

Craft and Design

T Level Craft and Design – Core content changes



The Core Content changes are in the **September 2026** specification which is available on the website

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This is for students starting in September 2026 and taking the Core Exam in Summer 2027.

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Specification

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T-LEVELS

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Changes only impact the Core Content assessed in the Core Exam Paper.

This is the content that starts on Page 16 of the specification.

Changes impact Content areas 1 through 10.

The ESP and the OS are not affected.



NOTE:
This document describes the general changes and those with greater impact on teaching.

Detailed changes are given in the Summary of changes table at the front of the specification

If you are unsure about specific changes then refer to the summary of changes.



Summary of changes: Version 1.2	Section	Page number
The summary tables have been updated	Qualification Summary and Structure	6-9
The Administration section within the Scheme of Assessment has been updated, this signposts the links to the assessment guidance for Providers	Scheme of Assessment (Core & Occupational Specialism)	42, 82, 117, 171, 225, 285
Core Examination Assessment Objective descriptions added to support the Assessment marks and weightings	Scheme of Assessment	43
The Assessment overview for Jewellery Occupational Specialism has been updated to include the renumbering of Activities	Scheme of Assessment- Jewellery Maker	116
The Resource list for the delivery of Task 2 Upholstery Maker assessment has been updated to match Task 2 assessment resource list	Resource list- Upholstery Maker	229
The administration information from sections '5,6,7 and 8' has been extracted from this version of the Specification. This information has been compiled to form an 'Administration Support Guide for the specific Technical Qualification'. The guide is located on the Training and Admin Support webpage	5, 6, 7 and 8	
The following sections have been updated/relabelled: - Section 5 has been updated to contain the Command Word Taxonomy - Section 6 has been updated to contain the General Competency Frameworks for T Levels	5, 6	290 291
Core content: - Revision of 'products, content and services' to just 'products' for clarity. - Changes throughout core content areas for 'students should be able to...' statements to clarify the scope of learning required.	3 Core Component - Content	16 – 41
Clarification of wording in Content Area 1: - CK1.1 Responsibilities and roles reworded as activities. - CK1.2 Freelancer and sole-trader removed. - CK1.3 Clarification supply chain and production process.	3 Core Component - Content	16 – 20



Why did we make changes?

Accessibility

Ensuring language is accessible for 16 – 18 year-olds and clarifying the meaning of some terms.



Deliverability

Clarifying the scope and depth of teaching for content areas.

Reducing the repetition of terms to help distinguish between content areas.



Sector relevance

More conventional terms were used that better aligned with the sector.



Corrections

Feedback indicated that some sections referred to processes or titles that were not in line with common industry conventions.



General changes throughout Riders

2024 Specification – example

Riders are the term used to describe the section at the start of each content area with:

‘Students should be able to...’

Riders define:

- the type of question that can be asked in the exam
- the scope of teaching.

There are two general changes:

- Clarifying discuss responses, which changes ‘interrelate’ to ‘connections’
- ‘Product, content or service’ revised to just ‘products’.

CK10.2	The application of evolving developments and the wider impact within the creative industries Students should be able to: • recall the features of evolving developments within the creative industries • demonstrate understanding of the benefits and drawbacks of evolving developments within the creative industries • apply knowledge and understanding of evolving developments and their wider impact within the creative industries to different contexts • consider different aspects of evolving developments, including how they interrelate, and make decisions about the use of evolving developments within the creative industries in different contexts.
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CK1.3	The creative supply chain Students should be able to: • recall the supply chain of the creative economy, including the production process and factors that need to be considered for delivering a product, content or service
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2026 Specification – example

CK10.2	Technological developments and their impacts Students should be able to: • recall the technological developments • demonstrate understanding of the impacts of technological development • apply knowledge and understanding of technological developments and their impact to different contexts • consider the connections between technological developments and their impacts and make decisions about their use in different contexts.
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CK1.3	The creative supply chain Students should be able to: • recall the parts of the supply chain of the creative economy, the stages and activities in the production process, and factors that need to be considered for delivering products
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General changes throughout Riders

