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Department for Education

Academic year 2025/26 Provisional

Provisional T Level results

A summary of outcomes for students in receipt of T Level results, as reported to the Department for Education through the manage T Level results service.

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Headline facts and figures

- There are 19,665 students with an overall T Level result across 21 pathways. 11,909 were awarded last year (provisional data for 2024/25, covering 18 pathways).
- 18,218 (92.6%) of the 19,665 students achieved a Pass or above in their overall T level results across all T Level pathways. For female students this was 96.1% and for male students 89.3%.
- 68.9% of students achieved a Merit or above.
- Of the 19,665 students with an overall result in 2025/26: 98.8% of students achieved a grade E or above in the

core component; 95.4% achieved a Pass or above in their Occupational Specialism; 97.2% completed their Industry Placement (includes completed with special consideration).

- The pass rate in the 21 pathways awarded this year ranged from 98.5% (Craft and Design) to 75.1% (Onsite Construction).

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About these statistics

This publication provides a summary of the outcomes achieved by students in receipt of results for a T Level in the academic year 2025/26, as reported to the Department for Education through the [Manage T Level results service \(opens in new tab\)](#).

Users should exercise caution when drawing conclusions from these numbers as T Levels are still in the roll out phase with new T Level subjects being added each year. Comparisons over time should not be made for pass rates as the timeseries data features a mixture of provisional results for those who have completed this year at the end of their second year of study, and revised/final results, where students have had subsequent attempts at assessments or completed the industry placement after their second year. See the “Scheduled revisions to data” section for information on the size of change between provisional and revised in 2024/25.

These are official statistics in development and feedback from users is welcome at Attainment.STATISTICS@education.gov.uk.

Results in 2025/26 include three new subject areas, along with the 18 awarded last year.

The first T Level courses started in September 2020 in the following subject areas (also known as ‘pathways’):

- Design, Surveying and Planning for Construction
- Digital Production, Design and Development
- Education and Early Years

Seven T Level courses were introduced in September 2021 in the following pathways:

- Building Services Engineering for Construction
- Health
- Healthcare Science
- Science
- Onsite Construction
- Digital Support Services
- Digital Business Services

Six T Level courses were introduced in September 2022 in the following pathways:

- Accounting
- Design and Development for Engineering and Manufacturing
- Engineering, Manufacturing, Processing and Control
- Finance
- Maintenance, Installation and Repair for Engineering and Manufacturing
- Management and Administration

Two T Level courses were introduced in September 2023 in the following pathways:

- Agriculture, Land Management and Production
- Legal Services

Three further T Level courses were introduced in September 2024 in the following pathways:

- Animal Care and Management
- Craft and Design
- Media, Broadcast and Production

T Levels are 2-year courses which are taken after GCSEs and are broadly equivalent in size to 3 A levels. These courses have been developed in collaboration with employers and education providers so that the content meets the needs of industry and prepares students for entry into skilled employment, an apprenticeship or related technical study through further or higher education.

T Levels offer students practical and knowledge-based learning at a school or college and on-the-job experience.

Students who have completed their T Level will receive a nationally recognised certificate which will show their overall grade and a breakdown of what they have achieved. This will include:

- an overall grade for the T Level, shown as pass, merit, distinction or distinction*
- a separate grade for the core component, using A* to E
- a separate grade for each occupational specialism, shown as pass, merit or distinction
- confirmation that they have completed an industry placement

The courses are available at selected colleges, schools and other providers across England. Information on all providers offering T Levels is available on the [T Levels website \(opens in new tab\)](#).

Please note that results for 2025/26 are provisional, as appeals may still be underway which could result in changes to some individual grades, and some partially achieving students are expected to complete their industry placement during summer 2026. Students for whom the core component or occupational specialism result is currently pending are excluded from these results. See the “Scheduled revisions to data” section for information on the size of change between provisional and revised in 2024/25.

Data are correct as of 4 August 2026.

This publication includes updated data for 2024/25, labelled as ‘Revised’. Provisional data for 2025/26 will in

turn be updated next year.

Students included in these data for 2025/26 mirrors [Ofqual data on T Level Technical Qualification \(TQ\) results \(opens in new tab\)](#), which includes data for students expected to complete their T Level programme in 2026 who have completed both the core component and occupational specialism. Results may differ slightly due to differences in processing and rounding and in the timing of data collection.

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Scheduled revisions to data

Updating provisional data for 2024/25

Provisional data published last year – based on students who started T Levels in September 2023 – is updated in the underlying data and labelled as ‘Revised’. Any changes since results day in August 2025 reflect core and occupational specialism marking or moderation reviews, retakes, and if students subsequently complete their industry placement.

The table below shows the change between provisional and revised data for the T Level students who started in September 2023. The 2024/25 pass or above rate has been revised from 91.4% to 93.5%.

