



Department
for Education

Transparency data

T Level and T Level foundation year entrant data 2025 to 2026

Published 10 March 2026

Applies to England

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Entrants to T Levels

Entrants to T Levels

27,446 learners started T Levels in the 2025 to 2026 academic year, up from 25,508 in the 2024 to 2025 academic year. This represents a 7.6% increase in entrant numbers.

In the 2025 to 2026 academic year, 325 providers delivered T Levels to this cohort of entrants across 21 pathways in 10 routes.

Table 1: Entrants to T Levels split by T Level route and pathway, 2025 to 2026 academic year

Route	Pathway	Academic year rolled out	Number of entrants in 2025 to 2026 academic year
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Agriculture Environmental and Animal Care	Agriculture Land Management and Production	2023 to 2024	746
Agriculture Environmental and Animal Care	Animal care and Management	2024 to 2025	1,873
Business and Administration	Management and Administration	2022 to 2023	2,194
Construction	Building Services Engineering for Construction	2021 to 2022	870
Construction	Design Surveying and Planning for Construction	2021 to 2022	2,132
Creative and Design	Craft and Design	2024 to 2025	136
Creative and Design	Media Broadcast and Production	2024 to 2025	678
Digital	Digital Data Analytics (formerly Digital Business Services)	2021 to 2022	73
Digital	Digital Software Development (formerly Digital Production Design and Development)	2020 to 2021	1,966
Digital	Digital Support and Security (formerly Digital Support Services)	2021 to 2022	884
Education and Early Years	Education and Early Years	2020 to 2021	5,723
Engineering and Manufacturing	Design and Development for Engineering and Manufacturing	2022 to 2023	2,479
Engineering and Manufacturing	Engineering Manufacturing Processing and Control	2022 to 2023	670
Engineering and	Maintenance Installation and Repair for Engineering and	2022 to 2023	952

Manufacturing	Manufacturing		
Health and Science	Health	2021 to 2022	3,921
Health and Science	Science	2021 to 2022	320
Health and Science	Healthcare Science	2021 to 2022	49
Legal Finance and Accounting	Accounting	2022 to 2023	823
Legal Finance and Accounting	Finance	2022 to 2023	198
Legal Finance and Accounting	Legal Services	2023 to 2024	391
Sales Marketing and Procurement	Marketing	2025 to 2026	368
Total			27,446

T Level student characteristics

Overview and data sources

This section presents student characteristics for T Level entrants in the 2024 to 2025 academic year, with comparable data for the 2022 to 2023 and 2023 to 2024 academic years. This section also includes characteristics for learners who enrolled on a large vocational technical qualification (VTQ) in the 2024 to 2025 academic year, used here as a comparator cohort.

We present characteristics up to the 2024 to 2025 academic year because these breakdowns require the use of the Young Person's Matched Administrative Database (YPMAD). This source provides more complete and consistent data than the Independent Learner Record (ILR) and school census (SC) for:

- GCSE prior attainment in English and maths
- ethnicity
- special educational needs (SEN) provision at age 15

- free school meal (FSM) eligibility at age 15

Legal sex is taken directly from the ILR and SC, which provide high-quality coverage for this variable. This approach is consistent with previous T Level entrant analyses.

In line with departmental guidance, disclosure control has been applied to all figures to protect the confidentiality of individuals. Small numbers have been suppressed, and secondary suppression has been used where required to prevent the disclosure of suppressed values by deduction. Other statistical disclosure control techniques, such as rounding, have also been applied.

Legal sex

In the 2024 to 2025 academic year, T Level entrants were almost evenly split between male and female learners, see table 2. This represents a more balanced intake than in either the 2022 to 2023 or 2023 to 2024 academic year, where male learners made up slightly more than half of all entrants.

However, representation varies notably between pathways, with some pathways having a very high proportion of learners of one legal sex. Changes in the overall balance between male and female learners may reflect changes in the mix of pathways delivered each year.

Table 2: T Level entrants by legal sex

Legal sex	2022 to 2023 academic year T Level entrants	2023 to 2024 academic year T Level entrants	2024 to 2025 academic year T Level entrants	2024 to 2025 academic year large VTQ entrants
Female	45.3%	46.4%	49.3%	51.0%
Male	54.7%	53.6%	50.7%	49.0%

Craft and Design, Education and Early Years, and Health all have very high proportions of female learners (over 90%). In contrast, Building Services Engineering for Construction, Onsite Construction (now discontinued), and Digital Support and Security (formerly Digital Support Services) have very high proportions of male learners (over 90%). Table 3 shows the legal sex split of entrants onto each pathway in the 2024 to 2025 academic year.

