ANALYSIS OF T LEVEL STUDENTS' DESTINATIONS: SECOND COHORT

A REPORT TO THE GATSBY CHARITABLE FOUNDATION

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RCU | INFORMED STRATEGIC DECISIONS

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EXECUTIVE SUMMARY

This report outlines the findings of research conducted March-September 2024 into the destinations of the second cohort of T Level students who received their results in the summer of 2023. The purpose of this research was to provide further insight into the different progression pathways of T Level students following completion of their qualification and follows a similar report for the first cohort of students, published in 2024.

Information was collected by RCU via a survey tool designed to identify student destinations per T Level, including details on whether they progressed to employment, an apprenticeship, higher education or another outcome. Further information on the questions asked can be found in the Appendix to this report. The survey tool was sent to all providers identified as delivering T Levels in the academic year 2022/3. Responses were received for 1,456 students across 43 providers, representing 42% of the overall cohort.

Where a student destination was unknown, these inputs were removed, leaving a total sample size of 1,212 students across nine T Levels, representing 35% of the overall cohort. Sample sizes varied across the T Levels, reflecting growth to date of different subjects.

Overall, 574 students progressed to higher education (47% of the overall sample), 341 students to employment (28%) and 133 students progressed to an apprenticeship (11%). 164 students (14%) progressed to another destination, which included gap years, further education courses and students looking for work or an apprenticeship.

Including the 57 students who progressed to further education, a total of 1,105 students (91%) progressed from their T Level to an apprenticeship, employment or education. Of the 1,212 students, 747 students (62%) progressed to a destination related to their T Level, with 85 students (7%) reported as progressing to an unrelated destination. This information was unknown for 31% (380) of students. Proportions of outcomes varied across the different T Level subjects.

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

SECTION 1 - INTRODUCTION

1.1 BACKGROUND

This report presents an analysis of the destinations of the second cohort of T Level students, who completed their programme of study in 2023. The purpose of this research is to provide further insight into the different progression pathways of T Level students following the completion of their qualification, and follows the previous analysis conducted for students completing a T Level in summer 2022[1].

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

Ten T Levels were available for this second cohort:

- Building Services Engineering for Construction
- Design, Surveying and Planning for Construction
- Digital Business Services
- Digital Production, Design and Development
- Digital Support Services
- Education and Early Years
- Health
- Healthcare Science
- Onsite Construction
- Science

1.2 SCOPE OF THE ANALYSIS AND METHODOLOGY

This analysis uses the destinations data collected by T Level providers, including general FE colleges, sixth forms and school sixth forms, for students who completed a T Level programme in 2023. The methodology mirrors that used for analysis of destinations for students from the first T Level cohort. The data collection instrument was built using Microsoft Excel and collected destinations data at an anonymised student level. The data collection instrument was built to minimise any additional provider workload, and the spreadsheet included data validation to assist providers in completing the response and reduce any data collection inconsistencies.

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1 https://www.gatsby.org.uk/uploads/education/reports/t-level-destinations-sample-summary-report-2022-final-002.pdf

The data collection instrument was sent along with accompanying instructions to all providers who had T Level students enrolled in the second cohort. Each provider was able to securely submit data using Snap survey software. An outcome of the previous project was recommendations for improving the data collection instrument, which were adopted in this year's tool, namely: an indicator to identify which was the primary destination when a student reported multiple destinations; additional options when 'Other Destination' was selected (including 'gap year', 'further education', and 'looking for job/apprenticeship'; and expanding the 'Related to T Level' query to also include apprenticeships and higher education.

The data was collected between March and September 2024, with 43 providers submitting a response. Following the closure of the collection window, RCU combined the results from the separate submissions and conducted a detailed data checking and validation process prior to the analysis stage. The data checking included various tasks such as: ensuring consistency of answer for each question such as names of universities, course titles etc. and checking for contradictory results, blanks and nil responses.

Although many providers gave full responses there were a small number of returns where blank or 'unknown' responses were included in the data submitted, due to the provider being unable to contact the student or detailed data not being reported. In total, responses were provided for 1,456 students, 42% of all students who achieved results in 2023. Once blank and unknown responses were accounted for, a sample of 1,212 students with known destinations remained - 35% of those achieving results in 2023.

In order to provide the most accurate overview of student destinations, this report focuses solely on this sample of 1,212 students for whom known destinations data was supplied.

