permitted in accordance with the Approved Assessment Strategy) and/or issuing of results; • a clear and detailed explanation of how malpractice will be minimised and addressed and the approach to maintaining security and confidentiality of TQ assessments, including any differences by assessment; • a clear and detailed explanation as to how live issues during assessments for the TQ will be dealt with (i.e. where the design/delivery mitigations have failed); • a clear and detailed explanation as to how results data for each Component and the TQ will be provided to the Authority in line with the Key Dates Schedule for the relevant Academic Year; and • a clear and detailed explanation as to how each Post-Results Service (referred to in paragraph 9 (<i>TQ Post-Results Services</i>) of Part 1 of this Service Requirements) will be delivered.⁶ <p>In relation to Eligible Providers and Approved Providers, the Assessment Strategy shall include a summary of the proposed approach to ensuring that Approved Providers are able to prepare for and undertake the TQ assessments, together with a clear and detailed explanation of:</p>

⁶ The Supplier Response should detail the Supplier's proposals for the Additional Services. This requirement will link to the proper implementation of that part of the Supplier Response.

Product	Description
	<ul style="list-style-type: none"> the approach to approving Eligible Providers as Approved Providers, in line with the Provider Approval Criteria; the approach to ensuring that all Approved Providers have appropriate and consistent quality assurance measures in place for the delivery of the TQ and ensuring that such Approved Providers maintain ongoing compliance with those quality assurance measures; the approach to the provision of guidance and training to Approved Providers in connection with the delivery of the TQ assessments for the Employer Set Project and the Occupational Specialist Components; the approach to monitoring Approved Providers in relation to TQ assessments for the Employer Set Project and the Occupational Specialist Components, including how this approach will ensure that such assessments remain fit for purpose on delivery; how Guide Standard Exemplification Materials will be produced, with input from and validated by a sufficient and representative sample of Employers and Providers as agreed by the Authority; and how Grade Standard Exemplification Materials will be produced, and kept under review, with input from validated by a sufficient and representative sample of Employers as agreed by the Authority. <p>In relation to awarding, the Assessment Strategy shall include a clear and detailed explanation of:</p> <ul style="list-style-type: none"> the technical methodology employed in the awarding process, including the Supplier Staff involved and their roles; how the decisions from the awarding process are approved within the Supplier and the Supplier Staff involved in this; how comparability between different versions of assessments and different types of assessment (e.g. online vs paper-based) is ensured, both where these are available at the same time and on an ongoing basis;

Product	Description
	<ul style="list-style-type: none"> • how comparability between any options in the TQ will be ensured; • how any evidence in relation to the comparability of the TQ with the technical education qualification element for other applicable T Levels within the same Route (including those offered by other T Level Awarding Organisations) will be used to inform decisions on standard setting; • how grades are calculated, including judgemental and arithmetic grade boundaries, aggregation of marks between the External Examination and Employer Set Project, and the use of any conversion scales; and • the approach to and range of qualitative and quantitative evidence used to inform grading and awarding decisions and the weight given to different sources, together with: <ul style="list-style-type: none"> ○ a rationale for this approach in the light of the TQ design and Cohort make-up; and ○ details of how this approach will be kept under review and may be adjusted, including any variation between initial standard setting and maintenance of standards, <p>and in relation to such qualitative and quantitative evidence:</p> <ul style="list-style-type: none"> ○ qualitative evidence shall include (for the TQ Core Component and each Occupational Specialist Component as a whole and for each TQ assessment): <ul style="list-style-type: none"> ▪ views of senior examiners about the quality of Student assessment evidence for the TQ; ▪ views of senior examiners about the demand of TQ assessments; ▪ performance descriptions informed by Employer views; ▪ Guide Standard Exemplification Materials and Grade Standard Exemplification Materials informed by Employer views; ▪ archive Student assessment evidence for the TQ from previous series (where applicable); and ▪ if necessary, cognate Student assessment evidence for the TQ, for example from related qualifications; and ○ quantitative evidence shall include (for the TQ Core Component and each Occupational Specialist Component as a whole and for each TQ assessment): <ul style="list-style-type: none"> ▪ mark distribution; ▪ mean mark; ▪ standard deviation;

Product	Description
	<ul style="list-style-type: none"> ▪ item-level data, such as facility and discrimination indices; ▪ percentage of Students achieving each grade in previous series; and ▪ information about Students' prior/concurrent attainment. <p>The Assessment Strategy shall also include an explanation as to how innovation will be appropriately tested before implementation to secure on-going compliance by the Supplier with its obligations under this Service Requirements.</p>
Employer and Provider Engagement Strategy	A clear and detailed strategy describing the approach to engaging with, and where applicable training, Employers and Providers in relation to the design, content, delivery, assessment, validation and update of the TQ and the Services, including the approach to sharing early and/or amended drafts of all Initial TQ Deliverables and TQ Deliverables with Employers and Providers (as applicable).
TQ Specification	<p>Specification of Content</p> <p>The Specification of Content shall set out the knowledge, understanding, skills and behaviours that Students need to learn for the TQ Core Component and each Occupational Specialist Component. The Specification of Content for the TQ Core Component and each Occupational Specialist Component must be clear and unambiguous and adequately cover (and where necessary build on) the Former Supplier's TQ Specification and, if relevant, the Outline Content (and not simply replicate it). The Specification of Content shall detail the recommended Guided Learning hours for each Component (including recommended Guided Learning hours for both delivery and assessment of each Component), taking into account the requirements of SR 1.1 (9) of Service Requirement 1.</p> <p>The TQ Specification will be validated by a sufficient and representative number of Employers as agreed by the Authority.</p> <p>Scheme of Assessment</p> <p><i>TQ Core Component – External Examination – knowledge and understanding</i></p> <p>The Scheme of Assessment shall clearly set out (in relation to the External Examination) an explanation for Approved Providers of:</p>

Product	Description
	<ul style="list-style-type: none"> • the assessment objectives and their weightings; • the method and number of assessments (if more than one); • the duration of the/each assessment; • the number of marks in the/each assessment; • how and when the/each assessment will be made available; • the grades available for the TQ Core Component and that these grades are for the External Examination and the Employer Set Project in combination; and • any relevant design features for the External Examination, such as the range of different question types that will be used and any access there will be to stimulus/pre-release materials. <p><i>TQ Core Component – Employer Set Project</i></p> <p>The Scheme of Assessment shall clearly set out (in relation to the Employer Set Project) an explanation for Approved Providers of:</p> <ul style="list-style-type: none"> • the assessment objectives and their weightings; • the assessment tasks available, i.e. options; • the duration of the assessment; • the number of marks for the assessment; • how and when the assessment will be made available; • the assessment criteria that will be applied (including, in very exceptional circumstances set out in the Approved Assessment Strategy, where any assessments in relation to the Employer Set Project are to be marked by an Approved Provider and not externally marked by an Assessor, details of how marks should be allocated); • the conditions under which assessment evidence must be generated; • the forms of assessment evidence that must be retained by the Approved Provider and the expectations around this; • the grades available for the TQ Core Component and that these grades are for the External Examination and Employer Set Project in combination; and • (in very exceptional circumstances set out in the Approved Assessment Strategy, where any assessments in relation to the Employer Set Project are to be marked by an Approved Provider and not externally marked by an Assessor) details of how Moderation will be conducted.

Product	Description
	<p>The Scheme of Assessment shall also:</p> <ul style="list-style-type: none"> • specify the relevant weightings as between the External Examination and the Employer Set Project; and • outline the minimum performance requirements for each judgemental grade required for the TQ Core Component (and each judgemental grade shall reference both the External Examination and Employer Set Project). <p><i>Occupational Specialist Components</i></p> <p>The Scheme of Assessment shall clearly set out (in relation to each Occupational Specialist Component) an explanation for Approved Providers of:</p> <ul style="list-style-type: none"> • the performance outcomes and how these are mapped to the Former Supplier's Specification of Content and, if relevant, the Outline Content; • the assessment task(s) for the relevant Occupational Specialist Component; • the duration of the assessment; • the number of marks for the assessment; • how and when the TQ Live Assessment Materials will be made available; • the assessment criteria that will be applied (including, in very exceptional circumstances set out in the Approved Assessment Strategy, where any assessments in relation to the relevant Occupational Specialist Component are to be marked by an Approved Provider and not externally marked by an Assessor, details of how marks should be allocated); • the conditions under which Student assessment evidence must be generated; • the forms of Student assessment evidence that must be retained by the Approved Provider and the expectations around this; • any permissions/prohibitions with respect to different Occupational Specialist Components being taken in combination; • the grades available for the relevant Occupational Specialist Component; and • (in very exceptional circumstances set out in the Approved Assessment Strategy, where any assessments in relation to the relevant Occupational Specialist Component are to be marked by an Approved Provider and not externally marked by an Assessor) details of how Moderation will be conducted.

Product	Description
	<p data-bbox="577 300 1256 331">Approved Provider's Quality Assurance Process</p> <p data-bbox="577 368 2018 464">This part of the TQ Specification shall set out details of the Approved Provider's role in quality assuring the TQ assessments, to ensure compliance by the Supplier with its quality assurance obligations in the relevant part of the Supplier Response⁷, for example:</p> <ul data-bbox="629 507 2040 639" style="list-style-type: none"> • authentication – ensuring Students' assessment evidence is their own; • malpractice – for example during controlled conditions; and • any other activity required of Approved Providers by the Supplier to ensure regulatory/contractual requirements are met. <p data-bbox="577 679 1227 711">Additional Information for Approved Providers</p> <p data-bbox="577 748 1182 780">The TQ Specification shall also clearly set out:</p> <ul data-bbox="629 817 1406 880" style="list-style-type: none"> • the Qualification Purpose; and • the prior learning requirements for the TQ (if applicable). <p data-bbox="577 987 1877 1019">The TQ Specification shall also clearly set out, or provide appropriate links to, information regarding:</p> <ul data-bbox="629 1056 1653 1264" style="list-style-type: none"> • calculating grades (e.g. aggregation and scaling); • submitting general queries; • access arrangements, Reasonable Adjustments and Special Consideration; • enquiries about results and Appeals; • retakes; and • any guidance in relation to delivery of the TQ.

⁷ The proposed assurance arrangements should form part of the Supplier Response.

Product	Description
TQ Specimen Assessment Materials	<p>The TQ Specimen Assessment Materials shall comprise examples of assessments that are representative of the approach the Assessment Strategy proposes is used in live operation and shall be produced to the same quality standard. The TQ Specimen Assessment Materials shall cover each of the following:</p> <ul style="list-style-type: none"> • TQ Core Component – External Examination – sample question paper and mark scheme for the/each assessment, together with mapping to the Former Supplier’s Specification of Content and, if relevant, the Outline Content and sampling approach proposed; • TQ Core Component – Employer Set Project – assessment tasks/requirements for each available option and assessment criteria; and • Occupational Specialist Component – practical assessment tasks/requirements and assessment criteria for each Occupational Specialist Component. <p>TQ Specimen Assessment Materials for all components of the TQ will be validated by a sufficient and representative number of Employers as agreed by the Authority.</p>
TQ Live Assessment Materials	<p>The live assessment materials (modelled on the TQ Specimen Assessment Materials and taking into account (as applicable) performance demonstrated by previous TQ Live Assessment Materials) that are to form the basis of assessment for the TQ for the relevant Academic Year.</p>
Exemplification Materials	<p>Guide Standard Exemplification Materials</p> <p>Guide Standard Exemplification Materials shall include indicative ‘guide’ examples of Student assessment evidence which the Supplier judges would be likely to meet the minimum requirements for Occupational Entry Competence and higher grades in each Occupational Specialist Component. Guide Standard Exemplification Materials will be produced in consultation with and validated by Employers. Guide Standard Exemplification Materials must accurately portray student assessment evidence and may include, but is not limited to, the use of photographic, audio or video evidence accompanied by an explanatory commentary.</p> <p>Grade Standard Exemplification Materials</p> <p>Grade Standard Exemplification Materials shall include actual marked examples of Students’ assessment evidence, selected after awarding, which:</p>

Product	Description
	<ul style="list-style-type: none"> • have met the minimum requirements for Occupational Entry Competence and higher grades in each Occupational Specialist Component; • are produced (and reviewed on an ongoing basis) in consultation with and validated by Employers; • may be used to train Assessors (and any assessors employed or engaged by an Approved Provider and any Moderators where permitted in accordance with the Approved Assessment Strategy) to ensure that Student assessment evidence is assessed to the correct standard consistently, provided always that if the materials are used to train such Assessors (and any assessors and Moderators), the Supplier shall ensure that the spread of marks covered by the materials (including the Grade Standard Exemplification Materials) that are used for such training shall not be restricted to the grade boundaries but shall include material at a range of other marks; and • meet the requirements of SR 2.7(3) of Service Requirement 2. <p>Student assessment evidence may include, but is not limited to, the use of photographic, audio or video evidence accompanied by an explanatory commentary.</p>
Implementation and Delivery Plan	<p>A detailed explanation of the Supplier's proposed approach to successfully designing, developing and delivering the TQ throughout the Term (the level of detail in respect of the whole (and each relevant part of such Term) being commensurate with the level of detail that can reasonably be expected to be known by and/or available to the Supplier from time to time in respect of such whole or part of the Term), including evidence of the achievability of the proposed approach against the TQ Critical Path Diagram.</p> <p>It shall present a clear and achievable overall timetable for the delivery of all of the Services.</p> <p>The Implementation and Delivery Plan shall include information about the Supplier's:</p> <ul style="list-style-type: none"> • programme and project management approach and project expertise to develop the design, content, assessment and delivery of the TQ, including details of delivery risks and plan to mitigate such risks; • financial modelling on cost of design, development and delivery of the TQ and delivery of the Services;

Product	Description
	<ul style="list-style-type: none"> • approach to working with Stakeholders (including, if relevant, the T Level Panel up to Interim Milestone 1) in relation to the design, development delivery and ongoing update of the TQ and the Services (including consultation with Eligible Providers to ensure the quality of the Initial TQ Deliverables at each Milestone); • approach to working with Stakeholders and organisations associated with and/or providing advice and/or guidance in relation to Students with special educational needs and disabilities in the design, development, delivery and update of the TQ and the Services, including a process for regularly reporting on progress; • approach to sharing early and/or amended drafts of the Initial TQ Deliverables and TQ Deliverables with Eligible Providers and/or Approved Providers (as applicable), including how such documents will be shared and when; • capacity to scale up in relation to demand and in response to delivery challenges to ensure overall delivery remains on track; • ability to develop and implement innovative solutions; • approach to ensuring that Management Information is interoperable with the Authority's systems and processes during the design, development and live operation of the TQ; • proposals for efficiently supporting Providers to deliver the TQ and to answer related enquiries and address related complaints (including Post-Result Services) made by telephone, by post and by other electronic correspondence efficiently and effectively; • process for raising delays or concerns; and • details of proposed joint working between T Level Awarding Organisations (as contemplated by Schedule 4 (<i>Co-operation</i>)) to support (amongst other things) the effective and efficient delivery of the T Level Programme and to streamline administration relating to the T Levels Programme in the interests of Students and Providers. <p>The Implementation and Delivery Plan shall evidence that the Supplier has, or will have:</p> <ul style="list-style-type: none"> • IT infrastructure and systems to support the design, development, delivery and award of the TQ; • secured any relevant third party contracts to support delivery of the TQ; and • processes for the design, development, delivery and award of the TQ.
Resource Plan	A detailed explanation of the Supplier's proposed approach to resourcing to ensure performance of the Services, and the successful design, development and delivery of the TQ, which shall be in the format of the template Resource Plan issued by the Authority as part of the procurement process leading to the award of this Contract.

Product	Description
	<p>The Resource Plan shall include detail about:</p> <ul style="list-style-type: none"> • all types of resources required for delivery of the Services, including a distinction between those that will be dedicated to the TQ and those that will be used for other qualifications or business areas; • the resources that will be internal and those that will be external; • the skills and experience profiles for the required resources; • any existing skills or knowledge gaps that may exist with resources already in place and how and when additional resources will be recruited, mobilised, trained and managed; • the number of resources required (including the number of Assessors (and any Moderators where permitted in accordance with the Approved Assessment Strategy) required); • what the resources would be required to deliver and by when; • how long the relevant resources would be engaged; • processes, measures and strategies that will ensure proper, effective and resilient resourcing so that the TQ will at all times operate in accordance with the Service Requirements; • processes for keeping resource requirements under review; • the proposed approach to the recruitment (including the timescales for and number) of Assessors (and any Moderators where permitted in accordance with the Approved Assessment Strategy) which have recent relevant industry experience, including the trajectory that will be required to be maintained to meet the requirements for the provision of Assessors (and (where applicable) Moderators) under this Service Requirements; • the proposed approach to the training (including the timescales) of Assessors (and any Moderators where permitted in accordance with the Approved Assessment Strategy) which have recent relevant industry experience, including the trajectory that will be required to be maintained to meet the requirements for the provision of Assessors (and (where applicable) Moderators) under this Service Requirements; • the assessment expertise, which will be used to deliver assessment design and processes set out in the Assessment Strategy; and • the occupationally specific subject expertise needed to devise and assess Occupational Specialist Components.
Submission Issues Log	The log of issues raised by the Authority in respect of the Initial TQ Deliverables following a Submission and the Supplier's detailed description of how each such issue has been resolved.

Product	Description
Risk Register	The Supplier's register detailing any events, matters and/or circumstances which it reasonably foresees (acting in accordance with Good Industry Practice) may impact upon and/or risk the successful performance of the Services by the Supplier in accordance with this Contract (or, where the Supplier has failed to create, maintain and/or update such register, such register as would detail such events, matters and/or circumstances if the Supplier was complying with its obligations under this Contract).
Issues Log	The Supplier's log detailing any events, matters and/or circumstances which have occurred and which may impact (or have impacted) upon and/or risk the successful performance of the Services by the Supplier in accordance with this Contract (or, where the Supplier has failed to create, maintain and/or update such log, such log as would detail such events, matters and/or circumstances if the Supplier was complying with its obligations under this Contract).
Provider Approval Criteria	<p>The Supplier's criteria for the approval of Eligible Providers to deliver the TQ which shall:</p> <ul style="list-style-type: none"> • ensure that the Eligible Provider's ability to deliver the TQ to the required standards and expectations is assessed and verified; • ensure that the expertise of the Eligible Provider to deliver the TQ to the required standards and expectations is assessed and verified; • ensure that resources available to the Eligible Provider to deliver the TQ in line with the required standards and expectations is assessed and verified; • promote accessibility of the TQ to all Eligible Providers; • not impose any undue and/or overburdensome administrative, financial and/or operational requirements and/or require any change in the existing administrative, financial and/or operational aspects of an Eligible Provider's business and/or operations, in either case, which could not reasonably be expected by an Eligible Provider as being strictly necessary to deliver the TQ (having regard to the administrative, financial and/or operational aspects of the business and/or operations within which Providers (operating in the same or substantially similar business and/or operations as the Eligible Provider) operate; and • not be inconsistent with and/or lead to a breach of the requirements of clause 7.1 (<i>Interaction with Providers</i>).
Assessment Guidance for Providers	Assessment Guidance shall be produced along with the specimen assessment materials (SAMs) and will

Product	Description
	<p>include guidance to ensure that Providers are fully supported to prepare students for assessment.</p> <p>This guidance must include information relating to each component, task or similar activity.</p> <p>Guidance must also include but is not limited to, information on how to prepare for and administer assessments and where applicable, how to submit assessment evidence, guidance on marking and moderation as well as any other information that is required to ensure that students and Providers are fully prepared for assessments. The content must be tailored for each series and identify and expand on the guidance given for all practical assessments.</p> <p>Assessment Guidance must be produced in consultation with a sufficient and representative sample of Providers.</p>

ANNEX 1 – QUALIFICATION PURPOSE

The purpose of the level 3 TQ is to ensure Students have the knowledge, skills and behaviours needed to progress into skilled employment or higher level technical training relevant to the T Level.⁸

To achieve this, each level 3 TQ must:

- provide reliable evidence of Students' attainment in relation to:
 - the core knowledge and skills relevant to the Route and Occupational Specialist Component(s) covered by the TQ; and
 - the knowledge, skills and behaviours required for at least one Occupational Specialist Component relevant to the TQ;
- be up-to-date, ensuring the knowledge, skills and behaviours needed for the Occupations have continued currency among Employers and other end-users;
- ensure maths, English and digital skills continue to be applied where they are essential to achieve occupationally relevant outcomes;
- ensure the minimum pass grade standard for Occupational Specialist Components attests to Occupational Entry Competence, meets employer expectations, and is as close to full occupational competence as possible;
- allow end users to accurately identify Students' level of attainment and effectively differentiate their performance;
- provide a clear and coherent basis for development of suitably demanding high-quality level 3 courses, which enable Students to realise their potential;
- provide Students with the opportunity to manage and improve their own performance; and
- support fair access to attainment for all Students who take the TQ, including those with special educational needs and disabilities.

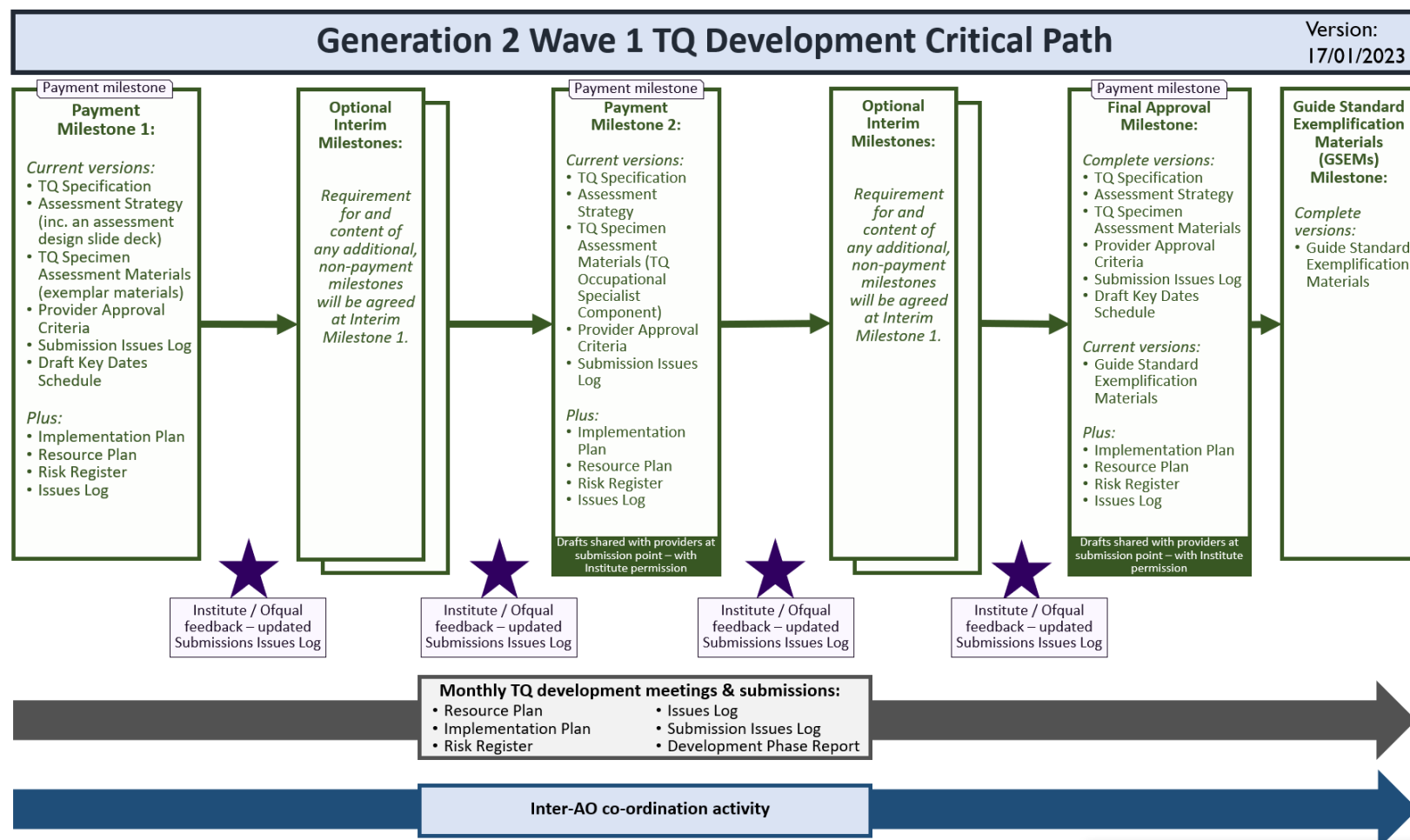
⁸ The Authority may only grant IfATE Approval of the qualification "if satisfied that by obtaining the qualification a person demonstrates that he or she has attained as many of the outcomes set out in the standards as may reasonably be expected to be attained by undertaking a course of education" (sA2DA(3) of the 2009 Act).

ANNEX 2 – INTENTIONALLY BLANK

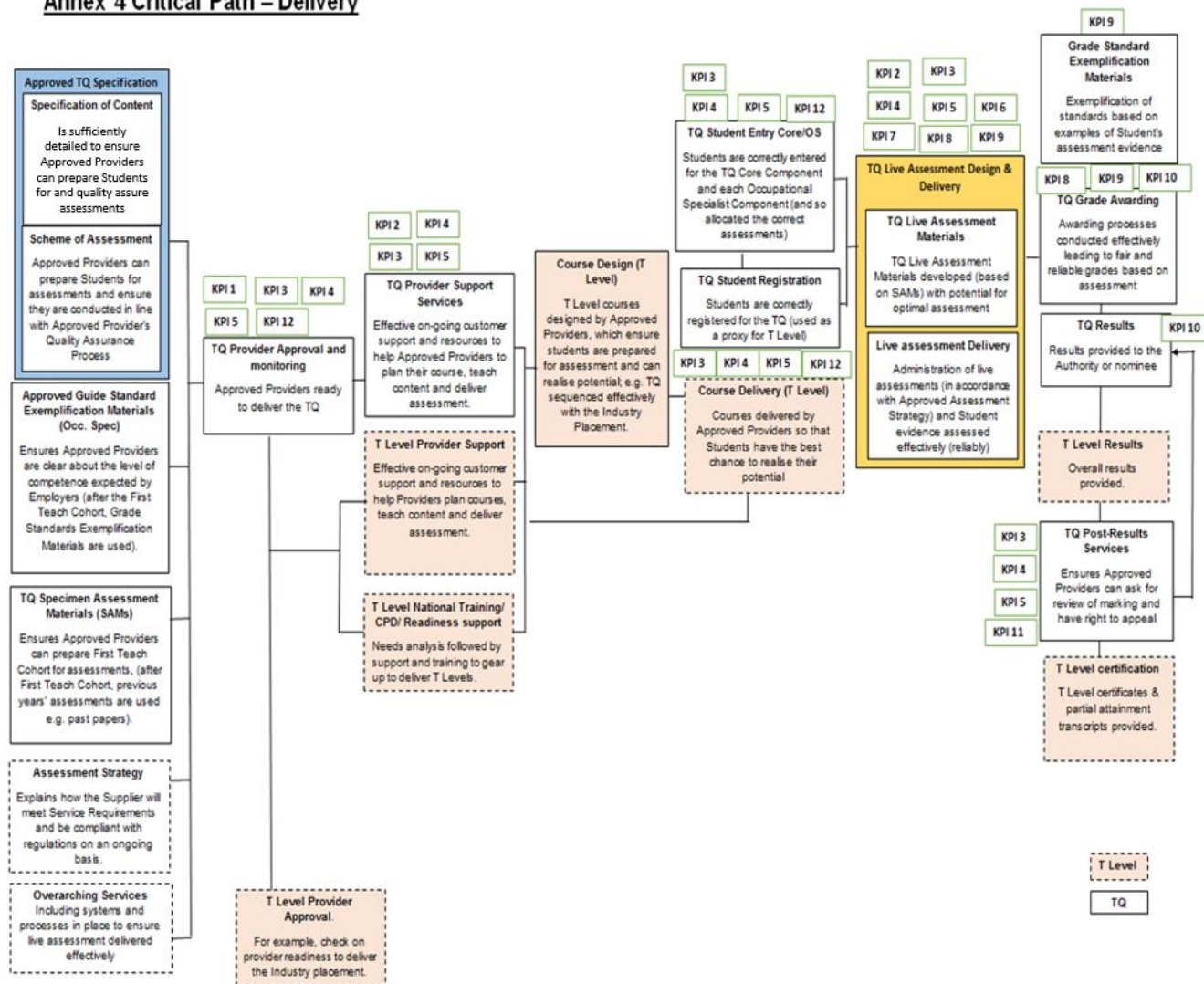
ANNEX 3 – FORMER SUPPLIER’S TQ SPECIFICATION

The TQ Specification content for this Annex is contained in a separate folder - at GEN2W1_ITT_Attachment_11_TQ_Specs

ANNEX 4 – TQ CRITICAL PATH DIAGRAM



Annex 4 Critical Path – Delivery



ANNEX 5 – INDICATIVE KEY DATES SCHEDULE⁹

To meet the requirements of Schedule 4 (*Co-operation*) the Supplier, working with other T Level Awarding Organisations, will need to produce a Key Dates Schedule, which secures the efficient and effective delivery of each assessment series for the TQ. Within the Key Dates Schedule, the deadline for submitting TQ Student registration data to the Authority must be in November in the first year of study. For a summer assessment series results must be issued on or no later than the date A level results are issued.

For a summer assessment series the key dates could include but are not restricted to:

Key Date	Description	Assessment series
November (Yr1)	Deadline for submitting TQ Student registration data to the Authority	All
3 rd week Feb	Deadline for entries for assessments by Approved Providers	June
3 rd week Feb	Final date for submitting Reasonable Adjustment requests to the Supplier by Approved Providers	June
4 th week Feb	Assessment timetable issued	June
2 nd week May	First date for submitting Special Consideration requests to the Supplier	June
2 nd week May-3 rd week June	Assessments take place	June
3 rd week August	Restricted release of T Level results to Approved Providers by the Authority	June
3 rd week August	Release of results to Students by the Authority	June

⁹ This is an indicative Key Dates Schedule. Exact dates and further key dates will need to be agreed between the Supplier and other T Level Awarding Organisations through Schedule 4 (*Co-operation*) and the resulting Key Dates Schedule must be Approved by the Authority.

Key Date	Description	Assessment series
3 rd week August	Release of more detailed TQ results data from the Supplier	June
3 rd week September	Appeals and assessment review requests made	June
4 th week Nov	T Level certificates and statements of achievement issued by the Department (or the function may be delegated to the Authority)	All

ANNEX 6 – TQ CONTENT UPDATING SCHEDULE

TQ Content Updating Schedule: Inclusive TQ Changes

Schedule Date	Activity
By end November (Academic Year X ¹⁰ -1)	Where the Authority carries out an annual review contemplated by clause 8.4, the Authority shall (where the Authority considers that the outcome of that review gives rise to any one or more Inclusive TQ Changes that the Authority requires to be implemented in accordance with this TQ Content Updating Schedule) submit to the Supplier an annual guidance note setting out such Inclusive TQ Changes.
December to February (Academic Year X-1)	The Supplier shall reflect any Inclusive TQ Changes arising out of the relevant annual guidance note (and any additional updates the Supplier proposes should be included as part of the annual review) in the Approved Initial TQ Deliverables or the TQ Deliverables (as the case may be) and/or any other Products and/or documents associated with the TQ (as applicable).
By end February (Academic Year X-1)	The Supplier shall submit the relevant Approved Initial TQ Deliverables, TQ Deliverables, Products and/or documents (as the case may be) as amended to reflect the Inclusive TQ Changes in question to the Authority for agreement.
March (Academic Year X-1)	<p>(a) The Authority shall either:</p> <ul style="list-style-type: none"> • confirm to the Supplier its agreement to the relevant amended Approved Initial TQ Deliverables, TQ Deliverables, Products and/or documents; or • notify the Supplier that the whole or part of such amended Approved Initial TQ Deliverables, TQ Deliverables, Products and/or documents are not agreed (and provide details of the comments and/or objections that the Authority has in relation to such documents). <p>(b) The Supplier shall (as soon as reasonably practicable following receipt of the Authority's notice) make such amendments to the whole or relevant part (as the case may be) of the Approved Initial TQ Deliverables, TQ Deliverables, Products and/or documents as are necessary to address any comments and/or objections</p>

¹⁰ Where Academic Year X shall be the Academic Year in which the agreed amended documents reflecting the relevant Inclusive TQ Changes shall (where applicable) be implemented by Approved Providers for the new Cohort of Students.

	of the Authority and resubmit such amended documents to the Authority for agreement, to which the provisions of paragraph (a) (immediately above) shall apply.
The earlier of the end of March (Academic Year X-1) and (where applicable) the date of agreement by the Authority to the relevant amended documents	The Supplier shall make available any agreed amended Approved Initial TQ Deliverables or TQ Deliverables and (where applicable) any Products and/or documents to Approved Providers and facilitate the implementation by Approved Providers of such amended Approved Initial TQ Deliverables, TQ Deliverables, Products and/or documents, provided always that where part of any such amended document is subject to further amendment (as required by the Authority pursuant to paragraph (a) above), the Supplier shall not (unless otherwise agreed with the Authority) make any part of that relevant Approved Initial TQ Deliverable, TQ Deliverable, Product or document available to Approved Providers until the Supplier has made such amendments as are necessary to address the comments and/or objections of the Authority referred to in paragraph (a) above and the Authority has either confirmed its agreement to the resubmitted document or notified the Supplier that such document (containing only those amendments that have been agreed by the Authority) may be made available to Approved Providers.
September (Academic Year X)	Any agreed amended Approved Initial TQ Deliverables or TQ Deliverables and (where applicable) any Products and/or documents shall be implemented by Approved Providers for the new Cohort of Students.

TQ Content Updating Schedule: Exclusive TQ Changes

Schedule Date	Activity
End May (Academic Year X ¹¹ -2)	Where the Authority carries out an annual review contemplated by clause 8.4, the Authority shall (where the Authority considers that the outcome of that review gives rise to any one or more Exclusive TQ Changes that the Authority requires to be implemented in accordance with this TQ Content Updating Schedule) submit to the Supplier an annual guidance note setting out such Exclusive TQ Changes.
June (Academic Year X-2) to September (Academic Year X-1)	The Supplier shall reflect any Exclusive TQ Changes arising out of the relevant annual guidance note in the Approved Initial TQ Deliverables or the TQ Deliverables (as the case may be) and/or any other Products and/or documents associated with the TQ (as applicable).

¹¹ Where Academic Year X shall be the Academic Year in which the agreed amended documents reflecting the relevant Exclusive TQ Changes shall (where applicable) be implemented by Approved Providers for the new Cohort of Students.

By End September (Academic Year X-1)	The Supplier shall submit the relevant Approved Initial TQ Deliverables, TQ Deliverables, Products and/or documents (as the case may be) as amended to reflect the Exclusive TQ Changes in question to the Authority for IfATE Approval.
October to November (Academic Year X-1)	<p>(a) The Authority shall either:</p> <ul style="list-style-type: none"> confirm to the Supplier that the relevant amended Approved Initial TQ Deliverables, TQ Deliverables, Products and/or documents meet the requirements for IfATE Approval; or notify the Supplier that the whole or part of such amended Approved Initial TQ Deliverables, TQ Deliverables, Products and/or documents do not meet the requirements for IfATE Approval (and provide details of the comments and/or objections that the Authority has in relation to such documents). <p>(b) The Supplier shall (as soon as reasonably practicable following receipt of the Authority's notice) make such amendments to the whole or relevant part (as the case may be) of the Approved Initial TQ Deliverables, TQ Deliverables, Products and/or documents as are necessary to address any comments and/or objections of the Authority and resubmit such amended documents to the Authority for IfATE Approval, to which the provisions of paragraph (a) (immediately above) shall apply.</p>
The earlier of the beginning of December (Academic Year X-1) and (where applicable) the date of IfATE Approval being achieved in relation to the relevant amended documents	The Supplier shall make available any amended Approved Initial TQ Deliverables or TQ Deliverables and (where applicable) any Products and/or documents that have achieved IfATE Approval to Approved Providers and facilitate the implementation by Approved Providers of such amended Approved Initial TQ Deliverables, TQ Deliverables, Products and/or documents, provided always that where part of any such amended document is subject to further amendment (as required by the Authority pursuant to paragraph (a) above), the Supplier shall not (unless otherwise agreed with the Authority) make any part of that relevant Approved Initial TQ Deliverable, TQ Deliverable, Product or document available to Approved Providers until the Supplier has made such amendments as are necessary to address the comments and/or objections of the Authority referred to in paragraph (a) above and the Authority has either confirmed that such amended resubmitted document has achieved IfATE Approval or notified the Supplier that such document (containing only those amendments on which the Authority would be prepared to award IfATE Approval) may be made available to Approved Providers.

September (Academic Year X)	Any amended Approved Initial TQ Deliverables or TQ Deliverables and (where applicable) any Products and/or documents that have achieved IfATE Approval shall be implemented by Approved Providers for the new Cohort of Students.
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ANNEX 7 – INITIAL DEVELOPMENT MILESTONES

This Annex sets out the submission requirements for the three Milestones at which the Authority will render initial, interim and final payments of the Development Charge.

Further interim submission Milestones may be added to this timetable where these are agreed as part of the agreement at Interim Milestone 1. This decision will be influenced by the quantum of change to the TQ that is approved by the Authority at that initial Milestone.

In the event of any conflict and/or inconsistency between the provisions of this Annex 7 and the provisions of Annex 4 (*TQ Critical Path Diagram*) to this Service Requirements, the provisions of this Annex 7 shall prevail.

Milestone	Submission Date	Submission
Interim Milestone 1	14 October 2024 (indicative)	<p>TQ Specification. A draft version of the complete TQ Specification, which takes into account any comments, objections, recommendations and/or requirements notified by the Authority to the Supplier in respect of the Supplier's Response and/or arising out of or in connection with the submission of such Product at any previous TQ Development Meeting, and which includes:</p> <ul style="list-style-type: none">(a) a complete Specification of Content for all Components which fully covers the Former Supplier's TQ Specification and, if relevant, the Outline Content and any proposed changes to the Former Supplier's Specification of Content;(b) the proposed Guided Learning hours for each Component;(c) a draft of the Scheme of Assessment which:<ul style="list-style-type: none">(i) specifies the assessment objectives for each part of the TQ Core Component;

Milestone	Submission Date	Submission
		<ul style="list-style-type: none"> (ii) defines each assessment method to be used for each Component; (iii) specifies indicative weightings for the assessments within the Components. <p>TQ Specimen Assessment Materials. Sample indicative assessment tasks, and assessment criteria/mark schemes which takes into account any comments, objections, recommendations and/or requirements notified by the Authority to the Supplier in respect of the Supplier's Response and/or arising out of or in connection with the submission of such Product at any previous TQ Development Meeting for:</p> <ul style="list-style-type: none"> (a) each part of the TQ Core Component; and (b) at least one Occupational Specialist Component. <p>The submission must support the exemplification of the proposals within the assessment design walkthrough and include as a minimum the following:</p> <ul style="list-style-type: none"> (c) exemplar questions that cover the variety of questions types and accompanying mark scheme including indicative content; (d) exemplar tasks for one example of an Employer Set Project together with an exemplar mark scheme and indicative content; and (e) exemplar tasks for one Occupational Specialist Component Assignment together with an exemplar mark scheme including indicative content.

Milestone	Submission Date	Submission
		<p>Assessment Strategy. A draft of the Assessment Strategy, which contains a clear explanation of the structure of the assessment design and strategy for example, the proposed number of assessments and/or assessment tasks, the duration of each and the conditions under which each would be taken. For the Employer Set Project and the Occupational Specialisms, the draft of the Assessment Strategy should also set out the proposed approach to marking and how students' application of skills and knowledge will be assessed. The draft of the Assessment Strategy shall meet (so far as is reasonably practicable having regard to the timing of Interim Milestone 1) all of the requirements of the Product Description for the Assessment Strategy and take into account any comments, objections, recommendations and/or requirements notified by the Authority to the Supplier in respect of the Supplier's Response and/or arising out of or in connection with the submission of such Product at any previous TQ Development Meeting.</p> <p>The Submission must include an:</p> <p>Assessment design slide deck. A slide deck which contains a clear explanation of the structure of the assessment design and explanation of the design decision rationale for the TQ Core Component and Occupational Specialist Component. The slide deck must contain the structural elements and rationale in accordance with any guidance on the Service Requirements issued by the Authority and take into account any comments, objections, recommendations and/or requirements notified by the Authority to the Supplier in respect of the Supplier's Response and/or arising out of or in connection with the submission of such Product at any previous TQ Development Meeting. The assessment design slide deck will be used to facilitate a walkthrough with the Authority shortly following the submission.</p> <p>Implementation and Delivery Plan. A complete version of the Implementation and Delivery Plan, which meets (so far as is reasonably practicable having regard to the timing of Interim Milestone 1) all of the requirements of the Product Description for the Implementation and Delivery Plan and which also takes in account any comments, objections, recommendations</p>

Milestone	Submission Date	Submission
		<p>and/or requirements notified by the Authority to the Supplier in respect of the Supplier's Response and/or arising out of or in connection with the submission of such Product at any previous TQ Development Meeting</p> <p>Resource Plan. A complete version of the Resource Plan, which meets (so far as is reasonably practicable having regard to the timing of Interim Milestone 1) all of the requirements of the Product Description for the Resource Plan and which also takes into account any comments, objections, recommendations and/or requirements notified by the Authority to the Supplier in respect of the Supplier's Response and/or arising out of or in connection with the submission of such Product at any previous TQ Development Meeting.</p> <p>Provider Approval Criteria. A complete version of the Provider Approval Criteria, which meets (so far as is reasonably practicable having regard to the timing of Interim Milestone 1) all of the requirements of the Product Description for the Provider Approval Criteria and which also takes into account any comments, objections, recommendations and/or requirements notified by the Authority to the Supplier in respect of the Supplier's Response and/or arising out of or in connection with the submission of such Product at any previous TQ Development Meeting.</p> <p>Risk Register and Issues Log. An updated and complete version of each of the Risk Register and the Issues Log which meet all of the requirements of the Product Description for the Risk Register or Issues Log (as applicable) and which take into account any comments, objections, recommendations and/or requirements notified by the Authority to the Supplier in respect of the Supplier's Response and/or arising out of or in connection with the submission of such Product at any previous TQ Development Meeting.</p> <p>Submission Issues Log. An updated Submission Issues Log which meets all of the requirements of the Product Description for the Submission Issues Log, and which explains how each issue raised by the Authority to date has been dealt with in this Submission.</p>

Milestone	Submission Date	Submission
		<p>Employer and Provider Engagement Strategy. A complete version of the Employer and Provider Engagement Strategy, which meets (so far as is reasonably practicable having regard to the timing of Interim Milestone 1) all of the requirements of the Product Description for the Employer and Provider Engagement Strategy and which also takes into account any comments, objections, recommendations and/or requirements notified by the Authority to the Supplier in respect of the Supplier's Response and/or arising out of or in connection with the submission of such Product at any previous TQ Development Meeting.</p>
Interim Milestone 2	2 December 2024 (indicative)	<p>TQ Specification. a complete version of the TQ Specification, which meets all of the requirements of the Product Description for the TQ Specification and which also takes into account any comments, objections, recommendations and/or requirements notified by the Authority to the Supplier at Interim Milestone 1 and/or arising out of or in connection with the submission of such Product at any previous TQ Development Meeting.</p> <p>TQ Specimen Assessment Materials and accompanying Assessment Guidance for Providers. A complete version of the TQ Occupational Specialist Component and each part of the TQ Core Component, and accompanying Assessment Guidance for Providers which meet all of the requirements of the Product Descriptions and which also take into account any comments, objections, recommendations and/or requirements notified by the Authority to the Supplier at Interim Milestone 1 and/or arising out of or in connection with the submission of such Product at any previous TQ Development Meeting.</p> <p>Assessment Strategy. A complete version of the Assessment Strategy, which meets all of the requirements of the Product Description for the Assessment Strategy and which also takes into account any comments, objections, recommendations and/or requirements notified by the Authority to the Supplier at Interim Milestone 1 and/or arising out of or in connection with the submission of such Product at any previous TQ Development Meeting.</p>

Milestone	Submission Date	Submission
		<p>Implementation and Delivery Plan. A complete version of the Implementation and Delivery Plan, which meets all of the requirements of the Product Description for the Implementation and Delivery Plan and which also takes into account any comments, objections, recommendations and/or requirements notified by the Authority to the Supplier at Interim Milestone 1 and/or arising out of or in connection with the submission of such Product at any previous TQ Development Meeting.</p> <p>Resource Plan. A complete version of the Resource Plan, which meets all of the requirements of the Product Description for the Resource Plan and which also takes into account any comments, objections, recommendations and/or requirements notified by the Authority to the Supplier at Interim Milestone 1 and/or arising out of or in connection with the submission of such Product at any previous TQ Development Meeting.</p> <p>Provider Approval Criteria. A complete version of the Provider Approval Criteria which meets (so far as is reasonably practicable having regard to the timing of Interim Milestone 4) all of the requirements of the Product Description for the Provider Approval Criteria and which also takes into account any comments, objections, recommendations and/or requirements notified by the Authority to the Supplier at Interim Milestone 1 and/or arising out of or in connection with the submission of such Product at any previous TQ Development Meeting.</p> <p>Risk Register and Issues Log. A complete version of each of the Risk Register and the Issues Log which meet all of the requirements of the Product Description for the Risk Register or Issues Log (as applicable) and which also take into account any comments, objections, recommendations and/or requirements notified by the Authority to the Supplier at Interim Milestone 1 and/or arising out of or in connection with the submission of such Product at any previous TQ Development Meeting.</p> <p>Submission Issues Log. An updated Submission Issues Log which meets all of the</p>

Milestone	Submission Date	Submission
		<p>requirements of the Product Description for the Submission Issues Log, and which explains how each issue raised by the Authority to date has been dealt with in this Submission.</p> <p>Employer and Provider Engagement Strategy. A complete version of the Employer and Provider Engagement Strategy, which meets all of the requirements of the Product Description for the Employer and Provider Engagement Strategy and which also takes into account any comments, objections, recommendations and/or requirements notified by the Authority to the Supplier at Interim Milestone 1 and/or arising out of or in connection with the submission of such Product at any previous TQ Development Meeting.</p>
Final Approval Milestone	14 February 2025 (indicative)	<p>TQ Specification. A complete version of the TQ Specification, which meets all of the requirements of the Product Description for the TQ Specification and which also takes into account any comments, objections, recommendations and/or requirements notified by the Authority to the Supplier at any previous Interim Milestone and/or arising out of or in connection with the submission of such Product at any previous TQ Development Meeting.</p> <p>TQ Specimen Assessment Materials and accompanying Assessment Guidance for Providers. A complete version of the TQ Specimen Assessment Materials, and accompanying Assessment Guidance for Providers which meet all of the requirements of the Product Descriptions and which also take into account any comments, objections, recommendations and/or requirements notified by the Authority to the Supplier at any previous Interim Milestone and/or arising out of or in connection with the submission of such Product at any previous TQ Development Meeting.</p> <p>Assessment Strategy. A complete version of the Assessment Strategy, which meets all of the requirements of the Product Description for the Assessment Strategy and which also takes into account any comments, objections, recommendations and/or requirements notified by the Authority to the Supplier at any previous Interim Milestone and/or arising out of or in</p>

Milestone	Submission Date	Submission
		<p>connection with the submission of such Product at any previous TQ Development Meeting.</p> <p>Implementation and Delivery Plan. A complete version of the Implementation and Delivery Plan, which meets all of the requirements of the Product Description for the Implementation and Delivery Plan and which also takes into account any comments, objections, recommendations and/or requirements notified by the Authority to the Supplier at any previous Interim Milestone and/or arising out of or in connection with the submission of such Product at any previous TQ Development Meeting.</p> <p>Resource Plan. A complete version of the Resource Plan, which meets all of the requirements of the Product Description for the Resource Plan and which also takes into account any comments, objections, recommendations and/or requirements notified by the Authority to the Supplier at any previous Interim Milestone and/or arising out of or in connection with the submission of such Product at any previous TQ Development Meeting.</p> <p>Provider Approval Criteria. A complete version of the Provider Approval Criteria, which meets all of the requirements of the Product Description for the Provider Approval Criteria and which also takes into account any comments, objections, recommendations and/or requirements notified by the Authority to the Supplier at any previous Interim Milestone and/or arising out of or in connection with the submission of such Product at any previous TQ Development Meeting.</p> <p>Risk Register and Issues Log. A complete version of each of the Risk Register and the Issues Log which meet all of the requirements of the Product Description for the Risk Register or Issues Log (as applicable) and which also take into account any comments, objections, recommendations and/or requirements notified by the Authority to the Supplier at any previous Interim Milestone and/or arising out of or in connection with the submission of such Product at any previous TQ Development Meeting.</p>

Milestone	Submission Date	Submission
		<p>Submission Issues Log. An updated Submission Issues Log which meets all of the requirements of the Product Description for the Submission Issues Log, and which explains how each issue raised by the Authority to date has been dealt with in this Submission.</p> <p>Employer and Provider Engagement Strategy. A complete version of the Employer and Provider Engagement Strategy, which meets all of the requirements of the Product Description for the Employer and Provider Engagement Strategy and which also takes into account any comments, objections, recommendations and/or requirements notified by the Authority to the Supplier at any previous Interim Milestone and/or arising out of or in connection with the submission of such Product at any previous TQ Development Meeting.</p> <p>Draft Key Dates Schedule. An updated version of the Key Dates Schedule.</p>
Guide Standard Exemplification Materials	February 2025 (Indicative)	<p>Exemplification Materials. A complete version of the Guide Standard Exemplification Materials for each Occupational Specialist Component, which meet all of the requirements of the Product Description for the Guide Standard Exemplification Materials and which also take into account any comments, objections, recommendations and/or requirements notified by the Authority to the Supplier at any Milestone and/or arising out of or in connection with the submission of such Product at any previous TQ Development Meeting or any other feedback.</p>

ANNEX 8 – ELIGIBLE PROVIDERS

Part 1 – Eligible Providers 2025 Cohort

The Eligible Providers for the Academic Year commencing 2025 are published on the Gov.uk website here:

<https://www.gov.uk/government/publications/providers-selected-to-deliver-t-levels>

Part 2 – Eligible Providers Subsequent Cohorts

The Authority shall, not later than 12 months prior to the commencement of the relevant Academic Year, notify the Supplier of the Eligible Providers for such Academic Year.

ANNEX 9 – MANAGEMENT INFORMATION

Information/ report	Description
Development Phase Report	<p>In the period prior to IfATE Approval, the Supplier shall prepare and provide a dashboard report (in such form as the Authority may specify from time to time) summarising:</p> <ul style="list-style-type: none"> • the Supplier’s progress against and compliance (to date) with the Implementation and Delivery Plan (including progress against any milestones (including any Milestones)) and the Resource Plan; • how the Supplier is managing any risks and issues identified in the updated Risk Register and/or Issues Log, including the Supplier’s progress against any steps required by the Authority to be carried out by the Supplier in accordance with paragraph 11.1.2 of Part 1 of this Service Requirements; • how Employers (and other end users, including higher education providers) have been consulted in relation to the design of the TQ; and • such other information as the Authority may reasonably require from time to time.
Operational Delivery Report	<p>Monthly Performance Report</p> <p>The Supplier shall prepare and provide a dashboard report (in such form as the Authority may specify from time to time) summarising:</p> <ul style="list-style-type: none"> • the Supplier’s progress against and compliance (to date) with the Implementation and Delivery Plan, the Resource Plan and the Key Dates Schedule for the relevant Academic Year; • how the Supplier is managing any risks and issues identified in the updated Risk Register and/or Issues Log, including the Supplier’s progress against any steps required by the Authority to be carried out by the Supplier in accordance with paragraph 11.1.2 of Part 1 of this Service Requirements; • for each KPI in respect of which the Performance Monitoring Period ends in that Contract Month: <ul style="list-style-type: none"> ○ the actual performance achieved by the Supplier for that KPI during that Performance Monitoring Period; and ○ details of any Service Failure that occurred in respect of that KPI, together with the proposed KPI Improvement Plan;

Information/ report	Description
	<ul style="list-style-type: none"> • details of the Supplier's progress against each KPI Improvement Plan that the Supplier is (or should be, if it was complying with its obligations under this Contract) carrying out and/or completing during the relevant Contract Month; • the Supplier's progress in carrying out any Designated Action notified by the Authority pursuant to clause 14.2 (<i>What may happen if there are issues with your provision of the Services</i>); • without prejudice to clause 14.1 (<i>What may happen if there are issues with your provision of the Services</i>), any Critical Service Failures occurring in the relevant Contract Month; • any areas of the Services (and/or the performance of the Services) where the Supplier reasonably considers that there could be innovations and/or improvements in the delivery and/or performance of the Services, including key risks and potential benefits; • progress in implementing, and the actual impact of, any innovations and/or improvements previously notified by the Supplier; • evidence demonstrating that the Supplier is achieving the overarching outcomes for each element of the Services, as set out in the first column of the Service Definitions Table; • the monitoring undertaken by the Supplier in accordance with paragraph 3.1.2 of Part 1 of this Service Requirements in the relevant Contract Month to include reporting on Provider usage of training, resources and other support materials made available by the Supplier; • any events, matters and/or circumstances referred to in paragraph 3.2 of Part 1 of this Service Requirements occurring in the relevant Contract Month, together with the progress (during the relevant Contract Month) of the Eligible Provider or Approved Provider (as the case may be) and the Supplier in taking the steps and/or actions referred to in paragraphs 3.3 and 3.4 of Part 1 of this Service Requirements; and • such other information as the Authority may reasonably require from time to time having regard to, amongst other things, the period in the Academic Year within which the relevant Contract Month falls. <p>In relation to the assessment of the Supplier's performance against each KPI, the Supplier shall submit all such evidence as is referred to in the fifth column of the Table set out in Annex 1 to Schedule 15 (<i>Monitoring of Performance</i>), other than where such evidence is stated to be obtained via a survey. Notwithstanding the evidence that the Supplier is required to provide (referred to in the fifth column of the Table set out in Annex 1 to Schedule 15 (<i>Monitoring of Performance</i>)) to enable</p>

Information/ report	Description
	<p>the assessment of the Supplier's performance against each KPI, the Supplier shall also include within this Monthly Performance Report the following data and information (broken down by KPI):</p> <ul style="list-style-type: none"> • KPI 1 (Provider approval and monitoring): <ul style="list-style-type: none"> ○ the number of Eligible Providers applying to become Approved Providers, broken down into those Eligible Providers that are seeking a full approval and those Eligible Providers that are seeking to extend an existing approval; ○ the number and details of Eligible Providers that have submitted an application to become an Approved Provider and who have (i) not become an Approved Provider and (ii) become an Approved Provider; ○ the number and details of Eligible Providers that are awaiting a decision on their application to become an Approved Provider; ○ the number and details of Eligible Providers in respect of which a decision has been made within 30 Working Days of receipt by the Supplier of the relevant application; and ○ details of the actual monitoring of Approved Providers undertaken by the Supplier in the relevant Contract Month. • KPI 2 (Approved Provider preparedness).¹² • KPI 3 (Queries from Eligible Providers and Approved Providers): <ul style="list-style-type: none"> ○ the number of letters and other forms of electronic correspondence received (broken down by letter and each other form of electronic correspondence) and number of telephone calls received, in each case, in the relevant Contract Month; ○ a summary of key topics or queries being asked; ○ details of the percentage of such queries being resolved within the Target Service Level (broken down by letter (and each other form of electronic correspondence) and telephone calls); and ○ details of any repeat queries (including where any such queries have been raised and/or resolved in any previous Contract Month). • KPI 4 (Complaints): <ul style="list-style-type: none"> ○ the number of complaints received in the relevant Contract Month; ○ a summary of the nature of each such complaint; ○ details of the percentage of such complaints being resolved within the applicable Target Service Level;

¹² To be measured by a survey undertaken or commissioned by the Authority.

Information/ report	Description
	<ul style="list-style-type: none"> ○ details of why any complaints that have not been resolved within the applicable Target Service Level have not been so resolved; and ○ details of any repeat complaints or further complaints linked to a previous complaint (including where any such complaints have been made and/or resolved in any previous Contract Month). • KPI 5 (Provider satisfaction).¹³ • KPI 6 (Numbers of appropriately qualified and trained Assessors (and (where applicable) Moderators)): <ul style="list-style-type: none"> ○ details of the actual number of Assessors (and (where applicable) Moderators) that have been recruited, trained and retained in the relevant Contract Month; and ○ details of the number of Assessors (and (where applicable) Moderators) contemplated by the relevant Contract Month (or in line with the trajectory (as the case may be)) as set out in the then current Implementation and Delivery Plan and/or Resource Plan. The Authority may require the Supplier to provide this data more frequently than monthly during the key assessment delivery period. • KPI 7 (Quality of TQ Live Assessment Materials): <ul style="list-style-type: none"> ○ a summary of activities completed in the relevant Contract Month relating to the development of the TQ Live Assessment Materials, as contemplated in the Assessment Strategy and/or the Implementation Plan; ○ a summary of the actual quality assurance activity undertaken by the Supplier in the relevant Contract Month; ○ a summary of the quality assurance activity (if any) that is contemplated in the Assessment Strategy as being undertaken by the Supplier in or during (as the case may be) the relevant Contract Month; and ○ details of any errors reported in the TQ Live Assessment Materials in the relevant Contract Month. • KPI 8 (Student assessment evidence assessed and processed): <ul style="list-style-type: none"> ○ a summary of the actual quality assurance activity undertaken by the Supplier to verify the quality of the processing of Student assessment evidence for awarding in the relevant Contract Month, together with evidence that such

¹³ To be measured by a survey undertaken or commissioned by the Authority.

Information/ report	Description
	<p>processing has been undertaken accurately and consistently;</p> <ul style="list-style-type: none"> ○ a summary of the quality assurance activity (if any) that is contemplated in the Assessment Strategy as being undertaken by the Supplier to verify the quality of the processing of Student assessment evidence for awarding in or during (as the case may be) the relevant Contract Month; ○ details of the cumulative volume and percentages of Student assessment evidence processed (broken down to the TQ Core Component and each Occupational Specialist Component) by the end of the relevant Contract Month, as against the planned trajectory and dates in the Implementation and Delivery Plan applicable to that Contract Month; and ○ details of any errors, inaccuracies and/or inconsistencies identified in any processed Student assessment evidence in the relevant Contract Month. <ul style="list-style-type: none"> • KPI 9 (Validation of Grade Standard Exemplification Materials):¹⁴ For each Occupational Specialism: <ul style="list-style-type: none"> ○ a summary of the employer validation activity undertaken to validate Grade Standard Exemplification Materials ○ the number of employers who have been involved in the validation process; including details as to whether they have been involved in the panel prior to each validation exercise ○ evidence of validation from at least 5 different Employers relevant to the Occupational Specialism that validate the Grade Standard Exemplification Materials. ○ evidence of validation from at least 5 different Employers relevant to the Occupational Specialism that the Grade Standard Exemplification Materials are comparable to the Approved Guide Standard Exemplification Materials. • KPI 10 (Student assessment results submitted by relevant date): <ul style="list-style-type: none"> ○ details of the cumulative volume and percentages of Student results submitted by the Supplier to the Authority (or the Authority's nominee (as applicable)) by the end of the relevant Contract Month; and

¹⁴ To be assessed by the receipt and review by the Authority of evidence of validation from Employers in the relevant Contract Month.