More specific terms used to describe the coverage, for example, by replacing terms like:

- aspects
- factors
- features

2024 Specification – example

CK2.2	Strategies for self-marketing in the creative industries Students should be able to: • recall the strategies for self-marketing in the creative industries • demonstrate understanding of the benefits and challenges of self-marketing to individuals that operate within the creative industries • consider different aspects of strategies for self-marketing in the creative industries and how they interrelate.
CK7.1	The equality and diversity factors to consider when undertaking workplace operations Students should be able to: • recall the equality and diversity factors craft practitioners need to consider when undertaking workplace operations
CK1.4	The features of models used to monetise creative products and services in industry Students should be able to: • recall the features of models used to monetise products and services in the creative industries

2026 Specification – example

CK2.2	Strategies for self-promotion in the creative industries Students should be able to: • recall the strategies for self-promotion • demonstrate understanding of the benefits and challenges of the strategies for self-promotion • consider the connections between the different strategies for self-promotion, their benefits and challenges.
CK7.1	The equality and diversity factors affecting people at work Students should be able to: • recall the protected characteristics, vulnerabilities and biases that affect people at work
CK1.4	The models for monetising creative products and the approaches these take Students should be able to: • recall models used to monetise products and their approaches

General changes throughout

Scope – riders and content

Scope of teaching exemplified, e.g. benefits and challenges. Where we have now included the scope of the benefits and challenges.

The same applies where we have used terms like 'ways', which are now generally listed.

2024 Specification – example

CK1.4	The features of models used to monetise creative products and services in industry Students should be able to: - recall the features of models used to monetise products and services in the creative industries - demonstrate understanding of the benefits and challenges of different models used to monetise products and services in the creative industries - consider different aspects of the models used to monetise products and services in the creative industries and how they interrelate. 1.4.1 commissioned: - creation of a bespoke product, content or service on request of commissioner - commission may come from individuals, businesses or governments. 1.4.2 self-generated: - income that is solely generated from the actions of an individual or business - revenue comes from direct sales of a product, content or service or ownership of intellectual property rights (IPR). 1.4.3 subscription: - agreement to receive/use products or services at set increments - revenue comes from retention of paying subscribers for recurring consumption of product, service or content.
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2026 Specification – example

CK1.4	The models for monetising creative products and the approaches these take Students should be able to: - recall models used to monetise products and their approaches - demonstrate understanding of the benefits and challenges of different models used to monetise products - consider the connections between the models, their approaches, the benefits and challenges. 1.4.1 commissioned model: - creation of a bespoke product, content or service on request of the client - commission may come from individuals, businesses or governments. 1.4.2 self-generated model: - income that is solely generated from the actions of an individual or business - revenue comes from direct sales of a product or ownership of intellectual property rights (IPR). 1.4.3 subscription model: - agreement to receive/use products at set increments - revenue comes from retention of paying subscribers for recurring consumption. 1.4.4 benefits and challenges: creative control financial stability risk.
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General changes throughout Language

Terminology has been revised throughout to plain English without impacting the scope of teaching – these are some examples, but there are more throughout.

2024 Specification

CK10.1	The benefits of enhancing awareness of evolving developments within the creative industries Students should be able to: recall the benefits of enhancing awareness of evolving developments within the creative industries
CK2.6	The importance of financial acumen in supporting operations within creative industries Students should be able to: recall the reasons why it is important for people working within the creative industries to have financial acumen
CK6.1	The principles of professional codes and standards and how they are applied within the creative industries Students should be able to: recall the principles of professional codes and standards

2026 Specification

CK10.1	The benefits of learning about developments within the creative industries Students should be able to: recall the benefits of learning about developments
CK2.6	How financial knowledge and skills support business decisions in creative industries Students should be able to: recall the ways financial knowledge and skills support business decisions
CK6.1	Professional standards and how they are applied within the creative industries Students should be able to: recall professional standards

General changes throughout Interpreting riders

How the riders relate to exam questions.