SECTION 2 – POPULATION AND SAMPLE COMPOSITION

A total of 3,448 students completed a T Level in 2022/23[2]. A breakdown of student numbers by subject in shown in Table 1. The largest cohorts were generally those from courses first introduced in Wave 1 – i.e. 29% of students gained results in 'Education and Early Years', 20% in 'Digital Production, Design and Development' and 13% in 'Design, Surveying and Planning for Construction. The exception to this rule was the second wave 'Health' T-Level, which represented a fifth of the overall cohort who received results (20%).

Table 1: Total students with results in 2022/23 (population)[3]

T Level	Number of students	% of overall population
Building Services Engineering for Construction	207	6%
Design, Surveying and Planning for Construction	441	13%
Digital Business Services	40	1%
Digital Production, Design and Development	687	20%
Digital Support Services	182	5%
Education and Early Years	989	29%
Health	675	20%
Healthcare Science	32	1%
Onsite Construction	75	2%
Science	120	3%
Total	**3,448**	**100%**

(Source: Explore Educational Statistics - Provisional T Level results (2022/23))

A total of 43 providers responded to the survey, including 35 FE colleges, 6 sixth-form colleges and 2 school sixth-forms.

The profile of students included in the sample was broadly similar to the population of those gaining results (Table 2a below). For example, 30% of students survey responses included in the sample were for the T Level in Education and Early Years, compared to 29% of students in the overall T Level population. There were no students in the sample for the T Level in Digital Business Services.

3 Please note: throughout the report, the totals for tables and charts may not add to 100% due to rounding of individual figures to the nearest whole number.

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

T Level	Number of students	% of overall responses	% of overall population
Building Services Engineering for Construction	64	5%	6%
Design, Surveying and Planning for Construction	151	12%	13%
Digital Business Services	0	0%	1%
Digital Production, Design and Development	208	17%	20%
Digital Support Services	61	5%	5%
Education and Early Years	362	30%	29%
Health	318	26%	20%
Healthcare Science	16	1%	1%
Onsite Construction	20	2%	2%
Science	12	1%	3%
Total	1,212	100%	100%

(Source: Explore Educational Statistics - Provisional T Level results (2022/23))

In total, known destinations were provided for 35% of those receiving their results in 2022/23 (Table 2b). When broken down by individual T Level, the majority of subjects had a response rate of around a third of their respective student population (31-37%). A higher proportion of responses were received for Health (47%) and Healthcare Science (50%), whilst lower proportions of responses were received for Onsite Construction (27%) and Science (10%).

Table 2b: Total students with known destinations included in survey responses (sample) vs students in subject population

T Level	Number of students	Students in population	% of population in sample
Building Services Engineering for Construction	64	207	31%
Design, Surveying and Planning for Construction	151	441	34%
Digital Business Services	0	40	0%
Digital Production, Design and Development	208	687	30%
Digital Support Services	61	182	34%
Education and Early Years	362	989	37%
Health	318	675	47%
Healthcare Science	16	32	50%
Onsite Construction	20	75	27%
Science	12	120	10%
Total	1,212	3,448	35%

(Source: Explore Educational Statistics - Provisional T Level results (2022/23))

SECTION 3 – OVERVIEW OF STUDENT DESTINATIONS

Table 3 summarises the destinations of students completing their T Level in the 2022/23 academic year, where this information was known. This includes results from all nine T Levels with students in the sample.

The destination with the largest proportion of students was higher education with 47%, followed by 28% of students who progressed into employment, 11% of students who progressed to an apprenticeship and 14% to another destination. Other destinations included gap years, further education courses and students looking for work or an apprenticeship.

Table 3: T Level student destinations summary

Destination category	Number of students	%
Apprenticeship	133	11%
Employment	341	28%
Higher education	574	47%
Other destination	164	14%
Total	1,212	100%

Figure 1 shows the breakdown of destinations by individual T Level and variation between subjects.

