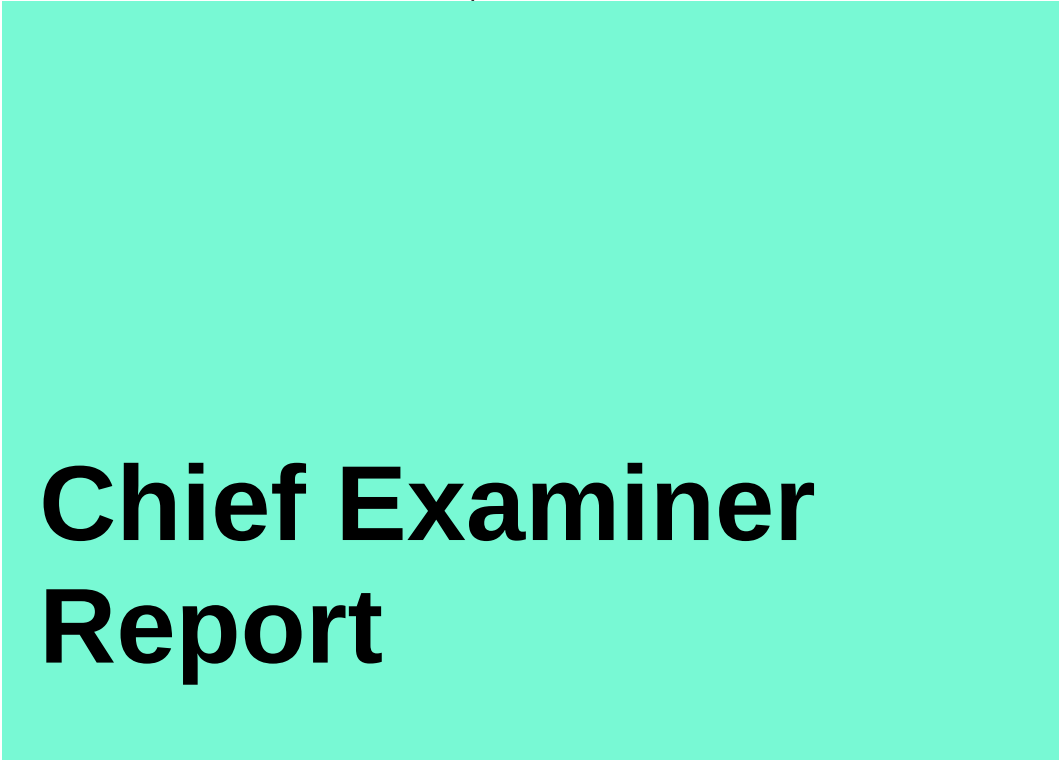




Chief Examiner Report

**T Level Technical Qualification
in Digital Business Services
(603/6902/4)**

**Summer 2025 – employer set project
(ESP) Data Technician**

Introduction

Summer 2025 – Employer Set Project (ESP)

Assessment dates: 26 March 2025 to 14 April 2025

Paper number: P002631

This report contains information in relation to the externally assessed component provided by the chief examiner, with an emphasis on the standard of student work within this assessment.

The report is written for providers, with the aim of highlighting how students have performed generally, as well as any areas where further development or guidance may be required to support preparation for future opportunities.

Key points:

- grade boundaries
- standard of student work
- evidence creation
- responses to the external assessment tasks
- administering the external assessment

It is important to note that students should not sit this external assessment until they have received the relevant teaching of the qualification in relation to this component.

Grade boundaries

Grade boundaries for the series are:

	Overall
Max	80
A*	71
A	62
B	53
C	45
D	37
E	29

Grade boundaries are the lowest mark with which a grade is achieved.

For further detail on how raw marks are converted to uniform mark scale (UMS), and the aggregation of the core component, please refer to the Qualification Specification.

Administering the external assessment

The external assessment is invigilated and must be conducted in line with our [Regulations for the Conduct of External Assessment](#) document. Students may require additional pre-release material to complete the Tasks. These must be provided to students in line with our regulations.

