



Department
for Education

T Level Action Plan

Analytical annex

April 2024

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Statistical annex

T Levels

Entrants

There are 16,085 T Level entrants in the 2023/24 academic year, taught across 254 providers in 18 T Levels taught across 8 routes.

Table 1: T Level entrants in 2023/24 by route

Route	Entrants 2023/24
Agriculture and Animal Care	270
Business and Administration	1,747
Construction	2,468
Digital	2,368
Education and Early Years	3,393
Engineering and Manufacturing	2,472
Health and Science	2,819
Legal and Finance	548
Total	16,085

Source: Individualised Learner Record 2023/24 and School Census 2023/24.

Student characteristics

The following tables show the student characteristics breakdowns of T Level entrants in the 2022/23 academic year, with a revised historic series for 2020/21 and 2021/22. The tables also include all entrants with level 3 vocational core aim that was not a T Level or an apprenticeship in 2022/23 as a comparator cohort.

A historic series is included for T Level student characteristics, to replace the student characteristics published in last year's [T Level Action Plan](#) for the first two cohorts of T Level entrants. This is due to a revision in the methodology for student characteristics, as detailed in the [methodology note](#).

Table 2: T Level entrants by legal sex

Gender	2020/21 T Level entrants	2021/22 T Level entrants	2022/23 T Level entrants	2022/23 level 3 core aim entrants
Female	54%	55%	45%	51%
Male	46%	45%	55%	49%

Source: Individualised Learner Record 2020/21, 2021/22, 2022/23 and School Census 2020/21, 2021/22, 2022/23.

Table 3: T Level entrants by GCSE attainment prior to starting the T Level

GCSE attainment	2020/21 T Level entrants	2021/22 T Level entrants	2022/23 T Level entrants	2022/23 level 3 core aim entrants
English pass	96%	96%	94%	88%
Maths pass	96%	97%	97%	82%

Source: Individualised Learner Record 2020/21, 2021/22, 2022/23 and School Census 2020/21, 2021/22, 2022/23, matched to Young Person's Matched Administrative Dataset 2019/20, 2020/21, 2021/22.

Table 4: T Level entrants by ethnicity

Ethnicity	2020/21 T Level entrants	2021/22 T Level entrants	2022/23 T Level entrants	2022/23 level 3 core aim entrants
White British	81%	78%	75%	69%
Ethnic minority	19%	22%	25%	31%

Source: Individualised Learner Record 2020/21, 2021/22, 2022/23 and School Census 2020/21, 2021/22, 2022/23, matched to Young Person's Matched Administrative Dataset 2019/20, 2020/21, 2021/22.

Table 5: T Level entrants by SEN provision at age 15

SEND	2020/21 T Level entrants	2021/22 T Level entrants	2022/23 T Level entrants	2022/23 level 3 core aim entrants
EHC plan	0.7%	1.3%	1.6%	2.8%
SEN support	8.6%	9.8%	8.9%	12.3%
No SEN	90.7%	88.9%	89.5%	85.0%

Source: Individualised Learner Record 2020/21, 2021/22, 2022/23 and School Census 2020/21, 2021/22, 2022/23, matched to Young Person's Matched Administrative Dataset 2019/20, 2020/21, 2021/22.

Table 6: T Level entrants in 2022/23 by route, split by legal sex

Route	Female	Male
Business and Administration	44%	56%
Construction	10%	90%
Digital	10%	90%
Education and Early Years	94%	6%
Engineering and Manufacturing	8%	92%
Health and Science	87%	13%
Legal and Finance	41%	59%

Source: Individualised Learner Record 2020/21, 2021/22, 2022/23 and School Census 2020/21, 2021/22, 2022/23.

T Level retention

Retained and assessed

The T Level is a two-year programme. Therefore, we measure (i) retention and (ii) retained and assessed rates over a two-year period. However, learners can elect to complete the T Level over more than two academic years.