Figure 1: T Level student destinations by T Level
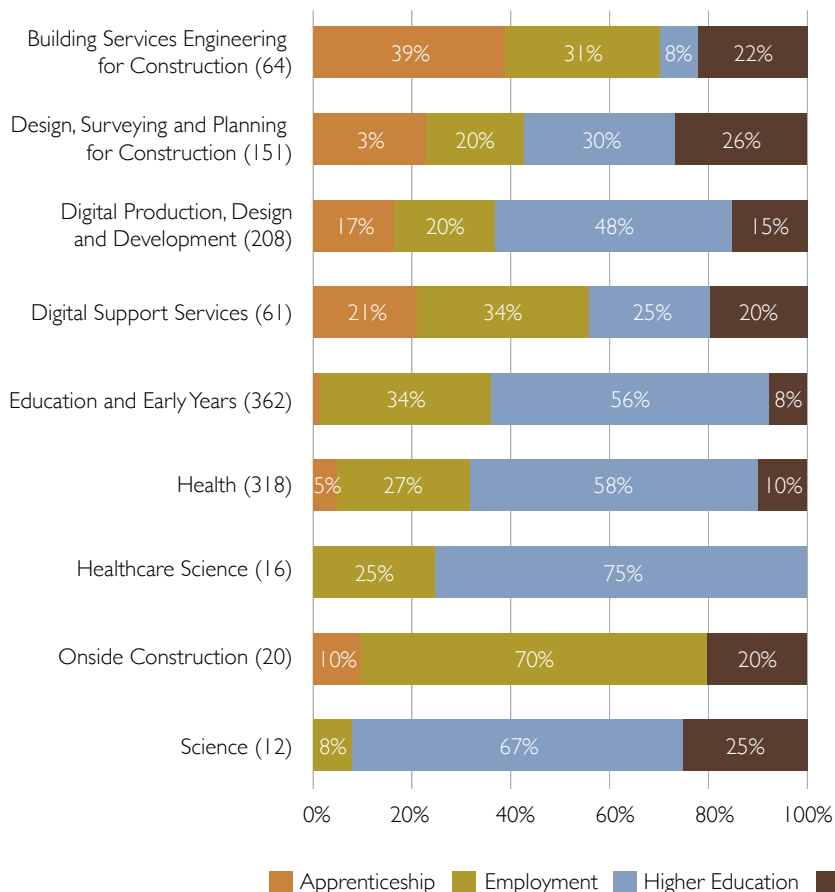
Of the 164 students in the 'other' category, it was reported that 57 went into further education, 27 were on a gap year and 50 were looking for a job or an apprenticeship. Limited information was provided for the remaining 30 students.

Overall, of the 1,212 students with a known destination, 62% (747 students) were reported as progressing to destination related to their T Level, whilst only 7% (85 students) were reported as progressing to an unrelated destination. This information was unknown for 31% (380) of students.

When looking at students for whom this information is known, the destination is related to the T Level for 92% of students who progressed to an apprenticeship, 84% who progressed to higher education, and 75% of students who progressed to employment. Proportions of outcomes varies across T Level subjects.

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

SECTION 4 – CONSTRUCTION

4.1 BUILDING SERVICES ENGINEERING FOR CONSTRUCTION

There were 64 students included in the data submission with known destinations, from 8 providers. Overall, 95% of Building Services Engineering for Construction students with a known destination were in an apprenticeship, employment or education. 78% of students progressed to an apprenticeship, employment or higher education, and 11 of the 14 students with an 'other' destination progressed to further education.

Table 4: T Level student destinations summary – Building Services Engineering for Construction

Destination category	Number of students	%
Apprenticeship	25	39%
Employment	20	31%
Higher education	5	8%
Other destination	14	22%
Total	**64**	**100%**

Apprenticeships: A total of 25 students who completed a T Level in Building Services Engineering for Construction progressed on to an apprenticeship. 16 of these students (64%) progressed into an apprenticeship which was related to their T Level, with apprenticeship standards including Installation and Maintenance Electrician Engineering Technician, and Plumbing & Domestic Heating Technician. Two students progressed to an unrelated apprenticeship. Information about the type of apprenticeship being taken was not available for seven students. The apprenticeship level was known for 19 of the 25 students. Of these, 16 progressed to an advanced apprenticeship, two students progressed to a degree apprenticeship and one student progressed to an intermediate apprenticeship.

Employment: A total of 20 students who completed a T Level in Building Services Engineering for Construction progressed into employment. The majority of these students were employed full-time (85%), with one employed on a part-time basis with a further two students self employed. Of the students who progressed to employment, ten students (50%) were employed in a job directly related to the completed T Level, including as a Project Engineer at a multi-utility connections provider. Nine students (45%) were employed in jobs that were reported as not related to the T Level, although job titles were not provided for any of these students. This information was unknown for one student (5%).