Students must be given the resources to carry out the Tasks and these are highlighted within the [Qualification Specific Instructions for Delivery](#) (QSID) document.

Standard of student work

This is the seventh series that students have been able to undertake the employer set project (ESP) for this qualification. The ESP is a core skill assessment that students undertake in the first year of their T Level qualification, alongside the core exams. The majority of students who undertook the ESP this series will be students in the first year of their qualification who are sitting the paper for the first time.

The ESP consists of a pre-release task given to students approximately a month prior to the assessment which is then used when providing evidence for five Tasks. These Tasks are set over a 2-week timetable assessment period.

In the first week of assessment, students are to undertake tasks 1, 2 (a) and 2 (b), with tasks three and 4 being completed in the second week.

The scenario for this assessment was for Poppa Spraggs, a food-to-go business. The business has one location and are currently considering opening a delivery kitchen to provide home delivery services. In addition to the Project Brief, students were also provided with a range of Poppa Spraggs internal data and external secondary statistics.

There was performance across the grade range within the assessment once again this series. The quality of student work continues to vary, and performance is comparable with previous summer series. As with the previous series, it has been noted that in some Tasks there has been continued improvements in the evidence which students were presenting with their ESP. There is also evidence of continued evidence of improved English and Digital skills amongst students this series.

There were some excellent quality responses to tasks that demonstrated that the students have a developed knowledge of Digital business and that their soft skills are of a level which support them to deliver evidence which would be of the quality expected of a Digital data technician in the workplace. These students demonstrated that they had a very good understanding of the requirements of the project that Poppa Spraggs were asking them to engage with. This was evident in the contextualised answers provided throughout their ESP evidence and from any recommendations they were making were relevant and within the constraints of the project.

When students performed to a good or reasonable standard, they demonstrated that they had a range of underpinning knowledge of the Digital business sector. These students were able to demonstrate a range of soft skills within their evidence which were on the most part of a good standard and this supported the students to provide reasonable/good quality evidence. These students were able to provide some good answers within their evidence, but this was often not as developed as students who were achieving higher mark bands.

The differentiator between good performing students and reasonably performing student to be how contextualised the evidence they were producing and how this linked to the aims of Poppa Spraggs Project Brief. Students who performed well were able to consider what types of data might be useful when considering how they could operate the home delivery service and what menu items to offer.

Reasonably performing students were able to provide some contextualised answers, but they tended to be more generic in nature rather than being specific to the needs of Poppa Spraggs.

When students provided limited quality evidence this was due to a range of factors, some students provided a range of limited quality evidence. These students were able to demonstrate a reasonable understanding of the Digital business sector but there were some misconceptions or omissions in their work. These students were able to demonstrate a range of soft skills throughout their ESP, however, these were often not fully developed.

Consistent with previous series, task 3, the presentation, continues to be of a good standard with a wide range of Digital skills being demonstrated. Students continue to use a range of tools and techniques within their presentations such as slide transitions, use of charts and graphs, using images and speaker's notes.

One area that students found more challenging in this series, were the project management tool. In this series, students were provided with the timeline of the project, key factors and issues which may affect the project and were asked to create a Gantt Chart. In this series, the performance in this task does not seem to have been as confident as seen in previous series. Students are able to produce a document that looks like a Gantt Chart, but it was missing many of the key features or opted for a waterfall approach to planning, which suggested that some students may not have fully understood the tool properly.

Contextualisation continues to be comparable to previous summer series, but it remains a key area for development for students in their ESP. It should be noted that the purpose of the ESP is that it is a task that students could be expected to undertake by their employer. Students should be ensuring that every element of the work they are completing for each task is directly linked to the Project Brief, the aims of the business and linked to the specific project the business is asking them to advise on. Students should be encouraged to include context in every part of their evidence. Contextualising their evidence in this way would support students to improve their performance in their ESP.