A learner that is still enrolled on their T Level at the end of their second year is considered **retained** on the programme, and this forms the T Level retention rate. A learner that is assessed on the programme within two academic years of starting is considered **retained and assessed**, and this forms the T Level retained and assessed rate.

More information about these definitions can be found in the [methodological annex](#).

The table below shows the retention and retained and assessed rate for T Level entrants in the 2021/22 academic year.

The table also includes similar statistics for two comparable study programmes¹:

¹ The two study programmes outlined here were judged to be comparable to the T Level by DfE officials given guided learning hours, rigour and course content of the study programmes.

- 16-year-old entrants to all large (1045 guided learning hours or more) vocational and technical qualifications (VTQs) included in the [2023 performance tables](#), studied over two years and
- 16-year-old entrants whose study programme included 3 or more A levels and no substantial (325 guided learning hours or more) VTQs, studied over two years.

For more information on the comparable study programmes, see the [comparable study programmes](#) section in the methodological annex. An additional column looking at just 16-year-old T Level entrants is included for the purposes of comparison.

Table 7: Retained and assessed rates as of Summer 2023 for 2021/22 T Level entrants and comparable study programmes

	T Levels (whole cohort)	T Levels (16yo)	Large VTQs (16yo)	3+ A levels (16yo)
Entrants 2021/22	5,321	3,942	14,559	161,270
Retained	3,592 (68%)	2,734 (70%)	11,661 (80%)	145,036 (90%)
Retained and assessed	3,510 (66%)	2,683 (68%)	10,906 (75%)	141,772 (88%)

Source: Individualised Learner Record 2021/22 and School Census 2021/22 to find entrants. Individualised Learner Record 2022/23 and School Census 2022/23 used to find retained rate. Manage T Level Results Service data from Summer 2023 used to determine retained and assessed rate.

Note: the ILR and SC only record post-16 learning aims for learners at state-funded education providers.

Outcomes

The table below shows the education outcomes as of Summer 2023 for T Level entrants in the 2021/22 academic year. If a learner is not retained and assessed or completed, then they are marked as withdrawn from their T Level. For learners who have withdrawn, there are two possible outcomes:

- **Withdrew and switched:** This means another aim can be found for the learner after they have withdrawn from their T Level in the Individualised Learner Record (ILR) or School Census (SC), so they switched to another study programme following on from their T Level. See the [Data sources section](#) for more details on these datasets.

- **Withdrew and did not switch:** This means that after withdrawing from their T Level, no other learning aim can be found for the learner in the ILR or SC within the two years they would have been on their T Level programme.

For full definitions of each of the outcomes see the [T Level outcomes](#) section in the methodological annex.

Table 8: Outcomes as of Summer 2023 for 2021/22 T Level entrants and comparable study programmes

	T Levels (whole cohort)	T Levels (16yo)	Large VTQs (16yo)	3+ A levels (16yo)
Entrants 2021/22	5,321	3,942	14,559	161,270
Retained and assessed	3,510 (66%)	2,683 (68%)	10,906 (75%)	141,772 (88%)
Retained and not assessed	97 (2%)	63 (2%)	755 (5%)	3,264 (2%)
Withdrew and switched	1,086 (20%)	850 (22%)	1,939 (13%)	9,552 (6%)
Withdrew and did not switch	628 (12%)	346 (9%)	959 (7%)	6,682 (4%)

Source: Individualised Learner Record 2021/22 and School Census 2021/22 to find entrants. Manage T Level Results Service data from Summer 2023 used to determine retained and assessed rate. Individualised Learner Record 2021/22 and 2022/23 and School Census 2021/22 and 2022/23 used to find continuing, withdrew and switching rates

The tables below show the qualification breakdown of T Level entrants in the 2021/22 academic year who switched to another qualification after withdrawing from their T Level.

