

# ANALYSIS OF T LEVEL STUDENTS' DESTINATIONS: THIRD COHORT

A REPORT TO THE GATSBY CHARITABLE FOUNDATION

RICHARD BONIFACE AND GRAHAM WHALLEY (RCU)

March 2026



## **ACKNOWLEDGEMENTS**

RCU are grateful to the Gatsby Charitable Foundation for their support of this work and to Sarah Herdan and Jenifer Burden for their guidance throughout the project. RCU would also like to thank all the survey respondents for sharing information about the destination of their T Level students.

## **DISCLAIMER**

The views and opinions expressed in this report are those of the authors and do not necessarily state or reflect those of the Gatsby Charitable Foundation.

## CONTENTS

<b>EXECUTIVE SUMMARY</b>	<b>1</b>
<b>SECTION 1 – INTRODUCTION</b>	<b>2</b>
1.1 Background	2
1.2 Scope of the analysis and methodology	3
<b>SECTION 2 – POPULATION AND SAMPLE COMPOSITION</b>	<b>4</b>
<b>SECTION 3 – OVERVIEW OF STUDENT DESTINATIONS</b>	<b>7</b>
<b>SECTION 4 – BUSINESS AND ADMINISTRATION</b>	<b>9</b>
4.1 Management and Administration	9
<b>SECTION 5 – CONSTRUCTION</b>	<b>11</b>
5.1 Building Services Engineering for Construction	11
5.2 Design, Surveying and Planning for Construction	12
5.3 Onsite Construction	13
<b>SECTION 6 – DIGITAL</b>	<b>14</b>
6.1 Digital Business Services	14
6.2 Digital Production, Design and Development	14
6.3 Digital Support Services	15
<b>SECTION 7 – EDUCATION AND EARLY YEARS</b>	<b>17</b>
7.1 Education and Early Years	17
<b>SECTION 8 – ENGINEERING AND MANUFACTURING</b>	<b>18</b>
8.1 Design and Development for Engineering and Manufacturing	18
8.2 Engineering, Manufacturing, Processing and Control	19
8.3 Maintenance, Installation and Repair for Engineering and Manufacturing	20
<b>SECTION 9 – HEALTH AND SCIENCE</b>	<b>22</b>
9.1 Health	22
9.2 Healthcare Science	23
9.3 Science	24
<b>SECTION 10 – LEGAL, FINANCE AND ACCOUNTING</b>	<b>25</b>
10.1 Accounting	25
10.2 Finance	25
<b>APPENDIX – SURVEY COLLECTION TOOL</b>	<b>26</b>

## EXECUTIVE SUMMARY

This report outlines the findings of research conducted February-July 2025 into the destinations of the third cohort of T Level students who received their results in the summer of 2024. The purpose of this research was to provide further insight into the different progression pathways of T Level students following completion of their qualification and follows similar [reports for the first<sup>1</sup>](#) and [second cohort of students<sup>2</sup>](#), published in 2024 and 2025 respectively.

Information was collected by RCU via a survey tool designed to identify student destinations per T Level, including details on whether they progressed to employment, an apprenticeship, higher education or another outcome. Further information on the questions asked can be found in the Appendix to this report. The survey tool was sent to all providers identified as delivering T Levels in the academic year 2024/25. Responses were received for 3,483 students across 64 providers.

Where a student destination was unknown, these inputs were removed, leaving a total sample size of 2,706 students across sixteen T Levels, representing 36% of the overall cohort. Sample sizes varied across the T Levels, reflecting growth to date of different subjects.

Overall, 1,154 students progressed to higher education (43% of the overall sample), 753 students to employment (28%), 435 students to an apprenticeship (16%), 129 students (5%) to further education and 235 (9%) to another destination, which included gap years and students looking for work or an apprenticeship. Proportions of outcomes varied across the different T Level subjects. Including the 129 students who were continuing their studies in further education, a total of 2,471 students (91%) progressed from their T Level to an apprenticeship, employment or education.

Of the 1,725 students for whom this further information was reported, 1,342 students (78%) progressed to a destination related to their T Level, with 383 students (22%) reported as progressing to an unrelated destination.

Further breakdowns, including the known destinations by individual T Level, are outlined in the sections below.

1 <https://www.gatsby.org.uk/app/uploads/sites/2/2025/07/t-level-destinations-sample-summary-report-2022-final-002.pdf>

2 <https://www.gatsby.org.uk/app/uploads/sites/2/2026/02/analysis-of-t-level-students-destinationspv3.pdf>

## SECTION I - INTRODUCTION

### I.1 BACKGROUND

This report presents an analysis of the destinations of the third cohort of T Level students, who completed their programme of study in 2024. The purpose of this research is to provide further insight into the different progression pathways of T Level students following the completion of their qualification, and follows the previous analyses conducted for students completing a T Level in summer 2022<sup>3</sup> and 2023<sup>4</sup>.

This report presents details on the various destinations that students progressed onto, including apprenticeships, higher education (levels 4 to 6) and employment.

Sixteen T Levels, across seven routes, were available for this third cohort. This includes the first cohort of students in the Business and Administration, Engineering and Manufacturing and Legal, Finance and Accounting routes.

Route	T Level
Business and Administration	Management and Administration
Construction	Building Services Engineering for Construction
	Design, Surveying and Planning for Construction
	Onsite Construction
Digital <sup>5</sup>	Digital Business Services
	Digital Production, Design and Development
	Digital Support Services
Education and Early Years	Education and Early Years
Engineering and Manufacturing	Design and Development for Engineering and Manufacturing
	Engineering, Manufacturing, Processing and Control
	Maintenance, Installation and Repair for Engineering and Manufacturing
Health and Science	Health
	Healthcare Science
	Science
Legal, Finance and Accounting	Accounting
	Finance

3 <https://www.gatsby.org.uk/app/uploads/sites/2/2025/07/t-level-destinations-sample-summary-report-2022-final-002.pdf>

4 <https://www.gatsby.org.uk/app/uploads/sites/2/2026/02/analysis-of-t-level-students-destinationspv3.pdf>

5 These T Levels were retitled from September 2025: 'Digital Business Services' to 'Digital Data Analytics', 'Digital Production, Design and Development' to 'Digital Software Development' and 'Digital Support Services' to 'Digital Support and Security'.