Task 2 (b) continues to be the most challenging task of the ESP once again in this series. Most students attempted an entity relationship diagram (ERD) and there has been a marked improvement in students presenting evidence that is starting to look like an ERDs, even if the ERDs was missing key information or would not function. Students are still struggling to complete the task, and this had an impact on how well they could then explain their actions in the email. This is a consistent issue which has been evident in all series of the ESP and students continue to find task 2 (b) the most challenging of the ESP.

The other Tasks in the ESP have performed in line with previous series from the limited evidence that was available for this series.

As with previous series, students continue to largely treat each task of the ESP as being independent Tasks. The ESP is designed to enable students to use the knowledge and data they have collected or generated in each task to support their decision making for subsequent Tasks. Students should be encouraged to refer to previous evidence within subsequent Tasks, either implicitly by reusing / restating information or explicitly by referring to the task by name. Task 3 continues to be the task where students are referring to prior Tasks most consistently, but it would be beneficial to students if they are treating the ESP as one large task, where they refer to previous evidence, rather than treating each task in isolation.

On the whole, performance this series has shown some improvement from the previous series and that students are becoming more confident in their knowledge and skills in Digital business, however, there are still areas for further development.

Evidence creation

Providers and students should be aware that there continues to be no set format in which students are required to produce their evidence beyond the allowed file formats.

If examples of tools such as project management tools or ERDs are provided in mark schemes, GSEMs for example, this is just one example of how evidence could be presented. This is not a definitive example of how students are expected to present their evidence; it is provided as an example of how students could present their evidence and the level of detail that they may include.

Students should be encouraged to produce their evidence using any appropriate software and any suitable format as long as it meets the evidence requirements provided in the Provider Guide, student guide and project Tasks. It should be noted that students need to ensure that the evidence that they provide should be easy to access. In this series, some Gantt Charts in task 1 were incredibly challenging to read as they were spread across multiple pages. Students should make sure that when they are exporting Tasks like this to PDF, they check that the exported evidence is easy to view, either on one page or across the least number of pages possible.

There was a range of evidence provided by students within this assessment. This series saw a significant increase in the number of requests for missing evidence. Whilst many of the samples were well presented, there was a significant number of missing Tasks. In some instances, blank templates or the spreadsheets provided to providers were uploaded, rather than the student's work. It is advisable that providers are checking that the documents they are uploading are the student's final evidence than the templates. When a request does need to be made, it is appreciated greatly by the examining team where providers respond promptly to requests so they can continue marking the students work.

Providers should continue to remind students to retain the original file formats of their work. Sometimes the quality of their evidence, such as their Gantt Charts or ERDs, can be affected when they convert it to a PDF format, such as not saving speaker's notes. Having the original file format available means that the examiner can then check the student's evidence to give credit for all the evidence produced. There were more instances this series of original files not being available and this can affect the student's overall performance. Students should save all the evidence that they produce as this will ensure that all student evidence is seen and marked by an examiner and that students are not disadvantaged due to issues with conversion of the files. Uploading original file format and PDF versions of all evidence is an acceptable approach for students and providers to take should they wish.

For task 1, students presented their Gantt Chart using a range of software such as word and spreadsheet software and then presented this in PDF format.

Students were provided with a template for their email, and this has been submitted as a word document or a PDF. Some students opted to not utilise the template and crafted their email in a word document which is an acceptable approach as long as all the key information is included still.

For task 2(a), students submitted as a word document or a PDF.

For task 2(b)

Action 1 students have presented their cleansed data in spreadsheet software or in a word documents. Student have presented their entity relationship diagram (ERD) in a range of formats such as in a spreadsheet, a document and PDF.

For Action 2 students used a range of tools to display their data such as charts, pivot tables, graphs, dashboards and lists in a spreadsheet.

For Action 3, students have presented their email in the form of a document and PDF. Some students also included relevant screenshots of their evidence from Actions 1 and 2 in their emails to support their statements. Some students opted to not utilise the template and crafted their email in a word document which is an acceptable approach as long as all the key information is still included.

For task 3, students created their presentations in presentation software or exported their presentation to a PDF.

For task 4, students were provided with a template for their reflection of their project which most used, and this has been submitted as a word document or PDF. Some students opted to not utilise the template and crafted their reflection in a word document which is an acceptable approach as long as all the key information is included still.