You can determine the types of exam question that can be asked based on the language in the riders.

Rider example from CK 10.2 Technological developments and their impacts

Students should be able to:	Question type	Requires
recall the technological developments	Give, state, name, MCQ	Recall of one or more pieces of information
demonstrate understanding of the impacts of technological development	Explain	Identification of a point and linked justification of that point.
apply knowledge and understanding of technological developments and their impact to different contexts	Explain	Identification of a point and linked justification of that point that is specific to a context.
consider the connections between technological developments and their impacts and make decisions about their use in different contexts.	Discuss	Consider the factors that apply in relation to a specific context and give consideration to the aspects of an issue, situation, or a problem.
	Assess	Consider the factors that apply in a specific context and give consider which are the most significant, with a reasoned judgement.
	Evaluate	Consider the factors that apply in relation to a specific context and the characteristics such as pros and cons, leading to a reasoned judgement/conclusion.

Specific changes Content Area 1

CK1.1 changes:

- Responsibilities and roles changes to activities

CK1.2.8 and 1.2.9 removed.

2024 Specification

CK1.1

The different creative and non-creative industries that form part of the creative economy and the responsibilities of creative roles

Students should be able to recall the different creative and non-creative industries that form part of the creative economy and the responsibilities of roles within the creative industry.

1.1.1 creative industries that form part of the creative economy – film, television (TV), broadcasting and video, publishing, music and the performing arts, digital, crafts and design.

1.1.2 non-creative industries that form part of the creative economy – legal, financial, logistical, marketing and communications, human resources.

1.1.3 responsibilities of roles:

- business – commissioning, fund-raising, managing the workforce, budget and schedules, marketing, promotion and distribution

1.2.8 freelancer:

- specialist self-employed individual contributing to and supporting a range of projects
- not affiliated with a sole employer.

1.2.9 sole trader:

- individual who runs and owns a company
- can employ people to support with operations.

2026 Specification

CK1.1

The different creative and non-creative industries that form part of the creative economy

Students should be able to recall:

- the creative and non-creative industries that form part of the creative economy
- the **activities** that take place in the creative industries.

1.1.1 creative industries that form part of the creative economy – film, television (TV), broadcasting and video, publishing, music and the performing arts, digital, crafts and design.

1.1.2 non-creative industries that form part of the creative economy – legal, financial, logistical, marketing and communications, human resources.

1.1.3 **activities**:

- business activities – commissioning, fund-raising, managing the workforce, budget and schedules, marketing, promotion and distribution

Removed as 1.2 are only organisations.

Specific changes Content Area 1

CK1.3.2 changes:

- Much more familiar production process.

2024 Specification

1.3.2 production process:

- establishing the need for a product, content or service:
 - research and development stage
- ideation of the creative vision:
 - generation and development of ideas and concepts
 - gathering, processing and responding to initial feedback
 - presenting or pitching ideas
- execute:
 - initial production planning
 - sourcing of funding
 - sourcing of materials, resources and services
- pre-production stage:
 - preparing materials and resources
 - testing equipment and resources
 - review of production schedule
 - review of production planning
 - planning human resources
- production and post-production stage.

2026 Specification

1.3.2 production process:

- pre-production stage activities:
 - research:
 - establishing the need for products
 - gathering and analysing feedback
 - ideation
 - planning
 - sourcing materials, equipment and resources
 - sourcing funding
 - development
- production stage activities:
 - preparing materials, equipment and resources
 - refinement
 - making
 - testing
 - quality assurance
- post-production stage activities:
 - finishing with corrections or improvements
 - quality assurance
 - packaging and labelling
 - delivery: exhibition, distribution or display

1.6.2 guilds – organisations promoting the tradition of trades and crafts:

- The Drapers' Company
- The Goldsmiths' Company
- Merchant Taylors' Company
- The Haberdashers' Company
- The Worshipful Company of Dyers
- The Leather-sellers' Company
- The Worshipful Company of Upholders of the City of London
- The Framework Knitters Company
- Furniture Makers' Company the furnishing industry's charity.