Revised 2024/25	Grade	Achieved grade (count)	Achieved grade (%)	Achieved grade (count)	Achieved grade (%)	Impact of change from provisional to revised

		Provisional data		Revised data		
Overall T level	Distinction*	20	0.2	21	0.2	0.0ppt
	Distinction	1,852	15.6	1,914	15.9	+0.3ppt
	Merit	5,905	49.6	6,047	50.2	+0.6ppt
	Pass	3,111	26.1	3,285	27.3	+1.1ppt
	Partial achieved	992	8.3	761	6.3	-2.0ppt
	Unclassified	29	0.2	27	0.2	0.0ppt
	Total students	11,909	n/a	12,055	n/a	+1.2%
	Achieving Pass or above	10,888	91.4%	11,267	93.5%	+2.0ppt

Updating provisional data for 2025/26

Provisional data for 2025/26 will be updated to revised in August 2027. Note, there are 552 students from the fifth cohort of T Level students recorded as having not completed their industry placements, of which 374 had passed the core and occupational specialism.

The Overall T level characteristics and provider level breakdowns usually published in March will no longer be updated as part of this publication series. These breakdowns are being introduced into 16 to 19 performance measures and will be published as part of the [16 to 19 performance publication \(opens in new tab\)](#). For more information on provider level data, see the 'Provider T level results' section.

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T Level roll out

This is the fifth year of results for T Levels and represents the fifth phase of the roll out in T Level pathways. It includes results from 307 providers, 67 of which taught T Levels from 2024 for the first time.

In the first year there were three pathways available, seven added in year two, six added in year three, two in year four and a further three in year five.

The number of students that started in academic year 2024/25 with a T Level result by August 2026 was 19,665 based on 21 pathways, compared to 996 for 2020/21 starters (final data for 2021/22, based on only 3 pathways).

Chart

Table

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Number of students awarded a T level result by pathway in England between 2021/22 and 2025/26

	Number of students				
	2025/26	2024/25	2023/24	2022/23	2021/22
Total	19,665	12,055	7,436	3,560	996
Design, Surveying and Planning	1,588	1,027	687	444	200
Digital Production, Design and Development	1,719	1,473	1,037	695	331
Education and Early Years	3,780	2,496	1,540	1,025	465
Building Services Engineering	830	541	319	208	no data
Digital Business Services	60	55	35	43	no data
Digital Support Services	603	415	296	191	no data
Health	2,967	1,845	1,074	725	no data
Healthcare Science	79	38	65	32	no data
Onsite Construction	213	126	139	75	no data
Science	283	203	129	122	no data
Accounting	502	257	95	no data	no data
Design and Development for Engineering and Manufacturing	1,649	1,114	555	no data	no data
Engineering, Manufacturing, Processing and Control	500	310	181	no data	no data

Finance	137	98	37	no data	no data
Maintenance, Installation and Repair for Engineering and Manufacturing	655	492	399	no data	no data
Management and Administration	1,857	1,318	848	no data	no data
Agriculture, Land Management and Production	483	201	no data	no data	no data
Legal Services	186	46	no data	no data	no data
Media, Broadcast and Production	448	no data	no data	no data	no data
Animal Care and Management	1,059	no data	no data	no data	no data
Craft and Design	67	no data	no data	no data	no data

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Footnotes

1. Figures from 2021/22 to 2023/24 are Final, figures for 2024/25 are Revised and figures for 2025/26 are Provisional.
2. Covers students who attempted both the core component and occupational specialism, not including pending results.

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The three T Level pathways available to all five cohorts saw large increases in students with results in 2025/26 compared to 2024/25 (54.6% increase for Design, Surveying and Planning, 51.4% increase for Education and Early Years and 16.7% increase for Digital Production, Design and Development).

The two pathways added in September 2023 had seen increases in the number of T Level results awarded with Agriculture, Land Management and Production increasing from 201 to 483 and Legal Services from 46 to 186.

In 2025/26, Education and Early Years – in its fifth year since rollout - had the largest number of students with a T Level result in 2025/26 (3,780) and Digital Business Services had the lowest number (60).

Healthcare Science, Onsite Construction, and Finance all saw increases in the number of results in 2025/26 compared with 2024/25, although numbers were small. These T Levels are now winding down, with new enrolments in Onsite Construction and Healthcare Science having ceased in September 2024 and September 2025, respectively and new enrolments in Finance ceasing in September 2026.

Number of T Level results by region of England from 2021/22 to 2025/26

In 2025/26, the region with the highest number of students with results was the North West with 3,285 and the lowest number was the East Midlands with 1,249.

Users should exercise caution when drawing conclusions from these numbers as this programme is still in the roll out phase.

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Number of T Level results by region of England between 2021/22 and 2025/26

	2025/26	2024/25	2023/24	2022/23	2021/22
North East	1,474	780	492	184	50
North West	3,285	2,198	1,464	701	134
Yorkshire and The Humber	2,374	1,417	831	421	140
East Midlands	1,249	739	511	300	25
West Midlands	2,610	1,592	731	292	90
East of England	2,014	1,134	593	226	98
London	1,619	999	500	206	74
South East	2,919	1,904	1,336	621	214
South West	2,121	1,292	978	609	171

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Overall T Level results

[Overall T Level grades](#) are calculated by the Department from core component grades, occupational specialism grades and industry placement completion status according to rules set out in the [Methodology document](#).

Across all subjects combined (19,665 students), the percentage of students achieving a Pass or above in their T

Level was 92.6%. 68.9% achieved a Merit or above overall.

Craft and Design had the highest percentage of students achieving a Pass or above (98.5%) whilst Onsite Construction had the lowest (75.1%). However, note the percentages are based on a small number of students with results in these pathways (67 and 213, respectively). Health had the second highest pass rate (97.4%) and had the second largest cohort of students (2,967).