## I.2 SCOPE OF THE ANALYSIS AND METHODOLOGY

This analysis uses the destinations data collected by T Level providers, including general further education (FE) colleges, sixth-form colleges and school sixth forms, for students who completed a T Level programme in 2024. The methodology mirrors that used for analysis of destinations for students from the first and second T Level cohorts. The data collection instrument was built using Microsoft Excel and collected destinations data at an anonymised student level. The data collection instrument was built to minimise any additional provider workload, and the spreadsheet included data validation to assist providers in completing the response and reduce any data collection inconsistencies.

The data collection instrument was sent along with accompanying instructions to all providers who had T Level students enrolled in the third cohort. Each provider was able to securely submit data using Snap survey software. The instrument remained consistent with the previous year, with the addition of a new field to capture the T Level Occupational Specialism.

The data was collected between February and July 2025, with 64 providers submitting a response. Following the closure of the collection window, RCU combined the results from the separate submissions and conducted a detailed data checking and validation process prior to the analysis stage. The data checking involved various tasks including ensuring consistency of responses (such as names of universities or course titles) and checking for contradictory results, blanks and nil responses.

Although many providers gave full responses there were a small number of returns where blank or 'unknown' answers were included in the data submitted, due to the provider being unable to contact the student or detailed data not being reported. In total, responses were provided for 3,483 students, 47% of all students who achieved results in 2024. Once blank and unknown responses were accounted for, a sample of 2,706 students with known destinations remained, representing 36% of those achieving results in 2024.

In order to provide the most accurate overview of student destinations this report focuses solely on this sample of 2,706 students for whom known destinations data was supplied.

## SECTION 2 – POPULATION AND SAMPLE COMPOSITION

A total of 7,421 students completed a T Level in 2023/24<sup>6</sup>. The largest cohorts were in Education and Early Years (21%), Digital Production, Design and Development (14%), and Health (14%). Other sizeable groups included Management and Administration (11%) and Design, Surveying and Planning for Construction (9%). Smaller cohorts were seen in Design and Development for Engineering and Manufacturing (7%) and Maintenance, Installation and Repair for Engineering and Manufacturing (5%). The remaining T Levels each accounted for 4% or fewer of the total.

**Table 1: Total students with results in 2023/24 (population)<sup>7</sup>**

T Level	Number of students	% of overall population
Management and Administration	847	11%
Building Services Engineering for Construction	318	4%
Design, Surveying and Planning for Construction	686	9%
Onsite Construction	138	2%
Digital Business Services	35	0%
Digital Production, Design and Development	1,035	14%
Digital Support Services	294	4%
Education and Early Years	1,534	21%
Design and Development for Engineering and Manufacturing	555	7%
Engineering, Manufacturing, Processing and Control	181	2%
Maintenance, Installation and Repair for Eng. and Manuf.	399	5%
Health	1,073	14%
Healthcare Science	65	1%
Science	129	2%
Accounting	95	1%
Finance	37	0%
<b>Total</b>	<b>7,421</b>	<b>100%</b>

Source: Explore Educational Statistics - T Level results (2023/24)

A total of 64 providers responded to the survey, including 51 FE colleges, 7 school sixth-forms (including University Technical Colleges (UTCs)) and 6 sixth-form colleges.

<sup>6</sup> <https://explore-education-statistics.service.gov.uk/find-statistics/provisional-t-level-results/2023-24>

<sup>7</sup> Throughout the report, totals for tables and charts may not add to 100% due to rounding of individual figures to the nearest whole number.

The profile of students in the survey sample was broadly consistent with the overall T Level population. For instance, 22% of responses were from Education and Early Years students compared with 21% of the population, while Health and Digital Production, Design and Development each accounted for 15% of responses compared with 14% overall. This close alignment, within 2 percentage points, was reflected across all subjects.

**Table 2: Total students with known destinations included in survey responses (sample)**

T Level	Number of students	% of overall responses	% of overall population
Management and Administration	341	13%	11%
Building Services Engineering for Construction	49	2%	4%
Design, Surveying and Planning for Construction	263	10%	9%
Onsite Construction	38	1%	2%
Digital Business Services	10	0%	0%
Digital Production, Design and Development	402	15%	14%
Digital Support Services	109	4%	4%
Education and Early Years	586	22%	21%
Design and Development for Engineering and Manufacturing	167	6%	7%
Engineering, Manufacturing, Processing and Control	100	4%	2%
Maintenance, Installation and Repair for Eng. and Manuf.	158	6%	5%
Health	402	15%	14%
Healthcare Science	17	1%	1%
Science	38	1%	2%
Accounting	18	1%	1%
Finance	8	0%	0%
<b>Total</b>	<b>2,706</b>	<b>100%</b>	<b>100%</b>

Source: Explore Educational Statistics - T Level results (2023/24)

In total, known destinations were provided for 36% of those receiving their results in 2023/24 (Table 3). Across most subjects, the response rate was around a third of the respective student population (typically 30–40%). Higher proportions of responses were recorded for Engineering, Manufacturing, Processing and Control (55%), Management and Administration (40%), and Maintenance, Installation and Repair for Engineering and Manufacturing (40%). In contrast, lower proportions were seen for Building Services Engineering for Construction (15%), Accounting (19%), and Finance (22%).

