



Department
for Education

Proposed outline Content for T Levels in Sport and Social Care (for First Teach September 2028)

Government consultation

Launch date 8 June 2026

Respond by August 2026

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Introduction

The Department for Education (DfE) has set out plans to reform post-16 qualifications at level 3 and level 2, creating a clearer, more coherent system that supports progression into further study, skilled employment, and apprenticeships. The government consultation on new post-16 pathways has already taken place, and the [government response has been published](#).

As outlined in the government response and reflected in the published [Implementation Plan](#), the government has confirmed the planned introduction of 2 new T Levels in Sport and Social Care for first teach in 2028. The detailed content of these qualifications will be informed by the outcomes of this consultation.

T Levels

T Levels are 2-year courses which are taken after GCSEs and are broadly equivalent in size to 3 A Levels. Launched in September 2020, these courses have been developed in collaboration with employers and education providers so that the content meets the needs of industry and prepares students for entry into skilled employment, an apprenticeship or related technical study through further or higher education. T Levels offer students practical and knowledge-based learning at a school or college and on-the-job experience through an industry placement.

A T Level is made up of a 'core' component, an 'occupational specialism', and an industry placement. The core is studied by all students and provides a broad foundation for the chosen sector. It includes key knowledge, concepts, and practical skills needed across the industry, along with the ability to apply these in real-world contexts.

Alongside this, students choose an occupational specialism, which focuses on a specific career pathway within the industry. This involves more practical, job-related training and helps students develop the technical skills required for a particular role.

Core

The core knowledge and understanding focuses on students' knowledge and understanding of contexts, concepts, theories and principles relevant to the T Level as a whole. The employer-set project provides the opportunity to develop and apply a range of core skills important for employability.

Occupational Specialism

Specialist content is structured into different occupational specialisms, which correspond to the occupational standards developed by Skills England. Occupational specialisms ensure students develop the knowledge and skills necessary to demonstrate a level of competence needed to enter employment in the occupational specialism, and are

organised around 'performance outcomes' that indicate what the student will be able to do, as a result of learning and applying the specified knowledge and skills.

In addition, all T Level learners must complete an industry placement of at least 315 hours (approximately 45 days). The industry placement gives students a substantive opportunity to apply classroom learning, gain insights into their chosen industry and develop the skills they need for future, skilled employment. [Our new delivery framework for industry placements](#) gives T Level providers more scope to tailor placements to their local context and the needs of their students.

Who this is for

The consultation is for anyone with an interest in post-16 education for 16 to 19-year-olds in England. This includes but is not limited to:

- awarding organisations who intend to offer T Levels, and their representative bodies
- schools, colleges, students, and their representative bodies
- further and higher education institutions and their representative bodies
- employers and their representative bodies.

Issue date

The consultation was issued on 8 June.

Enquiries

If your enquiry is related to the policy content of the consultation, you can contact the team on: tlevel.dev@education.gov.uk.

If your enquiry is related to the DfE e-consultation website or the consultation process in general, you can contact the DfE Ministerial and Public Communications Division by email: coordinator.consultations@education.gov.uk, telephone: 0370 000 2288 or via the [DfE Contact us page](#).

Additional copies

Additional copies are available electronically and can be downloaded from [GOV.UK DfE consultations](#).

The response

To help manage and analyse responses effectively, we will use AI tools to support tasks such as summarising feedback and identifying recurring themes. These tools will not replace human judgement, and all outputs will be subject to review by officials.

The results of the consultation will be used to inform guidance documentation for the development of the T Levels. Outline content will be published on GOV.UK.

About this consultation

DfE is consulting on the proposed outline content that will form the basis of T Levels in:

- sport
- social Care

Outline content for sport and social Care

This consultation seeks views on the proposed outline content (core and occupational specialisms) for a T Level in sport and a T Level in social care both to be taught from September 2028. The outline content sets out framework for awarding organisations to develop the requirements, defining the knowledge, understanding and skills expected for these T Levels. The outline content also provides the framework for awarding organisations to create the detail of qualification specifications, and these specifications will set out for teachers in more detail what students will study.