Table 3: T Level entrants split by T Level pathway and legal sex, 2024 to 2025 academic year

Route	Pathway	Female	Male
Agriculture Environmental and Animal Care	Agriculture Land Management and Production	35.8%	64.2%

Agriculture Environmental and Animal Care	Animal care and Management	80.3%	19.7%
Business and Administration	Management and Administration	42.7%	57.3%
Construction	Building Services Engineering for Construction	3.1%	96.9%
Construction	Design Surveying and Planning for Construction	17.5%	82.5%
Construction	Onsite Construction (discontinued)	6.9%	93.1%
Creative and Design	Craft and Design	90.4%	9.6%
Creative and Design	Media Broadcast and Production	43.8%	56.2%
Digital	Digital Data Analytics (formerly Digital Business Services)	12.9%	87.1%
Digital	Digital Software Development (formerly Digital Production Design and Development)	12.0%	88.0%
Digital	Digital Support and Security (formerly Digital Support Services)	8.0%	92.0%
Education and Early Years	Education and Early Years	95.6%	4.4%
Engineering and Manufacturing	Design and Development for Engineering and Manufacturing	9.2%	90.8%
Engineering and Manufacturing	Engineering Manufacturing Processing and Control	12.0%	88.0%
Engineering and Manufacturing	Maintenance Installation and Repair for Engineering and Manufacturing	9.7%	90.3%
Health and Science	Health	91.8%	8.2%
Health and Science	Science	53.4%	46.6%
Health and Science	Healthcare Science	72.1%	27.9%
Legal Finance and Accounting	Accounting	34.5%	65.5%

Legal Finance and Accounting	Finance	22.6%	77.4%
Legal Finance and Accounting	Legal Services	64.6%	35.4%
Total		49.3%	50.7%

GCSE prior attainment

Since the 2022 to 2023 academic year, the prior attainment of learners starting T Levels has decreased slightly, which means that more learners with lower prior attainment are starting a T Level. However, prior attainment levels differ across pathways, so changes in the overall figures may reflect changes in the mix of pathways being delivered in each year.

When comparing T Levels and the large VTQ cohort, we see that GCSE English and maths attainment is higher for entrants on T Levels. Despite this, attainment is similar when looking at the average grade across all GCSEs. In the 2023 to 2024 academic year, the average GCSE grade for the T Level cohort was 5.03, compared with 5.06 for applied general qualifications^[footnote 1].

Tables 4 and 5 show the GCSE English and maths attainment of T Level entrants prior to starting their course. Table 4 includes the proportion of learners achieving at least a grade 4 in English and at least a grade 4 in maths. Table 5 shows the proportion of T Level entrants with different types of GCSE prior attainment across both English and maths. Please note that figures may not sum to 100% because percentages are shown rounded to the nearest decimal place.

Table 4: T Level entrants English and maths GCSE attainment prior to starting the T Level

GCSE attainment	2022 to 2023 academic year T Level entrants	2023 to 2024 academic year T Level entrants	2024 to 2025 academic year T Level entrants	2024 to 2025 academic year large VTQ comparator cohort
4 or above in English	94.4%	92.5%	92.3%	80.9%
4 or above in maths	96.7%	95.7%	95.5%	81.2%

Table 5: T Level entrants by combined English and maths GCSE attainment prior to starting the T Level

GCSE attainment	2022 to 2023	2023 to 2024	2024 to 2025	2024 to 2025 academic year
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	academic year T Level entrants	academic year T Level entrants	academic year T Level entrants	large VTQ comparator cohort
4 or above in both English and maths	91.9%	89.0%	88.7%	67.5%
4 or above in English, 3 or below in maths	2.6%	3.5%	3.7%	13.4%
4 or above in maths, 3 or below in English	4.9%	6.6%	6.8%	13.7%
3 or below in English and maths	0.6%	0.8%	0.8%	5.4%

Table 6 shows GCSE prior attainment for English and maths, separately and combined, by T Level pathway for entrants in the 2024 to 2025 academic year. This table demonstrates substantial variation between pathways. For example, the Legal Services pathway has the highest level of prior attainment, at 95% achieving at least a grade 4 in both English and maths, whereas the Craft and Design pathway shows the lowest proportion of the same metric, at 73%.

Across almost all pathways, learners are more likely to have achieved at least a grade 4 in maths than in English.