Table 9: T Level withdrawers from 2021/22 entrants who switched to apprenticeship and traineeship aims

Aim	Count
Traineeships	11
Intermediate	117
Advanced	230
Other	12
Total	370

Source: Individualised Learner Record 2021/22 and School Census 2021/22 to find entrants. Individualised Learner Record 2021/22 and 2022/23 and School Census 2021/22 and 2022/23 used to find location of learners after withdrawing from T Level.

Table 10: T Level withdrawers from 2021/22 entrants who switched to education and training aims

Aim	Count
Level 1	25
Level 2	117
Level 3	561
T Level ²	6
Other, including TLFY	7
Total	716

Source: Individualised Learner Record 2021/22 and School Census 2021/22 to find entrants. Individualised Learner Record 2021/22 and 2022/23 and School Census 2021/22 and 2022/23 used to find location of learners after withdrawing from T Level.

² Learners can withdraw from the T Level they began on, and then begin a different T Level after they withdrew from their first T Level. They will then be marked as a T Level withdrawer who switched to a different T Level.

T Level Foundation Year

Entrants

There are 6,987 T Level Foundation Year (TLFY) entrants in the 2023/24 academic year, taught across 85 providers.

Due to a change in methodology, there is a new historical series for the number of TLFY entrants. The methodology was changed to bring the TLFY entrants methodology more in line with the T Level entrants methodology. For more information, see the [entrants](#) section in the methodological annex.

Table 11: TLFY entrants time series

	2020/21	2021/22	2022/23	2023/24
TLFY entrants	783	3,194	5,176	6,987
Number of providers teaching TLFY	29	59	74	85

Source: Individualised Learner Record 2020/21, 2021/22, 2022/23 and 2023/24 and School Census 2020/21, 2021/22, 2022/23 and 2023/24 used.

The following table breaks down the TLFY entrants in the 2023/24 academic year by TLFY route³.

Table 12: TLFY entrants in 2023/24 by route

Route	Entrants 2023/24
Agriculture and Animal Care	105
Business and Administration	1,072
Catering and Hospitality	27
Construction	748
Creative and Design	97
Digital	1,159
Education and Early Years	1,241
Engineering and Manufacturing	648
Hair and Beauty	225
Health and Science	1,655
Legal and Finance	10
Total	6,987

Source: Individualised Learner Record 2023/24 and School Census 2023/24 used

³ There are a higher number of TLFY routes available than T Level routes. This is because providers with experience of delivering the TLFY can deliver a TLFY programme in advance of the delivery of their T Level route providing certain conditions are met. Details of these conditions can be found [here](#).

Progression

The following table shows the completion rate for TLFY entrants in the 2020/21 and 2021/22 academic years. TLFY students are defined as completers if their provider has marked them as having completed the learning activities that constitute the learning aim. It is not an indication of achievement or of improving their English and maths GCSE grades. More information is available in the [TLFY outcomes](#) section in the methodological annex.

Table 13: T Level Foundation Year completion rates

	2020/21	2021/22
Completion rate	90%	85%

Source: Individualised Learner Record 2020/21 and 2021/22 and School Census 2020/21 and 2021/22 used

The following table shows the progression rate to T Levels and to all level 3 qualifications (including T Levels) for TLFY entrants who completed the programme. The progression rate is defined as the number of students who progress to a T Level or a level 3 qualification in the academic year immediately after their TLFY, as a proportion of those students who completed the TLFY programme.

Table 14: Progression to T Levels and level 3 for first two TLFY cohorts

	2020/21	2021/22
TLFY completers who progressed to a level 3 (including T Levels and level 3 apprenticeships)	54%	51%
TLFY completers who progressed to a T Level	15%	8%

Source: Individualised Learner Record 2020/21 and 2021/22 and School Census 2020/21 and 2021/22 used to find entrants. To find progression in the next year, the following years of the Individualised Learner Record and School Census (2021/22 and 2022/23 respectively) are used.

As a comparator, these progression statistics are compared to learners who complete any other classroom-based core aim at level 2 (with the same funding filters as TLFY applied). More details for this cohort are found in the [TLFY comparator cohort methodology section](#). The following table shows that learners who complete a TLFY are significantly more likely to progress to a level 3 programme the following academic year.