**Table 3: Total students with known destinations included in survey responses (sample) vs students in subject population**

T Level	Number of students	Students in population	% of population in sample
Management and Administration	341	847	40%
Building Services Engineering for Construction	49	318	15%
Design, Surveying and Planning for Construction	263	686	38%
Onsite Construction	38	138	28%
Digital Business Services	10	35	29%
Digital Production, Design and Development	402	1,035	39%
Digital Support Services	109	294	37%
Education and Early Years	586	1,534	38%
Design and Development for Engineering and Manuf.	167	555	30%
Engineering, Manufacturing, Processing and Control	100	181	55%
Maintenance, Installation and Repair for Eng. and Manuf.	158	399	40%
Health	402	1,073	37%
Healthcare Science	17	65	26%
Science	38	129	29%
Accounting	18	95	19%
Finance	8	37	22%
<b>Total</b>	<b>2,706</b>	<b>7,421</b>	<b>36%</b>

Source: Explore Educational Statistics - T Level results (2023/24)

## SECTION 3 – OVERVIEW OF STUDENT DESTINATIONS

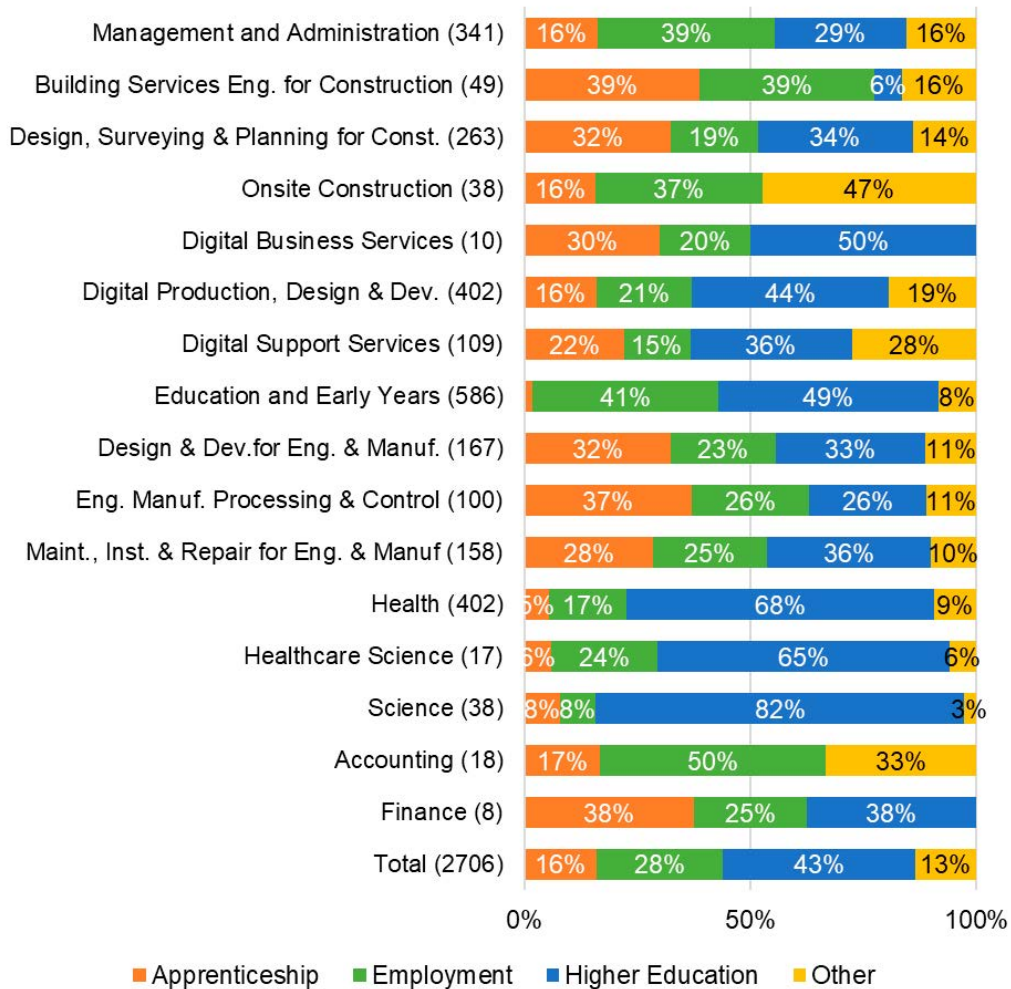
Table 4 summarises the destinations of students completing their T Level in the 2023/24 academic year, where this information was known. This includes results from all T Levels with students in the sample.

The destination with the largest proportion of students was higher education with 43%, followed by 28% of students who progressed into employment, 16% of students who progressed to an apprenticeship and 13% to another destination. Other destinations included further education courses, gap years and students looking for work or an apprenticeship. Including those in further education, 2,471 students progressed into an apprenticeship, employment or education (91% of known destinations).

*Table 4: T Level student destinations summary*

Destination category	Number of students	%
Apprenticeship	435	16%
Employment	753	28%
Higher education	1,154	43%
Other destination	364	13%
<b>Total</b>	<b>2,706</b>	<b>100%</b>

Figure 1: T Level student destinations by T Level



The overall findings provide a high-level picture of student destinations across the full T Level cohort. However, there are notable differences in the balance of apprenticeship, employment, higher education and other routes when results are examined by subject.

Of the 364 students in the 'other' category, it was reported that 129 went into further education, 83 were on a gap year and 79 were looking for a job or an apprenticeship. Limited information was provided for 73 students.

Overall, of the 1,725 students for whom this information was reported, 1,342 students (78%) progressed to a destination related to their T Level. Where this information was provided, the destination was related to the T Level for 93% of students who progressed to an apprenticeship, 96% who progressed to higher education, and 68% of students who progressed to employment. Proportions of outcomes varied across T Level subjects.

The known destinations by individual T Level are outlined in the sections below.

## SECTION 4 – BUSINESS AND ADMINISTRATION

### 4.1 MANAGEMENT AND ADMINISTRATION

There were 341 students included in the data submission with known destinations from 28 providers. Of these, 174 students (51%) completed the Team Leadership and Management occupational specialism, 117 students (34%) specialised in Business Support, and 7 students (2%) in Business Improvement. This information was unknown for 43 students (13%).