The T Level pathway in which the highest percentage of students achieved a Distinction or above was Finance (61.3%), followed by Craft and Design (35.8%), whilst Onsite Construction had the lowest (3.3%). However, note the percentages are based on a small number of students with results in these pathways (137, 67 and 213 respectively). Education and Early Years, the pathway with the largest number of results, had the third highest percentage of students achieving a Distinction or above (33.0%).

Users should exercise caution when considering comparisons from these grade percentages as this programme is in the roll out phase, in particular comparisons over time should take into account changes in the T Level pathways available and data revisions from provisional to revised.

Chart

Table

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Overall T Level grade breakdown by T Level pathway for students awarded a T level in 2025/26

		Number of students	Distinction*	Distinction	Merit	Pass	Partial achievement
Total	Count	19,665	74	3,491	9,993	4,660	1,427
	Percent	z	0.4%	17.8%	50.8%	23.7%	7.2%

	Cumulative percent	z	0.4%	18.1%	68.9%	92.6%	99.9%
Accounting	Count	502	0	134	230	89	45
	Percent	z	0.0%	26.7%	45.8%	17.7%	9.0%
	Cumulative percent	z	0.0%	26.7%	72.5%	90.2%	99.2%
Agriculture, Land Management and Production	Count	483	0	112	177	169	25
	Percent	z	0.0%	23.2%	36.6%	35.0%	5.2%
	Cumulative percent	z	0.0%	23.2%	59.8%	94.8%	100.0%
Animal Care and Management	Count	1,059	0	241	436	300	81
	Percent	z	0.0%	22.8%	41.2%	28.3%	7.6%
	Cumulative percent	z	0.0%	22.8%	63.9%	92.3%	99.9%
Building Services Engineering	Count	830	0	46	289	339	155
	Percent	z	0.0%	5.5%	34.8%	40.8%	18.7%
	Cumulative percent	z	0.0%	5.5%	40.4%	81.2%	99.9%
Craft and Design	Count	67	0	24	29	13	1
	Percent	z	0.0%	25.00%	42.20%	40.40%	4.50%

	Percent	z	0.0%	35.8%	43.3%	19.4%	1.5%
	Cumulative percent	z	0.0%	35.8%	79.1%	98.5%	100.0%
Design and Development for Engineering and Manufacturing	Count	1,649	0	171	544	631	294
	Percent	z	0.0%	10.4%	33.0%	38.3%	17.8%
	Cumulative percent	z	0.0%	10.4%	43.4%	81.6%	99.5%
Design, Surveying and Planning	Count	1,588	5	314	928	271	60
	Percent	z	0.3%	19.8%	58.4%	17.1%	4.3%
	Cumulative percent	z	0.3%	20.1%	78.5%	95.6%	99.9%
Digital Business Services	Count	60	0	11	26	16	7
	Percent	z	0.0%	18.3%	43.3%	26.7%	8.3%
	Cumulative percent	z	0.0%	18.3%	61.7%	88.3%	96.7%
Digital Production, Design and Development	Count	1,719	1	320	838	397	161
	Percent	z	0.1%	18.6%	48.7%	23.1%	9.4%
	Cumulative percent	z	0.1%	18.7%	67.4%	90.5%	99.9%
Digital Support	Count	603	2	121	289	131	60

Services	Percent	z	0.3%	20.1%	47.9%	21.7%	10.0%
	Cumulative percent	z	0.3%	20.4%	68.3%	90.0%	100.0%
Education and Early Years	Count	3,780	62	1,186	1,933	479	120
	Percent	z	1.6%	31.4%	51.1%	12.7%	3.2%
	Cumulative percent	z	1.6%	33.0%	84.2%	96.8%	100.0%
Engineering, Manufacturing, Processing and Control	Count	500	0	67	207	177	45
	Percent	z	0.0%	13.4%	41.4%	35.4%	9.4%
	Cumulative percent	z	0.0%	13.4%	54.8%	90.2%	99.6%
Finance	Count	137	2	82	35	4	14
	Percent	z	1.5%	59.9%	25.5%	2.9%	10.2%
	Cumulative percent	z	1.5%	61.3%	86.9%	89.8%	100.0%
Health	Count	2,967	1	235	2,116	538	75
	Percent	z	0.0%	7.9%	71.3%	18.1%	2.5%
	Cumulative percent	z	0.0%	8.0%	79.3%	97.4%	99.9%