Removed as OS specific and knowledge of the existence of guilds is sufficient.

Specific changes

Content Area 2

2.3 changes:

- Clarity activities in areas of production

2024 Specification

CK2.3

Different roles in the creative industry

Students should be able to recall the different roles in the creative industry and the types of activity performed in the role.

2.3.1 research/development roles:

- generating and developing ideas/creative vision
- winning the contract, securing funding.

2.3.2 technician roles:

- maintenance
- technical support.

2.3.3 sales and distribution roles:

- distributing products to customers
- public relations.

2026 Specification

CK2.3

Activities in research, technical production, distribution and marketing

Students should be able to recall the activities done in different areas of the production.

2.3.1 **research:**

- **market research**
- **research analysis.**

2.3.2 **technical production:**

- **making products**
- **maintaining equipment and resources**
- technical support.

2.3.3 **distribution** roles:

- **delivering products to customers**
- **communicating with customers.**

Specific changes Content Area 2

2.4 Changes:

- Clarity on OS roles.
- **Responsibilities and requirements** changed to **knowledge and skills** and all listed together.
- Content is now organised between **common** and **specific** knowledge and skills for each OS.

2024 Specification

CK2.4

The roles, responsibilities and skills required of a range of common job roles within craft and design

Students should be able to:

- recall the responsibilities and requirements of specific job roles within craft and design
- demonstrate understanding of how the responsibilities and requirements of specific job roles operate within craft and design.

2.4.1 jewellery maker:

- key responsibilities:
 - undertaking market research to inform initial design ideas
 - managing and controlling costing and budgeting for equipment, tools, materials, resources
 - managing end-to-end production process from content and idea generation to final product

-
- key requirements:
 - project management and evaluation
 - communicate ideas and designs to present and negotiate with clients and customers
 - ability to work alone or as part of a team
 - customer service
 - use appropriate production and technical vocabulary to document and communicate ideas
 - continuous learning, improving and upskilling.

2026 Specification

CK2.4

The knowledge and skills required of a jewellery maker, ceramics maker, furniture maker and textiles and fashion maker

Students should be able to:

- recall the knowledge and skills required of a jewellery maker, ceramics maker, furniture maker and textiles and fashion maker
- demonstrate understanding of the knowledge and skills required of a jewellery maker, ceramics maker, furniture maker and textiles and fashion maker.

2.4.1 common knowledge and skills required for jewellery maker, ceramics maker, furniture maker and textiles and fashion maker:

- undertaking market research to inform initial design ideas
 - managing and controlling costing and budgeting for equipment, tools, materials, resources
 - managing end-to-end production process from content and idea generation to final product
 - working to relevant legislation, standards and industry best practice
 - presenting ideas to clients and funders
 - interpreting a design brief and developing designs and original ideas in response
 - designing new product ideas
 - awareness of existing and emerging technologies
 - applying reflective review and evaluation to all stages of the design processes
 - project management and evaluation
 - communicating ideas and designs to present and negotiate with clients and customers
 - ability to work alone or as part of a team
 - providing customer service
 - using appropriate production and technical vocabulary to document and communicate ideas
 - undertaking professional development.
- #### 2.4.3 specific knowledge and skills for a jewellery maker:
- knowledge of physical properties of materials and their limitations, including malleability, weight, melting point.
 - working with different materials, tools and equipment including metal, springs and foundation materials, hammer, chisel

Specific changes Content Area 2

2.7

Rationalised:

- Capital allowance
- Corporation tax
- National insurance

2024 Specification

CK2.7

The features of personal and business taxation

Students should be able to recall the features of personal and business taxation within the creative industries.

2.7.1 income tax:

- amount of tax paid dependent on personal income
- different tax bands dependent on taxable income:
 - personal allowance
 - basic rate
 - higher rate
 - additional rate.