Overall, 87% of students were in an apprenticeship, employment or education. 84% of students were in an apprenticeship, employment or higher education. In addition, nine students with an 'other' destination were in further education. 132 students progressed to a related destination, which represented 71% of all students for whom this information was reported.

*Table 5: T Level student destinations summary – Management and Administration*

Destination category	Number of students	%
Apprenticeship	55	16%
Employment	134	39%
Higher education	99	29%
Other destination	53	16%
<b>Total</b>	<b>341</b>	<b>100%</b>

**Apprenticeships:** For those who completed a T Level in Management and Administration, 55 students progressed on to an apprenticeship. Among the 21 students for whom this information was reported, 18 students progressed to an apprenticeship related to their T Level, in areas including Business Administration, Accounting and Project Management. Three students progressed to unrelated apprenticeships.

**Employment:** A total of 134 students who completed a T Level in Management and Administration progressed into employment. 109 students were employed full-time, ten were employed on a part-time basis and five were self employed. The mode of employment was unknown for ten students. Of the 60 students for whom this information was reported, 43 students were employed in a job related to the completed T Level, in roles such as Business Support, Administrative Assistant, Business Management, Contract Manager, Customer Service, and Junior Accountant, whilst 17 students were employed in unrelated roles.

**Higher education:** Ninety-nine students who completed the Management and Administration T Level progressed into higher education. Of these, 54 students progressed onto an undergraduate degree programme, with two students completing a Higher National Certificate (HNC) and 4 completing a foundation degree. This information was unknown for 39 students.

For the 71 students for whom this information was reported, 70 progressed into higher education courses related to their T Level, in subject areas including Business Management, Leadership and Management and Events Management. One student progressed to an unrelated higher education course.

**Other destinations:** Of the 53 students with an 'other' destination, 19 students opted for a gap year, 11 were looking for a job or an apprenticeship, and nine were in further education. Two students were unemployed and not looking for a job, and this information was not available for 12 students.

## SECTION 5 – CONSTRUCTION

### 5.1 BUILDING SERVICES ENGINEERING FOR CONSTRUCTION

There were 49 students included in the data submission with known destinations from six providers. Of these, 37 students (76%) specialised in Electrotechnical Engineering and 12 (24%) in Plumbing and Heating Engineering.

Overall, 96% of students with a known destination were in an apprenticeship, employment or education. 84% of students were in an apprenticeship, employment or higher education. In addition, 6 of the students with an 'other' destination were further education. A total of 21 students progressed to a related destination, which represented 66% of all students for whom this information was reported.

**Table 6: T Level student destinations summary – Building Services Engineering for Construction**

Destination category	Number of students	%
Apprenticeship	19	39%
Employment	19	39%
Higher education	3	6%
Other destination	8	16%
<b>Total</b>	<b>49</b>	<b>100%</b>

**Apprenticeships:** For those who completed a T Level in Building Services Engineering for Construction, 19 students progressed on to an apprenticeship. For the 11 students for whom this information was reported, all progressed to an apprenticeship related to their T Level, in areas such as Electrical, Insulation Installation Operative, Plumbing and Domestic Heating Technician, and Plumbing and Heating. This information was unknown for eight students.

**Employment:** A total of 19 students who completed a T Level in Building Services Engineering for Construction progressed into employment. Eight of these students were employed full-time, three were employed on a part-time basis and two were self employed. The mode of employment was unknown for six students. For the 16 students for whom this information was reported, eight students were employed in a job related to the completed T Level, in roles including Commercial Plumber, Junior Workshop Technician, and Scaffolder. Eight students were employed in jobs unrelated to the T Level.

**Higher education:** Three students who completed the Building Services Engineering for Construction T Level progressed construction-related higher education courses.

**Other destinations:** Eight students progressed to an 'other' destination. Of these, six students were in further education, one was looking for a job or an apprenticeship and this information was unknown for one student.

## 5.2 DESIGN, SURVEYING AND PLANNING FOR CONSTRUCTION

There were 263 students included in the data submission with known destinations from 27 providers. Of these, 201 students (76%) specialised in Surveying and Design and 55 (21%) in Civil Engineering. This information was unknown for seven students (3%).

Overall, 89% of students with a known destination were in an apprenticeship, employment or education. 86% of students were in an apprenticeship, employment or higher education. In addition, nine students with an 'other' destination were in further education. 138 students progressed to a related destination, which represented 78% of all students for whom this information was reported.

**Table 7: T Level student destinations summary – Design, Surveying and Planning for Construction**

Destination category	Number of students	%
Apprenticeship	85	32%
Employment	51	19%
Higher education	90	34%
Other destination	37	14%
<b>Total (excluding unknowns)</b>	<b>263</b>	<b>100%</b>

**Apprenticeships:** For those who completed a T Level in Design, Surveying and Planning for Construction, 85 students progressed on to an apprenticeship. For the 63 students for whom this information was reported, 61 students progressed into an apprenticeship which was related to their T Level in areas such as Civil Engineering, Quantity Surveyor, Architectural Design, and Construction Design and Build Technician. Two students progressed to unrelated apprenticeships.

**Employment:** A total of 51 students who completed a T Level in Design, Surveying and Planning for Construction progressed into employment. The majority (31 students) were employed full-time, with one student employed part time and two self-employed. The mode of employment was unknown for fifteen students. For the 25 students for whom this information was reported, 12 students progressed to a job related to the completed T Level, in roles such as Trainee Site Manager, Trainee Building Inspector, CAD Technician, Groundworks Operative, and Trainee Quantity Surveyor. Thirteen students were employed in unrelated roles.

**Higher education:** Ninety students who completed a T Level in Design, Surveying and Planning for Construction progressed into higher education. Of these, 54 students progressed to an undergraduate degree course, six to an HNC and two to an 'other' qualification. This information was unknown for 28 students. For the 68 students for whom this information was reported, 63 students progressed onto a course related to their T Level, in subjects such as Civil Engineering, Architecture, Construction Management, Project Management, and Quantity Surveying. Five students progressed to a higher education course not related to the T Level.