Information/ report	Description
	<ul style="list-style-type: none"> ○ details of the cumulative volume and percentages of Student results envisaged in the Implementation and Delivery Plan to be submitted by the Supplier to the Authority (or the Authority's nominee (as the case may be)) by the end of the relevant Contract Month. • KPI 11 (Post-Results Services): <ul style="list-style-type: none"> ○ the total volume of Post-Results Services (broken down by service) and percentage of each Post-Results Service (as against total Post-Results Services) undertaken by the Supplier in the relevant Contract Month; ○ detail of the timing of delivery of Post-Results Services against the applicable timeframes in Annex 10 (<i>Additional Services</i>) of this Service Requirements as contemplated by the Supplier's Response; and ○ detail of the proportion of remarks and Appeals which have resulted in grade increases or decreases (and summary of key reasons for any changes made). • KPI 12 (Submission of information): <ul style="list-style-type: none"> ○ details of the Management Information, required or requested Products including Key Materials and/ or Ancillary Materials submitted in respect of the relevant Contract Month; ○ details of the Management Information, required or requested Products including Key Materials and/ or Ancillary Materials anticipated to be submitted in respect of the relevant Contract Month; and ○ details of any errors, inaccuracies and/or inconsistencies identified in any Management Information, required or requested Products including Key Materials and/ or Ancillary Materials submitted in respect of the relevant Contract Month (and/or any previous Contract Month). <p>Ongoing Development Services Report</p> <p>A dashboard report (in such form as the Authority may specify from time to time) summarising:</p> <ul style="list-style-type: none"> • the Supplier's progress against and compliance (to date) with the TQ Content Updating Schedule (including progress against any milestones); • any proposed amendments and/or updates made to any Product during the relevant Contract Month pursuant to paragraphs 2.5 and/or 2.6 of Part 1 of this Service Requirements; and

Information/ report	Description
	<ul style="list-style-type: none"> such other information as the Authority may reasonably require from time to time. <p>Annual Services Report</p> <p>By the end of August each year, a high level overview of the Supplier's assessment of its performance during that Academic Year, summarising:</p> <ul style="list-style-type: none"> the key successes and areas for improvement in the delivery of the Services and/or the TQ; in respect of the assessment cycles in that Academic Year, what important lessons were learned and how these will be addressed in following assessment cycles; the key issues for the next following Academic Year; how Employers have been consulted in relation to (and been involved in the design and delivery of) TQ assessment; performance against the Social Value commitments under paragraph 13.1 (<i>Social Value Commitments</i>); and (where appropriate), the preparations for handover at the end of the Term. <p>The Supplier shall also provide an updated Exit Plan in accordance with paragraph 2 of Schedule 12 (<i>Exit Management</i>).</p> <p>Annual Penetration Testing Report</p> <p>By the end of August each year, a summary of:</p> <ul style="list-style-type: none"> the Supplier's findings of independent penetration testing undertaken to test the security of any IT systems and hosting environments that are used to handle, store or process IfATE Data; and details of any necessary remedial works required as a result of such penetration testing.
Student registrations and Student entries (as referred to in paragraph 5 of Part 1 of this Service Requirements)	<p>In relation to the Supplier's obligations in paragraph 5.4 of Part 1 of this Service Requirements, the Supplier shall report the following information and data (in a spreadsheet but in such form as the Authority may specify from time to time):</p> <ul style="list-style-type: none"> the number of Students registered for the TQ by Approved Provider (including late registrations and/or registration amendments and very late registrations and/or registration amendments (each as referred to in Annex 10 to this Service Requirements)):

Information/ report	Description
	<ul style="list-style-type: none"> ○ in the current Academic Year; and ○ in aggregate (including for the current Academic Year) during the Term to date; • the number of Student entries by Approved Provider (including late entries and/or entry amendments and very late entries and/or entry amendments (each as referred to in Annex 10 to this Service Requirement)) in the relevant Academic Year for: <ul style="list-style-type: none"> ○ the TQ Core Component; and ○ each Occupational Specialist Component, <p>together with the number of such entries in aggregate (including for the current Academic Year) for each of the TQ Core Component and each Occupational Specialist Component for all Academic Years during the Term to date;</p> • the number of withdrawn entries in the relevant Academic Year (by Approved Provider) for: <ul style="list-style-type: none"> ○ the TQ Core Component; and ○ each Occupational Specialist Component, <p>together with the number of such withdrawals in aggregate (including for the current Academic Year) for each of the TQ Core Component and each Occupational Specialist Component for all Academic Years during the Term to date; and</p> • such other information as the Authority may reasonably require from time to time.
TQ results (as referred to in paragraph 8 of Part 1 of this Service Requirements)	<p>In relation to the Supplier's obligations in paragraph 8.2 of Part 1 of this Service Requirements, the Supplier shall report the following information and data (in such form as the Authority may specify from time to time) to the Authority (or the Authority's nominee (as applicable)):</p> <ul style="list-style-type: none"> • results for each Student for the TQ Core Component and each Occupational Specialist Component that such Student has undertaken including: <ul style="list-style-type: none"> ○ Unique Learner Number; ○ name of Approved Provider; ○ Supplier name; ○ details of the TQ achieved; ○ the grade awarded for each Component; ○ date of achievement; • the outcome of any Appeals, Clerical Check, Expedited Review of Marking, Review of Marking, and/or Review of Moderation (each as referred to in Annex 10 (<i>Additional Services</i>) to this Service Requirements)), including

Information/ report	Description
	<p>details of the nature of the Appeal and a summary of the grounds for the Appeal; and</p> <ul style="list-style-type: none"> • such other information as the Authority may reasonably require from time to time, <p>to enable, amongst other things, the aggregation for T Level certification and inclusion in any Provider performance tables.</p>
Additional Services	<p>Data and information on the volume and nature of Additional Services being delivered to Approved Providers in the relevant Contract Month, in aggregate for the Academic Year to date and in aggregate (including for the current Academic Year) for all Academic Years during the Term to date (in spreadsheet format and in such form as the Authority may specify from time to time).</p>
Adjustments to Fees	<p>In advance of its publication and availability to Approved Providers and in accordance with clause 4.13 (<i>Pricing and payments</i>), proposed adjustments to the Fees for the following Academic Year.</p> <p>In accordance with clause 4.13 (<i>Pricing and payments</i>), proposed adjustments to the Rate Card for the following Academic Year.</p> <p>The information for each of the proposed adjustments to the Fees and the proposed adjustments to the Rate Card will be submitted separately in a spreadsheet format (in such form as the Authority may specify from time to time) and will include any proposed annual percentage change in each proposed Fee and each proposed rate in the Rate Card, as such proposed change shall be calculated in accordance with clauses 4.12 and 4.13 (<i>Pricing and payments</i>).</p>

ANNEX 10 – ADDITIONAL SERVICES

Additional Service	Additional Service Requirements
Access to Student assessment evidence	The Supplier shall within 10 Working Days following receipt of a request from the relevant Approved Provider, send (in such form as such Approved Provider shall request) to that Approved Provider a copy (including, as applicable, a PDF copy) of the relevant original marked Student assessment evidence or the whole or the relevant part (as the case may be) of the original TQ Live Assessment Materials to which the Student assessment evidence relates, to help the Approved Provider (or relevant Student (as the case may be)) decide whether to request a Review of Marking or Review of Moderation (each as defined below).
Additional Approved Provider support visit	The Supplier shall, as soon as reasonably practicable following receipt of a request from an Approved Provider, attend such Approved Provider's premises and provide such additional support as such Approved Provider reasonably requires, such as support in relation to misinterpretation of the TQ Specification.
Appeal	<p>The Supplier shall:</p> <p>(i) within 20 Working Days following receipt of a request from an Approved Provider for an Appeal, undertake a detailed review of all information, data and/or documents relating to the Appeal, including the assessment evidence relating to the whole or the relevant part of a Cohort or an individual Student (as the case may be); and</p> <p>(ii) within 20 Working Days following receipt of a request from an Approved Provider for an Appeal hearing, hold an Appeal hearing in which the Approved Provider or its representative(s) can make submissions in relation to the Appeal, including (where applicable) explaining its dissatisfaction with any grade(s) awarded in relation to the whole or any part of a Cohort or an individual Student (as the case may be),</p> <p>following which the Supplier shall notify the Approved Provider of the outcome of such Appeal and, where necessary, adjust the marks awarded to the whole or any part of a Cohort or an individual Student (as the case may be) and issue new results to the Authority (or its nominee (as the case may be)), provided always that this Additional Service shall only be deemed to be an Additional Service in respect of which a Fee shall be payable by the Approved Provider if, following the determination of such Appeal, the Approved Provider is not successful in the Appeal.</p>
Clerical Check	The Supplier within 10 Working Days following receipt of a request from an Approved Provider, undertake a detailed review of the relevant Student's assessment evidence and recount all of

Additional Service	Additional Service Requirements
	the marks that such Student has been awarded to ensure that the total number of marks awarded to such Student (leading to the award of the relevant grade(s)) equal the number of marks that should have been awarded to such Student and, where necessary, adjust the marks awarded to the Student, notify the Approved Provider of such adjustment and issue new results to the Authority (or its nominee (as the case may be)).
Expedited Review of Marking	The Supplier shall within 10 Working Days following receipt of a request from an Approved Provider, undertake an expedited Review of Marking (as defined below), provided always that this Additional Service shall only be deemed to be an Additional Service in respect of which a Fee shall be payable by the Approved Provider if, following the carrying out and completion of such an expedited Review of Marking, the grade(s) awarded to such Student is not changed.
Late entry or entry amendment	Where, following the entry deadline for the TQ Core Component and/or relevant Occupational Specialist Component specified in the Key Dates Schedule for the relevant Academic Year until the very late entry deadline for the TQ Core Component and/or relevant Occupational Specialist Component specified in the Key Dates Schedule for the relevant Academic Year, an Approved Provider requires a new Student to be entered for the TQ Core Component and/or relevant Occupational Specialist Component and/or an existing entry for a Student to be amended, the Supplier shall following receipt of a request from an Approved Provider no later than 20 Working Days prior to the commencement of the relevant assessment as determined in accordance with the relevant Key Dates Schedule, enter that Student for the TQ Core Component and/or relevant Occupational Specialist Component or amend that Student's entry for the TQ Core Component and/or relevant Occupational Specialist Component (as the case may be).
Late registration or registration amendment	Where, following the registration deadline for the TQ specified in the Key Dates Schedule for the relevant Academic Year until the very late registration deadline for the TQ specified in the Key Dates Schedule for the relevant Academic Year, an Approved Provider requires a new Student to be registered for the TQ and/or an existing registration for a Student to be amended, the Supplier shall following receipt of a request from an Approved Provider no later than 20 Working Days prior to the commencement of the relevant assessment as determined in accordance with the relevant Key Dates Schedule, register that Student for the TQ or amend that Student's registration for the TQ (as the case may be).
Retake	Where, in the period following the publication of the TQ results in accordance with paragraph 8 of Part 1 of this Service Requirements until two years after the end of the final Academic Year for the Cohort within which the relevant Student is included,

Additional Service	Additional Service Requirements
	<p>an Approved Provider requests that a Student wishes to retake all or any of the assessments for:</p> <ul style="list-style-type: none"> • the TQ Core Component - External Examination; • the TQ Core Component - Employer Set Project; and/or • an Occupational Specialist Component, <p>the Supplier shall carry out and complete its obligations in paragraphs 6.1.3 (<i>TQ live assessment and delivery</i>), 7 (<i>TQ grade awarding</i>), 8 (<i>TQ Results</i>) and 9 (<i>TQ Post Results Services</i>) (save to the extent that compliance with such obligations in that paragraph 9 (<i>TQ Post Results Services</i>) would otherwise require the performance of a further Additional Service and in respect of which the provisions applicable to that further Additional Service shall apply) in each case of Part 1 of this Service Requirements in respect of such Student.</p>
Review of Marking	<p>The Supplier shall within 25 Working Days following receipt of a request from an Approved Provider, undertake a detailed review of the relevant Student's assessment evidence alongside the TQ Live Assessment Materials applicable to such assessment evidence to ensure that the marking scheme has been complied with in full in relation to the marking of that Student's assessment evidence, provided always that this Additional Service shall only be deemed to be an Additional Service in respect of which a Fee shall be payable by the Approved Provider if, following the carrying out and completion of such review, the grade(s) awarded to such Student is not changed.</p>
Review of Moderation	<p>The Supplier shall within 25 Working Days following receipt of a request from an Approved Provider, undertake a detailed review of the relevant Cohort's assessment evidence alongside the assessment criteria within the Scheme of Assessment to ensure that the assessment criteria has been complied with in full in relation to the marking of that Cohort's assessment evidence, provided always that this Additional Service shall only be deemed to be an Additional Service in respect of which a Fee shall be payable by the Approved Provider if, following the carrying out and completion of such Review of Moderation, the grade(s) awarded to any Student is not changed.</p>
Very late entry or entry amendment	<p>Where, following the very late entry deadline for the TQ Core Component and/or relevant Occupational Specialist Component specified in the Key Dates Schedule for the relevant Academic Year until the date on which entries or amendments to entries finally closes for the TQ Core Component and/or relevant Occupational Specialist Component as specified in the Key Dates Schedule for the relevant Academic Year, an Approved Provider requires a new Student to be entered for the TQ Core Component and/or relevant Occupational Specialist Component and/or an existing entry for a Student to be amended, the Supplier shall (where reasonably practicable having regard to the nature of the assessment) following receipt of a request from an Approved</p>

Additional Service	Additional Service Requirements
	<p>Provider within the period not greater than 20 Working Days prior to the commencement of the relevant assessment as determined in accordance with the relevant Key Dates Schedule, enter that Student for the TQ Core Component and/or relevant Occupational Specialist Component or amend that Student's entry for the TQ Core Component and/or relevant Occupational Specialist Component (as the case may be).</p>
<p>Very late registration or registration amendment</p>	<p>Where, following the very late registration deadline for the TQ specified in the Key Dates Schedule for the relevant Academic Year until the date on which registration for the TQ finally closes as specified in the Key Dates Schedule for the relevant Academic Year, an Approved Provider requires a new Student to be registered for the TQ and/or an existing registration for a Student to be amended, the Supplier shall (where reasonably practicable having regard to the nature of the assessment), following receipt of a request from an Approved Provider within the period not greater than 20 Working Days prior to the commencement of the relevant assessment as determined in accordance with the relevant Key Dates Schedule, register that Student for the TQ or amend that Student's registration for the TQ (as the case may be).</p>

ANNEX 11 –

Schedule for the submission of; Supplementary Specimen Assessment Materials; Employer Set Project Guide Exemplar Responses; and Employer Set Project Grade Exemplar Responses

Product	Description	Authority Submission Date	Publication date	Review point
Core Component	Supplementary Specimen Assessment Materials covering the TQ Core Component in full (comprising the External Examination and the Employer Set Project)	By the end of August prior to the first Academic Year of teaching	By end of October during the first Academic Year	Commencing during the second Academic Year of teaching, to be reviewed by the Supplier each and every Academic Year and re-submitted to the Authority to agree any changes by the end of October, for re-publication by the end of December.
Occupational Specialist Component(s)	Supplementary Specimen Assessment Materials covering the Occupational Specialist Component(s) in full	By the end of March during the first Academic Year of teaching	By end of July during the first Academic Year	Commencing during the second Academic Year of teaching, to be reviewed by the Supplier each and every Academic Year and re-submitted to the Authority to agree any changes by the end of July, for re-publication by the end of October in the following Academic Year.
Employer Set Project Guide Exemplar Responses	Employer Set Project Guide Exemplar Responses covering the Employer Set Project, produced at grade A and grade E for each Employer Set Project, in consultation with Employers and accompanied by an explanatory commentary.	By the end of August prior to the first Academic Year of teaching	By end of October during the first Academic Year	
Employer Set Project Grade Exemplar Responses	Employer Set Project Grade Exemplar Responses covering the Employer Set Project, consisting of actual marked examples of Students' assessment evidence, selected after awarding, produced at grade A and grade E, for each Employer	By the end of October during the second Academic Year of teaching	By end of December during the second Academic Year	Commencing during the third Academic Year of teaching, to be reviewed by the Supplier each and every Academic Year and re-submitted to the Authority to agree any changes by the start of

	Set Project, in consultation with Employers and accompanied by an explanatory commentary.			September, for re-publication by the end of October.
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* Where no students have sat an ESP, or no students have achieved a pass at grades A or E, on agreement with the Authority the Supplier may defer production of the Employer Set Project Grade Exemplar Responses to the next Academic Year.

Schedule 2 Annex 3

TQ Spec

S2_A2_GEN2W1_E&EY_TQ_Spec

Qualification specification

T Level Technical Qualification in Education and Early Years

T Level Technical Qualification in Education and Early Years

Qualification specification

Education and Early Years

[603/5829/4]

Contents

Section 1: Introduction	5
About this TQ specification	6
Section 2: Summaries.....	7
Technical qualification summary	7
Grading	11
Assessment method	11
Progression including job roles (where applicable)	11
UCAS	12
Regulation information	12
Funding	12
English, mathematics and digital content	12
Entry guidance	12
Transition programme	12
Achieving this qualification	14
Retakes	14
Technical qualification components	15
Employer involvement	17
Progression to higher level studies	17
How the qualification is assessed	18
Quality of written communication	18
Application of mathematics, significant figures and decimal places	18
Rationale for synoptic assessment	19
External examinations (core)	19
Employer-set project (core component)	23
Scheme of assessment for each component	28
Paper-based examination	33
Sample assessment materials	33
On-screen examinations	33
Approved provider's quality assurance process	33
How moderation will be conducted	34
Results	34
Enquiries about results	34
Grading.....	35

Core component	35
Occupational specialism components	36
U grades	37
Awarding the final grade for each component of the TQ	37
Calculating the final grade for the T Level programme	37
Section 3: General competency framework	40
General competency framework	40
English, mathematics and digital competencies relevant to the Education and Early Years qualification	41
Section 4: TQ content	42
Introduction	42
What you need to teach	42
Element 1: Wider context	43
Element 2: Supporting education	44
Element 3: Safeguarding, health and safety and wellbeing	52
Element 4: Behaviour	55
Element 5: Parents, families and carers	60
Element 6: Working with others	62
Element 7: Child development	63
Element 8: Observation and assessment	68
Element 9: Reflective practice	70
Element 10: Equality and diversity	72
Element 11: Special educational needs and disability	74
Element 12: English as an additional language	78
Core skills	81
CS1: Communicate information clearly to engage children and young people, for example, to stimulate discussion and to secure understanding	81
CS2: Work with others to plan and provide activities to meet children's and young people's needs	82
CS3: Use formative and summative assessment to track children's and students' progress to plan and shape educational opportunities	83
CS4: How to assess and manage risks to your own and others' safety when planning activities	84
Occupational specialism – Early Years Educator	85
Occupational specialism – Assisting Teaching	128
Section 5: TQ glossary	160
Section 6: Additional information	162
Annual monitoring visits	162
Guided learning hours (GLH)	162
Total qualification time (TQT)	162
Registration periods	162
Essential skills	163
Recognition of prior learning (RPL)	163
Qualification dates	163
Staffing requirements	164
Resource requirements	164
Customer support team	164
Fees and pricing	165
Training and support for providers	165

Qualification factsheet	165
Useful websites and sources of information	165
Learning resources	167
Equal opportunities	168
Diversity, access and inclusion	168

Section 1: Introduction

A T Level¹ is a composite technical study programme, aimed at preparing young people for work, higher level Apprenticeships or Higher Education (HE). It comprises 4 key components:

- an approved technical qualification (TQ), which includes the opportunity to specialise in at least one occupational role
- a substantial industry placement with an external employer (further information regarding the required number of hours can be found on page 14)
- employability, enrichment, and pastoral (EEP) elements
- in some cases, it may also include mandatory additional requirements (MAR), such as important licence to practice qualifications

The T Level Technical Qualification in Education and Early Years forms part of the T Level in Education and Early Years. The outline content has been produced by T Level panels based on the same standards as those used for apprenticeships. The outline content formed the basis of this qualification and has been further developed by NCFE.

The qualification has 2 components:

- core component
- occupational specialism components:
 - Early Years Educator
 - Assisting Teaching

The core component provides a high-level foundation of knowledge and skills that are relevant to all occupational specialisms. The core component is not biased towards any particular occupational specialism component. This is to ensure fairness for all students, and to support learning in their chosen occupational specialism component. Some of the core topics and ideas are then broken down and contextualised in more detail in the occupational specialisms, allowing the student to apply the knowledge and skills in their own specific specialism.

Each occupational specialism component covers the knowledge, understanding, skills and behaviours required to achieve threshold competence in a chosen occupational specialism. Threshold competence refers to the level of competence deemed by employers as sufficient to secure employment in roles relevant to an occupational specialism. Achievement of threshold competence signals that a student is well placed to develop full occupational competence, with further support and development, once in work.

English, mathematics and digital skills have also been embedded throughout the TQ and must be taught when highlighted in the content.

¹ T Level is a registered trade mark of the Institute for Apprenticeships and Technical Education.

T Level students under the age of 17 cannot be counted in the staff:child ratios, and must not be left unsupervised, as per the Early Years Foundation Stage (EYFS) statutory framework. Placement providers must refer to the welfare requirements in the EYFS when deciding if those T Level students over 17 may be left unsupervised.

Students who have successfully achieved this programme, with the Early Years Educator occupational specialism, may be counted in the EYFS staff:child ratios.

About this TQ specification

To ensure that you are using the most up-to-date version of this TQ specification, please check the version number and date in the page footer against that of the TQ specification on the NCFE website.

If you advertise this qualification using a different or shortened name, you must ensure that students are aware that their results will state the full regulated qualification title.

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- the resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of students in line with your safeguarding policy when developing or selecting delivery materials

Section 2: Summaries

Technical qualification summary

Qualification title

T Level Technical Qualification in Education and Early Years.

Qualification number (QN)

603/5829/4

Aim reference

60358294

Qualification level

Level 3

Guided learning hours (GLH) and total qualification time (TQT)

The GLH is separated into the following sections:

- delivery
- assessment

The core content hours include the delivery of knowledge and skills for the core as a whole. This reflects the approach taken for the occupational specialism, where the hours are presented for the whole component rather than splitting delivery time between knowledge and skills. This flexibility enables providers to deliver the qualification content in a manageable way and meet the needs of their students.

The GLH shown below only include time for the technical qualification element of the T Level programme; they do not include time allocated for the additional components of the T Level programme.

Additional placement hours for Early Years Educator

In addition to the GLH for the TQ, there is a requirement for the Early Years Educator OS to have additional hours on placement; this is on top of the T Level programme requirements for industrial placement. These additional hours are essential to enable the student to meet the requirements of the industry and gain sufficient occupational experience to be a competent employee in the early years sector. The Early Years Educator specialism requires that students meet all of the full and relevant criteria in order to count in the staff:child ratios in an early years setting. In this case, students must demonstrate full competence rather than threshold competence and the additional hours are to support this.

	GLH for delivery	GLH for assessment	Total GLH	TQT	Additional placement hours	T Level industry placement requirement (outside of the remit of the TQ)
Core component	344	Written exam: 4 hours Employer-set project: 12 hours	360 hours	396	0	N/A
Occupational specialism component: Early Years Educator	520	Total: 25 hours 45 minutes – 29 hours 45 minutes Consisting of: <ul style="list-style-type: none"> • Assignment 1: 4 hours • Assignment 2: 18–22 hours • Assignment 3: 3 hours 45 minutes 	545 hours and 45 minutes – 549 hours and 45 minutes	600	435	Minimum of 315 hours (45 days)
Occupational specialism component: Assisting Teaching	540	Total: 14 hours 30 min – 16 hours 30min Consisting of: <ul style="list-style-type: none"> • Assignment 1: 2 hours 30 min • Assignment 2: 8–10 hours • Assignment 3: 4 hours 	554 hours 30 min – 556 hours 30 min	610	0	Minimum of 315 hours (45 days)

Minimum placement hours for the T Level programme

Occupational specialism	Minimum number of placement hours for the T Level programme
Early Years Educator	750 hours
Assisting Teaching	315 hours

The guided learning hours shown above only include time for the technical qualification element of the T Level programme; they do not include time allocated for the additional components of the T Level programme.

GLH will vary across the (TQ), due to the different requirements of each occupational specialism.

Minimum age

T Level technical qualification students must be a minimum of 16 years of age.

Qualification purpose

The purpose of the T Level Technical Qualification in Education and Early Years is to ensure students have the knowledge and skills needed to progress into skilled employment or higher-level technical training relevant to the T Level.

Objectives

The objectives of this qualification are to equip students with:

- the core knowledge and core skills relevant to Education and Early Years
- up to date occupational knowledge and skills that have continued currency amongst employers and others
- the necessary English, mathematics and digital skills
- threshold competence that meets employer expectations and is as close to full occupational competence as possible
- opportunities to manage and improve their own performance

Industry placement experience

Industry placements are intended to provide students with the opportunity to develop the knowledge, skills and behaviours required for skilled employment in their chosen occupation and which are less easily attainable by completing a qualification alone.

Early Years Educator

As part of achieving the overall T Level programme, any student undertaking the Early Years Educator occupational specialism is required to complete a minimum of 750 hours industry placement.

The industry placement is used to assess students' Early Years Educator competencies. GLH are included in the industry placement to allow for this.

Assisting Teaching

As part of achieving the overall T Level programme, any student undertaking the Assisting Teaching occupational specialism is required to complete a minimum of 315 hours industry placement.

It is the provider's responsibility to ensure the minimum number of hours is undertaken by the student.

There may be specific requirements for providers and employers to consider prior to the student commencing a work placement. Please see the industry placement guidance from the Institute for Apprenticeships and Technical Education.

There are specific requirements for providers and employers relating to the insurance of students in the workplace. Further information about insurance can be found at www.abi.org.uk or www.hse.gov.uk/youngpeople/index.htm.

Rules of combination

Students are required to complete:

- the core component
- one occupational specialism component

Students must not complete more than one occupational specialism component.

Approved providers can select which occupational specialism component to deliver to their students.

Grading

Component	Grade
Core component	A* to E and U
Occupational specialism components	distinction/merit/pass and ungraded

Assessment method

Core component

- paper A written examination
- paper B written examination
- employer-set project (ESP)

In order to achieve a grade for Core Component, students must have results for both sub-components (the core (written) examination and the employer-set project).

The combined results from these sub-components will be aggregated to form the overall Core Component grade (A*–E and U).

If students fail to reach the minimum standard across all sub-components, they will receive a U grade. No overall grade will be issued for the core component until both sub-components have been attempted.

Occupational specialism component

- synoptic assignments

The student is also required to successfully achieve a distinction/merit/pass grade in one of the occupational specialism components. If the student fails to reach the specified level of attainment, they will receive a U grade.

Progression including job roles (where applicable)

Students who achieve this qualification could progress to the following, depending on their chosen occupational specialism:

- employment:
 - early years educator
 - education technician
 - primary/secondary/tertiary teaching and support assistant
 - learning mentor
 - student engagement officer
- higher education

- apprenticeship (progression onto lower level apprenticeships may also be possible in some circumstances, if the content is sufficiently different)

UCAS

The T Level study programme is eligible for UCAS points. Please check the UCAS website for more information.

Regulation information

This is a regulated qualification.

Funding

This qualification is eligible for funding. For further guidance on funding, please contact the Education and Skills Funding Agency (ESFA).

English, mathematics and digital content

English, mathematics and digital content are embedded and contextualised within the Education and Early Years qualification content. This content must be taught to all students and will be subject to assessment.

Entry guidance

This qualification is designed for post-16 students.

There are no specific prior skills/knowledge a student must have for this qualification. However, students would be expected to have a level 2 qualification or equivalent.

Providers are responsible for ensuring that this qualification is appropriate for the age and ability of students. Providers must make sure that students can fulfil the requirements of the core and chosen occupational specialism and comply with the relevant literacy, numeracy, digital and health and safety aspects of this qualification.

Students registered on this qualification should not undertake another qualification at the same level with the same or a similar title, as duplication of learning may affect funding eligibility.

Transition programme

For those students who are not yet ready to start a T Level programme at 16, they will be able to study a new T Level transition programme. This is a new 16 to 19 study programme designed to give young people effective, tailored preparation specifically to help them progress onto and succeed in a T Level.

The T Level transition programme will be introduced through phased implementation, working initially with a small number of volunteer T Level schools, colleges and training companies, to explore different approaches to delivery and develop good practice in effectively preparing students for a T Level. More information on the T Level transition programme can be found on the government's website.

Registering students on T Levels

We expect students to make a decision about their T Level pathway within the first few weeks of their course, supported by good information, advice and guidance from their provider. For example, a student might know that they want to do an Education and Early Years T Level, but not be clear at the outset whether that should be Early Years or Assisting Teaching. If a provider is offering both of the available pathways, there may be some co-delivery or other activity in the first few weeks which provides students with the opportunity to find out about different occupations, for example through employer visits. A student's chosen T Level pathway and OS should be recorded on the Individual Learner Record (ILR) or School Census in October of year 1.

To ensure there is sufficient time to cover the curriculum, decisions about OSs should be confirmed by the end of the first year, although this could be much earlier depending on a provider's curriculum model. For example, some providers start teaching the OS early on in first year and require students to make a decision about this at the start of their course, whereas other providers may only start teaching OSs in the second year. In order to ensure that providers receive the right level of funding, a student's OS must be confirmed in the final data return of year 1 (ILR R14/Autumn Census), although changes after this date are possible.

Providers will also need to ensure that they register their students on the TQ with the awarding organisation and enter them for assessments as relevant.

Transferring between T levels and occupational specialisms (OSs)

We expect some students to switch between T Levels. Providers should consider the degree of overlap between the 2 T Levels and the remaining time before any assessments in determining if a transfer is possible – or whether a student will need to restart their T Level. Attainment from one T Level cannot count towards another, and all students will need to take and pass the relevant assessments in order to pass their T Level.

Some students may want to switch to a different OS within the same T Level pathway, including in the second year. It is less likely that there will be any overlap between OSs, so any decision will depend on the provider's curriculum model and the stage a student has reached in their OS learning. Any changes to a student's T Level, whether pathway or OS, should be recorded on the ILR/Census as soon as possible and should also match the registration and assessment entries submitted to the relevant awarding organisation. Students wishing to transfer from Assisting Teaching to Early Years must note the 750 placement hours. This makes it less likely for students to transfer in their second year from Assisting Teaching to Early Years.

Achieving this qualification

To achieve this qualification, the student must successfully demonstrate their achievement of the core component and the occupational specialism component.

In order to achieve a grade for the core component, the student must attempt both the external examination and ESP sub-components. The results from these will be aggregated to form the overall core component grade (A* to E and U). If students do not attempt one of the sub-components, an overall component grade will be withheld pending the attempt of both. If students fail to reach the minimum standard across sub-components after attempting both, they will receive a U grade for the component.

The student is required to successfully achieve a distinction/merit/pass grade in the occupational specialism component. If the student fails to reach the specified level of attainment, they will receive a U grade for the component.

Retakes

Core component retakes

There is the opportunity for students to retake the core assessments in order to improve their marks. This includes:

- 2 written examinations
- ESP

The core component's written examination is made up of 2 papers. If the student wants to retake the written examination assessment, they must retake both papers, in the same series.

Students can retake the core components in different series, meaning they could sit the ESP in one series and the core exams (both exam papers to be taken in the same series) in the next. There is no limit to the number of retakes a student can complete. However, any retake must be completed within 2 years after the completion of the student's T Level programme.

When determining each student's overall achievement for the core component, the highest achievement in each core assessment (written examination and ESP) is used.

Occupational specialism component retakes

Although retakes are permitted for the occupational specialism, it is unlikely that students will be able to fit a retake opportunity into the delivery timetable.

If a retake opportunity is scheduled, the student must retake all synoptic assignments for the chosen occupational specialism. There will be one opportunity per year to sit the occupational specialism, meaning a retake of the occupational specialism would be sat in the next academic year of study.

There is no limit to the number of retakes a student can complete. However, any retake must be completed within 2 years after the completion of the student's T Level programme.

Technical qualification components

Component	Level	Content
Core component	3	<ol style="list-style-type: none"> 1. Wider context 2. Supporting education 3. Safeguarding, health and safety and wellbeing 4. Behaviour 5. Parents, families and carers 6. Working with others 7. Child development 8. Observation and assessment 9. Reflective practice 10. Equality and diversity 11. Special educational needs and disability 12. English as an additional language

Students are required to complete one occupational specialism option.

Component	Level	Content
Occupational specialism – Early Years Educator	3	<ol style="list-style-type: none"> 1 Support and promote children's play, development and early education 2 Develop relationships with children to facilitate their development 3 Plan, provide and review care, play and educational opportunities to enable children to progress 4 Safeguard and promote the health, safety and wellbeing of children 5 Work in partnership with colleagues, parents, carers and other professionals to support children's development
Occupational specialism – Assisting Teaching	3	<ol style="list-style-type: none"> 1 Support the class teacher to enhance children's education, individually and in groups 2 Plan, provide and review educational opportunities in collaboration with teachers and other adults 3 Safeguard and promote the health, safety and wellbeing of children and young people

Component	Level	Content
		4 Recognise, adapt and respond to individual children's needs, including those with special educational needs and disability (SEND), to support development and access to the curriculum
Occupational specialism – Supporting and Mentoring Students in Education Settings	3	1 Advise, guide and supervise mentees to acquire the most benefit from their educational programme 2 Work with education providers and workplace colleagues to plan and implement structured and meaningful education and work experience 3 Support student mentors' progress and wellbeing 4 Promote students' motivation, aspiration and engagement

Employer involvement

The outline content for this qualification was devised by T Level panels. The panels consisted of employers and industry stakeholders.

We have worked in partnership with employers and other stakeholders to elaborate the content further, create the assessments and set the standards to ensure students achieve the level of competence needed to enter skilled employment.

Progression to higher level studies

This qualification aims to provide students with a number of progression options, including higher level studies at university or FE colleges. The skills required to progress to higher academic studies are different from those required at levels 1 and 2. Level 3 qualifications enable the development of these skills. Although there is no single definition of higher-level learning skills, they include:

- checking and testing information
- supporting points with evidence
- self-directed study
- self-motivation
- thinking for yourself
- analysing and synthesising information/materials
- critical thinking and problem solving
- working collaboratively
- reflecting upon learning and identifying improvements
- presenting information in written and verbal formats

Level 3 criteria can require students to analyse, draw conclusions, interpret or justify, which are all examples of higher-level skills and support progression and further learning. For further information, please refer to the Progression to Higher Education section of the NCFE website.

How the qualification is assessed

Assessment is the process of measuring a student's skill, knowledge and understanding against the standards set in a qualification.

The core component is 100% externally assessed. External assessments are set and marked by NCFE. The external examinations and ESP will assess students' core knowledge, core understanding and core skills relevant to the occupations within the Education and Early Years TQ.

The occupational specialism components are also externally assessed through synoptic assignments, except for the observation element, which is internally marked by providers and externally moderated by NCFE. These synoptic assignments will assess the knowledge, understanding, skills and behaviours required to achieve threshold competence in the student's chosen occupational specialism.

Providers must not give any feedback to the student about their performance in any of the externally assessed components or observation elements.

The assessment consists of:

- core component:
 - paper A written examination
 - paper B written examination
 - ESP (versions specific to each occupational specialism)
- occupational specialism component:
 - synoptic assignments (specific to each occupational specialism)

Quality of written communication

Quality of written communication is assessed within targeted marks for the core examinations and is embedded throughout the assessment objectives within the ESP. No specific marks are available within the occupational specialism; however, a good command of communication and written work is anticipated for success at this level.

Application of mathematics, significant figures and decimal places

Throughout the core examinations for all pathways, students will be assessed on their understanding and application of mathematics. Some questions may require answers to be given to a number of significant figures or a given number of decimal places.

A paper may contain marks that are dependent on students giving final answers to a specified number of significant figures or decimal places. A significant figure mark may not be awarded for an answer given in surd form. In questions where the command word is calculate and the final answer is required in either format, the question should be calculated to at least one additional significant figure or decimal place before giving the final answer as requested in the question.

In all cases where an answer is required to a number of significant figures or decimal places, this will be specified in the question.

Rationale for synoptic assessment

Synoptic assessment tests students' understanding of the connections between the topics covered across the performance outcomes within the chosen occupational specialism.

Synoptic assessment enables students to integrate and apply knowledge, understanding and skills with breadth and depth. It also requires them to demonstrate their capability to apply knowledge, understanding and skills across the chosen occupational specialism.

Scheme of assessment for each component

Each component in the core is worth the following weighting:

	% weighting of the core component
Paper A	35
Paper B	35
Sub-total	70
ESP	30
Total	100%

External examinations (core)

Overview of assessment

Paper A

Written examination

Duration: 2 hours

96 marks (plus 6 marks for quality of written communication (QWC)) = 102 marks total

This paper covers 50% of the core knowledge and core understanding

This paper is composed of 4 sections, which may consist of multiple-choice questions, short-answer and extended writing:

- Section A: 27 marks
- Section B: 27 marks
- Section C: 24 marks
- Section D: 24 marks

Paper B

Written examination

Duration: 2 hours

96 marks (plus 6 marks for quality of written communication (QWC)) = 102 marks total

This paper covers 50% of the core knowledge and core understanding

This paper is composed of 4 sections, which may consist of multiple-choice questions, short-answer and extended writing:

- Section A: 27 marks
- Section B: 27 marks
- Section C: 24 marks
- Section D: 24 marks

Content subject to assessment

Paper A – Elements 1 to 6:

- Element 1: Wider context
- Element 2: Supporting education
- Element 3: Safeguarding, health and safety and wellbeing
- Element 4: Behaviour
- Element 5: Parents, families and carers
- Element 6: Working with others

Paper B – Elements 7 to 12:

- Element 7: Child development
- Element 8: Observation and assessment
- Element 9: Reflective practice
- Element 10: Equality and diversity
- Element 11: Special educational needs and disability
- Element 12: English as an additional language

Assessment objectives and weightings

The external (core) examinations will assess how students have achieved the following assessment objectives (AOs):

	Assessment objectives	Weighting*
AO1	Demonstrate knowledge and understanding of contexts, concepts, theories and principles in education and early years	24.5–29.4%
AO2	Apply knowledge and understanding of contexts, concepts, theories and principles in education and early years to different situations and contexts	32.4–37.3%
AO3	Analyse and evaluate information and issues related to contexts, concepts, theories and principles in education and early years to make informed judgements, draw conclusions and address needs	27.4–32.4%

*Both paper A and paper B allocate 6 marks to the quality of written communication (QWC). These marks are bolted on and do not impact on the AO weightings.

Total marks

Paper	Assessment length	% weighting of the core component	Maximum raw mark	Max UMS
Paper A	2 hours	50%	102	140
Paper B	2 hours	50%	102	140

AO	Paper A	Paper B	Total
AO1	25–30 marks (12.3%–14.7%)	25–30 marks (12.3%–14.7%)	50–60 marks (24.5%–29.4%)
AO2	33–38 marks (16.2%–18.6%)	33–38 marks (16.2%–18.6%)	66–76 marks (32.4%–37.3%)
AO3	28–33 marks (13.7%–16.2%)	28–33 marks (13.7%–16.2%)	56–66 marks (27.4%–32.4%)
QWC	6 marks (2.9%)	6 marks (2.9%)	12 marks (5.8%)
Total	102 marks (50%)	102 marks (50%)	204 marks (100%)

The tables above show how each core examination will target the AOs in this qualification. Each version of the core examination will adhere to these mark and percentage weightings.

Additional marks allocated for QWC are not included in the overall AO weightings.

Assessment availability

There will be 2 assessment opportunities per year in summer (May/June) and autumn (November/December). Please refer to the assessment timetable on the NCFE website for further information.

Assessment conditions

The core external examinations must be invigilated.

All students' scripts must be submitted to NCFE for marking. All assessment material must be securely stored by the approved provider. Onscreen assessments will be submitted through the online assessment platform.

Please refer to the regulations for conduct of external assessments for further information on the assessment conditions. Please refer to the NCFE website for an up to date copy of the regulations.

Employer-set project (core component)

Overview of assessment

Externally-set (in conjunction with employers) project.

The purpose of the employer-set project is to ensure that students have the opportunity to apply core knowledge and skills to develop a substantial piece of work in response to an employer-set brief. The brief and tasks are contextualised around an occupational area and chosen by the student ahead of the assessment window.

Duration

12 hours

Core skills

To achieve the AOs and meet the brief, you must demonstrate the following core skills:

Core skill 1	Communicate information clearly to engage children and young people, for example to stimulate discussion and to secure understanding
Core skill 2	Work with others to plan and provide activities to meet children and young people's needs
Core skill 3	Use formative and summative assessment to monitor children and students' progress to plan and shape educational opportunities
Core skill 4	How to assess and manage risks to your own and others' safety when planning activities

The knowledge requirements will be taken from the core knowledge relevant to the brief; the briefs will change for each assessment window.

Subject content to be assessed

Content subject to assessment – Elements 1 to 12:

- Element 1: Wider context
- Element 2: Supporting education
- Element 3: Safeguarding, health and safety and wellbeing
- Element 4: Behaviour
- Element 5: Parents, families and carers
- Element 6: Working with others
- Element 7: Child development
- Element 8: Observation and assessment

- Element 9: Reflective practice
- Element 10: Equality and diversity
- Element 11: Special educational needs and disability
- Element 12: English as an additional language

Core knowledge relevant to the brief will be covered in the employer-set project; this will change for each assessment window.

Core Skills

In completing the employer-set project, the student will demonstrate 4 core skills, supported by underpinning knowledge and understanding set out in the core content.

Core skill 1	Communicate information clearly to engage children and young people, for example to stimulate discussion and to secure understanding
Core skill 2	Work with others to plan and provide activities to meet children and young people's needs
Core skill 3	Use formative and summative assessment to monitor children and students' progress to plan and shape educational opportunities
Core skill 4	How to assess and manage risks to your own and others' safety when planning activities

Assessment objectives

Assessment objectives (AOs)		Weighting
AO1	Plan their approach to meeting the project brief	10%
AO2	Apply core knowledge and skills as appropriate to meet developmental needs	53.3%
AO3	Select relevant techniques and resources to meet the brief	13.33%
AO4	Use English, mathematics and digital skills as appropriate	13.33%
AO5	Realise a project outcome and review how well the outcome meets the brief	10%

Evidence	AO1	AO2	AO3	AO 4	AO 5	Total
Task 1						
Task 1(a) (early support plan)	4	8	4			16
Task 1(b) (activity plan v1)	4	15	6			25
Task 2						
Task 2(b) (activity plan v2)* * Task 2(a) is not marked		6			3	9
Task 3						
Task 3 a (prepare for discussion) b (discussion with tutor)	1	12	2		1	16
English, mathematics and digital skills				2		2
Task 4						
Task 4 (reflection)		7			5	12
Total marks:	9	48	12	12	9	90

Total marks

Paper	Assessment length	% weighting of the Core Component	Maximum raw mark	Max Uniform Mark Scale (UMS)
Employer-set project	12 hours	30%	90	120

Assessment availability

There will be 2 assessment opportunities per year in summer (May/June) and autumn (November/December). Please refer to the assessment timetable on the NCFE website for further information.

Assessment conditions

All tasks must be completed under supervised conditions. This means students can access resources in order to complete their assessment.

The approved provider must securely retain all students' evidence and submit that evidence to NCFE for marking.

Please refer to the regulations for conduct of external assessments for further information on the assessment conditions. Please refer to the NCFE website for an up to date copy of the regulations.

UMS

The core component is modular, which means that a student can take and resit the assessments in different assessment windows. Assessments may vary slightly in levels of difficulty and, therefore, the mark that represented a C grade in the external examination in one assessment window may not be appropriate in the following assessment window.

To address this, we convert raw marks to uniform marks. The uniform mark scale (UMS) also allows us to account for the relative weighting of the assessment to the qualification as a whole. The maximum UMS points available for each assessment, and the UMS points relating to each grade boundary, are fixed. These are shown in the following table:

Grade boundary	External examination	ESP	Overall
Max	280	120	400
A*	252–280	108–120	360–400
A	224–251	96–107	320–359
B	196–223	84–95	280–319
C	168–195	72–83	240–279
D	140–167	60–71	200–239
E	112–139	48–59	160–199
U	0–111	0–47	0–159

The external examination comprises 2 papers, the results of which are combined before conversion to UMS. Combined grade boundaries for each series will be set by adding together the equivalent boundaries for each paper.

The raw mark grade boundaries are set after each assessment window. NCFE sets these boundaries judgementally, following both qualitative and quantitative analysis, and then converts them to UMS.

Although the raw mark grade boundaries in assessment window 1 and assessment window 2 are different, they have the same value in terms of UMS marks (168 for a C and 196 for a B) when contributing to the qualification as a whole. NCFE will publish the raw mark grade boundaries following the completion of each assessment window.

Scheme of assessment for each component

The industry placement will be used for the assessment of skills for all occupational specialisms. For Early Years Educator and Assisting Teaching, students will be required to demonstrate specific skills in the placement, which will be observed by Assessors and then moderated.

The table below details how each of the assignments in the occupational specialisms for Early Years Educator and Assisting Teaching are sat.

Where assignments are described as:

- ‘controlled conditions’, the tasks must be sat at the provider, under conditions controlled by the provider; for example, supervised exam conditions to ensure that the student’s work is their own, and is completed without other input; any specific conditions and delivery guidance is detailed in the tutor guidance document for the relevant occupational specialism, the regulations for the conduct of external assessment and the qualification specific instructions for delivery (QSID)
- ‘observed on the industry placement’, the tasks are designed to be observed by the provider’s assessor during the student’s time working on their industry placement; this is because the skills and knowledge being assessed cannot be validly assessed in any other context, for example, where students are being assessed on their ability to work with nursery groups or classes of children, and demonstrate their skills in doing this
- ‘carried out on the industry placement’, this task, which is only in Early Years Educator, requires students to carry out 3 observations of children; this will be done on the industry placement, but is not observed by the provider, and does not require the provider to be present; however it does require that the industry placement supervisor signs a declaration of authenticity to confirm that the student’s observations were carried out by them, and without other input

Early Years Educator

Assignment	Conditions, and use of industry placement	Availability
Assignment 1	Controlled invigilated conditions, at the provider	Available as a fixed date and timed assessment, please refer to the external assessment timetable on the NCFE website for further information
Assignment 2 Part 1	Observed on the industry placement	Available from the start of delivery, to allow planning of observations at any appropriate point during the industry placement
Assignment 2 Part 2	Observed on the industry placement	Available from the start of delivery, to allow planning of observations at any appropriate point during a window from

		1 February to 30 April on the industry placement
Assignment 3 Part 1 Task 1	Carried out on the industry placement, and authenticated by the industry placement supervisor	Available from the start of delivery, to allow planning of observations at any appropriate point between 1 March to 30 April on the industry placement
Assignment 3 Part 1 Tasks 2 and 3, and Part 2	Controlled invigilated conditions, at the provider	Available as an assessment sat during a window, set between 1 March and 30 April each year

Assisting Teaching

Assignment	Conditions, and use of industry placement	Availability
Assignment 1	Controlled invigilated conditions, at the provider	Available as a dated assessment, set between 1 March and 30 April each year
Assignment 2	Observed on the industry placement	Available from the start of delivery, to allow planning of observations at any appropriate point during a window from 1 February to 30 April on the industry placement
Assignment 3	Controlled invigilated conditions, at the provider	Available as a dated assessment, set between 1 March and 30 April each year

Synoptic assignments (Early Years Educator)

Overview of assessment

Synoptic assignments comprise task-based assignments including observations.

Duration: 25 hours 45 minutes to 29 hours 45 minutes

Consisting of:

- Assignment 1: 4 hours
- Assignment 2: 18 to 22 hours

- Assignment 3: 3 hours 45 minutes

Content subject to assessment

All performance outcomes within a chosen occupational specialism are subject to assessment:

- **Performance outcome 1:** Support and promote children's play, development and early education
- **Performance outcome 2:** Develop relationships with children to facilitate their development
- **Performance outcome 3:** Plan, provide and review care, play and educational opportunities to enable children to progress
- **Performance outcome 4:** Safeguard and promote the health, safety and wellbeing of children
- **Performance outcome 5:** Work in partnership with colleagues, parents, carers and other professionals to support children's development

Assessment weightings

Assignment	% weighting of the occupational specialism	Max raw mark	Scaling factor*
Assignment 1	25%	160 marks	1.000
Assignment 2	50%	102 marks	3.137
Assignment 3	25%	98 marks	1.633
Total	100%	360	

Total marks

360

*Scaled marks for assignments are calculated by multiplying the raw assessment mark with the scaling factor. Scaled marks up to 3 decimal places are combined before being rounded to the nearest whole number. The same approach is used to determine overall combined grade boundaries from assignment grade boundaries.

Assessment availability

There will be one assessment opportunity per year from summer 2022. Please refer to the assessment timetable on the NCFE website for further information.

Assessment conditions

All tasks must be completed under specified conditions. See the tutor guidance in the tutor guidance pack for more detail.

The approved provider must securely retain all students' evidence and submit that evidence to NCFE for marking.

Please refer to the regulations for conduct of external assessments for further information on the assessment conditions. Please refer to the NCFE website for an up to date copy of the regulations.

Synoptic assignments (Assisting Teaching)

Overview of assessment

Synoptic assignments comprise task-based assignments including observations.

Duration: 14 hours 30 minutes to 16 hours 30 minutes

Consisting of:

- Assignment 1: 2 hours 30 min
- Assignment 2: Total: 8 to 10 hours
- Assignment 3: 4 hours

Content subject to assessment

All performance outcomes within a chosen occupational specialism are subject to assessment:

- **Performance outcome 1:** Support the class teacher to enhance children's education, individually and in groups
- **Performance outcome 2:** Plan, provide and review educational opportunities in collaboration with teachers and other adults
- **Performance outcome 3:** Safeguard and promote the health, safety and wellbeing of children and young people
- **Performance outcome 4:** Recognise, adapt and respond to individual children's needs, including those with SEND, to support development and access the curriculum

Assessment weightings

Assignment	% weighting of the occupational specialism	Max raw mark	Scaling factor
Assignment 1	25%	55 marks	1.845
Assignment 2	50%	203 marks	1.000
Assignment 3	25%	100 marks	1.015
Total	100%	358	

Total marks

358

*Scaled marks for assignments are calculated by multiplying the raw assessment mark with the scaling factor. Scaled marks up to 3 decimal places are combined before being rounded to the nearest whole number. The same approach is used to determine overall combined grade boundaries from assignment grade boundaries.

Assessment availability

There will be one assessment opportunity per year from summer 2022. Please refer to the assessment timetable on the NCFE website for further information.

Assessment conditions

All tasks must be completed under specified conditions. See the tutor guidance in the tutor guidance pack for more detail.

The approved provider must securely retain all students' evidence and submit that evidence to NCFE for marking.

Please refer to the regulations for conduct of external assessments for further information on the assessment conditions. Please refer to the NCFE website for an up to date copy of the regulations.

Paper-based examination

All external assessments will be available via paper-based examination.

Sample assessment materials

Sample assessment materials can be found on the qualification page on the NCFE website.

On-screen examinations

The core written examinations (paper A and paper B) will be available via on-screen examination.

The ESP and the occupational specialism assessments have pre-release materials which will be released electronically, the assessment papers will be posted out by NCFE. Students will have the option of submitting paper-based or digital evidence.

For instructions on conducting external assessments (including information on malpractice/maladministration), please refer to our regulations for the conduct of external assessments and qualification specific instructions for delivery documents, which are available on the policies and documents page on the NCFE website.

Approved provider's quality assurance process

Providers will mark the observation element of the synoptic assignments in the occupational specialism components, with NCFE externally moderating.

To ensure provider-led marking achieves valid and reliable outcomes, we will:

- issue assessment criteria for provider staff, with guidance/mark schemes, and guidance and training on applying these
- deliver TQ CPD which includes:
 - standardisation with provider staff to ensure they fully understand marking criteria and provide consistency across providers
 - training materials to provide ongoing guidance on marking, which will increase understanding of the process and enable providers to make enquiries after results
 - a guide, which will evolve into grade exemplification materials (including authentic student work), linked to the assessment and showing what a distinction, merit and pass look like
- moderation of work in order to secure standards and guard against grade inflation

To maintain independence and prevent malpractice:

- assessment must be carried out by an assessor who has been standardised on the TQ
- providers must have suitable procedures in place to manage the delivery of the assessments, ensuring instructions are followed and 'teaching to the test' is avoided
- templates and other scaffolding techniques must not be provided to students prior to assessment except where this is required by the assessment, in which case it will be made clear in the tutor guidance

Students must sign the examination declaration to authenticate that the work they have submitted is their own. Providers must ensure that all examinations are submitted for marking in accordance with the assessment windows.

How moderation will be conducted

Externally marked observation evidence must be moderated by the NCFE moderation team to maintain high standards through:

- visiting all providers to witness observations in practice and sampling all assessments
- provider training on marking/annual standardisation
- provider visits and events to ensure rigour and that marking is in line with guides
- adjustment of marks to assure the standard

Results

Results for each component will be released in accordance with the assessment windows. Please refer to the assessment windows on the NCFE website for further information.

Enquiries about results

If a provider believes a student's result is at variance with their reasonable expectations, they can submit an enquiry about a result in line with our enquiries about results and assessment decisions policy, which is available on the policies and documents page on the NCFE website.

Grading

Core component

The core component is graded A* to E and U.

Core component grade descriptors

Grade	Demonstration of attainment
A	Demonstrate <u>relevant</u> and <u>accurate</u> use of <u>occupationally relevant</u> terminology
	Consistently demonstrate skills appropriate to situation
	Demonstrate a <u>comprehensive</u> understanding of ideas, processes and procedures and apply them appropriately to familiar and unfamiliar contexts
	Accurately select and use a <u>range</u> of appropriate mathematical skills relevant to the <i>sector</i>
	<u>Critically</u> analyse <u>most</u> information and data, supported with relevant examples and analysis
	Construct a <u>reasoned</u> argument, make <i>substantiated</i> judgements and reach valid conclusions using relevant knowledge and skills
	<u>Effectively</u> organise and present information <u>clearly</u> supported with <u>relevant</u> occupationally relevant examples and analysis
	Comment <u>effectively</u> on strengths and limitations and identify improvements
E	Link together <u>appropriate</u> principles and concepts from the <i>sector</i> and apply appropriately
	Demonstrate <u>some</u> use of terminology but not consistently relevant or accurate
	Demonstrate <u>basic</u> understanding of ideas, processes, and procedures. May not be applied appropriately to <u>some</u> familiar and unfamiliar contexts
	Use <u>some</u> simple and appropriate mathematical skills relevant to the <i>sector</i>
	<u>Limited analysis</u> of information, ideas and research and little relevance or application
	Organise and present information supported with <u>rudimentary</u> examples and some <u>acceptable</u> analysis, may not be occupationally relevant
	Comment on strengths and limitations

Occupational specialism components

The occupational specialism components are graded distinction, merit, pass and ungraded.

Occupational specialism grade descriptors

Grade	Demonstration of attainment
Pass	The evidence is logical but displays baseline knowledge in response to the demands of the brief
	The student makes some use of relevant knowledge and understanding of how it informs practices of the sector and demonstrates a baseline understanding of perspectives or approaches associated with early years education
	The student makes acceptable use of facts/theories/approaches/concepts and attempts to demonstrate breadth and depth of knowledge and understanding
	The student is able to identify information from appropriate sources and makes use of appropriate information/appraises relevancy of information and can combine information to make decisions
	The student makes judgements/takes appropriate action/seek clarification with guidance and is able to make progress towards solving non-routine problems in real-life situations
	The student demonstrates skills and knowledge of the relevant concepts and techniques reflected in an early years educator role and generally applies across different contexts
	The student shows adequate understanding of unstructured problems that have not been seen before, using limited knowledge to find solutions to problems and make justification for strategies for solving problems, explaining their reasoning
	EYE only – demonstrates achievement of all EYE criteria
Distinction	The evidence is precise, logical and provides a detailed and informative response to the demands of the brief
	The student makes extensive use of relevant knowledge, has extensive understanding of the practices of the sector and demonstrates an understanding of the different perspectives/approaches associated with early years education
	The student makes decisive use of facts/theories/approaches/concepts, demonstrating extensive breadth and depth of knowledge and understanding, and selects highly appropriate skills/techniques/methods
	The student is able to comprehensively identify information from a range of suitable sources and makes exceptional use of appropriate information/appraises relevancy of information and can combine information to make coherent decisions

Grade	Demonstration of attainment
	The student makes well-founded judgements/takes appropriate action/seeks clarification and guidance and is able to use that to reflect on real-life situations in an early years education role
	The student demonstrates extensive knowledge of relevant concepts and techniques reflected in an early years education role, precisely applies this across a variety of contexts and tackles unstructured problems that have not been seen before, using their knowledge to analyse and find suitable solutions to the problems
	The student can thoroughly examine data/information in context and apply appropriate analysis in confirming or refuting conclusions and carrying out further work to justify strategies for solving problems, giving concise explanations for their reasoning

* “threshold competence” refers to a level of competence that:

- signifies that a student is well placed to develop full occupational competence, with further support and development, once in employment
- is as close to full occupational competence as can be reasonably expected of a student studying the TQ in a classroom-based setting (for example, in the classroom, workshops, simulated working and (where appropriate) supervised working environments)
- signifies that a student has achieved at least a pass in relation to the relevant occupational specialism component

U grades

If a student is not successful in reaching the minimum threshold for the core and/or occupational specialism component, they will be issued with a U grade.

Awarding the final grade for each component of the TQ

Each core component's marks will be combined to form the overall grade for the core component.

The marks from the occupational specialism assignment will form the occupational specialism grade.

These grades will be submitted to the Institute for Apprenticeships and Technical Education who will issue an overall grade for the T Level TQ.

Calculating the final grade for the T Level programme

To be awarded an overall T Level grade, a student must successfully pass both components of their TQ, complete an industry placement, and meet any other requirements set by the Institute's T Level panel.

The full list of Functional Skills/GCSE/other alternative qualifications which meet the English and mathematics requirement for T Levels, including details of flexibility for students with SEND, are published in the specification of apprenticeship standards for England (SASE), which is available on DfE website.

The overall grade for the T Level programme is based on a student's performance in the TQ and would reflect:

- the comparative size of the core component and the occupational specialism
- the grades achieved for the core component (A* to E) and the occupational specialism (pass/merit/distinction)

This grading approach also makes it possible to recognise exceptional achievement, through the award of an overall distinction* grade for students that achieve an A* for the core component and a distinction in their occupational specialism.

The following table shows how the core component and occupational specialism grades are aggregated to produce an overall result for this T Level programme:

Core component 40%/Occupational specialism 60%:

Core component grade	Occupational specialism grade				Overall T Level grade
		Distinction	Merit	Pass	
	A*	Distinction*	Distinction	Distinction	
	A	Distinction	Distinction	Merit	
	B	Distinction	Merit	Merit	
	C	Distinction	Merit	Pass	
	D	Merit	Merit	Pass	
	E	Merit	Pass	Pass	

This matrix shows the overall grade when both components are combined.

For example, if a student achieved a B grade in the core component assessment (indicated by the vertical column on the left) and a merit grade in the occupational specialism assessment (indicated by the horizontal top row), they would achieve a merit grade for the overall T Level programme:

Core component grade	Occupational specialism grade				}	Merit
		Distinction	Merit	Pass		
	A*	Distinction*	Distinction	Distinction		
	A	Distinction	Distinction	Merit		
	B	Distinction	Merit	Merit		
	C	Distinction	Merit	Pass		
	D	Merit	Merit	Pass		
	E	Merit	Pass	Pass		

Section 3: General competency framework

General competency framework

Technical qualifications are required to contain sufficient and appropriate English, mathematics and digital content to help students reach threshold competence in their chosen occupational specialism. As such, a framework of competencies has been developed which awarding organisations are required to use and embed in all technical qualifications (where appropriate):

General English competencies	General mathematics competencies	General digital competencies
GEC1. Convey technical information to different audiences GEC2. Present information and ideas GEC3. Create texts for different purposes and audiences GEC4. Summarise information/ideas GEC5. Synthesise information GEC6. Take part in/lead discussions	GMC1. Measuring with precision GMC2. Estimating, calculating and error spotting GMC3. Working with proportion GMC4. Using rules and formulae GMC5. Processing data GMC6. Understanding data and risk GMC7. Interpreting and representing with mathematical diagrams GMC8. Communicating using mathematics GMC9. Costing a project GMC10. Optimising work processes	GDC1. Use digital technology and media effectively GDC2. Design, create and edit documents and digital media GDC3. Communicate and collaborate GDC4. Process and analyse numerical data GDC5. Be safe and responsible online GDC6. Controlling digital functions

The following table identifies the English, mathematics and digital competencies that we have embedded in the skills throughout this technical qualification. The tutor may also teach competencies that are not listed here, where they naturally occur, but these will not be subject to assessment.

English, mathematics and digital competencies relevant to the Education and Early Years qualification

General competencies	Core skills	Early Years Educator	Assisting Teaching
English	Element/Core skill (CS)	Performance outcome	Performance outcome
GEC1	CS1, CS3		S1.11
GEC2	CS2		S1.12
GEC3	CS2, CS3, CS4	S5.9	S2.19
GEC4		S5.9	S2.19
GEC5	CS2	S1.32	
GEC6	CS1	S1.21	
Mathematics	Element/Core skill (CS)	Performance outcome	Performance outcome
GMC1		S4.23	
GMC2	CS2		
GMC3		S4.16	
GMC5			
GMC6			
GMC7	CS3		
GMC9	CS2		
GMC10	CS4		
Digital	Element/Core skill (CS)	Performance outcome	Performance outcome
GDC1	CS1, CS3		S1.13
GDC2			S1.14, S4.13
GDC3		S5.9	S2.19
GDC4	CS3		
GDC5			S3.28

Section 4: TQ content

Introduction

This section provides details of the structure and content of this qualification.

Qualification structure

The core content is divided into 12 elements and 4 core skills, all of which indicate the relevant knowledge and understanding of concepts, theories and principles relevant to all occupations within education and early years. The knowledge and skills are all externally assessed through written examinations and an ESP.

The occupational specialisms are divided into performance outcomes, each of which indicates the knowledge and skills required to enable students to achieve threshold competence in the chosen occupational specialism. These performance outcomes are all externally assessed through synoptic assignments, in which the student will be expected to demonstrate required knowledge and skills.

Delivery of content

The content does not have to be taught in a linear fashion. However, providers must pay attention to when the assessments are due to take place to ensure that all of the mandatory content (all elements and performance outcomes) has been taught to students prior to sitting the assessments.

What you need to teach

This section contains all of the mandatory teaching content that underpins the knowledge and skills. The content provided in some cases may not be exhaustive, and providers may wish to teach beyond what is included in the specification in order to support the student's knowledge and understanding.

English, mathematics and digital competencies have been integrated and contextualised within the skills, throughout the qualification content. These competencies are mandatory and subject to assessment. The tutor may also teach competencies that are not listed in this specification, but these will not be subject to assessment.

Element 1: Wider context

What you need to teach

1.1 The student must understand the differences between a range of childcare and education provision, 0 to 19 years:

- early years provision:
 - childminders
 - nurseries
 - pre-schools
- school provision:
 - maintained schools:
 - community schools
 - voluntary controlled schools
 - voluntary aided schools (usually known as church or faith schools)
 - foundation schools
 - trust schools
 - special schools
- non-maintained schools:
 - academies
 - free schools
 - private schools (including independent special schools)
- post-16 provision:
 - school sixth forms
 - general FE and tertiary colleges
 - private, independent and voluntary providers (publicly funded)
 - employers
 - sixth form colleges
 - special colleges (including agriculture and horticulture colleges)
 - art, design and performing arts colleges
 - higher education institutions (HEIs)

The student must understand how and when education became compulsory in England, including how this has changed over time.

The student must understand why education is regulated, including the functions of the:

- Department for Education (DfE)
- Office for Standards in Education, Children's Services and Skills (Ofsted)

What you need to teach

- Office of Qualifications and Examinations Regulation (Ofqual)

1.2 The student must understand the different responsibilities of each of the identified roles, the entry requirements and possible career progression routes in the sector:

- general roles:
 - early years practitioner
 - early years educator
 - room leader
 - teaching assistant
 - teacher/lecturer
 - head teacher
- specialist roles:
 - special educational needs and disabilities coordinator (SENDCO)
 - designated safeguarding lead (DSL)
 - mental health lead
 - mentor/pastoral support
 - physical activity and nutrition coordinator (PANCO)
 - counsellor
 - careers advisor

Element 2: Supporting education**What you need to teach****2.1 The student must understand the origin and purpose of the early years foundation stage and the national curriculum from key stage 1 to key stage 4.**

The student must understand the scope of the EYFS, the national curriculum and post-16 education:

- EYFS: 0 to 5, covering the early years foundation stage
- primary education: 5 to 11, covering key stages 1 and 2
- secondary education: 11 to 16, covering key stages 3 and 4
- post-16 education: 16 to 19 (A levels and technical)

The student must understand how different settings are governed by the EYFS and the national curriculum.

2.2 The student must understand how teachers/practitioners can effectively support children and young people in their education, including but not limited to:

- involving children in planning their own learning
- communicating clearly, using positive and appropriate language for age and stage of development
- giving effective feedback and facilitate children's and young people's self-assessment
- managing own and others' time
- providing nurturing experiences and opportunities to support children to be able to express feelings and how this promotes positive behaviour
- observing and assessing individuals, providing tailored interventions through early identification
- engaging disengaged children/young people by involving them in their own learning and assessment

The student must understand the attributes that inform teachers'/practitioners' professional behaviour and why they are important to effectively support children's/young people's education, including but not limited to:

- approachability
- confidence
- empathy
- knowledge
- passion
- patience
- positivity
- reflection
- resourcefulness
- respect for others

2.3 The student must understand current theoretical and pedagogical approaches applied in education and the evidence that underpins them:

Behaviourism

Theory:

- antecedents:
 - stimuli that signals expected behaviour/responses
- consequences:
 - stimuli that encourages or reduces the occurrence of the behaviour
- positive and negative reinforcement:
 - can modify behaviour and learning (operant conditioning)
- continuity:
 - central to long-term associations
 - habit/response-forming

What you need to teach

- association of experience with behavioural response:
 - the student's motivation for learning is dependent on the teacher's response

Pedagogical approach and how it is applied:

- questioning:
 - teacher asks question (antecedent),
 - student responds (behaviour)
 - teacher offers feedback/rewards (consequence)
- direct instruction:
 - teacher-led
 - the student and teacher practise the new skill together
 - the teacher checks understanding and provides feedback
- mastery learning:
 - the key instant recall facts (KIRF) approach supports a solid grasp of key facts
 - a blend of direct instruction and practice
 - feedback is provided by both teacher and peers

Underpinning evidence:

- Pavlov's Dogs study
- Watson's Little Albert Experiment
- Skinner's study of operant conditioning (Skinner box)
- the Education Endowment Foundation's Ark Mathematics Mastery Project

Cognitive constructivism

Theory:

- assimilation:
 - learning builds on what students already know and can do
- accommodation:
 - knowledge is actively constructed through a process of discovery
- sequential/schematic:
 - learning follows a sequence of stages

Pedagogical approach and how it is applied:

- High scope:
 - teachers provide challenging experiences and resources matched to student's stage of development
- project-based learning:

What you need to teach

- students engage in real life problems, such as designing a product, and are responsible for their choices, decisions, and solutions
- virtual reality:
 - using digital technology, learning takes place within a simulated real-world environment
 - the student directly interacts with objects, tests out their ideas and instantly experiences the result of their actions

Underpinning evidence:

- Piaget's Four Stages of Development
- Bruner's Three Modes of Representation
- Kolb's Experiential Learning Cycle
- Bloom's Taxonomy

Social constructivism

Theory:

- active:
 - learning is a social process between teachers and peers
- interactions:
 - students' understanding and knowledge of the world is based on the quality of interactions with others
- environment:
 - the learning environment, home environment, culture and society can influence the quality of interactions

Pedagogical approach and how it is applied:

- enquiry-based learning:
 - the teacher plans activities to provoke curiosity and interaction between peers
- modelling:
 - the teacher models how to complete a task and the student observes, before practising the task for themselves
- flipped learning:
 - the teacher provides material that students can access independently (for example, through a virtual learning environment)
 - the teacher observes and scaffolds activities during group learning
 - the teacher differentiates content to make it accessible for all
 - formative assessments inform future teaching and learning
- commentary:
 - to develop students' vocabulary, the teacher talks through what they are doing
 - the teacher demonstrates thinking skills, such as problem-solving

What you need to teach

- sustained shared thinking:
 - the teacher and student share a genuine interest in an activity, conversation or discovery
 - can occur between individuals or in a group setting
- reflection:
 - the teacher talks about what went well and encourages the student to develop their own thinking

Underpinning evidence:

- Bergman and Sams' Flip Your Classroom
- Bruner's Discovery Learning
- Marion Dowling's Young Children's Thinking
- Cathy Nutbrown's Threads of Thinking
- The 30 Million Word Gap by Hart and Risley
- Vygotsky's Zone of Proximal Development

Connectivism

Theory:

- technology:
 - technology supports many of the learning sequences identified by earlier theory
 - students have greater access to online information, ideas and communities of learning
- nodes:
 - nodes are objects (a person, a book, a webpage) that can be connected as part of a learning network
 - diversity of opinions and sources is key
- links:
 - learning occurs when students make links between nodes, and they continue to make and maintain connections to form knowledge
 - 'know how' and 'know what' is replaced by 'know where to find knowledge'
- currency:
 - knowledge is quickly obsolete, and learning is a continual process
 - learning is more critical than knowing
- informal:
 - formal learning no longer makes up the main way knowledge is acquired

Pedagogical approach and how it is applied:

- massive open online courses (MOOCs):
 - online courses that can feature a mix of traditional course materials, user forums and communities of practice

What you need to teach

- social networking:
 - facilitates the informal exchange of information
 - interactions can take place between students at any time
- gamification:
 - turns tasks and assignments into competitive, interactive games
- immersive learning:
 - students are immersed in a task, working together to find, assess and make connections between information located in the digital world and the natural environment

Underpinning evidence:

- Downes' Modernised learning delivery strategies
- Siemens' learning theory for the digital age and Massive open online courses: Innovation in education
- Lave and Wenger's community of practice

Humanism

Theory:

- holistic learning:
 - individuals construct knowledge in the context of their own unique feelings, values and experiences
 - feelings are as important as knowledge in the learning process
- student-centred:
 - the teacher's role is to facilitate rather than deliver learning
 - learning should be personalised to each individual student
- self-actualisation:
 - a student's person potential can only be fulfilled when their physical and affective needs have been met
- agency:
 - humans are intentional and seek meaning, value and creativity

Pedagogical approach and how it is applied:

- student-initiated learning:
 - the student is given freedom to select learning materials and manage their own progress
 - learning decisions rest with the student, not the teacher
- holistic:
 - the teacher considers the student's whole being, including home environment and other factors which could impact on learning
 - the teacher acts as a coach, helping students to achieve their goals

What you need to teach

- safe and nurturing environment:
 - the teacher creates an environment in which students feel physically and emotionally safe, and can focus on learning

Underpinning evidence:

- Malaguzzi's 100 languages of a child
- Paolo Freire's Pedagogy of the oppressed
- Bronfenbrenner's ecological system
- United Nations Convention on the Rights of the Child 1989
- Maslow's hierarchy of needs
- Carl Rogers' Freedom to Learn

2.4 The student must understand the definition of metacognition: an understanding and awareness of one's own mental processes.