Table 15: Progression to T Levels and level 3 for comparator cohort

	2020/21	2021/22
Level 2 completers who progressed to a level 3 (including T Levels and level 3 apprenticeships)	47%	44%

Source: Individualised Learner Record 2020/21 and 2021/22 and School Census 2020/21 and 2021/22 used to find comparator group. To find progression in the next year, the following years of the Individualised Learner Record and School Census (2021/22 and 2022/23 respectively) are used.

Methodological annex

T Level and T Level Foundation Year entrants

The methodology used to generate the number of entrants for the T Level and T Level Foundation Year (TLFY) is explained in the following steps:

For T Level entrants, the first compulsory returns of the Individualised Learner Record (ILR) and School Census (SC) are used. For T Level Foundation Year entrants, the final end-year returns of the ILR and SC are used for the first three cohorts. For TLFY entrants in the 2023/24 academic year, however, the first compulsory returns are used.

To be identified as a T Level entrant, a learner must have started a learning aim that corresponds to the T Level programme (programme type 31) and (a) in the ILR, is a generic programme aim (learning aim reference ZPROG001) or (b) in the SC, is a T Level technical qualification aim.

To be identified as a T Level Foundation Year entrant, a learner must have started a learning aim that corresponds to the T Level Foundation Year programme (programme type 30) and is a T Level Foundation Year aim.

Table 16: 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 Childcare
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
ZTPR0001	T Level transition programme - Agriculture, Environmental and Animal Care
ZTPR0002	T Level transition programme - Business and Administration
ZTPR0003	T Level transition programme - Catering and Hospitality
ZTPR0004	T Level transition programme - Education and Childcare
ZTPR0005	T Level transition programme - Construction
ZTPR0006	T Level transition programme - Creative and Design
ZTPR0007	T Level transition programme - Digital
ZTPR0008	T Level transition programme - Engineering and Manufacturing
ZTPR0009	T Level transition programme - Hair and Beauty
ZTPR0010	T Level transition programme - Health and Science
ZTPR0011	T Level transition programme - Legal, Finance and Accounting

Learners may be linked to more than one learning aim that fits these criteria. For both T Level and TLFY entrants, the following conditions must be met:

1. The earliest start date of these learning aims must be between 1st August and 31st July of the academic year of interest.
2. The learner must have been enrolled on a T Level for at least the [threshold number of days to be eligible for funding](#). For T Levels, this is 6 weeks (42 days).
3. The learner must be funded as a 16-19 student, or a 19-24 student with an education, health and care plan (EHCP).
4. The learner must have a valid Unique Learner Number (ULN).

T Level student characteristics

The T Level Action Plan statistical annex includes statistics on the following student characteristics for T Level entrants in the 2022/23 academic year:

- GCSE attainment
- SEND provision
- Ethnicity
- Sex

Learners identified as T Level entrants are matched to the Young Person's Matched Administrative Dataset (YPMAD) on their Unique Learner Number (ULN). For the 2022/23 academic year, the learners are matched to the 2021 YPMAD. The YPMAD is used to determine the first three student characteristics, using the following variables:

- **GCSE attainment:** The English and maths GCSE grades at the end of the 2021/22 academic year are used as a measure of prior attainment. Missing or invalid entries are removed from the denominator when calculating the split of the cohort with a 4 or above in English or maths.
- **SEND:** The student's Special Education Needs status at age 15 is used to calculate the split of T Level entrants by SEN status. Missing entries are removed. Those with a SEN status of 'E' are flagged as on an Education, Health and Care Plan. Those with an 'N' SEN status are flagged as having no SEN support. The remaining learners ('A,' 'K,' 'P,' 'S') are then flagged as having SEN support that is not an EHCP.
- **Ethnicity:** The student's recorded ethnicity at age 15 is used to calculate the split of T Level entrants by ethnicity. Students with a NULL, NA, 'Refused' or 'Information not yet obtained' ethnicity are removed from the denominator. Ethnic minority is then defined as any students remaining who are not 'White – British.'