**Other destinations:** Of the 37 students with an 'other' destination, 11 had opted to take a gap year, nine were continuing their studies through further education, four were unemployed and not looking for work, and two were looking for a job or apprenticeship. This information was not available for 11 students.

### 5.3 ONSITE CONSTRUCTION

There were 38 students included in the data submission with known destinations from eight providers. All students completed the Carpentry and Joinery occupational specialism.

Overall, 92% of students with a known destination were in an apprenticeship, employment or education. 53% of students were in an apprenticeship, employment or higher education. In addition, 15 students with an 'other destination' were continuing their studies in further education. Overall, eight students progressed to a related destination, which represented 67% of all students for whom this information was reported.

*Table 8: T Level student destinations summary – Onsite Construction*

Destination category	Number of students	%
Apprenticeship	6	16%
Employment	14	37%
Higher education	0	0
Other destination	18	47%
<b>Total (excluding unknowns)</b>	<b>38</b>	<b>100%</b>

**Apprenticeships:** Six students were undertaking an apprenticeship. Of these, three students progressed to an apprenticeship related to their T Level. This information was unknown for the other three students.

**Employment:** A total of 14 students who completed a T Level in Onsite Construction progressed into employment. Of these, nine students were employed full-time and two in part-time roles. This information was unknown for three students. Five students were employed in a job related to their T Level, in areas including site carpentry and bench joinery, which represented 83% of students for whom this information was reported. One student was employed in an unrelated role, and this information was not reported for eight students.

**Other destinations:** Of the 18 students with an 'other' destination, 15 were in further education, one was on a gap year and two were looking for a job or apprenticeship.

## SECTION 6 – DIGITAL

### 6.1 DIGITAL BUSINESS SERVICES

There were 10 students included in the data submission with known destinations from two providers. All students completed the Data Technician occupational specialism.

All of these students (100%) were in an apprenticeship, employment or higher education. Further detail about student destinations was not provided for this sample.

*Table 9: T Level student destinations summary – Digital Business Services*

Destination category	Number of students	%
Apprenticeship	3	30%
Employment	2	20%
Higher education	5	50%
Other destination	0	0%
<b>Total (excluding unknowns)</b>	<b>10</b>	<b>100%</b>

### 6.2 DIGITAL PRODUCTION, DESIGN AND DEVELOPMENT

There were 402 students included in the data submission with known destinations from 41 providers. One occupational specialism was available for this cohort (Digital Production, Design and Development).

Overall, 88% of students with a known destination were in an apprenticeship, employment or education. 81% of students were in an apprenticeship, employment or higher education. In addition, 30 students were continuing their studies in further education. Overall, 180 students progressed to a related destination, which represented 71% of all students for whom this information was reported.

*Table 10: T Level student destinations summary – Digital Production, Design and Development*

Destination category	Number of students	%
Apprenticeship	64	16%
Employment	85	21%
Higher education	175	44%
Other destination	78	19%
<b>Total (excluding unknowns)</b>	<b>402</b>	<b>100%</b>

**Apprenticeships:** For those who completed a T Level in Digital Production, Design and Development, 64 students progressed on to an apprenticeship. For the 32 students for whom this information was reported, 28 students progressed on to an apprenticeship related to their T Level, in areas including Cyber Security Technologist, Digital Support and Delivery, Network Engineering, IT Technician, Software Developer and Digital and Technology Solutions.

**Employment:** Eighty-five students who completed a T Level in Digital Production, Design and Development progressed into employment. Of these, 51 students were employed full-time, eight were employed on a part-time basis and four were self-employed. The mode of employment was unknown for 22 students. For the 43 students for whom this information was reported, 15 students were employed in a job related to the completed T Level, in roles such as Computer Scientist, Data Systems Engineer and IT Technician. Twenty-eight students were employed in jobs that were unrelated to the T Level.

**Higher education:** A total of 175 students progressed into higher education following completion of the Digital Production, Design and Development T Level. Eighty-eight students were on undergraduate degree programme, with nine students on a Higher National Diploma (HND), four on an HNC and seven students studying towards a foundation degree. Further information about qualification type was not known for 67 students. For the 139 students for whom this information was reported, 136 progressed to a related higher education course, in areas such as Computer Science, Games Development, Software Engineering and Cyber Security.

**Other:** Seventy-eight students progressed to an 'other' destination. Of these, 30 had continued with further education, 19 were looking for a job or apprenticeship, 13 had opted for a gap year and two were unemployed and not looking for a job. This information was unknown for 14 students.

### 6.3 DIGITAL SUPPORT SERVICES

There were 109 students included in the data submission with known destinations from 20 providers. Of these, 76 students (70%) specialised in Digital Support, and 33 students (30%) specialised in Digital Infrastructure.

Overall, 90% of students with a known destination were in an apprenticeship, employment or education. 72% of students were in an apprenticeship, employment or higher education. In addition, 19 students were in further education. A total of 43 students progressed to a related destination, which represented 68% of all students for whom this information was reported.

*Table 11: T Level student destinations summary – Digital Support Services*

Destination category	Number of students	%
Apprenticeship	24	22%
Employment	16	15%
Higher education	39	36%
Other destination	30	28%
<b>Total (excluding unknowns)</b>	<b>109</b>	<b>100%</b>

**Apprenticeships:** For those who completed a T Level in Digital Support Services, 24 students progressed on to an apprenticeship. For the 14 students for whom this information was reported, 12 progressed on to an apprenticeship related to their T Level, in areas including Computing, Cyber Security Technical Professional, Digital Support Technician, IT Technician, and Digital and Technology Solutions Network Engineer.

**Employment:** Sixteen students who completed a T Level in Digital Support Services progressed into employment, including ten employed full-time and four employed part-time. For the nine students for whom this information was provided, five students were employed in a job related to the T Level, in roles such as IT Support Analyst, and Researcher. Four students were employed in unrelated roles, and this information was not reported for seven students.

