

Technical Education Programme

‘Outcome of the Review of Qualifications Reform’ webinar (23/01/25) – Q&A

Many thanks to colleagues from the DfE, Activate Learning and the Gatsby Foundation for their input to the answers below.

Disclaimer: Please note that the information in this document reflects the policy situation at the time of the webinar recorded in January 2025 and is subject to change over time.

Q: Where can I find more information on the review of qualifications reform?

A: The outcomes of the Review of Qualifications Reform at Level 3 in England can be found [here](#) This page sets out the outcomes of the review, and has a route-by-route overview.

A list of [FAQs](#) has also been produced by the DfE in response. Further information can be found on the Qualifications Reform [Landing Page](#)

To keep up to date with reforms, please sign up to [Post-16 Qualification Reforms - Updates](#) Specific questions can be emailed to qualifications.reform@education.gov.uk

As part of the CDI’s Technical Education Programme, we seek to provide updates where relevant, and are in the process of developing a technical education resource hub for careers professionals that will be hosted on the CDI website.

Q: Can you clarify what is meant by large, medium and small qualifications?

A: Large qualifications are defined as qualifications with guided learning hours (GLH) of between 720-1080 hours. Medium qualifications are between 420-719 GLH. Small qualifications are defined as between 150-419 GLH.

Q: Where can we find information on the specific qualifications that are remaining and those that are being defunded?

A: [The Review of Level 3 Qualifications Reform: provisional outcomes](#) document contains a list of qualifications that have had their funding approval extended (and the length of extension) and a list of those that have not had funding extended (and the reason why).

In February 2025, the DfE published [A guide to post-16 qualifications at level 3 and below for the 2025 to 2026 academic year](#)

Q: If a student has studied electrical installation as part of the T Level in Building Services for Construction, does this enable them to progress directly into work as an electrician, or do they still need to undertake an apprenticeship?

Students who have taken the T Level in Building Services Engineering for Construction, with the occupational specialism of 'electrotechnical engineering' can progress to the Accelerated Electrician Apprenticeship at level 3 to fully qualify. This is reflected in the corresponding IfATE progression Profile here: [2c. T Level in Building Services Engineering for Construction](#)

The Electrotechnical Skills Partnership (TESP) is a not-for-profit industry partnership formed by the Electrical Contractors' Association (ECA), Joint Industry Board (JIB), National Electrotechnical Training (NET), SELECT and Unite the Union and are supporting the development of an accelerated apprenticeship pathway for T Level graduates who complete the occupational specialism in electrotechnical engineering. This recognises their prior learning and support a robust and tested route for them to achieve fully qualified electrician status following successful completion of their T Level.

[IfATE](#) has produced [Progression from T Levels](#) information, which covers [progression profiles](#) and [occupational maps](#) showing the wide range of roles available to those progressing from T Levels.

To gain employment in some areas of construction, the student may need to complete additional industry training, such as gaining a [CSCS card](#) to demonstrate that they have the necessary qualifications and training to work on a construction site. They should not usually need to complete a full apprenticeship in addition to their T Level qualification but may be eligible to complete an accelerated apprenticeship, if required by the employer.

[The Association of Colleges](#) has produced a useful [video](#) on recent changes to the CSCS card for construction and how this could be embedded into the delivery of Level 3 qualifications, including T Levels.

Q: Have accelerated apprenticeship frameworks been developed or just proposed for the future?

A: For students interested in finding out more about how apprenticeships can be flexibly delivered, the first step is to speak to their training provider. They will be able to support with setting up or adapting a programme in a way that works for the student. The provider will also discuss how training is delivered with the student, as part of the initial assessment process at the beginning of their apprenticeship. Apprentices who have some prior knowledge or skills before starting their apprenticeship can have this recognised as prior learning. Training on the elements they're already familiar with from their previous study e.g. a T Level, can be removed from their training plan and need not be repeated. This means they should be able to complete their programme more quickly, which has benefits for both them and the employer. If an apprenticeship is reduced in duration by at least three months, it becomes an 'accelerated apprenticeship'.

Q: Who sets entry requirements for T Levels?

A: There are no nationally set entry criteria for T Levels, so it is up to individual schools and colleges to determine their own entry requirements, as is the case for other post-16 courses such as A levels. Providers have the freedom to set entry requirements based on the course content, their institution's strategic approach and their assessment of individual students.

Q: How have the requirements for T Level placements been relaxed?

A: Yes, the government announcement in December 2024 [T Levels reformed to open up new qualification](#) was designed to cut red tape by providing simpler, more flexible guidelines to boost the number of students taking T Levels.

Students will now be able to complete up to 20% of their placement hours remotely, rather than having to do them from a physical workplace, with the allowance increased to 50% for Digital T Levels. These updated flexibilities apply to all T Levels except Education and Early Years, and Dental and Nursing specialisms, which have specific requirements related to licences to practice.

Q: What support is given to students to find a T Level placement?

A: Providers are responsible for sourcing the industry placement and must make sure that it is the right match for both students and employers. The placement must be linked to the content of the T Level to provide students with the opportunity to develop and apply the relevant knowledge, skills and behaviours at Level 3, in the workplace. The DfE provides a [connect with employers interested in T Levels](#) service to support providers to connect and build relationships with employers.

Providers may also encourage students to find their own placement. In this scenario, it is important that providers help students to identify suitable employers that are relevant to their chosen T Level. Providers and students may also wish to refer to the [self-sourcing guidance](#)

Q: With the importance that the government is placing on T Levels, why are they not included on Qualification Achievement Rates (QAR)? When is that likely to happen?

A: Qualification Achievement Rates (QAR) use pass rates and retention to measure performance. T Levels are not currently included in the QAR, as they are still considered a new qualification and data is still being gathered on their performance.

Once larger numbers of students have completed T Levels, they are likely to be included in future QAR calculations. This is scheduled to start based on the cohort of students who completed their students in 2024.

Whilst the overall QAR data is not yet available, the DfE has announced that T Level results for individual colleges will be made public this year for the first time (will be published alongside A Level results in August).

Q: Is there data on achievement/grade results for T Level students?

A: Yes, [Provisional T Level results: academic year 2023 to 2024](#) are available. This data includes provisional outcomes for the third cohort of students, who started in September 2022 and revised outcomes for the second cohort of students who started in September 2021.

Q: Are T Levels accepted for entry to Higher Education?

A: Yes – as the T Level rollout has continued, more universities are accepting T Levels. The DfE has published a [list](#) of higher education providers that have confirmed they accept T Levels on at least one course. This list includes over 160 higher education providers, including several higher tariff institutions as well as Further Education Colleges offering high quality level 4 and 5 higher education. It is expected that this list will grow as T Levels become more established. This list is not exhaustive, nor an official register of all Higher Education providers that accept T Levels. It is strongly recommended that students look at the UCAS Course Directory and their preferred higher education provider's website for more information on entry requirements.