Higher education: Five students (8%) who completed the Building Services Engineering for Construction T Level progressed into Higher Education. All five students were completing a course related to their T Level, in subject areas including Construction Management, Electrical and Electronic Engineering and Architectural Engineering. Four of the five students (80%) were completing a full-time degree course. This information was unknown for one student.

Other destinations: 14 students (22%) were identified as having an 'Other' destination. Of these, the majority (11) were in further education, whilst two students were looking for a job or an apprenticeship and the remaining student was on a gap year.

4.2 DESIGN, SURVEYING AND PLANNING FOR CONSTRUCTION

There were 151 students included in the data submission with known destinations, from 14 providers. Overall 78% of Design, Surveying & Planning for Construction students with a known destination were in an apprenticeship, employment or education. 74% of students progressed to an apprenticeship, employment or higher education, and seven of the 40 students with 'other' destinations were in further education.

Table 5: T Level student destinations summary – Design, Surveying & Planning for Construction

Destination category	Number of students	%
Apprenticeship	35	23%
Employment	30	20%
Higher education	46	30%
Other destination	40	26%
Total	151	100%

Apprenticeships: For those students who completed a T Level in Design, Surveying & Planning for Construction, 35 students progressed on to an apprenticeship. 21 students progressed into an apprenticeship which was related to their T Level, with standards including Civil Engineering, Quantity Surveyor, Design and Construction Management and Construction Design and Build Technician. This information was not supplied for the remain 14 students. Of the 28 students whose apprenticeship level was known, nine progressed onto a degree level apprenticeship, seven were working towards a higher level apprenticeship and 12 students were on an advanced level apprenticeship. This information was unknown for seven students.

Employment: A total of 30 students who completed a T Level in Design, Surveying & Planning for Construction progressed into employment. 13 students were employed in a job directly related to the completed T Level, in roles such as Assistant Site Manager, Assistant Project Manager, Trainee Quantity Surveyor and Engineering Technician. The employer's main area of activity for those in related T Levels included Construction, Civil Engineering and Engineering and Manufacturing technologies. Six students were employed in jobs that were not related to the T Level, and this information was unknown for 11 students. The majority of students (23) were employed full-time, with two students employed part-time. This information was not available for five students.

Higher education: Just under a third of students (46 students, 30%) progressed into higher education. For 37 of these students their course was related to the completed T Level, in subjects including Civil Engineering, Architecture, Construction Management and Quantity Surveying; one student progressed to a higher education course not related to the T Level (Business Administration). This information was not supplied for eight students. 17 students enrolled in an undergraduate degree programme, with an additional seven pursuing an HNC. Twenty-two students did not have a reported qualification type. Among the 24 students with known modes of study, 21 were studying full-time, while three part-time. This information was unknown for 22 learners.

Other destinations: Of the 40 students with an 'other' destination, 18 were looking for a job or apprenticeship, seven students chose to continue their studies through further education, while three students opted to take a gap year. This information was not available for 12 students.

4.3 ONSITE CONSTRUCTION

There were 20 students included in the data submission with known destinations, from four providers. Overall 95% of Onsite Construction students with a known destination were in an apprenticeship, employment or education In total 16 students were in employment or an advanced apprenticeship, Three were continuing their studies in further education and one was looking for a job or apprenticeship.

The majority of students in employment were employed full-time (13 students), with one student employed part-time. Nine students (64%) were employed in a role directly related to their T Level, two were employed in unrelated jobs, and this information was unknown for three students.

Table 6: T Level student destinations summary – Onsite Construction

Destination category	Number of students	%
Apprenticeship	2	10%
Employment	14	70%
Higher education	0	0%
Other destination	4	20%
Total	20	100%

SECTION 5 – DIGITAL

5.1 DIGITAL PRODUCTION, DESIGN AND DEVELOPMENT

There were 208 students included in the data submission with known destinations, from 24 providers. Overall 89% of Digital Production, Design and Development students with a known destination were in an apprenticeship, employment or education. In total 85% of students were in an apprenticeship, employment or higher education. In addition, ten of the 32 students with an 'other' destination were in further education.