Table 6: T Level entrants in the 2024 to 2025 academic year split by T Level pathway and GCSE attainment prior to starting the T Level

Figures may not sum to 100% because percentages are shown rounded to the nearest decimal place. Some low percentages have been suppressed using ‘c’ to protect confidential information.

T Level pathway	4 or above in English	4 or above in maths	4 or above in English and maths	4 or above in English, 3 or below in maths	4 or above in maths, 3 or below in English	3 or below in English and maths

Agriculture Land Management and Production	87.2%	95.0%	84.5%	2.9%	10.5%	2.1%
Animal care and Management	95.1%	97.4%	92.8%	2.2%	4.6%	c
Management and Administration	92.7%	94.6%	88.3%	4.3%	6.3%	1.0%
Building Services Engineering for Construction	89.8%	98.3%	88.9%	0.9%	9.4%	0.9%
Design Surveying and Planning for Construction	90.6%	97.9%	88.8%	1.8%	9.2%	c
Onsite Construction (discontinued)	88.5%	98.8%	88.1%	c	10.7%	0.9%
Craft and Design	85.5%	82.4%	73.1%	12.3%	9.2%	5.4%
Media Broadcast and Production	87.3%	85.5%	76.4%	10.8%	9.1%	3.7%
Digital Data Analytics (formerly Digital Business Services)	85.0%	96.7%	81.7%	3.3%	15.0%	c
Digital Software Development (formerly Digital Production Design and Development)	89.2%	96.9%	86.9%	2.3%	10.1%	0.7%
Digital Support and Security (formerly Digital Support Services)	87.3%	91.6%	81.7%	5.8%	10.3%	2.3%
Education and Early Years	95.3%	92.3%	88.7%	6.7%	3.6%	1.1%
Design and Development for Engineering and	90.4%	98.3%	89.1%	1.4%	9.2%	c

Manufacturing						
Engineering Manufacturing Processing and Control	88.8%	98.8%	87.6%	1.3%	11.1%	c
Maintenance Installation and Repair for Engineering and Manufacturing	93.1%	98.3%	91.3%	1.7%	7.0%	c
Health	95.8%	95.3%	91.6%	4.2%	3.7%	0.6%
Science	85.8%	97.6%	84.7%	1.2%	12.9%	1.2%
Healthcare Science	89.2%	92.3%	82.2%	7.0%	10.1%	0.8%
Accounting	94.2%	98.4%	92.8%	1.5%	5.6%	c
Finance	93.8%	99.4%	93.0%	0.6%	6.3%	c
Legal Services	96.7%	97.6%	95.0%	1.7%	2.5%	0.8%
Total	92.3%	95.5%	88.7%	3.7%	6.8%	0.8%

Ethnicity

Representation across minority ethnic groups has gradually increased since the 2022 to 2023 academic year, with small year-on-year increases in the proportion of entrants from backgrounds including:

- Asian or Asian British
- Black, Black British, Caribbean or African
- Mixed or multiple ethnic groups
- Another ethnic group

Compared to the large VTQ comparator cohort, T Level entrants remain more likely to identify as white. In the 2024 to 2025 academic year, almost 78% of T Level entrants identified as White, compared to 56% of large VTQ entrants. However, ethnic profiles for these learner groups can diverge due to differences in subject mix and geographical distribution between T Levels and large VTQs.

To give a fuller picture, we also compare T Level entrants with the 16-year-old population from census 2021. On this measure, the T Level cohort's ethnic composition is closer to the general 16-year-old population than the large VTQ cohort. This indicates that much of the observed difference between T Levels and

large VTQs reflects subject mix and location mix, rather than an atypical T Level intake.

Table 7 shows the ethnicity breakdown, grouped using ONS harmonised standards, for the 2022 to 2023, 2023 to 2024, and 2024 to 2025 academic years, alongside the 2024 to 2025 large VTQ comparator cohort and the census 2021 16-year-old population benchmark category labels and ordering follow ONS guidance to support comparability.

Table 7: T Level entrants by ethnicity

ONS harmonised ethnic group	2022 to 2023 academic year T Level entrants	2023 to 2024 academic year T Level entrants	2024 to 2025 academic year T Level entrants	2024 to 2025 academic year Large VTQ comparator cohort	16-year-old population – census 2021
Asian or Asian British	9.5%	9.6%	9.7%	19.9%	12.3%
Black, Black British, African or Caribbean	3.7%	5.1%	5.6%	13.7%	6.3%
Mixed or multiple ethnic groups	4.5%	4.8%	5.1%	6.4%	5.6%
White	80.9%	79.2%	77.9%	56.5%	73.1%
Another ethnic group	1.4%	1.5%	1.7%	3.4%	2.7%

SEN provision

Since 2022 to 2023, the proportion of T Level entrants with an Education, Health and Care Plan (EHCP) has remained stable at 1.7%. This is slightly lower than the proportion in the large VTQ comparator cohort (2.2%).