The student must understand how metacognition supports children and young people to manage their own learning, including but not limited to:

- identifying the strengths and areas for development in their own learning
- using cognitive strategies to 'construct' knowledge
- using metacognitive strategies to regulate and evaluate their own learning

The student must understand how metacognition positively impacts on children's and young people's education and achievement, including but not limited to:

- building up a set of transferable strategies and skills that they can apply to new subjects and situations
- better preparing for assessments
- monitoring their own understanding
- identifying barriers to their own learning and actively minimising them
- learning from mistakes in order to avoid them in the future
- adapting their learning strategies as appropriate to the task

2.5 The student must understand how practitioners provide effective feedback and why it is important in supporting children's/young people's educational development, including but not limited to:

- timely: to support clarity, motivation and retention of information
- clear and detailed: children/young people can identify precisely what they need to improve
- relevant to criteria: children/young people can understand how they have achieved the outcomes, and where they still need to develop
- action-oriented: children/young people have specific goals for the future and know what they should continue to do

What you need to teach

- ongoing: children/young people can revisit and re-evaluate learning as part of a continuous process
- interactive: ensures clarity through a dialogue between the teacher/student/peers

2.6 The student must understand why up-to-date and appropriate technology is important to effectively support children's/young people's educational development, including but not limited to:

- monitoring children's/young people's progress
- easily sharing information
- using a variety of media to introduce and explore a topic
- planning and designing suitable online and offline learning materials and assessments
- equipping children/young people to navigate a vast amount of information and evaluate the validity of sources
- making learning accessible for children/young people with SEND
- communicating and collaborating safely with children/young people online
- modelling legal, ethical and secure methods of accessing/using online data and media
- helping to prepare children/young people for future careers and digital citizenship

2.7 The student must understand how personal, educational and environmental factors may affect engagement and development in reading, literacy and mathematics, including but not limited to:

- personal factors, including but not limited to:
 - level of cognitive and language development
 - physical health and wellbeing
 - SEND
 - motivation and interest
 - confidence to try without fear of failure
 - socio-economic circumstances
 - bilingualism (English as an additional language (EAL))
 - previous experiences or support
- educational factors, including but not limited to:
 - the quality of teaching and support at varying stages of development
 - age- and stage-appropriate materials
 - use of aids and adaptations
 - use of synthetic phonics (reading and literacy)
- environmental factors, including but not limited to:
 - exposure to a stimulating, language-rich environment and resources
 - opportunities to practise and apply knowledge
 - support and involvement from parents or carers, peers and other professionals

Element 3: Safeguarding, health and safety and wellbeing

What you need to teach

3.1 The student must understand the requirements and purpose of the following legislation in relation to educational settings:

- Health and Safety at Work etc. Act 1974:
 - purpose: defines employers' responsibilities to protect the health, safety and welfare at work of employees and members of the public, and defines employees' duties to protect themselves and each other
- Female Genital Mutilation (FGM) Act 2003:
 - purpose: provides legal protection and safeguarding for victims of, or those at risk of, FGM
- Children Act 2004:
 - purpose: introduced measures to support multi-agency working to keep children safe
- Safeguarding Vulnerable Groups Act 2006:
 - purpose: places a statutory duty on organisations to undertake suitability checks on all individuals working with children and vulnerable adults
- Children and Families Act (Part 3: Children and young people with special educational needs (SEN) and disabilities) 2014:
 - purpose: introduced new provisions to ensure the welfare of children and young people with SEN, including Education, Health and Care Plans (EHCPs)
- Counter-Terrorism and Security Act 2015:
 - purpose: places a duty on specified authorities to have due regard to the need to prevent people from being drawn into terrorism
- Data Protection Act 2018:
 - purpose: defines responsibilities for using personal data fairly, lawfully and transparently

3.2 The student must understand how the following statutory guidance inform policies and procedures in educational settings:

- health and safety:
 - Health and safety: responsibilities and duties for schools 2021
 - EYFS Welfare Requirements
- security:
 - Prevent Duty Guidance 2021
- confidentiality of information:
 - Data Protection Act 2018:
 - UK General Data Protection Regulation (UK GDPR)
- safeguarding and promoting the welfare of children and young people:
 - Supporting pupils at school with medical conditions 2015
 - Working Together to Safeguard Children 2018

What you need to teach

- Multi-agency statutory guidance on female genital mutilation 2020
- Keeping Children Safe in Education 2022

3.3 The student must understand the importance of children's and young people's emotional health and its impact on their overall wellbeing.

The student must understand the importance of children's personal circumstances in relation to their holistic wellbeing.

The student must understand the significance of emotional health for positive relationships.

3.4 The student must understand the difference between a child/young person 'at risk' and a child/young person 'in need'.

The student must understand the mandatory reporting requirements to escalate concerns that a child/young person is in need or at risk.

3.5 The student must understand the factors that may indicate that a child/young person is in danger or at risk of abuse, including but not limited to:

- individual factors:
 - child/young person has a physical or developmental disability
 - child/young person has been impacted by an abusive relationship
 - lack of secure attachment with parent/carer
- parental factors:
 - parent has already abused a child/young person
 - parent was abused when growing up
 - parents have unrealistic expectations of the child/young person
 - parents lack parenting skills
 - parent is isolated and has limited support
 - parent has a mental illness
 - parent is suffering with drug or alcohol addiction
- environmental factors:
 - overcrowding in the home
 - poverty or lack of opportunity to improve the family's resources
 - presence of domestic violence

3.6 The student must understand the legal definition of a position of trust, as defined by The Sexual Offences (Amendment) Act 2000, and how power and influence can be used and abused when working with children and young people, including but not limited to:

- taking advantage of an individual
- gaining unauthorised access to private or sensitive information for their own or others' advantage
- manipulation of an individual

What you need to teach

- using a position of trust to bully, humiliate or undermine
- threatening punishment for non-compliance with unreasonable demands

3.7 The student must understand grooming as defined as an individual developing a relationship, trust and emotional connection with a child or young person so they can manipulate, exploit and abuse them:

The student must understand how children and young children could be groomed or exploited, including but not limited to:

- by adults in a position of trust
- by interfamilial abuse (such as, a close family member or friend)
- through the use of inappropriate games
- through online materials and communication
- through observing sexual behaviour of others
- being exposed to pornographic content
- through threats of harm to the individual or family
- county lines

The student must understand a range of signs of grooming or exploitation, including but not limited to:

- demonstrating changes in typical behaviour
- becoming withdrawn or isolated from peers and adults
- inability to concentrate during activities or learning experiences
- sexualised behaviour, language or an understanding of sex that is not appropriate for age

The student must understand appropriate action to take when grooming or abuse is suspected, including but not limited to:

- following the safeguarding policies and procedures of the setting
- reporting immediately to the setting's designated safeguarding lead (DSL)
- liaising with local authority designated officer (LADO), as appropriate
- remaining calm and professional (if disclosures are made)
- maintaining accurate and coherent records and reports
- sharing information only when required
- maintaining confidentiality

3.8 The student must understand a range of indicators that an adult in the setting may have inappropriate relationships with children and young people, including but not limited to:

- being overly affectionate, giving gifts, or showing favouritism with a child or young person
- spending time alone with a child/young person

What you need to teach

- making friends with a child or young person's parents or carers and/or visiting them at home
- using private texts or social media to communicate with a child/young person

The student must understand how practitioners deal with suspected abuse in line with the educational setting's codes of conduct, including but not limited to:

- observing and recording as appropriate
- following organisational policies and procedures for child protection
- following procedures set out by the local safeguarding partnerships
- following accurate lines of reporting in a timely manner
- maintaining professional boundaries
- contacting the police if a child or young person is in immediate danger

3.9 The student must understand how abuse, neglect, bullying, persecution and violence may impact on children's and young people's development and behaviour, in relation to:

- educational attainment
- attachments and relationships
- special educational needs
- physical health
- mental health
- inappropriate behaviour, such as:
 - self-harm/suicide
 - alcohol and drug misuse
 - aggression
 - risky or sexualised behaviour/promiscuity
 - criminality
- socio-economic status

Element 4: Behaviour

What you need to teach

4.1 The student must understand how the stages of children's and young people's social, emotional and physical development may inform their behaviour, and how practitioners can use this information to meet children's/young people's needs.

- stages of social development that may inform behaviour, including but not limited to:
 - understanding of social norms

What you need to teach

- ability to relate to others
- levels of empathy
- SEND – such as, hearing problems may lead to difficulties in communicating or language delay
- stages of emotional development that may inform behaviour, including but not limited to:
 - ability to name and regulate own emotions
 - levels of maturity
 - SEND – such as, those with developmental delay may experience frustration with difficulties in expressing their emotions
- stages of physical development that may inform behaviour, including but not limited to:
 - development of gross and fine motor skills
 - body changes as a result of puberty
 - SEND – such as, those with physical disabilities may feel excluded from certain activities

4.2 The student must understand how a range of individual, environmental and educational factors can positively or negatively influence children's and young people's behaviour:

- individual factors, including but not limited to:
 - self-esteem
 - SEND
 - age
- environmental factors, including but not limited to:
 - culture and religious beliefs
 - care history
 - family circumstances
- educational factors, including but not limited to:
 - bullying and discrimination
 - peer relationships
 - relationships between children/young people and practitioners

4.3 The student must understand the link between self-esteem, identity and inappropriate behaviour. This must include the effects of over-confidence as well as low self-esteem.

4.4 The student must understand how the following three elements inform children's/young people's self-concept:

- self-image – how you see yourself
- self-esteem – how you value yourself
- ideal self – how you wish you could be

The student must understand how children/young people develop self-concept through 2 defining stages:

What you need to teach

- the existential self: the child/young person realises that they exist as an independent entity, separate from others
- the categorical self: the child/young person begins to categorise her/himself as an 'object' in the world, defining her/himself in terms of age, gender, size or skills

The student must understand the possible impact of positive and negative self-concept:

- behaviour
- cognition
- social and emotional development

4.5 The student must understand why children and young people must know how to adapt their behaviour to different social contexts in order to:

- focus on learning in educational settings
- develop impulse control
- conform to social norms
- make friends and maintain relationships

4.6 The student must understand why it is important to set and follow behaviour management policy and processes, including but not limited to:

- clarifies the expected standard of behaviour for:
 - staff
 - children/young people
 - parents/carers
- gives children/young people a chance to have input, resulting in more ownership and buy-in
- sets realistic expectations for behaviour, taking into account an individual's age and stage of development
- ensures fairness in how children or young people are rewarded and sanctioned, regardless of practitioners' own opinions or beliefs
- ensures safety for all children and young people
- establishes a consistent approach to behaviour management
- allows opportunities to celebrate individuals' success

4.7 The student must understand how the following home, family circumstances and care history can affect children's and young people's behaviour, including but not limited to:

- parental expectations
- consistency of care
- culture and community
- adult and child's/young person's relationships and interactions

What you need to teach

The student must understand how practitioners can use information about individuals' home, family and care circumstances to anticipate and deal effectively with unwanted behaviour, including but not limited to:

- working with parents/carers to help them find support and advice
- sharing information with relevant colleagues to support multi-agency work and early interventions
- supporting individuals through planned and unplanned transitions
- informing a behaviour management plan
- setting and tracking individual behaviour targets

4.8 The student must understand how children/young people may respond to both positive and negative verbal and non-verbal communication from adults, including but not limited to:

- tone
- proximity
- gesture
- body language

4.9 The student must understand how and why practitioners use positive approaches to motivate children's/young people's behaviour, attainment and achievement, including but not limited to:

- incentive and recognition schemes
- establishing and maintaining positive relationships with children/young people
- appropriate praise
- formative feedback to help children/young people improve

4.10 The student must understand how and why practitioners use a range of strategies for setting clear expectations of behaviour, including but not limited to:

- establishing a structured approach
- setting age- and stage-appropriate ground rules
- acting fairly and consistently
- modelling appropriate behaviour
- positive reinforcement
- establishing age-appropriate boundaries

4.11 The student must understand how and why practitioners use a range of strategies to support children and young people to develop self-regulation and resilience, including but not limited to:

- playing games/interactive sessions that encourage turn-taking and impulse control
- sharing stories that encourage reflection on own and others' emotions
- modelling coping skills
- encouraging physical exercise

What you need to teach

- encouraging problem solving
- providing opportunities to support socialisation
- supporting children and young people to reframe challenges in a positive light
- encouraging mindfulness
- creating opportunities for children and young people to take supported risks

4.12 The student must understand how and why practitioners use a range of strategies to respond to behaviour, including but not limited to:

- being fair and consistent
- focusing on the behaviour, rather than the individual
- referring to, and following, the behaviour policy and student code of conduct
- encouraging co-regulation
- using language that clarifies expectations
- providing a calm and safe environment

4.13 The student must understand how and why practitioners use a range of strategies to motivate children and young people to test and stretch their skills and abilities, including but not limited to:

- setting high, realistic expectations
- using age- and stage-appropriate praise and encouragement
- involving parents/carers, as part of a whole setting approach
- giving individuals a role/responsibility
- encouraging self-reflection
- rewarding effort and success
- celebrating mistakes as learning opportunities
- encouraging children and young people to recognise each other's positive behaviour

4.14 The student must understand how practitioners assess risks to their own and others' safety when dealing with challenging behaviour, including but not limited to:

- being aware of individuals' prior history
- recognising triggers and early warning signs
- assessing the likelihood of harm to self and others
- removing hazards and reducing risk
- following the setting's policies and procedures

Element 5: Parents, families and carers

What you need to teach

5.1 The student must understand the advantages of working with parents, carers and wider families to support children and young people, including but not limited to:

- creating a shared level of expectations
- making transitions smoother
- supporting learning and development at home
- inviting contributions from families – for example, volunteering time, talking about jobs or hobbies, helping to organise events
- sharing information
- supporting the child's or young person's wellbeing
- making decisions and advocating different courses of action

5.2 The student must understand the characteristics of the following family structures:

- nuclear: 2 parents raising a child/children
- single-parent: a lone parent raising a child/children
- extended: multiple members of the same family living in the same home and possibly co-raising a child/children
- foster/adoptive: having at least one child who has been fostered or adopted
- blended/step: a combination of 2 separate families, with one or both parents having children from previous relationships

The student must understand the characteristics of the following parenting styles, including but not limited to:

- authoritarian: emphasis on obedience and control, with no explanation for why children/young people should follow rules
- permissive: high levels of parental responsiveness, with few rules or expectations
- authoritative: parents have high standards and set clear boundaries, encouraging their children to be independent
- instinctive: parents rely on instincts, heavily influenced by their own upbringing
- uninvolved: characterised by a lack of responsiveness and, sometimes, neglect
- helicopter: parents are heavily involved in every aspect of their children's lives

The student must understand why it is important to be sensitive to different parenting styles and different family contexts to:

- value and respect families
- contribute to inclusion in planning and provision
- inform understanding of behavioural context inform understanding of developmental delay
- inform strategies used to support behaviour and development

What you need to teach

- ensure fair and inclusive practice

5.3 The student must understand the possible barriers to effective partnerships with parents, carers and wider families, including but not limited to:

- time constraints
- work commitments
- limited resources
- mistrust from families
- English as an additional language
- special educational needs or disabilities
- family members' own negative educational experiences

The student must understand how to overcome possible barriers, including but not limited to:

- the key person building a relationship with parents/carers
- offering an open-door policy to hear parents'/carers' questions or concerns
- encouraging home communication diaries/journals
- providing secure family forums and apps
- using parent/carers questionnaires
- using regular telephone or email contact
- ensuring the building is accessible
- organising open days/evenings
- using translators or child advocates
- offering home visits
- making use of technology to establish and maintain communication with parents/carers including an exchange of information

5.4 The student must understand where to find a range of reliable resources to support parents, carers and wider families, including but not limited to:

- charities
- the NHS
- healthcare centres
- community centres
- Citizens Advice
- social services/children's services

The Special Educational Needs and Disabilities Information Advice and Support Services (SENDIASS)

Element 6: Working with others

What you need to teach

6.1 The student must understand how agencies and services support children, parents/carers and wider families, including but not limited to:

- charities, including but not limited to:
 - Family Action
 - Family Rights Group
 - Action for Children
- public services, including but not limited to:
 - the National Health Service
 - Children and young people's mental health services (CYPMHS) – the term children and adolescent mental health services (CAMHS) is an older term for the main specialist NHS community service within the wider CYPMHS that may be available locally
 - Children's Services
- local education authorities:
 - schools and colleges
 - special educational needs review team

6.2 The student must understand the roles of other professionals in supporting children, parents/carers and families, including but not limited to:

- educational psychologist
- education mental health practitioner
- GP
- school nurse
- health visitor
- social worker
- SENDCO/area SENDCO
- local authority designated officer (LADO)
- youth worker
- counsellor
- occupational therapist
- speech and language therapist

The student must understand the benefits of working collaboratively with other agencies and professionals for improved outcomes for children/young people, including but not limited to:

- working towards shared goals
- accessing advice and support

What you need to teach	
	<ul style="list-style-type: none"> • sharing skills, knowledge and expertise • improving referrals
6.3	<p>The student must understand how to work collaboratively with other agencies and professionals, including but not limited to:</p> <ul style="list-style-type: none"> • maintaining confidentiality and protecting sensitive data • gaining parental consent when appropriate • reporting concerns and referrals • following relevant policies/procedures
6.4	<p>The student must understand why practitioners establish and maintain professional boundaries and relationships with children/young people, families and other professionals, including but not limited to:</p> <ul style="list-style-type: none"> • facilitating partnership working • protecting emotional wellbeing • respecting children's and young people's privacy • avoiding distraction from the practitioner's role • providing structure and expectations • reducing conflict • promoting safeguarding and prevent the misuse of power • maintaining confidentiality <p>The student must understand how practitioners' use of social media can be detrimental to:</p> <ul style="list-style-type: none"> • professional boundaries • effective partnership working • confidentiality • safeguarding

Element 7: Child development

What you need to teach	
7.1	<p>The student must understand the expected patterns of children's/young people's development, in infancy, early childhood, middle childhood and adolescence, in the following areas:</p> <ul style="list-style-type: none"> • cognitive: <ul style="list-style-type: none"> ○ information processing ○ memory

What you need to teach

- problem solving
- sensory perception
- physical:
 - gross motor skills:
 - involving large movements that involve the whole body
 - fine motor skills:
 - involving smaller, more skilful movements to control the body more precisely
 - bodily changes as a result of puberty
- social and emotional:
 - bonding and attachments
 - expressing feelings
 - following instructions
 - co-operation
 - self-control
 - self-concept
 - friendships/peer groups

7.2 The student must understand the key concepts of attachment theory and how early attachments influence adult relationships, with reference to the following theorists:

- Bowlby – key concepts:
 - innate attachment to one figure
 - maternal deprivation
 - internal working model
- Ainsworth – key concepts:
 - the Strange Situation
 - attachment styles:
 - secure
 - insecure avoidant
 - insecure ambivalent
 - disorganised-disoriented (identified later)
- Rutter – key concepts:
 - distinction between privation and deprivation (privation is far more detrimental than deprivation)
- Schaffer and Emerson – key concepts:
 - babies are more likely to form attachments with carers who are responsive and sensitive, rather than those with whom they spend the most time
 - 4 stages of developmental progress:

What you need to teach

- asocial stage (0 to 6 weeks): babies show no bias towards a particular individual but prefer human-like stimuli, such as dolls
- indiscriminate attachments (6 weeks to 6 months): babies are more sociable and can tell individuals apart but do not form strong attachments; they do not demonstrate a fear of strangers
- specific (7 months+): babies show signs of separation anxiety when their primary attachment figure leaves; begins to demonstrate a fear of strangers
- multiple (10/11 months+): infants form multiple attachments, such as grandparents, friends, childminders/nursery practitioners

The student must understand the strengths and limitations of these theories and how they influence practice.

7.3 The student must understand the differences between receptive and expressive language:

Receptive language

The student must understand the definition of receptive language as the ability to comprehend or understand what is being said.

Expressive language

The student must understand the definition of expressive language as the ability to use vocabulary and form sentences to express meaning.

The student must understand the key concepts of the following theories in relation to children's/young people's language development:

- Chomsky:
 - language acquisition device (LAD)
- Piaget:
 - children develop their understanding of language through mental 'schemas'
 - logical thinking and language development through distinct stages:
 - sensorimotor stage
 - preoperational stage
 - concrete operational stage
 - formal operational stage
- Bruner:
 - language acquisition support system (LASS)
- Vygotsky:
 - language is developed through social interactions
- Skinner:
 - language is developed through environmental influences and positive reinforcement

The student must understand the strengths and limitations of these theories.

What you need to teach**7.4 The student must understand how practitioners, parents, carers and other professionals can promote language development at different ages, including but not limited to:**

- 0 to 2 years:
 - sharing nursery rhymes
 - using repetitive language
 - giving simple instructions
 - maintaining appropriate eye contact
 - using visual aids (toys and puppets)
 - using simple picture books (even babies will enjoy turn-taking)
 - listening and tuning in to children's communication
 - enjoying turn taking in conversation when interacting with babies
- 2 to 4 years:
 - sharing books (story sacks and props)
 - engaging in child-initiated conversation
 - facilitating circle time
 - providing a range of role play activities
 - listening and tuning in to children's communication
- 4 to 7 years:
 - modelling correct use of language, tone and expression
 - engaging in paired reading activity
 - encouraging descriptive language
 - planning literacy activities and word games
 - listening and tuning in to children's communication
- 7 to 11 years:
 - providing opportunities for creative writing
 - introducing a wide range of texts
 - facilitating group discussion
 - introducing new vocabulary through spelling and definitions
 - listening and tuning in to children's communication
- 11 to 19 years:
 - involving children and young people in discussions and debates, in small and large groups
 - facilitating individual and group presentations
 - modelling professional vocabulary
 - encouraging sophisticated vocabulary through wider research and reading

What you need to teach

- listening and tuning in to children's communication

7.5 The student must understand how children and young people develop friendships from infancy through to adolescence, with reference to Robert Selman's 5-level framework for understanding developmental trends in children's friendships:

- Level 0 Friendship – Momentary Playmates
- Level 1 Friendship – One-Way Assistance
- Level 2 Friendship – Two-Way, Fair Weather Cooperation
- Level 3 Friendship – Intimate, Mutually Shared Relationships
- Level 4 Friendship – Mature Friendship

The student must understand the key concepts of Henri Tajfel's and John Turner's social identity theory:

- in-group (us) vs out-group (them)
- the 3 stages of social identity:
 - categorisation
 - identification
 - comparison

The student must understand how friendships can positively impact:

- mental health
- resilience
- social skills
- children and young people with SEND
- self-esteem/confidence
- self-concept

7.6 The student must understand the difference between expected and unexpected transitions, and how these may affect children/young people in positive or negative ways:

- expected transitions, including but not limited to:
 - transition from home to childcare
 - movement between school years or between school, FE or HE
 - adolescent transition and body changes
 - gender transition
 - changes in relationships
 - post-school decisions
- unexpected transitions, including but not limited to:
 - moving house or location
 - illness

What you need to teach

- change of employment
- change to family structure
- pregnancy
- bereavement

The student must understand how practitioners use a range of strategies to prepare and support children/young people through transitions, including but not limited to:

- providing accurate and current information to the child or young person
- giving opportunities to discuss feelings and ask questions
- involving individuals in their own transition planning
- using school-readiness strategies
- following settling-in policies and procedures
- implementing support through a buddy system, counsellor, mentor or learning support assistant
- liaising with parents/carers and other professionals
- referring individuals for specialist support as appropriate

Element 8: Observation and assessment**What you need to teach**

- 8.1 The student must understand the purpose of national assessments and benchmarks, including but not limited to:**
- monitoring and recording children's/young people's achievement
 - differentiating between individuals' performance
 - promoting standards and confidence in the national curriculum
 - supporting the regulation of state-funded education provision
- 8.2 The student must understand the different purposes of formative and summative assessment:**
- formative assessment: frequent, often informal, assessment that is designed to elicit ongoing evidence of children's and young people's progress and attainment, which is used to inform the next steps
 - summative assessment: a final assessment, usually occurring at the end of a period of study, which is used to sum up children's and young people's overall level of attainment, and to provide data for stakeholders (management teams, parents, Ofsted)
- 8.3 The student must understand the purpose of accurately observing, recording and reporting on children's and young people's participation, conceptual understanding and progress, including but not limited to:**

What you need to teach

- identifying developmental progress
- informing feedback
- informing planning for children/young people's next steps
- adhering to policies and procedures relevant to recording information
- maintaining the validity and reliability of information
- enabling interventions
- sharing information with relevant colleagues, the family and other agencies

8.4 The student must understand the different roles that practitioners play in assessment processes and requirements:

- early years practitioners, including but not limited to:
 - observe, record and review children's progress
 - assess children's individual needs
 - plan activities and support statutory assessments
- teachers/lecturers/teaching assistants, including but not limited to:
 - monitor children's and young people's understanding and progress
 - provide targeted feedback to enable children and young people to improve
 - prepare children and young people for national assessments
- assessors, including but not limited to:
 - assess individuals' performance/relevant knowledge
 - ensure that the standards and requirements of the specification are met
- coaches/mentors, including but not limited to:
 - set and review key performance indicators
 - provide support relevant to individual needs – such as special exam considerations
 - advise on how to improve individual performance

Element 9: Reflective practice

What you need to teach

9.1 The student must understand the key concepts of the following models of reflection:

- Kolb's experiential learning cycle:
 - 4 stages of reflecting on experience:
 1. concrete experience
 2. reflective observation of a new experience
 3. abstract conceptualisation
 4. active experimentation
- Gibbs' reflective cycle:
 - 6 stages of reflecting on experience:
 1. description
 2. feelings
 3. evaluation
 4. analysis
 5. conclusion
 6. action plan
- Boud, Keogh and Walker's model:
 - 3 stages of reflecting on practice:
 1. experience
 2. reflective process
 3. outcomes

The student must understand how reflective models can be applied in practice.

9.2 The student must understand the following current priorities and debates in education:

- education reform, including but not limited to:
 - the impact of national curriculum reforms
 - the pros and cons of selective education
 - high-stakes accountability, via Ofsted, and its effect on staff and children
 - how education is funded in England (schools, further education and HE)
- national assessments, including but not limited to:
 - the arguments for and against national curriculum tests
 - the advantages and disadvantages of GCSEs versus IGCSEs
- technology and education, including but not limited to:
 - the pros and cons of technology in classrooms

What you need to teach

- the opportunities offered by blended learning
- children's/young people's health and wellbeing, including but not limited to:
 - the impact of exam stress on children's/young people's health and wellbeing
 - the quality of support for children/young people with SEND

9.3 The student must understand the importance of receiving ongoing developmental feedback, including but not limited to:

- improves performance
- increases motivation
- enhances both personal and professional growth
- provides constructive criticism
- supports reflective practice to identify developmental needs

The student must understand why practitioners must engage in continuous professional development, including but not limited to:

- maintaining up to date knowledge and skills
- improving provision and outcomes for children and young people
- adhering to regulatory requirements
- keeping up to date with legislative changes
- ensuring understanding of current priorities, debates and approaches in education
- making meaningful contributions to a team
- improving opportunities for progression and promotion in own role

9.4 The student must understand how practitioners can meet their own developmental needs, including but not limited to:

- self-directed learning, reading and research
- shadowing and visits to other settings
- external training, workshops, conferences
- appraisal, peer observation, feedback
- setting and reviewing professional goals

Element 10: Equality and diversity

What you need to teach

10.1 The student must understand the basic principles of the following laws, regulations and codes of practice in relation to equality, diversity and human rights:

- United Nations Convention on the Rights of the Child 1989
 - 4 general principles:
 1. non-discrimination (article 2)
 2. best interest of the child (article 3)
 3. right to life, survival and development (article 6)
 4. right to be heard (article 12)
- Equality Act 2010:
 - direct discrimination
 - indirect discrimination
 - protected characteristics
- special educational needs and disability code of practice: 0 to 25 years 2015
 - 4 broad areas of need:
 1. communication and interaction
 2. cognition and learning
 3. social, emotional and mental health
 4. sensory and/or physical
- UK General Data Protection Regulation (UK GDPR) EC
 - maintaining confidentiality and sharing information as appropriate

10.2 The student must understand the links between legal requirements and organisational policies and procedures relating to equality, diversity, discrimination, confidentiality and the rights of children and young people, including but not limited to:

- inclusion policy
- confidentiality policy
- accessibility policy
- partnership working – sharing information
- admissions policy
- special educational needs policy
- safeguarding policy

10.3 The student must understand why it is important to promote equality, diversity and inclusion, including but not limited to:

- complying with legal responsibilities (Equality Act 2010)

What you need to teach

- preventing discrimination
- ensuring equality of opportunity
- meeting individual needs and ensuring accessibility for all
- appreciating and celebrating differences and valuing diversity
- recognising and valuing different family circumstances and cultures
- ensuring dignity and respect for all

10.4 The student must understand the consequences of labelling children and young people, including but not limited to:

- causing the individual to feel stigmatised, which can lead to social, emotional and mental health issues
- changing how others view the individual, particularly if they have a negative or limited understanding of a need or disability
- establishing a set of limits associated with that label, which may lead to practitioners offering the individual limited opportunities
- placing a burden of guilt or 'blame' on the individual's parents/carers

The student must understand why it is important to have high and realistic expectations for children/young people, including but not limited to:

- encouraging independence
- increasing motivation and confidence
- improving academic outcomes
- creating a culture of achievement, regardless of ability

10.5 The student must understand the impact of a range of barriers to children's/young people's participation, including but not limited to:

- physical accessibility
- mental health issues
- attitudes and expectations
- curriculum
- family background
- socio-economic

The student must understand how practitioners can use strategies to overcome barriers to children's/young people's participation, including but not limited to:

- training to understand inclusion
- partnership working, including supporting children's and young people's psychological wellbeing
- adaptations to the physical environment
- providing accessible curriculum/assessment

What you need to teach

- reviewing equality, diversity and inclusion policies
- providing information to children/young people about available financial support
- supporting children/young people through transitions

Element 11: Special educational needs and disability**What you need to teach****11.1 The student must understand the statutory duties and responsibilities of practitioners supporting children/young people with SEND in relation to the following guidance:**

- SEND: guide for early years settings
- SEND: guide for schools and alternative provision settings
- further education: guide to the 0 to 25 SEND code of practice

The student must understand the links between these guidance documents, the Children and Families Act 2014 and the Special educational needs and disability code of practice: 0 to 25 years 2015.

The student must understand the purpose of a range of organisational policies and procedures that support children/young people with SEND, including but not limited to:

- SEND policy
- equality policy
- accessibility policy
- alternative provision policy
- anti-bullying policy
- behaviour policy
- medical needs policy
- teaching and learning policy
- complaints policy

The student must understand the available support in childcare, schools and colleges for young people with special educational needs disabilities:

- 0 to 5 years, including but not limited to:
 - a written progress check when a child is 2 years old
 - a child-health visitor carrying out a health check for a child if they're aged 2 to 3
 - a written assessment in the summer term of a child's first year of primary school

What you need to teach

- reasonable adjustments for children with disabilities
- 5 to 15 years, including but not limited to:
 - a special learning programme
 - extra help from a teacher, teaching assistant or mental health lead
 - opportunities to work in smaller groups or other areas of the school
 - observation in class or at break
 - help taking part in class activities
 - extra encouragement in their learning, for example, to ask questions or to try something they find difficult
 - help communicating with other children or young people
 - support with physical or personal care difficulties, for example, eating, getting around school safely or using the toilet
- Early Help Assessment (EHA)
 - EHAs provide a means of putting in place early support in partnership with relevant professionals as soon as issues arise
 - EHAs can be used from Early Years through school years
- education, health and care plan (EHCP), including but not limited to:
 - EHCPs are intended to support children and young people with complex needs that fall outside of SEND provision provided by childcare, schools or colleges
 - a parent/carer can request an EHCP if they think it is appropriate for their child
 - a young person can request an assessment themselves if they are aged 16 to 25

11.2 The student must understand how the following professionals and organisations support children/young people with special educational needs and disabilities, including but not limited to:

- teachers
- educational psychologists
- medical practitioners

The student must understand the role of a multi-agency team in providing integrated support for children and young people with special educational needs and disabilities.

11.3 The student must understand the principles of integration, equity and inclusion, and the differences between them:

- principles of integration, including but not limited to:
 - children/young people with special educational needs or physical disabilities require separate support and extra resources to access the existing curriculum
 - children's/young people's' success depends on their ability to adapt to the learning environment
 - extra adaptations and support within the learning environment should benefit only those with special educational needs

What you need to teach

- principles of equity, including but not limited to:
 - the educator should understand their own culture, personal values and biases
 - partnerships with parents should be strong with shared aspirations for children and young people
 - the curriculum is fair, and children's holistic development needs are well planned for (including health, and social and emotional development)
 - social cohesion is promoted and children learn to connect with each other
- principles of inclusion, including but not limited to:
 - a curriculum should offer all students equal rights, access and choices
 - the learning environment should change to support each child/young person's success
 - extra adaptations and support within the learning environment should benefit everyone

11.4 The student must understand appropriate terminology to use when discussing the needs of children/young people with SEND, including but not limited to:

- referring to 'a person with a disability', rather than 'a disabled person', which places the emphasis on the individual
- avoiding phrases such as 'suffers from', which implies discomfort, pain or despair
- avoiding language which implies that individuals are victims – 'confined to a wheelchair' should be 'wheelchair user'
- avoiding colloquial language to describe a disability or medical condition – 'fits' or 'spells' should be 'seizures'

The student must understand why practitioners must use appropriate terminology when discussing the needs of children and young people with SEND, including but not limited to:

- complying with organisational policies
- avoiding stereotyping/labelling
- valuing and respecting individuals
- maintaining professionalism

11.5 The student must understand the difference between the medical and social models of disability, with reference to examples of how the social model has changed access and participation for people with disabilities.

11.6 The student must understand how a primary disability might affect children's/young people's development:

- social and emotional development, including but not limited to:
 - impulse control
 - language development
 - mood and emotion
- physical development, including but not limited to:

What you need to teach

- attention and concentration
- memory
- sensory processing
- motor control

11.7 The student must understand a range of cognitive skills necessary for effective educational development, and how single or multiple disabilities might affect these, including but not limited to:

- attention
- memory, short- and long-term
- perception
- logic and reasoning
- auditory processing
- visual processing

11.8 The student must understand how cognitive difficulties may have an impact on language, communication and educational development, including but not limited to:

- reading, writing and comprehension
- mathematical skills and concepts
- vocabulary and communication skills
- attention span
- co-ordination skills
- logical reasoning
- memory and building on prior knowledge

11.9 The student must understand how a chronic condition may affect children's/young people's emotions, education, behaviour and quality of life.

Chronic conditions may include:

- muscular dystrophy
- epilepsy
- severe allergies
- cystic fibrosis
- depression
- fragile X syndrome
- sickle cell disease
- diabetes

11.10 The student must understand how adults can remove barriers in order to empower and value

What you need to teach

children and young people, depending on their specific learning difficulty, medical condition or disability, including but not limited to:

- creating an accessible and secure environment
- promoting value and respect
- involving the individual in planning their own learning and healthcare needs
- providing context and relevance to learning
- using enabling language
- working with the family and other professionals
- implementing the setting's policies and procedures

11.11 The student must understand when and how speech can be supplemented or replaced by augmentative and alternative communication (AAC), including but not limited to:

- no-tech communication, including but not limited to:
 - body language, pointing, objects of reference, vocalisations, signing, communication partner
- low-tech communication systems, including but not limited to:
 - pen and paper, picture exchange communication (PEC) systems, photographs, symbols
- high-tech communication systems, including but not limited to:
 - mobile devices, laptops, tablets, speech synthesis, eye-tracking devices

Element 12: English as an additional language

What you need to teach

12.1 The student must understand the characteristics of the 5 stages of acquiring an additional language:

- silent/receptive stage
- early production
- speech emergence
- intermediate fluency
- continued language development/advanced fluency

12.2 The student must understand how a range of factors might affect language acquisition, including but not limited to:

- age and development stage
- personality
- cognition

What you need to teach

- bilingualism
- cultural background
- special educational needs or disabilities
- the learning environment
- available support

12.3 The student must understand how a child's/young person's home language affects their education and development, including but not limited to:

- their understanding of language overall
- their family connections and support network
- their self-concept
- their social interactions and relationships
- how they learn a curriculum
- their acquisition of additional languages

12.4 The student must understand the communication, social and emotional needs of children/young people being taught EAL:

- communication needs, including but not limited to:
 - children/young people may be more proficient in spoken than written English
 - children/young people may have difficulty understanding the curriculum
 - children/young people may have difficulty accessing resources in English
 - children/young people may have difficulty responding to questions in English
- social and emotional needs, including but not limited to:
 - children/young people may be affected by negative attitudes towards their culture, language, ethnicity and religion
 - children/young people may feel isolated from their peers
- children/young people may not have support available at home to develop English as an additional language

12.5 The student must understand how practitioners can use a range of strategies to support children/young people being taught EAL, including but not limited to:

- using EAL specialist support
- encouraging peer and group support
- making the verbal curriculum more visual
- providing opportunities to talk before writing
- using drama and role play
- scaffolding learning
- creating language-rich environments

What you need to teach

- providing bilingual resources
- working in partnership with parents/carers
- celebrating an individual's culture
- positive outcomes of multi-lingualism

Core skills

The employer-set project (ESP) requires that students apply and contextualise core knowledge through the demonstration of the following core skills. Parameters have been provided for each skill in order to define what students must be able to demonstrate to fully satisfy the requirements of the ESP.

CS1: Communicate information clearly to engage children and young people, for example, to stimulate discussion and to secure understanding

What you need to teach:

The student must be able to communicate information clearly to engage children and young people by:

- ensuring that communication is age-appropriate
 - young children respond to simple, descriptive language, with an emphasis on rhymes, songs and repetition
 - older children/young people respond to jokes and illustrative stories or examples that encourage them to test their own values and critical-thinking skills
 - explaining technical information to a non-technical audience
 - using verbal and non-verbal cues
- encouraging and modelling interaction
 - asking direct questions, giving enough time for responses, and valuing all answers
 - inviting children/young people to express their own ideas through discussion, interactive activities or creative tasks
 - encouraging a dialogue through oral and written formative feedback
 - encouraging children/young people to teach each other
 - providing active and constructive contribution (sustained shared thinking)
- using positive language
 - helping children/young people to focus on strengths, rather than disadvantages
 - using praise and constructive feedback to build confidence as well as competence
 - modelling language that celebrates diversity
 - adapting contributions to meet the needs of the children/young people

Adapted from Unicef's "Communicating with Children: Principles and Practices to Nurture, Inspire, Excite, Educate and Heal".

GEC1 – convey technical information to different audiences

As part of core skill 1 the student must be able to clearly and effectively give verbal feedback which supports children's/young people's educational development, taking into account the different technical language used and purpose of the interaction. They should be able to ask and respond to questions which may arise to check for understanding.

What you need to teach:**GEC6 – take part in/lead discussions**

As part of core skill 1 the student must be able to listen actively to others, making relevant and constructive contributions. They should ask and respond to questions for clarification, adopting an appropriate tone of voice and paying attention to non-verbal cues. They should adapt contributions to discussions to suit the audience and purpose, and provide written feedback or information using correct grammar, spelling and punctuation.

CS2: Work with others to plan and provide activities to meet children's and young people's needs

What you need to teach:

The student must be able to work with others to plan and provide activities to meet children's and young people's needs, including but not limited to:

- communicating openly and effectively with other professionals, speaking clearly and confidently
 - establishing professional relationships with relevant colleagues and parents/carers
 - determining a child's/young person's specific needs
 - passing on information that could impact on other teams/professionals
 - sharing ideas and best practice
- planning collaboratively
 - liaising with colleagues to plan appropriate activities for children/young people
 - discussing how to best support children/young people in meeting objectives, taking into account their individual needs, using appropriate grammar and terminology
 - contributing to long-, medium- and short-term planning
 - sharing resources
 - presenting information in an organised and logical way
- supporting education in the setting
 - using high expectations and encouragement to create a positive learning environment
 - managing behaviour effectively and in line with the setting's policies and procedures
 - monitoring education activities through observation and assessment
 - contributing to effective record-keeping, using precise terminology and correct grammar, spelling and punctuation

GEC2 – present information and ideas

As part of core skill 2 the student must be able to speak clearly and confidently using an appropriate tone and register that reflects the audience and purpose, using appropriate grammar and choice of words in oral speech.

What you need to teach:**GEC3 – create texts for different purposes and audiences**

As part of core skill 2 the student must be able to organise ideas and information logically and coherently to suit the length and purpose of the writing, reflecting the type of communication and purpose. They should be able to draft standard technical documents using precise terminology and correct grammar, spelling and punctuation.

GEC5 – synthesise information

As part of core skill 2 the student must be able to draw together relevant information and present it in a logical and organised way, for example, as part of planning materials or other documentation that is shared between professionals.

GMC2 – estimating, calculating and error spotting, and GMC9 – costing a project

As part of core skill 2 the student must be able to carry out simple calculations as part of the planning for or costing of activities.

CS3: Use formative and summative assessment to track children's and students' progress to plan and shape educational opportunities

What you need to teach:

The student must be able to use formative and summative assessment to track children's/young people's progress to plan and shape educational opportunities, including but not limited to:

- establishing learning goals for/with the child/young person
- observing the child/young person and recording data on their progress, as appropriate
- using questions and answers or formal tasks to check the child's/young person's understanding
- analysing assessment data to determine the next steps in supporting the child/young person to meet their goals

GEC1 – convey technical information to different audiences

As part of core skill 3 the student must be able to ask and respond to questions to check understanding. The student must be able to establish learning goals logically and coherently for/with the child/young person.

GEC3 – create texts for different purposes and audiences

As part of core skill 3 the student must use a variety of media to track and record children's/young people's progress, providing the appropriate level of detail to reflect the audience and purpose.

GDC1 – use digital technology and media effectively

As part of core skill 3 the student must be able to use appropriate technology and media to track children's/young people's progress.

What you need to teach:**GDC4 – process and analyse numerical data**

As part of Core Skill 3 the student must be able to accurately process and interpret formative and summative assessment data in order to shape educational opportunities.

GMC7 – interpreting and representing with mathematical diagrams

As part of core skill 3 the student must be able to interpret and represent data in the form of graphs or charts, with respect to formative and summative assessment data that tracks children's and young people's progress.

CS4: How to assess and manage risks to your own and others' safety when planning activities

What you need to teach:

The student must be able to assess and manage risks to their own and others' safety when planning activities, using the Health and Safety Executive's 5 Steps to Risk Assessment:

- Step 1: Identifying the hazards
- Step 2: Deciding who might be harmed and how
- Step 3: Evaluating the risks and deciding on precautions
- Step 4: Recording your findings and implementing them
- Step 5: Reviewing your assessment and updating if necessary

GEC3 – create texts for different purposes and audiences

As part of core skill 4 the student must be able to populate a risk assessment document, presenting information clearly, concisely and in the appropriate style. The level of detail must be appropriate to the audience and purpose to ensure understanding and minimise risks.

GMC10 – Optimising work processes

As part of core skill 4 the student must be able to make assumptions about risks to own and others' safety, identifying key factors that will be taken into account. The student must develop appropriate precautions to minimise risk and record the information in an appropriate format.

Occupational specialism – Early Years Educator

Knowledge and skills are set out side-by-side within their themed sections. The numbering is sequential throughout the performance outcome, from the first knowledge statement, following on through the skills statements. The 'K' and 'S' indicate whether the statement belongs to knowledge or skills.

Mandatory content

Performance outcome 1: Support and promote children's play, development and early education

Performance outcome 2: Develop relationships with children to facilitate their development

Performance outcome 3: Plan, provide and review care, play and educational opportunities to enable children to progress

Performance outcome 4: Safeguard and promote the health, safety and wellbeing of children

Performance outcome 5: Work in partnership with colleagues, parents, carers and other professionals to support children's development

Performance outcome 1: Support and promote children's play, development and early education

Knowledge - What you need to teach	Skills - What you need to teach
<p>K1.1 The student must understand the expected patterns of children's development from birth to 7 years:</p> <ul style="list-style-type: none"> • cognitive, neurological and brain development: <ul style="list-style-type: none"> ○ 0 to 12 months, including but not limited to: <ul style="list-style-type: none"> ▪ ability to focus on close objects ▪ becoming aware of physical sensations such as hunger and thirst ▪ increasing interest in the environment and plays with objects ▪ by the age of 12 months, an average child's brain is already more than 70% of adult volume ○ 1 to 2 years, including but not limited to: <ul style="list-style-type: none"> ▪ understands and responds to simple instructions from others ▪ can identify familiar objects in books ▪ are able to remember and repeat past events ▪ connections are rapidly forming in the child's brain, roughly twice as fast as in adults ○ 2 to 3 years, including but not limited to: <ul style="list-style-type: none"> ▪ can categorise objects ▪ can name familiar objects in books ▪ ability to sort blocks from the smallest to largest ○ 3 to 5 years, including but not limited to: <ul style="list-style-type: none"> ▪ ability to organise objects by size, shape and colour ▪ increasingly curious and asks questions to gather information ▪ understands the concept of past and present 	<p>S1.21 The student must be able to apply pedagogical strategies to plan educational activities, which include play, in line with the development areas of the early education curriculum requirements by (including but not limited to):</p> <ul style="list-style-type: none"> • incorporating children's likes and interests into the planning and provision • providing group activities to support learning through peer support • facilitating role play opportunities to motivate children and embed learning • flexibility in structured activities in order to harness spontaneous education • providing a balance of adult-led and child-initiated play and learning • reflective practice to ensure continuous improvement in professional skills to plan and lead/facilitate educational activities <p>The student must be able to apply pedagogical strategies to lead/facilitate educational activities by (including but not limited to):</p> <ul style="list-style-type: none"> • modelling to demonstrate skills • building on children's previous knowledge to consolidate learning • incorporating peer support and collaborative learning • allowing children time to complete tasks • incorporating children's thoughts and ideas into the flow of the activity • demonstrating a positive attitude towards learning • supporting metacognitive strategies to promote educational achievement • giving ongoing encouragement and praise <p style="text-align: right;">(GEC6)</p>

<ul style="list-style-type: none"> ▪ from 3, a child's brain enters a phase of 'synaptic pruning', where networks in the brain are refined ○ 5 to 7 years, including but not limited to: <ul style="list-style-type: none"> ▪ understands the concepts of space, time and dimensions ▪ can carry out simple addition and subtraction ▪ beginning to reason and debate with others • speech, language and communication development: <ul style="list-style-type: none"> ○ 0 to 12 months, including but not limited to: <ul style="list-style-type: none"> ▪ demonstrates needs through different cries ▪ turns towards sounds ▪ beginning to smile and coo in response to stimulus ▪ babbles and vocalises to communicate with others ○ 1 to 2 years, including but not limited to: <ul style="list-style-type: none"> ▪ babble begins to resemble words ▪ first words are spoken ▪ understands between 200 and 500 words ○ 2 to 3 years, including but not limited to: <ul style="list-style-type: none"> ▪ can understand simple 'who' 'what' and 'where' questions ▪ starting to use action words as well as nouns ▪ can put 4 or 5 words together to form short sentences ○ 3 to 5 years, including but not limited to: <ul style="list-style-type: none"> ▪ can take turns in longer conversations ▪ understands words that describe sequences including 'first, next, last' ▪ more interested in the meaning of words ○ 5 to 7 years, including but not limited to: <ul style="list-style-type: none"> ▪ using knowledge and skills to read, write and spell 	<p>As part of S1.21 the student must be able to:</p> <ul style="list-style-type: none"> • listen actively to children's thoughts and ideas in order to incorporate these into the educational activity • make relevant and constructive contributions to move the activity forward • ask and respond to children's questions to support clarification of the activity • encourage contributions from all children during the activity • adopt appropriate tone of voice and pay attention to non-verbal cues <p>S1.22 The student must be able to support non-cognitive skills of perseverance, self-reliance, resilience and curiosity within the areas of learning and development by (including but not limited to):</p> <ul style="list-style-type: none"> • selecting resources that encourage independence • providing support and also knowing when to allow the child to take the lead • ensuring stretch and challenge • including children's interests to support enhanced curiosity and perseverance <p>S1.23 The student must be able to develop and extend children's education and thinking by (including but not limited to):</p> <ul style="list-style-type: none"> • creating opportunities for sustained shared thinking • incorporating scaffolding • ensuring differentiation • using open-ended questioning • encouraging group discussion • creating opportunities for collaborative problem solving <p>S1.24 The student must be able to select resources and equipment that:</p> <ul style="list-style-type: none"> • support children's holistic development • relate to children's individual needs and interests • are age and stage appropriate
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<ul style="list-style-type: none"> ▪ understands that the same word can mean two different things ▪ can use language for a range of purposes in a range of social situations • physical development <ul style="list-style-type: none"> ○ 0 to 12 months, including but not limited to: <ul style="list-style-type: none"> ▪ reflex grasp ▪ rolls over ▪ uses first finger to point at objects ○ 1 to 2 years, including but not limited to: <ul style="list-style-type: none"> ▪ can build a tower using 3 bricks ▪ can run and stop without knocking into objects in the environment ▪ walks down steps one step at a time ○ 2 to 3 years, including but not limited to: <ul style="list-style-type: none"> ▪ draws circles and horizontal and vertical lines ▪ walks up and down steps and can jump from the lowest steps ▪ can stand and walk on tiptoe ○ 3 to 5 years, including but not limited to: <ul style="list-style-type: none"> ▪ can use scissors to cut across a line ▪ can balance on one foot ▪ uses alternate feet when walking up and down steps ○ 5 to 7 years, including but not limited to: <ul style="list-style-type: none"> ▪ can colour within the lines of a picture ▪ can walk backwards quickly ▪ uses coordinated movements for climbing, swimming and riding a bike • personal, social and emotional development: <ul style="list-style-type: none"> ○ 0 to 12 months, including but not limited to: <ul style="list-style-type: none"> ▪ starts to focus on familiar faces and smile ▪ begins to cry when play ceases ▪ may self-soothe by sucking fingers or rocking ○ 1 to 2 years, including but not limited to: 	<ul style="list-style-type: none"> • enhance experiences and opportunities and widen children's cultural capital <p>S1.25 The student must be able to support and promote children's speech, language and communication by (including but not limited to):</p> <ul style="list-style-type: none"> • using visual aids and signs in the environment • using bilingual resources • modelling language • using appropriate questioning techniques for age and stage • instigating high-quality, adult-child verbal interactions • using songs, rhymes and storytelling • following children's leads and giving children time to respond • using an interpreter • 1:1 support <p>S1.26 The student must be able to promote equality of opportunity and anti-discriminatory practice by (including but not limited to):</p> <ul style="list-style-type: none"> • ensuring individual needs and interests are considered in planning and provision • celebrating diversity of culture and family backgrounds within the setting • partnership working with parents/carers and other professionals • modelling appropriate behaviour • providing appropriate resources and adapting as necessary <p>S1.27 The student must be able to promote children's enjoyment of literature through (including but not limited to):</p> <ul style="list-style-type: none"> • story time • giving opportunities to read and write poetry • assisting on visits to the library
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<ul style="list-style-type: none"> ▪ beginning to empathise with another person's distress by showing own distress ▪ shows affection to familiar family members and friends ▪ starting to experience anxiety when separate from primary carers ○ 2 to 3 years, including but not limited to: <ul style="list-style-type: none"> ▪ engages in parallel play ▪ shows kindness and compassion spontaneously towards others ▪ shows increasing independence ○ 3 to 5 years, including but not limited to: <ul style="list-style-type: none"> ▪ starting to verbalise a range of feelings ▪ separates from primary carers more easily ▪ expresses likes and dislikes ○ 5 to 7 years, including but not limited to: <ul style="list-style-type: none"> ▪ beginning to feel self-conscious and embarrassed ▪ can co-operate in deciding rules to games ▪ ability to communicate with others freely and without prompts from adults <p>K1.2 The student must understand how a range of biological and environmental factors may impact on children's learning and development:</p> <ul style="list-style-type: none"> • biological factors, including but not limited to: <ul style="list-style-type: none"> ○ physical and mental health ○ SEND ○ stage of development • environmental factors, including but not limited to: <ul style="list-style-type: none"> ▪ access to play spaces and the outdoor environment ▪ financial ▪ parental/guardian/family support ▪ care status ▪ interpersonal relationships ▪ early attachment 	<p>The student must be able to promote children's enjoyment of mathematics by (including but not limited to):</p> <ul style="list-style-type: none"> • making mathematics accessible and engaging • using gamification/puzzles/problems • sharing familiar rhymes and songs <p>S1.28 The student must be able to present stories, rhymes and books in ways that are engaging for young children by (including but not limited to):</p> <ul style="list-style-type: none"> • using props when presenting stories, books and rhymes • selecting books appropriate to age, stage and interests • sharing familiar rhymes and songs • using expressive language and/or actions • giving children choice • contributing to an enabling environment • stimulating imagination and anticipation <p>S1.29 The student must be able to implement a range of pedagogical strategies to support children's early literacy skills, including but not limited to:</p> <ul style="list-style-type: none"> • story writing – introducing new words into the vocabulary, comprehension skills within a creative context • guided reading – scaffolding new words, practising existing words, breaking down words and sounding them out, recognising tone • role play – devising role play themes and selecting appropriate resources to engage children in literacy development during play • home reading journals – providing reading journals and following up to check the reading has taken place • systemic synthetic phonics – encouraging sound recognition and linking sounds with letters • songs and nursery rhymes – leading on songs to expose children to new words
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<p>▪ SEND</p> <p>K1.3 The student must understand how the following areas of children's development can impact on holistic development within play and early education:</p> <ul style="list-style-type: none"> • speech, language and communication, including but not limited to: <ul style="list-style-type: none"> ○ how this enables children to form bonds and build relationships with others ○ how this enables children to express their needs and interests and have them met ○ how verbal communication supports children's early writing skills • personal, social and emotional development, including but not limited to: <ul style="list-style-type: none"> ○ how this supports children to regulate own emotions and behaviour to effectively adapt to settings' rules and routines ○ how this supports children's confidence and self-esteem to co-operate and play with others ○ how social and emotional skills impacts on children's school readiness • physical development, including but not limited to: <ul style="list-style-type: none"> ○ how physical abilities can impact on increased motivation in children's play, learning and development ○ how the development of fine and gross motor skills impacts on children's ability to access the environment and activities and supports natural curiosity ○ how self-efficacy in dressing and feeding supports children's confidence and self-esteem through personal achievement • cognitive development, including but not limited to: <ul style="list-style-type: none"> ○ how children's cognitive abilities can impact on mastery and competence in speech, language and communication ○ how problem-solving skills support children in developing physical self-care skills 	<p>and rhyme to consolidate the use of words</p> <p>S1.30 The student must be able to demonstrate flexibility during planned activities by acting on unplanned opportunities to develop children's mathematical understanding by (including but not limited to):</p> <ul style="list-style-type: none"> • making links to previous learning • consolidating understanding • developing and extending knowledge <p>S1.31 The student must be able to use observational assessments to identify children's mathematical skills and foster these skills through play and structured opportunities by (including but not limited to):</p> <ul style="list-style-type: none"> • explaining and emphasising the correct use of mathematical vocabulary • supporting children to understand and follow instructions • questioning and prompting children • supporting children to select and use appropriate mathematical resources • consolidating children's learning by providing extension tasks • using differentiation and personalised learning <p>S1.32 The student must be able to analyse and evaluate the key aspects of the theoretical and philosophical approaches that relate to current play provision.</p> <p>Theoretical and philosophical approaches to include:</p> <ul style="list-style-type: none"> • Janet Moyles – Spiral of Play • Elinor Goldschmied – Heuristic play • Tina Bruce – Features of free-flow play • Maria Montessori – Self-directed play • Forest schools – Risk and challenge • High scope – active learning in the natural environment
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<p>○ how understanding concepts enables children to establish and maintain emotional intelligence</p> <p>K1.4 The student must understand the difference between speech and language as follows:</p> <ul style="list-style-type: none"> • speech refers to: • accurately forming and saying sounds • putting the correct sounds in the correct place within a word • speaking with expression using clear pitch, tone and intonation • language refers to: • communicating meaning through words • joining words together in the correct order to build sentences and have conversations • understanding how words are made and changed to convey plurals/past tenses <p>The student must understand how children develop speech by, including but not limited to:</p> <ul style="list-style-type: none"> • leading conversations and taking part in group conversations • speaking confidently, appreciating the significance of oracy • participating in role play with others • speaking about ideas and feelings <p>The student must understand how children develop language by, including but not limited to:</p> <ul style="list-style-type: none"> • listening to and understanding instructions • asking 'how' and 'why' questions • using joining words when writing and telling stories • using pronouns appropriately <p>K1.5 The student must understand the expected stages of language acquisition between 0 and 3 years and the features of each stage:</p> <ul style="list-style-type: none"> • pre-linguistic stage, features include but are not limited to: babies experimenting with sound, known as babbling 	<ul style="list-style-type: none"> • Margaret McMillan – Outdoor play for health and wellbeing • Rudolf Steiner – Creativity and expression <p style="text-align: right;">(GEC 5)</p> <p>As part of S1.32 the student must be able to read, understand and synthesise information from different theoretical and philosophical approaches to inform play provision.</p> <p>S1.33 The student must be able to provide prompts and cues to stimulate play and extend children's learning experiences, including but not limited to:</p> <ul style="list-style-type: none"> • directed questioning • involvement of the adult where appropriate (for example, understanding when to intervene to extend learning) • inviting other children into the play • providing suggestions and ideas to move the play along <p>S1.34 The student must be able to facilitate care, education and play outside of the setting by (including but not limited to):</p> <ul style="list-style-type: none"> • providing learning and play opportunities in line with the learning and development requirements of the early years curriculum • providing supervision in line with setting policies and procedures • carrying out risk assessments • ensuring children have appropriate clothing for the outdoor conditions • selecting appropriate resources and equipment <p>S1.35 The student must be able to support children to appreciate the natural environment by (including but not limited to):</p> <ul style="list-style-type: none"> • incorporating the natural environment into planning • using natural resources in activities • ensuring frequent access to the natural environment
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<ul style="list-style-type: none"> • holophrastic stage, features include but are not limited to: infants using one-word sentences to make their needs known • two-word stage, features include but are not limited to: infants connecting 2 words together • telegraphic stage, features include but are not limited to: sentences containing enough words and structure to make sense <p>The student must understand how a range of biological and environmental factors can affect the speed of acquisition:</p> <ul style="list-style-type: none"> • biological factors, including but not limited to: <ul style="list-style-type: none"> ○ hearing/speech or language impairment ○ age and stage ○ cognitive abilities and difficulties ○ the child's temperament and personality ○ ear, nose and throat infections • environmental factors, including but not limited to: <ul style="list-style-type: none"> ○ use of dummies ○ parental influence/role modelling ○ language-rich environment/stimulation ○ home life and support ○ early stimulation and engagement in talking ○ bonding/attachment and relationships with others ○ older siblings speaking for the child ○ bilingualism <p>K1.6 The student must understand how daily exposure to stories and rhymes supports communication and vocabulary, including but not limited to:</p> <ul style="list-style-type: none"> • introducing sounds and words • allowing opportunities for recall • expanding vocabulary <p>K1.7 The student must understand the potential effects and long-term impact on a child's</p>	<ul style="list-style-type: none"> • encouraging discussion on the natural environment
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<p>holistic development if atypical development is not recognised. This must include the following areas of development:</p> <ul style="list-style-type: none"> • cognitive development may impact on, including but not limited to: <ul style="list-style-type: none"> ○ difficulty in following instructions and participation in group tasks ○ lack of ability to group and categorise objects required for reading and writing • speech, language and communication development may impact on (including but not limited to): <ul style="list-style-type: none"> ○ concentration skills ○ feelings of and expressions of frustration • personal, social and emotional development may impact on, including but not limited to: <ul style="list-style-type: none"> ○ self-regulation and the ability to engage in educational activities ○ lack of social co-operation required for engagement in play opportunities • physical development may impact on (including but not limited to): <ul style="list-style-type: none"> ○ mobility difficulties hindering a child's ability to access educational opportunities ○ slower or faster rate of physical development affecting a child's self-confidence and self-image <p>The student must understand why practitioners must recognise atypical development as early as possible, including but not limited to:</p> <ul style="list-style-type: none"> • support the best outcomes for children • support a child's individual needs • provide early intervention • ensure tailored planning • ensure differentiation • involve relevant external agencies <p>K1.8 The student must understand the current statutory requirements for the early years foundation stage (EYFS):</p> <ul style="list-style-type: none"> • the guiding principles: • the learning and development requirements: 	
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<ul style="list-style-type: none"> ○ the 7 areas of learning and development that must be incorporated into a setting's educational provision ○ the difference between the prime and specific areas of learning ○ the 3 characteristics of teaching and learning that must be incorporated into practice: <ul style="list-style-type: none"> ▪ playing and exploring ▪ active learning ▪ creating and thinking critically ○ the early learning goals linked to the 7 areas of learning and development, which children must meet by the end of reception • the assessment requirements: <ul style="list-style-type: none"> ○ the progress check at age 2 ○ early years foundation stage profile ○ the information may be provided to the local authority if requested and should be shared with parents • the legal requirements for safeguarding and welfare: <ul style="list-style-type: none"> ○ child protection ○ suitable people ○ staff qualifications, training, support and skills ○ key person ○ staff:child ratios ○ health ○ managing behaviour ○ safety and suitability of premises, environment and equipment ○ special educational needs ○ information and records <p>The student must understand the statutory requirements for the current key stage 1 national curriculum:</p> <ul style="list-style-type: none"> • statutory requirements: <ul style="list-style-type: none"> ○ subjects ○ standards 	
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<ul style="list-style-type: none"> • tests and assessments: <ul style="list-style-type: none"> ○ teacher assessments ○ year 1 phonics screening check ○ assessment at the end of the key stage <p>The student must understand why practitioners promote diversity, equality and inclusion in early education, including but not limited to:</p> <ul style="list-style-type: none"> • support and include every child to ensure equal opportunities, inclusion and recognising diversity • fulfil legal responsibilities under the Equality Act 2010 (for example, the provisions on reasonable adjustments) • fulfil professional responsibilities and protect the reputation of the early years setting • develop trust and effective partnerships with parents and carers <p>K1.9 The student must understand the links between the early years foundation stage and key stage 1 national curriculum, including but not limited to:</p> <ul style="list-style-type: none"> • how play-based learning continues into key stage 1 • how the areas of learning and development feed into the subjects taught in KS1 • how the characteristics of learning link to the creative curriculum in KS1 • the information that is shared with key stage 1 teachers <p>The student must understand what information is shared with key stage 1 teachers, including but not limited to:</p> <ul style="list-style-type: none"> • the early years foundation stage profile • children's individual development needs and ways of learning <p>K1.10 The student must understand the purpose of a range of pedagogical strategies to support children's development of early literacy, including but not limited to:</p> <ul style="list-style-type: none"> • story writing • guided reading • role play and quiet areas with books and writing resources 	
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<ul style="list-style-type: none"> • songs and nursery rhymes • parents/carers should be encouraged to nurture a love of books at home <p>The student must understand the purpose of systematic synthetic phonics to support the teaching of reading.</p> <p>K1.11 The student must understand the purpose of a range of strategies to support children's development of early writing skills, including but not limited to:</p> <ul style="list-style-type: none"> • providing equipment and opportunities to encourage early mark making • activities and equipment to develop fine motor skills • involving parents/carers in approaches to support early writing skills • modelling and demonstrating writing • incorporating a range of media, for example, chalks, sand and finger paints • planning opportunities for shared writing • valuing children's personal/spontaneous attempts at early writing <p>K1.12 The student must understand how daily routines, games and stories can be used to support children's learning and mathematical understanding:</p> <ul style="list-style-type: none"> • daily routines can support children to explore concepts of: <ul style="list-style-type: none"> ○ time – when routine events take place ○ sequencing – the order that routines take ○ sorting – matching and grouping objects ○ prediction – what routine comes next • games can support children to explore concepts of: <ul style="list-style-type: none"> ○ numbers and counting ○ shape, size and pattern ○ positional language ○ weight, volume and capacity ○ matching and sorting • stories and rhymes can support children to explore concepts of: 	
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<ul style="list-style-type: none"> ○ mathematical language ○ counting and numerical order ○ subtraction ○ size ○ spatial awareness ○ capacity <p>K1.13 The student must understand the purpose of a range of strategies to promote mathematical thinking and approaches that encourage early reasoning, including but not limited to:</p> <ul style="list-style-type: none"> • using real-world examples and incidental learning to highlight mathematical concepts • using practical everyday tasks to reinforce these concepts • having a language-rich environment that includes mathematical vocabulary • involving parents and carers in mathematical learning • providing appropriate resources and equipment • using a scaffolded approach to the use of mathematical learning <p>K1.14 The student must understand how number enables children to develop mathematical skills, including:</p> <ul style="list-style-type: none"> • counting confidently • developing a deep understanding of the numbers to 10 • verbally count beyond 20, recognising the pattern of the counting system • relationships and patterns between numbers <p>K1.15 The student must understand stages of play:</p> <ul style="list-style-type: none"> • unoccupied play (0 to 12 months), including but not limited to: <ul style="list-style-type: none"> ○ random movements and gestures ○ remains in one place ○ foundation for future play • solitary play (0 to 2 years), including but not limited to: <ul style="list-style-type: none"> ○ playing alone 	
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<ul style="list-style-type: none"> ○ entertaining themselves during play ○ exploring the environment • onlooker play (18 months to 2.5 years), including but not limited to: <ul style="list-style-type: none"> ○ interested in other children's play ○ observing other children in play ○ playing closely to other children but not joining in • parallel play (2 to 3 years), including but not limited to: <ul style="list-style-type: none"> ○ choosing similar toys or activities to other children ○ playing alongside other children ○ watching and listening to other children's play • associative play (3 to 4 years), including but not limited to: <ul style="list-style-type: none"> ○ playing with other children in pairs or groups ○ choosing the same toys or activities as other children ○ beginning to engage with others • cooperative play (4 to 5 years plus), including but not limited to: <ul style="list-style-type: none"> ○ playing with other children in groups ○ defining rules of play ○ beginning to work together and have shared goals <p>Children's holistic development and sense of agency are promoted through the different types of play.</p> <p>The student must understand a range of activities associated with different types of play in promoting children's development and sense of agency:</p> <ul style="list-style-type: none"> • physical, including but not limited to: <ul style="list-style-type: none"> ○ hopscotch ○ ball games ○ bean bags and hoops ○ bead threading ○ large and small block play 	
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- creative, including but not limited to:
 - sewing
 - collage
 - painting and drawing
- imaginative, including but not limited to:
 - role play
 - puppet play
 - small-world play
- sensory, including but not limited to:
 - slime or foam messy play
 - dough
 - sand and water play
- heuristic, including but not limited to:
 - household objects
 - natural objects
 - general purpose or recycled objects