The proposed outline content has been developed collaboratively with employers, providers, higher education institutions, and Skills England. Through this approach, we aim to ensure that the content is manageable to teach, supports high-quality assessment, and enables learners to achieve the intended progression outcomes associated with each qualification, whether that is entry into skilled employment, further technical study, or higher education. This ensures that students taking these T Levels will develop the technical knowledge and skills required by employers in that industry. The outline content has been developed to constitute a substantial, engaging, and worthwhile programme of study.

This consultation seeks views on whether the proposed outline content:

- is clear and appropriate for the size and purpose of each qualification
- reflects current and emerging sector and occupational needs
- supports progression to further study, skilled employment, or apprenticeships, as appropriate
- is deliverable within the proposed guided learning hours (1080GLH)

Respondents are asked to review the outline content documents alongside this document to inform their response in the consultation.

As set out in the [Post 16 Pathways Implementation Plan](#), these T Levels will not be delivered under a single license model. Ofqual will set the recognition and accreditation requirements, including those relating to assessment, which awarding organisations must meet to develop and deliver these qualifications. Awarding organisations will develop specifications for the new T Level qualifications based on outline content, consultation responses and Ofqual's conditions and guidance. This will ensure high quality and

consistency across qualifications offered by different awarding organisations and support coherent progression between qualifications delivered by multiple providers.

This consultation is not seeking views on the introduction of new post-16 pathways. The consultation on post-16 level 3 and below pathways has already taken place, and you can read the [published government response](#) to the post-16 level 3 and below pathways consultation. Awarding organisations will develop specifications for the new T Level qualifications based on outline content, consultation responses and Ofqual's conditions and guidance. As with General Qualifications, Ofqual regulation will determine which awarding organisations can deliver new T Levels, V Levels, Foundation Certificates and Occupational Certificates. Going forward, we do not intend to use contracted models such as single licensing and are confident that the market, regulated by Ofqual and DfE's nationally set subject content, will deliver high quality qualifications in which students, teachers, employers and parents have confidence.

Content for V Levels, Foundation Certificates and Occupational Certificates in 2028 will be consulted on separately from 2028 T Levels. Draft content for these qualifications may take account of relevant feedback from the T Level consultation, where appropriate, to support complementarity between relevant qualifications.

Engagement

The outline content being consulted on for the T Levels in sport and social care has been developed by DfE with input from other government departments (OGDs), Skills England, representatives from industry-relevant employers, colleges and providers and higher education Institutions. This engagement has ranged from one-to-one discussions as well as in groups participating in T Level panels.

Respond online

To help us analyse the responses, use the online system wherever possible. Visit [DfE consultations on GOV.UK](#) to submit your response.

Other ways to respond

If, for exceptional reasons, you are unable to use the online system, for example because you use specialist accessibility software that is not compatible with the system, you may request an alternative format of the form.

By email

tlevel.dev@education.gov.uk.

By post

Technical Vocational Qualification Directorate

Department for Education

Great Smith Street

SW1P 3BT

Deadline

The consultation closes on 9 August 2026.

Equality Impact Assessment

An Equality Impact Assessment will be published alongside the final content.

Privacy Notice

DfE will process your personal data in accordance with the UK General Data Protection Regulation (UK GDPR). Your name, contact details and response will be used for the purposes of analysing and responding to this consultation.

For more information about how DfE uses personal data, your rights, and how long data is retained, see the DfE privacy notice for members of the public and stakeholders: [DfE Personal Information Charter – How we use your information](#).

Annex A: Consultation questions for online survey portal

Section A: About You

1. Name

Free Text

2. Email address

Free Text

3. Are you responding as an individual or part of an organisation

- Individual
- Organisation

4. If you are responding as an individual, how would you describe yourself?

- Student
- Teacher
- Parent
- Academic
- Other – If other, please specify here

5. If you are responding for an organisation, what type of organisation is this?

- School
- FE College
- Sixth Form College
- University
- Awarding Organisation
- Sector Body
- Employer
- Other - If other, please specify here

6. If you are responding on behalf of an organisation, what is the name of your organisation?

Free Text

7. If you are responding on behalf of an organisation, what is your role within the organisation?

Free Text

Section B: Which T Level

Which qualification would you like to respond to?

This questionnaire is seeking views on the proposed outline content for new T Levels in Sport and Social Care.

You do not need to respond to both. Please focus on the one that is most relevant to your expertise or interests.

If you do wish to respond to both, please return to the start to complete a new form for the other qualification.