The proportion of T Level entrants recorded as receiving SEN support increased from 8.8% in 2022 to 2023 to 10.0% in 2024 to 2025. This remains slightly below the figure for entrants to large VTQs in the 2024 to 2025 academic year (10.9%).

Table 8 shows the SEN provision at age 15 for entrants to T Levels across the 2022 to 2023, 2023 to 2024, and 2024 to 2025 academic years, in addition to SEN provision at age 15 for entrants to large VTQs in the 2024 to 2025 academic

year. Please note that percentages may not sum to 100% as they are presented rounded to the nearest decimal place.

Table 8: T Level entrants by SEN provision at age 15

SEN provision	2022 to 2023 academic year T Level entrants	2023 to 2024 academic year T Level entrants	2024 to 2025 academic year T Level entrants	2024 to 2025 academic year large VTQ comparator cohort
Education and Health Care Plan (EHCP)	1.6%	1.7%	1.7%	2.2%
SEN support	8.9%	9.0%	10.0%	10.9%
No SEN	89.5%	89.3%	88.4%	86.8%

Free school meal eligibility

Since the 2022 to 2023 academic year, the proportion of T Level entrants recorded as eligible for free school meals (FSM) at age 15 has increased each year, rising from 18.3% to 22.0% in the 2024 to 2025 academic year. This compares to 25.9% of learners enrolled on large VTQs who were recorded as eligible for FSM at age 15 in the 2024 to 2025 academic year.

Table 9 shows the proportion of T Level entrants who were recorded as eligible for FSM at age 15 across the 2022 to 2023, 2023 to 2024, and 2024 to 2025 academic years. This table also includes the 2024 to 2025 large VTQ comparator cohort.

Table 9: T Level entrants by FSM eligibility at age 15

FSM status	2022 to 2023 academic year T Level entrants	2023 to 2024 academic year T Level entrants	2024 to 2025 academic year T Level entrants	2024 to 2025 academic year large VTQ comparator cohort
Eligible for FSM	18.3%	20.5%	22.0%	25.9%
Not eligible for FSM	81.7%	79.5%	78.0%	74.1%

T Level Foundation Year entrants 2025 to 2026

7,344 learners started T Level Foundation Years (TLFYs) in the 2025 to 2026 academic year, down from 9,228 in 2024 to 2025. This represents a 20% decrease.

In the 2025 to 2026 academic year, TLFYs are delivered by 96 providers across 9 routes, a small reduction from 99 providers in the 2024 to 2025 academic year.

TLFY provision remains concentrated across fewer providers than T Level provision, so changes in delivery by a small number of larger providers can have a marked effect on national entrant numbers. Since the 2024 to 2025 academic year, a small number of large, high-volume providers have reduced the number of routes they deliver for TLFY, affecting several subject routes. The construction route shows the largest decrease in entrants, coinciding with the discontinuation of the onsite construction T Level and no new enrolments to this pathway in the 2025 to 2026 academic year.

Table 10: Entrants to T Level Foundation Year split by T Level route and pathway, 2025 to 2026 academic year

Route	Year rolled out	Number of entrants in 2025 to 2026
Agriculture, Environmental and Animal Care	2023 to 2024	342
Business and Administration	2022 to 2023	1,267
Construction	2020 to 2021	324
Creative and Design	2024 to 2025	248
Digital	2020 to 2021	1,075
Education and Early Years	2020 to 2021	1,254
Engineering and Manufacturing	2022 to 2023	690

Health and Science	2021 to 2022	2,075
Legal, Finance and Accounting	2022 to 2023	69
Total		7,344

Annex: Methodology and data sources

T Level and T Level Foundation Year entrant data 2025 to 2026

Entrant numbers are derived from compulsory data returns submitted by education providers through:

- the Individualised Learner Record (ILR), R04 return – an administrative dataset completed by further education providers delivering education to learners aged 16 or over
- the October Schools Census (SC) – pupil-level data on participation and personal characteristics for learners in state schools

Identifying T Level entrants

Learners are identified as T Level entrants if they have started a learning aim that corresponds to a T Level programme (programme type 31) and that appears as either a:

- generic programme aim in the ILR (learning aim reference ZPROG001)
- T Level technical qualification aim in the SC

Identifying T Level Foundation Year (TLFY) entrants

Learners are identified TLFY entrants if they have started a learning aim that corresponds to the TLFY programme (programme type 30) and that is record as a TLFY aim.