Table 7: T Level student destinations summary – Digital Production, Design and Development

Destination category	Number of students	%
Apprenticeship	35	17%
Employment	42	20%
Higher education	99	48%
Other destination	32	15%
Total	208	100%

Apprenticeships: For those students who completed a T Level in Digital Production, Design & Development, 35 students progressed on to an apprenticeship. 27 of these students progressed into an apprenticeship related to their T Level (77%), with standards including IT Technician, Software Developer and Digital and Technology Solutions. No students were known to have progressed to an apprenticeship unrelated to their T Level. Information about the type of apprenticeship being taken was not available for eight students. Of the 23 students whose apprenticeship level was known, eight students progressed onto a degree level apprenticeship, 11 were working towards a higher level apprenticeship, three students were following an advanced level apprenticeship and one student was following an intermediate level apprenticeship. There was no information supplied for the remaining 12 students.

Employment: A total of 42 students who completed a T Level in Digital Production, Design & Development progressed into employment. The majority of students were employed full-time (23), with a further five in part-time roles and two self employed. This information was unknown for 12 students. Of those who progressed to employment, 13 students were employed in a job directly related to the completed T Level, in roles such as IT Technician, Digital Marketing, Content Developer and Data Analyst. The employer's main area of business for those who progressed to related employment include software, retail, education and digital marketing. Fifteen students were employed in jobs that were not related to the T Level. This information was unknown for 14 students.

Higher education: 99 students (48%) students progressed into Higher Education following completion of the Digital Production, Design & Development T level. For 76 students, the higher education course taken was related to the completed T Level, in areas such as Computer Science, Games Development, Software Engineering and Cyber Security. Four students progressed to a higher education course not directly related to the T Level (these subjects included Business Management, Law, Drama & Film and Sport, Exercise & Nutrition). This information was unknown for 19 students. The majority of students (57) pursued

an undergraduate degree program, with smaller groups enrolling for foundation degrees (7 students), HNDs (5 students), and HNCs (5 students). The qualification type was unknown for twenty-five students. Most students (64) engaged in full-time study, with two part-time, and 33 in 'other/unknown' modes.

Other: For the 32 students with an 'other' destination, some were looking for a job or apprenticeship (13 students), whilst ten students continued with further education and eight students chose to take a gap year before committing to their next steps.

5.2 DIGITAL SUPPORT SERVICES

There were 61 students included in the data submission with known destinations, from 10 providers. Overall 90% of Digital Support Services students with a known destination were in an apprenticeship, employment or education. In total 80% of students were in an apprenticeship, employment or higher education. Of the 12 students with an 'other' destination, six were in further education.

Table 8: T Level student destinations summary – Digital Support Services

Destination category	Number of students	%
Apprenticeship	13	21%
Employment	21	34%
Higher education	15	25%
Other destination	12	20%
Total	61	100%

Apprenticeships: For those students who completed a T Level in Digital Support Services, 13 students progressed on to an apprenticeship. Of these, 8 students progressed into an apprenticeship related to their T Level in areas including Cybersecurity, IT Support and Software Engineering. One student progressed onto an apprenticeship not related to the T Level in an engineering field. Information about the type of apprenticeship being taken was not available for four students. Whilst the level of apprenticeship was unknown for the majority of learners (10), one student was reported to progress to a degree apprenticeship, one to a higher apprenticeship and one to an advanced apprenticeship.

Employment: A total of 21 students who completed a T Level in Digital Support Services progressed into employment. Of these, 19 were employed full-time and two were self-employed. 10 students were employed in a job directly related to the completed T Level, in roles including IT Support and Hardware Technical Support. The employer's main area of business for those in roles related to the T Level included IT support, data logistics, health and technology & communications. Four students were employed in jobs that were not related to the T Level, in areas including tree surgery and fabrication. No information was supplied for the remaining seven students.

Higher education: 15 students progressed into higher education following the completion of their T Level in Digital Support Services. 13 of these students progressed to a course related to the completed T Level, in subjects including Computer Science, Cyber Security and Forensic Computing. There was no information supplied for the remaining two students. The largest proportion (9) pursued an undergraduate degree, with one student progressing to a Foundation Degree and five students with an unknown qualification type. In terms of study mode, most students (10) were studying full-time, while for five students this was categorised as 'other/unknown'.