**Higher education:** A total of 39 students progressed into higher education following completion of the Digital Support Services T Level. Twenty-five students were enrolled on an undergraduate degree programme, with one student enrolled on an HND and one on a foundation degree. The qualification type was unknown for 12 students. For the 29 students for whom this information was reported, 26 progressed to a related higher education course, in areas such as Computer Science, Cyber Security, Digital Forensics, Computer Networks, Engineering and Technology, and Ethical Hacking.

**Other:** Of the 30 students with an 'other' destination, 19 had continued with further education, eight were looking for a job or apprenticeship, two had opted for a gap year, and one was unemployed and not looking for a job.

## SECTION 7 – EDUCATION AND EARLY YEARS

### 7.1 EDUCATION AND EARLY YEARS

There were 586 students included in the data submission with known destinations from 48 providers. Of these, 431 students (74%) opted for the Early Years Educator occupational specialism, and 137 (23%) opted for the Assisting Teaching specialism. This information was unknown for 18 students (3%).

Overall, 94% of students with a known destination were in an apprenticeship, employment or education. 92% of students were in an apprenticeship, employment or higher education. In addition, 13 students were continuing their studies in further education. 356 students progressed to a related destination, which represented 86% of all students for whom this information was reported.

*Table 12: T Level student destinations summary – Education and Early Years*

Destination category	Number of students	%
Apprenticeship	11	2%
Employment	240	41%
Higher education	286	49%
Other destination	49	8%
<b>Total (excluding unknowns)</b>	<b>586</b>	<b>100%</b>

**Apprenticeships:** Of those who completed a T Level in Education and Early Years, 11 students progressed on to an apprenticeship. For the five students for whom this information was reported, all progressed on to an apprenticeship related to their T Level, including Teaching Assistant and Early Years Educator. The apprenticeship details for six students are unknown.

**Employment:** A total of 240 students who completed a T Level in Education and Early Years progressed into employment. Of these, 162 students were employed full-time, 18 were employed on a part-time basis and two were self-employed. The mode of employment was not provided for 58 students. For the 151 students for whom this information was reported, 128 students were employed in a job related to the completed T Level, in roles such as Early Years Educator, Teaching Assistant, Nursery Assistant, Nanny, SEN Support, and Worker. Twenty-two students were employed in unrelated roles.

**Higher education:** A total of 286 students progressed into higher education following completion of the Education and Early Years T Level. Of these, 144 were enrolled on an undergraduate degree programme, 31 were enrolled on foundation degrees and one was undertaking an HND. Further information on qualification type was not provided for 110 students. For the 226 students for whom this information was reported, 220 progressed to related courses, in areas such as Primary Education, Social Work, Children and Early Childhood Studies, and Psychology. Six students progressed to an unrelated course of study.

**Other:** Forty-nine students progressed to an 'other' destination. Of these, 14 were looking for a job or apprenticeship, 13 had continued with further education, and 10 had taken a gap year. Five students were unemployed and not looking for a job, and further information was unknown for seven students.

## SECTION 8 – ENGINEERING AND MANUFACTURING

### 8.1 DESIGN AND DEVELOPMENT FOR ENGINEERING AND MANUFACTURING

There were 167 students included in the data submission with known destinations from 19 providers. Of these, 112 students (67%) specialised in Mechanical Engineering and 35 students (21%) specialised in Electrical and Electronic Engineering. This information was unknown for 20 students (12%).

Overall, 90% of students with a known destination were in an apprenticeship, employment or education. 89% of students were in an apprenticeship, employment or higher education. In addition, three students were continuing their studies in further education. Overall, 73 students progressed to a related destination, which represented 73% of all students for whom this information was reported.

*Table 13: T Level student destinations summary – Design and Development for Engineering and Manufacturing*

Destination category	Number of students	%
Apprenticeship	54	32%
Employment	39	23%
Higher education	55	33%
Other destination	19	11%
<b>Total (excluding unknowns)</b>	<b>167</b>	<b>100%</b>

**Apprenticeships:** For those who completed a T Level in Design and Development for Engineering and Manufacturing, 54 students progressed on to an apprenticeship. For the 30 students for whom this information was reported, all progressed on to an apprenticeship related to their T Level, in areas including Aerospace Engineer; Design Management, Design Engineer; Engineering and Manufacturing Technologies, Project Management, and Transport Operations and Maintenance.

**Employment:** A total of 39 students who completed a T Level in Design and Development for Engineering and Manufacturing progressed into employment. Of these, 24 students were employed full-time, and seven students were employed on a part-time basis. The mode of employment was unknown for eight students. Of those 20 students for whom this information was reported, nine who progressed to a job related to the completed T Level, in roles such as Electrical Engineer; and Sales Engineer Technician. Eleven students were in unrelated employment, and this information was not reported for 19 students.

**Higher education:** Fifty-five students progressed into higher education following completion of the Design and Development for Engineering and Manufacturing T Level. Of these, 23 students were enrolled on an undergraduate degree programme, four students were enrolled on an HNC, and two students on a foundation degree. The qualification type was unknown for the 26 students. For the 35 students for whom this information was reported, 33 of these students, progressed to a related higher education course in areas such as Mechanical Engineering, Aerospace Engineering, Product Design and Development, Civil

Engineering, and Automotive and Motorsport Engineering. Two students progressed to unrelated courses, and this information was not provided for 20 students.

**Other:** Of the 19 students with an 'other' destination, six were looking for a job or apprenticeship, five had taken a gap year, and three had continued with further education. One student was unemployed and not looking for a job. This information was unknown for four students.

## 8.2 ENGINEERING, MANUFACTURING, PROCESSING AND CONTROL

There were 100 students included in the data submission with known destinations from 16 providers. Of these, 60 students (60%) specialised in Machining and Toolmaking, 28 (28%) in Fitting and Assembly and one (1%) in Fabrication and Welding. This information was unknown for 11 students (11%).

Overall, 89% of these students with a known destination were in an apprenticeship, employment or higher education. Fifty-two students progressed to a related destination, which represented 75% of all students for whom this information was reported.