Table 11 lists all T Level and TLFY learning aims included in this publication.

Eligibility criteria and treatment of multiple aims

T Level and TLFY entrants are identified, for this publication, using the following criteria:

- the earliest start date must be between 1 August and 31 July of the academic year of interest

- the learner must have been enrolled for at least the funding threshold, which is 6 weeks (42 days)
- the learner must be recorded as funded as a 16 to 19 student, or a 19 to 24 student with an education, health and care plan (EHCP)
- the learner must have a valid Unique Learner Number (ULN)

These criteria may result in a learner being linked to more than one learning aim. Where this occurs, we select a single relevant learning aim using the following rules:

- the aim with the most recent start date is selected
- if multiple aims still remain, we select an aim based on the alphabetical ordering of provider names
- if there are multiple records with the same provider, one record is selected at random, as this step is low sensitivity

T Level and comparator cohort student characteristics

Student characteristics included

This publication presents statistics on the following student characteristics for T Level entrants in the 2022 to 2023, 2023 to 2024, and 2024 to 2025 academic years:

- sex
- GCSE attainment
- ethnicity
- SEND provision
- free school meal eligibility

The data used for 2022 to 2023 align with the student characteristics published in the 2024 T Level action plan, though some statistics (for example, ethnicity) are presented here at a different level of granularity.

Identifying T Level student characteristics

Learners identified as T Level entrants are matched to the Young Person's Matched Administrative Dataset (YPMAD) using their ULN. The YPMAD is a lagged dataset, therefore for a given academic year, learners are matched to the previous year's YPMAD. For example, entrants in 2024 to 2025 are matched to the 2023 to 2024 YPMAD.

The YPMAD is used to derive four of the five student characteristics, using the following variables:

- English and maths GCSE grades at the end of the academic year are used as a measure of prior attainment, missing or invalid entries are removed from the denominator when calculating proportions
- ethnicity recorded at age 15 is used, students with a NULL, NA, 'Refused' or 'Information not yet obtained' ethnicity are removed from the denominator, we use ONS harmonised ethnic group terms for aggregating ILR and SC data
- SEN status at age 15 is used, student statuses include:
 - learners with SEN code 'E' are recorded as having an Education, Health and Care Plan
 - learners with SEN code 'N' are recorded as having no SEN
 - learners with codes 'A,' 'K,' 'P,' and 'S' are recorded as having SEN support that is not an EHCP
 - missing or invalid entries are removed from the denominator
- FSM eligibility at age 15 is used, missing or invalid entries are removed from the denominator

Providers record learners' legal sex in the ILR and SC. As with entrant identification, the first compulsory ILR and SC returns of each academic year are used to obtain this variable.

Comparator cohort for student characteristics

T level student characteristics are compared with a large vocational technical qualification (VTQ) comparator cohort. This cohort comprises all entrants who, in the 2024 to 2025 academic year, started a large (1045 guided learning hours or more) level 3 VTQ as their core aim.

The list of qualifications included in this comparator cohort is set out in table 12.

Learners in this comparator cohort are matched to YPMAD using the same method as T Level entrants. Legal sex is again taken directly from ILR and SC data.

Table 11: Learning aim reference and titles used to identify T Level and TLFY entrants

Learning aim reference	Learning aim reference title
ZPROG001	Generic code to identify ILR programme aims
60358294	T Level Technical Qualification in Education and Early Years
60358300	T Level Technical Qualification in Design, Surveying and Planning for Construction
60358324	T Level Technical Qualification in Digital Production, Design and Development