Healthcare Science	Count	79	0	8	46	19	6
	Percent	z	0.0%	10.1%	58.2%	24.1%	7.6%
	Cumulative percent	z	0.0%	10.1%	68.4%	92.4%	100.0%
Legal Services	Count	186	1	25	113	29	18
	Percent	z	0.5%	13.4%	60.8%	15.6%	9.7%
	Cumulative percent	z	0.5%	14.0%	74.7%	90.3%	100.0%
Maintenance, Installation and Repair for Engineering and Manufacturing	Count	655	0	86	316	191	61
	Percent	z	0.0%	13.1%	48.2%	29.2%	9.5%
	Cumulative percent	z	0.0%	13.1%	61.4%	90.5%	100.0%
Management and Administration	Count	1,857	0	192	1,045	554	61
	Percent	z	0.0%	10.3%	56.3%	29.8%	3.5%
	Cumulative percent	z	0.0%	10.3%	66.6%	96.4%	99.9%
Media, Broadcast and Production	Count	448	0	80	163	157	48
	Percent	z	0.0%	17.9%	36.4%	35.0%	10.7%
	Cumulative percent	z	0.0%	17.9%	54.2%	89.3%	100.0%

		percent					
Onsite Construction	Count	213	0	7	77	76	5%
	Percent	z	0.0%	3.3%	36.2%	35.7%	24.4%
	Cumulative percent	z	0.0%	3.3%	39.4%	75.1%	99.5%
Science	Count	283	0	29	156	80	1%
	Percent	z	0.0%	10.2%	55.1%	28.3%	6.0%
	Cumulative percent	z	0.0%	10.2%	65.4%	93.6%	99.6%

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Footnotes

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- Covers students who attempted both the core component and occupational specialism, not including pending results.

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Overall T level grade by sex for students awarded a T Level in 2025/26

The overall pass rate (Pass or above) was higher for females (96.1%) than males (89.3%). More females achieved Distinction or above than males (21.9% compared with 14.4%). Overall, the most common grade for both females and males was Merit.

The Education and Early Years and Health pathways had the highest proportion of female results (95.6% and 91.4% respectively), with these two pathways accounting for 65.2% of all female T Level results. Conversely, males made up 97.5% of the Building Services Engineering pathway, 94.4% of the Onsite Construction pathway and Digital Support Services pathways (92.2%).

ChartTable

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Overall T Level grade breakdown by sex for students awarded a T Level in 2025/26

		2025/26					
		Number of students	Distinction*	Distinction	Merit	Pass	Partial achievement
Count	All	19,665	74	3,491	9,993	4,660	1,421
	Female	9,699	65	2,057	5,448	1,746	376
	Male	9,878	9	1,413	4,502	2,896	1,039
Percent	All	z	0.4%	17.8%	50.8%	23.7%	7.2%
	Female	z	0.7%	21.2%	56.2%	18.0%	3.9%
	Male	z	0.1%	14.3%	45.6%	29.3%	10.5%
Cumulative percent	All	z	0.4%	18.1%	68.9%	92.6%	99.9%
	Female	z	0.7%	21.9%	78.0%	96.1%	99.9%
	Male	z	0.1%	14.4%	60.0%	89.3%	99.8%

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2. Covers students who attempted both the core component and occupational specialism, not including pending results.

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Core component results

The core component of a T Level is assessed through one or more written exams and an Employer Set Project, typically taken midway through the course. It is possible for learners to sit the core component assessment up to three times.

The data presented here includes the highest grade achieved if a student made more than one attempt at the assessment.

Across all T Levels awarded in 2025/26 (19,665 students), the percentage of students achieving an E or above

in the core component assessment was 98.8%.

The core components in which the highest percentage of students achieved grade E or above were Education and Early Years and Finance (achieving 100%), whilst Building Services Engineering had the lowest proportion (89.9%). Please note, however, the Finance pathway is based on small numbers of students with results (137).

Users should exercise caution when considering comparisons from these grade percentages as this programme is in the roll out phase, in particular comparisons over time should take into account changes in the T Level pathways available and data revisions from provisional to revised.

Chart

Table

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Core component grades by T Level pathway for students that were awarded a T Level in 2025/26

		2025/26							
		Number of students	A*	A	B	C	D	E	Unclassified
Total	Count	19,665	127	1,311	3,547	5,956	5,901	2,581	
	Percent	z	0.6%	6.7%	18.0%	30.3%	30.0%	13.1%	
	Cumulative percent	z	0.6%	7.3%	25.3%	55.6%	85.6%	98.8%	100%
Accounting	Count	502	0	9	63	157	200	61	

		Percent	z	0.0%	1.8%	12.5%	31.3%	39.8%	12.2%	
		Cumulative percent	z	0.0%	1.8%	14.3%	45.6%	85.5%	97.6%	1
	Agriculture, Land Management and Production	Count	483	0	2	31	131	200	113	
		Percent	z	0.0%	0.4%	6.4%	27.1%	41.4%	23.4%	
		Cumulative percent	z	0.0%	0.4%	6.8%	34.0%	75.4%	98.8%	1
	Animal Care and Management	Count	1,059	0	14	140	424	375	100	
		Percent	z	0.0%	1.3%	13.2%	40.0%	35.4%	9.4%	
		Cumulative percent	z	0.0%	1.3%	14.5%	54.6%	90.0%	99.4%	1
	Building Services Engineering	Count	830	1	4	29	125	272	315	
		Percent	z	0.1%	0.5%	3.5%	15.1%	32.8%	38.0%	
		Cumulative percent	z	0.1%	0.6%	4.1%	19.2%	51.9%	89.9%	1
	Craft and Design	Count	67	0	0	2	10	36	18	
		Percent	z	0.0%	0.0%	3.0%	14.9%	53.7%	26.9%	
		Cumulative percent	z	0.0%	0.0%	3.0%	17.9%	71.6%	98.5%	1
	Desian and	Count	1.649	0	33	192	495	591	303	