Some providers are also ensuring that within student evidence folders that all relevant documentation such as research logs and student declarations are included. There was a decrease this year in the inclusion of the research logs so for future series student should be reminded to include these in their evidence for upload and are needed as part of the marking process.

Responses to the external assessment Tasks

Task 1 project management tool

This series students were asked to create a Gantt Chart for their project management tool. Students were provided with a timeline, table of factors and issues and were asked to consider the impact on the stakeholders of the project as a result of their approach the project.

Students largely present their Gantt Charts as a separate chart and as an inclusion in their email. Most students were able to create a Gantt Chart, and they were able to correctly include some elements which would be expected in a Gantt Chart. Some students were able to include dependencies within their Gantt Chart and plan the project to ensure that these were adhered to. Some students also considered contingency time in case of Tasks overrunning.

When students performed well in this task, they had produced a Gantt Chart which included all the key elements such as Tasks, dates, dependencies and a key. They had been able to ensure that the project would meet the timescale provided in the scenario and they had also considered how much contingency may be required and planned for this in their Gantt Chart.

When students had not performed as well their Gantt Chart lacked some of the key elements that would be expected. Some students did not include the project dependencies which meant that they were not always able to complete the project in the timescales provided. Some students have used a waterfall approach to the project, only starting the next task when the previous task was complete which meant they were unable to meet the project deadline. Some students were able to present a Gantt Chart, but they missed other key elements such as the dates.

To improve performance students should ensure that they are confident that they know the different project management tools that could be assessed for this task. Students should ensure that they refer back to the Project Brief throughout the task to ensure that they are fully understanding the specific requirements of the Project Brief and are not producing a generic project management tool. In particular, when asked to create a Gantt Chart, students should make sure that they are going to meet the project deadline and that they are utilising the project dependency information to support them in completing multiple of the activities concurrently.

Task 1 email to line manager

In this series, students were asked to create an email to their line manager to justify their approach to the Gantt Chart and to discuss the factors and issues that could arise from the project.

In common with previous series many students are still not considering all elements of the task, instead tending to focus on the areas they feel more confident such as explaining the impact of the factors and issues of the project, and not always considering the risks and how this would impact the project and stakeholders.

Students that performed well on this task were able to discuss their planned approach to the project timescales. They were able to consider which Tasks would be completed concurrently, which Tasks may need contingency time and the impact that delays in these Tasks might have on the overall project deadline. These students were also able to consider the wider risks that Poppa Spraggs may face as a result of the planned project and how they could mitigate these.

Students that performed less well tended to focus more on explaining why they had allowed the time for each task. They did not tend to consider what impact a delay in this may have on the overall project or what risks these pose. They also tended not to consider allowing contingency within the project in case of delays. Some of these students did consider wider risks but they tended to be more identification of risks than consideration of the impact they would have or how they could be resolved. They also tended to be more generic in nature.

To improve performance students should ensure that they know how to write an email in the professional setting and that they are including all relevant information that they are asked to consider in the task. Some students tend to cover most of the task requirements and miss out one or two key elements like risks or how it would help the project success. If students are making sure that they are fully understanding the requirements of the task and are linking to the Project Brief throughout this should help students to produce evidence that meets the evidence requirements more fully.

Task 1 English skills

The English skills seen this series were similar to those seen in previous series. The emails presented by students continue to be more consistent with the structure and formality that would be expected from an email.

There are still a very small number of students who are not utilising paragraphs, grammar and spellchecking in their work, although this has continued to decrease again this series. Students should be encouraged to make use of all relevant Digital tools in their chosen software packages to support them with this.

Students are continuing to develop their understanding of how to address an email and this continues to improve each series. Student should be encouraged to address their email to a specific person and if a name is not provided in the Project Brief they are free to utilise any name for their line manager that they feel would be appropriate as this would allow them to produce a more professional formatted email than simply starting their email Dear Line Manager. There were a small number of students this series who did not present their evidence as an email. Students should be reminded that this task is an email and should be presented as such.