The student must understand how different types of play activities promote children's areas of development and sense of agency:

- physical play promotes (including but not limited to):
 - social and emotional development – by building confidence and improving social skills; allows for independence and decision making
 - physical development – by developing gross motor skills; helps to develop coordination
- creative play promotes (including but not limited to):
 - cognitive development – by encouraging children to use their imagination as well as promoting memory and concentration skills
 - social and emotional development – by giving children choices, helping them identify their areas of interest and independently explore
 - speech and language – by supporting the use of communication and expressive vocabulary

<ul style="list-style-type: none"> • imaginative play promotes (including but not limited to): <ul style="list-style-type: none"> ○ social and emotional development – by allowing children to experiment with social roles and test boundaries, developing empathy for others, nurturing the imagination ○ cognitive development – by encouraging problem-solving skills and nurturing the imagination • sensory play, including but not limited to: <ul style="list-style-type: none"> ○ cognitive development – by stimulating the senses ○ physical development – by supporting the development of fine motor skills such as scooping, moulding and shaping ○ cognitive development – by encouraging children's exploration and investigation • heuristic play, including but not limited to: <ul style="list-style-type: none"> ○ cognitive development – by stimulating the senses through sound, touch, smell, colour and shape; promotes early mathematical learning such as size, shape and weight ○ physical development – by supporting coordination and motor skills <p>K1.16 The student must understand what to consider when planning and selecting resources and equipment to support children's play and education, both indoors and outdoors, including but not limited to:</p> <ul style="list-style-type: none"> • age and stage appropriate • health and safety/risk assessments • manufacturer's instructions • weather conditions • opportunities for both indoor and outdoor play • resources in good working order, safe and clean • diversity and equality • needs and interests of individual children <p>The student must understand how the appropriateness of resources will depend on the type of indoor or outdoor play being planned:</p>	
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<ul style="list-style-type: none"> • physical play resources, including but not limited to: <ul style="list-style-type: none"> ○ bats and balls ○ hoops ○ sand and water trays • creative play resources, including but not limited to: <ul style="list-style-type: none"> ○ paints, brushes and sponges ○ modelling clay ○ coloured thread and embroidery material • imaginary play resources, including but not limited to: <ul style="list-style-type: none"> ○ role play props ○ puppets ○ dressing-up clothes • sensory play resources, including but not limited to: <ul style="list-style-type: none"> ○ messy play ○ natural objects from the environment ○ treasure boxes ○ foam or bubbles • heuristic play resources, including but not limited to: <ul style="list-style-type: none"> ○ range of cardboard boxes ○ range of brushes ○ use of the outdoors ○ range of metal objects <p>K1.17 The student must understand the difference between adult-led and child-initiated play:</p> <ul style="list-style-type: none"> • child-initiated play – play in which children are able to make their own decisions about what and how to play and who to play with • adult-led play – play opportunities and activities which are planned and provided by the adult <p>The student must understand how adults can lead and promote play, including but not limited to:</p> <ul style="list-style-type: none"> • creating a safe and stimulating environment that stimulates imagination 	
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- providing play prompts and cues
- intervening in play when necessary
- providing time, space and resources for play
- encouraging children's engagement in play

K1.18 The student must understand:

- the benefits of adult-led play, including but not limited to the ability to:
 - target specific areas of children's development
 - introduce new concepts
 - prompt conversations
 - create a stimulating and engaging learning environment
 - respond to children's cues, questions, interests and ideas
 - to engage in sustained shared thinking to extend children's knowledge and skills
 - extend children's learning through scaffolding
- the benefits of child-initiated play, including but not limited to the ability to:
 - promote choice and agency
 - allow children to develop and explore own interests
 - promote control and time management
 - allow children to practise new skills and develop new understanding
- how to offer an appropriate balance of adult-led and child-initiated play, including but not limited to:
 - ensuring that both adult-led activities and child-initiated play are planned for within the learning environment
 - ensuring that children have access to resources and equipment to that provoke their interest in child-initiated play
 - offering the appropriate level of support for children to apply their knowledge and skills to different situations and knowing when to step in

K1.19 The student must understand how learning outside of the setting, including outdoor education, positively enhances children's

<p>education and development, including but not limited to:</p> <ul style="list-style-type: none"> • physical exercise – contributes to overall physical and mental wellbeing • scientific development – contributes to respect for the environment and the natural world, and increases knowledge of animal, plants and lifecycles • improved life skills – contributes to awareness of safety, hazards, risks and challenges and develops a pupil's cognitive, social and emotional skills • independence – opportunities to develop independence, self-confidence and perseverance by overcoming challenges and fears <p>The student must understand where learning outside of the setting may take place, including but not limited to:</p> <ul style="list-style-type: none"> • school grounds and immediate surroundings • creative spaces • the built environment • heritage sites • the natural environment • farms • sacred spaces <p>K1.20 The student must understand the distinctive qualities offered by the outdoors as an educational environment compared to traditional classroom environments, including but not limited to:</p> <ul style="list-style-type: none"> • greater opportunity for risk and challenge • space • animals, plants and lifecycles • changing seasons • changing weather 	
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Performance outcome 2: Develop relationships with children to facilitate their development

Knowledge - What you need to teach	Skills - What you need to teach
<p>K2.1 The student must understand the different forms of attachment:</p> <ul style="list-style-type: none"> primary attachments - the close individual with whom the child develops a strong emotional bond; usually with the child's main carers significant attachments - the wider individuals with whom the child develops a strong bond; usually the key person in the setting, siblings, grandparents or family friends the student must analyse and evaluate the key aspects of attachment theories related to current practice and the key person's role <p>K2.2 The student must understand the features of secure attachment in children, including but not limited to:</p> <ul style="list-style-type: none"> ability to settle expresses anxiety when away from primary caregiver returns to primary caregiver for comfort and safety ability to show and receive affection has trust in others. <p>The student must understand how secure attachment can have a positive impact on children's development and behaviour, including but not limited to:</p> <ul style="list-style-type: none"> forming and maintaining future relationships developing empathy for others developing the ability to self-regulate ensuring social and emotional development and security promoting short- and long-term mental health ability to take risks ability to learn and develop more effectively 	<p>S2.11 The student must be able to develop professional relationships with children by (including but not limited to):</p> <ul style="list-style-type: none"> communicating with children in a positive and appropriate way maintaining professional boundaries to foster fairness, trust and respect following a setting's policies and procedures in relation to: <ul style="list-style-type: none"> maintaining confidentiality ensuring inclusion and diversity maintaining health, safety and wellbeing <p>S2.12 The student must be able to promote secure attachments with children by (including but not limited to):</p> <ul style="list-style-type: none"> providing consistent care considering the attachment styles children display being responsive and sensitive to the child's likes, dislikes, interests, needs considering the age and stage of development related to attachment meeting individual needs through care routines appropriate information sharing with parents/carers <p>S2.13 The student must be able to support children's group learning and socialisation by (including but not limited to):</p> <ul style="list-style-type: none"> providing educational and play opportunities that facilitate paired and group socialisation, as appropriate to the child's stage of development modelling positive social skills incorporating the individual needs and backgrounds of children in planning <p>S2.14 The student must be able to apply a range of strategies to prepare and support</p>

<p>K2.3 The student must understand the potential positive and negative effects of a range of transitions and significant events that children may experience. Transitions may include but are not limited to:</p> <ul style="list-style-type: none"> • moving to school • moving between settings and carers • starting and moving through day care • birth of a sibling • moving home • living outside of the home • family breakdown • loss of significant people/bereavement • illness <p>Potential positive and negative effects include but are not limited to:</p> <ul style="list-style-type: none"> • anxious, insecure or clingy • motivated or confident • regress and demonstrate behaviour which is atypical against the age and stage of development • excited about the new experience or challenge • not wanting to engage in education or activities 	<p>children during transitions and significant life events by (including but not limited to):</p> <ul style="list-style-type: none"> • providing information and giving opportunities to ask questions • using school-readiness strategies • following settling-in policies and procedures • using targeted activities and resources • implementing a buddy system • liaising with parents/carers and other professionals <p>S2.15 The student must be able to apply a range of strategies to alleviate separation anxiety by, including but not limited to:</p> <ul style="list-style-type: none"> • responding to children's feelings and offering appropriate support • helping the child familiarise themselves with new surroundings • using distraction and play activities • contributing to consistency of care for children during the settling-in process • working with parents/carers to support children and families during the settling-in process • contributing during activities that help support the attachment between a key person and a child
<p>K2.4 The student must understand typical behaviours for age and stage of development, to inform practice when developing relationships with children:</p> <ul style="list-style-type: none"> • 0 to 1 year old, typical behaviour includes but is not limited to: <ul style="list-style-type: none"> ○ inquisitive and starting to explore their environment ○ developing bonds and trusting relationships with those around them ○ prone to clinginess with primary carers, particularly when tired or unwell • 1 to 2 year old, typical behaviour includes but is not limited to: <ul style="list-style-type: none"> ○ becoming more self-aware ○ becoming more independent from primary carers 	<p>S2.16 The student must be able to apply a range of strategies to support children to develop self-regulation by, including but not limited to:</p> <ul style="list-style-type: none"> • providing a calm, soothing space • encouraging self-reflection • using appropriate resources • using games, for example, sharing and turn-taking • modelling positive behaviour • clearly defined boundaries • negotiating • using praise <p>S2.17 The student must be able to encourage children's participation by ensuring a balance between adult-led and child-</p>

<ul style="list-style-type: none"> ○ exploring the wider environment, including new objects or people ○ beginning to show resistant behaviour, particularly when encouraged to do something that they do not want to do ○ imitating the behaviour of others around them ○ can be soothed when unhappy or upset • 2 to 3 year olds, typical behaviour includes but is not limited to: <ul style="list-style-type: none"> ○ pushing more boundaries to explore their autonomy and independence ○ ability to self-soothe when unhappy or upset ○ beginning to control own feelings and impulses ○ more prone to a range of mood changes as they explore feelings ○ often frustrated when unable to achieve desired goals ○ struggling to self-regulate • 3 to 5 year olds, typical behaviour includes but is not limited to: <ul style="list-style-type: none"> ○ growing in independence ○ growing in ability to recognise own feelings and emotions ○ better able to regulate/control own feelings and emotions ○ asking questions to learn more about their environment ○ showing affection and forming bonds with individuals outside of the family • 5 to 7 year olds, typical behaviour includes but is not limited to: <ul style="list-style-type: none"> ○ ability to express their thoughts, feelings and desires clearly and with meaning, for example, foods that they like, activities that they do not like ○ developing wider social networks during school and outside activities ○ increasing in independence from family members ○ enjoying forming friendships and being accepted by others 	<p>initiated activities, including but not limited to:</p> <ul style="list-style-type: none"> • ensuring that both adult-led activities and child-initiated play are planned for within the learning environment • providing children with easy access to resources and equipment to provoke their interest in child-initiated play • offering the appropriate level of support for children to apply their knowledge and skills to different situations and knowing when to step back <p>S2.18 The student must be able to encourage positive behaviours, including independence and confidence, by, including but not limited to:</p> <ul style="list-style-type: none"> • setting reasonable expectations for age and stage • praising perseverance • encouraging children to try new things • giving children freedom to make their own choices <p>S2.19 The student must be able to model and promote positive behaviours expected of children by, including but not limited to:</p> <ul style="list-style-type: none"> • encouraging turn-taking • role modelling positive behaviours including respect and courtesy • actively listening • encouraging turn-taking • having plans and routines for the day, including free play • planning the environment and available resources <p>S2.20 The student must be able to support children to manage their own behaviour in relation to others by, including but not limited to:</p> <ul style="list-style-type: none"> • supporting children to deal with conflict effectively and taking time to understand how others may feel • actively listening and asking questions to help the child verbalise feelings
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<ul style="list-style-type: none"> ○ increasingly able to understand own emotions and aware of the feelings of others around them ○ enjoying achievements and the sense of pride that they bring ○ sometimes prone to being self-critical, particularly if they get something wrong or lose in a group activity <p>K2.5 The student must understand the implications of the following behavioural signs that a child may display, including but not limited to:</p> <ul style="list-style-type: none"> • regression • withdrawal • attention seeking • anti-social behaviour • self-damaging behaviour • distress • acting out of character • depression and anxiety <p>The student must understand approaches to the management of inappropriate behaviour, including but not limited to:</p> <ul style="list-style-type: none"> • involving children in setting rules and boundaries • collaborative problem solving • praise, encouragement and use of incentives • applying rules fairly and consistently in line with the settings policies • modelling and reinforcing positive behaviour • clarifying expectations on an ongoing basis • building positive relationships and maintaining effective communication • encouraging self-regulation and co-regulation <p>K2.6 The student must understand the concept of self-regulation in children, including but not limited to:</p> <ul style="list-style-type: none"> • the ability to manage own thoughts, emotions and behaviour 	<ul style="list-style-type: none"> • helping children to find strategies to manage their emotions and behaviour • reassuring children that you are there to support them to manage their own behaviour when needed • giving children opportunities to practise sharing and turn-taking • interacting with children in a way that makes them feel valued and capable <p>S2.21 The student must be able to support children's development of a positive self-concept by, including but not limited to:</p> <ul style="list-style-type: none"> • maintaining realistic expectations of children • reacting to children fairly and consistently • reacting to children in supportive and encouraging ways • celebrating the diversity and individuality of all children • implementing praise and reward strategies in the setting • acknowledging the child's age, stage and ability to express themselves and communicate own needs and feelings
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- the ability to adjust to changing situations

The student must understand the stages of self-regulation in babies and children linked to brain maturation:

- babies, including but not limited to:
- may suck a dummy or their fingers to self-soothe
- toddlers, including but not limited to:
 - are beginning to understand that they may have to wait to have certain needs met
- pre-school, including but not limited to:
 - begin to recognise what behaviour is required in certain situations, for example, whispering in a library
 - school-aged children, including but not limited to
 - are growing in ability to control their own wants and understand the needs that others may have
- older school-aged children, including but not limited to
 - are able to express their emotions and feelings related to situations

The student must understand how self-regulation supports children's holistic development, including but not limited to:

- behaviour – children who can self-regulate are able to:
 - apply reasoning
 - respond to reasoning
 - regulate own feelings through a sense of self-worth and increasing confidence
 - appreciate rules and boundaries and how these apply to games and activities
- relationships with others – children who can self-regulate are able to:
 - work well in small or large group activities
 - co-operate effectively with others
- education – children who can self-regulate are able to:

<ul style="list-style-type: none"> ○ transition successfully to the early years setting ○ concentrate well during learning experiences and tasks ○ block out or ignore distractions ○ retain information in order to carry out instructions and complete a task <p>K2.7 The student must understand factors affecting children's behaviour, including but not limited to:</p> <ul style="list-style-type: none"> • tiredness • hunger • stress • changes to routine • attachment and emotional security • planned or unplanned transition • safeguarding needs <p>K2.8 The student must understand how children's effective and ineffective communication skills may impact on relationships with others:</p> <ul style="list-style-type: none"> • a child who can communicate effectively can (including but not limited to): <ul style="list-style-type: none"> ○ express own needs, interests and opinions ○ feel heard and understood by others ○ develop a rapport with peers and adults ○ know what is expected of them and cooperate with others • a child who has ineffective communication skills may (including but not limited to): <ul style="list-style-type: none"> ○ feel unheard or misunderstood ○ experience frustration with self and others ○ have difficulty bonding with peers and adults ○ display behaviour which could be interpreted as inappropriate <p>The student must understand how a range of biological and environmental factors can affect the development of communication and speech:</p>	
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<ul style="list-style-type: none"> • biological factors, including but not limited to: <ul style="list-style-type: none"> ○ health – illness ○ personality traits – motivation ○ SEND • environmental factors, including but not limited to: • physical – stimulation, language-rich environment, parental engagement • cognitive ability – development of early speech • bilingualism – dual language <p>K2.9 The student must understand how a range of factors can affect children's self-concept, including but not limited to:</p> <ul style="list-style-type: none"> • age – how we see ourselves change through different life stages • gender – stereotyping and gender roles • education – quality and encouragement within education • adults – the expectations, reactions and support from adults • abuse – the impact of low self-esteem and mental health • media – constructs and representations of the ideal self • culture – how individuals inherit their beliefs and values and discrimination • socio-economic background – poverty and life chances <p>K2.10 The student must understand effective practice to develop self-efficacy in children in order to promote their independence, skills and wellbeing during educational activities and care routines by (including but not limited to):</p> <ul style="list-style-type: none"> • providing opportunities for choice • providing opportunities for exploration • encouraging perseverance • setting realistic and attainable goals • praising effort regardless of outcome 	
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Performance outcome 3: Plan, provide and review care, play and educational opportunities to enable children to progress

Knowledge - What you need to teach	Skills - What you need to teach
<p>K3.1 The student must understand how well-considered planning and provision supports children's educational and developmental progress by, including but not limited to:</p> <ul style="list-style-type: none"> • meeting the individual needs and circumstances of children • targeting specific support that children require • increasing participation through incorporating children's interests • including ongoing assessment to support the learning and development process including opportunities for stretch and challenge • adapting activities to ensure differentiation <p>K3.2 The student must understand the purpose of observation, assessment and planning to support children's progress:</p> <ul style="list-style-type: none"> • observation – to see and gather information on a child • assessment – to identify a child's needs, interests and current stage of learning and development • planning – to utilise information collected during observation to plan appropriate provision and support developmental progress <p>The student must understand different approaches towards the assessment of children, including but not limited to:</p> <ul style="list-style-type: none"> • observations • question and answer • group activities • partnerships with parents, carers and other professionals • standardised testing <p>The student must understand different approaches towards planning and how they</p>	<p>S3.6 The student must be able to identify the needs, interests and stages of development of individual children through, including but not limited to:</p> <ul style="list-style-type: none"> • observation of babies and children • feedback from parents • collaboration with the child's key person and external practitioners • records and progress trackers • communicating directly with children individually and in group settings <p>S3.7 The student must be able to plan educational opportunities that:</p> <ul style="list-style-type: none"> • enable children to progress • support the 7 areas of learning and development within the current early education curriculum: <ul style="list-style-type: none"> ○ communication and language (extending vocabulary, language structure, and dialogue, for example) ○ physical development ○ personal, social and emotional development ○ literacy ○ mathematics ○ understanding the world ○ expressive arts and design • prepare them for the next stage of development • fully reflect the stage of development, individual needs and circumstances of children, including those with additional needs <p>S3.8 The student must be able to provide and lead care, educational experiences, environments and purposeful play opportunities in accordance with plans that:</p>

<p>are used in practice, including but not limited to:</p> <ul style="list-style-type: none"> • the planning cycle – plan, do review process • short – daily/weekly planning, used to review the effectiveness of the planned experiences/opportunities and feeds into the medium-term plans, these may need to be adjusted to incorporate ‘in-the-moment’ opportunities • medium – term planning, taking into consideration the daily/weekly observations, children’s needs/wants • long – longer-term planning for the year ensures coverage of the full curriculum is incorporated into the plans; long-term plans are often reviewed and developed over the year. They can also include the strategies that will be used throughout the year • in-the-moment planning/child-led planning – planning in the moment allows practitioners to capture children’s current interests at a particular point in time and build on what the child is already doing to help move their learning on <p>K3.3 The student must understand a range of developmental indicators that may suggest a child is in need of additional support:</p> <ul style="list-style-type: none"> • cognitive, including but not limited to: <ul style="list-style-type: none"> ○ not meeting developmental milestones ○ limited understanding ○ short attention span • speech, language and communication development, including but not limited to: <ul style="list-style-type: none"> ○ delayed speech and language • physical development, including but not limited to: <ul style="list-style-type: none"> ○ failure to thrive ○ ongoing health problems • personal, social and emotional development, including but not limited to: <ul style="list-style-type: none"> ○ lacking in confidence ○ withdrawing or isolating themselves 	<ul style="list-style-type: none"> • are appropriate to the age, stage and needs of individual and groups of children • meet additional needs, working in partnership with parents and/or carers and other professionals where appropriate • are flexible in order to make best use of spontaneous learning opportunities • incorporate children’s ideas and interests • enhance learning through meaningful questioning or modelling • include enough time for children to complete tasks <p>S3.9 The student must be able to recognise indicators that may suggest there are causes for concern regarding a child’s development by (including but not limited to):</p> <ul style="list-style-type: none"> • carrying out ongoing assessment • comparing children’s progress to developmental milestones <p>The student must be able to take action when there are causes for concern regarding a child’s development, including but not limited to:</p> <ul style="list-style-type: none"> • following policies and procedures for reporting concerns • implementing appropriate interventions, which may include: <ul style="list-style-type: none"> ○ a specific SEND support plan ○ adapting planning and provision to meet individual needs ○ partnership working with relevant external agencies <p>S3.10 The student must be able to use formal and informal monitoring and observation techniques:</p> <ul style="list-style-type: none"> • formal – planned observational assessment • informal – in-the-moment/unplanned observational assessment <p>S3.11 The student must be able to apply assessment techniques to make assessments within the current early education curriculum framework using:</p> <ul style="list-style-type: none"> • observations with children during day-to-day interactions
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<p>○ increased dependence on adults</p> <p>K3.4 The student must understand different types of assessment and their purpose:</p> <ul style="list-style-type: none"> • formative assessment, in line with statutory requirements, to identify any gaps in learning and development • summative assessment, in line with statutory requirements <p>K3.5 The student must understand practitioner responsibilities to undertake continued professional development, including but not limited to:</p> <ul style="list-style-type: none"> • maintaining up to date early years knowledge and practice • adhering to framework/curriculum requirements • supporting curriculum development • supporting reflective practice for assessment, planning and provision • promoting best outcomes for children and families • keeping up to date with legislation changes to inform policies and procedures • unifying and making meaningful contribution to the team • improving own skills and quality of practice • improving opportunities for progression and promotion in own role <p>The student must understand how to meet own developmental needs, including but not limited to:</p> <ul style="list-style-type: none"> • feedback from others • self-directed learning • shadowing other professionals • internal and external training courses • observing other practitioners • researching or reading • focused reflection • visits to other settings 	<ul style="list-style-type: none"> • observations shared by parents and/or carers <p>S3.12 The student must be able to carry out and record observational assessments and draw conclusions from them through:</p> <ul style="list-style-type: none"> • relevant observation methods, including: • narrative, running/written records • time sample • child tracker • online learning journal • checklist • sociograms • jottings/sticky notes • reliable recording of the observation • drawing conclusions <p>S3.13 The student must be able to assess babies and young children's development against the expected milestones. Development areas must include:</p> <ul style="list-style-type: none"> • physical development • language development • emotional and social development • cognition, including the acquisition of concepts <p>S3.14 The student must be able to make use of formative and summative assessment to inform next steps and shape educational opportunities, including but not limited to:</p> <ul style="list-style-type: none"> • formative assessment – assessment for learning to: <ul style="list-style-type: none"> ○ inform effective day-to-day planning ○ provide appropriate provision ○ consolidate and check retention of previous learning ○ work with others, parents and other practitioners and plan next steps for learning • summative assessment – assessment of learning to: <ul style="list-style-type: none"> ○ support with transitions into new settings
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	<ul style="list-style-type: none"> ○ share records of achievement and concerns with parents and carers ○ inform longer-term planning ○ demonstrate achievement linked to the early years foundation stage profile <p>S3.15 The student must be able to reflect on the effectiveness of the planned educational experiences/activities and play opportunities, including but not limited to:</p> <ul style="list-style-type: none"> • using the reflective cycle • referring to activity plans • considering children's participation • discussing own practice with colleagues • identifying areas for improvement <p>S3.16 The student must be able to use the reflective cycle to evaluate own strengths and weaknesses and others' practice.</p> <p>S3.17 The student must be able to engage in activities that contribute to continued professional development.</p>
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Performance outcome 4: Safeguard and promote the health, safety and wellbeing of children

Knowledge - What you need to teach	Skills - What you need to teach
<p>K4.1 The student must understand the key principles of safeguarding:</p> <ul style="list-style-type: none"> • the paramountcy principle – the welfare of the child comes first • early intervention is crucial to protect children • safeguarding is the responsibility of all practitioners in a setting • the guiding principles from the EYFS that shape practice <p>K4.2 The student must understand different types of abuse:</p> <ul style="list-style-type: none"> • physical abuse – when a baby or child is physically hurt or harmed • emotional abuse – when a baby or child is continually emotionally mistreated 	<p>S4.12 The student must be able to identify and act upon own responsibilities in relation to health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children by:</p> <ul style="list-style-type: none"> • following the policies and procedures of the setting • following accurate lines of reporting <p>S4.13 The student must be able to follow the safeguarding policies and procedures of the setting, including but not limited to:</p> <ul style="list-style-type: none"> • safeguarding children policy • child protection • health and safety policy • risk assessment policy

<ul style="list-style-type: none"> • sexual abuse – when sexual activity is forced upon a baby or child • neglect – when a baby's or child's basic needs are persistently not met • domestic abuse (Domestic Abuse Act 2021) – a victim of domestic abuse is a child who sees or hears, or experiences the effects of the abuse <p>The student must understand a range of associated signs of abuse:</p> <ul style="list-style-type: none"> • physical abuse, associated signs may include: <ul style="list-style-type: none"> ○ repeated illnesses and/or medical investigations ○ bruising, bites, burns ○ non-accidental injury ○ fractures or broken bones ○ reluctance to remove clothes ○ flinching and cowering • emotional abuse, associated signs may include: <ul style="list-style-type: none"> ○ withdrawal ○ changes in behaviour, such as behaviour associated with comfort seeking ○ toileting problems ○ developmental regression ○ poor concentration ○ difficulty making friends ○ indiscriminately affectionate • sexual abuse, associated signs may include: <ul style="list-style-type: none"> ○ sexualised behaviour or language ○ sexually transmitted diseases (STDs), infections, swelling, soreness, discharge • neglect, associated signs may include: <ul style="list-style-type: none"> ○ failure to thrive ○ health problems ○ hungry/thirsty ○ failure to attend setting 	<ul style="list-style-type: none"> • administering medicine policy • whistle-blowing policy • accident and emergency procedure • illness/infection disease and exclusion • complaints procedure <p>S4.14 The student must be able to carry out a risk assessment to support children's safety and security and effectively manage the risk, in line with the setting's policies and procedures, by:</p> <ul style="list-style-type: none"> • step 1: identifying the hazards – where and what the hazard is, such as fire, personal safety, physical, security or food safety • step 2: identifying who is at risk – childcare practitioners, children, parents/carers • step 3: evaluating the risk and selecting control measures • step 4: recording the findings and implementing them • step 5: monitoring and reviewing risk management <p>S4.15 The student must be able to contribute to the effective supervision of babies and children by, including but not limited to:</p> <ul style="list-style-type: none"> • maintaining accurate registers • knowing the abilities of the children • establishing safety ground rules with the children • continuously scanning the environment for potential hazards • standing in a position which enables clear view of children within the environment • reminding children of the safety rules • explaining why certain behaviours may be hazardous • explaining the safe use of equipment • responding quickly to alerts regarding children's safety <p style="text-align: right;">(GMC3)</p> <p>As part of S4.16 the student must be able to recognise how changes in staffing numbers will</p>
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<ul style="list-style-type: none"> ○ housing issues • domestic abuse (Domestic Abuse Act 2021) – a victim of domestic abuse is a child who sees or hears, or experiences the effects of the abuse – associated signs may include: <ul style="list-style-type: none"> ○ aggression ○ anti-social behaviour ○ depression or anxiety ○ problems in the setting <p>The student must be made aware that the above list is not exhaustive and that there may be other signs of abuse.</p> <p>K4.3 The student must understand how health and wellbeing supports babies and children's:</p> <ul style="list-style-type: none"> • resilience • curiosity and independence • brain development • play opportunities and learning experiences • holistic development <p>K4.4 The student must understand how a range of factors can contribute to children's wellbeing, including but not limited to:</p> <ul style="list-style-type: none"> • sleep and rest • physical activity • health and nutrition • stability and safe environments • adult care • secure attachments • opportunities for indoor/outdoor play • friendships <p>The student must understand the relevance of a range of signs that may indicate a child needs support, including but not limited to:</p> <ul style="list-style-type: none"> • lack of personal hygiene • recurring health problems • not meeting developmental milestones 	<p>impact on staff:child ratios in order to effectively supervise babies and children.</p> <p>S4.16 The student must be able to maintain accurate and coherent records and reports and share information, only when appropriate, to ensure the needs of all children are met, by ensuring legibility and data protection of information.</p> <p>Records and reports may include:</p> <ul style="list-style-type: none"> • medication requirements • special dietary needs • planning • observation and assessment • health, safety and security • accidents • daily registers <p>S4.17 The student must be able to recognise causes for concern in children, including but not limited to:</p> <ul style="list-style-type: none"> • physical appearance of the child • changes in behaviour • behaviour which is out of character • withdrawal and self-isolation • obvious distress <p>The student must be able to act upon causes of concern regarding a child's safety and wellbeing, including but not limited to:</p> <ul style="list-style-type: none"> • following policies and procedures of the setting • knowing who to report concerns to, such as designated safeguarding lead • knowing when to take concerns outside of the setting <p>S4.18 The student must be able to apply a range of strategies to support children to make and maintain friendships, including but not limited to:</p> <ul style="list-style-type: none"> • role modelling co-operation and collaboration
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<ul style="list-style-type: none"> • isolated from friendship groups <p>K4.5 The student must understand how meeting basic care needs impacts on children's self-actualisation, in accordance with Maslow's hierarchy of needs.</p> <p>The student must understand how practitioners routinely provide physical care for babies and children appropriate to the age and stage of development, including but not limited to:</p> <ul style="list-style-type: none"> • nutrition • hydration • rest/sleep • nappy changing/toileting • personal hygiene, including oral health • physical activity, including access to the outdoors • suitable clothing for activities • safety needs • consideration for medical conditions <p>K4.6 The student must understand how practitioners use a range of strategies to support children to develop self-care skills, including but not limited to:</p> <ul style="list-style-type: none"> • promoting hygiene – including toileting, hand washing, bathing and hair care • giving children opportunities and time to complete self-care tasks • encouraging self-dressing • providing healthy food options and promoting choice • encouraging care of belongings and facilities • encouraging self-feeding • scaffolding tasks to support children's progression • practising self-serving food and drinks • providing size-appropriate facilities 	<ul style="list-style-type: none"> • practising sharing • using encouragement and praise when they recognise good behaviour towards other children • small-world play and role play opportunities • time and space for interaction and negotiation • paired or group activities or projects • team sports <p>S4.19 The student must be able to plan a range of daily care routines, taking into account:</p> <ul style="list-style-type: none"> • the age/stage of development • the child's individual needs • the care routines being followed in the home • timings for the care routines • any health and safety requirements/infection control/latest government guidelines/policies and procedures of the setting <p>S4.20 The student must be able to carry out a range of care routines in ways that:</p> <ul style="list-style-type: none"> • maintain children's dignity – where possible, it is good practice for the key person to be involved in carrying out the physical care routines promote their development – talking through the care routine and why you are doing it can promote a child's development • maintain a child's privacy, such as during nappy changing, toileting • promote choices for the child, such as giving children a choice at mealtimes, snacks <p>S4.21 The student must be able to promote healthy lifestyles by:</p> <ul style="list-style-type: none"> • providing healthy snacks and drinks • role modelling healthy behaviour • giving information and advice to parents • activities, such as physical activities, cooking activities, growing food, role play • using books to help educate children and parents/carers
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<p>The student must understand how self-care skills impact on children's health, safety and wellbeing, including but not limited to:</p> <ul style="list-style-type: none"> • privacy and dignity • independence and self-efficacy • confidence and resilience • personal hygiene and prevention of infection <p>K4.7 The student must understand how sleep and rest enhances babies and children's holistic development, including but not limited to:</p> <ul style="list-style-type: none"> • brain function and mental health • levels of concentration • the ability to retain information and learn new things • energy levels • bodily growth and repair • mood levels <p>The student must understand the current NHS guidance regarding sleep requirements for babies and children aged:</p> <ul style="list-style-type: none"> • new born • 3 to 6 months • 6 to 12 months • 12 months + • 2 years • 3 to 4 years <p>The student must understand safe sleeping procedures for babies to reduce the risk of sudden infant death syndrome in relation to:</p> <ul style="list-style-type: none"> • sleeping positions • room temperature • safe cot • safety mattress <p>K4.8 The student must understand the concept of a balanced diet for babies and children</p>	<p>S4.22 The student must be able to respond appropriately to a child showing signs of a common illness, including but not limited to:</p> <ul style="list-style-type: none"> • following setting's policies and procedures • knowing who to contact, such as first aider to assess the child, parents/carers • isolating the child • reassuring the child • monitoring the child (temperature) • keeping the child hydrated • referring to the child's medical records • administering medicine, if parental consent has been given • recording the illness • knowing when to escalate concerns <p style="text-align: right;">(GMC1)</p> <p>As part of S4.23 the student must be able to administer medicine to children with accuracy and precision.</p> <p>S4.23 The student must be able to undertake tasks, ensuring the prevention and control of infection by:</p> <ul style="list-style-type: none"> • handwashing • personal hygiene, such as tying back long hair, washing uniform • food hygiene • clearing up waste/spillages and disposing of them safely • use of correct equipment • decontamination of equipment, such as sterilisation and disinfection • up-to-date immunisation schedule • isolation and exclusion <p>S4.24 The student must be able to respond appropriately to emergencies, including fire, by:</p> <ul style="list-style-type: none"> • following evacuation procedures, including knowledge of how to raise the alarm, where
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<p>aged 0 to 7, including but not limited to the following requirements:</p> <ul style="list-style-type: none"> • macronutrients • micronutrients • hydration • salt and sugar intake <p>The student must understand a range of special diets that children may have and provision to meets these needs, including but not limited to:</p> <ul style="list-style-type: none"> • intolerances, including but not limited to: <ul style="list-style-type: none"> ○ dairy-free options • allergies, including but not limited to: <ul style="list-style-type: none"> ○ nut-free environments • religious or cultural, including but not limited to: <ul style="list-style-type: none"> ○ halal options • lifestyle choices, including but not limited to: <ul style="list-style-type: none"> ○ vegetarian and vegan options <p>The student must understand the potential consequences of not meeting special dietary needs.</p> <p>The student must understand a range of short- and long-term impacts of an unbalanced diet, including but not limited to:</p> <ul style="list-style-type: none"> • short-term – lack of concentration and energy, anxiety, behavioural problems, headache, tiredness, problems sleeping, stomach pains, mood and tantrums • long-term – dental health problems, obesity, chronic diseases, high blood pressure, diabetes, bone growth, negatively impacts on cognitive development <p>The student must understand how oral health can be promoted in the setting, including but not limited to:</p> <ul style="list-style-type: none"> • incorporating oral health into planned activities and care routines • oral health promotion in the setting 	<p>the closest fire exits are and correct assembly points</p> <ul style="list-style-type: none"> • staying calm • ensuring safety of self and others • communicating emergency to relevant people • accurately recording what has happened
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<ul style="list-style-type: none"> • inviting dental practitioners to talk to children and demonstrate effective dental care • providing information to parents and carers about good oral health <p>K4.9 The student must understand the observable signs of common illnesses and infections and the associated symptoms, including but not limited to:</p> <ul style="list-style-type: none"> • chickenpox, signs may include: <ul style="list-style-type: none"> ○ rash (spots) ○ fever • measles, signs may include: <ul style="list-style-type: none"> ○ appearance of bad cold ○ cough ○ sore watery eyes ○ fever ○ rash (raised spots) • mumps, signs may include: <ul style="list-style-type: none"> ○ fever ○ pain and swelling under the chin ○ discomfort when chewing • slapped cheek disease, signs may include: <ul style="list-style-type: none"> ○ fever ○ nasal discharge ○ bright red rash on cheeks/body • rubella, signs may include: <ul style="list-style-type: none"> ○ mild cold ○ rash (flat spots) ○ swollen glands • whooping cough, signs may include: <ul style="list-style-type: none"> ○ similar to cough and cold gradually getting worse ○ coughing fits ○ difficulty in breathing ○ possible choking and vomit ○ may experience a whooping noise when breathing in 	
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| <ul style="list-style-type: none">• colds, signs may include:<ul style="list-style-type: none">○ runny nose○ cough○ raised temperature○ sore throat○ conjunctivitis, signs may include:<ul style="list-style-type: none">○ red, sticky eyes○ yellow discharge• ear infection, signs may include:<ul style="list-style-type: none">○ ear pain○ difficulty hearing• viral infection, signs may include:<ul style="list-style-type: none">○ diarrhoea○ constipation○ stomach pain○ sickness○ loss of appetite• head lice, signs may include:<ul style="list-style-type: none">○ itchy scalp○ eggs on hair shaft○ lice• hand, foot and mouth disease, signs may include:<ul style="list-style-type: none">○ sore throat○ high temperature○ lack of appetite○ mouth ulcers○ blisters and rash on hands and feet• meningitis, signs may include:<ul style="list-style-type: none">○ fever○ pale blotchy skin○ stiff neck○ cold hands and feet○ confusion○ muscle pain○ severe headache | |
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<p>The student must understand the signs that require immediate medical intervention, including but not limited to:</p> <ul style="list-style-type: none"> • raised temperature • rash • unresponsive • difficulty breathing <p>K4.10 The student must understand how illnesses and infections are spread, including but not limited to:</p> <ul style="list-style-type: none"> • close contact with individuals who have an illness or infection • no or incomplete vaccinations • lack of hygiene processes and procedures, or processes not being followed <p>The student must understand effective practice to prevent and control infection:</p> <ul style="list-style-type: none"> • promoting immunisation – according to the immunisation schedule • removing unwell children or staff members from the setting – by adhering to the exclusion policy • following hygiene processes and procedures • referring on where medical intervention is necessary <p>K4.11 The student must understand the difference between an accident and an emergency situation:</p> <ul style="list-style-type: none"> • an accident is an unintended incident which may cause physical injury to a child or member of staff • an emergency is a situation which poses an immediate risk. Common emergency situations include: <ul style="list-style-type: none"> ○ fire ○ breaches of security ○ missing child ○ extreme weather (including floods) ○ hazardous substance release 	
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<ul style="list-style-type: none"> ○ bomb threats ○ criminal activity <p>The student must understand effective practice to prevent accidents occurring, including but not limited to:</p> <ul style="list-style-type: none"> • observations and supervision of children – including staff:child ratios • health and safety procedures • knowing when and how to carry out risk assessments • removing hazards and reporting these to a supervisor • using age- and stage-appropriate equipment • carrying out safety checks on equipment and using the equipment in accordance with the manufacturer's instructions <p>The student must understand the responsibilities and limitations of their role when responding to accidents and emergencies, including but not limited to:</p> <ul style="list-style-type: none"> • following the policies and procedures of the setting • who to report the accident/emergency to, such as designated fire warden, safeguarding lead and first aider • remaining calm and professional • maintaining accurate and coherent records and reports • sharing information only when required • maintaining confidentiality <p>The student must understand a range of fire safety precautions, including but not limited to:</p> <ul style="list-style-type: none"> • fire safety officer/warden within the setting • fire exits signs • fire extinguishers • fire doors closed at all times • smoke detectors • evacuation procedure displays • clear assembly points 	
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Performance outcome 5: Work in partnership with colleagues, parents, carers and other professionals to support children's development

Knowledge - What you need to teach	Skills - What you need to teach
<p>K5.1 The basis of positive partnership working includes respecting a child's family as the primary caregivers and recognising the rights and responsibilities that parents, carers and families have in a child's life. The student must understand the definition of a parent:</p> <ul style="list-style-type: none"> • all biological parents, whether they are married or not • any person who, although not a biological parent, has parental responsibility for a child or young person – this could be an adoptive parent, foster parent, step-parent, guardian or other relative • any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person <p>The student must understand the legal rights of parents and carers to:</p> <ul style="list-style-type: none"> • receive information about their child • participate in statutory activities – such as voting in elections for parent governors (for example, in maintained nurseries) • be asked to give consent – such as to the child taking part in school trips • be informed about meetings involving the child – such as a governors' meeting on the child's exclusion <p>The student must understand the responsibilities of parents and carers for:</p> <ul style="list-style-type: none"> • providing a home for the child • protecting and maintaining the child • disciplining the child • choosing and providing for the child's education • agreeing to the child's medical treatment • looking after the child's property 	<p>S5.5 The student must be able to contribute to developing and maintaining professional relationships with parents and carers by, including but not limited to:</p> <ul style="list-style-type: none"> • using appropriate language • maintaining appropriate professional boundaries • adhering to rules around confidentiality • communicating in a positive way • monitoring impact of own values and behaviour on others • fulfilling obligations and commitments <p>S5.6 The student must be able to work in partnership with parents/carers to help them recognise and value the significant contributions they make to the child's health, wellbeing, education and development by, including but not limited to:</p> <ul style="list-style-type: none"> • providing up-to-date information on their child's progress • sharing outcomes from observations • involving them in assessments • providing support to help them extend their child's development at home <p>S5.7 The student must be able to encourage parents and carers to take an active role in their child's play, learning and development, by including but not limited to:</p> <ul style="list-style-type: none"> • sending books home to share together • holding parents' evening or open days • maintaining an open-door policy • providing information and ideas for indoor and outdoor play activities • encouraging parents to volunteer for outings or activities

<p>K5.2 In order to work in partnership with parents and carers and effectively support children's development, the student must understand how a range of family contexts may impact on parenting, including but not limited to:</p> <ul style="list-style-type: none"> family structure, including but not limited to: <ul style="list-style-type: none"> how the number of parents in a household may affect time available to engage in children's education parenting style, including but not limited to: <ul style="list-style-type: none"> how this impacts on the types of boundaries and interactions parents have with children income, including but not limited to: <ul style="list-style-type: none"> how this may positively or negatively impact on stress within families and opportunities for children education, including but limited to: <ul style="list-style-type: none"> how this impacts on parental expectations and engagement with their children's education culture, including but not limited to: <ul style="list-style-type: none"> how this impacts on parental values, norms and traditions stress and mental health, including but not limited to: <ul style="list-style-type: none"> how this impacts on family interactions inside and outside of the home 	<ul style="list-style-type: none"> including parents in decisions about their child's learning and development consulting parents regarding the child's needs and interests signposting resources and sources of support <p>S5.8 The student must be able to signpost appropriate resources and sources of support to parents and carers, including but not limited to:</p> <ul style="list-style-type: none"> English language lessons parenting classes financial aid where to take children on educational/recreational visits health care <p>S5.9 The student must be able to work collaboratively with other professionals to meet the needs of babies and children and enable them to progress by, including but not limited to:</p> <ul style="list-style-type: none"> maintaining effective and ongoing communication to discuss child's progress sharing knowledge, expertise and experience arranging and attending regular meetings to review and revise progress fulfilling own professional responsibilities
<p>K5.3 The student must understand the roles and responsibilities of external agencies that may work in partnership with early years settings, including but not limited to:</p> <ul style="list-style-type: none"> children's services: <ul style="list-style-type: none"> child protection agencies if abuse or harm is suspected family hubs offer coordinated support for families within the local area team around the child (TAC)/team around the family (TAF) brings together a team of specialised practitioners to meet identified needs of the child and family 	<p style="text-align: right;">(GDC3)</p> <p>As part of S5.9 the student must be able to verbally and digitally communicate and collaborate with other professionals to meet the needs of babies and children and enable them to progress.</p> <p style="text-align: right;">(GEC3)</p> <p>As part of S5.9 the student must be able to alter the style of communication to suit the intended purpose and audience – for example, report, observation, minutes of meetings – including providing the appropriate level of detail as required.</p>

<ul style="list-style-type: none"> • health care services: <ul style="list-style-type: none"> ○ speech and language therapists work closely with other health and education professionals to support children with speech, language and communication issues ○ physiotherapists/occupational therapists work with children who have a physical disability or require special support or treatment ○ counselling and therapeutic agencies offer support where trauma or transition is experienced ○ child psychologists provide support or assessment for children with social or emotional issues and possible learning difficulties ○ nurse specialist or school nurse monitor children's health, carry out health assessments and immunisations, support families where children have specific health needs, and advise families on making lifestyle choices ○ health visitors support and educate on preventative services such as immunisation, behavioural issues, nutritional needs and developmental milestones <p>K5.4 The student must understand circumstances in which working with other professionals would be appropriate if, including but not limited to:</p> <ul style="list-style-type: none"> • abuse was suspected, such as neglect • a child was at risk from harm • a child has special educational needs • the child requires an EHCP • the progress of the child requires discussion in order to plan next stages in their education • the child is 'cared for' • trauma is experienced <p>The student must understand the purpose and benefits of working with other professionals, including but not limited to:</p>	<p style="text-align: right;">(GEC4)</p> <p>As part of S5.9 the student must be able to listen actively to other professionals and record information about babies and children accurately, factually and concisely, requesting clarification where appropriate.</p> <p>S5.10 The student must be able to discuss children's progress and plan next stages in their education with the key person, colleagues, parents and carers. This can take place:</p> <ul style="list-style-type: none"> • when parents drop off/collect children • after carrying out planned/spontaneous observations • ahead of parent meetings • during planning meetings with colleagues and other practitioners, including multi-disciplinary teams <p>S5.11 The student must be able to deliver education, health and care plans and strategies in consultation with the children's families, colleagues and external services by, including but not limited to:</p> <ul style="list-style-type: none"> • understanding the required adjustments, interventions and support with parent/carers and other professionals • discussing the expected impact on development, progress or behaviour • working towards the desired outcomes for the child • delivering agreed interventions • providing feedback to the teacher, parents/carers and other professionals where appropriate
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<ul style="list-style-type: none">• access to a range of professionals and services• early identification and intervention• targeted support to meet specific needs of parents/carers and children• improved support and outcomes for children and families• improved communication between professionals and services to safeguard individuals	
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Occupational specialism – Assisting Teaching

Knowledge and skills are set out side-by-side within their themed sections. The numbering is sequential throughout the performance outcome, from the first knowledge statement, following on through the skills statements. The 'K' and 'S' indicate whether the statement belongs to knowledge or skills.

Mandatory content

Performance outcome 1: Support the class teacher to enhance children's education, individually and in groups

Performance outcome 2: Plan, provide and review educational opportunities in collaboration with teachers and other adults

Performance outcome 3: Safeguard and promote the health, safety and wellbeing of children and young people

Performance outcome 4: Recognise, adapt and respond to individual children's needs, including those with SEND, to support development and access the curriculum

Performance outcome 1: Support the class teacher to enhance children's education, individually and in groups

Knowledge - What you need to teach	Skills - What you need to teach
<p>K1.1 The student must understand the requirements of each key stage of the school curriculum:</p> <ul style="list-style-type: none"> key stages 1 and 2 requirements: <ul style="list-style-type: none"> compulsory national curriculum subjects provision of religious education relationship and sex education other subjects which may be taught assessments: <ul style="list-style-type: none"> year 1 phonics screening check key stage 1 tests and what they cover end of key stage 2 tests and what they cover key stages 3 and 4 requirements: <ul style="list-style-type: none"> compulsory national curriculum subjects core and foundation subjects English baccalaureate (EBacc) rules around provision of religious education and sex and relationships education 	<p>S1.8 The student must be able to work closely with teachers to ensure own contribution aligns with the teaching, including but not limited to:</p> <ul style="list-style-type: none"> clarifying own role within lessons and the teacher's expectations understanding the lesson plan and the learning objectives identifying the individuals or groups to support knowing general and specific behaviour management strategies understanding the specific needs of pupils such as arrangements for an education, health and care plan (EHCP) and targeted interventions <p>S1.9 The student must be able to ensure regular communication with teachers to provide clarity and consistency of role within lessons, including but not limited to:</p> <ul style="list-style-type: none"> working within boundaries of own role adaptability in approach to support individual needs

<ul style="list-style-type: none"> ○ assessment, to include national qualifications, such as GCSEs • post-16 provision requirements: <ul style="list-style-type: none"> ○ GCSE achievement in English and mathematics ○ full-time education ○ apprenticeships ○ traineeships <p>K1.2 The student must understand a range of teacher- and student-led pedagogical strategies and how they are used within a lesson:</p> <ul style="list-style-type: none"> • teacher-led, including but not limited to: <ul style="list-style-type: none"> ○ lecture/presentation ○ rote learning ○ call-and-response questioning ○ teacher-led feedback • student-led, including but not limited to: <ul style="list-style-type: none"> ○ collaborative learning ○ inquiry-based learning ○ discussions/debates ○ practical tasks ○ self-assessment ○ peer assessment ○ sustained shared thinking ○ digital learning communities ○ MOOCs ○ virtual reality aids ○ discussion forums ○ social networks ○ video sharing websites <p>The student must understand the advantages and disadvantages of teacher- and student-led pedagogical strategies.</p> <p>The student must understand how theoretical approaches underpin teacher- and student-led pedagogical strategies, including:</p> <ul style="list-style-type: none"> • behaviourist 	<ul style="list-style-type: none"> • providing feedback on pupil responses • sharing ideas to plan next steps <p>S1.10 The student must be able to provide clear and accurate explanations of instructions, processes and concepts, including but not limited to:</p> <ul style="list-style-type: none"> • drawing on pupils' prior knowledge • clarifying purpose and expectations • breaking down and rewording complex ideas • demonstrating processes and concepts in action <p>S1.11 The student must be able to use appropriately varied vocabulary for age and developmental stage to ensure pupils' understanding, including but not limited to:</p> <ul style="list-style-type: none"> • introducing and using the correct terminology for the subject area or topic • using appropriate strategies to check understanding • contextualising • using prompts <p style="text-align: right;">(GEC1)</p> <p>As part of S1.11 the student must be able to take into account the level and experience of the pupils when giving explanations. The student must be clear and unambiguous and use appropriate grammar for the subject area or topic.</p> <p>S1.12 The student must be able to embed a range of strategies for effectively managing behaviour in line with the school's policy, including but not limited to:</p> <ul style="list-style-type: none"> • setting ground rules and boundaries for behaviour • supporting children to learn that their actions have consequences • ensuring fairness and consistency • reinforcing good behaviour • understanding children's trigger points and how to manage them
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<ul style="list-style-type: none"> • cognitive constructivist • social constructivist • constructivist • humanist • connectivist <p>K1.3 The student must understand the benefits of individual and group work and the strategies that support this:</p> <ul style="list-style-type: none"> • individual work: <ul style="list-style-type: none"> ○ benefits, including but not limited to: <ul style="list-style-type: none"> ▪ easier to concentrate ▪ learning can be differentiated ▪ empowers pupils to take control of their own learning ▪ easier to assess individual work ○ strategies, including but not limited to: <ul style="list-style-type: none"> ▪ lecture/presentation ▪ rote learning ▪ call-and-response questioning • group work: <ul style="list-style-type: none"> ○ benefits, including but not limited to: <ul style="list-style-type: none"> ▪ share knowledge ▪ develop social and communication skills ▪ share diverse perspectives ▪ peer support ○ strategies, including but not limited to: <ul style="list-style-type: none"> ▪ collaborative learning ▪ inquiry-based learning ▪ discussions/debates <p>K1.4 The student must understand how ongoing feedback to pupils supports and facilitates independent learning, including but not limited to:</p> <ul style="list-style-type: none"> • encourages self-reflection • gives pupils appropriate information to improve 	<p style="text-align: right;">(GEC 2)</p> <p>As part of S1.12 the student must be able to interpret and respond to non-verbal cues when managing behaviour with pupils. They must be able to use the appropriate tone, register and choice of words when talking to pupils.</p> <p>S1.13 The student must be able to use school computer systems, including specialist software, including but not limited to:</p> <ul style="list-style-type: none"> • recording and reporting on attendance, retention and achievement data • recording outcomes of intervention programmes • supporting teaching and learning <p style="text-align: right;">(GDC1)</p> <p>As part of S1.13 the student must be able use school computer systems to select and manage individual pupil data in line with their own responsibility.</p> <p>S1.14 The student must be able to use different types of technology to support educational development, including but not limited to:</p> <ul style="list-style-type: none"> • interactive white boards • computers and accessories • specialist equipment, software and applications • websites, video calls and virtual learning environments (VLE) <p style="text-align: right;">(GDC2)</p> <p>As part of S1.14 the student must be able to use different types of technology and media to enhance pupils' educational development by, for example creating interactive presentations/activities.</p> <p>S1.15 The student must be able to facilitate learning outside of the classroom, including but not limited to:</p> <ul style="list-style-type: none"> • providing a rich learning environment • providing appropriate challenge
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<ul style="list-style-type: none"> clarifies achievement of learning aims and objectives <p>K1.5 The student must understand how to select appropriate resources in order to identify and help address weakness, consolidate strengths and develop individualised expectations, by considering:</p> <ul style="list-style-type: none"> pupils' age, emotional and social development the range of available resources pupils' individual ability levels stretch and challenge curriculum needs adaptability for a variety of pupils, including those with EAL or SEND diverse in terms of race, culture, gender, identity and disability pupils' interests <p>K1.6 The student must understand how learning outside of the classroom, including outdoor education, positively enhances children's education and development, including but not limited to:</p> <ul style="list-style-type: none"> physical exercise – contributing to overall physical and mental wellbeing scientific development – contributing to respect for the environment and the natural world, and increasing knowledge of animal, plants and lifecycles improved life skills – contributing to awareness of safety, hazards, risk and challenge and development of a pupil's cognitive, social and emotional skills independence – opportunities to develop independence, self-confidence and perseverance by overcoming challenges and fears <p>The student must understand where learning outside the classroom may take place, including but not limited to:</p> <ul style="list-style-type: none"> school grounds and immediate surroundings 	<ul style="list-style-type: none"> checking for and making pupils aware of health and safety looking at practical considerations considering the needs of all pupils
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<ul style="list-style-type: none"> • creative spaces • the built environment • heritage sites • the natural environment • farms • sacred spaces <p>The student must understand the key aspects of different theoretical and philosophical approaches that relate to outdoor education, including but not limited to:</p> <ul style="list-style-type: none"> • Forest Schools – risk and challenge • Margaret McMillan – outdoor play for health and wellbeing <p>K1.7 The student must understand what distinctive qualities are offered by the outdoors as an educational environment compared to traditional classroom environments, including but not limited to:</p> <ul style="list-style-type: none"> • greater opportunity for risk and challenge • space • animals, plants and lifecycles • changing seasons • changing weather • individuals' wellbeing 	
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Performance outcome 2: Plan, provide and review educational opportunities in collaboration with teachers and other adults

Knowledge - What you need to teach	Skills - What you need to teach
<p>K2.1 The student must understand different approaches to planning for learning and how they are used in practice, including but not limited to:</p> <ul style="list-style-type: none"> • planning cycle • short-, medium- and long-term planning <ul style="list-style-type: none"> ◦ short-term – lesson plan, daily plan 	<p>S2.7 The student must be able to deliver appropriate interventions to support progress for identified pupils, including but not limited to:</p> <ul style="list-style-type: none"> • following training given, which may be specialist-based or teacher-given • appropriate to the pupils • using a flexible approach

<ul style="list-style-type: none"> ○ medium-term – weekly, half termly, termly plans ○ long-term – scheme of learning, annual plan, curriculum intent for the setting • planning according to the needs of the pupils: <ul style="list-style-type: none"> ○ class, group, individual, setting <p>The student must understand a range of approaches to assessment used in the classroom, their purpose and the strengths and weaknesses of each, including but not limited to:</p> <ul style="list-style-type: none"> • observation • question and answer • group tasks • practical problem solving • tests • written exam <p>K2.2 The student must understand different types of assessment and their purpose, including but not limited to:</p> <ul style="list-style-type: none"> • diagnostic • formative • benchmark (interim) • summative • statutory <p>K2.3 The student must understand how biological and external/environmental factors may impact on children's learning and development:</p> <ul style="list-style-type: none"> • biological factors, including but not limited to: <ul style="list-style-type: none"> ○ physical and mental health ○ SEND (for example, a condition present at birth) ○ stage of development ○ atypical development • external/environmental factors, including but not limited to: 	<ul style="list-style-type: none"> • in whole-group/small-group/one-to-one situations as appropriate <p>S2.8 The student must be able to apply pedagogical understanding to deliver/lead small-group teaching within clearly defined/planned parameters, including but not limited to:</p> <ul style="list-style-type: none"> • following the lesson plan • planning and preparing resources as directed by the teacher • ensuring the learning objectives are understood • using a mixture of individual and group teaching where appropriate • considering theories of learning, such as constructivist, behaviourist, social learning • ensuring pupils' motivation and interest is maintained • supporting and challenging pupils whilst understanding their needs • observing and recording pupils' progress and achievements • ensuring all pupils are included • managing the behaviour of the group, in line with school policy <p>S2.9 The student must be able to contribute to the assessment process and use information effectively, including but not limited to:</p> <ul style="list-style-type: none"> • monitoring and recording pupils' responses to learning activities • understanding the scheme of work in order to make judgements on pupils' progress • providing feedback to others on pupils' achievements/progress • updating pupil records as appropriate <p>S2.10 The student must be able to make use of formative and summative assessment to monitor children's progress to plan next steps and shape educational opportunities by:</p> <ul style="list-style-type: none"> • consolidating and checking retention of previous learning
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<ul style="list-style-type: none"> ○ physical environment (for example, temperature, light, etc) ○ social, cultural and emotional environment (for example, a welcoming environment) ○ access to play spaces and the outdoor environment ○ financial ○ parental/guardian/family support ○ acute illness, injury or trauma ○ care status ○ interpersonal relationships and attachments <p>K2.4 The student must understand factors which may indicate a pupil is in need of additional support, including but not limited to:</p> <ul style="list-style-type: none"> • delayed speech and language skills • medical needs (for example, as identified in a medical management plan) • not meeting academic milestones, or finding work more challenging than others • social, emotional and mental health factors, such as lack of confidence and difficulty self-regulating or staying focused • sensory and/or physical factors, such as hearing loss or visual impairment <p>K2.5 The student must understand how a range of strategies are used to promote mathematical thinking, including but not limited to:</p> <ul style="list-style-type: none"> • real-world examples and incidental learning to highlight mathematical concepts • practical everyday tasks to reinforce concepts • a language-rich environment that includes mathematical vocabulary • appropriate resources and equipment • scaffolding mathematical learning • repetition to reinforce concepts 	<ul style="list-style-type: none"> • providing feedback to both pupils and staff • updating student records • linking assessment to relevant curriculum • working with others to plan next steps for learning <p>S2.11 The student must be able to apply relevant subject knowledge to support accurate assessment through, including but not limited to:</p> <ul style="list-style-type: none"> • researching the topic or content prior to lesson to ensure subject knowledge is sufficient • engaging and maintaining pupils' interest • addressing misunderstandings and answering questions • using questioning skills to clarify pupils' understanding <p>S2.12 The student must be able to help pupils make progress and plan next steps, including but not limited to:</p> <ul style="list-style-type: none"> • providing individual support as pupils are working • ensuring there are opportunities for peer assessment • encouraging pupils to reflect on their work <p>S2.13 The student must be able to use appropriate strategies to enable pupils' to access and engage in learning, including but not limited to:</p> <ul style="list-style-type: none"> • scaffolding pupils' learning • using open questioning skills, supportive language and modelling • prompting pupils to stay on task • translating or explaining words or phrases • provide clear and accurate instructions • reinforcing instructions and checking understanding • helping students to use practical equipment or resources • using an appropriate level of language and varied vocabulary
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<ul style="list-style-type: none"> questioning and prompting pupils to check learning praise and feedback to promote pupils' self-esteem in relation to mathematical skills <p>K2.6 The student must understand how a range of strategies are used to promote literacy, including but not limited to:</p> <ul style="list-style-type: none"> the use of systematic synthetic phonics developing reading for meaning encouraging reading for enjoyment providing specific feedback on the accurate use of spelling, punctuation and grammar widening pupils' vocabulary improving pupils' confidence in reading and writing 	<p>S2.14 The student must be able to support pupils in developing ownership of their learning and education through student-led approaches, including but not limited to:</p> <ul style="list-style-type: none"> supporting pupils to independently set targets and action plans giving pupils choices using enquiry-based learning <p>S2.15 The student must be able to support the development of literacy using appropriate strategies for the context, including:</p> <ul style="list-style-type: none"> the use of systematic synthetic phonics: <ul style="list-style-type: none"> teaching letter sounds before pupils are introduced to books developing reading for meaning: <ul style="list-style-type: none"> reviewing key vocabulary and preview text before reading asking pupils to make predictions about what they're reading asking pupils to summarise the text in their own words asking questions to check understanding encouraging reading for enjoyment: <ul style="list-style-type: none"> involving parents and carers in reading at home providing specific feedback on the accurate use of spelling, punctuation and grammar helping pupils to select and use appropriate resources, such as dictionaries widening pupils' vocabulary: <ul style="list-style-type: none"> maintaining a language-rich environment improving pupils' confidence in reading and writing: using praise and feedback encouraging pupils to rehearse through talking about what they are going to write <p>S2.16 The student must be able to use appropriate strategies and approaches to develop mathematical understanding, including</p>
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	<p>procedural fluency and conceptual understanding, including but not limited to:</p> <ul style="list-style-type: none"> • reinforcing teaching points • explaining and emphasising the correct use of mathematical vocabulary • supporting pupils to understand and follow instructions • questioning and prompting pupils • supporting pupils to select and use appropriate mathematical resources • using appropriate rewards to encourage pupils to stay on task • consolidating pupils' learning by providing follow-on tasks • providing effective feedback to pupils • using differentiation and personalised learning <p>S2.17 The student must be able to identify and use unplanned opportunities to develop mathematical understanding as they arise, including but not limited to:</p> <ul style="list-style-type: none"> • making links to previous learning • consolidating understanding • developing and extending knowledge <p>S2.18 The student must be able to build professional relationships in order to work collaboratively as part of their role, including but not limited to:</p> <ul style="list-style-type: none"> • using appropriate language • maintaining appropriate professional boundaries • adhering to rules around confidentiality • communicating in a positive way • monitoring impact of own behaviour on others • being consistent and fair • keeping promises and commitments <p>S2.19 The student must be able to work collaboratively with other professionals as</p>
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	<p>part of a multi-agency approach, which may include:</p> <ul style="list-style-type: none"> • physiotherapist/occupational therapist – working with pupils who have a physical disability or require special support or treatment. Interventions could include: <ul style="list-style-type: none"> ○ adaptations to the environment ○ activities ○ resources ○ assistive technology • psychologist – supporting or assessing pupils with social or emotional issues and possible learning difficulties. Interventions could include: <ul style="list-style-type: none"> ○ resources ○ coping strategies ○ activities ○ access to external services • speech and language therapists – supporting pupils with speech, language and communication issues. Interventions could include: <ul style="list-style-type: none"> ○ activities ○ assistive technology • social worker – intervening when there are concerns about a pupil's welfare or social needs. Interventions could include: <ul style="list-style-type: none"> ○ access to external services ○ resources • youth justice worker – supporting pupils who have offended or who are at risk of offending. Interventions could include: <ul style="list-style-type: none"> ○ access to external services ○ resources <p style="text-align: right;">(GDC3)</p> <p>As part of S2.19 the student must be able to verbally and digitally communicate and collaborate with other professionals to meet the needs of pupils' in order to safeguard and promote their health, safety and wellbeing.</p> <p style="text-align: right;">(GEC3)</p>
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	<p>As part of S2.19 the student must be able to alter the style of communication to suit the intended purpose and audience – for example, report, observation, minutes of meetings – including providing the appropriate level of detail as required.</p> <p style="text-align: right;">(GEC4)</p> <p>As part of S2.19 the student must be able to listen actively to other professionals and record information about pupils accurately, factually and concisely, requesting clarification where appropriate.</p>
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Performance outcome 3: Safeguard and promote the health, safety and wellbeing of children and young people