Development for Engineering and Manufacturing	Percent	z	0.0%	2.0%	11.6%	30.0%	35.8%	18.4%	
	Cumulative percent	z	0.0%	2.0%	13.6%	43.7%	79.5%	97.9%	1
Design, Surveying and Planning	Count	1,588	6	31	185	596	581	174	
	Percent	z	0.4%	2.0%	11.6%	37.5%	36.6%	11.0%	
	Cumulative percent	z	0.4%	2.3%	14.0%	51.5%	88.1%	99.1%	1
Digital Business Services	Count	60	0	0	2	19	19	18	
	Percent	z	0.0%	0.0%	3.3%	31.7%	31.7%	30.0%	
	Cumulative percent	z	0.0%	0.0%	3.3%	35.0%	66.7%	96.7%	1
Digital Production, Design and Development	Count	1,719	4	69	371	600	478	191	
	Percent	z	0.2%	4.0%	21.6%	34.9%	27.8%	11.1%	
	Cumulative percent	z	0.2%	4.2%	25.8%	60.7%	88.5%	99.7%	1
Digital Support Services	Count	603	3	17	105	243	170	59	
	Percent	z	0.5%	2.8%	17.4%	40.3%	28.2%	9.8%	
	Cumulative percent	z	0.5%	3.3%	20.7%	61.0%	89.2%	99.0%	1

Education and Early Years	Count	3,780	104	997	1,607	835	207	30	
	Percent	z	2.8%	26.4%	42.5%	22.1%	5.5%	0.8%	
	Cumulative percent	z	2.8%	29.1%	71.6%	93.7%	99.2%	100.0%	1
Engineering, Manufacturing, Processing and Control	Count	500	0	9	41	139	174	122	
	Percent	z	0.0%	1.8%	8.2%	27.8%	34.8%	24.4%	
	Cumulative percent	z	0.0%	1.8%	10.0%	37.8%	72.6%	97.0%	1
Finance	Count	137	2	23	62	35	13	2	
	Percent	z	1.5%	16.8%	45.3%	25.5%	9.5%	1.5%	
	Cumulative percent	z	1.5%	18.2%	63.5%	89.1%	98.5%	100.0%	1
Health	Count	2,967	4	80	455	1,154	982	286	
	Percent	z	0.1%	2.7%	15.3%	38.9%	33.1%	9.6%	
	Cumulative percent	z	0.1%	2.8%	18.2%	57.1%	90.2%	99.8%	1
Healthcare Science	Count	79	0	0	2	20	43	12	
	Percent	z	0.0%	0.0%	2.5%	25.3%	54.4%	15.2%	
	Cumulative	z	0.0%	0.0%	2.5%	27.8%	82.3%	97.5%	1

	percent								
Legal Services	Count	186	3	12	36	61	40	30	
	Percent	z	1.6%	6.5%	19.4%	32.8%	21.5%	16.1%	
	Cumulative percent	z	1.6%	8.1%	27.4%	60.2%	81.7%	97.8%	1
Maintenance, Installation and Repair for Engineering and Manufacturing	Count	655	0	3	45	173	277	145	
	Percent	z	0.0%	0.5%	6.9%	26.4%	42.3%	22.1%	
	Cumulative percent	z	0.0%	0.5%	7.3%	33.7%	76.0%	98.2%	1
Management and Administration	Count	1,857	0	4	134	495	823	387	
	Percent	z	0.0%	0.2%	7.2%	26.7%	44.3%	20.8%	
	Cumulative percent	z	0.0%	0.2%	7.4%	34.1%	78.4%	99.2%	1
Media, Broadcast and Production	Count	448	0	3	33	140	194	76	
	Percent	z	0.0%	0.7%	7.4%	31.3%	43.3%	17.0%	
	Cumulative percent	z	0.0%	0.7%	8.0%	39.3%	82.6%	99.6%	1
Onsite Construction	Count	213	0	0	0	20	91	95	
	Percent	z	0.0%	0.0%	0.0%	9.4%	42.7%	44.6%	

	Cumulative percent	z	0.0%	0.0%	0.0%	9.4%	52.1%	96.7%	1
Science	Count	283	0	1	12	84	135	44	
	Percent	z	0.0%	0.4%	4.2%	29.7%	47.7%	15.5%	
	Cumulative percent	z	0.0%	0.4%	4.6%	34.3%	82.0%	97.5%	1

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2. Covers students who attempted both the core component and occupational specialism, not including pending results.

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Core component grade breakdown by sex for students awarded a T Level in 2025/26

The percentage achieving an E or above in the core component assessment was higher for females (99.6%) than males (98.0%). More females achieved a C or above than males (68.2% compared to 43.3%).

Chart

Table

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Core component grade breakdown by sex for students awarded a T Level in 2025/26

		2025/26							
		Number of students	A*	A	B	C	D	E	Unclassified
Count	All	19,665	127	1,311	3,547	5,956	5,901	2,581	242
	Female	9,699	113	1,114	2,384	3,003	2,308	735	42
	Male	9,878	14	195	1,148	2,916	3,568	1,839	198
Percent	All	z	0.6%	6.7%	18.0%	30.3%	30.0%	13.1%	1.2%
	Female	z	1.2%	11.5%	24.6%	31.0%	23.8%	7.6%	0.4%
	Male	z	0.1%	2.0%	11.6%	29.5%	36.1%	18.6%	2.0%
Cumulative percent	All	z	0.6%	7.3%	25.3%	55.6%	85.6%	98.8%	100.0%
	Female	z	1.2%	12.7%	37.2%	68.2%	92.0%	99.6%	100.0%
	Male	z	0.1%	2.1%	13.7%	43.3%	79.4%	98.0%	100.0%

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Occupational specialism results

The occupational specialism component of a T Level is assessed through a practical project or assignments, typically taken in the second year of the T Level.