60369012	T Level Technical Qualification in Digital Support Services
60369024	T Level Technical Qualification in Digital Business Services
60369115	T Level Technical Qualification in Building Services Engineering for Construction
60369176	T Level Technical Qualification in Onsite Construction
60369899	T Level Technical Qualification in Science
6037066X	T Level Technical Qualification in Health
6037083X	T Level Technical Qualification in Healthcare Science
61000079	T Level Technical Qualification in Accounting
6100008X	T Level Technical Qualification in Finance
61001115	T Level Technical Qualification in Management and Administration
61005162	T Level Technical Qualification in Design and Development for Engineering and Manufacturing
61006920	T Level Technical Qualification in Maintenance, Installation and Repair for Engineering and Manufacturing
61009714	T Level Technical Qualification in Engineering, Manufacturing, Processing and Control
61022263	T Level Technical Qualification in Legal Services
61029336	T Level Technical Qualification in Agriculture Land Management and Production
61040915	T Level Technical Qualification in Craft and Design
61040927	T Level Technical Qualification in Media, Broadcast and Production
61041580	T Level Technical Qualification in Animal Care and Management
61051251	T Level Technical Qualification in Marketing
ZTPR0001	T Level foundation year – Agriculture, Environmental and Animal Care
ZTPR0002	T Level foundation year – Business and Administration
ZTPR0003	T Level foundation year – Catering and Hospitality

ZTPR0004	T Level foundation year – Education and Childcare
ZTPR0005	T Level foundation year – Construction
ZTPR0006	T Level foundation year – Creative and Design
ZTPR0007	T Level foundation year – Digital
ZTPR0008	T Level foundation year – Engineering and Manufacturing
ZTPR0009	T Level foundation year – Hair and Beauty
ZTPR0010	T Level foundation year – Health and Science
ZTPR0011	T Level foundation year – Legal, Finance and Accounting

Table 12: Learning aim references and titles used to identify entrants to large VTQs

Learning Aim Reference	Learning Aim Reference Title
60171601	BTEC National Extended Diploma in Business
60174699	BTEC National Extended Diploma in Creative Digital Media Production
60184358	Extended Diploma in Health and Social Care
60171984	BTEC National Extended Diploma in Health and Social Care
60172290	BTEC National Extended Diploma in Art and Design
60175886	BTEC National Extended Diploma in Engineering
60174377	BTEC National Extended Diploma in Applied Science
60302999	Cambridge Technical Extended Diploma in Business
60174225	BTEC National Extended Diploma in Sport and Exercise Science
60173427	BTEC National Extended Diploma in Computing
60303815	Cambridge Technical Extended Diploma in Health and Social Care
60330430	BTEC National Extended Diploma in Animal Management
60304054	Cambridge Technical Extended Diploma in Sport and

Physical Activity

60304546	BTEC National Extended Diploma in Information Technology
60304595	BTEC National Extended Diploma in Sport
60172344	BTEC National Extended Diploma in Performing Arts
60175497	Advanced Technical Extended Diploma in Animal Management (1080)
60302471	BTEC National Extended Diploma in Forensic and Criminal Investigation
60308618	BTEC National Extended Diploma in Construction and the Built Environment
60303098	Cambridge Technical Extended Diploma in IT
60175850	BTEC National Extended Diploma in Aeronautical Engineering
60176933	Extended Diploma for Music Practitioners
60303220	Cambridge Technical Extended Diploma in Engineering
60330673	Extended Diploma in Games, Animation and VFX Skills
60175643	Advanced Technical Extended Diploma in Land and Wildlife Management (1080)
60173518	BTEC National Extended Diploma in Music Technology
60176830	Extended Diploma in Creative and Performing Arts
60174596	Advanced Technical Extended Diploma in Agriculture (1080)
60326797	BTEC National Extended Diploma in Horticulture
60303025	Cambridge Technical Extended Diploma in Performing Arts
60326761	BTEC National Extended Diploma in Agriculture
60174638	Advanced Technical Extended Diploma in Land-based Engineering (1080)
60326773	BTEC National Extended Diploma in Countryside Management
60175874	BTEC National Extended Diploma in Electrical and Electronic Engineering

60175898	BTEC National Extended Diploma in Manufacturing Engineering
60303037	BTEC National Extended Diploma in Enterprise and Entrepreneurship
60306956	Cambridge Technical Extended Diploma in Laboratory Skills
60175175	Advanced Technical Extended Diploma in Forestry and Arboriculture (1080)
60190590	BTEC National Extended Diploma in Equine Management
60303189	Cambridge Technical Extended Diploma in Digital Media
60174547	Advanced Technical Extended Diploma in Horticulture (1080)
60175904	BTEC National Extended Diploma in Mechanical Engineering
60312166	BTEC National Extended Diploma in Civil Engineering
60160421	Diploma in Physical Activity, Fitness and Exercise Science

1. [Data for T Levels](#) was derived on a similar basis for the purpose of providing contextual information to support the comparison. Averages include a small number of KS4 approved qualifications other than GCSEs. [↩](#)

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