8. Which T Level are you responding to? [Select one]

- Sport T Level
- Social Care T Level

Section C (if applicable): Sport T Level

This page gathers views on the outline content for the Sport T Level. Please use the outline content and addendum documents to inform your responses.

In your response, please specify if your response is related to the outline content, the addendum or both at each question. We welcome views on both.

9. To what extent does the proposed outline content and/or addendum enable students to achieve the aims of the qualification?

- Fully
- Mostly
- Partly
- Not at all
- Unsure

Follow-on question to all answers: Please explain your answer

10. How well does the proposed outline content and/or addendum support progression to employment, higher education or an apprenticeship?

- Very well
- Fairly well
- Not very well
- Not well at all
- Unsure

Follow-on question to all answers: What changes, if any, should be made to the content to strengthen progression?

11. To what extent do you think the outline content and/or addendum prepares students for progression into skilled employment (including apprenticeships) in the given sector?

- Very well
- Fairly well
- Not very well
- Not well at all
- Unsure

Follow-on question to all answers: What changes, if any, should be made to prepare students better.

12. Is the outline content and/or addendum set at an appropriate level of demand for level 3 students?

- Too demanding
- Appropriate
- Not demanding enough
- Unsure

Follow-on question to all answers: What changes, if any, are needed to the content to ensure it meets the expected level of learner demand for a Level 3 qualification?

13. Are there any issues associated with delivering any of this content that should be considered to ensure that the content is manageable for providers to deliver?

Free Text

14. Is the content deliverable within the proposed size for the qualification (1080 GLH)?

- Yes
- No
- Don't Know

Follow on question to all answers: If No/Don't Know, please explain.

Is the title of the qualification appropriate?

- Yes
- No
- Don't Know

Follow on question to all answers: If No/Don't Know, what title do you suggest?

Do you prefer the qualification's structure as proposed in the outline content or the addendum?

- Outline Content
- Addendum
- Neither
- Unsure

Follow on question to all answers: Please explain.

15. Does the content have the potential to have a disproportionate impact, positive or negative, on specific groups, in particular those who share a 'protected characteristic' (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation) or those from lower socio-economic backgrounds?

- Yes
- No
- Don't Know

Follow on question to all answers: If Yes/Don't Know, please explain.

16. Is there anything else about the outline content and/or addendum that you would like to provide feedback on?

Free Text.

Section D (if applicable): Social Care T Level

This page gathers views on the outline content for the Social Care T Level. Please use the outline content document to inform your responses.

17. To what extent does the proposed outline content enable students to achieve the aims of the qualification?

- Fully
- Mostly
- Partly
- Not at all
- Unsure

Follow-on question to all answers: Please explain your answer

18. How well does the proposed outline content support progression to employment, higher education or an apprenticeship?

- Very well
- Fairly well
- Not very well
- Not well at all
- Unsure

Follow-on question to all answers: What changes, if any, should be made to the content to strengthen progression?

19. To what extent do you think the outline content prepares students for progression into skilled employment (including apprenticeships) in the given sector?

- Very well
- Fairly well
- Not very well
- Not well at all
- Unsure

Follow-on question to all answers: What changes, if any, should be made to prepare students better.

20. Is the outline content set at an appropriate level of demand for level 3 students?

- Too demanding
- Appropriate
- Not demanding enough
- Unsure

Follow-on question to all answers: What changes, if any, are needed to the content to ensure it meets the expected level of learner demand for a Level 3 qualification?

21. Are there any issues associated with delivering any of this content that should be considered to ensure that the content is manageable for providers to deliver?

Free Text

22. Is the content deliverable within the proposed size for the qualification (1080 GLH)?

- Yes
- No
- Don't Know

Follow on question to all answers: If No/Don't Know, please explain.

23. Is the title of the qualification appropriate?

- Yes
- No
- Don't Know

Follow on question to all answers: If No/Don't Know, what title do you suggest?

24. Does the content have the potential to have a disproportionate impact, positive or negative, on specific groups, in particular those who share a 'protected characteristic' (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation) or those from lower socio-economic backgrounds?

- Yes
- No
- Don't Know

Follow on question to all answers: If Yes/Don't Know, please explain.

25. Is there anything else about the outline content that you would like to provide feedback on?

Free Text.



Department
for Education

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