Other destinations: 12 students progressed to an 'other' destination. Of these, six students progressed to further education, three students took a gap year, and two were looking for a job or an apprenticeship. This information was not detailed for one student.

SECTION 6 – EDUCATION AND EARLY YEARS

There were 362 students included in the data submission with known destinations, from 34 providers. Overall 96% of Education and Early Years students with a known destination were in an apprenticeship, employment or education In total 92% of students were in an apprenticeship, employment or higher education. An additional 12 of the 28 students with an 'other' destination were in further education.

Table 9: T Level student destinations summary – Education and Early Years

Destination category	Number of students	%
Apprenticeship	7	2%
Employment	124	34%
Higher education	203	56%
Other destination	28	8%
Total	**362**	**100%**

Apprenticeships: For those students who completed a T Level in Education and Early Years, seven progressed on to an apprenticeship. Of these, two students progressed into an apprenticeship related to their T Level, with standards including Early Years Educator. Three students progressed to an apprenticeship not related to the T Level, in the fields of aerospace, defence and information security. This information was unknown for the remaining two students. Of those whose apprenticeship level was known, one student progressed onto a degree level apprenticeship, three were working towards a higher level apprenticeship and two students following an advanced apprenticeship This information was unknown for one student.

Employment destinations: A total of 124 students who completed a T Level in Education and Childcare progressed into employment as their primary destination. Of these, 98 students were employed full-time, eight part-time and one was self-employed. This information was unknown for 17 students. In total, 81 students were employed in a job directly related to the completed T Level, in roles including Early Years Educator, Teaching Assistant, Learning Support Assistant, Playworker, Nursery Practitioner and Nursery Nurse. Students were predominantly employed across a range of education settings, including nurseries, primary schools, secondary schools and pre-schools. Nine students were employed in jobs that were not related to the T Level, including roles in in hospitality and customer services. This information was unknown for 34 students.

Higher education: 203 students (56%) of students progressed into higher education following completion of their Education and Early Years T level. Of these, 163 students progressed to a higher education course related to the completed T Level, with courses including Primary Education/Teaching, Early Childhood Studies and Educational Psychology. Three students progressed to a course not directly related to the T Level (these subjects included Paramedic Practice, Zoology and Business & Management). This information was unknown for 37 students. The majority of

students (100) pursued an undergraduate degree, with an additional 30 opting for a Foundation Degree. The qualification type was unknown for 73 students. The majority of students (118) were studying full-time, with only one student pursuing part-time study. No information was available for 84 students.

Other destinations: Twenty-eight students progressed to an 'other' destination. The largest group chose to pursue further education (12), whilst eight students were looking for a job or apprenticeship and 4 students opted for a gap year. The remaining four students progressed to a range of different destinations.

SECTION 7 – HEALTH AND SCIENCE

7.1 HEALTH

There were 318 students included in the data submission with known destinations, from 26 providers. Overall 92% of Health students with a known destination were in an apprenticeship, employment or education. In total 90% of students were in an apprenticeship, employment or higher education, and six of the 31 students with an 'other' destination were in further education.

Table 10: T Level student destinations summary – Health

Destination category	Number of students	%
Apprenticeship	16	5%
Employment	85	27%
Higher education	186	58%
Other destination	31	10%
Total	**318**	**100%**

Apprenticeships: For those students who completed a T Level in Health, 16 students progressed on to an apprenticeship. Of these, 12 students progressed into an apprenticeship related to their T Level, with standards including Nursing, Paramedic, Pharmacy Technician and Dental Nursing. One student was on an apprenticeship not related to the T Level (in an engineering field). This information was unknown for 3 students. Across the 16 apprenticeships, eight students progressed onto a degree level apprenticeship, two were working towards a higher level apprenticeship, one student was following an advanced level apprenticeship, and two were undertaking an intermediate level apprenticeship. This information was unknown for three students.

Employment destinations: A total of 85 students who completed a T Level in Health progressed into employment. Of these, the majority were employed full-time (52), with a further eight students in part-time roles. This information was not available for 25 students. Of these 85 students, 39 were employed in a job directly related to the completed T Level, in roles including Healthcare Support Worker, Healthcare Assistant, Care Worker, Trainee Nursing Associate, Support Worker LLDD and Clinical Support. Students were predominantly employed in health & care-related settings, including roles in hospitals, residential care, defence, and local authorities. 14 students were employed in jobs that were not related to the T Level, including in hospitality and retail. There was no information available for 32 students.