<p>K3.1 The student must understand how different factors can contribute to a pupil becoming physically or psychologically at risk, including but not limited to:</p> <ul style="list-style-type: none"> • family risk factors: <ul style="list-style-type: none"> ○ family breakdown ○ harmful relationships ○ physical or psychological abuse ○ mental health issues ○ criminality ○ substance addiction ○ bereavement ○ domestic violence ○ hereditary conditions • environmental risk factors: <ul style="list-style-type: none"> ○ unsuitable housing ○ employment issues ○ low income ○ care status • individual factors: <ul style="list-style-type: none"> ○ SEND ○ young carer 	<p>S3.23 The student must be able to:</p> <ul style="list-style-type: none"> • comply with policies and procedures for sharing confidential information appropriately, for example: <ul style="list-style-type: none"> ○ with parents and carers ○ with professionals from other agencies ○ know when and where to seek advice <p>S3.24 The student must be able to recognise and act when there are causes of concern regarding a pupil's wellbeing by:</p> <ul style="list-style-type: none"> • acting on the concern immediately, no matter how small • reporting your concerns with the safeguarding lead in a timely manner and in accordance with the settings policies and procedures <p>S3.25 The student must be able to implement their legal obligations in day-to-day practice in relation to:</p> <ul style="list-style-type: none"> • Keeping Children Safe in Education Part 1 • safeguarding policies • prevent strategy <p>S3.26 The student must be able to participate in digital safety and cyber-bullying initiatives, in order to:</p>
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<ul style="list-style-type: none"> ○ health and wellbeing issues ○ mental health issues • societal risk factors: <ul style="list-style-type: none"> ○ female genital mutilation ○ forced marriage ○ honour killings ○ social isolation ○ peer pressure ○ county lines ○ gender inequalities ○ bullying ○ anti-social behaviour ○ use of social media <p>The student must be made aware that this list is not exhaustive and that there may be other factors. The student must also understand that the presence of a factor does not necessarily constitute a pupil being at risk.</p> <p>The student must understand a range of associated signs of abuse:</p> <ul style="list-style-type: none"> • physical abuse, associated signs may include: <ul style="list-style-type: none"> ○ repeated illnesses and/or medical investigations ○ bruising, bites, burns ○ non-accidental injury ○ fractures or broken bones ○ reluctance to remove clothes ○ flinching and cowering • emotional abuse, associated signs may include: <ul style="list-style-type: none"> ○ withdrawal ○ changes in behavior, such as behaviour associated with comfort seeking ○ toileting problems ○ developmental regression ○ poor concentration ○ difficulty making friends 	<ul style="list-style-type: none"> • ensure compliance with legislation and school policy • keep knowledge up to date to be able to identify potential online risks • contribute to the safeguarding of pupils <p>S3.27 The student must be able to maintain accurate and coherent records and reports that conform to data protection requirements, including but not limited to:</p> <ul style="list-style-type: none"> • writing down all the information as soon as possible • ensuring written records are legible, factual, accurate and up to date • storing records for as long as required <p>Records and reports may include:</p> <ul style="list-style-type: none"> • medication requirements • special dietary needs • planning • observation and assessment • health, safety and security • accidents • daily registers • safeguarding reporting/recording <p>S3.28 The student must be able to ensure pupils use technology safely, including but not limited to:</p> <ul style="list-style-type: none"> • training students to use equipment correctly • only using school devices, as they will have appropriate filters applied • limiting pupils' screen time • drawing pupils' awareness to risks as they arise • monitoring pupils' online activity • using according to manufacturer's instructions <p style="text-align: right;">(GDC5)</p> <p>As part of S3.28 the student must be able to safely and responsibly support pupils to use online technology.</p>
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<ul style="list-style-type: none"> ○ indiscriminately affectionate • sexual abuse, associated signs may include: <ul style="list-style-type: none"> ○ sexualised behaviour or language ○ Sexually Transmitted Diseases (STDs), infections, swelling, soreness, discharge ○ neglect, associated signs may include: <ul style="list-style-type: none"> ▪ failure to thrive ▪ health problems ▪ hungry/thirsty ▪ failure to attend setting ▪ housing issues • domestic abuse (Domestic Abuse Act 2021) – a victim of domestic abuse is a child who sees or hears, or experiences the effects of the abuse – associated signs may include: <ul style="list-style-type: none"> ○ aggression ○ anti-social behaviour ○ depression or anxiety ○ problems in the setting <p>The student must be made aware that the above list is not exhaustive and that there may be other signs of abuse.</p> <p>The student must understand the procedures for reporting concerns, including but not limited to:</p> <ul style="list-style-type: none"> • who to report concerns to • following policies and procedures in the setting • knowing when to take concerns outside of the setting <p>K3.2 The student must understand why it's important to share relevant information in a timely manner with the safeguarding lead, including but not limited to:</p> <ul style="list-style-type: none"> • ensuring that pupils are kept safe and free from harm • ensuring effective identification and appropriate provision is put in place 	<p>S3.29 The student must be able to carry out a risk assessment to support pupils' safety and security, including but not limited to:</p> <ul style="list-style-type: none"> • identifying the hazard – where the hazard is and what the hazard is, such as fire, personal safety, security or food safety • identifying who is at risk – teachers, pupils, parents/carers • evaluating the risk and selecting control measures • recording the findings and implementing them • checking actions have been carried out • monitoring and reviewing risk management <p>S3.30 The student must be able to respond appropriately to a pupil showing signs of a common illness, including but not limited to:</p> <ul style="list-style-type: none"> • contacting the first aider to assess the pupil • contacting parents • isolating the pupil • reassuring the pupil • monitoring the pupil (temperature) • keeping the pupil hydrated, if appropriate • recording the illness • knowing when to escalate <p>It's important that students are aware of the boundaries of their own role, for example, in administering medicine.</p> <p>The student must also understand what notifiable diseases must be reported to the local authority so that these can be monitored in case of local outbreaks and immunisation exclusion periods.</p> <p>S3.31 The student must be able to respond appropriately to emergencies such as fire, including but not limited to:</p> <ul style="list-style-type: none"> • following the school's relevant policies and procedures • staying calm • ensuring safety of self and others
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<ul style="list-style-type: none"> • complying with policies, procedures and legislation <p>K3.3 The student must understand how to promote the safe use of the technology and the web, including but not limited to:</p> <ul style="list-style-type: none"> • discussing appropriate online behaviour • reporting concerns • identifying trustworthy sources • explaining online security, such as privacy settings, software, secure URLs • sharing appropriate search techniques • explaining copyright infringement • recognising techniques used for persuasion, such as phishing and how online apps encourage users to stay on longer • discussing online risks when sharing personal information <p>The student must understand the 3 areas of risk pupils can fall into online:</p> <ul style="list-style-type: none"> • content: being exposed to illegal, inappropriate or harmful material – for example, pornography, fake news, racist or radical and extremist views • contact: being subjected to harmful online interaction with other users – for example, commercial advertising as well as adults posing as children or young adults • conduct: personal online behaviour that increases the likelihood of, or causes, harm – for example, making, sending and receiving explicit images, or online bullying <p>The student must understand the difference between cyber-bullying and cyber-grooming:</p> <ul style="list-style-type: none"> • cyber-bullying – when someone bullies others using electronic means, it can follow the pupil wherever they go, is usually repeated and can be subtle. It can consist of, including but not limited to: <ul style="list-style-type: none"> ○ threats and intimidation ○ harassment and stalking ○ defamation ○ rejection and exclusion 	<ul style="list-style-type: none"> • calling for assistance if required • communicating the accident, injury or emergency to relevant people • following evacuation procedures, including knowing where the fire exits and correct assembly points are located <p>S3.32 The student must be able to recognise the difference between pastoral and academic issues in order to implement the most appropriate strategy.</p> <ul style="list-style-type: none"> • academic issues relate to educational progress and achievement • pastoral issues relate to personal, social, emotional and behavioural problems <p>S3.33 The student must be able to foster and encourage positive, effective, nurturing and safe environments, inspiring pupils to take pride in and develop from their individual achievements, including but not limited to:</p> <ul style="list-style-type: none"> • supporting learning and development to take place according to the needs of the pupils • addressing behavioural issues immediately and fairly • carry out risk assessments as appropriate • giving praise and encouragement • giving pupils opportunities to be independent and take ownership of their learning <p>S3.34 The student must be able to use appropriate strategies to prepare and support pupils during transitions and significant life events, including but not limited to:</p> <ul style="list-style-type: none"> • providing information and giving opportunities to ask questions • moving-up days or visits to new settings • assemblies • personal, social, health and economic (PSHE) education lessons • using targeted activities and resources • implementing a buddy system • liaising with parents/carers • referring pupils to appropriate support
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<ul style="list-style-type: none"> ○ identify theft ○ publically posting personal information about other people ○ manipulation • cyber-grooming – when someone builds a relationship with a pupil online so they can abuse, exploit or traffic them <p>The students must understand the signs of cyber-bullying and cyber-grooming, including but not limited to the pupil:</p> <ul style="list-style-type: none"> • spending more or less time online • acting out of character • changes in appearance • having lots of new phone numbers, texts or email addresses on their devices • having unexplained gifts, possessions or wealth • being secretive about what they are doing online and who they are talking to • seeming distant, angry or upset after being online <p>K3.4 The student must understand a range of signs of common illnesses/infections and the associated symptoms, so that are able to respond appropriately should a pupil display any, including but not limited to:</p> <ul style="list-style-type: none"> • chickenpox: <ul style="list-style-type: none"> ○ rash (spots) ○ fever • measles: <ul style="list-style-type: none"> ○ appearance of bad cold ○ cough ○ sore watery eyes ○ fever ○ rash (raised spots) • mumps: <ul style="list-style-type: none"> ○ fever ○ pain and swelling under the chin ○ discomfort when chewing • slapped cheek disease: 	<p>S3.35 The student must be able to provide a calm and accepting environment which allows pupils to experience and express their feelings safely, including but not limited to:</p> <ul style="list-style-type: none"> • celebrating differences as well as similarities • having quiet areas for pupils to use • modelling positive behaviour and relationships • actively listening to pupils • modelling organisational skills <p>S3.36 The student must be able to use appropriate strategies to support pupils in managing failure and disappointment, including but not limited to:</p> <ul style="list-style-type: none"> • developing an environment where pupils are not afraid to fail • praising pupils' best efforts • highlighting own mistakes and modelling how to deal appropriately with failure • knowing when to step back and allow the pupils to fail • supporting pupils to learn from their experience <p>S3.37 The student must be able to help pupils choose realistic goals that are challenging but achievable by working with pupils to create targets which are specific, measurable, achievable, realistic and time-bound (SMART).</p> <p>S3.38 The student must be able to support the development of perseverance, self-reliance and curiosity, including but not limited to:</p> <ul style="list-style-type: none"> • helping pupils develop strategies to overcome challenges • creating an enabling learning environment • using pupils' interests to develop learning activities to promote enhanced curiosity and perseverance • providing activities that encourage independence • ensuring stretch and challenge
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<ul style="list-style-type: none"> ○ fever ○ nasal discharge ○ bright red rash on cheeks/body • rubella: <ul style="list-style-type: none"> ○ mild cold ○ rash (flat spots) ○ swollen glands • whooping cough: <ul style="list-style-type: none"> ○ similar to cough and cold, gradually getting worse ○ coughing fits ○ difficulty in breathing ○ possible choking and vomit ○ may experience a whooping noise when breathing in • colds: <ul style="list-style-type: none"> ○ runny nose ○ cough ○ raised temperature ○ sore throat • conjunctivitis: <ul style="list-style-type: none"> ○ red, sticky eyes ○ yellow discharge • ear infection: <ul style="list-style-type: none"> ○ ear pain ○ difficulty hearing • viral infection: <ul style="list-style-type: none"> ○ diarrhoea ○ constipation ○ stomach pain ○ sickness ○ loss of appetite • head lice: <ul style="list-style-type: none"> ○ itchy scalp ○ eggs on hair shaft ○ lice ○ hand, foot and mouth disease: 	<p>S3.39 The student must be able to encourage pupils to take decisions and make informed choices, including but not limited to:</p> <ul style="list-style-type: none"> • providing opportunities to make choices and decisions • helping pupils to consider all the information available • using coaching techniques for older pupils • involving pupils in voting and debates • letting older pupils run clubs or interest groups <p>S3.40 The student must be able to model good behaviour, including but not limited to:</p> <ul style="list-style-type: none"> • being punctual • dressing appropriately • demonstrating good manners • acting responsibly • remaining calm • not interrupting when others are speaking • treating others with respect <p>S3.41 The student must be able to support pupils to develop strategies to manage their own behaviour, including but not limited to:</p> <ul style="list-style-type: none"> • supporting pupils to deal with conflict effectively and taking time to understand how others may feel • actively listening and asking questions to help pupils verbalise feelings • managing their emotions and behaviour • reassuring pupils that you are there to support them • giving pupils opportunities to practise socialisation skills such as sharing and turn-taking • responding to challenges appropriately <p>S3.42 The student must be able to recognise patterns and triggers to avoid inappropriate behavioural responses, including:</p> <ul style="list-style-type: none"> • observing the pupil to identify early warning signs
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<ul style="list-style-type: none"> ○ sore throat ○ high temperature ○ lack of appetite ○ mouth ulcers ○ blisters and rash on hands and feet • meningitis: <ul style="list-style-type: none"> ○ fever ○ pale blotchy skin ○ stiff neck ○ cold hands and feet ○ confusion ○ muscle pain ○ severe headache <p>The student must understand the signs that require immediate medical intervention, including but not limited to:</p> <ul style="list-style-type: none"> • raised temperature • rash • unresponsive • difficulty breathing <p>K3.5 The student must understand how illnesses and infections are spread, including but not limited to:</p> <ul style="list-style-type: none"> • close contact with individuals who have an illness or infection • no or incomplete vaccinations • lack of hygiene processes and procedures, or processes not being followed <p>The student must understand how to prevent and control infection, including but not limited to:</p> <ul style="list-style-type: none"> • modelling and encouraging effective hygiene practice to pupils • promoting immunisation • removing unwell children or staff members from the setting • following hygiene processes and procedures 	<ul style="list-style-type: none"> • taking note of what is going on around the pupil when the behaviour begins • working with parents/carers and other professionals to identify potential triggers <p>The student must be able to take appropriate actions and pre-empt problems, including:</p> <ul style="list-style-type: none"> • updating pupil records regarding triggers for challenging behaviour • being aware of how to deal with inappropriate behaviours • planning activities and learning opportunities that take into account individual pupils' needs and peer relationships • responding quickly to warning signs
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<ul style="list-style-type: none"> • being aware of the required exclusion periods • report notifiable diseases to the local authority <p>K3.6 The student must understand the difference between accidents, injuries or emergency situations, including but not limited to:</p> <ul style="list-style-type: none"> • accidents – such as a spillage or breakage, a trip, slip or fall • injuries – such as a graze, cut, bump or broken bone • emergency situations – such as endangering life - for example, fire, threat of harm or violence, gas leak, lockdown <p>The student must understand how to respond to accidents, injuries or emergency situations, including but not limited to:</p> <ul style="list-style-type: none"> • following the policies and procedures for dealing with the situations within the setting • acting within the responsibilities and limitations of their role • recording and reporting appropriately <p>K3.7 The student must understand how a range of factors can contribute to pupils' wellbeing, including but not limited to:</p> <ul style="list-style-type: none"> • physical: <ul style="list-style-type: none"> ○ sleep and rest ○ physical activity ○ health and nutrition • emotional: <ul style="list-style-type: none"> ○ stable and safe environments ○ adult care ○ secure attachments ○ interpersonal relationships <p>The student must understand how the following signs may indicate a lack of one or more of the above factors:</p> <ul style="list-style-type: none"> • poor appearance and hygiene 	
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<ul style="list-style-type: none"> • recurring health problems • not meeting developmental milestones • negative self-concept • changes in behaviour • inappropriate behaviour such as attention seeking, stealing or emotional instability <p>K3.8 The student must understand a range of transitions that a pupil will experience through school and the possible positive and negative effects on pupils' wellbeing, including but not limited to:</p> <ul style="list-style-type: none"> • starting and leaving school • transition between schools • moving between key stages • puberty • undertaking significant tests or assessments <p>Possible positive and negative effects, including but not limited to:</p> <ul style="list-style-type: none"> • changes in motivation or confidence • excitement about the new experience or challenge • change in levels of resilience and self-reliance • development of independence • development of maturity • anxiety • uncharacteristic behaviour • disengagement in education or activities • lack of concentration • problems eating or sleeping • lack of self-care <p>K3.9 The student must understand why stable adult and peer relationships are important and the impact of disruption, including placement disruption on a pupil's development and behaviour, including but not limited to:</p> <ul style="list-style-type: none"> • insecurity and withdrawn behaviour 	
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<ul style="list-style-type: none"> • frustration and aggressive behaviour • lack of self-esteem and confidence • not meeting academic milestones <p>K3.10 The student must understand how a range of factors, in relation to family context, may impact on parenting:</p> <ul style="list-style-type: none"> • family structure, including but not limited to: <ul style="list-style-type: none"> ○ how the number of parents in a household may affect time available to engage in children's education • parenting style, including but not limited to: <ul style="list-style-type: none"> ○ how this impacts on the types of boundaries and interactions parents have with children • income, including but not limited to: <ul style="list-style-type: none"> ○ how this may positively or negatively impact on stress within families and opportunities for children • education, including but limited to: <ul style="list-style-type: none"> ○ how this impacts on parental expectations and engagement with their children's education • culture, including but not limited to: <ul style="list-style-type: none"> ○ how this impacts on parental values, norms and traditions • stress and mental health, including but not limited to: <ul style="list-style-type: none"> ○ how this impacts on family interactions inside and outside of the home <p>K3.11 The student must understand why physical care needs of pupils are important and the impact they may have on health and development, in accordance with Maslow's hierarchy of needs.</p> <p>The student must understand how adults can support physical care for pupils appropriate to the age and stage of development, including but not limited to:</p> <ul style="list-style-type: none"> • nutrition • hydration • rest/sleep 	
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<ul style="list-style-type: none"> • physical activity, including access to the outdoors • suitable clothing for activities • safety needs • consideration for medical conditions <p>K3.12 The student must understand the positive impact of helping pupils to develop self-care skills and the strategies that can be used to support this, including but not limited to:</p> <ul style="list-style-type: none"> • promoting good hygiene routines – such as using the toilet, hand washing, encouraging bathing and hair care • encouraging self-care and independence • promoting healthy food choices • encouraging care of belongings • understanding how to keep themselves safe <p>K3.13 The student must understand the connection between pupils relating to others and their emotional resilience and wellbeing, and how this affects a pupil's ability to, including but not limited to:</p> <ul style="list-style-type: none"> • resolve problems • develop empathy • communicate their needs • develop a support network • understand the difference between right and wrong • listen to feedback and advice <p>K3.14 The student must understand the possible impact of inappropriate behaviours, including but not limited to:</p> <ul style="list-style-type: none"> • regression • withdrawal • attention seeking • anti-social behaviour • self-damaging behaviour 	
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<p>The student must understand the approaches to the management of negative behaviours, including but not limited to:</p> <ul style="list-style-type: none"> • establishing the cause of the behaviours • involving pupils in setting rules and boundaries • applying rules fairly and consistently in line with the setting's policies • modelling and reinforcing positive behaviour • clarifying expectations on an ongoing basis • building positive relationships • collaborative problem solving • praise, encouragement and use of incentives • encouraging self-regulation <p>K3.15 The student must understand the strategies to help pupils understand, express and manage their feelings, including but not limited to:</p> <ul style="list-style-type: none"> • creating an enabling environment • teaching pupils strategies to manage their feelings • modelling appropriate behaviours • providing a safe place for pupils to talk • developing an awareness of the 'language to express feelings' • using targeted activities and resources <p>The student must understand the benefits of pupils being able to understand, express and manage their feelings, including but not limited to:</p> <ul style="list-style-type: none"> • helping prepare them for adult life • have fewer behavioural issues • have more positive and stable relationships • have a positive self-concept • have good mental health and wellbeing • being able to contextualise experiences 	
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<p>K3.16 The student must understand the positive effects of encouraging pupils to challenge and test their abilities, including but not limited to:</p> <ul style="list-style-type: none"> • increasing motivation and interest • experiencing regular success • making effective progress • developing emotional resilience • learning from mistakes • increasing confidence <p>The student must understand how the above effects can impact on pupils' self-esteem and progress.</p> <p>K3.17 The student must understand why the following policies and procedures are important within a school:</p> <ul style="list-style-type: none"> • first aid: <ul style="list-style-type: none"> ○ preserves life ○ prevents the condition worsening ○ promotes recovery ○ knowing the appropriate actions to take • health and safety: <ul style="list-style-type: none"> ○ protects the wellbeing of pupils and staff ○ knowing the requirements and boundaries of own role ○ knowing the appropriate actions to take ○ knowing who to report to and lines of responsibility • recording and reporting incidents: <ul style="list-style-type: none"> ○ complies with legislation ○ helps complete future risk assessments ○ helps develop solutions to potential risks <p>K3.18 The student must understand the link between Henri Tajfel's and John Turner's social identity theory and a pupil's self-concept.</p>	
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<p>The student must understand how a range of factors can affect a pupil's self-concept, including but not limited to:</p> <ul style="list-style-type: none"> • the expectations and reactions of adults and peers • age • media • culture • abuse • relationships • identity • socio-economic background • environment <p>The student must understand how to support the development of a positive self-concept, including but not limited to:</p> <ul style="list-style-type: none"> • celebrating the diversity and individuality of all pupils • role modelling • implementing praise and reward strategies in the setting, such as star/helper of the day <p>The student must understand opportunities to support a pupil's self-efficacy through:</p> <ul style="list-style-type: none"> • mastery experiences • vicarious experience • modelling experience • emotional and physical experience <p>K3.19 The student must understand why it's important to give pupils independence and control, including but not limited to:</p> <ul style="list-style-type: none"> • increases pupils' self-esteem • prepares pupils to manage failure and disappointment • gives pupils freedom to make informed choices • encourages pupils to take responsibility for their own learning • provides opportunities for challenge 	
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<ul style="list-style-type: none"> • improves academic performance • engages pupils' curiosity in learning • develops new skills • begins to assess risks • develops a sense of achievement • increases motivation • increases confidence • increases pupils' understanding of own strengths and limitations <p>K3.20 The student must understand how a range of factors impact on pupils' behaviour, including but not limited to:</p> <ul style="list-style-type: none"> • lack of secure attachments • planned or unplanned transition • safeguarding needs • short-term factors: <ul style="list-style-type: none"> ○ tiredness ○ hunger ○ stress ○ changes to routine <p>The student must understand the link between the factors and the following changes in behaviour that a pupil may display, including but not limited to:</p> <ul style="list-style-type: none"> • distress • acting out of character • regression • withdrawal • attention seeking • anti-social behaviour • self-damaging behaviour • depression and anxiety <p>K3.21 The student must understand why it's important to recognise and reward positive behaviour with reference to behaviourist approaches, including but not limited to:</p> <ul style="list-style-type: none"> • operant conditioning: 	
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<ul style="list-style-type: none"> ○ Skinner ○ Thorndike • classical conditioning: <ul style="list-style-type: none"> ○ Watson • social learning theory: <ul style="list-style-type: none"> ○ Bandura <p>The student must understand how to reward positive behaviour in an age and stage appropriate way, including but not limited to:</p> <ul style="list-style-type: none"> • verbal praise • reward charts • merit certificates • assemblies • house/class points • agreed enrichment activities • feeding back to pupils/parents/carers <p>K3.22 The student must understand the expected levels of self-reliance and social behaviour at different ages and developmental stages, including but not limited to:</p> <ul style="list-style-type: none"> • pupils aged 5 to 7 will typically: <ul style="list-style-type: none"> ○ start to understand what it means to be embarrassed ○ have preferred friends ○ take turns and share ○ understand the purpose of rules ○ seek approval from adults ○ respond well to being given responsibilities • pupils aged 7 to 12 will typically: <ul style="list-style-type: none"> ○ be more settled and predictable ○ have a wider circle of friends ○ form close friendships with same-sex peers ○ have greater empathy • pupils aged 12 to 16 will typically: <ul style="list-style-type: none"> ○ experience a range of emotional changes with puberty 	
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<ul style="list-style-type: none"> ○ enjoy the feeling of maturity ○ still require adult support and guidance ○ value friends' and others' opinions more • pupils aged 16 to 19 will typically: <ul style="list-style-type: none"> ○ still need guidance as they develop in emotional maturity 	
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Performance outcome 4: Recognise, adapt and respond to individual children's needs, including those with SEND, to support development and access to the curriculum

Knowledge - What you need to teach	Skills - What you need to teach
<p>K4.1 The student must understand theories of language acquisition and how speech and language may impact on pupils' development, including but not limited to:</p> <ul style="list-style-type: none"> • cognition and learning • ability to verbalise and express thoughts • ability to reason and discuss • ability to socialise and interact with adults and peers <p>Theories of language acquisition, including but not limited to:</p> <ul style="list-style-type: none"> • Chomsky • Piaget • Bruner • Vygotsky • BF Skinner <p>The student must understand how a range of factors may affect communication and speech development, including but not limited to:</p> <ul style="list-style-type: none"> • environment • sensory and physical impairments • EAL • long-term medical conditions • communication and language delays and disorders 	<p>S4.9 The student must be able to recognise and act when there are causes for concern regarding a pupil's development by, including but not limited to:</p> <ul style="list-style-type: none"> • collecting and assessing evidence to support concerns • using information from formal and informal observations and assessments • sharing the information with teachers, parents/carers and SENDCO • following setting's policies and procedures <p>S4.10 The student must be able to plan and provide activities to meet pupils' additional needs by, including but not limited to:</p> <ul style="list-style-type: none"> • using all available information about a pupil to plan the activities • working in partnership with parents and/or carers and other professionals, where appropriate <p>S4.11 The student must be able to differentiate work provided by the teacher, depending on the individual needs by, including but not limited to:</p> <ul style="list-style-type: none"> • providing resources as needed to meet the individual learning needs of the pupil • allowing a differentiated amount of time to complete activities • using appropriate technology

<ul style="list-style-type: none"> • autistic spectrum disorder <p>K4.2 The student must understand a range of cognitive difficulties and how they may impact on language development, communication, behaviour and education, including but not limited to:</p> <ul style="list-style-type: none"> • cognitive difficulties: <ul style="list-style-type: none"> ○ dyslexia – difficulty in learning to read or interpret words, letters and other symbols ○ dyscalculia – difficulty in learning and understanding mathematics ○ dysgraphia – difficulty with basic writing skills like handwriting, typing and spelling ○ dyspraxia – condition affecting physical co-ordination ○ attention deficit hyperactivity disorder (ADHD) – behavioural disorder which includes symptoms that may include inattentiveness, hyperactivity and impulsiveness • impacts, including but not limited to: <ul style="list-style-type: none"> ○ difficulties communicating ○ difficulties accessing the curriculum ○ low self-esteem ○ difficulties interacting with peers ○ poor organisational skills ○ behavioural problems ○ withdrawal ○ anxiety ○ reduced academic performance <p>K4.3 The student must understand the relationship between pupil self-esteem and self-management and how this can impact on their education, both positively and negatively, including but not limited to:</p> <ul style="list-style-type: none"> • pupils with low self-esteem may struggle with their own self-concept, believe they are not good enough, be less organised in their approach to their learning, and be less likely to ask for help 	<ul style="list-style-type: none"> • modifying or simplifying tasks • talking through the activity with the pupil to ensure understanding <p>S4.12 The student must be able to support in the delivery of education, health and care plans by, including but not limited to:</p> <ul style="list-style-type: none"> • understanding the required adjustments, interventions and support • discussing the expected impact on development, progress or behaviour • working in partnership towards the desired outcomes for the child • delivering and feeding back on agreed interventions • developing further actions with the teacher, parents/carers and other professionals where appropriate <p>S4.13 The student must be able to recognise and differentiate approaches to meet pupils' individual needs to support them in accessing the curriculum by:</p> <ul style="list-style-type: none"> • using different communication methods when working with pupils with SEND, including but not limited to: <ul style="list-style-type: none"> ○ visual supports ○ sign language or British Sign Language ○ technologies such as AAC • using a range of strategies to communicate when working with pupils with different needs, including but not limited to: <ul style="list-style-type: none"> ○ visual prompts and cues including non-verbal communication ○ picture exchange communication systems (PECS) ○ developing vocabulary ○ developing social skills to support communication • having a flexible approach in order to respond and adapt to pupils' needs and the situation <p style="text-align: right;">(GDC2)</p> <p>As part of S4.13 the student must be able to use a range of technology to effectively support</p>
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<p>• pupils with high self-esteem, however, will feel a greater sense of efficacy and self-worth, and be more motivated to effectively manage their own learning. This could also result in a pupil becoming over confident</p> <p>K4.4 The student must understand how a range of services can support pupils who have been abused, bullied or persecuted, or who are at risk of harm or danger or becoming involved in offending behaviour, including but not limited to:</p> <ul style="list-style-type: none"> • charities (NSPCC, Barnardo's, Child Exploitation Online Protection Centre (CEOP) - work with children and young people to ensure they are not put at risk of harm) • healthcare professionals – may be involved in discussions about a pupil's physical and emotional wellbeing • Local Safeguarding Partnerships (LSPs) – ensures that organisations work together to protect children or young people • Children and Young People's Mental Health Services (CYPMHS) – working with pupils who may be suffering from mental health issues or learning difficulties • school or college – should identify signs of abuse or bullying and refer any concerns to appropriate professionals • children's services – intervene when concerns have been raised about a pupil's welfare • youth offending team – works with pupils who have offended or are at risk of offending/re-offending <p>K4.5 The student must understand the definition of a parent and carer as:</p> <ul style="list-style-type: none"> • all biological parents, whether they are married or not • any person who, although not a biological parent, has parental responsibility for a child/young person – this could be an adoptive parent, a step-parent, a guardian or other relative • any person who, although not a biological parent and does not have parental 	<p>pupils with specific needs such as dyslexia, dyscalculia or English as an additional language. This may include audio, visual, animated, virtual or augmented technologies.</p> <p>S4.14 The student must be able to encourage pupils to actively participate in educational tasks and activities consistent with their developmental level, physical abilities and any medical conditions by, including but not limited to:</p> <ul style="list-style-type: none"> • using praise • giving effective feedback • getting to know your pupils' strengths and weaknesses • setting meaningful goals • providing optimal challenges • setting participation targets with the pupils consistent with their developmental, physical and medical needs • adapting tasks to meet pupils' needs and abilities • identifying and providing additional support required <p>S4.15 The student must be able to support pupils' social inclusion by, including but not limited to:</p> <ul style="list-style-type: none"> • understanding the individual needs of pupils • delivering intervention sessions that focus on addressing areas for development, such as turn-taking, communication skills, proximity and wider friendship skills • supporting lesson activities with the wider class to encourage the active participation of all pupils • contribute to school initiatives that focus on social inclusion, such as anti-bullying campaigns • encouraging understanding and interactions from peers <p>S4.16 The student must be able to provide opportunities that allow pupils to experience a sense of achievement and encourage</p>
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<p>responsibility, has care of a child or young person</p> <p>The student must understand the responsibilities parents and carers have in their children's lives:</p> <ul style="list-style-type: none"> • providing a home for the child/young person and meeting their emotional needs • protecting and maintaining the child/young person • disciplining the child/young person • choosing and providing for the child's/young person's education • agreeing to the child's/young person's medical treatment • looking after the child's/young person's property <p>The student must understand the legal rights of parents and carers in relation to the education system to:</p> <ul style="list-style-type: none"> • receive information from the school, such as pupil reports • participate in statutory activities, such as voting in elections for parent governors • be asked to give consent, such as to the child taking part in school trips • be informed about meetings involving the child such as parents' evenings and educational reviews <p>K4. 6 The student must understand the possible practical and emotional impacts that having a child with a disability or special educational need may have on a family, including but not limited to:</p> <ul style="list-style-type: none"> • practical: <ul style="list-style-type: none"> ○ practicalities of the disability or special education need itself (equipment, toileting needs, relationships with others, managing hospital appointments and taking medication on time) ○ coping with everyday challenges (attitudes of others, decision making, knowing the best course of action) 	<p>independence by, including but not limited to:</p> <ul style="list-style-type: none"> • working with pupils to create smart targets • celebrating success • diversifying the school curriculum, such as in sport • providing social skills • devising appropriate learning activities <p>S4.17 The student must be able to support pupils with disabilities or special educational needs by providing care and encouragement, including but not limited to:</p> <ul style="list-style-type: none"> • listening to pupils and talking with them when needed • providing support and any medical care • enabling the support of other pupils • providing encouragement on a day to day basis <p>S4.18 The student must be able to support pupils' confidence and self-esteem in order to help them manage their own learning by, including but not limited to:</p> <ul style="list-style-type: none"> • using positive language to reframe how pupils see themselves • listening to pupils and giving them a voice • providing praise and encouragement when pupils are making an effort and trying hard • supporting pupils in organising their learning and talking through their approach • encouraging a level of challenge which gives pupils opportunities to succeed • working with experienced staff to support pupils <p>S4.19 The student must be able to support the development of a positive self-concept through, including but not limited to:</p> <ul style="list-style-type: none"> • establishing a welcoming environment • focusing on the pupils' needs • facilitating self-praise
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<ul style="list-style-type: none"> ○ increased demands on time ○ cost of equipment, training, specific foods or medicines • emotional: <ul style="list-style-type: none"> ○ impact on other children in the family (less time/money for them, jealousy, possible influences on behaviour) ○ impact on parents and carers (tiredness, stress, relationship difficulties, emotional concerns about child) <p>K4.7 The student must understand the potential barriers pupils may face in the learning environment:</p> <ul style="list-style-type: none"> • environment, including but not limited to: <ul style="list-style-type: none"> ○ accessibility ○ suitability • teaching and learning, including but not limited to: <ul style="list-style-type: none"> ○ teaching quality ○ lack of support ○ poorly planned and organised teaching ○ limited or no differentiation • the pupil, including but not limited to: <ul style="list-style-type: none"> ○ learning or behavioural difficulties ○ peer pressure ○ low ability <p>The student must understand how to support pupils to overcome potential barriers, including but not limited to:</p> <ul style="list-style-type: none"> • environment: <ul style="list-style-type: none"> ○ ensuring that lighting and noise levels are appropriate ○ making adjustments to the physical space to accommodate disabilities ○ ensuring availability of appropriate resources • teaching and learning: <ul style="list-style-type: none"> ○ clarifying learning objectives for pupils ○ adapting learning activities to pupils' individual needs, including using AAC 	<ul style="list-style-type: none"> • promoting individual responsibility and accountability for choices • helping pupils to set realistic goals • praising positive attitudes and behaviours • helping pupils to reframe negative thinking <p>S4.20 The student must be able to provide social and physical support by, including but not limited to</p> <ul style="list-style-type: none"> • working one to one in a wider classroom environment to support pupils with their social skills • providing appropriate interventions for pupils' individual needs • understanding the roles and responsibilities of a teaching assistant in providing physical support for identified pupils • working within the boundaries of own role <p>S4.21 The student must be able to promote equality of opportunity and anti-discriminatory practice by, including but not limited to:</p> <ul style="list-style-type: none"> • challenging discrimination • celebrating diversity of culture and family background within the setting • modelling appropriate behaviour • partnership working with parents/carers and other professionals • ensuring individual needs and interests are considered in planning and provision • providing appropriate resources and adapting as necessary <p>S4.22 The student must be able to provide support to bilingual pupils or those with EAL to ensure they are able to access the full curriculum, using appropriate strategies including but not limited to:</p> <ul style="list-style-type: none"> • understanding and developing a basic vocabulary in pupils' first language • using pictures and photographs to help pupils make sense of new information • using tables or grids to help pupils organise their thinking
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<ul style="list-style-type: none"> ○ providing bilingual resources to pupils with EAL ○ ensuring resources are prepared in advance ○ preparing and understanding resources in advance ○ providing appropriate feedback to support progression ○ include all pupils in the activity, and consider their needs and interests • the pupil: <ul style="list-style-type: none"> ○ intervening to manage disruptive behaviour ○ keeping pupils focused on tasks ○ encouraging pupils to participate ○ breaking down learning into smaller steps as needed ○ following a pupil's education, health and care plan (EHCP) where appropriate ○ referring any concerns to appropriate colleagues or professionals ○ developing confidence and self-esteem <p>K4.8 The student must understand a range of strategies that support pupils to access the curriculum, including but not limited to:</p> <ul style="list-style-type: none"> • modifying or adapting learning activities • using targeted interventions • using resources which are accessible to all in order to support learning • providing individual attention or support when needed • providing motivation and encouragement • use of specific equipment, materials and resources and skills including communication systems such as AAC, use of technology, hearing loops • knowing about and working towards pupils' individual targets 	<ul style="list-style-type: none"> • thinking about the language demands of the curriculum in advance and planning useful resources • using drama and role play to make learning memorable and encourage empathy • getting pupils to work with partners or in small groups using the language for a specific purpose rather than out of context • maintaining and developing pupils' first language alongside improving their English • providing opportunities to talk before writing and using drills to help pupils memorise new language • supporting language development through key phrases and structures rather than key words <p>S4.23 The students must be able to value a pupil's home language and support them to acquire English by, including but not limited to:</p> <ul style="list-style-type: none"> • incorporating a variety of languages into the classroom environment • involving parents and carers in school events • using audio texts in the first language to enhance comprehension of English texts • using bilingual resources such as books and dictionaries • pairing pupils, where possible, to work initially in language groups and feed back in English • using culturally relevant resources • celebrating different cultures and languages through the wider curriculum
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Section 5: TQ glossary

TQ specification

Student:

The person studying the technical qualification ('The student must...').

Tutor:

The individual delivering the technical qualification.

Provider

The centre delivering the technical qualification.

Core

Child and young person:

The individual in the setting.

Practitioner

The qualified individual with whom the student will work in the setting.

Student

The person studying the technical qualification ('The student must ...').

Early Years Educator

Child and young person:

The individual in the setting.

Practitioner

The qualified individual with whom the student will work in the setting.

Student

The person studying the technical qualification ('The student must ...').

Assisting Teaching

Pupil

The individual in the setting.

Teacher

The qualified individual with whom the student will work in the setting.

Student

The person studying the technical qualification ('The student must ...').

Tutor

The qualified individual with whom the student will work in the setting.

Series

Assessments which must be attempted in the same assessment window, such as paper A and paper B of the core examination.

Assessment mode

The assessment mode is how an assessment is made available and/or administered to students. For example, a written examination can be administered to students via an on-screen platform or via a traditional paper-based document.

Section 6: Additional information

Annual monitoring visits

Our quality assurance team will monitor all approved TQ providers on an ongoing basis. All providers delivering the TQ will be quality assured at least once a year to ensure that they are delivering in line with required standards. Annual monitoring reviews will be carried out either face-to-face or remotely by quality assurers appointed, trained and monitored by us. Providers will be allocated a quality assurer upon approval. Our quality assurers will complete a report following each annual review to record and share their findings.

Guided learning hours (GLH)

Guided learning is the activity of a student being taught or instructed by - or otherwise participating in education or training under the immediate guidance or supervision of - a lecturer, supervisor, tutor or other appropriate provider of education or training.

For these purposes, the activity of 'participating in education or training' shall be treated as including the activity of being assessed, if the assessment takes place under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.

Total qualification time (TQT)

Total qualification time is an estimate of the minimum number of hours that an average student would require in order to complete a qualification.

Total qualification time comprises:

- the guided learning hours for the qualification
- an estimate of the number of hours a student will likely spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by - but not under the immediate guidance or supervision of - a lecturer, supervisor, tutor or other appropriate provider of education or training

Registration periods

This qualification will incur late and very late registration fees for any registrations made outside of the standard registration period per academic session as outlined below:

- standard registration period
 - 01 September to 01 November
- late registration period
 - 02 November to 23 December
- very late registration period
 - 24 December to 31 July

Providers are encouraged to register students at the start of the academic year in which delivery begins, and before the standard registration cut-off date to avoid incurring late registration fees. This applies even in cases where the provider does not intend to book students onto assessments until the second year of delivery.

Essential skills

While completing this qualification, students have an opportunity to develop the knowledge, understanding and essential skills employers look for in employees. These range from familiar 'key skills', such as team working, independent learning and problem solving, to more tricky-to-measure skills, such as:

- appropriate workplace behaviour and dress
- appropriate interpersonal skills
- communicating with professional colleagues/peers and/or hierarchical seniors
- supporting other aspiring employees
- personal manners
- understanding work practices and how different roles and departments function within an organisation

Recognition of prior learning (RPL)

Recognition of prior learning may be applied to the core component only.

Providers may, at their discretion, recognise prior learning if they are satisfied that the evidence provided meets the qualification's requirements.

For more information, please refer to the recognition of prior learning (RPL) credit accumulation and transfer (CAT) policy on the policies & documents page on the NCFE website.

Qualification dates

We review qualifications regularly, working with sector representatives, vocational experts and stakeholders to make any changes necessary to meet sector needs and to reflect recent developments.

If a decision is made to withdraw a qualification, we will set an operational end date and provide reasonable notice to our providers. We will also take all reasonable steps to protect students' interests.

An operational end date will only show on the regulator's qualification database and on our website if a decision has been made to withdraw a qualification. After this date, we can no longer accept student registrations.

This qualification has external assessments, which can only be taken up to the last assessment date set by us. No external assessments must be permitted after this date, so students must be entered in sufficient time. Please visit the NCFE website for more information.

Staffing requirements

Providers delivering any of our qualifications must:

- have a sufficient number of appropriately qualified/experienced tutors to deliver the technical qualification to the volume of students they intend to register
- ensure that all staff involved in delivery are provided with appropriate training and undertake meaningful and relevant continuing professional development
- implement effective processes to ensure all delivery is sufficient and current. This should include standardisation to ensure consistency of delivery
- provide all staff involved in the delivery process with sufficient time and resources to carry out their roles effectively

Core staffing requirements

Staff involved in the delivery of the core component must be able to demonstrate that they have (or are working towards) the relevant occupational knowledge and/or occupational competence in education and early years, at the same level as or higher than the qualification being delivered. This may be gained through experience and/or qualifications.

Occupational specialism staffing requirements

Staff involved in the delivery of the occupational specialism content must be able to demonstrate that they have (or are working towards) the relevant occupational knowledge and/or occupational competence in the relevant occupational specialism area, at the same level as or higher than the qualification being delivered. This may be gained through experience and/or qualifications.

Staff involved in the observation elements of the occupational specialisms will be provided with additional TQ CPD. Please see page 34 for further information.

Resource requirements

Providers must ensure that the student has access to the necessary materials, resources and workspaces for delivery and assessment. The following list is not exhaustive. Please refer to the qualification content for a more detailed indication of the required resources.

- computer
- internet access
- audio/visual recording equipment

Customer support team

Our customer support team will support you with approvals, registrations, moderation, external assessment, results and general queries.

Fees and pricing

Fees will be made available to eligible and approved providers.

Training and support for providers

Our provider development team's primary purpose is to support providers and teaching teams in the delivery of this qualification. There are a number of ways in which we can do this, which include:

- providing bespoke one-to-one support with the delivery staff
- delivering face to face events at numerous locations throughout the country
- facilitating delivery and CPD webinars
- signposting you to teaching and learning resources
- providing you with delivery updates on the technical qualification

The variety of support available includes:

- content structure
- teaching strategies
- SEN guidance
- quality assurance
- assessment preparation and blended learning

Should you wish to discuss your teaching and delivery requirements, please email:

provider.development@ncfe.org.uk

Qualification factsheet

This document outlines the key information of this qualification for the provider, student and employer.

Useful websites and sources of information

Core

- Education Endowment Foundation (2019) Improving Behaviour in Schools:
https://educationendowmentfoundation.org.uk/public/files/Publications/Behaviour/EEF_Improving_behaviour_in_schools_Report.pdf
- Finnegan, J., n.d. *Lighting up young brains: How parents, careers and nurseries support children's brain development in the first five years*: Savethechildren.org.uk. Available at:
<http://www.savethechildren.org.uk/content/dam/global/reports/education-and-child-protection/lighting-up-young-brains.pdf> [Accessed 7 February 2022].
- Rosenthal, R. & Jacobsen, L. (1968) *Pygmalion in the classroom: Teacher expectation and pupils' intellectual development*. New York: Holt, Rinehart and Winston

Early Years Educator

- www.foundationyears.org.uk/files/2017/03/EYFS_STATUTORY_FRAMEWORK_2017.pdf
- DfE (2021) Keeping Children Safe in Education: Statutory guidance for schools and colleges, available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1021914/KCSIE_2021_September_guidance.pdf
- www.gov.uk/national-curriculum/key-stage-1-and-2
- www.earlyyearsmatters.co.uk/wp-content/uploads/2011/03/eyfs_unique_child_incl_prac1.pdf
- www.educationengland.org.uk/documents/pdfs/1999-nc-primary-handbook.pdf
- www.foundationyears.org.uk/wp-content/uploads/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf
- learning.nspcc.org.uk
- www.nhs.uk/conditions/pregnancy-and-baby/reducing-risk-cot-death/
- www.gov.uk/government/publications/the-eatwell-guide
- www.safefood.eu/Healthy-Eating/The-Food-Pyramid-and-The-Eatwell-Guide/The-Food-Pyramid.aspx
- www.gov.uk/government/publications/health-matters-child-dental-health/health-matters-child-dental-health
- www.nhs.uk/live-well/healthy-body/taking-care-of-childrens-teeth/
- Sharma, A and Cockerill, H. (2014) From birth to five years: Children's developmental progress. Routledge
- Kamen, T. (2007) Children's care, learning and development. London: Hodder Education
- Tassoni, P. (2014) CACHE Level 3 Early Years Educator for the work-based learner. London: Hodder Education
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Assisting Teaching

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- nspcc.org.uk
- www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/gangs-criminal-exploitation/
- www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis
- www.mentalhealth.org.uk/a-to-z/c/children-and-young-people
- www.youngminds.org.uk/find-help/your-guide-to-support/guide-to-camhs/
- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/306370/guidance_on_first_aid_for_schools.pdf
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Learning resources

We offer a wide range of bespoke learning resources and materials to support the delivery of this qualification, including:

- scheme of work
- session plans
- classroom activities
- blended learning activities (eLearning)

- tutor delivery guides
- home study tasks

Please check the qualifications page on the NCFE website for more information on the resources available for this qualification.

Equal opportunities

We fully support the principle of equal opportunities and oppose all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. We aim to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in our employment practices and in access to qualifications. A copy of our diversity and equality policy is available on request.

Diversity, access and inclusion

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. We regularly evaluate and monitor the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as throughout the delivery, external quality assurance and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive.

This policy is aimed at anyone who uses our products and services and who submits requests for reasonable adjustments and special considerations. Students who require reasonable adjustments or special consideration should discuss their requirements with their tutor.

The most up-to-date version of the policy can be found on the NCFE website where providers can find details of how to request a reasonable adjustment or special consideration.

Contact us

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Version 4.0 19 June 2023

Information in this technical qualification specification is correct at the time of publishing but may be subject to change.

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Owner: Qualifications Development Manager

Change history record

Version	Description of change	Approval date	Date of Issue
0.1	Published version		April 2020
0.2	Changes to Core Assessment information: <ul style="list-style-type: none"> Total marks Subject content to be assessed 		June 2020
	Changes to Element 4: Behaviour - 4.9: <ul style="list-style-type: none"> Element 4: Behaviour 		June 2020
	Additional information around retakes: <ul style="list-style-type: none"> Retakes 		June 2020
	New section added: <ul style="list-style-type: none"> Core component 40%/Occupational specialism 60% 		June 2020
0.3	Web link added to general competency framework.		June 2020
0.4	Update to % split between the Core and OS.		July 2020
0.5	Update to GLH scheme of assessment for each component.		August 2020
	Changes to Element 3: Safeguarding, health and safety and wellbeing – 3.8		August 2020
	Changes to Element 4: Behaviour 4.9 and 4.11		August 2020
0.6	Update to General Competencies: <ul style="list-style-type: none"> GDC2 GDC4 GDC4 GEC4 GDC5 		August 2020
	Update to Assisting Teaching PO3 – K3.6		

1.0	Final published version Updates to the following sections: <ul style="list-style-type: none"> • Assessment availability • Assessment conditions • Sample assessment materials • Placement hours and COVID-19 • TQT • Early Years Educator • Assisting Teaching • Element 3 • Performance outcome 3 • K3.1 – What you need to teach • Registration periods 		01 September 2020
1.1	Updates to the Placement hours and COVID-19.		04 September 2020
1.2	Added information about sample assessment materials.		28 October 2020
1.3	Updated information about retakes.		07 December 2020
1.4	Branding and layout updated.		18 December 2020
2.0	Updated to include Supporting and Mentoring Students in Educational Settings (Occupational Specialism). Updates to achieving this qualification section.		April 2020
2.1	Branding updated Update to Section 2 (Institute reference ODSR_EC_149)		September 2021
2.2	ODSR_EC_361-367: Updates to the qualification summary section, including information relating to placement hours and Covid-19.		April 2022
3.0	Document changes <ul style="list-style-type: none"> • removing the word 'new' in relation to the TQ • adding clarification regarding the status of T Level students under 17 while on placement • amending language to make it more consistent • adding additional web addresses to the useful links section Significant content changes <ul style="list-style-type: none"> • core statement 2.3 has been rewritten to better emphasise the theories (rather than, primarily, the theorists), the pedagogical approaches and the underpinning evidence • core statements 3.1 to 3.3 have been rewritten to provide greater clarity regarding the required depth of teaching, and to make stronger links between regulations and practice • statement K4.3 has moved from the Early Years Educator specialisms to the core Smaller content improvements <ul style="list-style-type: none"> • updating legislation or regulations with current dates • reflecting recent changes to the Early Years Foundation Stage (EYFS) framework 		September 2022

	<ul style="list-style-type: none"> • updating and standardising language that practitioners use in relation to behaviour management • separating or merging bullet points that cover different or similar information • updating references to specific roles (for example, designated safeguarding lead) • adding additional information for providers in relation to children's neurological development • adding more up-to-date topics (for example, county lines) • adjusting content in line with NCFE house style 		
4.0	<p>The following amendments have been made to this qualification specification following annual review.</p> <p>General changes:</p> <ul style="list-style-type: none"> • reference to Education and Childcare has been amended to Education and Early Years throughout the specification to reflect the change in the pathway and route title • all reference to the Support and Mentoring in Educational Settings OS has been removed • clarification provided regarding registering students on T Levels and transferring between T Levels and occupation specialisms • a section relating to placement hours and Covid-19 has been removed • assessment information has been updated • updated wording to give clarity of internet usage for assessments • legislations, regulations and acts have been added and dates updated, where applicable (for example, Domestic Abuse Act 2021, UK GDPR) • training and support for providers information has been updated • language that practitioners use in relation to monitoring progress and managing behaviour has been updated and standardised (for example, tracking is now monitoring) • references to specific roles have been updated (for example, local authority designated officer (LADO)) • references to services which have changed names since last publication have been updated (for example, CYPMHS) • any references to 'parental support' has been updated to encompass all guardians and other family members • in some instances, the word 'young people' has been added alongside 'children' throughout the specification • in the 'Additional placement hours for Early Years Education' section, reference to 'childcare setting' has been amended to 'early years setting' <p>Amendments made to the core component section:</p> <ul style="list-style-type: none"> • in element 1, 1.1, reference to a 'childcare provision' has been updated to 'early years provision' • in element 1, 1.1, 'free schools' has been amended to make it a separate sub bullet to academies • in element 1, 1.1, 'special schools' has been added as an example of a school provision 	May 2023	19 June 2023

	<ul style="list-style-type: none"> • in element 1, 1.1, reference to Wales has been removed where it references that students must understand how and when education became compulsory in England • in element 1, 1.1, the bullet point 'Office for Students (OfS)' has been removed • in element 2, 2.1, reference to 'academic' has been amended to 'A levels' • in element 2, 2.2, reference to 'managing behaviour' has been updated to 'providing nurturing experiences and opportunities to support children to be able to express feelings and how this promotes positive behaviour' • in element 2, 2.3, reference to 'Bloom's Taxonomy' has been moved under the underpinning evidence section of cognitive constructivism • in element 3, 3.3, content has been amended to remove reference to Public Health England • in element 3, 3.2, reference to the Sexual Violence and Sexual Harassment Between Children in Schools and Colleges (guidance document) 2018 has been • in element 3, 3.7, 'county lines' has been added • in element 4, 4.11, reference to 'teaching children and young people how to reframe challenges in a positive light' has been amended to 'supporting children and young people to reframe challenges in a positive light' • in element 4, 4.12, reference to 'the student must understand how and why practitioners use a range of strategies to deal with inappropriate behaviour' has been updated to 'the student must understand how and why practitioners use a range of strategies to respond to behaviour' • in element 4, 4.13, reference to 'setting high expectations' has been amended to 'setting high, realistic expectations' • in element 4, 4.13, reference to 'involving parents/carers, as part of a whole-school approach' has amended to 'involving parents/carers, as part of a whole setting approach' • in element 5, 5.3, reference to 'making use of technology to establish and maintain communication with parents/carers including an exchange of information' has been added • in element 6, 6.2, reference to a SENCO has been added • in element 7, 7.4, 'listening and tuning in to children's communication' has been added as a sub bullet point for each age range • in element 7, 7.4, 'enjoying turn taking in conversation when interacting with babies' has been added as a sub bullet to '0 to 2 years' • in element 8, 8.3 'informing planning' has been updated to 'informing planning for children/young people's next steps' • in element 12, 12.5, reference to 'positive outcomes of multi-lingualism' has been added <p>Amendments made to the Early Years Educator occupational specialism section, including:</p> <ul style="list-style-type: none"> • in K1.4, 'speaking confidently, appreciating the significance of oracy' has been added as an additional bullet point 		
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	<ul style="list-style-type: none"> • in K1.7, reference to 'feelings of frustration and negative behaviour' has been updated to 'feelings of and expressions of frustration' • in K1.10, 'parents/carers should be encouraged to nurture a love of books at home' has been added as an additional bullet point • in K2.4, the bullet point 'more prone to emotional outbursts or "temper-tantrums"' has been amended to 'struggling to self-regulate' • in K2.4, the bullet point 'still prone to demonstrate extreme emotions, particularly when displeased with people or events' has been removed • in K2.6, additional sub bullet points have been added under 'behaviour – children who can self-regulate are able to:' • in K2.6, the bullet point 'cope effectively if not always included in games' has been removed • in K4.11, 'first aider' has been added to the list of who to report the accident/emergency to 		
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Schedule 3

Implementation

The content for this Schedule is contained in separate files at;

S3_GEN2W1_E&EY_Implementation_Plan

S3_GEN2W1_E&EY_Resource_Plan

Schedule 3

Implementation Plan

S3_GEN2W1_E&EY_Implementation_Plan

Schedule 3

Resource Plan

S3_GEN2W1_E&EY_Resource_Plan

Award Questionnaire Q10.7: Resource Plan - Instructions

Lot (qualification) name:

INSERT LOT NAME

Potential Supplier name:

Introduction

The following three tabs are designed for Potential Suppliers to outline and explain their Resource Plan.

How to complete this document: Q10.7

Potential Suppliers must complete and submit one copy of this document for each TQ (ie a separate response for each Lot they intend to submit a Tender for).

The three sheets that follow form the requirement of Q10.7:

>> Outline Resource Plan: Potential Suppliers are to complete all highlighted (yellow) blank boxes in the table, providing an overall outline of the proposed Resource Plan. All answers should include a level of detail that enables the Authority to assess the basis and reasonableness of the proposed strategy. For the first 6 named resources (marked as * key resources), Potential Suppliers are required to provide a named replacement resource and detail their relevant experience.

>> Blank Diagram Sheet: This sheet has been left blank for Potential Suppliers to include a diagram or picture of their resourcing and/or readiness approach should they wish to include this to further support/illustrate their Resource Plan.

>> Further 10.7 Requirements: The information requested here is designed to supplement the Resource Plan provided in Sheet 1. Potential Suppliers must complete all blank boxes, providing an appropriate amount of detail.

Schedule 4

Co-operation

1 Objective of the joint arrangements

- 1.1 The Supplier shall cooperate, coordinate and seek to agree certain arrangements with all third party Awarding Organisations, including the Former Supplier, involved in the delivery of the technical education qualification element of each T Level forming part of the T Levels Programme ("**T Level Awarding Organisations**") from time to time with the aim of:
- 1.1.1 ensuring the quality, consistency, efficiency and effectiveness of the T Levels Programme as a whole; and
 - 1.1.2 in the interest of Students and Providers, streamlining administration relating to the T Levels Programme.
- 1.2 The Supplier shall ensure that all activities carried out by it under this Schedule appropriately take into account the views of each T Level Awarding Organisation (including T Level Awarding Organisations appointed subsequent and/or prior to the appointment of the Supplier) and do not risk or result in:
- 1.2.1 a disproportionate burden falling on any given T Level Awarding Organisation or on Providers; and/or
 - 1.2.2 a disproportionate burden (whether by any act or omission on the part of the Supplier) on Providers and/or Students.

2 Joint arrangements

- 2.1 In particular, the Supplier shall (at its own cost):
- 2.1.1 attend a meeting convened by the Authority (on reasonable prior notice and at least once per calendar quarter) with all other T Level Awarding Organisations to discuss progress on coordination efforts including the activities set out below, and to make decisions relating to any outstanding areas of coordination;

- 2.1.2 in order to minimise the administrative burden on Providers, cooperate with all other T Level Awarding Organisations to coordinate and deliver an efficient method of both regular and ad hoc inspections (on an ongoing basis) of the delivery by Approved Providers of the technical education qualification element of each T Level, to ensure that the relevant Approved Providers continue to meet the requirements of their Provider Approval by the Supplier and equivalent approval by other T Level Awarding Organisations, provided always that where, as a result of such cooperation and/or coordination it is necessary for the Supplier to amend and/or modify that part of the Supplier's Response to which the provisions of paragraph 3.1.2 of Part 1 of the Service Requirements apply, then the Supplier shall obtain Approval to such amendment and/or modification;
- 2.1.3 coordinate and seek to agree with all other T Level Awarding Organisations (at the earliest possible date) common rules and guidance applicable to the teaching and assessment of and provision of Post-Results Services for the technical education qualification element of each T Level with the aim of having aligned rules, guidance and Post-Results Services, where appropriate, across the T Levels Programme, addressing topics such as conducting examinations;
- 2.1.4 share information between T Level Awarding Organisations as necessary (subject to the relevant obligations on confidentiality in this Contract) to:
- (i) facilitate the joint arrangements anticipated by this Schedule;
 - (ii) enable transfer of achievement of the TQ Core Component of a T Level between T Level Awarding Organisations; and
 - (iii) enable results analysis in respect of the Route of which the TQ forms part;
- 2.1.5 where possible, utilise systems in the delivery of the Services which are interoperable with those utilised by other T Level Awarding Organisations so as to facilitate the portability of the Services to any Future Supplier;

- 2.1.6 coordinate and seek to agree with all other T Level Awarding Organisations pre-assessment access arrangements for T Levels to ensure equivalence of approach between T Level Awarding Organisations;
- 2.1.7 adopt a common process and, where possible, system, to that used by other T Level Awarding Organisations for applications for access arrangements for T Levels to be made and considered for the benefit of Students;
- 2.1.8 coordinate and seek to agree with all other T Level Awarding Organisations a common process and approach and, where possible, system to that used by other T Level Awarding Organisations, to manage and/or facilitate Reasonable Adjustments and/or applications for Special Consideration to ensure equivalence of approach between T Level Awarding Organisations;
- 2.1.9 seek to agree between T Level Awarding Organisations a Key Dates Schedule, such schedule to be developed in consultation with the Department, GCE Awarding Organisations, Providers and UCAS and to be Approved by the Authority;
- 2.1.10 attend regular meetings (at least once per calendar month unless otherwise notified by the Authority) with all other T Level Awarding Organisations to discuss operational issues in relation to the T Level Programme;
- 2.1.11 in order to minimise the administrative burden on Providers, co-operate with the Former Supplier, where relevant, to facilitate a smooth transition during the Entry Transition Period; and
- 2.1.12 where notified by the Authority, work with other T Level Awarding Organisations responsible for TQs in the same Route with the aim to, where appropriate, harmonise the common TQ Core Component across that Route.

3 Disputes relating to joint arrangements

- 3.1 In the event the Supplier contends that it is unable to meet its obligations under this Schedule as a result of the action or inaction of one or more third party T Level

Awarding Organisation, the Supplier shall seek to resolve such matter with the relevant T Level Awarding Organisation(s). In the event that the Supplier is unable to resolve such matter, having used its reasonable endeavours to do so, the Supplier shall promptly notify the Authority in writing with the relevant details including the steps taken to attempt to resolve the matter, and the Authority shall use its reasonable endeavours to promptly resolve such matter.

3.2 In the event that a third party T Level Awarding Organisation contends that it is unable to meet its joint arrangement obligations as a result of the action or inaction of the Supplier, then the Supplier shall comply with the reasonable instructions of the Authority in relation to such action or inaction.

3.3 Nothing in this Schedule (including any failure to agree any matters referred to in paragraph 2 of this Schedule) shall operate to reduce or otherwise diminish the Supplier's obligations and/or the Authority's rights under this Contract.

4 Reporting

4.1 The Supplier shall, on request by the Authority, promptly provide a written report to the Authority setting out its progress in achieving the joint arrangements set out in paragraph 2 of this Schedule.

Schedule 5

Supplier's Response

The content for this Schedule is contained in separate files at

S5_GEN2W1_E&EY_Risk_Register

S5_GEN2W1_E&EY_AQ9.1-10.7_Supplier_Responses

S5_GEN2W1_E&EY_Q9.5_Grading_and_Awarding_Structure

S5_GEN2W1_E&EY_Q10.4_Internal_Quality_Assurance_Process

S5_GEN2W1_E&EY_Q10.7_Management_and_Governance

S5_GEN2W1_E&EY_Q10.7_Escalation_Process_Flow

S5_GEN2W1_E&EY_Q10.7_Issues_Log

S5_GEN2W1_NCFE_Clarifications

S5_GEN2W1_E&EY_Employer_and_Provider_Engagement_Strategy

S5_GEN2W1_E&EY_Q10.1_Key_Risks_and_Dependencies_and_Contingency_Planning

Schedule 5

Risk Register

S5_GEN2W1_E&EY_Q10.1_TQ_Risk_Register

Schedule 5

Supplier Responses

S5_GEN2W1_E&EY_AQ9.1 - Q10.7_Supplier_Responses

Schedule 5

Awarding Structure

S5_GEN2W1_E&EY_Q9.5_Grading_and_Awarding_Structure

Schedule 5

Internal Quality Assurance Process

S5_GEN2W1_E&EY_Q10.4_Internal_Quality_Assurance_Process

Schedule 5

Management and Governance

S5_GEN2W1_E&EY_Q10.7_Management_and_Governance

Schedule 5

Escalation Process Flow

S5_GEN2W1_E&EY_Q10.7_Escalation_Process_Flow

Schedule 5

Issues Log

S5_GEN2W1_E&EY_Q10.7_Issues_log

Schedule 5

Clarifications

S5_GEN2W1_E&EY_Clarifications

Schedule 5

Employer Strategy

S5_GEN2W1_E&EY_Employer_Strategy

Schedule 5

Key Risks and Dependencies and Contingency Planning

S5_GEN2W1_E&EY_Q10.1_Key_Risks_and_Dependencies_and_Contingency_Planning

Schedule 6

Pricing Schedule

The content for this Schedule is contained in a separate file at;

S6_GEN2W1_E&EY_Pricing_Schedule

Pricing Schedule - Instructions

Lot (qualification) name:

Potential Supplier name:

EDUCATION AND EARLY YEARS

NCFE

Introduction

This Pricing Schedule enables Potential Suppliers to complete the price element of their Tender. This is to be done against the price elements defined in the definition section below and with reference to the rest of the documents forming part of this ITT, particularly the Service Requirements. Note the separate instructions relating to question 10.5 which must also be followed by Potential Suppliers.

The figures provided against each of the pricing elements will be used in conjunction with expected numbers of Technical Qualification (TQ) students (5 cohorts), chargeable updates to the TQ content and uptake of Additional Services to calculate an estimated Total Contract Value ("TCV"). The TCV calculated in this Pricing Schedule will form the basis of the pricing evaluation, as described in the Evaluation Methodology and Guidance.

Please note that all of the volumes given in this Pricing Schedule are estimates and are not guaranteed. Please also note that no price impacting assumptions or caveats will be accepted in Tenders and the Potential Supplier will not be permitted to vary any charges or fees included in this Pricing Schedule in the event that its estimates prove to be inaccurate. The only charges and fees which will be payable to Suppliers for the Services provided under the Contract are those set out in the Pricing Schedule, subject only to the variation procedures set out in the Contract.

How to complete this Pricing Schedule

Potential Suppliers must complete and submit one copy of this Pricing Schedule for each Lot they intend to submit a Tender for. There are 7 versions of the Pricing Schedule, one for each Lot, and Potential Suppliers should ensure that they complete and submit the correct version of the Pricing Schedule for the Lot which they are submitting a Tender for. Potential Suppliers must complete their name on this instructions tab.

