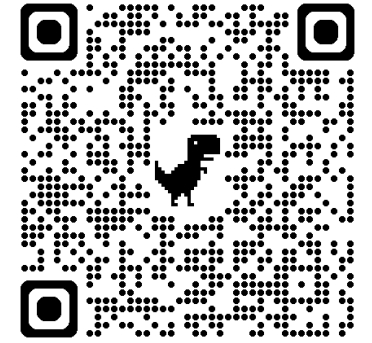




DfE Consultation: Post 16 Pathways

T Level in Sport: Proposed Outline Content

July 2026



*Scan for Sport T Level-
Proposed Outline Content
and Addendum*



The problem



Teaching hours cut ‘not enough to revive T Levels’

College leaders doubt that putting the ‘bloated’ courses on a diet will be the silver bullet ministers hope for

13 Mar 2026 | Young people



‘Small’ pool of awarding bodies eligible for first V Levels – Ofqual

Exams regulator launches quick turnaround consultation for developing new qualifications

12 Mar 2026 | Young people



Ministers shrink T Levels to boost take-up and manageability

New T Levels will be smaller than any existing course, with content and assessment trimmed to ease ...

For V Levels to succeed, they must learn the lessons of the roll-out of T Levels

First V-level subjects announced with aim to 'prepare for future jobs'

Government announces new “V Levels” to transform post-16 education

What we know about V Levels, new T Levels and the end of the T Level foundation year

The defunding timetable for alternative courses like BTECs has also been confirmed



Shane Chwen
More from this author

7 min read | 20 October 2025, 9:56 pm

Level 3 clear-out: Hundreds of courses get fewer than 10 students

New figures show widespread low enrolment across vocational qualifications as ministers push ahead with controversial reform



Josh Mellor
More from this author

4 min read | 27 February 2026, 9:53 am

Revealed: The first three V Level subject areas

Teaching of the new vocational courses will begin next year in digital, education and finance



Josh Mellor
More from this author

7 min read | 10 March 2026, 12:01 am

BTECs defunding delayed and first V-level subjects revealed

Defunding will now begin from autumn 2027, instead of this year, in finance, digital, education and early years – the subject areas chosen for the first V-levels



Billy Camden



Josh Mellor

3 min read | 10 March 2026, 12:01 am

Three pathways, one goal: Getting young people back on track

Our phased transition to new qualifications will provide the certainty providers need, while ensuring no young person falls through the cracks



Jacqui Smith
Guest Contributor
Skills minister

5 min read | 10 March 2026, 5:52 am

V Levels ambition will outrun reality unless we slow down

The proposed post-16 landscape looks more coherent than ever after years of false starts, but providers need more clarity, flexibility and time



Michael Lemin
Guest Contributor
Head of policy, NCPE

4 min read | 7 February 2026, 6:11 am

DfE agrees to BTECs defunding delay

Funding for the level 3 courses will now continue into the 2026-27 academic year as ministers amend ‘aggressive’ approach



Billy Camden
More from this author

3 min read | 10 March 2026, 12:01 am



Occupational Standards- England



Health and science



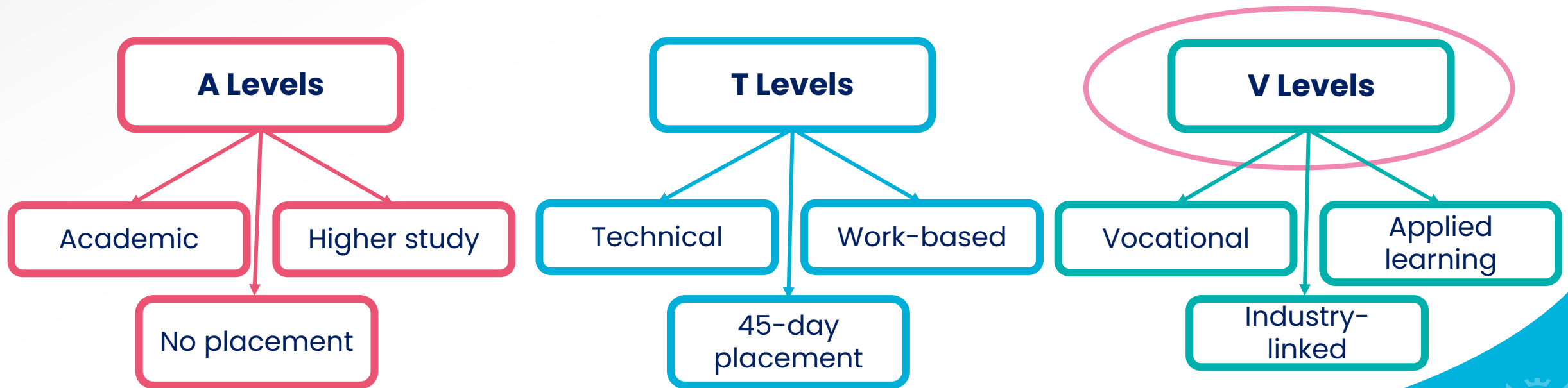
Community exercise, physical activity, sport and health