Task 2 (a) sources of data

This series students were once again asked to create a document which considered the sources of data that would be needed to support the planning of Poppa Spraggs expansion project.

Students that performed well in this task were able to consider a good range of internal and external sources of data which were relevant to the project. These students were able to consider which sources of data would be most appropriate and what the data could tell Poppa Spraggs about their business and the wider food-to-go market and how they could utilise this when planning the new menus for the delivery kitchen.

Students that performed less well were able to provide a range of sources of data, both internal and external, that could be used, however, some of these may not provide useful data Poppa Spraggs. Students tended to consider a range of sources of data rather than being selective of the most appropriate data for the type of business and the planned project. This meant these students provided less depth in their report than students who had been more selective of the sources of data.

There has also been an increase in these students providing a commentary on how they will process data rather than saying which data they need. It is good to see that students know how they plan to process the data, however, they must make sure that they are identifying which data they will be processing and what they intend to use the data for/what the data will be able to tell them about the food-to-go market that Poppa Spraggs can then utilise to make informed decisions.

Students should be aware that this task does not require them to address all potential sources of data, instead they should select the sources of data which would be most relevant. This means that each series students may be considering different sources of data.

To improve performance students should refer to the Project Brief and previous Tasks to identify what specific types of data will be needed. Students should identify the most important sources of data for the project or the type of business that is involved in the project and start with these and ensure that they are explaining why this data would be essential to the project's overall success. Students should then continue to consider the sources of data they will need in order of importance to the project aims and brief.

Task 2 (b) action 1 ERD and data cleanse

This series students were once again asked to use the provided data sets to cleanse some customer data and to then create an entity relationship diagram (ERD). As with previous series this task continues to prove challenging for most students.

Students that performed well were able to cleanse the data which included remove incomplete records and normalising the data. They were able to use the tools available in their chosen spreadsheet software to complete this for all the records in the data sets. Students were then able to use this data to create an ERD.

Students that performed less well were able to use the datasets to begin to cleanse the data. Most students were able to normalise the data within the data set. Some students opted to identify all the errors in the dataset but did not then proceed to cleanse the data. Some students tended to only cleanse one of the two datasheets or tended to cleanse some elements of the data but not all the errors.

For the ERDs, some students were able to present a recognisable ERD, however, this was not always complete, and they were not able to identify the primary or foreign keys. This series did see an improvement in students being able to correctly lay out their ERDs, however, it continues to be a challenge for students to present an ERD that functions.

To improve performance further students still need to ensure that they are confident in the creation and use of the tools they will need for this action. This can be the tools for the data cleanse or when producing the ERD. The more confident students are in using these tools and preparing these diagrams the more their performance should improve.

Task 2 (b) action 2 data analysis

This series students were again given a number of datasets that they were then asked to use to create a new dataset to provide data for the new project. This series students were informed in the task that they could create charts/graphs, in addition to using a range of other tools such as pivot tables, they feel will allow them to best present the data and trends in their new dataset.

Students that performed well in this task were able to review the datasets they were provided with, including the dataset from action 1, and to select relevant data to create their new dataset. These students were able to use a range of tools such as conditional formatting, tables, queries, charts and graphs to present the data. They presented their information in a number of different tables or

charts/graphs and had combined relevant data together to create data that could be used in planning and delivering the project. These students were able to select the relevant data from the food-to-go market and Poppa Spraggs market research data to utilise in their new data set.

Students that performed less well in this task were able to review the datasets provided with, however, they tended to be less selective with the data or to use less tools when presenting their data. Students were able to demonstrate use of tools, but this was more limited and tended to be limited to tables or sorting data. The ways in which the data was presented tended to be less organised and students tended not to select data that was relevant to the Poppa Spraggs. These students also tended to create a range of different charts and tables, but many did not work, such as slicers, or they focussed on data that was not relevant to the project.