Providers record legal sex of students in the ILR and SC. The first returns of the ILR and the SC are used, in line with the methodology used to find the T Level entrants.

A historic series is included for T Level student characteristics, to replace the student characteristics published in last year's [T Level Action Plan](#) for T Level entrants in academic years 2020/21 and 2021/22. The reasons for revising the methodology are as follows:

- There was an error with the SEND data published in last year's T Level Action Plan (which had EHCP rates of 2.4% and 2.7% for 2020/21 and 2021/22 respectively, now corrected to 0.7% and 1.3%). In addition, the legal sex balance for 2020/21 was reported as 53% female and 47% male, now corrected to 54% and 46%.
- The methodology used here uses the YPMAD to find the student characteristics: GCSE attainment, SEND and ethnicity. This is more reliable than using the ILR and SC variables, which were used in last year's T Level Action Plan. The YPMAD contains clean data with one unique row per learner and looks at their student characteristics at age 15 when they are uploaded.
- Ethnic minority is understood here in line with the government guidance, as all ethnicities except White – British.⁴ In the previous T Level Action Plan it also included White – Irish and White – Other.

These student characteristics are compared with all entrants with a level 3 vocational core aim (excluding apprenticeships and T Levels) in the same academic year. Those students with a level 3 core aim are identified by filtering to core aims, and then removing the following aims based on their learning aim type:

- 0001: AS levels
- 0002: A levels
- 1401: International Baccalaureate
- 1445: Extended projects
- 1460: Access to Higher Education Diploma
- 4342: Non-regulated provision.

The same further filters as captured in [conditions 1-4 of the entrants methodology](#) are then applied. This comparator cohort is then matched to the YPMAD in the same way as the T Level cohort, and the legal sex variable is found directly from the ILR and SC.

⁴ [Writing about ethnicity - GOV.UK \(ethnicity-facts-figures.service.gov.uk\)](#)

T Level retention

Retained and assessed

T Level entrants in the 2021/22 academic year are defined using the same approach outlined for T Level entrants in the 2023/24 academic year.

The Manage T Level Results (MTLR) service determines overall T Level results for all students, and whether a T Level student completed their T Level. The service, managed by the Department for Education, is used by awarding organisations to report T Level entries and results, and by providers to report on industry placement completions for all T Level students.

The MTLR data cut used for this publication is from 15th August 2023. The retained and assessed statistics are therefore as of Summer 2023. T Level entrants in the 2021/22 academic year are matched to the MTLR data using their ULN.

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 their core component and occupational specialism after two years. This does not have to be a pass grade.

A T Level entrant is considered **retained** on their T Level if they are either considered to have been assessed in their T Level, or if they are flagged as not having withdrawn from their T Level in the final returns of the ILR and SC of the 2022/23 academic year. This aims to identify learners who are taking longer than two years to do their T Level.

Outcomes

T Level entrants in the 2021/22 academic year who are not considered to have been retained on the T Level by Summer 2023 are considered to have withdrawn from the T Level.

Withdrawers from the T Level are linked to the final return of the ILR and SC in both the 2021/22 and 2022/23 academic years to find any aims attempted by the learner across the two academic years.

Aims matched to the ULN of the withdrawer from the T Level are filtered to only aims that:

1. Have a start date that is:
 - a. Either after the start of their initial T Level, or
 - b. On the same day as their initial T Level but is not their initial T Level, and

2. The aim must still be continuing or have been completed after the initial T Level had ended.

The first restriction removes the T Level that the learner began and removes other qualifications that the learner may have begun in tandem with their T Level. The second restriction ensures that the learner was studying the aim after their T Level had ended.

Worked example

For example, consider a learner starting a T Level in Health who also starts a GCSE in Spanish a few days later, and eventually withdraws from the T Level.