*Table 14: T Level student destinations summary – Engineering, Manufacturing, Processing and Control*

Destination category	Number of students	%
Apprenticeship	37	37%
Employment	26	26%
Higher education	26	26%
Other destination	11	11%
<b>Total (excluding unknowns)</b>	<b>100</b>	<b>100%</b>

**Apprenticeships:** For those who completed a T Level in Engineering, Manufacturing, Processing and Control, 37 students progressed on to an apprenticeship. For the 20 students for whom this information was reported, 19 progressed on to an apprenticeship related to their T Level, in areas including Engineering Technician, Maintenance and Operations Engineering Technician, Metal Fabricator, Electrical, Civil Engineering, and Machining Technician.

**Employment:** A total of 26 students who completed a T Level in Engineering, Manufacturing, Processing and Control progressed into employment. Of these, 20 students were employed full-time, one student was employed part-time and one student was self-employed. The mode of employment is unknown for four students. For the 15 students for whom this information was reported, 11 students progressed to a job related to the completed T Level, in roles such as Engineer or Machinist. Four students progressed to unrelated employment, and this information was not provided for 11 students.

**Higher education:** Twenty-six students progressed into higher education following completion of the Engineering, Manufacturing, Processing and Control T Level. Of these, 13 students were enrolled on an undergraduate degree programme, six were enrolled on HNCs and one student was enrolled on a foundation degree. The qualification type was unknown for six students. For the 23 students for whom this information was reported, 22 students progressed to a related higher

education course, in areas such as Mechanical Engineering, Electrical and Electronic Engineering, Aerospace Engineering, Civil Engineering and Product Design. One student was enrolled on an unrelated undergraduate degree, and this information was unknown for three students.

**Other:** Of the 11 students with an 'other' destination, six were looking for a job or apprenticeship, and five had opted for a gap year.

### 8.3 MAINTENANCE, INSTALLATION AND REPAIR FOR ENGINEERING AND MANUFACTURING

There were 158 students included in the data submission with known destinations from 14 providers. Of these, 50 students (32%) specialised in Mechatronics, 42 (27%) in Mechanical, 36 (23%) in Electrical and Electronics, 14 (9%) in Light and Electric Vehicles, and 10 (6%) in Control and Instrumentation. This information was unknown for six students (4%).

Overall, 94% of students with a known destination were in an apprenticeship, employment or education. 90% of students were in an apprenticeship, employment or higher education. In addition, six students were continuing their studies in further education. Overall, 66 students progressed to a related destination, which represented 79% of all students for whom this information was reported.

*Table 15: T Level student destinations summary – Maintenance, Installation and Repair for Engineering and Manufacturing*

Destination category	Number of students	%
Apprenticeship	45	28%
Employment	40	25%
Higher education	57	36%
Other destination	16	10%
<b>Total (excluding unknowns)</b>	<b>158</b>	<b>100%</b>

**Apprenticeships:** For those who completed a T Level in Maintenance, Installation and Repair for Engineering and Manufacturing, 45 students progressed on to an apprenticeship. For the 21 students for whom this information was reported, 19 students progressed on to an apprenticeship related to their T Level, in areas including Engineering Technician, Maintenance and Operations Engineering Technician, Metal Fabricator, Electrical, Fabricator / Welder, and Fire and Security Installation.

**Employment:** Forty students who completed a T Level in Maintenance, Installation and Repair for Engineering and Manufacturing progressed into employment. Of these, 29 students were employed full-time, six students were employed part-time and two students were self-employed. The mode of employment is unknown for three students. For the 12 students for whom this information was reported, six students who progressed to employment in a related area, in roles including Junior Design Engineer, Fabrication Operator and Assembly Operative. Six students progressed to unrelated employment, and this information was not reported for 28 students.

**Higher education:** A total of 57 students progressed into higher education following completion of the Maintenance, Installation and Repair for Engineering and Manufacturing T Level. Of these, 20 students were enrolled on an HNC, 16 students were enrolled on an undergraduate degree programme and four students were enrolled on a foundation degree. The qualification type was unknown for 17 students. If the 42 students for whom this information was reported, 40 students progressed to a related higher education course, in areas such as Mechanical Engineering, Electrical and Electronic Engineering, Aerospace Engineering, Civil Engineering, and Operations Engineering. Two students progressed to unrelated higher education courses, and this information was unknown for 15 students.

**Other:** Of the 16 students with an 'other' destination, six had continued with further education, four were looking for a job or apprenticeship, and two had decided to take a gap year. This information was unknown for four students.

## SECTION 9 – HEALTH AND SCIENCE

### 9.1 HEALTH

There were 402 students included in the data submission with known destinations from 34 providers. Of these, 273 students (68%) specialised in Supporting the Adult Nursing Team, 29 (7%) in Supporting the Mental Health Team, 19 (5%) in Supporting the Care of Children and Young People, 17 (4%) in Supporting the Midwifery Team, and 8 (2%) in Supporting the Therapy Teams. This information was unknown for 56 students (14%).

Overall, 95% of students with a known destination were in an apprenticeship, employment or education. 91% of students were in an apprenticeship, employment or higher education. In addition, 15 students were in further education. 230 students progressed to a related destination, which represented 81% of all students for whom this information was reported.

**Table 16: T Level student destinations summary – Health**

Destination category	Number of students	%
Apprenticeship	22	5%
Employment	69	17%
Higher education	274	68%
Other destination	37	9%
<b>Total (excluding unknowns)</b>	<b>402</b>	<b>100%</b>

**Apprenticeships:** For those who completed a T Level in Health, 22 students progressed on to an apprenticeship. For the seven students for whom this information was reported, five progressed to an apprenticeship related to their T Level, in areas including Nursing, Healthcare Assistant, and Midwifery. Two students progressed to unrelated apprenticeships, and this information was not provided for 15 students.