Level 2	Level 3	Level 4
Community Activator Coach (2017, update 2025)	Community Sport and Health Officer (2018, updated 2023)	Sports Coach- Community Coach/ High Performance Coach/ School Coach (2021)
Leisure Team Member (2019, ongoing review)	Personal Trainer (2018)	
	Outdoor Activity Instructor* (2018)	
	Sporting Excellence Professional- Cricket/ Equestrian/ Football/ Rugby League/ Rugby Union* (2019)	
	Leisure Duty Manager* (2018, updated 2026)	



The Government's Vision

- Create a clearer, simpler system aligned with labour market needs.
- Create high-quality vocational pathways comparable to academic and technical routes already available (and expand these).
- Two new Level 2 pathways: one for further study, one for work.
- All linked to occupational standards, so employers recognise the qualifications.

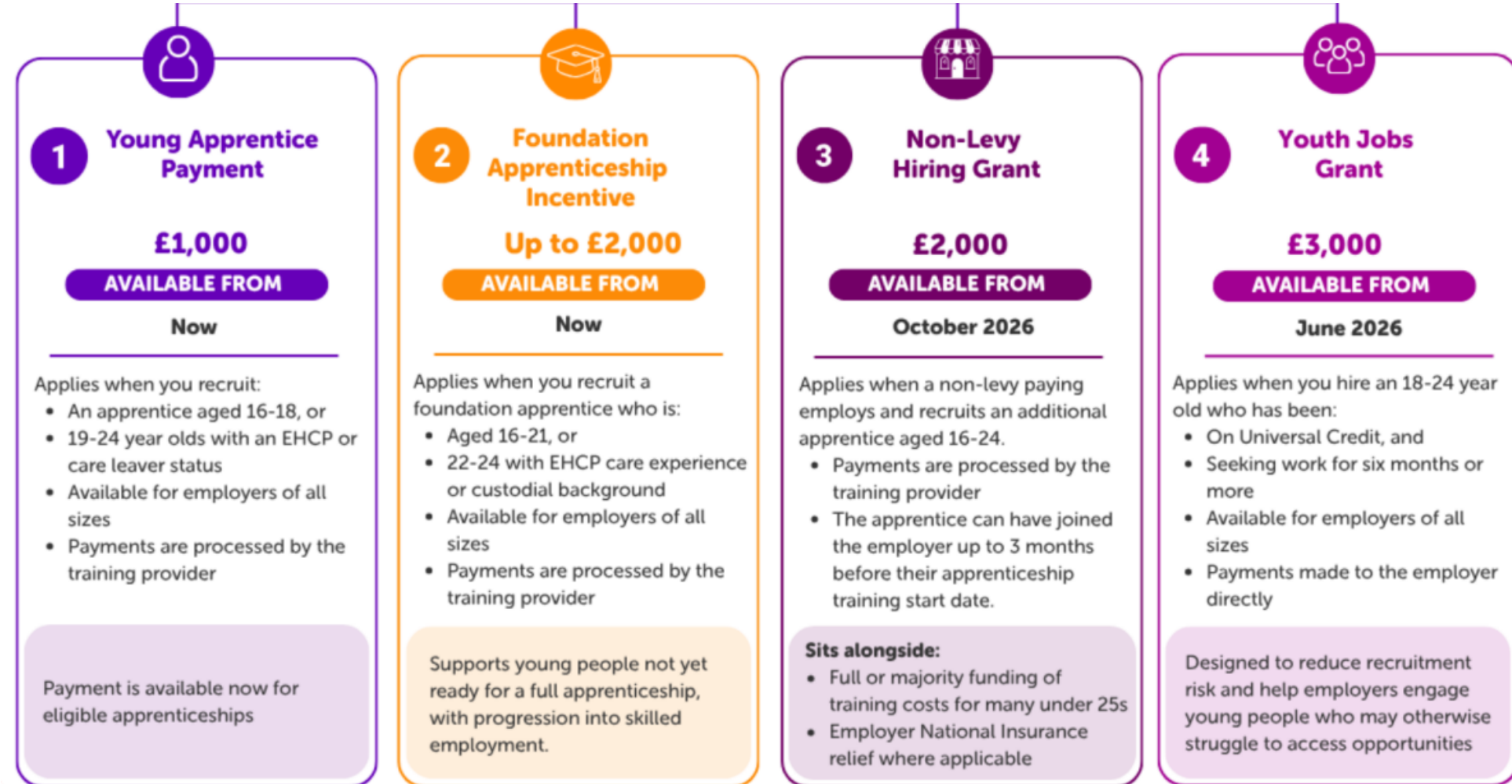


Timeline for all post-16 qualifications

Occupational Certificates	Foundation Certificates	V levels	T Levels
Tranche 1: 2027/28	Tranche 1: 2027/28	Tranche 1: 2027/28	Tranche 1: 2027/28
- Catering & hospitality - Education & early years	- Digital - Education & early years	- Digital - Education & early years - Finance & accounting	No subjects listed
Tranche 2: 2028/29	Tranche 2: 2028/29	Tranche 2: 2028/29	Tranche 2: 2028/29
- Care services - Construction & the built environment - Digital - Engineering & manufacturing - Business & administration - Health & science - Finance & accounting Sports & leisure	- Business, administration and law - Care services - Construction & the built environment - Engineering & manufacturing - Health & science Sports, fitness and exercise science	- Business & administration - Care services - Construction & the built environment - Engineering & manufacturing - Health & science - Legal - Sales, marketing & procurement Sports, fitness and exercise science	- Care services Sports, fitness & exercise science
Tranche 3: 2029/30	Tranche 3: 2029/30	Tranche 3: 2029/30	Tranche 3: 2029/30