If this learner continued their GCSE in Spanish after withdrawing from their T Level, the first restriction ensures that the GCSE in Spanish is a valid outcome because it started on or after their T Level, and the second restriction ensures the GCSE in Spanish was active after withdrawing from the T Level. In this case, the learner has switched to a GCSE in Spanish.

If this learner instead withdrew from their T Level and their GCSE in Spanish on the same day, the second restriction would mean that the learner has not switched to a the GCSE in Spanish. In a different situation where a learner started a GCSE in Spanish before starting their T Level, the learner would not be considered to have switched to this aim.

Where an entrant has more than one learning aim that fits these criteria, the following decision rules are applied to find a single outcome for the T Level learner:

1. If any of the valid outcomes are a T Level, this is chosen as the outcome.
2. Otherwise, the aim with the highest level is chosen as the outcome.
3. If there exists more than one highest-level aim, the highest-level aim with the earliest start date is chosen as the outcome.
4. If there exists more than one highest-level aim that started on the same earliest day, the highest-level aim with the earliest start date that ended most recently (or is still unfinished) is chosen as the outcome.
5. If there exists more than one highest-level aim that started on the same earliest day and ended on the same latest end date (or is still unfinished), a random aim is chosen.

Learners whose single outcome is a T Level must have switched to another T Level after withdrawing from their initial T Level, and then withdrawn from this new T Level before the end of the 2022/23 academic year.

Learners who are not retained on the T Level are divided into one of two categories:

- Switched: Learners who have an outcome in the ILR/SC after their T Level.
- Did not switch: Learners who do not have an outcome in the ILR/SC after their T Level.

Comparable study programmes

Definition

Two level 3 study programmes are included to provide suitable comparators to the T Level. These comparator level 3 study programmes are:

- 16-year-old entrants to large (1045 guided learning hours or more) vocational and technical qualifications (VTQs) included in the [2023 performance tables](#) studied over two years and
- 16-year-old entrants whose study programme included 3 or more A levels and no substantial (325 guided learning hours or more) VTQs studied over two years.

The definitions for entrants in both comparator study programmes are aligned with the definitions for entrants to the T Level ([conditions 1-4 in the methodology for forming entrants](#)). The planned end date for aims in the comparator study programmes must be in the 2022/23 academic year, ensuring they are two-year study programmes.

The first comparator study programme is equivalent in size to the T Level and is technical in content. A vocational and technical qualification is either a Tech Level or an Applied General Qualification included in performance tables.

The second comparator study programme is equivalent in size to the T Level, but is academic. A level qualifications are defined by the Learning Aim Reference Service (LARS), using Learning Aim Reference Type codes 0002, 1430, 1431, and 1453.

Entrants to three or more A level aims who also enroll in a substantial VTQ (325 guided learning hours or more, are removed from this comparator study programme. This is to only consider a fully academic study programme as a comparator.

Entrants to the comparator study programmes are matched to 16-18 exam records held by the Department. Since the comparator study programmes are two-year programmes, exam data will only be available for entrants who were 16 years old when starting the programme. For this reason, an additional date of birth filter is included to ensure that entrants to the comparator study programmes are born between 1st September 2004 and 31st August 2005, for annual year 2021/22.

Retained, assessed and outcomes

Entrants to the comparator study programmes are matched to the most recent exam records held by the Department, which were last updated 30th November 2023.

Entrants identified in the exam records as having received a graded result in an examination relevant to their comparable study programme are considered to be retained and assessed.

The process for identifying entrants to the comparator study programmes in the exam data is outlined below:

- For the large VTQ comparable study programme, the entrant must have received a valid grade in any large VTQ included in the 2023 performance tables, even if this is different to the one they started.
- For the three or more A level comparable study programme, the entrant must have received a valid grade in three or more A level exams, even if these are different to the A levels they started.

A valid exam grade is defined as an exam entry that was not withdrawn (code W) or wrongly allocated (code CL) or deleted (code D), and where the grade is not 'no result' (code X). This includes ungraded (grade 'U') results.