Across all T Levels awarded in 2025/26 (19,665 students), the percentage of students achieving a Pass or above in their occupational specialism was 95.4%.

The most common grade for the Occupational Specialism, across all pathways, was Merit. 53.6% of students achieved this grade.

The occupational specialisms with the highest pass rates were Craft and Design and Legal Services (100%) but both had amongst the lowest number of students (67 and 186, respectively). Onsite Construction had the lowest pass rate (76.5%, 213 students).

Users should exercise caution when considering comparisons from these grade percentages as this programme is in the roll out phase, in particular comparisons over time should take into account changes in the T Level pathways available and data revisions from provisional to revised.

Chart

Table

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Occupational specialism grades by T Level pathway for students that were awarded a T Level in 2025/26

		2025/26				
		Number of students	Distinction	Merit	Pass	Unclassified
Total	Count	19,665	3,596	10,531	4,639	899
	Percent	z	18.3%	53.6%	23.6%	4.6%
	Cumulative percent	z	18.3%	71.8%	95.4%	100.0%
Accounting	Count	502	193	211	68	30
	Percent	z	38.4%	42.0%	13.5%	6.0%

	Cumulative percent	z	38.4%	80.5%	94.0%	100.0%
Agriculture, Land Management and Production	Count	483	119	222	123	19
	Percent	z	24.6%	46.0%	25.5%	3.9%
	Cumulative percent	z	24.6%	70.6%	96.1%	100.0%
Animal Care and Management	Count	1,059	238	468	286	67
	Percent	z	22.5%	44.2%	27.0%	6.3%
	Cumulative percent	z	22.5%	66.7%	93.7%	100.0%
Building Services Engineering	Count	830	141	372	263	54
	Percent	z	17.0%	44.8%	31.7%	6.5%
	Cumulative percent	z	17.0%	61.8%	93.5%	100.0%
Craft and Design	Count	67	32	30	5	0
	Percent	z	47.8%	44.8%	7.5%	0.0%
	Cumulative percent	z	47.8%	92.5%	100.0%	100.0%
Design and Development for Engineering and	Count	1,649	218	536	653	242
	Percent	z	13.2%	32.5%	39.6%	14.7%

Engineering and Manufacturing	Count	1,588	384	980	210	14
	Percent	z	24.2%	61.7%	13.2%	0.9%
	Cumulative percent	z	24.2%	85.9%	99.1%	100.0%
Design, Surveying and Planning	Count	60	13	37	7	3
	Percent	z	21.7%	61.7%	11.7%	5.0%
	Cumulative percent	z	21.7%	83.3%	95.0%	100.0%
Digital Business Services	Count	1,719	373	801	432	113
	Percent	z	21.7%	46.6%	25.1%	6.6%
	Cumulative percent	z	21.7%	68.3%	93.4%	100.0%
Digital Production, Design and Development	Count	603	135	296	142	30
	Percent	z	22.4%	49.1%	23.5%	5.0%
	Cumulative percent	z	22.4%	71.5%	95.0%	100.0%
Digital Support Services	Count	3,780	656	1,985	1,050	89
	Percent					
	Cumulative percent					
Education and Early Years	Count					
	Percent					
	Cumulative percent					

	Total	Percent	z	17.4%	52.5%	27.8%	2.4%
		Cumulative percent	z	17.4%	69.9%	97.6%	100.0%
	Engineering, Manufacturing, Processing and Control	Count	500	90	232	148	30
		Percent	z	18.0%	46.4%	29.6%	6.0%
		Cumulative percent	z	18.0%	64.4%	94.0%	100.0%
	Finance	Count	137	90	42	4	1
		Percent	z	65.7%	30.7%	2.9%	0.7%
		Cumulative percent	z	65.7%	96.4%	99.3%	100.0%
	Health	Count	2,967	201	2,314	401	51
		Percent	z	6.8%	78.0%	13.5%	1.7%
		Cumulative percent	z	6.8%	84.8%	98.3%	100.0%
	Healthcare Science	Count	79	26	31	20	2
		Percent	z	32.9%	39.2%	25.3%	2.5%
		Cumulative percent	z	32.9%	72.2%	97.5%	100.0%
	Legal Services	Count	186	21	155	10	0

Legal Services	Count	100	21	100	10	0
	Percent	z	11.3%	83.3%	5.4%	0.0%
	Cumulative percent	z	11.3%	94.6%	100.0%	100.0%
Maintenance, Installation and Repair for Engineering and Manufacturing	Count	655	183	301	142	29
	Percent	z	27.9%	46.0%	21.7%	4.4%
	Cumulative percent	z	27.9%	73.9%	95.6%	100.0%
Management and Administration	Count	1,857	317	1,111	396	33
	Percent	z	17.1%	59.8%	21.3%	1.8%
	Cumulative percent	z	17.1%	76.9%	98.2%	100.0%
Media, Broadcast and Production	Count	448	83	170	157	38
	Percent	z	18.5%	37.9%	35.0%	8.5%
	Cumulative percent	z	18.5%	56.5%	91.5%	100.0%
Onsite Construction	Count	213	44	69	50	50
	Percent	z	20.7%	32.4%	23.5%	23.5%
	Cumulative percent	z	20.7%	53.1%	76.5%	100.0%