**Employment:** Sixty-nine students who completed a T Level in Health progressed into employment. Of these, 37 students were employed full-time, 14 were employed on a part-time basis and three students were self-employed. The mode of employment was unknown for 15 students. For the 38 students for whom this information was reported, 25 were employed in a job related to the completed T Level, in roles such as Community Carer, Care Worker, Healthcare Assistant, Maternity Support Worker and Trainee Army Medic. Thirteen students progressed to unrelated employment. Thirteen students were employed in unrelated roles. This information was not provided for 31 students.

**Higher education:** A total of 274 students progressed into higher education following completion of the Health T Level. Of these, 153 students were enrolled on an undergraduate degree, eight students were enrolled on foundation degrees and two students were enrolled on HNCs. Further information about qualification type was not known for 108 students. For the 214 students for whom this information was reported, 200 progressed to related courses in areas such as Paramedic Science, Nursing, Midwifery, Radiography, Psychology, Social Work,

Physiotherapy, Sports Therapy, Speech and Language Therapy, and Biomedical Sciences. Fourteen students progressed to unrelated courses.

**Other:** Of the 37 students with an 'other' destination, 15 had continued with further education, 12 had taken a gap year, and six were looking for a job or apprenticeship. This information was unknown for four students.

## 9.2 HEALTHCARE SCIENCE

There were 17 students included in the data submission with known destinations from four providers. All 17 students (100%) opted for the Assisting with Healthcare Science occupational specialism.

Overall, 100% of students with a known destination were in an apprenticeship, employment or education. 94% of students were in an apprenticeship, employment or higher education. In addition, one student was continuing their studies in further education. Further detail about student destinations was limited for this sample due to its size.

*Table 17: T Level student destinations summary – Healthcare Science*

Destination category	Number of students	%
Apprenticeship	1	6%
Employment	4	24%
Higher education	11	65%
Other destination	1	6%
<b>Total (excluding unknowns)</b>	<b>17</b>	<b>100%</b>

### 9.3 SCIENCE

There were 38 students included in the data submission with known destinations from eight providers. All students in the sample specialised in Laboratory Sciences.

Overall, 97% of students with a known destination were in an apprenticeship, employment or higher education. Twenty-seven students progressed to a related destination, which represented 96% of all students for whom this information was reported.

*Table 18: T Level student destinations summary – Science*

Destination category	Number of students	%
Apprenticeship	3	8%
Employment	3	8%
Higher education	31	82%
Other destination	1	3%
<b>Total (excluding unknowns)</b>	<b>38</b>	<b>100%</b>

**Apprenticeship:** Three students who completed a T Level in Science progressed on to an apprenticeship. It was unknown whether these apprenticeships were related to the T Level.

**Employment:** Three students progressed to employment. One student was working full-time in a Healthcare setting. This information was unknown for two students.

**Higher education:** Thirty-one students progressed to higher education, into courses including Biomedical Science, Environmental Science, Pharmaceutical Science and Diagnostic Radiography. Twenty-six students progressed to a higher education course related to their T Level. This information was unknown for five students. Twenty students were undertaking an undergraduate course. This information was unknown for 11 students.

**Other:** One student was undertaking a gap year prior to deciding on their next steps.

## SECTION 10 – LEGAL, FINANCE AND ACCOUNTING<sup>8</sup>

### 10.1 ACCOUNTING

There were 18 students included in the data submission with known destinations from three providers. All these students undertook the Assistant Accountant occupational specialism.

Overall, 83% of Accounting students were in an apprenticeship, employment or education. 67% of students were in an apprenticeship or employment. In addition, three students were in further education. Further detail about student destinations was limited for this sample due to its size.

*Table 19: T Level student destinations summary – Accounting*

Destination category	Number of students	%
Apprenticeship	3	17%
Employment	9	50%
Higher education	0	0%
Other destination	6	33%
<b>Total (excluding unknowns)</b>	<b>18</b>	<b>100%</b>

### 10.2 FINANCE

There were eight students included in the data submission with known destinations from two providers. All these students undertook the Retail and Commercial Banking Analyst occupational specialism.

100% of students with a known destination were in an apprenticeship, employment or higher education. Further detail about student destinations was limited for this sample due to its size.

*Table 20: T Level student destinations summary – Finance*

Destination category	Number of students	%
Apprenticeship	3	36%
Employment	2	25%
Higher education	3	36%
Other destination	0	0%
<b>Total (excluding unknowns)</b>	<b>8</b>	<b>100%</b>

<sup>8</sup> Please note, the Legal Services T Level did not commence until Wave 4, so is not included in this report.

## APPENDIX – SURVEY COLLECTION TOOL

The survey collection tool included two tabs, the first collected information about the institution and the individual submitting the response. In addition, they indicated which T Levels they had students completing in 2023/24. The second tab in the tool allowed the provider to submit data at a student level and included the following fields: -

- T Level subject taken by student
- T Level occupational specialism
- Does the student have a positive destination?
- Apprenticeship destination
  - Does the student have an apprenticeship destination?
  - Is this their primary destination?
  - Name of apprenticeship (standard title)
  - Level
  - Apprenticeship provider name
  - Employer name
  - Main activity of employer's business
  - Job title
  - Related to the completed T Level?
- Employment destination
  - Does the student have an employment destination?
  - Is this their primary destination?
  - Employment status
  - Employer name
  - Main activity of employer's business
  - Job title
  - Related to the completed T Level?
- Higher education destination
  - Does the student have a higher education destination?
  - Is this their primary destination?
  - Institution name
  - Institution type
  - Course type
  - Course name
  - Mode of study
  - Does the course relate to the T Level?
- Other destinations / comments
  - What is the destination?
  - Comment
  - Is this their primary destination?
  - Related to the completed T Level?

The Gatsby Charitable Foundation  
The Peak, 5 Wilton Road, London SW1V 1AP  
T +44 (0)20 7410 0330 [www.gatsby.org.uk](http://www.gatsby.org.uk)  
Registered Charity number 251988

Copyright © Gatsby Charitable Foundation  
March 2026