Retained and retained and assessed for the comparable study programmes are defined similarly to retained and retained and assessed for the T Level. An entrant to the comparable study programme is considered to have completed the programme if they are flagged as receiving a marked grade in either their large VTQ or three separate A level exams. The entrant is considered to be retained on their study programme if they are either assessed in the programme or are flagged as still enrolled on either a large VTQ or three separate A level aims in the final returns of the ILR and SC of the 2022/23 academic year.

The outcomes for withdrawers from comparable study programmes are determined using the same methodology as for [outcomes for withdrawers from the T Level](#).

T Level Foundation Year

Completion rate

To find the TLFY entrants who complete the TLFY programme, the Completion Status variable in the ILR and SC are used. If the entrant's TLFY aim has a Completion Status of 2, this means they have completed the TLFY.

Students that have a TLFY aim with Completion Status of 1, which means 'continuing' are also treated as completed and included in the completed TLFY cohort.

This is because the TLFY is a one-year programme, and it is a small number of students who are flagged as continuing. There are no students flagged as continuing in 2020/21, and only 10 in 2021/22. 90% of these 10 students come from the same provider, which suggests that this provider had an issue filling in their ILR returns, especially as looking at the outcomes of these students makes it clear that they have completed the TLFY.

Outcomes

To form the progression statistics for the TLFY, entrants to the TLFY in a given academic year were matched to learning aims in the first compulsory returns of the ILR and SC of the following academic year. TLFY entrants who had not completed their TLFY aim were removed from the analysis.

Where a learner is matched to more than one learning aim, a single learning aim was selected according to the decision rules laid out in figure 16.

To calculate the progression statistics, the following methodology was used:

- **Progression to T Levels:** All TLFY learners who completed their programme and were marked as studying a T Level aim in the following year, divided by the total number of TLFY learners who completed the programme.
- **Progression to level 3:** All TLFY learners who completed their programme and were studying a level 3 aim in the following year, divided by the total number of TLFY learners who completed the programme. The level 3 aims include T Levels, other level 3 qualifications, and level 3 Apprenticeships.

Comparator

To form the comparator cohort to the TLFY, the methodology to form the TLFY entrants was followed as closely as possible. A suitable comparator cohort for the TLFY was determined by finding learners in the correct academic year, whose core learning aim is a level 2 that is not part of a programme (i.e. apprenticeship, traineeship, or T Level Foundation Year).

In the previous T Level Action Plan, the learner's highest-level aim at the time of the return was used, rather than the level of the core aim. It therefore includes learners, for example, who may have a level 1 core aim but be retaking their GCSE English and Maths, so the level of their core aim is level 1, but the level of their highest learning aim is level 2. These learners are not on a level 2 study programme comparable to the TLFY. In the new methodology, the actual level of the learner's core aim is used.

Once these learners have been found, [conditions 1-4 of the entrants methodology](#) are applied.

Outcomes for learners in the TLFY comparator cohort were determined using the same decision rules as for learners on the TLFY as outlined in the [outcomes methodology](#).

Data sources

Individualised Learner Record

The Individualised Learner Record (ILR) is an administrative dataset completed by education providers on students aged 16 and over at Further Education Providers.

Manage T Level Results

The Manage T Level Results Service (MTLR) is managed by the Department for Education and is used by awarding organisations to report T Level entries and results, and by providers to report on industry placement completions for all T Level students.

The Manage T Level Results (MTLR) service determines overall T Level results for all students, and whether a T Level student completed their T Level.

School census

The School Census (SC) is pupil level data containing information on the participation and personal characteristics of pupils in state schools, collected by the Department for Education.

Young Person's Matched Administrative Dataset

The Young Person's Matched Administrative Dataset is a database created and held by Department for Education. It is a derived dataset from which enables the tracking of learner characteristics and attainment in England. It is generated by matching these data sources together at an individual level, creating a unique entry per learner. All the characteristic variables are measured at age 15.



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