Potential Suppliers must complete all boxes coloured yellow in each of tabs 'Input A', 'Input B', 'Input C' and 'Input D'. The spreadsheet will then automatically calculate the TCV in the "Total Contract Value" tab using the values entered. The rate card in 'Input B' will automatically populate the relevant rows in 'Input C' and 'Input D'. Values should be entered in £ pounds sterling and rounded to the nearest pound. Prices should exclude any applicable VAT.

>> **Input A:** Potential Suppliers should enter their proposed entry fee and the price for each of their Additional Services (each as defined below). The Qualification Development Fee will automatically be populated when 'Input C' is completed. The scenario based update charge will be automatically populated when 'Input D' is completed. Potential Suppliers submitting a Tender for multiple Lots should note the requirement to apply the multi-lot discount to the entry fee at Contract Award stage, should the Potential Supplier be awarded multiple lots. The discount to the entry fee will be applied as described in paragraph 5.16 of the ITT.

>> **Input B:** In the 'Personnel Costs' section, Potential Suppliers should enter a daily rate (for a 7 hour working day) of each type / grade of individual who may be involved in work on the refresh of, and updates to, the Technical Qualification (TQ), together with their grade or level where applicable to their role and whether they are an internal (i.e. employed) or external resource. Individual roles should be entered in the relevant category of Drafting, Consultation / Stakeholder Engagement, or Quality Assurance / Review that best describes the majority of their role in relation to the refresh of / update to the TQ or 'Other' where none of the other listed categories are relevant. Only complete as many lines as needed for the number of roles that will be involved, and leave the remaining lines blank. A blended day rate will automatically be calculated for evaluation purposes only based on the total of all daily rates divided by the number of roles listed. This will form part of the TCV calculation. In the 'Other Costs' section, Potential Suppliers should enter any non personnel related costs which they wish to include in either or both of their development costs or change costs in 'Input C' and 'Input D'. Non personnel related costs should be broken down into different types of cost. Details of each type of costs and the unit cost should be provided. If the unit cost for a non personnel cost is different for development and change, the cost should be entered twice with a different unit cost for each entry (e.g. Software licensing costs - development £x; software licensing costs - change £y). Both the personnel cost and other cost lines entered in 'Input B' will then be available for Potential Suppliers to select from when completing 'Input C' and 'Input D'. Only enter details for personnel and other costs if they are relevant to be able to complete 'Input C' or 'Input D' tabs. For the purpose of this exercise, marketing costs are not to be included. The Rate Card costs may be subject to indexation based increase as set out in the Contract.

>> **Input C:** Potential Suppliers should enter the number of days of input which would be required from each of the listed individual roles to refresh the qualification. The available roles will automatically complete from your entries in 'Input B' (which should therefore be completed before this section). Potential Suppliers should provide the type and estimated frequency of any non personnel related costs that will be incurred to refresh the qualification in the 'Other Costs' section. The available types of non personnel cost will automatically complete from your entries in 'Input B'.

>> **Input D:** Potential Suppliers should enter the number of days of input which would be required from each of the listed roles to complete the relevant change to the TQ as described in the relevant scenario. The available roles will automatically complete from your entries in 'Input B' (which should therefore be completed before this section). Potential Suppliers should provide the estimated frequency of any non personnel related costs that will be incurred in the 'Other Costs' section. The available types of non personnel cost will automatically complete from your entries in 'Input B'.

>> **Total Contract Value:** This is for information and evaluation purposes only, and no cells need to be completed by Potential Suppliers. Please note the figures for estimating the take up of Additional Services (dependent on the Additional Service, 0.1%, 0.5%, 5%, 10% or 20% of TQ students/assessments as applicable, or 40 instances of visits/reviews as applicable) including the anticipated number of assessments, is for evaluation purposes only. The unspecified TQ update charge based on a fixed number of days (20), is also an estimate used for evaluation purposes only. The Total Contract Value will be based on 5 cohorts only (please note that the estimated total contract value provided in the PIN Notice is based on 5 cohorts including the optional 1 + 1 cohort extension which is at the discretion of the Authority).

Fee definitions

- 1. Qualification Development Fee:** A fixed charge for the initial refresh and update of the TQ covering the elements set out in paragraph 10.4 of the Evaluation Guidance. This will be paid in three installments as set out in the Contract. To complete this pricing schedule, Potential Suppliers must fill in tab 'Input C' with the relevant details as described above. The total Qualification Refresh charge, will then be automatically shown on the 'Input A' tab, cell H7, and will be the Qualification Refresh Charge as defined in the Contract.
- 2. Entry fee:** A per student entry fee charged to Providers. This will cover all assessment and support services for the whole TQ. The fee provided here remains fixed throughout the Contract term (noting that in the occassion where a Potential Supplier is awarded more than one lot, the discount to the entry fee described above will be applied) other than inflationary increases in accordance with the Contract. Note that Potential Suppliers may not make any separate charge for Provider approval. Anticipated costs for Provider approval services must be included in other charges or fees in this Pricing Schedule. The entry fee must be inputted directly on the 'Input A' tab.
- 3. Fees for Additional Services:** These are fees charged directly to Providers in relation to the provision of Additional Services from the menu of services that Suppliers must make available to Providers. Each Additional Service must be delivered on request. Each fee provided here should cover one instance of the relevant Additional Service being delivered. The fee provided here is expected to remain fixed throughout the Contract, other than inflationary increases in accordance with the Contract. The Additional Services fees are to be inputted directly on the 'Input A' tab.
- 4. Fees for Exclusive Changes to the TQ:** The Authority will pay the Supplier for making changes to the TQ during the Contract term where these are defined as Exclusive TQ Changes in the Contract. For evaluation purposes, Potential Suppliers must price two TQ change scenarios as described in tab 'Input D'.
- For evaluation purposes, the rate card completed in 'Input B' and the detail entered in 'Input D' will be used to calculate the cost of two scenarios, and a cost of an unspecified TQ change as follows:
- > The weighted average for the two scenarios is calculated by multiplying the total charges of the 2 scenarios by their relative weighting and adding them together, to represent an average charge for a Exclusive TQ Change. This charge will then be automatically shown on the 'Input A' tab, cell H17. For the purposes of the TCV, this average charge will be multiplied by the estimated number of Exclusive TQ Changes over the Contract term that are similar to the scenarios (i.e. 2).
 - > The unspecified TQ update charge is calculated using a blended day rate. The blended day rate will be calculated on 'Input B' using the total of all daily rates listed in the rate card divided by the number of roles that are listed. For the purposes of the TCV, an unspecified TQ update charge will then be calculated by multiplying the blended day rate by 20 days. This is for the purposes of evaluation only and neither the blended rate or the unspecified TQ update charge are expected to form the basis for a specific charge to be paid by the Authority.

Schedule 6A

Adaptive Pricing

1. The Review Triggers

1.1 The Parties agree that the Entry Fee, as referred to in Schedule 6, shall be reviewed and may change, in the following two instances:

1.1.1 in or around December 2026, which shall be referred to as the Mid-Term Review; and

1.1.2 in the event that the Authority seeks to extend the Contract in accordance with clause 2.2 and 15.2 of the Contract, in or around December 2028 which shall be referred to as the Extension Review.

2. The Mid Term Review

2.1 On or around December 2026 the Authority shall provide the Supplier with an updated projection of total learner volumes for the five Exclusive Cohorts under the Contract which shall be referred to as the Updated Projection.

2.2 The Updated Projection shall be calculated by the Authority by combining the actual learner volumes for Exclusive Cohorts one and two, as confirmed by the Department to the Authority, with the revised estimates for the remaining three Exclusive cohorts of the Contract, as determined by the Department and confirmed to the Authority.

Circumstances in which an Enhanced Entry Fee is permitted

2.3 Where the Updated Projection is calculated to be at least 15% less than the total learner volume contained in the original tender documents, which shall be referred to as the Initial Projection, the Authority shall determine a revision to the Entry Fee which shall be referred to as the Enhanced Entry Fee and will be in such amount as to enable the Supplier to retain the opportunity to achieve its % profit margin, as set out in Schedule 6, over the life of the original Contract and;

- 2.3.1 the Authority shall notify the Supplier in writing, on or before the 31 December 2026 of the Enhanced Entry Fee;
- 2.3.2 by no later than the end of February in the Academic Year prior to the Academic Year in which the Enhanced Entry Fee may be applied the Supplier shall notify the Authority in writing of its intention to substitute the Entry Fee with the Enhanced Entry Fee, or such other Entry Fee not exceeding the Enhanced Entry Fee, as the case may be;
- 2.3.3 for the avoidance of doubt, any Entry Fee to be adopted by the Supplier pursuant to the provisions of this paragraph 2.3, will also incorporate any adjustments proposed by the Supplier under clause 4.12 of the Contract. The collective adjustments calculated in accordance with this paragraph 2.3 and or clause 4.12 will not exceed the Enhanced Entry Fee.
- 2.3.4 Any Enhanced Entry Fee shall apply for the Cohort for the Academic Year commencing 1 August 2027 and shall continue to apply to the Cohort for the Academic Year commencing 1 August 2027 and the Cohort for the Academic Year commencing 1 August 2027, and may be subject to later adjustments effected by the further application of clause 4.12 of the Contract.

Circumstances in which a Reduced Entry Fee will be required

- 2.4 Where the Updated Projection is calculated to be at least 15% more than the Initial Projection, the Authority shall determine a reduced Entry Fee which shall be referred to as the Reduced Entry Fee which will be in such amount as to enable the Supplier to retain the opportunity to achieve, but not exceed, its % profit margin, as set out in Schedule 6.
 - 2.4.1 The Authority shall notify the Supplier in writing, on or before the 31st December 2026 of the Reduced Entry Fee;
 - 2.4.2 For the avoidance of doubt, the Reduced Entry Fee will also incorporate any adjustments proposed by the Supplier under clause 4.12 of the Contract.
 - 2.4.3 The Reduced Entry Fee shall apply for the Cohort for the Academic Year commencing 1 August 2027 and shall apply to the Cohort for the Academic

Year commencing 1 August 2027 and the Cohort for the Academic Year commencing 1 August 2027, and may be subject to later adjustments effected by the further application of clause 4.12 of the Contract.

3. The Extension Review

- 3.1 In the event of notification by the Authority to the Supplier of their intention to extend the Contract in accordance with clause 2.2 and 15.2, which shall be referred to as 'the First Extension Period', the Authority shall:
- 3.1.1 before the end of the final Exclusive Cohort, provide the Supplier with the projection of learners for the Academic Years which fall within the First Extension Period following the end of the fifth Exclusive Cohort, as determined by the Department and confirmed to the Authority, which shall be referred to as the Final Updated Projection;
 - 3.1.2 where the Final Updated Projection is calculated to be at least 15% less than the Updated Projection for the fifth Exclusive Cohort, calculate the Entry Fee applicable to the First Extension which shall be referred to as the Extension Entry Fee, in such a sum which ensures that the Supplier retains the opportunity to achieve its % profit margin, as set out in Schedule 6, during the First Extension Period;
 - 3.1.3 the Authority shall notify the Supplier in writing, on or before the 31st December 2028 of the Extension Entry Fee;
 - 3.1.4 by no later than the end of February in the Academic Year prior to the Academic Year in which the Extension Entry Fee may be applied the Supplier shall notify the Authority in writing of its intention to substitute the Entry Fee with such other Entry Fee not exceeding the Extension Entry Fee, as the case may be;
 - 3.1.5 the Extension Entry Fee shall also incorporate any adjustments to the Entry Fee effected by the application of clause 4.12;
 - 3.1.6 any Extension Entry Fee shall apply for the Cohorts for the Academic Years which fall within the First Extension Period.

- 3.2 In the event that the Authority seeks to extend the Contract beyond the First Extension Period, in accordance with the provisions of clause 2.2 and 15.2 of the Contract, the Extension Entry Fee shall not be amended further save for any adjustments effected by the application of clause 4.12.

Circumstances in which a Reduced Extension Entry Fee will be required

- 3.3 Where the Final Updated Projection is calculated to be at least 15% more than the Updated Projection for the fifth Exclusive Cohort, the Authority shall determine a reduced Entry Fee which shall be referred to as the 'Reduced Extension Entry Fee' which will be in such amount as to enable the Supplier to retain the opportunity to achieve, but not exceed, its % profit margin, as set out in Schedule 6.
- 3.3.1 The Authority shall notify the Supplier in writing, on or before the 31st December 2028 of the Reduced Extension Entry Fee;
- 3.3.2 For the avoidance of doubt, the Reduced Extension Entry Fee will also incorporate any adjustments proposed by the Supplier under clause 4.12 of the Contract.
- 3.3.3 The Reduced Extension Entry Fee shall apply for the Cohorts for the Academic Years which fall in with the First Extension Period, and may be subject to later adjustments effected by the further application of clause 4.12 of the Contract.

4. General

- 4.1 The Authority does not provide any assurance that the Updated Projection will be achieved and the Supplier bears all risks arising from any variance between the Updated Projection, the Final Updated Projection and the actual learner volumes that emerge through the life of the contract.

Schedule 7

Staff (including Key Personnel)

1 Key Personnel

- 1.1 The Supplier shall ensure that the Key Personnel fulfil the Key Roles during the Term. The Annex to this Schedule 7 lists the Key Roles. remit and names of the persons who the Supplier shall appoint to fill those Key Roles at the Effective Date.
- 1.2 The Authority can identify any further roles as being Key Roles and, following agreement on this by the Supplier (such agreement not to be unreasonably withheld or delayed) any relevant person selected to fill those Key Roles (and details of the role itself) shall be included on the list of Key Personnel in the Annex to this Schedule 7.
- 1.3 The Supplier shall not remove or replace any Key Personnel (including when carrying out its obligations under Schedule 12 (*Exit Management*)) unless:
 - 1.3.1 requested to do so by the Authority;
 - 1.3.2 the person concerned resigns, retires or dies or is on maternity or long-term sick leave;
 - 1.3.3 the person's employment or contractual arrangement with the Supplier or a Subcontractor is terminated for material breach of contract by the employee; or
 - 1.3.4 the Supplier obtains Approval (such Approval not to be unreasonably withheld or delayed).
- 1.4 The Supplier shall:
 - 1.4.1 notify the Authority promptly of the absence of any Key Personnel (other than for short-term sickness or holidays of 2 weeks or less, in which case the Supplier shall ensure appropriate temporary cover for that Key Role);
 - 1.4.2 ensure that any Key Role is not vacant for any longer than 10 Working Days;

- 1.4.3 give as much notice as is reasonably practicable of its intention to remove or replace any member of Key Personnel and, except in the cases of death, unexpected ill health or a material breach of the Key Personnel's employment contract, this will mean at least 60 Working Days' notice;
- 1.4.4 ensure that all arrangements for planned changes in Key Personnel provide adequate periods during which incoming and outgoing personnel work together to transfer responsibilities and ensure that such change does not have an adverse impact on the performance of the Services and/or supply of any Products; and
- 1.4.5 ensure that any replacement for a Key Role:
 - (i) has a level of qualifications and experience appropriate to the relevant Key Role; and
 - (ii) is fully competent to carry out the tasks assigned to the Key Personnel whom he or she has replaced.

2 Staff vetting

- 2.1 For the purposes of this paragraph 2, "**Convictions**" means, other than in relation to minor road traffic offences, any previous or pending prosecutions, convictions, cautions and binding-over orders (including any spent convictions as contemplated by section 1(1) of the Rehabilitation of Offenders Act 1974 or any replacement or amendment to that Act).
- 2.2 The Supplier shall ensure that all potential Supplier Staff or persons performing any of the Services during the Term who may reasonably be expected in the course of performing any of the Services under this Contract to have access to or come into contact with Students or vulnerable persons (and/or access to data or information relating to such Students or vulnerable persons) are, to the extent permitted by Law:
 - 2.2.1 questioned concerning their Convictions; and
 - 2.2.2 required to obtain appropriate disclosures from the Disclosure and Barring Service (or other appropriate body) where required by Law,

before the Supplier engages the potential staff or persons in the provision of the Services.

- 2.3 The Supplier shall take all necessary steps to ensure that such potential staff or persons referred to in paragraph 2.2 obtain standard and enhanced disclosures from the Disclosure and Barring Service (or other appropriate body) and shall ensure all such disclosures are kept up to date. The obtaining of such disclosures shall be at the Supplier's cost and expense.
- 2.4 The Supplier shall ensure that no person is employed or otherwise engaged in the provision of the Services without the Authority's prior written consent if:
 - 2.4.1 the person has disclosed any Convictions upon being questioned about their Convictions in accordance with paragraph 2.2.1;
 - 2.4.2 the person is found to have any Convictions following receipt of standard and/or enhanced disclosures from the Disclosure and Barring Service (or other appropriate body) in accordance with paragraph 2.2.2; or
 - 2.4.3 the person fails to obtain standard and/or enhanced disclosures from the Disclosure and Barring Service (or other appropriate body) upon request by the Supplier under paragraph 2.2.2.
- 2.5 In addition to the requirements of paragraphs 2.1 to 2.4, where the Services are or include regulated activities as defined by the Safeguarding Vulnerable Groups Act 2006 the Supplier shall:
 - 2.5.1 comply with all requirements placed on it by the Safeguarding Vulnerable Groups Act 2006;
 - 2.5.2 ensure that it has no reason to believe that any member of Supplier Staff is barred in accordance with the Safeguarding Vulnerable Groups Act 2006; and
 - 2.5.3 ensure that no person is employed or otherwise engaged in the provision of the Services if that person is barred from carrying out, or whose previous conduct or records indicate that they would not be suitable to carry out, any

regulated activities as defined by the Safeguarding Vulnerable Groups Act 2006 or may present a risk to Students or any other person.

- 2.6 The Supplier shall ensure that the Authority is kept advised at all times of any member of the Supplier Staff who, subsequent to their commencement of employment as a member of the Supplier Staff receives a Conviction or whose previous Convictions become known to the Supplier or whose conduct or records indicate that they are not suitable to carry out any regulated activities as defined by the Safeguarding Vulnerable Groups Act 2006 or may present a risk to Students or any other person. The Supplier shall only be entitled to continue to engage or employ such individual with the Authority's written consent and with such safeguards being put in place as the Authority may reasonably request. Should the Authority withhold consent the Supplier shall immediately remove such individual from the Supplier Staff.
- 2.7 The Supplier shall immediately provide to the Authority any information that the Authority reasonably requests to enable the Authority to satisfy itself that the obligations set out in paragraphs 2.1 to 2.6 of this Schedule have been met.
- 2.8 For Supplier Staff appointed following the Effective Date who shall or may have access to IfATE Data, in addition to meeting its obligations under this paragraph 2, the Supplier shall carry out pre-employment screening meeting the HMG Baseline Personnel Security Standard (BPSS) or equivalent in accordance with Schedule 9 (*Data Handling and Security Management*).

Annex to Schedule 7

List of Key Personnel

The content for this Annex is contained in a separate file at;

S7_A1_GEN2W1_E&EY_List_of_Key_Personnel

Schedule 8

Supply Chain (including approved Subcontractors)

1 Appointment of Key Subcontractors

- 1.1 Where the Supplier wishes to enter into a Key Sub-Contract or replace a Key Subcontractor, it must obtain Approval, such Approval not to be unreasonably withheld or delayed. For these purposes, the Authority may withhold its Approval to the appointment of a Key Subcontractor if it reasonably considers that:
 - 1.1.1 the appointment of a proposed Key Subcontractor may prejudice the provision of the Services and/or the supply of the Products or may be contrary to the interests of the Authority and/or the TQ;
 - 1.1.2 the proposed Key Subcontractor is unreliable and/or has not provided reasonable services to its other customers or clients;
 - 1.1.3 the proposed Key Subcontractor employs unfit persons; or
 - 1.1.4 the proposed Key Subcontractor should be excluded in accordance with clause 15.715.8 (*Ending or extending this Contract*).
- 1.2 The Authority confirms its Approval of the appointment of the Key Subcontractors listed in Annex 1 to this Schedule 8.
- 1.3 Except where the Authority has given its Approval otherwise, the Supplier shall ensure that each Key Sub-Contract shall include:
 - 1.3.1 provisions which will enable the Supplier to discharge its obligations under this Contract;
 - 1.3.2 a right for the Authority to enforce any provisions under the Key Sub-Contract which are capable of conferring a benefit upon the Authority;
 - 1.3.3 a provision enabling the Authority to enforce the Key Sub-contract as if it were the Supplier;
 - 1.3.4 a provision enabling the Supplier to assign, novate or otherwise transfer any of its rights and/or obligations under the Key Sub-Contract to the

Authority or any Replacement Supplier without restriction (including any need to obtain any consent or approval) or payment by the Authority; and

1.3.5 obligations no less onerous on the Key Subcontractor than those imposed on the Supplier under this Contract:

- (i) under clauses 18.1 to 18.9.4 (*Data protection and information*);
- (ii) under clause 20 (*When information can be shared*);
- (iii) in respect of any obligation not to bring the Authority, the Department or the ESFA and/or the T Levels Programme into disrepute and/or otherwise diminish the trust that the public places in the Authority, the Department or the ESFA, as set out in clause 3.1.9 (*How the Services must be supplied*); and
- (iv) in respect of the keeping of records and provision of information (including (as applicable) Management Information) in relation to that part of the Services being provided and/or those Products being supplied under the Key Sub-Contract.

1.4 The Supplier shall, as soon as reasonably practicable following a request by the Authority, provide a copy of any proposed Key Sub-Contract (and/or any Key Sub-Contract which it has entered into) to demonstrate compliance by the Supplier with its obligations under this paragraph 1.

2 Subcontractor information

2.1 If the Authority asks the Supplier for details about Subcontractors, the Supplier must provide details of Subcontractors at all levels of the supply chain including:

- 2.1.1 their name;
- 2.1.2 the scope of their appointment; and
- 2.1.3 the duration of their appointment.

Annex 1 to Schedule 8

Key Subcontractors

Not Used

Schedule 9

Data Handling and Security Management

- 1 The Supplier shall maintain Cyber Essentials certification and shall operate an Information Security Management System in relation to the Services that is compliant with ISO 27001 (the International Standard for Information Security Management Systems) or an equivalent standard.
- 2 The Supplier shall have in place and maintain physical security, in line with the requirements outlined in ISO 27002 (the International Standard describing the Code of Practice for Information Security Controls), including entry control mechanisms (e.g. door access) to premises and sensitive areas.
- 3 The Supplier shall have in place and maintain an access control policy and process for the logical access (e.g. identification and authentication) to IT systems to ensure only authorised personnel have access to IfATE Data.
- 4 The Supplier shall have in place and shall maintain procedural, personnel, physical and technical safeguards to protect IfATE Data, including: physical security controls; Good Industry Practice policies and processes; anti-virus and firewalls; security updates and up-to-date patching regimes for anti-virus solutions, operating systems, network devices and application software; user access controls; and the creation and retention of audit logs of system use.
- 5 The Supplier shall carry out and shall maintain records of appropriate technical risk assessments in respect of all aspects of the Supplier's handling of IfATE Data. The Supplier shall provide such records to the Authority on request and shall ensure that such records are capable of demonstrating to the Authority's reasonable satisfaction that appropriate procedures are in place to address any significant risks identified.
- 6 The Supplier shall ensure that IfATE Data is processed and stored in a manner which enables such IfATE Data to be identified and securely deleted when required. The Supplier shall ensure that IfATE Data which is not in electronic form is kept physically separate from the data of the Supplier and any of the Supplier's other customers.

- 7 Any IfATE Data transferred by the Supplier using electronic transfer methods across public space or cyberspace, including mail and courier systems, or third party provider networks must be encrypted to an encryption standard meeting Transport Layer Security (TLS) 1.2 or later.
- 8 Storage of IfATE Data on any portable devices or media shall be limited to the absolute minimum required to deliver the stated requirement and shall be subject to paragraphs 9 and 10 below.
- 9 Any portable removable media (including pen drives, flash drives, memory sticks, CDs, DVDs, or other devices) which handle, store or process IfATE Data to deliver or support the Services, shall be under the control and configuration management of the Supplier, shall be necessary to deliver the Services and shall be encrypted to the Advanced Encryption Standard (AES) 256 or equivalent.
- 10 All portable IT devices (including laptops, tablets, smartphones or other devices, such as smart watches) which handle, store or process IfATE Data to deliver and support the Services, shall be under the control and configuration management of the Supplier, shall be necessary to deliver the Services and shall be full-disk encrypted to the Advanced Encryption Standard (AES) 256 or equivalent.
- 11 Whilst in the Supplier's care, all removable media and hardcopy paper documents containing IfATE Data must be handled securely and secured under lock and key when not in use and shall be securely destroyed when no longer required, using either a cross-cut shredder, a professional secure disposal organisation or an equivalent secure disposal method.
- 12 When necessary to hand-carry removable media and/or hardcopy paper documents containing IfATE Data, the media or documents being carried shall be kept under cover and transported in such a way as to ensure that no unauthorised person has either visual or physical access to the material being carried. This paragraph shall apply equally regardless of whether the material is being carried inside or outside of the Supplier's premises.
- 13 The Supplier shall ensure throughout the Term that it is in a position (and is able to demonstrate to the Authority's reasonable satisfaction that it is in a position) to provide

a complete copy of all IfATE Data at the Authority's request at any time and on the termination or expiry of the Contract.

- 14 At the end of the Contract or in the event of equipment failure or obsolescence, all IfATE Data, in either hardcopy or electronic format, that is physically held or logically stored on the Supplier's IT infrastructure must be securely sanitised or destroyed and accounted for in a manner that ensures that the relevant data is not retrievable using normally available methods and/or tools and which allows the Supplier to demonstrate its compliance with this paragraph 14 at the Authority's request. Where sanitisation or destruction is not possible for legal, regulatory or technical reasons, then the Supplier shall protect the Authority's information and data until such time that it can be securely cleansed or destroyed.
- 15 Access by Supplier Staff to IfATE Data shall be confined to those individuals who have a "need-to-know" in order to carry out their role and have undergone pre-employment screening appropriate to the nature and sensitivity of the IfATE Data and, for Supplier Staff appointed following the Effective Date, have undergone pre-employment screening which is at least equivalent to the HMG Baseline Personnel Security Standard (BPSS).
- 16 All Supplier Staff who handle IfATE Data must have annual awareness training in protecting information.
- 17 The Supplier shall have in place robust business continuity arrangements and processes including IT disaster recovery plans and procedures to ensure that the delivery of the Services is not adversely affected in the event of an incident (as set out in the Supplier's Business Continuity Plan). An incident shall be defined as any situation that might, or could lead to, a disruption, loss, emergency or crisis to the Services. Upon request from the Authority, the Supplier will provide evidence of the effectiveness of their business continuity arrangements and processes including IT disaster recovery plans and procedures. This should include evidence that the Supplier has tested or exercised these plans within the last 12 months and produced a written report of the outcome, including required actions.
- 18 Any suspected or actual breach of the confidentiality, integrity or availability of IfATE Data being handled in the course of providing the Services, or any non-compliance

with security standards pertaining to the Services, shall be investigated immediately and escalated to the Authority. The Supplier shall maintain audit records and event logs in respect of any such security events in accordance with documented retention policies approved by the Authority.

- 19 The Supplier shall ensure that any IT systems and hosting environments that are used to handle, store or process IfATE Data shall be subject to independent penetration testing, to take place within the three month period immediately prior to the start of each Academic Year, to test the security of such systems and hosting environments, by a penetration testing provider that is CHECK, CREST or TIGER scheme approved. The Supplier shall include a summary of the findings of such penetration testing and the details of any necessary remedial work carried out in the annual penetration testing report required under Schedule 2 (*Service Requirements*). In the event of security issues being identified which are ranked as “high” importance or above, the Supplier shall notify the Authority as soon as reasonably possible (and in any event within 2 Working Days), shall promptly remedy such issues, and shall promptly carry out a follow-up remediation test at the Authority’s request.
- 20 The Supplier shall ensure that any consumer-off-the-shelf software used in relation to the IfATE Data or otherwise to deliver the Services is kept up-to-date and subject to mainstream support.
- 21 The Supplier shall procure and implement security patches to address any vulnerabilities in the IT systems used to handle the IfATE Data or to deliver the Services, within a period of time appropriate to the risk the vulnerability presents.
- 22 The Supplier shall not without the prior written agreement of the Authority store any IfATE Data outside of the UK or perform any form of IT management, support or development function from outside the UK. The Supplier shall provide the Authority with full details of any proposal to do so and shall not go ahead with any such proposal without the prior written agreement of the Authority.
- 23 The Supplier shall undergo appropriate security assurance activities as may reasonably be determined by the Authority from time to time and shall support the provision of appropriate evidence of assurance and the production of the necessary

security documentation. This will include obtaining any necessary professional security resources required to support the Supplier's security assurance activities.

- 24 The Supplier shall have in place and maintain a secure system for data exchange sufficient to enable the Supplier to make all required Management Information and Ofqual information returns in relation to the TQ and the Services.
- 25 Unless otherwise agreed in writing by the Authority, the Supplier shall ensure that any of their Subcontractors, third party suppliers or partners (including any Assessor who is self-employed or who provides services to the Supplier through that Assessor's own personal service company) who could potentially access any IfATE Data meet all of the requirements in this Schedule as they apply to the Supplier and shall contractually enforce such requirements onto any such Subcontractors, third party suppliers or partners (including any Assessor who is self-employed or who provides services to the Supplier through that Assessor's own personal service company).

Schedule 10

Business Continuity

The content for this Schedule is contained in a separate file at;

S10_GEN2W1_E&EY_Business_Continuity

Schedule 11

Change Management

Variation Form

Variation Form / change control note (CCN) No:	Contract:	Effective Date of Variation:
Initiated by: Change requested by [Supplier OR Authority]		
Date of request:		
Period of validity: This Variation Form is valid for acceptance until [DATE].		
Reason for change:		
Description and impact of the change (including to delivery and performance):		
Time limit for Impact Assessment:		
Required amendments to wording of Contract or Schedules:		
Adjustment to Charges resulting from change:		
Supporting or additional information:		
SIGNED ON BEHALF OF THE AUTHORITY	SIGNED ON BEHALF OF THE SUPPLIER	
Signature:	Signature:	
Name:	Name:	
Position:	Position:	
Date:	Date:	

Schedule 12

Exit Management

PART A: GENERAL

1 Exit Plan

- 1.1 The Supplier shall, within two Months after the Effective Date, deliver to the Authority an initial Exit Plan (adopting and updating the form of plan at Annex 1 to this Schedule 12) that:
 - 1.1.1 sets out the Supplier's proposed methodology for achieving an orderly transfer of the Services to the Authority and/or its Replacement Supplier on the expiry or termination of this Contract;
 - 1.1.2 complies with the requirements set out in paragraph 1.3 below; and
 - 1.1.3 is otherwise reasonably satisfactory to the Authority.
- 1.2 The Authority shall consider the initial Exit Plan and shall notify the Supplier of any amendments it believes are necessary. The Parties shall use reasonable endeavours to agree the contents of the Exit Plan. If the Parties are unable to agree the contents of the Exit Plan within 30 Working Days of the Authority requesting any amendments, then such Dispute shall be resolved in accordance with the Dispute Resolution Procedure.
- 1.3 The Exit Plan shall set out, as a minimum:
 - 1.3.1 how the Exit Information will be obtained;
 - 1.3.2 separate mechanisms for dealing with Ordinary Exit, Early Exit and Emergency Exit, with the provisions relating to Early Exit and Emergency Exit prepared on the assumption that the Supplier may be unable to provide the full level of assistance that is required by the provisions relating to Ordinary Exit, and to include in the case of Early Exit and Emergency Exit, provision for the supply by the Supplier of all such reasonable assistance

as the Authority shall require to enable the Authority or its sub-contractors to provide the Services;

- 1.3.3 the management structure to be employed during the transfer of the Services in the event of each of an Ordinary Exit, an Early Exit and an Emergency Exit;
- 1.3.4 a detailed description of the transfer processes, including a timetable, applicable in the case of each of an Ordinary Exit, an Early Exit and an Emergency Exit;
- 1.3.5 steps the Supplier will take to mitigate the potential for and/or costs of any redundancies (if applicable) of any individual employed by either the Supplier or any Subcontractor in the provision of the Services in the event of each of an Ordinary Exit, an Early Exit and an Emergency Exit; and
- 1.3.6 without prejudice to the Supplier's obligations elsewhere in this Schedule, the scope of any further termination-related assistance that may reasonably be required by the Authority to achieve an orderly transfer of the Services to the Authority and/or its Replacement Supplier in the case of each of an Ordinary Exit, an Early Exit, and an Emergency Exit.

2 Updates to the Exit Plan

2.1 The Supplier shall review and (if appropriate) update the Exit Plan:

- 2.1.1 following IfATE Approval;
- 2.1.2 at least once every Academic Year;
- 2.1.3 whenever there is a material change to the Services (including any TQ Change); and
- 2.1.4 within 10 Working Days of the service of a Termination Notice,

and consider what changes (if any) are necessary to reflect the current state of the Services and the TQ at the relevant point in time and to ensure that the Exit Plan meets the requirements of this Schedule and is capable of being implemented promptly.

- 2.2 Following each review required under paragraph 2.1, the Supplier shall submit for the Authority's approval a revised draft of the Exit Plan showing any proposed amendments necessary to ensure the Exit Plan continues to meet the requirements of this Schedule. The Authority shall consider each such revised draft and shall notify the Supplier of any further amendments it believes are necessary. The Supplier shall incorporate all reasonable amendments requested by the Authority in a further revised draft of the Exit Plan. If the Parties are unable to agree the contents of a revised Exit Plan within 30 Working Days of the Authority requesting any amendments, then such Dispute shall be resolved in accordance with the Dispute Resolution Procedure.
- 2.3 When the revised Exit Plan is agreed, it shall be signed by both Parties, following which it shall supersede any previous versions of the Exit Plan.

3 Provision of Exit Information

- 3.1 The Supplier shall provide to the Authority the Exit Information (as defined in paragraph 3.2 below) in an appropriate documentary form:
- 3.1.1 within one Month of the date 12 Months prior to the Expiry Date (as extended by any Extension Period);
 - 3.1.2 as soon as reasonably practicable after (and in any event within one Month of) the date of service of a Termination Notice by either Party; and
 - 3.1.3 at the Authority's request on reasonable notice at any point during the Term provided that the Authority shall not make such a request more than twice in any 6 month period.
- 3.2 Subject to paragraph 3.3, the information to be provided under paragraph 3.1 shall include all such information as is reasonably necessary and sufficient to enable the Authority and/or any Replacement Supplier to take over and provide the Services and the TQ following the expiry or termination of this Contract (the "**Exit Information**"), and in particular shall include:
- 3.2.1 details of all Supplier third party contracts or licences used for the provision of the Services (including any Transferable Contracts) including, where applicable, whether such contracts or licences are used by the Supplier to

provide services to other customers of the Supplier, save to the extent these details are subject to an obligation of confidence to a third party that is not part of the Supplier's corporate group;

- 3.2.2 details of all the Intellectual Property Rights used in the provision of the Services or developed as part of the Services;
- 3.2.3 details of any IfATE Data that is in the possession or control of the Supplier or any Subcontractors or that is otherwise used in the provision of the Services;
- 3.2.4 details of any Key Materials and Ancillary Materials;
- 3.2.5 details of any ongoing projects or other work carried out under this Contract; and
- 3.2.6 in respect of all individuals engaged in providing the Services, such information as the Authority may reasonably request (subject, at all times, to any relevant Data Protection Legislation), including in an anonymised format full and accurate details of:
 - (i) the total number of such individuals;
 - (ii) details of whether they are employed, self-employed contractors or consultants, agency workers or otherwise;
 - (iii) their dates of commencement of employment or engagement;
 - (iv) their remuneration and other benefits;
 - (v) their other terms and conditions of employment, as applicable (including their relevant contractual notice periods and any other terms relating to termination of employment, redundancy procedures and redundancy payments);
 - (vi) their job titles and job descriptions;

- (vii) details of any such individuals on long term sickness absence, parental leave, maternity leave, paternity leave or other authorised long-term absence;
- (viii) any outstanding or potential contractual, statutory or other liabilities in respect of such individuals (including in respect of personal injury claims);
- (ix) details of who reports to each individual and to whom each individual reports; and
- (x) any collective agreements that apply to them; and

3.2.7 any other material or information reasonably requested by the Authority.

3.3 The Supplier shall not be required to provide in the Exit Information any information that has already been provided to the Authority as part of the Management Information, unless that information has become outdated and/or inaccurate since it was last provided as part of the Management Information.

3.4 Once provided in accordance with paragraph 3.1 above, the Supplier shall provide any updates to the Exit Information to the Authority:

3.4.1 on a Monthly basis (following any Month where there are changes to the Exit Information) following the earliest of the dates referred in to paragraphs 3.1.1 and 3.1.2; and

3.4.2 as soon as reasonably practicable following (and in any case within one Month of) the Authority's reasonable request, provided that the Authority shall not make such a request more than twice in any 6 Month period.

3.5 The Exit Information shall be deemed to be Confidential Information. The Authority shall only use the Exit Information for the Exit Purposes as defined in paragraph 4.2 below, and shall ensure that such Exit Information is only disclosed within the Authority to those individuals who need to know the Exit Information for the Exit Purposes. The Authority may disclose the Exit Information to any Replacement Supplier for the Exit Purposes.

4 Provision of assistance on termination or expiry

4.1 In connection with any expiry or termination of this Contract for whatever reason, the Parties shall perform their respective obligations as stated in the Exit Plan, and without prejudice to the generality of this obligation:

4.1.1 the Supplier shall provide to the Authority and/or any Replacement Supplier (as applicable) all reasonable assistance requested by the Authority for the transfer of the Services and the TQ from the Supplier to the Authority and/or the Replacement Supplier (as applicable) with the minimum of disruption and inconvenience to Students and Stakeholders;

4.1.2 the Supplier shall provide the Authority with:

- (i) a complete copy of all Key Materials;
- (ii) a complete copy of any Ancillary Materials that have not previously been provided or that have been updated since they were last provided; and
- (iii) at the Authority's request, further copies of any Ancillary Materials previously provided;

4.1.3 the Supplier shall provide the Authority or, at the Authority's request, any Replacement Supplier, with a copy of all IfATE Data that is in the possession or control of the Supplier or any Subcontractors or that is otherwise used in the provision of the Services;

4.1.4 the Supplier shall provide any additional information reasonably required by the Authority to understand and access any data or information provided by the Supplier; and

4.1.5 at the Authority's request, the Supplier shall enter into a period of parallel running of the Services alongside the running of any Replacement Services and shall use its reasonable endeavours to facilitate a phased transfer of the Services to the Authority and/or any Replacement Supplier (but only where that phased transfer does not impact on the Supplier's ability to

deliver the Services that it remains responsible for providing under this Contract).

- 4.2 Without prejudice to the terms of clause 13 (*Intellectual Property Rights*), the Supplier hereby grants to the Authority a worldwide, royalty free licence (with a right to sublicense to any Replacement Supplier) to use any information, data, software or materials referred to in the Exit Information or provided by the Supplier or its Subcontractors in the performance of the Supplier's obligations under this paragraph 4. The Authority and any Replacement Supplier sub-licensees may only use such information, data, software and materials for such purposes and for such period as is reasonably necessary to ensure an orderly transfer of the Services to the Authority or a Replacement Supplier that minimises disruption and inconvenience to Students and Stakeholders ("**Exit Purposes**").
- 4.3 In the event of an Emergency Exit, the Supplier shall grant or procure the grant to the Authority and any Replacement Supplier the right during any Transition Period and on termination of this Contract to access and use the IT systems used by the Supplier (including software and databases) insofar as such access and use is necessary in order to enable an orderly transfer of the Services to the Authority and/or its Replacement Supplier on the termination of this Contract, and the Supplier shall provide such access, information and credentials as are required for the Authority and/or Replacement Supplier to access such systems for such purposes.

5 Transferable Contracts

- 5.1 During the period beginning 6 Months prior to the End Date or following the service of a Termination Notice by either party, the Supplier shall not without the Authority's prior written consent terminate, enter into or vary:
- 5.1.1 any Transferable Contract; or
- 5.1.2 any other Sub-Contract, except to the extent such change does not or will not affect the provision of the Services or the Charges.
- 5.2 On expiry or termination of this Contract for any reason, the Supplier shall at the Authority's request assign, novate or procure the novation of the Supplier's interest in the Transferable Contracts to the Authority or a Replacement Supplier.

6 Costs of assistance on termination or expiry

6.1 Save in respect of the provision of the Services (for which the Supplier shall continue to be remunerated in accordance with Schedule 6 (*Pricing Schedule*)):

6.1.1 where the Contract is terminated by the Authority as a result of a Supplier Termination Event under clause 15.3 (*Ending or extending this Contract*) or where the Contract is wrongfully terminated or repudiated by the Supplier, the Parties' costs of compliance with paragraph 4 shall be borne by the Supplier; and

6.1.2 where the Contract is terminated by the Supplier under clause 15.5 (*Ending or extending this Contract*) or where the Contract is wrongfully terminated or repudiated by the Authority, the Parties' costs of compliance with paragraph 4 shall be borne by the Authority.

6.2 References to "**costs**" in paragraph 6.1 shall be deemed to refer only to direct, reasonable and verifiable costs (which, in the case of the Supplier, shall be calculated in accordance with the Rate Card). Both Parties shall use all reasonable endeavours to mitigate such costs and, to the extent reasonably practicable, each Party shall notify and obtain the consent of the other Party before incurring any costs for which the other Party would be liable under paragraph 6.1.

6.3 Subject to paragraph 6.1, each Party shall bear its own costs of compliance with this Schedule.

7 General

7.1 The Supplier warrants to the Authority that all the information provided under paragraphs 3 and 4 shall conform to the requirements of this Contract or, where there are no such requirements, shall be prepared in accordance with Good Industry Practice.

7.2 Except as otherwise stated in the Exit Plan:

7.2.1 the obligations in paragraphs 4 and 5 shall be in addition to, and not in substitution for, the provision of the Services; and

- 7.2.2 subject to the continued payment of the Charges in accordance with the terms of this Contract, the Supplier shall continue to provide, and the Authority shall continue to receive, the Services during the Term in accordance with the terms and conditions of this Contract.

PART B: EMPLOYMENT

8 Employment exit provisions

- 8.1 This Contract envisages that subsequent to its commencement, the identity of the provider of the Services (or any part of the Services) may change (whether as a result of termination of this Contract, or part or otherwise) resulting in a transfer of the Services in whole or in part ("**Subsequent Transfer**"). If a Subsequent Transfer is a Relevant Transfer then the Authority or Replacement Supplier will inherit liabilities in respect of the Relevant Employees with effect from the Relevant Transfer Date.
- 8.2 The Supplier shall and shall procure that any Subcontractor shall on receiving notice of termination of this Contract or otherwise, on request from the Authority and at such times as required by TUPE, provide in respect of any person engaged or employed by the Supplier or any Subcontractor in the provision of the Services, the Supplier's Provisional Supplier Personnel List and the Staffing Information together with any additional information required by the Authority, including information as to the application of TUPE to each individual listed on the Supplier's Provisional Supplier Personnel List. The Supplier shall notify the Authority of any material changes to this information as and when they occur.
- 8.3 At least 28 days prior to the Relevant Transfer Date, the Supplier shall and shall procure that any Subcontractor shall prepare and provide to the Authority and/or, at the direction of the Authority, to the Replacement Supplier, the Supplier's Final Supplier Personnel List, which shall be complete and accurate in all material respects. The Supplier's Final Supplier Personnel List shall identify which of the Supplier's and Subcontractor's personnel named are Relevant Employees.
- 8.4 The Authority shall be permitted to use and disclose the Supplier's Provisional Supplier Personnel List, the Supplier's Final Supplier Personnel List and the Staffing Information for informing any tenderer or other prospective Replacement Supplier for

any services that are substantially the same type of services as (or any part of) the Services.

- 8.5 The Supplier warrants to the Authority and the Replacement Supplier that the Supplier's Provisional Supplier Personnel List, the Supplier's Final Supplier Personnel List and the Staffing Information ("**TUPE Information**") will be true and accurate in all material respects and that no persons are employed or engaged in the provision of the Services other than those included on the Supplier's Final Supplier Personnel List.
- 8.6 The Supplier shall and shall procure that any Subcontractor shall ensure at all times that it has the right to provide the TUPE Information under Data Protection Legislation.
- 8.7 Any change to the TUPE Information which would increase the total employment costs of the staff in the 12 months prior to the Expiry Date and/or the period following the date of service of a Termination Notice by either Party, shall not (so far as reasonably practicable) take place without the Authority's prior written consent, unless such changes are required by law. The Supplier shall and shall procure that any Subcontractor shall supply to the Authority full particulars of such proposed changes and the Authority shall be afforded reasonable time to consider them.
- 8.8 In the 12 months prior to the Expiry Date and the period following the date of service of a Termination Notice by either Party, the Supplier shall not and shall procure that any Subcontractor shall not materially increase or decrease the total number of staff listed on the Supplier's Provisional Supplier Personnel List, their remuneration, or make any other change in the terms and conditions of those employees without the Authority's prior written consent.
- 8.9 The Supplier shall be responsible for all remuneration, benefits, entitlements and outgoings in respect of the Supplier's Personnel, including without limitation, all wages, holiday pay, bonuses, commissions, payments of PAYE, National Insurance, pension contributions and otherwise, up to the Relevant Transfer Date.
- 8.10 The Supplier shall indemnify and keep indemnified in full the Authority and at the Authority's request each and every Replacement Supplier against all Employee Liabilities relating to:

- 8.10.1 any person who is or has been employed or engaged by the Supplier or any Subcontractor in connection with the provision of any of the Services;
or
- 8.10.2 any trade union or staff association or employee representative,

arising from or connected with any failure by the Supplier and/or any Subcontractor to comply with any legal obligation, and whether any such claim arises or has its origin before or after the Relevant Transfer Date.
- 8.11 The Authority will and/or shall ensure that any Replacement Supplier will indemnify and keep indemnified in full the Supplier against any liability to the extent only arising from any failure by the Authority and/or any Replacement Supplier to comply with their obligations under TUPE.
- 8.12 The parties shall co-operate to ensure that any requirement to inform and consult with the employees and or employee representatives in relation to any Relevant Transfer as a consequence of a Subsequent Transfer will be fulfilled.
- 8.13 The parties agree that the Contracts (Rights of Third Parties) Act 1999 shall apply in respect of paragraph 8.2 to paragraph 8.10 to the extent necessary to ensure that any Replacement Supplier shall have the right to enforce the obligations owed to, and indemnities given to, the Replacement Supplier by the Supplier or the Authority in its own right under the Contracts (Rights of Third Parties) Act 1999.
- 8.14 Despite paragraph 8.13, it is expressly agreed that the parties may by agreement rescind or vary any terms of this Contract without the consent of any other person who has the right to enforce its terms or the term in question despite that such rescission or variation may extinguish or alter that person's entitlement under that right.

Schedule 12: Annex 1 – Exit Plan

The content for this Annex is contained in a separate file at;

S12_A1_GEN2W1_E&EY_Q10.4_Exit_Plan

Schedule 12 Annex 1

Exit Plan

S12_A1_GEN2W1_E&EY_Q10.4_Exit_Plan

Schedule 13

Form of Guarantee

Not Applicable

Schedule 14

Form of Assignment and Licence

DATED

THE INSTITUTE FOR
APPRENTICESHIPS AND TECHNICAL
EDUCATION

and

[*Supplier*]

INTELLECTUAL PROPERTY
ASSIGNMENT AND LICENCE IN
RELATION TO
THE [xxx] T LEVEL TECHNICAL
QUALIFICATION

[*DN: The highlighted details above are
to be completed at the Contract award
stage*]

THIS ASSIGNMENT AND LICENCE is made on

BETWEEN:

- (1) **THE INSTITUTE FOR APPRENTICESHIPS AND TECHNICAL EDUCATION** of Sanctuary Buildings, 20 Great Smith Street, London SW1P 3BT (“**Authority**”); and
 - (2) **[DN: Insert Supplier name and details at Contract award stage]** (“**Supplier**”),
- each a “**Party**” and together the “**Parties**”.

BACKGROUND TO THIS ASSIGNMENT AND LICENCE

- (A) The Authority and the Supplier have entered into a contract on the date of this Assignment and Licence for the design, development and delivery of the technical education qualification element (“**TQ**”) for the **[DN: Relevant pathway to be inserted at Contract award stage]** T Level (“the **TQ Agreement**”).
- (B) The Supplier has agreed to assign certain intellectual property rights to the Authority, and to licence certain intellectual property rights to the Authority in connection with the TQ. The Authority has agreed to grant a licence back to the Supplier in relation to certain assigned intellectual property rights.
- (C) This Assignment and Licence, together with the TQ Agreement sets out the agreed terms of such assignment and licences.

1 Assignment and Licence start, formation and interpretation

- 1.1 This Assignment and Licence is legally binding from the Effective Date until it ends in accordance with its terms.
- 1.2 In this Assignment and Licence, unless the context otherwise requires, capitalised expressions shall have the meanings set out in this clause 1 or, where no definition is given in this clause 1, Schedule 1 to the TQ Agreement.
- 1.3 If a capitalised expression does not have an interpretation in this clause 1 or Schedule 1 to the TQ Agreement, it shall, in the first instance, be interpreted in accordance with the common interpretation within the relevant market sector where appropriate. Otherwise, it shall be interpreted in accordance with the dictionary meaning.

- 1.4 In this Assignment and Licence, unless the context otherwise requires:
- 1.4.1 the singular includes the plural and vice versa;
 - 1.4.2 reference to a gender includes the other gender and the neuter;
 - 1.4.3 references to a person include an individual, company, body corporate, corporation, unincorporated association, firm, partnership or other legal entity or Crown Body;
 - 1.4.4 references to a legal entity (other than the Supplier) shall include unless otherwise expressly stated any statutory successor to such entity and/or the relevant functions of such entity, and references to the Department shall include, where relevant, the ESFA;
 - 1.4.5 a reference to any Law includes a reference to that Law as amended, extended, consolidated or re-enacted from time to time;
 - 1.4.6 the words “**including**”, “**other**”, “**in particular**”, “**for example**” and similar words shall not limit the generality of the preceding words and shall be construed as if they were immediately followed by the words “**without limitation**”;
 - 1.4.7 references to “**writing**” include typing, printing, lithography, photography, display on a screen, electronic and facsimile transmission and other modes of representing or reproducing words in a visible form, and expressions referring to writing shall be construed accordingly;
 - 1.4.8 references to “**clauses**” and “**Schedules**” are, unless otherwise provided, references to the clauses and schedules of this Assignment and Licence and references in any Schedule to parts, paragraphs, annexes and tables are, unless otherwise provided, references to the parts, paragraphs, annexes and tables of the Schedule in which these references appear;
 - 1.4.9 references to “**paragraphs**” are, unless otherwise provided, references to the paragraph of the appropriate Schedules unless otherwise provided; and

1.4.10 the headings in this Assignment and Licence are for ease of reference only and shall not affect the interpretation or construction of this Assignment and Licence.

1.5 In this Assignment and Licence, unless the context otherwise requires, the following words shall have the following meanings:

“Ancillary Materials” means all information and materials (other than Key Materials) to which the Authority and/or a Future Supplier would require access for the Portability Purposes, and any other materials which would be required on or to facilitate succession to a Future Supplier in a seamless manner in relation to the TQ offered or Operated by the Supplier.

Ancillary Materials shall include, without limitation:

- (a) Student results including grades;
- (b) statistical analysis for grading (excludes the systems supporting the analysis);
- (c) lists of Providers;
- (d) marked Student evidence (with moderation outcomes);
- (e) documentation which provides an overview or analysis of Student performance (including chief examiner and chief moderator reports), which include but are not limited to, examples of student responses to assessment questions and/or tasks as well as narrative explaining why students did well/ less well on individual items/ components/ subcomponents);
- (f) data on Student credits;
- (g) data on Student appeals;
- (h) data on special considerations for Students;
- (i) the Assessment Strategy;
- (j) Student registrations;
- (k) draft materials in preparation for forthcoming assessments;

- (l) the Key Dates Schedule (in respect of forthcoming assessments);
- (m) lists, with contact details, of people contracted by the Supplier to perform or oversee activities which are necessary for the conduct and quality assurance of assessments for the TQ;
- (n) materials from completed assessments, such as completed Students' examination answer booklets; and
- (o) TQ Live Assessment Materials

"Approval" has the same meaning as in the TQ Agreement;

"Assigned Rights" means the Intellectual Property Rights in the Key Materials;

"Authority Authorised Representative" has the same meaning as in the TQ Agreement;

"Background IPR" means any IPR owned by a Party prior to the Effective Date or created or developed by a Party otherwise than in the provision of the Services or under or in connection with the TQ Agreement, but does not include IPR in Key Materials;

"Beneficiary" means a Party having (or claiming to have) the benefit of an indemnity under this Assignment and Licence;

"Claim" means any claim for which it appears that a Beneficiary is, or may become, entitled to indemnification under this Assignment and Licence;

"Continuing Activities" means activities of the Supplier under the TQ Agreement which continue following the end of the second Academic Year for the final Exclusive Cohort (each as defined in the TQ Agreement) in relation to the TQ as offered by the Supplier, such as retakes, appeals, and any ongoing records management contracted to the Supplier;

"Default" means any breach of the obligations of the Supplier (including abandonment of the Assignment and Licence in breach of its terms) or any other default (including material default), act, omission, negligence or statement of the Supplier, of its Subcontractors or any Supplier Staff howsoever arising in connection with or in relation to the subject-matter of this Assignment and Licence and in respect of which the Supplier is liable to the Authority;

“Deliverables” means all information and data the Supplier creates, identifies for use, or uses as part of or for the Operation of the TQ, including Products and Management Information;

“Dispute” means any claim, dispute or difference which arises out of or in connection with this Assignment and Licence or in connection with the negotiation, existence, legal validity, enforceability or termination of this Assignment and Licence, whether the alleged liability shall arise under English law or under the law of some other country and regardless of whether a particular cause of action may successfully be brought in the English courts;

“Effective Date” means the date on which the last Party to sign has signed this Assignment and Licence;

“Final Approval Milestone” has the meaning given in the TQ Agreement;

“Future Supplier” means any Awarding Organisation appointed, at any point in the future and including any Replacement Supplier, to operate one or more T Level technical education qualifications by or at the direction of the Authority from time to time, and where the Authority is operating a T Level technical education qualification, shall also include the Authority;

“Indemnifier” means a Party from whom an indemnity is sought under this Assignment and Licence;

“Insolvency Event” means:

- (a) in respect of a company:
 - (i) a proposal is made for a voluntary arrangement within Part I of the Insolvency Act 1986 or of any other composition scheme or arrangement with, or assignment for the benefit of, its creditors;
or
 - (ii) a shareholders' meeting is convened for the purpose of considering a resolution that it be wound up or a resolution for its winding-up is passed (other than as part of, and exclusively for the purpose of, a bona fide reconstruction or amalgamation);
or
 - (iii) a petition is presented for its winding up (which is not dismissed within fourteen (14) Working Days of its service) or an

application is made for the appointment of a provisional liquidator or a creditors' meeting is convened pursuant to section 98 of the Insolvency Act 1986; or

- (iv) a receiver, administrative receiver or similar officer is appointed over the whole or any part of its business or assets; or
 - (v) an application order is made either for the appointment of an administrator or for an administration order, an administrator is appointed, or notice of intention to appoint an administrator is given; or
 - (vi) it is or becomes insolvent within the meaning of section 123 of the Insolvency Act 1986; or
 - (vii) being a “**small company**” within the meaning of section 382(3) of the Companies Act 2006, a moratorium comes into force pursuant to Schedule A1 of the Insolvency Act 1986; or
- (b) where the person is an individual or partnership, any event analogous to those listed in limbs (a) (i) to (vii) (inclusive) occurs in relation to that individual or partnership; or
- (c) any event analogous to those listed in limbs (a) (i) to (vii) (inclusive) occurs under the law of any other jurisdiction;

“Intellectual Property Rights” or “IPR” means:

- (a) copyright, rights related to or affording protection similar to copyright, rights in databases, patents and rights in inventions, semi-conductor topography rights, trade marks, rights in internet domain names and website addresses and other rights in trade or business names, goodwill, designs, Know-How, trade secrets and other rights in Confidential Information;
- (b) applications for registration, and the right to apply for registration, for any of the rights listed at (a) that are capable of being registered in any country or jurisdiction; and

- (c) all other rights having equivalent or similar effect in any country or jurisdiction;

“IPR Claim” means any claim of infringement or alleged infringement (including the defence of such infringement or alleged infringement) of any IPR used to provide the Services and/or supply the Products or otherwise provided and/or licensed by the Supplier (or to which the Supplier has provided access) to the Authority in the fulfilment of its obligations under the TQ Agreement or this Assignment and Licence;

“Key Materials” means materials the IPR in which the Authority reasonably requires ownership of for the Portability Purposes. Examples of where the Authority may reasonably require ownership include because the Authority or a Future Supplier (or, where relevant, a potential Future Supplier) may need to copy or otherwise reproduce such materials (in whole or in part), to supply or communicate the same, or to be able control the use (in whole or in part) of such materials by third parties, or to authorise others to do so.

Key Materials shall include:

- (a) specifications of content for each TQ including core and all specialist components;
- (b) assessment guidelines (for Providers);
- (c) quality assurance requirements (for Providers);
- (d) specimen assessment materials;
- (e) standards exemplification materials;
- (f) supplementary specimen assessment materials
- (g) employer set project guide exemplar responses
- (h) employer set project grade exemplar responses
- (i) updates or redevelopments of specifications of content;
- (j) updates and redevelopments of any Key Materials; and

- (k) any materials equivalent to the above to which a Skilled Future Supplier would reasonably require access for the Portability Purposes.

Key Materials shall not include:

- (1) Support Materials, insofar as they are not part of any of the expressly included items listed above;
- (2) question banks insofar as they are not part of any of the included items listed above and are not developed for the TQ; and
- (3) any systems and platforms used to support the delivery of the TQ, provided that the relevant TQ content or data held in or processed by such systems and/or platforms can be extracted without requiring further processing post-extraction (and the Supplier can demonstrate that they can be so extracted) to enable use of the relevant content and/or data by a Skilled Future Supplier in conjunction with a non-proprietary or generally commercially available system or platform;

“Know-How” means all ideas, concepts, schemes, information, knowledge, techniques, methodology, and anything else in the nature of know-how relating to the Services;

“Law” means any law, subordinate legislation within the meaning of Section 21(1) of the Interpretation Act 1978, bye-law, enforceable right within the meaning of Section 2 of the European Communities Act 1972, regulation, order, regulatory policy, mandatory guidance or code of practice, judgment of a relevant court of law, or directives or requirements with which the Supplier is bound to comply;

“Losses” means all losses, liabilities, damages, costs, expenses (including legal fees), disbursements, costs of investigation, litigation, settlement, judgment, interest and penalties whether arising in contract, tort (including negligence), breach of statutory duty, misrepresentation or otherwise and **“Loss”** shall be interpreted accordingly;

“New IPR” means :

- (a) IPR in items created by the Supplier (or by a third party on behalf of the Supplier) specifically for the purposes of the TQ Agreement and updates and amendments of these items including (but not limited to) database schema; and/or

- (b) IPR in or arising as a result of the performance of the Supplier's obligations under the TQ Agreement and all updates and amendments to the same,

but shall not include any IPR owned by the Supplier prior to the Effective Date;

“Operate” in relation to a qualification means to provide the Services or a material part of the Services, or services replacing the Services or a material part of the Services, or of an equivalent character to the Services or a material part of the Services in relation to any other qualification (whether a T Level technical education qualification or not); and **“Operation”** and other cognate terms shall have a corresponding meaning;

“Party” means the Authority or the Supplier and **“Parties”** means both of them where the context permits;

“Product” has the meaning given in the TQ Agreement;

“Provider” means an organisation that has a grant agreement and/or a contract in place with the ESFA to provide qualifications to Students;

“Replacement Services” means any services which are substantially similar to any of the Services (including the supply of any Products) and which the Authority receives in substitution for any of the Services, whether those services are provided by the Authority internally and/or by any third party;

“Replacement Supplier” has the meaning given in the TQ Agreement;

“Required Insurances” has the meaning given in the TQ Agreement;

“Services” means the services as described in Schedule 2 to the TQ Agreement (*Service Requirements*) including any Additional Services as defined in the TQ Agreement;

“Termination Notice” means a written notice of termination given by one Party to the other, notifying the Party receiving the notice of the intention of the Party giving the notice to terminate this Assignment and Licence on a specified date and setting out the grounds for termination;

“Third Party IPR” means Intellectual Property Rights owned by a third party which is or will be used by the Supplier for the purpose of providing the Services and/or supplying the Products;

“TQ Agreement” has the meaning given in recital A (above);

“Transparent” means that students and employers will regard the TQ delivered by a Future Supplier as materially the same as the TQ delivered and operated by the (existing) Supplier;

“Working Day” means any day other than a Saturday or Sunday or public holiday in England and Wales.

2 Assignment

2.1 Pursuant to and for the consideration set out in the TQ Agreement, the Supplier assigns to the Authority, absolutely with full title guarantee all its right, title and interest in and to all of the Intellectual Property Rights in the Key Materials (which, for the avoidance of doubt, includes the Guide Standard Exemplification Materials) including the right to bring, make, oppose, defend, appeal proceedings, claims or actions and obtain relief (and to retain any damages recovered) in respect of any infringement, or any other cause of action arising from ownership, of any of the Assigned Rights on or after the date of this Assignment and Licence. Such assignment shall take place on the earlier of:

2.1.1 the creation of any relevant materials known to be Key Materials;

2.1.2 the identification by the Supplier of the use of the relevant materials as part of the TQ; and

2.1.3 delivery of the relevant Key Materials to the Authority, or Operation of the TQ by the Supplier.

2.2 With the exception of Guide Standard Exemplification Materials, all Key Materials are relevant course documents for the purposes of section A2D3(4) of the Apprenticeships, Skills, Children and Learning Act 2009, and on approval of the TQ at the Final Approval Milestone and on any subsequent Approval, to the extent that any copyright or any rights in copyright forming part of the Assigned Rights have not then been assigned to and vested absolutely in the Authority, they shall be transferred to the Authority by operation of statute in accordance with section A2IA of the Apprenticeships, Skills, Children and Learning Act 2009. Intellectual Property Rights in the Guide Standard Exemplification Materials is assigned to the Authority by virtue of 2.1 above.

3 Licences to the Authority

- 3.1 The Supplier hereby grants to the Authority (and the Authority shall have, in addition to any retained rights under clause 13.8 of the TQ Agreement) a non-exclusive, perpetual, royalty-free, irrevocable, transferable worldwide licence to use, exploit and sub-license the IPR in the Ancillary Materials and the Supplier's Background IPR and, in respect of any IPR in Key Materials, in each case to the extent that the same are not at the relevant time vested absolutely in the Authority, as necessary to enable the Authority (and its sub-licensees) to:
- 3.1.1 use the Key Materials and Ancillary Materials in its administration, approval and oversight of the TQ and other T Level technical education qualifications and to make the same available to others (such as Ofqual) to do the same; and
- 3.1.2 to use the Key Materials and the Ancillary Materials, and for any Future Supplier or potential Future Supplier to use the Key Materials and the Ancillary Materials:
- (i) for competing or tendering for the delivery and Operation of the TQ and/or any Replacement TQ, during any Transition Period and following expiry or termination of the TQ Agreement; and
- (ii) to deliver and Operate the TQ and any Replacement TQ, during any Transition Period and following expiry or termination of the TQ Agreement; and
- 3.1.3 otherwise to receive and use the Services and the Deliverables and allow any Future Supplier to use the Deliverables; and
- 3.1.4 to sub-license others to exercise the rights set out in this clause 3.1.
- 3.2 The Authority agrees that it shall use any Ancillary Materials which fall solely within element (l) of the definition of Ancillary Materials (being "*lists, with contact details, of people contracted by the Supplier to perform or oversee activities which are necessary for the conduct and quality assurance of assessments for the TQ*") only for the purposes of planning for or executing an Emergency Exit.

4 Licence to the Supplier

- 4.1 The Authority hereby grants to the Supplier, in respect of the Assigned Rights, a worldwide, royalty free, perpetual and irrevocable non-exclusive licence, with the right to sublicense, to use and exploit the IPR in the Key Materials during and after the Term, but not, save as provided in the TQ Agreement, to use the same as part of a T Level, such licence being subject to clauses 13.13 and 13.14 of the TQ Agreement (which for these purposes shall survive any termination or expiry of the TQ Agreement).

5 Warranties and representations

- 5.1 The Supplier warrants and represents (on the Effective Date and on any relevant assignment or grant of licence taking effect) that:
- 5.1.1 it is or will be the sole legal and beneficial owner of, and that it owns all the rights and interests in the Assigned Rights no later than the time for assignment specified in clause 2.1 or when they are assigned in accordance with clause 13.2.1 of the TQ Agreement, save for Assigned Rights other than New IPR, in respect of which it has previously notified the Authority and the Authority has agreed in writing that this warranty shall not apply;
 - 5.1.2 where it is not the sole legal and beneficial owner of the Assigned Rights, including the Assigned Rights which are to be used or embodied in any Key Materials, it has established that all owners of such rights consent to their assignment and transfer absolutely to the Authority;
 - 5.1.3 it has all the necessary right and title to grant all the licences granted to the Authority under this Assignment and Licence and the TQ Agreement;
 - 5.1.4 it has not licensed or assigned any of the Assigned Rights other than pursuant to this Assignment and Licence or the TQ Agreement;
 - 5.1.5 the Assigned Rights are free from any security interest, option, mortgage, charge or lien;
 - 5.1.6 it is unaware of any infringement or likely infringement of any of the Assigned Rights;

- 5.1.7 as far as it is aware, all the Assigned Rights are valid and subsisting and there are and have been no claims, challenges, disputes or proceedings, pending or threatened, in relation to the ownership, validity or use of any of the Assigned Rights;
- 5.1.8 the use of the Key Materials and Ancillary Materials, and exploitation of the Assigned Rights by the Supplier in the provision of the Services and Deliverables or by the Authority in receiving and using the Services and Deliverables or procuring any Replacement Services or by any Future Supplier in Operating any Replacement Services, will not infringe the rights of any third party; and
- 5.1.9 the Key Materials are its original work and have not been copied wholly or substantially from any other source.