To improve performance further students should be confident in how to select data based on the Project Brief and aims they are given. Not all the data that is provided in the data sets will be relevant to the project and students need to develop the confidence to only select the data that is relevant to the project. In developing the skills to select relevant data and to then present this in a range of formats this will enable students to be able to explain what the data is showing and its relevance to the project more effectively in subsequent Tasks. Providers should encourage students to use any tools available to them in their spreadsheet software even if the task is not explicit in requesting them. Students presenting accurate charts/graphs/dashboards will have their evidence rewarded equally to those who use other tools to produce accurate new datasets such as queries, conditional formatting or tables. Students should also be checking that any tools they utilise work. Some students created pivot tables and slices in their dashboards, however, when the examiner tried to use the dashboard, they did not function so students should check any tools, they utilise work in the way they planned.

Task 2 (b) action 3 email to line manager

This series students were once again asked to send their line manager an email summarising the data cleansing and data analysis from Actions 1 and 2.

Students that performed well in this task drafted an email which provided an explanation of the steps they had taken in cleansing and analysing the data and why these steps were appropriate to the project.

These students were able to discuss why they took the decisions they did in terms of cleansing or analysing the data specific to the plans for the new delivery kitchen. These students were able to make recommendations on what products Poppa Spraggs may want to include or exclude from their menu based on their findings.

Students that performed less well in this task were able to describe some of the steps taken in Actions 1 & 2. These students were able to describe how they had cleansed the data and why they chose the data for action 2. They also were able to provide some limited explanations of why the data selected was relevant to the business. These students tended to focus on the actions they have taken rather than how the data can be used to inform the project. These students did not tend to comment on the data and where they did it was simple identification rather than linked to how it would help to inform the decisions being made by Poppa Spraggs.

Some students continue to find this action challenging due to their performance in Actions 1 & 2. When the students had only limited evidence in the previous actions or found those Tasks challenging, this then meant that the feedback to the line manager was limited to an overview of the elements they attempted or a description of the steps they have taken as they may not have been sure what the data was showing. Students who did not understand how to create an ERD from the cleansed dataset couldn't then explain what steps they took or why they took them which then affected what evidence they were able to include in their email.

To improve performance further students should ensure that they are confident in the skills they need to undertake Actions 1 & 2 as this will then provide students with the evidence, they need to complete this Action more effectively. Students should also make sure that they are providing a number of recommendations to the business based on what they learnt when processing the data. This could be related to areas such as which age group of customers to target, what items to sell, what to charge and so on.

Task 3 presentation of research findings

This series students were once again asked to produce a presentation which summarised their findings in relation to Poppa Spraggs plan to introduce their home delivery service. Students were asked to consider data analytics, impact on stakeholders, any risks and solutions to any issues or risks raised.

Students that performed well created a professionally presented presentation which was appropriate for the Directors of Poppa Spraggs and was linked to the Project Brief. These students were able to explain what the data they analysed in task 2 (b) meant for the project. They also considered how the project could impact on Poppa Spraggs stakeholders and solutions to any issues that the project faced. These students were able to explain what the charts/dashboards they had created showed and what decisions Poppa Spraggs may want to make when planning their new menu and delivery charges.

Students that performed less well produced professional looking presentations that were appropriate for the Directors. These students tended to produce presentations that explained the different requirements of the task rather than explaining how Poppa Spraggs would need to address the requirements for the new delivery kitchen and service to be a success. These students tended to include data and charts but then did not explain how these were relevant to the project or what Poppa Spraggs should do as a result of the findings. These students may have considered the stakeholders of Poppa Spraggs, but this was more in terms of who the stakeholders of the project as than how Poppa Spraggs might address or mitigate the stakeholder concerns. Some students did not include the stakeholders. Students also considered the issues the project may face, but these were often issues any project may face rather than being specific to the delivery service. Solutions which were offered by these students tended to be generic in nature and not always relevant to the specific issues being faced by the business and this means that many of these recommendations were not relevant to the project aims.

As with previous series and other larger Tasks such as the task 1 report, some students continue not to fully address all elements of the presentation. Students are addressing the majority of the Tasks, and each series does see a slight improvement in the coverage, however, there are still some areas that are consistently missing or approached in less detail than other areas of the presentation. Students need to ensure that they are reading the task fully, identifying all the evidence they need to include and that they are ensuring it is all addressed in order to demonstrate good or excellent performance.

