

T Level Technical Qualifications Key Dates Schedule Consultation and Provider Engagement Response 2025





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Purpose

This document provides an overview of the Key Dates Schedule (KDS) consultation that was held **between 16 April and 09 May 2025**, together with ongoing dialogue with providers throughout 2024/25 (in the form of Exams Officer Focus Group meetings, Exams Office and Association of College's workshop delivery, and 1-1 discussions with Heads of Centre).

It details the feedback received by providers, grouped into prevailing themes, and any actions taken by NCFE, where possible, or other responses where this has not been necessary or reasonable.

Overview

NCFE sent consultation details out to all current NCFE T level providers, a total of over 200 providers, of which a total of 3 providers supplied direct consultation responses. These responses were received from a form shared through regular newsletter communications, with 3 issues identified by respondents.

It should be noted at the outset that, in line with previous provider feedback and other ongoing dialogue with key provider staff throughout 2024/25, many issues were pre-empted or addressed in the revised consultation document, as summarised below, reducing the total responses received through this consultation. Also, note that NCFE's response takes into consideration the fact that most providers chose not to respond to this consultation or to engage with other communication opportunities. This response rate in this instance was lower than the last consultation but not out of keeping with the general engagement seen previously.

Action taken by NCFE following provider feedback and interactions throughout 2024/25

As stated above, prior to consultation of the KDS for 2025/26 and 2026/27, NCFE made efforts to address key points related to previous and ongoing dialogue with providers, which have not been raised directly in this consultation. These included the following areas:

• Inclusion of the Generation 2 T Level Technical Qualification in Early Years and Education (610/5748/4)



- Key Points to note include:
 - The reduction of 2 core assessment papers to a single core assessment paper which will take place on the corresponding date of the core A assessment paper for the generation 1 version of the qualification
 - Increase in the duration of each employer set project from 12 hours to 15 hours 45 minutes
 - The repositioning of occupational specialism assignments to ensure chronological delivery
- Amendment to assessment dates for Assignment 1 (2024/25) and Assignments 1, 3 and 4 (2025/26) of the Food Sciences occupational specialism (Science) to ensure chronological delivery
- Inclusion of a start date for the internally assessed assignment (Education and Early Years), to ensure consistency across all assignments
- Inclusion of a submission date for the internally assessed assignment (Health), to ensure consistency across all assignments
- Sharing of additional guidance for inactive students with a booking onto an occupational specialism with an internally assessed component, and how to record this within the NCFE Portal, to avoid delays with your students' results



Provider responses

Responses from providers are summarised by theme in the table below, along with NCFE's narrative response to the issues raised.

Theme	Change effected		
Generation 2 inclusion	Yes		
Lack of clarity around advanced assessment materials	Yes		
Positioning of assessments with a session to allow for a specific delivery model	No		

Actions taken and NCFE responses

Following a review of the feedback, accountable teams at NCFE have provided the following responses and have taken the actions detailed below, where appropriate.

Theme – Generation 2 Inclusion

NCFE response

As confirmed approval had not been received from the regulator at the point at which the external consultation on the KDS took place, specific generation 2 key date information could not be provided at that point.

Action taken

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Confirmed approval has now been received, and generation 2 Education and Early Years key date information has been included in the published KDS. Notable differences in the delivery of the assessments for this qualification have been detailed above, and further information is available on the qualification specific page on the NCFE website.

Theme – Lack of clarity around Advanced assessment materials

NCFE response

We acknowledge the difficulties in providing comprehensive information on such a complex topic, covering a range of criteria in a summative document such as the KDS

Action taken

On a session-by-session basis, starting in autumn 2025, and on a specified date as indicated within the KDS, a full breakdown of all providerrelated activities associated with advanced assessment materials will be provided on a specific page within the NCFE website. This will include information on specifically which materials will be available, when they will be available, who can access them and with whom they can be shared.

Further information on where to access this information will be provided prior to the autumn 2025 assessment window, with information available to view from 01 October 2025.

Theme - Positioning of assessments within a session to allow for a specific delivery model within a Provider

NCFE response

When assessments are designed there are specifications on when these should be delivered, for example the chronological delivery of assignments within an occupational specialism. In addition, this scheduling as also impacted by bank holidays and the variable Easter holiday period will also have an impact on the range of options available to us when scheduling assessments. This may lead to inevitable inconsistencies from year to year. And additionally, based on previous feedback from multiple providers, we have sought wherever possible to avoid any overlap between components (i.e. core papers, employer set project, and occupational specialism tasks/assignments).

A consequence of this is that some components may be assessed earlier than ideally preferred, depending on the delivery model adopted within any individual provider.

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NCFE recognises the challenges that providers have when adopting a particular delivery model of concurrence of year groups, incorporating possible resit attempts. However, this timetable is confirmed for all providers, and it is the responsibility of providers to determine which series of assessments should be undertaken by their cohorts, and to timetable and resource accordingly.

Action taken:

No amendment to Key Dates Schedule required.



Change History Record

This section summarises the changes to this document since the last version.

Version	Description of change	Date of Issue	
1.0	Version 1.0 published	July 2	025

Document information

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Owner: Head of Assessment Delivery