6 Indemnity

- 6.1 Subject to clause 19, if there is an IPR Claim, the Supplier indemnifies the Authority against all losses, damages, costs or expenses (including professional fees and fines) incurred as a result.
- 6.2 If an IPR Claim is made or anticipated, the Supplier must at its own expense and the Authority's sole option, either:
 - 6.2.1 obtain for the Authority the rights in clause 2.1 and 3.1 without infringing any Third Party IPR; or
 - 6.2.2 replace or modify the relevant item with substitutes that do not infringe IPR without adversely affecting the functionality or performance of the Deliverables.

7 Moral rights

- 7.1 The Supplier shall procure written absolute waivers from all authors of the Key Materials and Ancillary Materials in relation to all their moral rights arising under the Copyright, Designs and Patents Act 1988 in relation to the Key Materials and Ancillary Materials and, as far as is legally possible, any broadly equivalent rights such authors may have in any territory of the world.

8 Ending or extending the Assignment and Licence

8.1 This Assignment and Licence ends if terminated by the Authority for any reason set out in this Assignment and Licence.

8.2 If any of the following events happen, the Authority has the right to immediately terminate this Assignment and Licence or any of the licences granted under this Assignment and Licence by issuing a Termination Notice to the Supplier (in the latter case specifying the relevant licences):

8.2.1 a Default incapable of remedy;

8.2.2 a Default capable of remedy that is not corrected within 30 days; and

8.2.3 anything occurs which entitles the Authority to terminate the TQ Agreement.

9 Claims against third parties

9.1 The Supplier may take any action it considers appropriate or necessary, subject to the Authority's prior written consent, not to be unreasonably withheld or delayed, if there is a breach, other than in connection with the TQ, by a third party of the Authority's rights in any IPR licensed to the Supplier under clause 4, and the Authority agrees to provide all such assistance as the Supplier may reasonably require (subject to meeting the Authority's reasonably agreed costs and expenses and the Supplier hereby indemnifying the Authority in respect of any loss, damage or liability the Authority incurs by reason of any such action).

10 Further assurance

10.1 At the Authority's expense the Supplier shall, and shall use all reasonable endeavours to procure that any necessary third party shall, promptly execute and deliver such documents and perform such acts as may reasonably be required for the purpose of giving full effect to this Assignment and Licence and the TQ Agreement, including:

10.1.1 registration of the Authority as applicant or (as applicable) proprietor of the Assigned Rights; and

- 10.1.2 assisting the Authority in obtaining, defending and enforcing the Assigned Rights, and assisting with any other proceedings which may be brought by or against the Authority against or by any third party relating to the Assigned Rights.
- 10.2 The Supplier appoints the Authority to be its attorney in its name and on its behalf to execute documents, use the Supplier's name and do all things which are necessary or desirable for the Authority to obtain for itself or its nominee the full benefit of this Assignment and Licence.
- 10.3 This power of attorney is irrevocable and is given by way of security to secure the performance of the Supplier's obligations under this Assignment and Licence and the proprietary interest of the Authority in the Assigned Rights and so long as such obligations of the Supplier remain undischarged, or the Authority has such interest, the power may not be revoked by the Supplier, save with the consent of the Authority.
- 10.4 Without prejudice to clause 10.2, the Authority may, in any way it thinks fit and in the name and on behalf of the Supplier:
- 10.4.1 take any action that this Assignment and Licence requires the Supplier to take;
- 10.4.2 exercise any rights which this Assignment and Licence gives to the Supplier; and
- 10.4.3 appoint one or more persons to act as substitute attorney(s) for the Supplier and to exercise such of the powers conferred by this power of attorney as the Authority thinks fit and revoke such appointment.
- 10.5 The Supplier undertakes to ratify and confirm everything that the Authority and any substitute attorney does or arranges or purports to do or arrange in good faith in exercise of any power granted under this clause 10.

11 How much each Party can be held responsible for

- 11.1 Each Party's total aggregate liability under this Assignment and Licence (whether in tort, contract or otherwise) for each claim or series of connected claims is no more than £1 million.

- 11.2 No Party is liable to the other for:
- 11.2.1 any indirect Losses; or
 - 11.2.2 loss of profits, turnover, savings, business opportunities or damage to goodwill (in each case whether direct or indirect).
- 11.3 The limitation of liability set out in clause 11.1 does not apply to either Party in relation to the following:
- 11.3.1 its liability for death or personal injury caused by its negligence, or that of its employees, agents or subcontractors;
 - 11.3.2 bribery or fraud or fraudulent misrepresentation by it or its employees; or
 - 11.3.3 any liability that cannot be excluded or permitted by Law.
- 11.4 Each Party must use all reasonable endeavours to mitigate any Losses which it suffers under or in connection with this Assignment and Licence, including where any such Losses are covered by an indemnity.
- 11.5 When calculating the Supplier's liability under clause 11.1, Losses covered by Required Insurances will not be taken into consideration.

12 Invalid parts of this Assignment and Licence

- 12.1 If any part of this Assignment and Licence is prohibited by Law or judged by a court to be unlawful, void or unenforceable, it must be removed from this Assignment and Licence as much as required and rendered ineffective as far as possible without affecting the rest of the Assignment and Licence, or whether it is valid or enforceable.

13 No other terms apply

- 13.1 Except as otherwise expressly provided in this Assignment and Licence or in the TQ Agreement, the provisions incorporated into this Assignment and Licence are the entire agreement between the Parties. The Assignment and Licence replaces all previous statements and agreements whether written or oral. No other provisions apply.

- 13.2 Variation of this Assignment and Licence is only effective if agreed in writing and signed by both Parties.

14 Other people's rights in this Assignment and Licence

- 14.1 No third parties may use the Contracts (Rights of Third Parties) Act ("CRTPA") to enforce any term of this Assignment and Licence unless stated (referring to CRTPA) in this Assignment and Licence. This does not affect third party rights and remedies that exist independently from CRTPA.

15 Relationships created by this Assignment and Licence

- 15.1 This Assignment and Licence does not create a partnership, joint venture or employment relationship. The Supplier must represent themselves accordingly and ensure others do so.

16 Giving up contract rights

- 16.1 A partial or full waiver or relaxation of the terms of this Assignment and Licence is only valid if it is stated to be a waiver in writing to the other Party.

17 Transferring responsibilities

- 17.1 The Supplier must not assign this Assignment and Licence without Approval.
- 17.2 The Authority can assign, novate or transfer this Assignment and Licence or any part of it to any Crown Body, public or private sector body which performs the functions of the Authority.
- 17.3 The Supplier must enter into a novation agreement in the form that the Authority specifies in order to use its rights under clause 17.2.
- 17.4 The Supplier can terminate this Assignment and Licence if it is novated under clause 17.2 to a private sector body that is experiencing an Insolvency Event.

18 How to communicate about this Assignment and Licence

- 18.1 All notices under this Assignment and Licence must be in writing and are considered effective on the Working Day of delivery as long as delivered before 5:00 pm on a

Working Day. Otherwise the notice is effective on the next Working Day. An email is effective when sent unless an error message is received.

- 18.2 Notices to the Authority must be sent to the Authority Authorised Representative's address and email address, and all notices must be copied to the Authority's Head of Commercial Delivery Management (xxx@education.gov.uk) and the Authority's Head of Legal (xxx@education.gov.uk) .
- 18.3 This clause does not apply to the service of legal proceedings or any documents in any legal action, arbitration or dispute resolution.

19 Dealing with claims

- 19.1 If a Beneficiary is notified or otherwise becomes aware of a Claim then it must notify the Indemnifier as soon as reasonably practical and no later than 10 Working Days after such notification or date of first awareness.
- 19.2 At the Indemnifier's cost the Beneficiary must both:
- 19.2.1 allow the Indemnifier to conduct all negotiations and proceedings to do with a Claim; and
 - 19.2.2 give the Indemnifier reasonable assistance with the Claim if requested.
- 19.3 The Beneficiary must not make admissions about the Claim without the prior written consent of the Indemnifier which cannot be unreasonably withheld or delayed.
- 19.4 The Indemnifier must consider and defend the Claim diligently using competent legal advisors and in a way that does not damage the Beneficiary's reputation.
- 19.5 The Indemnifier must not settle or compromise any Claim without the Beneficiary's prior written consent which it must not unreasonably withhold or delay.
- 19.6 Each Beneficiary must take all reasonable steps to minimise and mitigate any losses that it suffers because of the Claim.
- 19.7 If the Indemnifier pays the Beneficiary money under an indemnity and the Beneficiary later recovers money which is directly related to the Claim, the Beneficiary must immediately repay the Indemnifier the lesser of either:

19.7.1 the sum recovered minus any legitimate amount spent by the Beneficiary when recovering this money; or

19.7.2 the amount the Indemnifier paid the Beneficiary for the Claim.

20 Resolving disputes

20.1 If there is a Dispute, the senior representatives of the Parties who have authority to settle the Dispute will, within 28 days of a written request from the other Party, meet in good faith to resolve the Dispute.

20.2 If the Dispute is not resolved at that meeting, the Parties can attempt to settle it by mediation using the Centre for Effective Dispute Resolution (“CEDR”) Model Mediation Procedure current at the time of the Dispute. If the Parties cannot agree on a mediator, the mediator will be nominated by CEDR. If either Party does not wish to use, or continue to use mediation, or mediation does not resolve the Dispute, the Dispute must be resolved using clauses 20.3 to 20.5.

20.3 Unless the Authority refers the Dispute to arbitration using clause 20.4, the Parties irrevocably agree that the courts of England and Wales have the exclusive jurisdiction to:

20.3.1 determine the Dispute;

20.3.2 grant interim remedies, or any other provisional or protective relief.

20.4 The Supplier agrees that the Authority has the exclusive right to refer any Dispute to be finally resolved by arbitration under the London Court of International Arbitration Rules current at the time of the Dispute. There will be only one arbitrator. The seat or legal place of the arbitration will be London and the proceedings will be in English.

20.5 The Authority has the right to refer a Dispute to arbitration even if the Supplier has started or has attempted to start court proceedings under clause 20.4, unless the Authority has agreed to the court proceedings or participated in them. Even if court proceedings have started, the Parties must do everything necessary to ensure that the court proceedings are stayed in favour of any arbitration proceedings if they are started under clause 20.4.

20.6 The Supplier cannot suspend the performance of this Assignment and Licence during any Dispute.

21 Which law applies

21.1 This Assignment and Licence and any issues arising out of, or connected to it, are governed by English law.

ANNEX

IPR Assurance Certificate

This certificate is given pursuant to clause 13.9 of the agreement (“**Contract**”) between the Institute for Apprenticeships and Technical Education (“**Authority**”) and the supplier named below (“**Supplier**”), and the Intellectual Property Assignment and Licence between the Authority and the Supplier (which also forms Schedule 14 of the Contract) (“**Assignment and Licence**”).

Guidance:

When to complete this certificate: This certificate should be completed in respect of each Deliverable (as defined in the Contract) which is made available to the Authority under the Contract, and a completed certificate should be supplied to the Authority with that Deliverable. This includes updates to existing Deliverables.

Purpose of this certificate: This certificate is intended to confirm that the specific Deliverable fully complies with the intellectual property provisions of the Contract. A copy of the certificate will be retained by the Authority as evidence of the intellectual property position.

Supplier Declaration:

We (being the Supplier named below) confirm that the Deliverable(s) supplied together with (or shortly before or after) this certificate, all elements of which are listed in either Table 1 or Table 2 below¹, comply with the intellectual property provisions in the Contract, in particular the applicable warranties set out in clause 5 of the Assignment and Licence.

We confirm that the Deliverable(s) either:

- (i) contain no third party intellectual property rights, or
- (ii) contain third party intellectual property rights and we have obtained the consent of the applicable third party:

- in the case of Key Materials, to their assignment and transfer to the Authority;
and/or

- in the case of Ancillary Materials, to their licence to the Authority,

in each case on the terms and conditions of the Contract and Assignment and Licence.

We confirm that this certificate overrides any statement or copyright notice forming part of the Deliverable(s) which is in any way inconsistent with this certificate. We agree that this certificate does not detract in any way from the rights granted to the Authority in the Contract.

Key Materials

We confirm that the Deliverable(s) set out in Table 1 below, or the elements of the Deliverable(s) set out in Table 1 below, are Key Materials, as defined in the Contract:

¹ If, by exception, the Supplier asserts that the Deliverable includes elements which are neither Key Materials nor Ancillary Materials, this should be notified in writing to the Authority prior to the relevant Deliverable being made available to the Authority.

Table 1

Deliverable	Key Materials
[Set out title / description of the Deliverable]	Set out elements which are Key Materials, or confirm "entire Deliverable"
[insert additional rows if required]	

All intellectual property rights in the Deliverable(s), or elements of the Deliverable(s) listed above in Table 1 as Key Materials, have vested or hereby vest in the Authority pursuant to the Assignment and Licence.

Ancillary Materials

We confirm that the Deliverable(s) set out in Table 2 below, or the elements of the Deliverable set out in Table 2 below are Ancillary Materials, as defined in the Contract:

Table 2

Deliverable	Ancillary Materials
[Set out title / description of the Deliverable]	Set out elements which are Ancillary Materials, or confirm "entire Deliverable"
[insert additional rows if required]	

All intellectual property rights in the Deliverable(s), or elements of the Deliverable(s) listed above in Table 2 as Ancillary Materials, are licensed to the Authority on the terms and conditions of and pursuant to the Assignment and Licence.

Signed for and on behalf of the Supplier:

Name

Position

Date

Signed by

[Supplier]

Director:[Insert/print name]

Signature:

Signed by

THE INSTITUTE FOR APPRENTICESHIPS AND TECHNICAL EDUCATION

Director:[Insert/print name]

Signature:

Schedule 15

Monitoring of Performance

1 Self monitoring

- 1.1 The Supplier shall monitor its performance of the Services (other than the Initial Development Services) and (where applicable) the supply of the Products against each KPI (in the manner set out in paragraph 1.2) and shall deliver to the Authority Authorised Representative the Operational Delivery Report in accordance with paragraph 3 (*Operational Delivery Report and Performance Review Meetings*).
- 1.2 The Supplier shall, in respect of each KPI, apply the applicable Performance Monitoring Methodology to such KPI to assess the Supplier's performance of such relevant KPI during the relevant Performance Monitoring Period.

2 What happens if you don't meet the Service Levels

- 2.1 The Supplier shall at all times provide the Services and (where applicable) supply the Products to meet or exceed the Target Service Level for each KPI.
- 2.2 If, in any Contract Month in which a Performance Monitoring Period for a KPI ends, the Supplier fails to achieve the Target Service Level for that KPI ("**Service Failure**"), the Supplier shall submit to the Authority (as part of the Operational Delivery Report for that Contract Month) for Approval an improvement plan ("**KPI Improvement Plan**") setting out:
- 2.2.1 the reasons for such Service Failure; and
- 2.2.2 what steps the Supplier proposes to take to:
- (i) mitigate the impact of the Service Failure;
 - (ii) rectify the event, matter or circumstance giving rise to the Service Failure (including details of the proposed timings for such rectification); and
 - (iii) prevent the Service Failure from recurring.

2.3 The Authority shall (as soon as reasonably practicable following receipt of the KPI Improvement Plan) either:

2.3.1 confirm to the Supplier that the KPI Improvement Plan is Approved and following receipt of such Approval the Supplier shall:

- (i) carry out and complete all of the actions in accordance with the approved KPI Improvement Plan; and
- (ii) report on its progress against such KPI Improvement Plan in each and every Performance Review Meeting which occurs whilst the Supplier is (or should be, if it was complying with its obligations under this Contract) carrying out and completing the actions in accordance with the KPI Improvement Plan; or

2.3.2 confirm to the Supplier that the Authority is not satisfied with the KPI Improvement Plan and/or that the steps proposed by the Supplier in the KPI Improvement Plan will address the matters referred to in paragraph 2.2.1, in which case the provisions of clause 14.2 (*What may happen if there are issues with your provision of the Services*) shall apply.

2.4 Where:

2.4.1 the Supplier fails to provide a KPI Improvement Plan in accordance with paragraph 2.2; or

2.4.2 following Approval by the Authority of the KPI Improvement Plan in accordance with paragraph 2.3, the Supplier fails to carry out and/or complete the actions in accordance with the KPI Improvement Plan (as Approved),

then such failure shall be deemed to be a Critical Service Failure.

3 Operational Delivery Report and Performance Review Meetings

3.1 Within 5 Working Days after the end of each Contract Month, the Supplier shall deliver to the Authority Authorised Representative the Operational Delivery Report in respect of the performance by the Supplier of the Services (and (where applicable) the supply

of the Products) during the Contract Month just ended together with updated versions (meeting, where applicable, all of the requirements of the relevant Product Description) of the following:

- 3.1.1 the Implementation and Delivery Plan;
- 3.1.2 the Resource Plan;
- 3.1.3 the Risk Register;
- 3.1.4 the Issues Log;
- 3.1.5 the Assessment Strategy; and
- 3.1.6 any draft version of the Key Dates Schedule that the Supplier intends shall (if Approved) become the Key Dates Schedule for the purposes of this Contract from time to time.

3.2 Within 5 Working Days of receipt by the Authority Authorised Representative of the Operational Delivery Report for the relevant Contract Month, the Parties shall attend a meeting to discuss the content of the relevant Operational Delivery Report (the **“Performance Review Meeting”**) at such location and time (within normal business hours) as the Authority shall reasonably require and such Performance Review Meeting shall:

- 3.2.1 be attended by the Authority Authorised Representative and the Supplier Authorised Representative and/or such other senior representatives of either Party as the Authority Authorised Representative and/or the Supplier Authorised Representative shall reasonably require (having regard to the matters to be discussed at the relevant Performance Review Meeting); and
- 3.2.2 be fully minuted by the Supplier and the minutes shall be circulated by the Supplier to all attendees at the relevant Performance Review Meeting (and any other recipients agreed at the relevant meeting) as soon as reasonably practicable following the relevant Performance Review Meeting.

3.3 The minutes of the preceding Contract Month's Performance Review Meeting will be agreed and signed by both the Authority Authorised Representative and the Supplier Authorised Representative at or prior to the following Performance Review Meeting.

3.4 Without prejudice to clause 9 (*Record keeping, monitoring and reporting*), the Supplier shall provide to the Authority such additional information and/or documentation as the Authority may reasonably require in order to verify the Supplier's compliance with its obligations under this Contract, including to verify:

3.4.1 whether a Service Failure has occurred; and/or

3.4.2 the level of the performance by the Supplier of the whole or any part of the Services and (where applicable) the supply of the Products,

and the Supplier shall provide such information and/or documentation within such time period as the Authority shall reasonably specify at the time of making the request for such information and/or documentation.

Schedule 15: Annex 1 – Key Performance Indicators

KPI (desired outcome)	Relevant Service Requirements (incl references to the relevant paragraph of Part 1 of the Service Requirements detailing the relevant element of the Services)	Target performance levels	Performance Monitoring Period	Evidence of performance	Measurement methodology
1.The Supplier has in place clear and TQ specific arrangements to approve Eligible Providers and monitor Approved Providers and (i) completes the relevant processes for approval quickly upon application and (ii) carries out the required monitoring	TQ Provider approval and monitoring services – paragraph 3	(i) 100% of applications from Eligible Providers decided within 30 Working Days of receipt of application; and (ii) Supplier has carried out the required monitoring in accordance with the Implementation and Delivery Plan and/or the	Each Contract Month following IfATE Approval	Management Information in relation to: (i) Eligible Providers that have applied for approval and in respect of which a decision has been made; and (ii) details of monitoring undertaken.	Performance measurement will include Eligible Providers new to the Supplier as well as the Supplier's existing Eligible Providers who have applied to have their approval extended to include the TQ.

KPI (desired outcome)	Relevant Service Requirements (incl references to the relevant paragraph of Part 1 of the Service Requirements detailing the relevant element of the Services)	Target performance levels	Performance Monitoring Period	Evidence of performance	Measurement methodology
		Assessment Strategy.			
2. Supplier has ensured that Approved Providers are clear about what they are expected to teach and to what standard of attainment, and about how Students will be assessed	Initial TQ deliverables and development services – paragraph 2 TQ Provider support services – paragraph 4 TQ live assessment design and delivery – paragraph 6	80% of Approved Providers that have responded to the survey, rating at least 4 on a 1-5 scale. The target performance scale will use 2 positive, 2 negative and 1 neutral response. (For example (noting that the exact wording of the descriptors may vary))	During the Summer Term each Academic Year from September 2025	The Authority shall undertake or commission a survey of Approved Providers delivering the TQ	Online questionnaire to Approved Providers delivering the TQ in the relevant Academic Year. This survey should achieve a minimum response rate of 20% of those surveyed to be valid

KPI (desired outcome)	Relevant Service Requirements (incl references to the relevant paragraph of Part 1 of the Service Requirements detailing the relevant element of the Services)	Target performance levels	Performance Monitoring Period	Evidence of performance	Measurement methodology
		where 5 = very clear 4 = mostly clear 3 = moderately clear 2 = mostly unclear 1 = not clear at all)			
3.Queries from Eligible Providers and Approved Providers (other than those related to KPI 4 and KPI 11) are satisfactorily resolved in accordance with the Target Service Level	Initial TQ deliverables and development services – paragraph 2 TQ Provider approval and monitoring services – paragraph 3 TQ Provider support services – paragraph 4 Student registration and student entry – paragraph 5	Queries raised by letter and other forms of electronic correspondence: 90% resolved within 10 Working Days; remaining 10% resolved within 15 Working Days; and Queries raised through telephone	Each Contract Month from the Effective Date	Management Information based on data and information collected from the Supplier's customer management systems referred to in Service Requirement 5 in Part 2 of the Service Requirements. This must include relevant information that closed queries have been satisfactorily resolved.	The required resolution time commences on and from the Working Day on which the relevant query is received by the Supplier Percentage of queries that are resolved in accordance with the applicable Target Service Level

KPI (desired outcome)	Relevant Service Requirements (incl references to the relevant paragraph of Part 1 of the Service Requirements detailing the relevant element of the Services)	Target performance levels	Performance Monitoring Period	Evidence of performance	Measurement methodology
	TQ live assessment design and delivery – paragraph 6 TQ Post-Results Services – paragraph 9	calls: 90% resolved within 2 Working Days; remaining 10% resolved within 10 Working Days			
4. Formal complaints made about the Services are satisfactorily resolved (i) in accordance with the timescales set out in the Implementation and Delivery Plan ² or (ii) where complaints are received solely by the Department, ESFA or the Authority, within the timescales reasonably required by the Department, ESFA	Initial TQ deliverables and development services – paragraph 2 TQ Provider approval and monitoring services – paragraph 3 TQ Provider support services – paragraph 4 Student registration and student entry – paragraph 5	100% of formal complaints are resolved within: (i) the relevant timescales detailed in the Implementation and Delivery Plan; or (ii) the timescales specified by the Department, ESFA or the Authority,	Each Contract Month from the Effective Date	Management Information based on data and information collected from the Supplier's customer management systems referred to in Service Requirement 5 in Part 2 of the Service Requirements. This must include relevant information that complaints have been satisfactorily resolved.	The required resolution time commences on and from the Working Day on which the relevant complaint is received by the Supplier. Percentage of complaints that are satisfactorily resolved within the applicable Target Service Level. Any complaints received solely by the Department, ESFA or

² The Supplier Response should detail the Supplier's proposals for resolving formal complaints.

KPI (desired outcome)	Relevant Service Requirements (incl references to the relevant paragraph of Part 1 of the Service Requirements detailing the relevant element of the Services)	Target performance levels	Performance Monitoring Period	Evidence of performance	Measurement methodology
or the Authority at the time of notifying the Supplier of such complaints	TQ live assessment design and delivery – paragraph 6 TQ Post-Results Services – paragraph 9	(as the case may be).			the Authority, in relation to the Services, shall be deemed to have been received by the Supplier on the date on which the Supplier is notified of the complaint by the Department, ESFA or the Authority.
5.Approved Providers are satisfied with the quality of the Provider Services	TQ Provider approval and monitoring services – paragraph 3 TQ Provider support services – paragraph 4 Student registration and student entry – paragraph 5 TQ live assessment design and delivery – paragraph 6	80% of Approved Providers that have responded to the survey, rating at least 4 on a 1-5 scale. The target performance scale will use 2 positive, 2 negative and 1 neutral response. For example (noting that the	During the Summer Term each Academic Year from September 2025	The Authority shall undertake or commission a survey of Approved Providers delivering the TQ	Online questionnaire to Approved Providers delivering the TQ in the relevant Academic Year. This survey should achieve a minimum response rate of 20% of those surveyed to be valid.

KPI (desired outcome)	Relevant Service Requirements (incl references to the relevant paragraph of Part 1 of the Service Requirements detailing the relevant element of the Services)	Target performance levels	Performance Monitoring Period	Evidence of performance	Measurement methodology
	TQ Post-Results Services – paragraph 9	exact wording of the descriptors may vary) (where 5 = very satisfied 4 = satisfied 3 = neither satisfied nor dissatisfied 2 = dissatisfied 1 = very dissatisfied).			
6.A sufficient number of appropriately qualified and trained Assessors (and Moderators where permitted in accordance with the Approved Assessment Strategy) are available to assess (or Moderate, if	TQ live assessment design and delivery – paragraph 6	100% of appropriately qualified and trained Assessors (and Moderators, if applicable) are available in accordance with the Implementation and Delivery Plan	Each Contract Month from (and including) September 2025	Management Information in relation to Assessor (and Moderator, if applicable) actual recruitment, training, and retention against the details set out in the Implementation and Delivery Plan and	Performance will be measured against the number of Assessors (and Moderators, if applicable) that are envisaged as being trained and available as detailed in the Implementation and Delivery Plan and/or

KPI (desired outcome)	Relevant Service Requirements (incl references to the relevant paragraph of Part 1 of the Service Requirements detailing the relevant element of the Services)	Target performance levels	Performance Monitoring Period	Evidence of performance	Measurement methodology
applicable) Student assessment evidence when required in accordance with the Implementation and Delivery and/or the Resource Plan (as the case may be)		and/or the Resource Plan (as the case may be).		Resource Plan (as the case may be).	the Resource Plan (as the case may be).
7. The TQ Live Assessment Materials (as defined in the Service Requirements) are high quality and developed in accordance with the Assessment Strategy	TQ live assessment design and delivery – paragraph 6	Full compliance with parts of both the Assessment Strategy and Implementation Plan that relate to the development of the TQ Live Assessment Materials; and TQ Live Assessment Materials are 100% free of errors that could affect clarity	Each Contract Month from IfATE Approval	Management Information in relation to: (i) progress against and compliance with the relevant part of the Assessment Strategy and Implementation Plan; and (ii) any errors reported in TQ Live Assessment Materials.	Review of Supplier self-reporting Identification of any reported errors in TQ Live Assessment Materials.

KPI (desired outcome)	Relevant Service Requirements (incl references to the relevant paragraph of Part 1 of the Service Requirements detailing the relevant element of the Services)	Target performance levels	Performance Monitoring Period	Evidence of performance	Measurement methodology
		about requirements for Students.			
8. Student assessment evidence is accurately assessed and processed for grading and awarding in accordance with the relevant parts of the Assessment Strategy and the Implementation and Delivery Plan	TQ live assessment design and delivery – paragraph 6 TQ Grade awarding – paragraph 7	Assessing of Student assessment evidence is conducted in accordance with the relevant parts of the Assessment Strategy; and 100% of Students' assessments are marked and processed in accordance with the relevant parts of the Implementation and Delivery Plan.	Each Contract Month from September 2025 until the end of the Term	Management Information in relation to compliance with the relevant parts of the Assessment Strategy and the relevant parts of the Implementation and Delivery Plan.	Review of Supplier self-reporting.

KPI (desired outcome)	Relevant Service Requirements (incl references to the relevant paragraph of Part 1 of the Service Requirements detailing the relevant element of the Services)	Target performance levels	Performance Monitoring Period	Evidence of performance	Measurement methodology
9. Grade Standard Exemplification Materials are validated by Employers	TQ live assessment design and delivery – paragraph 6 TQ Grade awarding – paragraph 7	At least 5 Employers in each relevant Occupational Specialist Component.	In October in each Academic Year following the first grade awarding but in any event no later than from October 2027	Evidence of validation from Employers relevant to the Occupational Specialist Components that validate the Grade Standard Exemplification Materials. The Supplier may use its existing network of Employers, but it must ensure a turnover of Employers each Academic Year. Employers may take part in validation activity for up to two consecutive Academic Years, after which they must not take part in validation activity for a period of one Academic Year. Suppliers may then repeat this cycle, ensuring that Employers do not take part in validation activity for	Validation means that Employers relevant to the Occupational Specialist Components judge that the Grade Standard Exemplification Materials are comparable to the Approved Guide Standard Exemplification Materials. Validation also means that Employers relevant to the Occupational Specialist Components judge that the Grade Standard Exemplification Material on the pass boundary is the type of work Employers would expect to see from an employee, who is of Occupational Entry Competence and that the Grade Standard

KPI (desired outcome)	Relevant Service Requirements (incl references to the relevant paragraph of Part 1 of the Service Requirements detailing the relevant element of the Services)	Target performance levels	Performance Monitoring Period	Evidence of performance	Measurement methodology
				<p>more than two consecutive Academic Years.</p> <p>For each Occupational Specialist Component, validations are required from at least two new Employers each Academic Year who did not submit evidence of validation in any previous Academic Year.</p>	<p>Exemplification Material on the distinction boundary, is the type of work that exceeds Employer expectations of what they would expect to see from an employee who is of Occupational Entry Competence, as defined within the assessment strategy as distinction. Review by the Authority of the evidence of Validation from Employers.</p>
10. Student assessment results are submitted to the Authority (or its nominee (as applicable)) by the relevant date(s) set	<p>TQ Grade awarding – paragraph 7</p> <p>TQ Results – paragraph 8</p>	100% of results are submitted to the Authority (or its nominee) by the date(s) set out in the relevant Key Dates Schedule.	Each Contract Month from September 2025 until the end of the Term	Results have been received by the Authority (or its nominee (as applicable)) in the required format.	Receipt of the results by the relevant date(s) in the relevant Key Dates Schedule.

KPI (desired outcome)	Relevant Service Requirements (incl references to the relevant paragraph of Part 1 of the Service Requirements detailing the relevant element of the Services)	Target performance levels	Performance Monitoring Period	Evidence of performance	Measurement methodology
out in the Key Dates Schedule					
11. Post-Results Services (excluding the issuing of revised assessment results, which is covered by KPI 10) are delivered in accordance with the relevant part of the Assessment Strategy	TQ Post-Results Services – paragraph 9	100% of the Post-Results Services are carried out and completed in accordance with the relevant part of the Assessment Strategy.	Each Contract Month from (and including) September 2025 until the end of the Term	Management Information in relation to compliance with the relevant part of the Assessment Strategy.	Review of self-reporting.
12. Submission to the Authority of: (i) all Management Information in accordance with the requirements of Service Requirement 9	TQ Provider approval and monitoring services – paragraph 3 Student registration and student entry – paragraph 5 Reporting – paragraph 10	100% for timeliness of the submission of all Management Information and all required (including requested) Products and/or	Each Contract Month from the Effective Date	Management Information and updated versions of the Products and/or other documents referred to in column one and/ or Key Materials and Ancillary Materials are received by	Review of self-reporting.

KPI (desired outcome)	Relevant Service Requirements (incl references to the relevant paragraph of Part 1 of the Service Requirements detailing the relevant element of the Services)	Target performance levels	Performance Monitoring Period	Evidence of performance	Measurement methodology
<p>in Part 2 of the Service Requirements; and</p> <p>(ii) updated versions of all required Products in accordance with clause 5.5.1(i) and/or paragraph 3 of Schedule 15 (as the case may be); and</p> <p>(iii) where requested by the Authority, updated versions of all requested Products and/or other documents in accordance with clause 5.5.1(ii).</p>		<p>other documents including Key Materials and Ancillary Materials; and</p> <p>100% for completeness of all:</p> <p>(i) Management Information; and</p> <p>(ii) required Products (including requested Products and/ or Key Materials and Ancillary materials).</p>		<p>the Authority by the date required by this Contract.</p> <p>Management Information, updated versions of the Products and/or other documents referred to in column one, Key Materials and Ancillary Materials are accurate and complete and cover all relevant information, Data and reports as specified in the Management Information and reporting requirements.</p> <p>Updated versions of the Products referred to in column one, Key Materials and Ancillary Materials include all relevant updates.</p>	

Schedule 16

Logos and Trademarks – T Level Trade Mark Licence

1 Interpretation

The definitions and rules of interpretation in this paragraph apply in this T Level Trade Mark Licence, in addition to the definitions and rules of interpretation in Schedule 1 to this Contract.

1.1 Definitions:

“Approved Provider” means an Eligible Provider (as defined in Schedule 1 (*Definitions and Interpretation*) of this Contract) that has been granted Provider Approval (as defined in Schedule 1 (*Definitions and Interpretation*) of this Contract) and in respect of which such Provider Approval has not been revoked pursuant to clause 7.2 of this Contract (*Interaction with Providers*).

“Brand Licensed Material” means any instance of a Brand Licensed Product or Service in material form, including as an electronic copy or any other electronic form, and any promotional or marketing material relating to any Brand Licensed Product or Service;

“Brand Licensed Product or Service” means any products or services listed as such in Appendix 1 (and **“Brand Licensed Products”** and **“Brand Licensed Services”** means such Products or Services respectively;

“Mandatory Marked Material” is material of the type identified in Appendix 1 (and to which the Mark must be applied);

“Mark” means the trade mark(s) set out in Appendix 2, including the listed registrations and applications and any registrations which may be granted pursuant to those applications and the related trade marks, devices and get-ups that may be notified in writing by the Authority to the Supplier from time to time;

“Marked Material” means any Brand Licensed Material or other material in or on which the Mark is used.

2 Grant

- 2.1 The Authority hereby grants to the Supplier a non-exclusive licence to use the Mark on or in relation to the Brand Licensed Products or Services provided or supplied in England, including in connection with the promotion, use and supply of the Brand Licensed Products or Services.
- 2.2 The Supplier may, subject to the prior written approval of the Authority and paragraph 11, sublicense (without the right to further sublicense) each Approved Provider of the TQ to use the Mark on or in relation to the Brand Licensed Products or Services provided or supplied in England, including in connection with the promotion, use and supply of the Brand Licensed Products or Services.
- 2.3 Any use of the Mark in accordance with paragraph 2.1 or 2.2 shall be strictly in accordance with the T Level Branding Guidelines and, when using the Mark, the Supplier shall fully comply with, the T Level Branding Guidelines.
- 2.4 Subject to paragraph 2.2, the Supplier shall have no right to sublicense use of the Mark.

3 Application of the Mark

- 3.1 The Supplier shall use the Mark, in accordance with this Schedule, on all Mandatory Marked Materials.
- 3.2 Subject to clause 13.10 (*Intellectual Property Rights*) of the Contract and paragraph 3.3 below, apart from the Mark, no other trade mark or logo may be affixed or used in a manner in which it may be seen to be used as a trade mark or designation of origin in relation to any Brand Licensed Products or Services or in or on any Brand Licensed Materials.
- 3.3 The Supplier may, subject to the prior written agreement of the Authority, authorise each Approved Provider of the TQ sublicensed in accordance with paragraph 2.2 to use the Approved Provider's name, logos, trademarks and/or other signs which refer to the Approved Provider on Brand Licensed Products or Services or Brand Licensed Materials on the same terms as, and subject to compliance with clauses 13.10 and 13.11 (*Intellectual Property Rights*) of the Contract (and clauses 13.10 and 13.11 shall apply *mutatis mutandis* to such Approved Provider).

- 3.4 The Supplier shall procure that the Mark, when used in or on any Brand Licensed Materials, shall be clearly and reasonably prominently identified as a trade mark of the Authority, in such manner as is set out in the T Level Branding Guidelines, or with any other statement as notified by the Authority to the Supplier.
- 3.5 The Supplier shall comply strictly with the directions of the Authority regarding the form and manner of the application of the Mark, including the directions contained in the T Level Branding Guidelines.
- 3.6 The Supplier shall, on written request from the Authority or as otherwise provided in the T Level Branding Guidelines, provide samples of all proposed Marked Materials.
- 3.7 The Supplier shall not use in its business any other trade mark confusingly similar to the Mark and shall not use the Mark or any word confusingly similar to the Mark as, or as part of, its corporate or trading name.

4 Title, goodwill and registrations

- 4.1 The Supplier acknowledges that the Authority is the owner of the Mark.
- 4.2 Any goodwill derived from the use by the Supplier of the Mark shall accrue to the Authority. The Authority may, at any time, call for a document confirming the assignment of that goodwill and the Supplier shall immediately execute it.
- 4.3 The Supplier shall not do, or omit to do, or permit to be done, any act that will or may weaken, damage or be detrimental to the Mark or the reputation or goodwill associated with the Mark or the Authority, or that may invalidate or jeopardise any registration of the Mark.
- 4.4 The Supplier shall not apply for, or obtain, registration of the Mark in any country for any goods or services.
- 4.5 The Supplier shall not apply for, or obtain, registration of any trade or service mark in any country which consists of, or comprises, or is confusingly similar to, the Mark for any goods or services.

5 Quality control

- 5.1 The Supplier shall comply with the specifications and standards relating to the Brand Licensed Products or Services which are specified in the Contract.
- 5.2 The Supplier shall promptly provide the Authority with copies of all communications relating to the Mark with any regulatory, industry or other authority.
- 5.3 The Supplier shall permit, and shall use its best endeavours to obtain permission for, the Authority at all reasonable times and on reasonable notice to enter any place used for the production, storage or distribution of the Marked Materials to inspect the Marked Materials in relation to compliance with this T Level Trade Mark Licence.
- 5.4 Without prejudice to any other rights of the Authority, in the event that the Authority finds that any sample of Marked Materials does not meet the requirements of this T Level Trade Mark Licence, it may give notice to the Supplier, and the Supplier shall take all reasonable steps to correct any deficiency as soon as reasonably practicable (having regard to constraints of the academic timetable).

6 Marketing, advertising and promotion

- 6.1 The Supplier undertakes to ensure that its advertising, marketing and promotion of Brand Licensed Products or Services shall in no way reduce or diminish the reputation, image and prestige of the Mark.

7 Recordal of licence

- 7.1 The Authority may, at its own cost, record the licence granted to it in paragraph 2 in the relevant registries against any registrations and applications for registration of the Marks.
- 7.2 The Supplier shall, at the Authority's request, execute a formal licence in such form and provide such other assistance as may be required for the purpose of such recordal.

8 Protection of the Mark

- 8.1 The Supplier shall immediately notify the Authority in writing giving full particulars if any of the following matters come to its attention:

- 8.1.1 any actual, suspected or threatened infringement of the Mark;
 - 8.1.2 any actual or threatened claim that the Mark is invalid;
 - 8.1.3 any actual or threatened opposition to the Mark;
 - 8.1.4 any claim made or threatened that use of the Mark infringes the rights of any third party;
 - 8.1.5 any person applies for, or is granted, a registered trade mark by reason of which that person may be, or has been, granted rights which conflict with any of the rights granted to the Supplier under this T Level Trade Mark Licence; or
 - 8.1.6 any other form of attack, charge or claim to which the Mark may be subject.
- 8.2 In respect of any of the matters listed in paragraph 8.1:
- 8.2.1 the Authority shall, in its absolute discretion, decide what action if any to take;
 - 8.2.2 the Authority shall have exclusive control over, and conduct of, all claims and proceedings;
 - 8.2.3 the Supplier shall not make any admissions other than to the Authority and shall provide the Authority with all assistance that it may reasonably require in the conduct of any claims or proceedings; and
 - 8.2.4 the Authority shall bear the cost of any proceedings and shall be entitled to retain all sums recovered in any action for its own account.
- 8.3 The provisions of section 30 of the Trade Marks Act 1994 (or equivalent legislation in any jurisdiction) are expressly excluded.
- 8.4 Nothing in this T Level Trade Mark Licence shall constitute any representation or warranty that:
- 8.4.1 any registration comprised in the Mark is valid;

8.4.2 any application comprised in the Mark shall proceed to grant or, if granted, shall be valid; or

8.4.3 the exercise by the Supplier of rights granted under this T Level Trade Mark Licence will not infringe the rights of any person.

9 Liability, indemnity and insurance

9.1 Nothing in this paragraph shall impose or create any liability of the Supplier to the Authority for use in England of the Mark on or in respect of Mandatory Marked Materials in accordance with the terms of this T Level Trade Mark Licence.

9.2 To the fullest extent permitted by law, the Authority shall not be liable to the Supplier for any costs, expenses, loss or damage (whether direct, indirect or consequential, and whether economic or other loss of profits, business or goodwill) arising from the Supplier's exercise of the rights granted to it under this T Level Trade Mark Licence.

9.3 Save as provided in paragraph 9.1, the Supplier indemnifies the Authority against all Loss to the Authority arising out of or in connection with the Supplier's exercise of its rights granted under this T Level Trade Mark Licence, including any claim made against the Authority for actual or alleged infringement of a third party's intellectual property rights arising out of or in connection therewith, other than where any such Loss and/or claim arises exclusively from the use of the Mark in accordance with this T Level Trade Mark Licence.

10 Additional Supplier obligations

10.1 The Supplier shall:

10.1.1 only make use of the Mark for the purposes authorised in this T Level Trade Mark Licence; and

10.1.2 comply with all regulations and practices in force or use in any territory to safeguard the Authority's rights in the Mark.

10.2 The Supplier shall not, nor directly or indirectly assist any other person to:

10.2.1 use the Mark except as permitted under this T Level Trade Mark Licence;
or

10.2.2 do or omit to do anything to diminish the rights of the Authority in the Mark or impair any registration of the Mark.

10.3 The Supplier acknowledges and agrees that the exercise of the licence granted to the Supplier under this T Level Trade Mark Licence is subject to all applicable laws, enactments, regulations and other similar instruments in any territory, and the Supplier understands and agrees that it shall at all times be solely liable and responsible for such due observance and performance.

11 Sub-licensing

11.1 The Supplier shall have the right to grant to Approved Providers a sub-licence of any of its rights under this T Level Trade Mark Licence provided that:

11.1.1 the Supplier shall ensure that the terms of any sub-licence are in writing and are substantially the same as the terms of this T Level Trade Mark Licence (except that the sub-licensee shall not have the right to sub-license its rights) and the Supplier shall provide the Authority with a copy of the sub-licence on request and the Authority may require that any such sublicense includes the Authority as a party, and that the Authority is entitled to enforce its terms;

11.1.2 all sub-licences granted shall terminate automatically on termination or expiry of this T Level Trade Mark Licence; and

11.1.3 the Supplier shall be liable for all acts and omissions of any sub-licensee in relation to such sub-licence and indemnifies the Authority against all Losses incurred or suffered by the Authority, or for which the Authority may become liable, (whether direct, indirect or consequential and including any economic loss or other loss of profits, business or goodwill) arising out of any act or omission of any sub-licensee in relation to such sub-licence, other than to the extent any such Losses arise exclusively from the use of the Mark in accordance with this T Level Trade Mark Licence.

12 Duration and termination

12.1 This T Level Trade Mark Licence shall commence on the Effective Date and shall continue for the Term.

12.2 Without affecting any other right or remedy available to it under this T Level Trade Mark Licence or the Contract, the Authority may terminate this T Level Trade Mark Licence in respect of any Brand Licensed Product or Service with immediate effect by giving notice to the Supplier if:

12.2.1 the Supplier commits a material breach of any term of this T Level Trade Mark Licence in respect of such Brand Licensed Product or Service which breach is irremediable, or (if such breach is remediable) fails to remedy that breach within a period of 7 days after being notified to do so;

12.2.2 the Supplier repeatedly breaches any of the terms of this T Level Trade Mark Licence in respect of relevant Brand Licensed Products or Services or Brand Licensed Materials in such a manner as to reasonably justify the opinion that its conduct is inconsistent with it having the intention or ability to give effect to the terms of this T Level Trade Mark Licence; or

12.2.3 the Supplier challenges the validity of the Mark.

For the purposes of paragraph 12.2.1, **material breach** means a breach that is serious in the widest sense or of any of the obligations set out in paragraphs 3, 4.3, 4.4, 4.5, 5, 6.1, 10.1 or 11.1. In deciding whether any breach is material no regard shall be had to whether it occurs by some accident, mishap, mistake or misunderstanding.

13 Consequences of termination

13.1 On expiry or termination of this T Level Trade Mark Licence for any reason and subject to any express provisions set out elsewhere in this T Level Trade Mark Licence:

13.1.1 all rights and licences granted pursuant to this T Level Trade Mark Licence shall cease;

13.1.2 the Supplier shall cease all use of the Mark save as set out in this paragraph 13;

13.1.3 the Supplier shall co-operate with the Authority in the cancellation of any licences registered pursuant to this T Level Trade Mark Licence and shall execute such documents and do all acts and things as may be necessary to effect such cancellation;

- 13.1.4 the Supplier shall promptly deliver up to the Authority (or at the Authority's option, destroy) at the Supplier's expense all copies of promotional material which is Marked Material or otherwise bears any Mark as a designation of origin; and
 - 13.1.5 any provision of this T Level Trade Mark Licence that expressly or by implication is intended to come into or continue in force on or after termination or expiry of this T Level Trade Mark Licence shall remain in full force and effect.
- 13.2 Termination or expiry of this T Level Trade Mark Licence shall not affect any rights, remedies, obligations or liabilities of the parties that have accrued up to the date of termination or expiry, including the right to claim damages in respect of any breach of the T Level Trade Mark Licence which existed at or before the date of termination or expiry.

Schedule 16 Appendix 1

Brand Licensed Products or Services

Those products and services identified as such in the T Level Branding Guidelines.

Mandatory Marked Materials

All Key Materials and such other materials as are identified as such in the T Level Branding Guidelines.

T Level Branding Guidelines

(November 2023)

T Level Branding Guidelines

1 Introduction

- 1.1 T Levels are high-quality technical qualifications for 16 to 19-year olds which are approved and managed by the Institute for Apprenticeships and Technical Education (IfATE). The T Level brand has been devised to ensure that Government, Awarding Organisations, Employers, Suppliers, Providers (schools and colleges), Students, and others involved with the qualification, support and promote T Levels in a positive manner that inspires confidence.
- 1.2 IfATE's T Level Branding Guidelines, including supporting annexes (the 'Guidelines') are essential reference material for all Suppliers responsible for the delivery of the Technical Qualification (TQ) component of the T Level qualification.
- 1.3 For simplicity, the registered trade marks associated with the T Level brand are referred to in the Guidelines as the 'T Level Marks' and are as follows:
- ❖ The word 'T Level';
 - ❖ The Department for Education's (DfE's) 'T Level' logo (in black);
 - ❖ IfATE's name and accompanying flower logo (in blue and black as detailed within the IfATE brand guide); and
 - ❖ the respective Supplier's corporate name and logo.
- 1.4 These Guidelines set out essential information as to how the T Levels Marks should be used in: a) TQ materials and b) other T Level communications including for marketing, advertising and promotional purposes.
- 1.5 These Guidelines are subject to reasonable development. They adopt many of the general principles which apply in relation to good branding practice, and where they are developed further IfATE intends that they will, in terms of general principles, be similar in many respects to commonly used branding guidelines.

2 General principles for use of the T Level Marks

- 2.1 When using the T Level Marks, Suppliers (and any other authorised users, such as Providers) must comply with these Guidelines (in addition to any other requirements of the TQ Contract and the IfATE brand guide).
- 2.2 The T Level Marks must be used by Suppliers on the front/landing/home page **only** of all Mandatory Marked Materials, key TQ documents and supporting resources (unless otherwise agreed by IfATE), in accordance with and in the form set out at **Annex 1**.
- 2.3 Nothing in these Guidelines is intended to restrict the use of the text mark 'T Level' where that use is necessary to indicate the intended purpose of a product or service and is in accordance with honest practices in industrial or commercial matters. (This does not apply, unless authorised and used in accordance with these Guidelines, to the use of the T Level logo.)
- 2.4 By way of example, use to describe the relevance or purpose of a text book or support materials for a specific technical education qualification forming part of a T Level is generally acceptable, but any such use which is liable to confuse third parties as to whether the relevant T Level is approved, managed or otherwise controlled by a party other than IfATE, or that the text book or support materials are endorsed and/or approved by IfATE would not be acceptable.
- 2.5 The Secretary of State for Education, or IfATE under delegation by the Secretary of State for Education, shall have the exclusive power to issue certificates of award and statements of achievement (and equivalent documents, excluding a breakdown of attainment) within the T Level Programme. It is intended that such documents will include the Supplier's name but not the Supplier's logo.
- 2.6 Suppliers must not issue any document bearing the title or name, or described or represented as, a 'certificate' or 'statement of achievement' or its substantial equivalent to which, or in respect of which, any T Level Mark is applied or used, or otherwise apply the T Level Marks to, or create an association with any T Level or TQ with any document or material bearing the title or name, or described or represented as, a 'certificate' or 'statement of achievement'" or its substantial equivalent.
- 2.7 Suppliers must use the T Level Marks on all *Mandatory Marked Materials* used in the operational delivery of the TQ. The documents classified as *Mandatory Marked Materials* are listed in **Annex 2**.

- 2.8 *Mandatory Marked Materials* should include a descriptive qualification name, as determined and/or mutually agreed by IfATE and the Supplier, in line with the TQ Contract and these Guidelines e.g. [technical qualification] in x [Pathway]”.
- 2.9 Suppliers must ensure that it is clear that any T Level, or qualification associated with a T Level (such as the TQ), is a qualification approved and managed by IfATE. T Level Marks must not be used on any materials which relate to a T Level or TQ which has been wholly or partly superseded, unless the material is equally prominently identified as such.
- 2.10 Suppliers must, on request from IfATE, submit copies of any material where their name or branding, or any other trade marks or branding are used and/or in association with a T Level or a TQ.
- 2.11 Suppliers must not promote that, or give the impression that, any of its other qualifications - similar or equivalent – are linked to the TQ or T Level qualification i.e. other Level 2, 3 or 4 qualifications.

3 Intellectual Property Rights (IPR) and the TQ Contract

- 3.1 Full details of Suppliers’ rights and responsibilities in respect of IPR are set out in the TQ Contract, and Suppliers should pay particularly close attention to clause 13 Intellectual Property Rights; Schedule 14 Form of Assignment and License; and Schedule 16 Logos and Trademarks – T Level Trade Mark Licence.
- 3.2 Providers engaged with the T Level qualification may use the T Level Marks but it is the responsibility of Suppliers to ensure that they comply with these Guidelines and the TQ Contract.
- 3.3 Suppliers should note that the T Level Marks are registered trade marks; any breach could lead to an action for trade mark infringement (as well as other consequences under the TQ Contract).

4 Advertising, marketing and promotion

- 4.1 Suppliers must ensure that any advertising, marketing and promotion products or services i.e. those activities outside the scope of the core TQ delivery component, do not undermine or diminish the reputation, image and prestige of the T Level Marks when used in any such aforementioned activity e.g. media advertising.

- 4.2 Suppliers may use the T Level Marks in relation to *Brand Licensed Products or Services* set out in **Annex 3**, in accordance with (and subject to) the terms of the TQ Contract and these Guidelines.
- 4.3 Suppliers must not give the impression that their visual identity is being used as a distinct brand, trade mark or designation of origin for any materials, including for activity defined as *Brand Licensed Products or Services*.

5 Style, positioning and form of T Level Marks

- 5.1 Suppliers must ensure that, except for the T Level Marks, no other trade marks, logos, banners or graphics are to be presented and/or affixed to any materials which relate to a T Level or TQ.

T Level Marks on TQ Materials

- 5.2 The T Level Marks should be included on the front page only of the TQ materials (whether in paper or digital form) in accordance with and in the form set out at **Annex 1**.
- 5.3 The T Level Marks should be acknowledged on the final page of the TQ materials (whether in paper or digital form) in accordance with and in the form set out at **Annex 1**.

T Level Marks on other T Level communications (including for marketing, advertising and promotional purposes)

Positioning/Layout:

- 5.4 T Level Marks may be represented in the form of a logo or graphic image ("**Logo Mark**"); or as an isolated word mark ("**Isolated Word Mark**"); or as a text or word mark¹ used within relevant text ("**Text Mark**") as described below. There are some common requirements in relation to each type of use (sections 6 to 8 - "No mixing", "Prominence" and "Acknowledgements") and some requirements which differ depending on the form in which Suppliers plan to use the mark (set out below).
- 5.5 Use of the word mark may also be made in oral form. The same principles should, so far as practicable, apply to oral use of any T Level Marks i.e. if appropriate, the respective changes being proposed are applied consistently.
- 5.6 Where it is used otherwise than in text form, the form in which the Supplier reproduces the logo or graphic should conform precisely to the logo and graphic forms designated by IfATE.

¹ Text form includes in spoken text

5.7 **Logo Mark:**

- Suppliers must use the Logo Mark in precisely the form and subject to any requirements set out in **Annex 1**;
- Suppliers must not change the colours, or skew, stretch or angle the logo, or distort, add a border or otherwise alter the logo in any way;
- Suppliers must ensure that the logos are always clearly separate from any other material, and in particular that it has a clear space surrounding the logos, as illustrated, specified or referenced at **Annex 1**.
- Suppliers must not resize the logo, unless resizing is permitted in accordance with these Guidelines.

5.8 **Isolated Word Mark**

- Suppliers must use the fonts and size ranges of font set out in or referenced in these Guidelines and/ or as otherwise specified by IfATE;
- Suppliers must use only the colours and weights set out in or referenced in these Guidelines and/ or as otherwise specified by IfATE;
- Suppliers must not use underlining;
- The words should have initial capitalisation (only) and no other punctuation etc. “T Level” is acceptable; “T LEVEL”, “T level” or T-Level” are not acceptable; and
- Suppliers must not use the Isolated Word Mark as a watermark.

5.9 **Text Mark:**

- Suppliers must use the Text Mark in the same font as the surrounding text; and
- Suppliers must acknowledge its first use in the text as noted under paragraph 5.15 (Acknowledgement) of these Guidelines.

No mixing/combination/background use

- 5.10 Suppliers must ensure that the T Level Marks are always clearly separate from any other trade mark or name used in the same document. In particular:

- Suppliers must not use their trade mark mixed or combined with any other trade mark or name such that they could be seen or understood to be part of a single trade mark. For example, “the Mrs Blogs [Supplier] T Level” would not be acceptable use; and
- Suppliers must not combine a T Level Mark into a single logo or something which might be seen to be or have a unitary character. For example:



- The T Level Mark and a Supplier’s mark should not be combined into a single logo or something which might be seen to be or have a unitary character. For example:



- There should always be a clear separation between the T Level Mark and any other mark used by Suppliers or on any documents, and, when used as a logo or graphic, Suppliers should take account of any requirements for separation set out in these Guidelines.

5.11 Any use of a name given to the qualification element of a T Level (including any use of “TQ” as a reference to part of a T Level) should also only be such that it is always a clearly separate mark or name from any other trade mark or name used in the same document with any other trade mark or trade name.

5.12 Suppliers must not place a T Level Mark against a background colour, pattern or picture except as specified below:

- as set out in or referenced in **Annex 1** or as otherwise agreed in writing by IfATE or specified in these Guidelines; or
- with imagery which is of a purely illustrative character, and does not suggest any other source or business connection, and is appropriate to the context and brand identity, and allows the entire mark to be clearly visible more prominently than such imagery, and complies with any other limitations notified by IfATE in writing from time to time,

and in any event any imagery must be consistent with the overall brand identity and values of the T Level Marks and the T Level Programme, and not be liable to bring the T Level Marks or the T Level Programme into disrepute.

Prominence

- 5.13 Where Suppliers use the T Level Marks on material which carries other branding in conjunction with or in the same part of the material, the T Level Marks should be given at least equal prominence with the other branding. For example:
- it should appear in script of at least the same font size as the script of any Supplier's trade mark, and where Suppliers use a logo covering at least the same overall surface area;
 - the style used for the other mark should not lead to it being more prominent than the style used for the T Level Mark;
 - the colouring used for the other mark should not draw more attention to it than the T Level Mark; and
 - it should appear in at least as prominent a position.
- 5.14 Typically, use of one T Level Mark will not be regarded as 'in conjunction' with another mark when they are in separate distinct parts of the document, including for example, use of a Supplier's letter head (one part) and use of the T Level Mark in the body of the letter (a separate part).

Acknowledgement

- 5.15 Subject to paragraph 5.16 of these Guidelines, where the T Level Marks are used in any document, Suppliers should place in the document reasonably prominently (so that it would reasonably be expected to come to the attention of the reader or addressee of the document) an acknowledgement that IfATE's name and logo are registered trade marks of IfATE. For example:
- where the T Level Mark is used in the title or opening description of the document or in a manner intended to show that the document relates to a T Level or a TQ, by using a referenced footnote acknowledging that 'T Level is a registered trade mark of The Institute for Apprenticeships and Technical Education' or 'Registered trade mark of The Institute for Apprenticeships and Technical Education';

- where it is used in the text of a document, the first time it appears it should include a referenced footnote acknowledging that the '[Mark] is a registered trade mark of The Institute for Apprenticeships and Technical Education' or 'Registered trade mark of The Institute for Apprenticeships and Technical Education';
- in each case the referenced footnote should, where practicable, appear in the same visual field as the use of the T Level Marks, or in other cases, where such notice would otherwise commonly be placed. For example, on the rear of a single page which is printed on both sides, on the rear of the front page of a booklet, or on the rear of the last page of a booklet; and
- where a Supplier's or a Provider's name or branding is also used in the document, the referenced footnote should also make clear that the T Level is a qualification approved and managed by IfATE, and that the Supplier is currently authorised by IfATE to develop and deliver the qualification (and/or that the Provider offers or provides courses for part of the T Level, which is a qualification approved and managed by IfATE), as appropriate.

5.16 Where a reference is made to T Level in any document indirectly (for example with a description which is evidently a reference to a T Level or the TQ) in association with a Supplier (whether using a Supplier's name or otherwise), the document should make clear that the T Level and a TQ is a qualification approved and managed by IfATE.

5.17 No further acknowledgement is necessary where the use of the T Level Marks or a reference to a T Level or TQ is in a document, other than those materials/document listed in **Annex 2** of these Guidelines. To illustrate: such use is in word form (as part of the text²) of the document and would clearly be understood by addressees and readers as being a reference to the T Level or, as appropriate and reference has been to the fact that the TQ is approved and managed by IfATE and it is not being suggested otherwise: it has been made clear that the role of the Supplier is focused on developing and/or delivering the TQ component of the T Level and it has a relationship with IfATE.

Illustrations

The approach may be adjusted sensibly for the particular materials and circumstances of use. For example:

5.18 On promotional documentation intended for Providers, where it might be expected that a high level of prominence would be given to a Supplier's name or branding (for example in large

² including spoken text in the case of spoken material

script), or on explanatory documentation intended for Providers, the use of T Level (and T Level Marks, including text marks) should be given equal prominence. In a referenced footnote should appear on the reverse of the first page (for example with other similar notices, such as copyright notices, but no less prominently than those notices);

- 5.19 For promotional and explanatory documentation aimed at students or employers, the use of T Level should be given equal prominence; and a clear note should appear on the same page in the same visual field that the T Level is a qualification approved and managed by IfATE, and a Supplier's development and delivery of the qualification and use of the mark is under the authority of IfATE;
- 5.20 For assessment or examination papers (for single use) relating to materials for examiners, a reasonably prominent note should appear at the bottom of the first page that the T Level is a qualification approved and managed by IfATE, and a Supplier's development and delivery of the qualification and use of the mark is under the authority of IfATE;
- 5.21 For sample papers which may be re-used, there should in addition be a note that T Level is a registered trade mark of IfATE; and
- 5.22 For any supplementary materials (such as text books and learning aids), other than those materials/ documents listed in Annex 2, there should be a clear reasonably prominent explanation that the material is designed for use with the relevant T Level; including the date of the T Level, and that the T Level is a qualification approved and managed by IfATE, and that the T Level is a registered trade mark of IfATE used by a Supplier (or other source) with the authority of IfATE.

Providers (Schools and Colleges)

- 5.23 Suppliers are responsible for ensuring that:
- each Provider complies with these marking requirements, as they apply to use of a Supplier's name or branding and equally, to any permitted use of the Provider's name or branding in association with the T Level Mark; and
 - any use by a Provider of the T Level Mark is clearly a reference to a T Level approved and managed by IfATE.

6 Inspection and Approval

- 6.1 Suppliers must permit IfATE to inspect on reasonable request and on reasonable notice any materials bearing or intended to bear a T Level Mark, for the purposes of ascertaining compliance with these Guidelines.
- 6.2 Where IfATE determines (acting reasonably) that it appears that there is a non-compliance with these Guidelines, Suppliers must consult with IfATE on how such non-compliance may be remedied, taking into account both the seriousness of the non-compliance, including how the relevant material does not comply, what the potential impact may be (bearing in mind the volumes of material in question and the audience for those materials) and the potential impact of remedial steps, with a view to reaching fair and reasonable consensus on remedial action (which may range from taking steps in relation to future materials to the withdrawal and reissue of current materials).
- 6.3 In the event that no consensus can be reached, the disagreement or difference will be subject to the Dispute Resolution Procedure.

7 Amendments to the Guidelines

- 7.1 IfATE may amend these Guidelines from time to time, in a manner consistent with the general principles (Section 2).
- 7.2 IfATE will notify Suppliers of any changes together with the date on which such amendments are to take effect.
- 7.3 IfATE will take reasonable account of Suppliers' comments or concerns in relation to any amendments and the timetable for implementation, and Suppliers agree to act reasonably to seek a consensus. In the absence of consensus the disagreement or difference may be referred by Suppliers or IfATE to be resolved under the Dispute Resolution Procedure, as set out in Annex 4.

Annex 1 (a): T Level Marks on Mandatory Marked TQ materials

Front page



*to be placed top right within the header

Supplier logo]**

**to be placed bottom right within the footer

Final page

Copyright in this document belongs to, and is used under licence from, the Institute for Apprenticeships and Technical Education, © 20XX.

‘T-LEVELS’ is a registered trade mark of the Department for Education.

‘T Level’ is a registered trade mark of the Institute for Apprenticeships and Technical Education.

‘Institute for Apprenticeships & Technical Education’ and logo are registered trade marks of the Institute for Apprenticeships and Technical Education.

The T Level Technical Qualification is a qualification approved and managed by the Institute for Apprenticeships and Technical Education.

[SUPPLIER] is authorised by the Institute for Apprenticeships and Technical Education to develop and deliver this Technical Qualification.

[‘MARK’] is a registered trade mark of [SUPPLIER].

Annex 1 (b): T Level Marks on Marked TQ materials

Front page

T-LEVELS*

*to be placed top right within the header

[Supplier logo]**

**to be placed bottom right within the footer

Final page

Copyright in this document belongs to, and is used under licence from, [SUPPLIER], © 20XX.

‘T-LEVELS’ is a registered trade mark of the Department for Education.

‘T Level’ is a registered trade mark of the Institute for Apprenticeships and Technical Education.

The T Level Technical Qualification is a qualification approved and managed by the Institute for Apprenticeships and Technical Education.

[SUPPLIER] is authorised by the Institute for Apprenticeships and Technical Education to develop and deliver this Technical Qualification.

[‘MARK’] is a registered trade mark of [SUPPLIER].

Annex 2: Mandatory Marked Materials

Key Materials

- a) specifications of content for each TQ including core and all specialist components;
- b) assessment guidelines (for Providers);
- c) quality assurance requirements (for Providers);
- d) specimen assessment materials;
- e) standards exemplification materials;
- f) updates or redevelopments of specifications of content;
- g) updates and redevelopments of any Key Materials; and
- h) any materials equivalent to the above to which a Skilled Future Supplier would reasonably require access for the Portability Purposes.

Key Materials shall **not** include support Materials, insofar as they are not part of any of the expressly included items listed above;

Ancillary Materials

- a) Assessment Strategy;

Annex 3: Brand Licensed Products and Services

Marketing materials relating to T Levels

Suppliers will be expected to adhere to the form of branding as set out in Annex 1 wherever reasonably practicable.

Annex 4: Dispute Resolution Procedure

Definitions³

“Dispute” means any claim, dispute or difference which arises out of or in connection with these Guidelines or in connection with the existence, legal validity or enforceability of these Guidelines, whether the alleged liability shall arise under English law or under the law of some other country and regardless of whether a particular cause of action may successfully be brought in the English courts.

“Style” means any matter set out in or referred to in paragraph 5 of the Guidelines.