To improve performance further students should ensure that they are addressing all the requirements of the task and that they are contextualising their presentation. Students need to be developing their evidence beyond just explaining what data analysis is or who the stakeholders are. They need to be explaining how they used data analytics to create their charts and what this means for the project. Students should also ensure that they are linking back to the project aims on each slide. Students could utilise a formulaic approach to their presentation slide much like many have for task 2 (a). For each requirement area of the presentation students could make sure that they explain the concept, what their specific findings were, how this affects the project directly, are any changes required to the original plans as a result and so on. This would help students to develop the depth needed in their presentation as well as ensuring that they are incorporating the contextualisation needed.

Task 3 digital skills

The digital skills seen this series continues to be of a similar standard to those seen in recent series. Students are utilising a range of the tools available to them in their chosen presentation software to produce increasingly professional quality presentations. Students across all performance levels are using these tools. Popular Digital tools utilised included inserting charts/graphs, using backgrounds, using speaker's notes, using a theme throughout their presentation.

Most students are demonstrating reasonable to good Digital skills in their presentations. Students continue to demonstrate a range of different skills such as inserting pictures, annotating their slides, using themes to give a house style to their presentation and transitions between slides.

Some students are demonstrating excellent use of Digital skills. These students are producing professional quality presentations which would be of the quality that they could be used for the intended purpose of presenting information to the Directors.

Students should be encouraged to demonstrate their mastery of their presentation software in any way they feel would best engage the directors of the business. This could be through making slides more interactive or engaging with more movement or could be through their use of the image formatting tools to present their visual data in a more unique way.

Task 3 English skills

The English skills seen this series of a similar level as previous series. Most students are utilising the speaker's notes or producing an accompanying script which is resulting in better quality evidence on the slides. Students are using more appropriate sentence structure and length for the type of written communication being utilised.

There are still some students who are not fully utilising the editor tools available to them in their chosen presentation software, however, on the whole spelling and grammatical errors have reduced this series in students' presentations.

Task 4 evaluation

This series students were once again asked to reflect on their ESP project. Students are provided with a template that they can use to complete this activity, and most students have opted to present their evidence for the task on this template. Some students this series have opted not to utilise the provided template and utilise their own approach to evaluating their performance. This is an acceptable approach, however, students must ensure that they are including all the relevant sections in their reflections if they opt to do this.

Students that performed well showed good or excellent reflective skills. They continue to be able to summarise the actions they undertook during the Tasks, why these actions were needed and the impact on the project. These students refer to the project aims and self-reflect on how well their recommendations will allow Poppa Spraggs to achieve these and they then consider how they could have completed these actions in a more effective way. Students continue to self-evaluate why their actions were effective or not and could then offer better alternative approaches they could have considered. These students also understand their own professional development needs and they identify relevant continuing professional development to support their future development needs.

Students that performed less well demonstrated reasonable to good reflective skills. These students are able to summarise their actions within each task of the ESP, however, these tended to be more superficial or generic in nature and tend not to be linked to the project aims.

These students tended to provide more of a summary of the actions they took but did not then consider how their performance in each task or how their skills impacted on the overall performance in the project. These students also tended to provide a more positive review of their own skills and performance, and this then impacted on the recommended continuing professional development (CPD) as they felt they did not necessarily need further training.

Some students also tended to provide a summary of the project performance rather than a review of their performance in each task. Students need to ensure that for this task they are reviewing how well they have performed in each task, what this meant for the project as a whole and what impact gaps in their own knowledge and skills has had on the project. Students are at the start of their career so it is not expected that they can perform all the skills needed at a professional level. Students who perform well in this task are able to identify their areas for development and really consider how they will develop these skills and how that would make the next project they are involved in more successful.

To improve performance further students should ensure that they are considering their specific performance in relation to the project aims and brief. Students need to be considering how effective their work is in helping the project to be a success rather than a generic summary of their skills in the different Tasks.

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