- Agriculture, environment & animal care - Hair & beauty - Horticulture & floristry	- Agriculture, environment & animal care - Catering & hospitality - Hair & beauty - Protective services	- Agriculture, environment & animal care - Catering & hospitality - Hair & beauty - Protective services	- Catering & hospitality - Creative & design - Hair & beauty - Protective services
Tranche 4: 2030/31	Tranche 4: 2030/31	Tranche 4: 2030/31	Tranche 4: 2030/31
No subjects listed	- Art & performance arts - Creative & design - Travel & tourism	- Art & performance arts - Creative & design - Travel & tourism	- Art & performance arts - Travel & tourism



The four employer incentives



Qualifications coming in 2028/29

Level 2	Level 3
Sport and Leisure Occupational Certificate : • Community Activator Coach • Leisure Team Member (Variable sizes- 2-year student programme)	Sports, Fitness and Exercise Science V Level (360 GLH)
Sports, Fitness and Exercise Science Foundation Certificate (240-300 GLH)	Sport T Level (1080 GLH)

Title of each qualification is subject to further testing.



T Level structure

Core

Focus on 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 minimum range of core skills important for employability.

Occupational specialism (OS)

Specialist content structured into different OS, which correspond to the occupational standards developed by Skills England. OS's sets out 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' (PO) that indicate what the student will be able to do, as a result of learning and applying the specified knowledge and skills.

What is DfE proposing for the new Sport T Level?

- Proposed Sport T Level (First Teach 2028)
- 1080 GLH
- Core + OS + Industry Placement
- Strong emphasis on sport and exercise science
- One occupational route:
 - Coaching and Personal Training (combination of Sports Coach and Personal Training Skills England Occupational Standards)

What changes does the Addendum propose?