Science	Count	283	39	168	72	4
	Percent	z	13.8%	59.4%	25.4%	1.4%
	Cumulative percent	z	13.8%	73.1%	98.6%	100.0%

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Occupational specialism grade breakdown by sex for students awarded a T Level in 2025/26

The percentage of students achieving a Pass or above in their occupational specialism was higher for females (97.4%) than males (93.4%). Similarly, more females achieved a Merit or above than males (76.3% compared to 67.4%). The most common grade for the occupational specialism was Merit.

Chart

Table

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Occupational specialism grade breakdown by sex for students awarded a T Level in 2025/26

		2025/26				
		Number of students	Distinction	Merit	Pass	Unclassified
Count	All	19,665	3,596	10,531	4,639	899
	Female	9,699	1,644	5,759	2,047	249
	Male	9,878	1,928	4,725	2,577	648
Percent	All	z	18.3%	53.6%	23.6%	4.6%
	Female	z	17.0%	59.4%	21.1%	2.6%
	Male	z	19.5%	47.8%	26.1%	6.6%
Cumulative percent	All	z	18.3%	71.8%	95.4%	100.0%
	Female	z	17.0%	76.3%	97.4%	100.0%
	Male	z	19.5%	67.4%	93.4%	100.0%

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Industry placement completion

The on-the-job training part of a T Level is achieved through an industry placement of at least 315 hours – approximately 45 days.

Special consideration is available where a student has experienced adverse circumstances and has not been able to complete the minimum placement hours but has demonstrated sufficient progress towards their learning goals and worked directly to an external employer.

The pathway with the highest proportion of students where the Industry Placement has not been completed by 4th August 2026 following the end of their second year is Digital Business Services (11.7%), with Craft and

Design having the lowest proportion of students not completing the Industry Placement (0.0%).

[Chart](#)

[Table](#)

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Industry placement status breakdown by T Level pathway for students awarded a T Level in 2025/26

		2025/26			
		Number of students	Completed	Completed with special consideration	Not completed
Total	Count	19,665	18,801	312	552
	Percent	z	95.6%	1.6%	2.8%
	Cumulative percent	z	95.6%	97.2%	100.0%
Accounting	Count	502	475	4	23
	Percent	z	94.6%	0.8%	4.6%
	Cumulative percent	z	94.6%	95.4%	100.0%
Agriculture, Land Management and Production	Count	483	473	6	4
	Percent	z	97.9%	1.2%	0.8%

	Cumulative percent	z	97.9%	99.2%	100.0%
Animal Care and Management	Count	1,059	1,008	34	17
	Percent	z	95.2%	3.2%	1.6%
	Cumulative percent	z	95.2%	98.4%	100.0%
Building Services Engineering	Count	830	781	6	43
	Percent	z	94.1%	0.7%	5.2%
	Cumulative percent	z	94.1%	94.8%	100.0%
Craft and Design	Count	67	65	2	0
	Percent	z	97.0%	3.0%	0.0%
	Cumulative percent	z	97.0%	100.0%	100.0%
Design and Development for Engineering and Manufacturing	Count	1,649	1,544	25	80
	Percent	z	93.6%	1.5%	4.9%
	Cumulative percent	z	93.6%	95.1%	100.0%
Design, Surveying and Planning	Count	1,588	1,511	24	53

	Percent	z	95.2%	1.5%	3.3%
	Cumulative percent	z	95.2%	96.7%	100.0%
Digital Business Services	Count	60	53	0	7
	Percent	z	88.3%	0.0%	11.7%
	Cumulative percent	z	88.3%	88.3%	100.0%
Digital Production, Design and Development	Count	1,719	1,637	24	58
	Percent	z	95.2%	1.4%	3.4%
	Cumulative percent	z	95.2%	96.6%	100.0%
Digital Support Services	Count	603	562	9	32
	Percent	z	93.2%	1.5%	5.3%
	Cumulative percent	z	93.2%	94.7%	100.0%
Education and Early Years	Count	3,780	3,682	48	50
	Percent	z	97.4%	1.3%	1.3%
	Cumulative percent	z	97.4%	98.7%	100.0%
Engineering,	Count	500	453	28	19

**Manufacturing, Processing
and Control****Percent**

z

90.6%

5.6%

3.8%

**Cumulative
percent**

z

90.6%

96.2%

100.0%

Finance**Count**

137

124

0

13

Percent

z

90.5%

0.0%

9.5%

**Cumulative
percent**

z

90.5%

90.5%

100.0%

Health**Count**

2,967

2,875

49

43

Percent

z

96.9%

1.7%

1.4%

**Cumulative
percent**

z

96.9%

98.6%

100.0%

Healthcare Science**Count**

79

74

2

3

Percent

z

93.7%

2.5%

3.8%

**Cumulative
percent**

z

93.7%

96.2%

100.0%

Legal Services**Count**

186

170

1

15

Percent

z

91.4%

0.5%

8.1%

**Cumulative
percent**

z

91.4%

91.9%

100.0%

Maintenance, Installation and Repair for Engineering and Manufacturing	Count	655	621	9	25
	Percent	z	94.8%	1.4%	3.8%
	Cumulative percent	z	94.8%	96.2%	100.0%