“Dispute Resolution Procedure” means the dispute resolution procedure set out in paragraphs 1.1 to 1.5.

1 Resolving disputes

1.1 Where a Dispute (not being a Dispute arising solely in respect of Style):

1.1.1 arises solely between IfATE and a Supplier, the dispute resolution procedure set out in clause 37 of the Supplier’s Contract shall apply and the provisions of this Dispute Resolution Procedure shall not apply; or

1.1.2 relates to or is in connection with a dispute that is progressing under the Supplier’s Contract, the parties agree to be bound by the decision that is reached in accordance with the dispute resolution procedure set out in clause 37 of the Supplier’s Contract in respect of the dispute under the Supplier’s Contract, provided always that IfATE and/or the Supplier (as the case may be) have taken into account all reasonable comments and/or submissions of any third party who is a party to, or connected with, the Dispute.

1.2 Where the Dispute is one to which the circumstances described in paragraph 1.1 do not apply:

1.2.1 and the Dispute remains unresolved, the relevant parties connected with the Dispute shall procure that nominated senior representatives of each such party who have authority to settle the Dispute will, within 28 days of a written request from another connected party, meet in good faith to resolve the Dispute; and

1.2.2 if the Dispute is not resolved at that meeting, the relevant parties can attempt to settle it by mediation using the Centre for Effective Dispute Resolution (“**CEDR**”) Model Mediation Procedure current at the time of the Dispute. If the relevant parties

cannot agree on a mediator, the mediator with experience in trade mark law will be nominated by CEDR. If a relevant party does not wish to use, or continue to use mediation, or mediation does not resolve the Dispute:

- (i) the Dispute (other than a Dispute relating to Style) must be resolved using paragraphs 1.3 to 1.5; or
- (ii) a Dispute relating to Style must be resolved using paragraph 1.6.

1.3 Unless IfATE refers the Dispute (other than a Dispute relating to Style) to arbitration using paragraph 1.4, the parties irrevocably agree that the courts of England and Wales have the exclusive jurisdiction (other than in relation to a Dispute relating to Style) to:

1.3.1 determine the Dispute; and/or

1.3.2 grant interim remedies, or any other provisional or protective relief.

1.4 The parties agree that IfATE has the exclusive right to refer any Dispute (other than a Dispute relating to Style) to be finally resolved by arbitration under the London Court of International Arbitration Rules current at the time of the Dispute. There will be only one arbitrator. The seat or legal place of the arbitration will be London and the proceedings will be in English.

1.5 IfATE has the right to refer a Dispute (other than a Dispute relating to Style) to arbitration even if a party has started or has attempted to start court proceedings under paragraph 1.3, unless IfATE has agreed to the court proceedings or participated in them. Even if court proceedings have started, the relevant party must do everything necessary to ensure that the court proceedings are stayed in favour of any arbitration proceedings if they are started under paragraph 1.4.

1.6 If the Dispute is one which relates to Style, IfATE's decision will be final.

Schedule 16 Appendix 2

Mark

T Level

Registered trade mark(s) and applications³

Country	Mark	App or regn no	Date of app or regn	Classes	Specification
UK	T Level (word)	UK00003318112	15 June 2018	9, 16, 41	<p>Class 9: Electronic apparatus and instruments for testing, examination and assessment purposes; computer software, hardware and firmware for the provision of examination and assessments including software for operation over computer networks or by remote computer access; all of the aforesaid for use in the provision of education, teaching, training and/or assessment.</p> <p>Class 16: Examination papers; syllabi; diplomas; education, academic and vocational certificates; printed examination regulations; all of the aforesaid for use in the provision of education, teaching, training and/or assessment.</p>

³ To be updated as required based on trade mark application position at the Effective Date.

					Class 41: Issuing of educational awards; awarding of educational certificates; educational assessment services; provision of examination, testing and assessment services; provision of examination, testing and assessment services electronically, by online delivery, by way of the Internet or world wide web; online publication of syllabi, examination papers, assessments; examination services; assessment services; educational certification services; certification in relation to examinations and other forms of assessment; preparation and validation, accreditation, conducting and administration of examinations, assessments and tests; provision of examination papers; information, advisory and consultancy services relating to all of the aforesaid; all of the aforesaid relating to the provision of education, teaching, training and/or assessment.
EU	T Level (word)	017999579	13 December 2018	9, 16, 41	Class 9: Educational, teaching, instruction or research apparatus and instruments; electronic apparatus and instruments for teaching, instruction, training, research, education, testing, examination and assessment purposes; media bearing electronic publications and data; electronic publications; electronic publications (downloadable) provided online from a database or the Internet; downloadable text and information provided electronically, by online delivery, by way of the

					<p>Internet or world wide web; electronic database; audio visual teaching apparatus; films and video films; computer software, hardware and firmware; computer software, hardware and firmware for the provision of teaching, instruction, training, research, education, testing, examination and assessments including software for operation over computer networks or by remote computer access; educational software; all of the aforesaid for use in the provision of education, teaching, training and/or assessment.</p> <p>Class 16: Printed publications; educational publications; printed matter; educational materials; examination papers; syllabi; diplomas; education, academic and vocational certificates; printed examination regulations; books; magazines; publications; textbooks; exercise books and notebooks; catalogues, handbooks and manuals; study guides; instructional or teaching materials; all of the aforesaid for use in the provision of education, teaching, training and/or assessment.</p> <p>Class 41: Education services; teaching services; publication services; educational publication services; publication of printed matter relating to education; issuing of educational awards; awarding of educational certificates; electronic publication; publication of printed matter; educational assessment services; provision of training, teaching,</p>
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					<p>academic, education, instruction, examination, testing and assessment services; provision of training, teaching, academic, education, instruction, examination, testing and assessment services electronically, by online delivery, by way of the Internet or world wide web; online publication of electronic texts, books, textbooks, brochures, syllabi, examination papers, assessments; examination services; assessment services; educational certification services; certification in relation to examinations and other forms of assessment, education, training and awards; preparation and validation, accreditation, conducting and administration of examinations, assessments and tests; provision of examination papers; information, advisory and consultancy services relating to all of the aforesaid services; all of the aforesaid relating to the provision of education, teaching, training and/or assessment services.</p>
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Schedule 17

Provider Contract requirements

1 Provider Contract

1.1 This Schedule sets out the requirements that Provider Contracts must meet.

1.2 Provider Contracts must:

- 1.2.1 be in writing, enforceable, and on terms that are fair and reasonable;
- 1.2.2 set out all the requirements with which the Approved Provider must comply in order to continue to deliver the TQ;
- 1.2.3 establish a sanctions policy to be applied in the event that the Approved Provider fails to comply with the requirements in the Provider Contract;
- 1.2.4 require the Approved Provider to:
 - (i) take all reasonable steps to ensure that the Supplier is able to comply with its Conditions of Recognition;
 - (ii) retain a workforce of appropriate size and competence to undertake the delivery of the TQ as required by the Supplier;
 - (iii) have available sufficient managerial and other resources to enable it effectively and efficiently to undertake the delivery of the TQ as required by the Supplier;
 - (iv) undertake the delivery of the qualification required by the awarding organisation in accordance with the Equality Act 2010, any Act that was a statutory predecessor to that Act, or any legislation in a jurisdiction other than England which has an equivalent purpose and effect; and
 - (v) operate a complaints handling procedure or appeals process for the benefit of Students;

- 1.2.5 where, in accordance with the Approved Assessment Strategy an Approved Provider is permitted to carry out or procure the carrying out of marking of Student assessment evidence, set out details for carrying out Moderation;
- 1.2.6 not materially depart from any relevant industry standards and common education sector practices;
- 1.2.7 be materially consistent across all Approved Providers in respect of the provision of the Provider Services and, in particular, shall not discriminate against any particular types, sizes or geographical locations of Approved Providers in connection with the provision of any Provider Services;
- 1.2.8 include appropriate GDPR provisions: where the Supplier, in fulfilling its obligations under this Contract, is acting as a Processor on behalf of an Approved Provider, the Provider Contract will include provisions to ensure that any personal data (as defined in the GDPR) that is Processed by the Supplier in relation to the Provider Services is Processed in accordance with Data Protection Legislation;
- 1.2.9 be consistent with, and to the extent necessary allow for, any information, document and data sharing requirements contained within this Contract (to include any information, documents and data that must be provided by the Supplier to the Authority and/or any third party and any information, documents and data requested by Ofqual);
- 1.2.10 require the Approved Provider to assist the Supplier in carrying out any reasonable monitoring activities and to assist Ofqual in any investigations made for the purposes of performing its functions;
- 1.2.11 allow Approved Providers to purchase Provider Services on an “as and when needed” basis without any minimum or maximum volume commitments (including in relation to the number of Students);
- 1.2.12 require Approved Providers to register all Students on a TQ by the end of November or within such other timescales as are required by the Key Dates Schedule for the relevant Academic Year and pay that part of the Fees referred to in limb (a) of the definition of Fees within 30 days of such registration and provide that, if a Student terminates their study of the TQ before the end of the following January in the same Academic Year, the Supplier must provide a full refund of such Fees (relating to such Student) to the

Approved Provider (for the avoidance of doubt, if the Student terminates their study of the TQ after the end of the following January in the same Academic Year, the Supplier is not obliged to give a refund);

- 1.2.13 include detailed provisions relating to the Approved Provider's role in quality assurance, such provisions shall give effect to the requirements of the Approved Provider's Quality Assurance Process;
- 1.2.14 require Approved Providers to provide advice and guidance to Students (including any Student no longer enrolled with the Approved Provider) in relation to making enquiries about results (and any further steps that may be taken following such an enquiry (including those contemplated by the Additional Services)) and where such Student reasonably requests the Approved Provider (whether directly or indirectly) to request the provision of an Additional Service, require the Approved Provider to request the provision of such Additional Service from the Supplier;
- 1.2.15 require Approved Providers to seek written approval from the Supplier before permitting a third party (for example training providers or satellite centres) to deliver any part of the TQ, including its assessments, and requires the Approved Providers to agree in writing to the Supplier's requirements before the Supplier approves the use of a third party;
- 1.2.16 place responsibility on the Approved Provider to monitor whether any third party involved with the delivery and assessment of the TQ on its behalf has appropriate capacity and capability; and
- 1.2.17 specify a process to be followed in any withdrawal of the Approved Provider (whether voluntary or not) from its role in delivering the TQ and require Approved Providers to take all reasonable steps to protect the interests of Students in the case of such a withdrawal.

1.3 Provider Contracts must not:

- 1.3.1 include terms in connection with Provider Services that are not strictly necessary for the provision of the relevant Provider Services and/or which are materially inconsistent with any of the Supplier's obligations under this Contract;

- 1.3.2 make the provision of the Provider Services contingent on the take up of any further qualifications or services by the Approved Provider;
 - 1.3.3 require the Approved Provider to make any payments other than the Fees (e.g. for the avoidance of doubt, Provider Contracts shall not require any fees to be paid by the Approved Provider (or an Eligible Provider) for Provider Approval in relation to a TQ);
 - 1.3.4 offer any discounts to the Fees; and/or
 - 1.3.5 include provisions that are materially more onerous than any comparable provisions in this Contract.
- 1.4 The Supplier shall not offer to any Approved Provider any rebate, discount or other incentive in relation to services outside the Provider Services (whether or not in the Provider Contract) which is contingent on or linked to the Approved Provider entering into the Provider Contract and/or registering Students for the TQ.

Schedule 18

Commercially Sensitive Information

The content for this Schedule is contained in a separate file at;

S18_GEN2W1_E&EY_Commercially_Sensitive_Confidential_Information

Attachment 9: Commercially Sensitive Information and/or Confidential Information

- 1 All the information that the Authority supplies (to the Potential Supplier or otherwise) as part of this Procurement shall be treated as confidential information under paragraph 12 of the Terms of Participation.
- 2
 - a. During this Procurement, the Potential Supplier considers that the type of information listed in Table 1 below contained in its response to the ITT is 'Confidential Information'.
 - b. From the Effective Date of the Contract, the Potential Supplier considers that the type of information listed in Table 3 below contained in its response to the ITT shall be 'Confidential Information'.
- 3
 - a. During this Procurement, the Potential Supplier considers that the type of information listed in Table 2 below contained in its response to the ITT is not Confidential Information but is 'Commercially Sensitive Information'.
 - b. From the Effective Date of the Contract, the Potential Supplier considers that the type of information listed in Table 4 below contained in its response to the ITT is not Confidential Information but is 'Commercially Sensitive Information'.
- 4 The Potential Supplier must complete each Table fully and give full, valid and justifiable reasons for including any information in the Tables below. The Authority cannot accept any broad attempt to class all, or any broad categories of, information as either 'Confidential Information' or 'Commercially Sensitive Information' and may discard a Potential Supplier's attempts to classify information in this way.
- 5 The information supplied in this Attachment 9 shall be used to populate Schedule 18 of the Contract.
- 6 Potential Suppliers are reminded that notwithstanding the inclusion of any information in Table 1, Table 2, Table 3 and/or Table 4 below, the Authority shall be responsible for determining in its absolute discretion whether any information is exempt from disclosure in accordance with FoIA and/or the EIRs.

Schedule 19

Required Insurances

PART A: THIRD PARTY PUBLIC AND PRODUCTS LIABILITY INSURANCE

1 Insured

The Supplier

2 Interest

To indemnify the Insured in respect of all sums which the Insured shall become legally liable to pay as damages, including claimant's costs and expenses, in respect of accidental:

2.1 death or bodily injury to or sickness, illness or disease contracted by any person; and

2.2 loss of or damage to property,

happening during the period of insurance (as specified in paragraph 5) and arising out of or in connection with the provision of the Services under this Contract.

3 Limit of indemnity

Not less than £5,000,000 in respect of any one occurrence, the number of occurrences being unlimited, but £5,000,000 in the aggregate per annum in respect of products and pollution liability.

4 Territorial limits

United Kingdom.

5 Period of insurance

From the Effective Date and renewable on an annual basis unless agreed otherwise by the Authority in writing for the Term.

6 Cover features and extensions

Indemnity to principals clause.

7 Principal exclusions

- 7.1 War and related perils.
- 7.2 Nuclear and radioactive risks.
- 7.3 Liability for death, illness, disease or bodily injury sustained by employees of the Insured during the course of their employment.
- 7.4 Liability arising out of the use of mechanically propelled vehicles whilst required to be compulsorily insured by applicable Law in respect of such vehicles.
- 7.5 Liability in respect of predetermined penalties or liquidated damages imposed under any contract entered into by the Insured.
- 7.6 Liability arising out of technical or professional advice other than in respect of death or bodily injury to persons or damage to third party property.
- 7.7 Liability arising from the ownership, possession or use of any aircraft or marine vessel.
- 7.8 Liability arising from seepage and pollution unless caused by a sudden, unintended and unexpected occurrence.

8 Maximum deductible threshold

Not to exceed £10,000 for each and every third party property damage claim (personal injury claims to be paid in full).

PART B: PROFESSIONAL INDEMNITY INSURANCE

1 Insured

The Supplier

2 Interest

To indemnify the Insured for all sums which the Insured shall become legally liable to pay (including claimants' costs and expenses) as a result of claims first made against the Insured during the period of insurance (as specified in paragraph 13) by reason of any negligent act, error and/or omission arising from or in connection with the provision of the Services.

3 Limit of indemnity

Not less than £5,000,000 in respect of any one claim and in the aggregate per annum, exclusive of defence costs which are payable in addition.

4 Territorial Limits

United Kingdom

5 Period of insurance

From the Effective Date and renewable on an annual basis unless agreed otherwise by the Authority in writing (a) for the Term; and (b) for a period of 6 years thereafter.

6 Cover features and extensions

Retroactive cover to apply to any "claims made policy wording" in respect of this Contract or retroactive date to be no later than the Effective Date.

7 Principal exclusions

7.1 War and related perils

7.2 Nuclear and radioactive risks

8 Maximum deductible threshold

Not to exceed £10,000 for each and every claim.

PART C: UNITED KINGDOM COMPULSORY INSURANCES

1 The Supplier shall meet its insurance obligations under applicable Law in full, including, UK employers' liability insurance and motor third party liability insurance.

Schedule 20

Authorised Representatives

The content for this Annex is contained in a separate file at;

S20_GEN2W1_E&EY_Authorised_Representatives

Schedule 20
Authorised Representatives

Authority Authorised Representative

██████	██████████
██████	██ ██████████
Postal Address:	Sanctuary Buildings, 20 Great Smith Street, London SW1P 3BT
██████████	██

Supplier Authorised Representative

██████	██████████
██████	██
Postal Address:	NCFE Q6, Quorum Park Benton Lane Newcastle Upon Tyne NE12 8BT
██████████	██

Schedule 21

Staff Transfer

1. Definitions

1.1 In this Schedule, the following definitions shall apply:

“Former Supplier” means the Awarding Organisation that is operating or operated the T Level technical education qualification under the Original Contract;

“Notified Sub-contractor” means a Sub-contractor to whom Transferring Former Supplier Employees will transfer on a Relevant Transfer Date;

“Replacement Sub-contractor” means a sub-contractor of the Replacement Supplier to whom Transferring Supplier Employees will transfer on a Service Transfer Date (or any sub-contractor of any such sub-contractor);

“Relevant Transfer” means a transfer of employment to which TUPE applies;

“Relevant Transfer Date” means in relation to a Relevant Transfer, the date upon which the Relevant Transfer takes place;

“Service Transfer” means any transfer of the Services (or any part of the Services), for whatever reason, from the Supplier or any Sub-contractor to a Replacement Supplier or a Replacement Sub-contractor;

“Service Transfer Date” means the date of a Service Transfer;

“Staffing Information” means in relation to all persons identified on the Supplier’s Provisional Supplier Personnel List or Supplier’s Final Supplier Personnel List, as the case may be, such information as the Authority may reasonably request (subject to all applicable provisions of the Data Protection Legislation), but including in an anonymised format:

(a) their ages, dates of commencement of employment or engagement, gender and place of work;

- (b) details of whether they are employed, self-employed contractors or consultants, agency workers or otherwise;
- (c) the identity of the employer or relevant contracting Party;
- (d) their relevant contractual notice periods and any other terms relating to termination of employment, including redundancy procedures, and redundancy payments;
- (e) their wages, salaries, bonuses and profit sharing arrangements as applicable;
- (f) details of other employment-related benefits, including (without limitation) medical insurance, life assurance, pension or other retirement benefit schemes, share option schemes and company car schedules applicable to them;
- (g) any outstanding or potential contractual, statutory or other liabilities in respect of such individuals (including in respect of personal injury claims);
- (h) details of any such individuals on long term sickness absence, parental leave, maternity leave or other authorised long term absence;
- (i) copies of all relevant documents and materials relating to such information, including copies of relevant contracts of employment (or relevant standard contracts if applied generally in respect of such employees); and
- (j) any other Employee Liability Information” as such term is defined in regulation 11 of TUPE;

“Supplier’s Final Supplier Personnel List” means a list provided by the Supplier of all Supplier Personnel who will transfer under TUPE on the Service Transfer Date;

“Supplier’s Provisional Supplier Personnel List” means a list prepared and updated by the Supplier of all Supplier Personnel who are at the date of the list wholly or mainly engaged in or assigned to the provision of the Services or any relevant part of the Services which it is envisaged as at the date of such list will no longer be provided by the Supplier;

“Transferring Former Supplier Employees” means in relation to a Former Supplier, those employees of the Former Supplier to whom TUPE will apply on the Relevant Transfer Date; and

“Transferring Supplier Employees” means those employees of the Supplier and/or the Supplier’s Sub-contractors to whom TUPE will apply on the Service Transfer Date.

2. Interpretation

- 2.1 Where a provision in this Schedule imposes an obligation on the Supplier to provide an indemnity, undertaking or warranty, the Supplier shall procure that each of its Sub-contractors shall comply with such obligation and provide such indemnity, undertaking or warranty to the Authority, Former Supplier, Replacement Supplier or Replacement Sub-contractor, as the case may be.

Transferring Former Supplier Employees at Commencement of Services

3. Relevant Transfers

- 3.1 The Authority and the Supplier agree that:
- 3.1.1 the commencement of the provision of the Services or of any relevant part of the Services will be a Relevant Transfer in relation to the Transferring Former Supplier Employees; and
- 3.1.2 as a result of the operation of TUPE, the contracts of employment between each Former Supplier and the Transferring Former Supplier Employees (except in relation to any terms disapplied through the operation of regulation 10 of TUPE) shall have effect on and from the Relevant Transfer Date as if originally made between the Supplier and/or Notified Sub-contractor and each such Transferring Former Supplier Employee.
- 3.2 The Authority shall procure that each Former Supplier shall comply with all its obligations under TUPE and shall perform and discharge all its obligations in respect of all the Transferring Former Supplier Employees in respect of the period up to (but not including) the Relevant Transfer Date (including the payment of all remuneration, benefits, entitlements and outgoings, all wages, accrued but untaken holiday pay, bonuses, commissions, payments of PAYE, national insurance contributions and pension contributions which in any case are attributable in whole or in part in respect of the period up to (but not including) the Relevant Transfer Date) and the Supplier shall make, and the Authority shall procure that each Former Supplier makes, any necessary apportionments in respect of any periodic payments.

4. Former Supplier Indemnities

- 4.1 Subject to Paragraph 4.2, the Authority shall procure that each Former Supplier shall indemnify the Supplier and any Notified Sub-contractor against any Employee Liabilities arising from or as a result of:
- 4.1.1 any act or omission by the Former Supplier in respect of any Transferring Former Supplier Employee or any appropriate employee representative (as defined in TUPE) of any Transferring Former Supplier Employee arising before the Relevant Transfer Date;
 - 4.1.2 the breach or non-observance by the Former Supplier arising before the Relevant Transfer Date of:
 - (a) any collective agreement applicable to the Transferring Former Supplier Employees; and/or
 - (b) any custom or practice in respect of any Transferring Former Supplier Employees which the Former Supplier is contractually bound to honour;
 - 4.1.3 any proceeding, claim or demand by HMRC or other statutory authority in respect of any financial obligation including, but not limited to, PAYE and primary and secondary national insurance contributions:
 - (a) in relation to any Transferring Former Supplier Employee, to the extent that the proceeding, claim or demand by HMRC or other statutory authority relates to financial obligations arising before the Relevant Transfer Date; and
 - (b) in relation to any employee who is not a Transferring Former Supplier Employee and in respect of whom it is later alleged or determined that TUPE applied so as to transfer his/her employment from the Former Supplier to the Supplier and/or any Notified Sub-contractor as appropriate, to the extent that the proceeding, claim or demand by HMRC or other statutory authority relates to financial obligations in respect of the period to (but excluding) the Relevant Transfer Date;
 - 4.1.4 a failure of the Former Supplier to discharge or procure the discharge of all wages, salaries and all other benefits and all PAYE tax deductions and national insurance contributions relating to the Transferring Former Supplier Employees in respect of the period to (but excluding) the Relevant Transfer Date;

- 4.1.5 any claim made by or in respect of any person employed or formerly employed by the Former Supplier other than a Transferring Former Supplier Employee for whom it is alleged the Supplier and/or any Notified Sub-contractor as appropriate may be liable by virtue of this Contract and/or TUPE; and
 - 4.1.6 any claim made by or in respect of a Transferring Former Supplier Employee or any appropriate employee representative (as defined in TUPE) of any Transferring Former Supplier Employee relating to any act or omission of the Former Supplier in relation to its obligations under regulation 13 of TUPE, except to the extent that the liability arises from the failure by the Supplier or any Sub-contractor to comply with regulation 13(4) of TUPE.
- 4.2 The indemnities in Paragraph 4.1 shall not apply to the extent that the Employee Liabilities arise or are attributable to an act or omission of the Supplier or any Sub-contractor whether occurring or having its origin before, on or after the Relevant Transfer Date including, without limitation, any Employee Liabilities:
- 4.2.1 arising out of the resignation of any Transferring Former Supplier Employee before the Relevant Transfer Date on account of substantial detrimental changes to his/her working conditions proposed by the Supplier or any Sub-contractor to occur in the period from (and including) the Relevant Transfer Date; or
 - 4.2.2 arising from the failure by the Supplier and/or any Sub-contractor to comply with its obligations under TUPE.
- 4.3 If any person who is not identified as a Transferring Former Supplier Employee claims, or it is determined in relation to any person who is not identified as a Transferring Former Supplier Employee, that his/her contract of employment has been transferred from a Former Supplier to the Supplier and/or any Notified Sub-contractor pursuant to TUPE then:
- 4.3.1 the Supplier shall, or shall procure that the Notified Sub-contractor shall, within 5 Working Days of becoming aware of that fact, give notice in writing to the Authority and, where required by the Authority, to the Former Supplier; and
 - 4.3.2 the Former Supplier may offer (or may procure that a third party may offer) employment to such person within 15 Working Days of the notification by the Supplier and/or the Notified Sub-contractor or take such other reasonable steps as the Former Supplier considers

appropriate to deal with the matter provided always that such steps are in compliance with applicable Law.

4.4 If an offer referred to in Paragraph 4.3.2 is accepted, or if the situation has otherwise been resolved by the Former Supplier and/or the Authority, the Supplier shall, or shall procure that the Notified Sub-contractor shall, immediately release the person from his/her employment or alleged employment.

4.5 If by the end of the 15 Working Day period specified in Paragraph 4.3.2:

4.5.1 no such offer of employment has been made;

4.5.2 such offer has been made but not accepted; or

4.5.3 the situation has not otherwise been resolved,

the Supplier and/or any Notified Sub-contractor may within 5 Working Days give notice to terminate the employment or alleged employment of such person.

4.6 Subject to the Supplier and/or any Notified Sub-contractor acting in accordance with the provisions of Paragraphs 4.3 to 4.5 and in accordance with all applicable proper employment procedures set out in Law, the Authority shall procure that the Former Supplier indemnifies the Supplier and/or any Notified Sub-contractor (as appropriate) against all Employee Liabilities arising out of the termination of employment pursuant to the provisions of Paragraph 4.5 provided that the Supplier takes, or shall procure that the Notified Sub-contractor takes, all reasonable steps to minimise any such Employee Liabilities.

4.7 The indemnity in Paragraph 4.6:

4.7.1 shall not apply to:

(a) any claim for:

(b) discrimination, including on the grounds of sex, race, disability, age, gender reassignment, marriage or civil partnership, pregnancy and maternity or sexual orientation, religion or belief; or

(c) equal pay or compensation for less favourable treatment of part-time workers or fixed-term employees;

- (d) in any case in relation to any alleged act or omission of the Supplier and/or any Sub-contractor; or
- (e) any claim that the termination of employment was unfair because the Supplier and/or Notified Sub-contractor neglected to follow a fair dismissal procedure; and

4.7.2 shall apply only where the notification referred to in Paragraph 4.3.1 is made by the Supplier and/or any Notified Sub-contractor (as appropriate) to the Authority and, if applicable, the Former Supplier, within 6 months of the Relevant Transfer Date.

4.8 If any such person as is described in Paragraph 4.3 is neither re-employed by the Former Supplier nor dismissed by the Supplier and/or any Notified Sub-contractor within the time scales set out in Paragraph 4.5, such person shall be treated as having transferred to the Supplier or Notified Sub-contractor and the Supplier shall comply with such obligations as may be imposed upon it under the Law.

5. Supplier Indemnities and Obligations

5.1 Subject to Paragraph 5.2, the Supplier shall indemnify the Authority and/or the Former Supplier against any Employee Liabilities arising from or as a result of:

5.1.1 any act or omission by the Supplier or any Sub-contractor in respect of any Transferring Former Supplier Employee or any appropriate employee representative (as defined in TUPE) of any Transferring Former Supplier Employee whether occurring before, on or after the Relevant Transfer Date;

5.1.2 the breach or non-observance by the Supplier or any Sub-contractor on or after the Relevant Transfer Date of:

- (a) any collective agreement applicable to the Transferring Former Supplier Employee; and/or
- (b) any custom or practice in respect of any Transferring Former Supplier Employees which the Supplier or any Sub-contractor is contractually bound to honour;

5.1.3 any claim by any trade union or other body or person representing any Transferring Former Supplier Employees arising from or connected with any failure by the Supplier or a Sub-

contractor to comply with any legal obligation to such trade union, body or person arising on or after the Relevant Transfer Date;

- 5.1.4 any proposal by the Supplier or a Sub-contractor prior to the Relevant Transfer Date to make changes to the terms and conditions of employment or working conditions of any Transferring Former Supplier Employees to their material detriment on or after their transfer to the Supplier or a Sub-contractor (as the case may be) on the Relevant Transfer Date, or to change the terms and conditions of employment or working conditions of any person who would have been a Transferring Former Supplier Employee but for their resignation (or decision to treat their employment as terminated under regulation 4(9) of TUPE) before the Relevant Transfer Date as a result of or for a reason connected to such proposed changes;
- 5.1.5 any statement communicated to or action undertaken by the Supplier or a Sub-contractor to, or in respect of, any Transferring Former Supplier Employee before the Relevant Transfer Date regarding the Relevant Transfer which has not been agreed in advance with the Authority and/or the Former Supplier in writing;
- 5.1.6 any proceeding, claim or demand by HMRC or other statutory authority in respect of any financial obligation including, but not limited to, PAYE and primary and secondary national insurance contributions:
 - (a) in relation to any Transferring Former Supplier Employee, to the extent that the proceeding, claim or demand by HMRC or other statutory authority relates to financial obligations arising on or after the Relevant Transfer Date; and
 - (b) in relation to any employee who is not a Transferring Former Supplier Employee, and in respect of whom it is later alleged or determined that TUPE applied so as to transfer his/her employment from the Former Supplier to the Supplier or a Sub-contractor, to the extent that the proceeding, claim or demand by the HMRC or other statutory authority relates to financial obligations arising on or after the Relevant Transfer Date;
- 5.1.7 a failure of the Supplier or any Sub-contractor to discharge or procure the discharge of all wages, salaries and all other benefits and all PAYE tax deductions and national insurance contributions relating to the Transferring Former Supplier Employees in respect of the period from (and including) the Relevant Transfer Date;

5.1.8 any claim made by or in respect of a Transferring Former Supplier Employee or any appropriate employee representative (as defined in TUPE) of any Transferring Former Supplier Employee relating to any act or omission of the Supplier or any Sub-contractor in relation to obligations under regulation 13 of TUPE, except to the extent that the liability arises from the Former Supplier's failure to comply with its obligations under regulation 13(4) of TUPE; and

5.1.9 a failure by the Supplier or any Sub-Contractor to comply with its obligations under Paragraph 2.8 above.

5.2 The indemnities in Paragraph 5.1 shall not apply to the extent that the Employee Liabilities arise or are attributable to an act or omission of the Former Supplier whether occurring or having its origin before, on or after the Relevant Transfer Date including, without limitation, any Employee Liabilities arising from the Former Supplier's failure to comply with its obligations under TUPE.

5.3 The Supplier shall comply, and shall procure that each Sub-contractor shall comply, with all its obligations under TUPE (including without limitation its obligation to inform and consult in accordance with regulation 13 of TUPE) and shall perform and discharge, and shall procure that each Sub-contractor shall perform and discharge, all its obligations in respect of all the Transferring Former Supplier Employees, on and from the Relevant Transfer Date (including the payment of all remuneration, benefits, entitlements and outgoings, all wages, accrued but untaken holiday pay, bonuses, commissions, payments of PAYE, national insurance contributions and pension contributions and any other sums due under the Admission Agreement which in any case are attributable in whole or in part to the period from (and including) the Relevant Transfer Date) and any necessary apportionments in respect of any periodic payments shall be made between the Supplier and the Former Supplier.

6. Information

6.1 The Supplier shall, and shall procure that each Sub-contractor shall, promptly provide to the Authority and/or at the Authority's direction, the Former Supplier, in writing such information as is necessary to enable the Authority and/or the Former Supplier to carry out their respective duties under regulation 13 of TUPE. The Authority shall procure that the Former Supplier shall promptly provide to the Supplier and each Notified Sub-contractor in writing such information as is necessary to enable the Supplier and each Notified Sub-contractor to carry out their respective duties under regulation 13 of TUPE.

7. Procurement Obligations

- 7.1 Notwithstanding any other provisions of this Schedule, where in this Schedule the Authority accepts an obligation to procure that a Former Supplier does or does not do something, such obligation shall be limited so that it extends only to the extent that the Authority's contract with the Former Supplier contains a contractual right in that regard which the Authority may enforce, or otherwise so that it requires only that the Authority must use reasonable endeavours to procure that the Former Supplier does or does not act accordingly.

8. Pensions

- 8.1 The Supplier shall, and shall procure that each Sub-contractor shall, comply with the requirements of Part 1 of the Pensions Act 2008, section 258 of the Pensions Act 2004 and the Transfer of Employment (Pension Protection) Regulations 2005 for all transferring staff.

DATED

**THE INSTITUTE FOR
APPRENTICESHIPS AND TECHNICAL
EDUCATION**

and

NCFE

**INTELLECTUAL PROPERTY
ASSIGNMENT AND LICENCE IN
RELATION TO
THE EDUCATION AND EARLY
YEARS T LEVEL TECHNICAL
QUALIFICATION**

THIS ASSIGNMENT AND LICENCE is made on

BETWEEN:

- (3) **THE INSTITUTE FOR APPRENTICESHIPS AND TECHNICAL EDUCATION** of Sanctuary Buildings, 20 Great Smith Street, London SW1P 3BT ("**Authority**"); and
- (4) **NCFE** a company registered in England and Wales (company registration number:) 02896700, whose registered office is at [Q6, Quorum Park, Benton Lane, Newcastle Upon Tyne, NE12 8BT ("**Supplier**"),

each a "**Party**" and together the "**Parties**".

BACKGROUND TO THIS ASSIGNMENT AND LICENCE

- (D) The Authority and the Supplier have entered into a contract on the date of this Assignment and Licence for the design, development and delivery of the technical education qualification element ("**TQ**") for the Education and Early Years T Level ("the **TQ Agreement**").
- (E) The Supplier has agreed to assign certain intellectual property rights to the Authority, and to licence certain intellectual property rights to the Authority in connection with the TQ. The Authority has agreed to grant a licence back to the Supplier in relation to certain assigned intellectual property rights.
- (F) This Assignment and Licence, together with the TQ Agreement sets out the agreed terms of such assignment and licences.

2 Assignment and Licence start, formation and interpretation

- 2.1 This Assignment and Licence is legally binding from the Effective Date until it ends in accordance with its terms.
- 2.2 In this Assignment and Licence, unless the context otherwise requires, capitalised expressions shall have the meanings set out in this clause 1 or, where no definition is given in this clause 1, Schedule 1 to the TQ Agreement.
- 2.3 If a capitalised expression does not have an interpretation in this clause 1 or Schedule 1 to the TQ Agreement, it shall, in the first instance, be interpreted in accordance with the common

interpretation within the relevant market sector where appropriate. Otherwise, it shall be interpreted in accordance with the dictionary meaning.

2.4 In this Assignment and Licence, unless the context otherwise requires:

- 2.4.1 the singular includes the plural and vice versa;
- 2.4.2 reference to a gender includes the other gender and the neuter;
- 2.4.3 references to a person include an individual, company, body corporate, corporation, unincorporated association, firm, partnership or other legal entity or Crown Body;
- 2.4.4 references to a legal entity (other than the Supplier) shall include unless otherwise expressly stated any statutory successor to such entity and/or the relevant functions of such entity, and references to the Department shall include, where relevant, the ESFA;
- 2.4.5 a reference to any Law includes a reference to that Law as amended, extended, consolidated or re-enacted from time to time;
- 2.4.6 the words “**including**”, “**other**”, “**in particular**”, “**for example**” and similar words shall not limit the generality of the preceding words and shall be construed as if they were immediately followed by the words “**without limitation**”;
- 2.4.7 references to “**writing**” include typing, printing, lithography, photography, display on a screen, electronic and facsimile transmission and other modes of representing or reproducing words in a visible form, and expressions referring to writing shall be construed accordingly;
- 2.4.8 references to “**clauses**” and “**Schedules**” are, unless otherwise provided, references to the clauses and schedules of this Assignment and Licence and references in any Schedule to parts, paragraphs, annexes and tables are, unless otherwise provided, references to the parts, paragraphs, annexes and tables of the Schedule in which these references appear;
- 2.4.9 references to “**paragraphs**” are, unless otherwise provided, references to the paragraph of the appropriate Schedules unless otherwise provided; and
- 2.4.10 the headings in this Assignment and Licence are for ease of reference only and shall not affect the interpretation or construction of this Assignment and Licence.

2.5 In this Assignment and Licence, unless the context otherwise requires, the following words shall have the following meanings:

“Ancillary Materials” means all information and materials (other than Key Materials) to which the Authority and/or a Future Supplier would require access for the Portability Purposes, and any other materials which would be required on or to facilitate succession to a Future Supplier in a seamless manner in relation to the TQ offered or Operated by the Supplier.

Ancillary Materials shall include, without limitation:

- (a) Student results including grades;
- (b) statistical analysis for grading (excludes the systems supporting the analysis);
- (c) lists of Providers;
- (d) marked Student evidence (with moderation outcomes);
- (e) documentation which provides an overview or analysis of Student performance (including chief examiner and chief moderator reports), which include but are not limited to, examples of student responses to assessment questions and/or tasks as well as narrative explaining why students did well/ less well on individual items/ components/ subcomponents);
- (f) data on Student credits;
- (g) data on Student appeals;
- (h) data on special considerations for Students;
- (i) the Assessment Strategy;
- (j) Student registrations;
- (k) draft materials in preparation for forthcoming assessments;
- (l) the Key Dates Schedule (in respect of forthcoming assessments);

- (m) lists, with contact details, of people contracted by the Supplier to perform or oversee activities which are necessary for the conduct and quality assurance of assessments for the TQ;
- (n) materials from completed assessments, such as completed Students' examination answer booklets; and
- (o) TQ Live Assessment Materials

"Approval" has the same meaning as in the TQ Agreement;

"Assigned Rights" means the Intellectual Property Rights in the Key Materials;

"Authority Authorised Representative" has the same meaning as in the TQ Agreement;

"Background IPR" means any IPR owned by a Party prior to the Effective Date or created or developed by a Party otherwise than in the provision of the Services or under or in connection with the TQ Agreement, but does not include IPR in Key Materials;

"Beneficiary" means a Party having (or claiming to have) the benefit of an indemnity under this Assignment and Licence;

"Claim" means any claim for which it appears that a Beneficiary is, or may become, entitled to indemnification under this Assignment and Licence;

"Continuing Activities" means activities of the Supplier under the TQ Agreement which continue following the end of the second Academic Year for the final Exclusive Cohort (each as defined in the TQ Agreement) in relation to the TQ as offered by the Supplier, such as retakes, appeals, and any ongoing records management contracted to the Supplier;

"Default" means any breach of the obligations of the Supplier (including abandonment of the Assignment and Licence in breach of its terms) or any other default (including material default), act, omission, negligence or statement of the Supplier, of its Subcontractors or any Supplier Staff howsoever arising in connection with or in relation to the subject-matter of this Assignment and Licence and in respect of which the Supplier is liable to the Authority;

"Deliverables" means all information and data the Supplier creates, identifies for use, or uses as part of or for the Operation of the TQ, including Products and Management Information;

“Dispute” means any claim, dispute or difference which arises out of or in connection with this Assignment and Licence or in connection with the negotiation, existence, legal validity, enforceability or termination of this Assignment and Licence, whether the alleged liability shall arise under English law or under the law of some other country and regardless of whether a particular cause of action may successfully be brought in the English courts;

“Effective Date” means the date on which the last Party to sign has signed this Assignment and Licence;

“Final Approval Milestone” has the meaning given in the TQ Agreement;

“Future Supplier” means any Awarding Organisation appointed, at any point in the future and including any Replacement Supplier, to operate one or more T Level technical education qualifications by or at the direction of the Authority from time to time, and where the Authority is operating a T Level technical education qualification, shall also include the Authority;

“Indemnifier” means a Party from whom an indemnity is sought under this Assignment and Licence;

“Insolvency Event” means:

- (d) in respect of a company:
 - (i) a proposal is made for a voluntary arrangement within Part I of the Insolvency Act 1986 or of any other composition scheme or arrangement with, or assignment for the benefit of, its creditors; or
 - (ii) a shareholders' meeting is convened for the purpose of considering a resolution that it be wound up or a resolution for its winding-up is passed (other than as part of, and exclusively for the purpose of, a bona fide reconstruction or amalgamation); or
 - (iii) a petition is presented for its winding up (which is not dismissed within fourteen (14) Working Days of its service) or an application is made for the appointment of a provisional liquidator or a creditors' meeting is convened pursuant to section 98 of the Insolvency Act 1986; or
 - (iv) a receiver, administrative receiver or similar officer is appointed over the whole or any part of its business or assets; or

- (v) an application order is made either for the appointment of an administrator or for an administration order, an administrator is appointed, or notice of intention to appoint an administrator is given; or
- (vi) it is or becomes insolvent within the meaning of section 123 of the Insolvency Act 1986; or
- (vii) being a “**small company**” within the meaning of section 382(3) of the Companies Act 2006, a moratorium comes into force pursuant to Schedule A1 of the Insolvency Act 1986; or
- (e) where the person is an individual or partnership, any event analogous to those listed in limbs (a) (i) to (vii) (inclusive) occurs in relation to that individual or partnership; or
- (f) any event analogous to those listed in limbs (a) (i) to (vii) (inclusive) occurs under the law of any other jurisdiction;

“Intellectual Property Rights” or “IPR” means:

- (g) copyright, rights related to or affording protection similar to copyright, rights in databases, patents and rights in inventions, semi-conductor topography rights, trade marks, rights in internet domain names and website addresses and other rights in trade or business names, goodwill, designs, Know-How, trade secrets and other rights in Confidential Information;
- (h) applications for registration, and the right to apply for registration, for any of the rights listed at (a) that are capable of being registered in any country or jurisdiction; and
- (i) all other rights having equivalent or similar effect in any country or jurisdiction;

“IPR Claim” means any claim of infringement or alleged infringement (including the defence of such infringement or alleged infringement) of any IPR used to provide the Services and/or supply the Products or otherwise provided and/or licensed by the Supplier (or to which the Supplier has provided access) to the Authority in the fulfilment of its obligations under the TQ Agreement or this Assignment and Licence;

“Key Materials” means materials the IPR in which the Authority reasonably requires ownership of for the Portability Purposes. Examples of where the Authority may reasonably require ownership include because the Authority or a Future Supplier (or, where relevant, a potential Future Supplier) may need to copy or

otherwise reproduce such materials (in whole or in part), to supply or communicate the same, or to be able control the use (in whole or in part) of such materials by third parties, or to authorise others to do so.

Key Materials shall include:

- (a) specifications of content for each TQ including core and all specialist components;
- (b) assessment guidelines (for Providers);
- (c) quality assurance requirements (for Providers);
- (d) specimen assessment materials;
- (e) standards exemplification materials;
- (f) supplementary specimen assessment materials
- (g) employer set project guide exemplar responses
- (h) employer set project grade exemplar responses
- (i) updates or redevelopments of specifications of content;
- (j) updates and redevelopments of any Key Materials; and
- (k) any materials equivalent to the above to which a Skilled Future Supplier would reasonably require access for the Portability Purposes.

Key Materials shall not include:

- (1) Support Materials, insofar as they are not part of any of the expressly included items listed above;
- (2) question banks insofar as they are not part of any of the included items listed above and are not developed for the TQ; and
- (3) any systems and platforms used to support the delivery of the TQ, provided that the relevant TQ content or data held in or processed by such systems and/or platforms can be extracted without requiring further processing post-extraction (and the Supplier can demonstrate that they can be so extracted) to enable use of the relevant content and/or data by a Skilled

Future Supplier in conjunction with a non-proprietary or generally commercially available system or platform;

“Know-How” means all ideas, concepts, schemes, information, knowledge, techniques, methodology, and anything else in the nature of know-how relating to the Services;

“Law” means any law, subordinate legislation within the meaning of Section 21(1) of the Interpretation Act 1978, bye-law, enforceable right within the meaning of Section 2 of the European Communities Act 1972, regulation, order, regulatory policy, mandatory guidance or code of practice, judgment of a relevant court of law, or directives or requirements with which the Supplier is bound to comply;

“Losses” means all losses, liabilities, damages, costs, expenses (including legal fees), disbursements, costs of investigation, litigation, settlement, judgment, interest and penalties whether arising in contract, tort (including negligence), breach of statutory duty, misrepresentation or otherwise and **“Loss”** shall be interpreted accordingly;

“New IPR” means :

- (a) IPR in items created by the Supplier (or by a third party on behalf of the Supplier) specifically for the purposes of the TQ Agreement and updates and amendments of these items including (but not limited to) database schema; and/or
- (b) IPR in or arising as a result of the performance of the Supplier's obligations under the TQ Agreement and all updates and amendments to the same,

but shall not include any IPR owned by the Supplier prior to the Effective Date;

“Operate” in relation to a qualification means to provide the Services or a material part of the Services, or services replacing the Services or a material part of the Services, or of an equivalent character to the Services or a material part of the Services in relation to any other qualification (whether a T Level technical education qualification or not); and **“Operation”** and other cognate terms shall have a corresponding meaning;

“Party” means the Authority or the Supplier and **“Parties”** means both of them where the context permits;

“Product” has the meaning given in the TQ Agreement;

“Provider” means an organisation that has a grant agreement and/or a contract in place with the ESFA to provide qualifications to Students;

“Replacement Services” means any services which are substantially similar to any of the Services (including the supply of any Products) and which the Authority receives in substitution for any of the Services, whether those services are provided by the Authority internally and/or by any third party;

“Replacement Supplier” has the meaning given in the TQ Agreement;

“Required Insurances” has the meaning given in the TQ Agreement;

“Services” means the services as described in Schedule 2 to the TQ Agreement (*Service Requirements*) including any Additional Services as defined in the TQ Agreement;

“Termination Notice” means a written notice of termination given by one Party to the other, notifying the Party receiving the notice of the intention of the Party giving the notice to terminate this Assignment and Licence on a specified date and setting out the grounds for termination;

“Third Party IPR” means Intellectual Property Rights owned by a third party which is or will be used by the Supplier for the purpose of providing the Services and/or supplying the Products;

“TQ Agreement” has the meaning given in recital A (above);

“Transparent” means that students and employers will regard the TQ delivered by a Future Supplier as materially the same as the TQ delivered and operated by the (existing) Supplier;

“Working Day” means any day other than a Saturday or Sunday or public holiday in England and Wales.

3 Assignment

3.1 Pursuant to and for the consideration set out in the TQ Agreement, the Supplier assigns to the Authority, absolutely with full title guarantee all its right, title and interest in and to all of the Intellectual Property Rights in the Key Materials (which, for the avoidance of doubt, includes the Guide Standard Exemplification Materials) including the right to bring, make, oppose, defend, appeal proceedings, claims or actions and obtain relief (and to retain any damages recovered) in respect of any infringement, or any other cause of action arising from ownership, of any of the Assigned Rights on or after the date of this Assignment and Licence. Such assignment shall take place on the earlier of:

3.1.1 the creation of any relevant materials known to be Key Materials;

3.1.2 the identification by the Supplier of the use of the relevant materials as part of the TQ; and

3.1.3 delivery of the relevant Key Materials to the Authority, or Operation of the TQ by the Supplier.

3.2 With the exception of Guide Standard Exemplification Materials, all Key Materials are relevant course documents for the purposes of section A2D3(4) of the Apprenticeships, Skills, Children and Learning Act 2009, and on approval of the TQ at the Final Approval Milestone and on any subsequent Approval, to the extent that any copyright or any rights in copyright forming part of the Assigned Rights have not then been assigned to and vested absolutely in the Authority, they shall be transferred to the Authority by operation of statute in accordance with section A2IA of the Apprenticeships, Skills, Children and Learning Act 2009. Intellectual Property Rights in the Guide Standard Exemplification Materials is assigned to the Authority by virtue of 2.1 above.

4 Licences to the Authority

4.1 The Supplier hereby grants to the Authority (and the Authority shall have, in addition to any retained rights under clause 13.8 of the TQ Agreement) a non-exclusive, perpetual, royalty-free, irrevocable, transferable worldwide licence to use, exploit and sub-license the IPR in the Ancillary Materials and the Supplier's Background IPR and, in respect of any IPR in Key Materials, in each case to the extent that the same are not at the relevant time vested absolutely in the Authority, as necessary to enable the Authority (and its sub-licensees) to:

4.1.1 use the Key Materials and Ancillary Materials in its administration, approval and oversight of the TQ and other T Level technical education qualifications and to make the same available to others (such as Ofqual) to do the same; and

4.1.2 to use the Key Materials and the Ancillary Materials, and for any Future Supplier or potential Future Supplier to use the Key Materials and the Ancillary Materials:

(i) for competing or tendering for the delivery and Operation of the TQ and/or any Replacement TQ, during any Transition Period and following expiry or termination of the TQ Agreement; and

(ii) to deliver and Operate the TQ and any Replacement TQ, during any Transition Period and following expiry or termination of the TQ Agreement; and

4.1.3 otherwise to receive and use the Services and the Deliverables and allow any Future Supplier to use the Deliverables; and

4.1.4 to sub-license others to exercise the rights set out in this clause 3.1.

4.2 The Authority agrees that it shall use any Ancillary Materials which fall solely within element (I) of the definition of Ancillary Materials (being “*lists, with contact details, of people contracted by the Supplier to perform or oversee activities which are necessary for the conduct and quality assurance of assessments for the TQ*”) only for the purposes of planning for or executing an Emergency Exit.

5 Licence to the Supplier

5.1 The Authority hereby grants to the Supplier, in respect of the Assigned Rights, a worldwide, royalty free, perpetual and irrevocable non-exclusive licence, with the right to sublicense, to use and exploit the IPR in the Key Materials during and after the Term, but not, save as provided in the TQ Agreement, to use the same as part of a T Level, such licence being subject to clauses 13.13 and 13.14 of the TQ Agreement (which for these purposes shall survive any termination or expiry of the TQ Agreement).

6 Warranties and representations

6.1 The Supplier warrants and represents (on the Effective Date and on any relevant assignment or grant of licence taking effect) that:

6.1.1 it is or will be the sole legal and beneficial owner of, and that it owns all the rights and interests in the Assigned Rights no later than the time for assignment specified in clause 2.1 or when they are assigned in accordance with clause 13.2.1 of the TQ Agreement, save for Assigned Rights other than New IPR, in respect of which it has previously notified the Authority and the Authority has agreed in writing that this warranty shall not apply;

6.1.2 where it is not the sole legal and beneficial owner of the Assigned Rights, including the Assigned Rights which are to be used or embodied in any Key Materials, it has established that all owners of such rights consent to their assignment and transfer absolutely to the Authority;

6.1.3 it has all the necessary right and title to grant all the licences granted to the Authority under this Assignment and Licence and the TQ Agreement;

- 6.1.4 it has not licensed or assigned any of the Assigned Rights other than pursuant to this Assignment and Licence or the TQ Agreement;
- 6.1.5 the Assigned Rights are free from any security interest, option, mortgage, charge or lien;
- 6.1.6 it is unaware of any infringement or likely infringement of any of the Assigned Rights;
- 6.1.7 as far as it is aware, all the Assigned Rights are valid and subsisting and there are and have been no claims, challenges, disputes or proceedings, pending or threatened, in relation to the ownership, validity or use of any of the Assigned Rights;
- 6.1.8 the use of the Key Materials and Ancillary Materials, and exploitation of the Assigned Rights by the Supplier in the provision of the Services and Deliverables or by the Authority in receiving and using the Services and Deliverables or procuring any Replacement Services or by any Future Supplier in Operating any Replacement Services, will not infringe the rights of any third party; and
- 6.1.9 the Key Materials are its original work and have not been copied wholly or substantially from any other source.

7 Indemnity

- 7.1 Subject to clause 19, if there is an IPR Claim, the Supplier indemnifies the Authority against all losses, damages, costs or expenses (including professional fees and fines) incurred as a result.
- 7.2 If an IPR Claim is made or anticipated, the Supplier must at its own expense and the Authority's sole option, either:
 - 7.2.1 obtain for the Authority the rights in clause 2.1 and 3.1 without infringing any Third Party IPR; or
 - 7.2.2 replace or modify the relevant item with substitutes that do not infringe IPR without adversely affecting the functionality or performance of the Deliverables.

8 Moral rights

- 8.1 The Supplier shall procure written absolute waivers from all authors of the Key Materials and Ancillary Materials in relation to all their moral rights arising under the Copyright, Designs and

Patents Act 1988 in relation to the Key Materials and Ancillary Materials and, as far as is legally possible, any broadly equivalent rights such authors may have in any territory of the world.

9 Ending or extending the Assignment and Licence

- 9.1 This Assignment and Licence ends if terminated by the Authority for any reason set out in this Assignment and Licence.
- 9.2 If any of the following events happen, the Authority has the right to immediately terminate this Assignment and Licence or any of the licences granted under this Assignment and Licence by issuing a Termination Notice to the Supplier (in the latter case specifying the relevant licences):
- 9.2.1 a Default incapable of remedy;
 - 9.2.2 a Default capable of remedy that is not corrected within 30 days; and
 - 9.2.3 anything occurs which entitles the Authority to terminate the TQ Agreement.

10 Claims against third parties

- 10.1 The Supplier may take any action it considers appropriate or necessary, subject to the Authority's prior written consent, not to be unreasonably withheld or delayed, if there is a breach, other than in connection with the TQ, by a third party of the Authority's rights in any IPR licensed to the Supplier under clause 4, and the Authority agrees to provide all such assistance as the Supplier may reasonably require (subject to meeting the Authority's reasonably agreed costs and expenses and the Supplier hereby indemnifying the Authority in respect of any loss, damage or liability the Authority incurs by reason of any such action).

11 Further assurance

- 11.1 At the Authority's expense the Supplier shall, and shall use all reasonable endeavours to procure that any necessary third party shall, promptly execute and deliver such documents and perform such acts as may reasonably be required for the purpose of giving full effect to this Assignment and Licence and the TQ Agreement, including:
- 11.1.1 registration of the Authority as applicant or (as applicable) proprietor of the Assigned Rights; and

- 11.1.2 assisting the Authority in obtaining, defending and enforcing the Assigned Rights, and assisting with any other proceedings which may be brought by or against the Authority against or by any third party relating to the Assigned Rights.
- 11.2 The Supplier appoints the Authority to be its attorney in its name and on its behalf to execute documents, use the Supplier's name and do all things which are necessary or desirable for the Authority to obtain for itself or its nominee the full benefit of this Assignment and Licence.
- 11.3 This power of attorney is irrevocable and is given by way of security to secure the performance of the Supplier's obligations under this Assignment and Licence and the proprietary interest of the Authority in the Assigned Rights and so long as such obligations of the Supplier remain undischarged, or the Authority has such interest, the power may not be revoked by the Supplier, save with the consent of the Authority.
- 11.4 Without prejudice to clause 10.2, the Authority may, in any way it thinks fit and in the name and on behalf of the Supplier:
 - 11.4.1 take any action that this Assignment and Licence requires the Supplier to take;
 - 11.4.2 exercise any rights which this Assignment and Licence gives to the Supplier; and
 - 11.4.3 appoint one or more persons to act as substitute attorney(s) for the Supplier and to exercise such of the powers conferred by this power of attorney as the Authority thinks fit and revoke such appointment.
- 11.5 The Supplier undertakes to ratify and confirm everything that the Authority and any substitute attorney does or arranges or purports to do or arrange in good faith in exercise of any power granted under this clause 10.

12 How much each Party can be held responsible for

- 12.1 Each Party's total aggregate liability under this Assignment and Licence (whether in tort, contract or otherwise) for each claim or series of connected claims is no more than £1 million.
- 12.2 No Party is liable to the other for:
 - 12.2.1 any indirect Losses; or

- 12.2.2 loss of profits, turnover, savings, business opportunities or damage to goodwill (in each case whether direct or indirect).
- 12.3 The limitation of liability set out in clause 11.1 does not apply to either Party in relation to the following:
 - 12.3.1 its liability for death or personal injury caused by its negligence, or that of its employees, agents or subcontractors;
 - 12.3.2 bribery or fraud or fraudulent misrepresentation by it or its employees; or
 - 12.3.3 any liability that cannot be excluded or permitted by Law.
- 12.4 Each Party must use all reasonable endeavours to mitigate any Losses which it suffers under or in connection with this Assignment and Licence, including where any such Losses are covered by an indemnity.
- 12.5 When calculating the Supplier's liability under clause 11.1, Losses covered by Required Insurances will not be taken into consideration.

13 Invalid parts of this Assignment and Licence

- 13.1 If any part of this Assignment and Licence is prohibited by Law or judged by a court to be unlawful, void or unenforceable, it must be removed from this Assignment and Licence as much as required and rendered ineffective as far as possible without affecting the rest of the Assignment and Licence, or whether it is valid or enforceable.

14 No other terms apply

- 14.1 Except as otherwise expressly provided in this Assignment and Licence or in the TQ Agreement, the provisions incorporated into this Assignment and Licence are the entire agreement between the Parties. The Assignment and Licence replaces all previous statements and agreements whether written or oral. No other provisions apply.
- 14.2 Variation of this Assignment and Licence is only effective if agreed in writing and signed by both Parties.

15 Other people's rights in this Assignment and Licence

- 15.1 No third parties may use the Contracts (Rights of Third Parties) Act ("CRTPA") to enforce any term of this Assignment and Licence unless stated (referring to CRTPA) in this Assignment and Licence. This does not affect third party rights and remedies that exist independently from CRTPA.

16 Relationships created by this Assignment and Licence

- 16.1 This Assignment and Licence does not create a partnership, joint venture or employment relationship. The Supplier must represent themselves accordingly and ensure others do so.

17 Giving up contract rights

- 17.1 A partial or full waiver or relaxation of the terms of this Assignment and Licence is only valid if it is stated to be a waiver in writing to the other Party.

18 Transferring responsibilities

- 18.1 The Supplier must not assign this Assignment and Licence without Approval.
- 18.2 The Authority can assign, novate or transfer this Assignment and Licence or any part of it to any Crown Body, public or private sector body which performs the functions of the Authority.
- 18.3 The Supplier must enter into a novation agreement in the form that the Authority specifies in order to use its rights under clause 17.2.
- 18.4 The Supplier can terminate this Assignment and Licence if it is novated under clause 17.2 to a private sector body that is experiencing an Insolvency Event.

19 How to communicate about this Assignment and Licence

- 19.1 All notices under this Assignment and Licence must be in writing and are considered effective on the Working Day of delivery as long as delivered before 5:00 pm on a Working Day. Otherwise the notice is effective on the next Working Day. An email is effective when sent unless an error message is received.
- 19.2 Notices to the Authority must be sent to the Authority Authorised Representative's address and email address, and all notices must be copied to the Authority's Head of Commercial Delivery Management [REDACTED] and the Authority's Head of Legal [REDACTED] .

- 19.3 This clause does not apply to the service of legal proceedings or any documents in any legal action, arbitration or dispute resolution.

20 Dealing with claims

- 20.1 If a Beneficiary is notified or otherwise becomes aware of a Claim then it must notify the Indemnifier as soon as reasonably practical and no later than 10 Working Days after such notification or date of first awareness.
- 20.2 At the Indemnifier's cost the Beneficiary must both:
- 20.2.1 allow the Indemnifier to conduct all negotiations and proceedings to do with a Claim; and
 - 20.2.2 give the Indemnifier reasonable assistance with the Claim if requested.
- 20.3 The Beneficiary must not make admissions about the Claim without the prior written consent of the Indemnifier which cannot be unreasonably withheld or delayed.
- 20.4 The Indemnifier must consider and defend the Claim diligently using competent legal advisors and in a way that does not damage the Beneficiary's reputation.
- 20.5 The Indemnifier must not settle or compromise any Claim without the Beneficiary's prior written consent which it must not unreasonably withhold or delay.
- 20.6 Each Beneficiary must take all reasonable steps to minimise and mitigate any losses that it suffers because of the Claim.
- 20.7 If the Indemnifier pays the Beneficiary money under an indemnity and the Beneficiary later recovers money which is directly related to the Claim, the Beneficiary must immediately repay the Indemnifier the lesser of either:
- 20.7.1 the sum recovered minus any legitimate amount spent by the Beneficiary when recovering this money; or
 - 20.7.2 the amount the Indemnifier paid the Beneficiary for the Claim.

21 Resolving disputes

- 21.1 If there is a Dispute, the senior representatives of the Parties who have authority to settle the Dispute will, within 28 days of a written request from the other Party, meet in good faith to resolve the Dispute.
- 21.2 If the Dispute is not resolved at that meeting, the Parties can attempt to settle it by mediation using the Centre for Effective Dispute Resolution (“**CEDR**”) Model Mediation Procedure current at the time of the Dispute. If the Parties cannot agree on a mediator, the mediator will be nominated by CEDR. If either Party does not wish to use, or continue to use mediation, or mediation does not resolve the Dispute, the Dispute must be resolved using clauses 20.3 to 20.5.
- 21.3 Unless the Authority refers the Dispute to arbitration using clause 20.4, the Parties irrevocably agree that the courts of England and Wales have the exclusive jurisdiction to:
- 21.3.1 determine the Dispute;
 - 21.3.2 grant interim remedies, or any other provisional or protective relief.
- 21.4 The Supplier agrees that the Authority has the exclusive right to refer any Dispute to be finally resolved by arbitration under the London Court of International Arbitration Rules current at the time of the Dispute. There will be only one arbitrator. The seat or legal place of the arbitration will be London and the proceedings will be in English.
- 21.5 The Authority has the right to refer a Dispute to arbitration even if the Supplier has started or has attempted to start court proceedings under clause 20.4, unless the Authority has agreed to the court proceedings or participated in them. Even if court proceedings have started, the Parties must do everything necessary to ensure that the court proceedings are stayed in favour of any arbitration proceedings if they are started under clause 20.4.
- 21.6 The Supplier cannot suspend the performance of this Assignment and Licence during any Dispute.

22 Which law applies

- 22.1 This Assignment and Licence and any issues arising out of, or connected to it, are governed by English law.

ANNEX

IPR Assurance Certificate

This certificate is given pursuant to clause 13.9 of the agreement (“**Contract**”) between the Institute for Apprenticeships and Technical Education (“**Authority**”) and the supplier named below (“**Supplier**”), and the Intellectual Property Assignment and Licence between the Authority and the Supplier (which also forms Schedule 14 of the Contract) (“**Assignment and Licence**”).

Guidance:

When to complete this certificate: This certificate should be completed in respect of each Deliverable (as defined in the Contract) which is made available to the Authority under the Contract, and a completed certificate should be supplied to the Authority with that Deliverable. This includes updates to existing Deliverables.

Purpose of this certificate: This certificate is intended to confirm that the specific Deliverable fully complies with the intellectual property provisions of the Contract. A copy of the certificate will be retained by the Authority as evidence of the intellectual property position.

Supplier Declaration:

We (being the Supplier named below) confirm that the Deliverable(s) supplied together with (or shortly before or after) this certificate, all elements of which are listed in either Table 1 or Table 2 below⁴, comply with the intellectual property provisions in the Contract, in particular the applicable warranties set out in clause 5 of the Assignment and Licence.

We confirm that the Deliverable(s) either:

- (i) contain no third party intellectual property rights, or
- (ii) contain third party intellectual property rights and we have obtained the consent of the applicable third party:

- in the case of Key Materials, to their assignment and transfer to the Authority; and/or
- in the case of Ancillary Materials, to their licence to the Authority,

in each case on the terms and conditions of the Contract and Assignment and Licence.

We confirm that this certificate overrides any statement or copyright notice forming part of the Deliverable(s) which is in any way inconsistent with this certificate. We agree that this certificate does not detract in any way from the rights granted to the Authority in the Contract.

Key Materials

We confirm that the Deliverable(s) set out in Table 1 below, or the elements of the Deliverable(s) set out in Table 1 below, are Key Materials, as defined in the Contract:

Table 1

⁴ If, by exception, the Supplier asserts that the Deliverable includes elements which are neither Key Materials nor Ancillary Materials, this should be notified in writing to the Authority prior to the relevant Deliverable being made available to the Authority.

Deliverable	Key Materials
[Set out title / description of the Deliverable]	Set out elements which are Key Materials, or confirm "entire Deliverable"
[insert additional rows if required]	

All intellectual property rights in the Deliverable(s), or elements of the Deliverable(s) listed above in Table 1 as Key Materials, have vested or hereby vest in the Authority pursuant to the Assignment and Licence.

Ancillary Materials

We confirm that the Deliverable(s) set out in Table 2 below, or the elements of the Deliverable set out in Table 2 below are Ancillary Materials, as defined in the Contract:

Table 2

Deliverable	Ancillary Materials
[Set out title / description of the Deliverable]	Set out elements which are Ancillary Materials, or confirm "entire Deliverable"
[insert additional rows if required]	

All intellectual property rights in the Deliverable(s), or elements of the Deliverable(s) listed above in Table 2 as Ancillary Materials, are licensed to the Authority on the terms and conditions of and pursuant to the Assignment and Licence.

Signed for and on behalf of the Supplier:

Name

Position

Date

Signed by

NCFE

[REDACTED]

[REDACTED]

Signature:

[REDACTED]

Signed by

THE INSTITUTE FOR APPRENTICESHIPS AND TECHNICAL EDUCATION

[REDACTED]

[REDACTED]

Signature:

[REDACTED]