Original Outline Content	Addendum
One OS	Two OS's
Larger science-based Core	Reduced core (360GLH)
All learners study detailed SES content	Science depth varies by pathway
Single progression route	Multiple progression routes*

*Mapped to the same Occupational Standards

Option A: Applied Sport & Exercise Science

For learners progressing towards:

- Sport Science
- Strength & Conditioning
- Advanced Personal Training
- Higher Education

Option B: Applied Practice

For learners progressing towards:

- Assistant Coach
- Community Activator
- Fitness Instructor
- Gym-based roles

Core Outline Content for T Level in Sport

Original Outline Content	Addendum
Anatomy and physiology	Psychology, motivation and behaviour change
Biomechanics	Health, wellbeing and lifestyle factors
Nutrition	Programme design and exercise instruction (principles)
Psychology, motivation and behaviour change	Professional practice, ethics, safeguarding and sustainability
Health, wellbeing and lifestyle factors	Business and marketing in exercise and fitness
Programme design and exercise instruction	Digital technology
Professional practice, ethics, safeguarding and sustainability	Scientific enquiry and evidence-based practice
Business and marketing in exercise and fitness	
Scientific enquiry and evidence-based practice	
Digital technology	

OS Outline Content for T Level in Sport

Original	Addendum (Option A: Coaching and Personal Training (Applied Sport and Exercise Science)	Addendum (Option B: Coaching and Personal Training (Applied Practice)
PO1: Plan safe, personalised exercise programmes using screening and baseline information	PO1: Planning safe exercise programmes	PO1: Planning safe exercise programmes
PO2: Deliver accurate, engaging exercise sessions, adapting communication to participants	PO2: Delivering engaging exercise sessions	PO2: Delivering engaging exercise sessions
PO3: Monitor participant performance during sessions and use live data to adjust delivery	PO3: Monitoring participant performance and adapting delivery	PO3: Monitoring participant performance and adapting delivery
PO4: Review exercise sessions to improve own practice and inform future programme planning	PO4: Reviewing sessions to improve future practice	PO4: Reviewing sessions to improve future practice

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

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

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

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

What changes, if any, are needed to the outline content and/or addendum 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?

- ☐ Yes
- ☐ No
- ☐ Don't know

Please explain your answer

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

- Yes
- No
- Don't know

If No/Don't know, please explain

15. Is the title of the qualification appropriate?

- Yes
- No
- Don't know

If No/Don't know, what title do you suggest?

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

- Outline Content
- Addendum
- Neither
- Unsure

Please explain

17. 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

If Yes/ Don't know, please explain

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

Q&A

Will the OS for 'Applied Practice' provide a licence to practice?

We will be exploring how this is accommodated in the T Level Programme and look at how current quals in this space currently provide this.

Will different OS require specific staffing requirements, expertise, or qualifications?

We expect a degree of differentiation based on the OS, but also much of this is covered in the current qualifications, so expect that providers can continue with existing arrangements.

Will regulatory compliance requirements (e.g. first aid, safeguarding) be embedded within the OS's?

We will be reflecting on consultation responses before finalising the outline content, so this is dependent on sector views.

Q&A

Why is there such a limited focus on coaching/ pedagogy within the qualification?

AOs can amplify the outline content in development of the qualification; this is an outline at this stage.

Is there a need to differentiate the title, given there will also be a Foundation Certificate in 'Sport'? How will this be distinguished for employers, particularly as 'Sport' is not an occupation and may lack aspirational clarity?

This is the working title; we are happy for feedback on titles in the consultation.

Can applied, 'task-based assessments' form part of the assessment within the core?

The ESP (Employer- Set Project) model can be task based.

Q&A

Is there a clear rationale for the reduction of the core to 360 GLH in the addendum? This may present significant challenges in relation to curriculum sequencing and preparation for examination series.

This is an alternative proposal, based on splitting out the Sports Science, for which we are asking for feedback. If responders prefer the structure in the outline content itself, they are asked to confirm this in their responses.

Q&A

Next steps

Consultation close Sunday 9th August 2026.

Other sessions organised with Awarding Organisations, Training Provider Partners and Employer Partners.

Collate the feedback and share with all partners by 24th July 2026.

<https://consult.education.gov.uk/t-level-design-and-development/post-16-pathways-t-level-outline-content/consultation/intro/>