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	percent				
Media, Broadcast and Production	Count	448	423	7	18
	Percent	z	94.4%	1.6%	4.0%
	Cumulative percent	z	94.4%	96.0%	100.0%
Onsite Construction	Count	213	202	4	7
	Percent	z	94.8%	1.9%	3.3%
	Cumulative percent	z	94.8%	96.7%	100.0%
Science	Count	283	267	4	12
	Percent	z	94.3%	1.4%	4.2%
	Cumulative percent	z	94.3%	95.8%	100.0%

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Industry placement status breakdown by sex for students that completed a T Level in 2025/26

Across all subject areas combined (19,665 students), the percentage of students who completed an industry placement was 97.2% - for females this was 98.3% and for males this was 96.1%.

[Chart](#)[Table](#)

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Industry placement status breakdown by sex for students that completed a T Level in 2025/26

		2025/26			
		Number of students	Completed	Completed with special consideration	Not completed
Count	All	19,665	18,801	312	552
	Female	9,699	9,368	163	168
	Male	9,878	9,349	148	381
Percent	All	z	95.6%	1.6%	2.8%
	Female	z	96.6%	1.7%	1.7%
	Male	z	94.6%	1.5%	3.9%
Cumulative percent	All	z	95.6%	97.2%	100.0%
	Female	z	96.6%	98.3%	100.0%
	Male	z	94.6%	96.1%	100.0%

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Provider T Level results

Overall T Level results for revised 2024/25, broken down by provider can be created in the table builder tool. These results update the provisional data published in March 2026.

As previously announced in the [16 to 19 accountability headline measures \(opens in new tab\)](#), a new T Level attainment measure which captures overall attainment has been developed. This measure will be published

alongside existing 16 to 19 performance measures for the 2025/26 academic year in February 2027. The data will include provider breakdowns by disadvantage status.

When the new measure is published, the overall T Level results broken down by provider will no longer be updated as part of the Provisional T Level results publication.

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T Level retained and assessed rates

The T Level is a two-year study programme, and the T Level retained and assessed rate is first measured using provisional data after two years. However, learners can elect to complete their T Level over two or more academic years, and so the retained and assessed rate is updated using revised data to reflect any further assessment after three years. The retained and assessed rate is calculated using all T Level entrants.

A T level entrant is considered retained and assessed in their T Level if they are flagged as receiving a marked grade (including pending grades) in both their core component and occupational specialism. This does not have to be a pass grade.

The provisional retained and assessed rate for students who started their T Level in 2024/25 (and were expected to complete it in 2025/26) is 76.7%.

Comparison data for students studying vocational and technical qualifications or A levels

Two level 3 study programmes are included to provide suitable comparators to the T Level, which is equivalent in size to 3 A levels. These comparator level 3 study programmes are:

- 16-year-old entrants whose study programme included 3 or more A levels and no substantial (325 guided learning hours or more) vocational and technical qualifications (VTQs) studied over two years;
- 16-year-old entrants to large (1,045 guided learning hours or more) VTQs included in performance tables studied over two years.

Note, as T Levels are still being rolled out, caution should be taken comparing retained and assessed rates from one year to the next. Any change in rates could be due to changes in student behaviours as well as changes in the mix of pathways available.

The calculation of retained and assessed rates is the same as that described in the [T Level action plan: 2023 to 2024 \(opens in new tab\)](#) for students who started a T Level in 2021/22, and also summarised in the [Methodologies](#) document for this statistical release.

Start year	Cohort	Study programme	Version	Entrants	Number retained and assessed	Percentage retained and assessed
2024/25	All	T Level	Provisional	25,508	19,562	77%
2024/25	Age 16	T Level	Provisional	18,492	14,741	80%
2023/24	All	T Level	Revised	16,081	11,824	74%
2023/24	Age 16	T Level	Revised	11,697	8,919	76%
2023/24	Age 16	3 A level	Revised	164,535	148,433	90%
2023/24	Age 16	Large VTQs	Revised	14,017	11,273	80%

2022/23	All	T Level	Final	10,253	7,285	71%
2022/23	Age 16	T Level	Final	7,487	5,496	73%
2022/23	Age 16	3 A level	Revised	164,161	147,135	90%
2022/23	Age 16	Large VTQs	Revised	12,573	9,775	78%
2021/22	All	T Level	Final	5,321	3,526	66%
2021/22	Age 16	T Level	Final	3,942	2,694	68%
2021/22	Age 16	3 A level	Revised	161,270	141,772	88%
2021/22	Age 16	Large VTQs	Revised	14,559	10,906	75%

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16 to 18 Accountability Data and Development team

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If you have a media enquiry:

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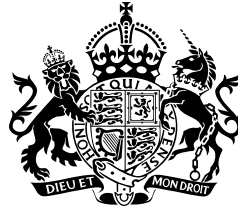
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