Higher education: 58% of students (186) progressed into higher education following completion of their Health T level. For 162 students, the higher education course taken was related to the completed T Level, in areas including Nursing, Midwifery, Paramedic, Occupational Therapy, Operating Department Practice, Physiotherapy and Radiography. Three students progressed to a higher education course not directly related to the T Level (including education). This information was unknown for 21 students. The majority of students progressed to an undergraduate degree (120), with one student each pursuing a Foundation Degree and HNC. 64 students had an unknown qualification type. The majority of students were studying full-time (121), with one student opting for part-time study. This information was not available for 64 students.

Other destinations: Thirty-one students (10%) had an 'other' destination. Of these, 8 students took a gap year, 6 progressed into further education and 5 were looking for a job or an apprenticeship. 12 students either progressed to a destination outside of these categories (e.g. voluntary work or waiting to join army nurse training), or further details on their progression was unknown.

7.2 HEALTHCARE SCIENCE

There were 16 students included in the data submission with known destinations, from 5 providers. Overall 100 % of Healthcare Science students with a known destination were in employment or education.

Table 11: T Level student destinations summary – Healthcare Science

Destination category	Number of students	%
Apprenticeship	0	0%
Employment	4	25%
Higher education	12	75%
Other destination	0	0%
Total	16	100%

Employment destinations: A total of four students who completed a T Level in Healthcare Science progressed into employment. Three of these students were in full-time employment with one in part-time employment. Two of the four students were employed in a job directly related to the completed T Level (both employed by the NHS). One student was employed in a job not directly related to the T Level, and this information was unknown for one student.

Higher education: 12 of the 16 students progressed into higher education following completion of their T level. For 11 of these students, the higher education course was related to the completed T Level, in subjects including Midwifery, Adult Nursing, Biomedical Science, Physiotherapy and Radiography. One student progressed to a higher education course not directly related to the T Level (Accounting). The majority of students (10) undertook a full-time undergraduate degree, with one student progressing to a full-time Foundation Degree. This information was not known for one student.

7.3 SCIENCE

There were 12 students included in the data submission with known destinations, from 4 providers. Overall 92% of Science students with a known destination were in an apprenticeship, employment or education. In total 75% of students were in employment or higher education, and of the three students with an 'other' destination two were in further education.

Table 12: T Level student destinations summary – Science

Destination category	Number of students	%
Apprenticeship	0	0%
Employment	1	8%
Higher education	8	67%
Other destination	3	25%
Total	12	100%

Employment destinations: From the sample one of the 12 students who completed a T Level in Science progressed into employment in a manufacturing technician role.

Higher education: The majority of students (eight) progressed into higher education following completion of their T level. Six of these students undertook a course related to their completed T Level, in areas including Biomedical Science, Biology and Pharmacology. No information was supplied for the remaining two students. The majority of students (six) pursued an undergraduate degree on a full-time basis, with this information unknown for the remaining two students.

Other destinations: Three students had an 'other' destination. Of these, two progressed to further education and one student was looking for a job or an apprenticeship.

APPENDIX – SURVEY COLLECTION TOOL

The survey collection tool included two tabs. The first collected information about the institution and the individual submitting the response, and also indicated which T Levels they had students completing in the 2022/23 academic year.

The second tab in the tool allowed the provider to submit data at a student level and included the following fields:

- T Level subject taken by student
- Apprenticeship destination
  - Does the student have an apprenticeship destination?
  - Is this their primary destination?
  - Name of apprenticeship (standard title)
  - Level
  - Apprenticeship provider name
  - Employer name
  - Main activity of employer's business
  - Job title
  - Related to the completed T level?

- Employment destination
  - Does the student have an employment destination?
  - Is this their primary destination?
  - Employment status
  - Employer name
  - Main activity of employer's business
  - Job title
  - Related to the completed T Level?

- Higher education destination
  - Does the student have a higher education destination?
  - Is this their primary destination?
  - Institution name
  - Institution type
  - Course type
  - Course name
  - Mode of study
  - Related to the completed T Level?

- Other destinations / comments
  - What is the destination?
  - Is this their primary destination?
  - Comment
  - Related to the completed T level?