2.7.2 tax year returns:

- annual period for reporting expenses and income
- self-assessment
- tax deductible expenses
- capital allowance – claiming certain business development expenses against taxation:
 - premises
 - equipment
 - machinery.

2.7.3 corporation tax:

- paid on profits from doing business as:
 - a limited company
 - any foreign company with a UK branch or office
 - a club, co-operative or other unincorporated association
- calculated and paid by filing company tax return.

2.7.4 National Insurance (NI) contributions – tax on earnings and self-employed profits:

- supports state benefits:
 - state pensions
 - jobseeker's allowance
 - parental leave
 - bereavement support payment
 - guardian's allowance
 - statutory sick pay.

2026 Specification

CK2.7

The features of personal and business taxation

Students should be able to recall the features of personal and business taxation within the creative industries.

2.7.1 income tax:

- amount of tax paid dependent on personal income
- different income tax bands:
 - personal allowance
 - basic rate
 - higher rate
 - additional rate.

2.7.2 tax year returns:

- annual period for reporting expenses and income
- self-assessment
- tax deductible expenses
- capital allowance.

2.7.3 corporation tax and its features:

- paid on profits from doing business
- calculated and paid by filing company tax return.

2.7.4 National Insurance (NI) contributions:

- tax on earning from employment and self-employed profits.

Specific changes Content Area 3

Rationalised:

- Environmental
- Social and ethical
- Political
- Technological

2024 Specification

CK3.1

The influence of external factors on the emergence and evolution of style, tastes and trends within the creative industries

Students should be able to:

- recall the external factors that influence the emergence and evolution of style, tastes and trends within the creative industries
- demonstrate understanding of why different external factors influence the emergence and evolution of style, tastes and trends within the creative industries
- consider how the interrelationship between different external factors influence the emergence and evolution of style, tastes and trends within the creative industries.

3.1.1 economic factors:

- disposable income – results in increased spending power of customer
- cost of production – impacts on affordability of products.

3.1.2 environmental factors:

- sustainability – impacts on the materials, products and processes available.

3.1.3 social behavioural factors:

- equality, diversity and inclusion – contributes to freedom of expression and cultural expression
- influencers and endorsement – encourage individuals to buy particular products or services
- ethics – preference and choices influenced by social acceptance and ethics
- national and global events and celebrations – event-specific merchandise.

3.1.4 political factors:

- changes in law and legislation – impacts on the use and control of prohibited materials and international trading
- changes in political agendas and campaigns – impacts on variety of materials that can be used.

3.1.5 technological factors:

- mass production – more choice and quantity of products
- accessibility – products and services being more readily available and accessible
- predicted algorithms – directs individuals to predicted choice patterns.

2026 Specification

CK3.1

The influence of external factors on trends

Students should be able to:

- recall the external factors that influence trends
- demonstrate understanding of the **ways** external factors influence trends
- consider the connections between external factors and changes in trends.

3.1.1 economic factors:

- disposable income
- cost of production.

3.1.2 **environmental and sustainability factors:**

- **impacts of materials, products and processes**
- **climate**
- **environmental concerns of consumers.**

3.1.3 social and **ethical factors:**

- equality, diversity, inclusion and **representation**
- influencers and endorsement
- national and global events and celebrations
- **accessibility.**

3.1.4 political factors:

- changes in law and legislation
- changes in political agendas
- **censorship and liberalisation.**

3.1.5 technological factors:

- **proliferation of products, platforms and markets**
- **algorithms and content targeting**
- **artificial intelligence.**

Specific changes Content Area 3

Rationalised:

- **Visual language and communication replaces contextual vocabularies and storytelling**
- Visual language simplified

2024 Specification

CK3.3

The contextual vocabularies used in the principles of storytelling in craft products

Students should be able to:

- recall the contextual vocabularies and principles of storytelling
- demonstrate understanding of the benefits and challenges of how contextual vocabularies are used in the principles of storytelling
- apply knowledge and understanding of the contextual vocabularies used in the principles of storytelling to different contexts
- consider different aspects of the contextual vocabularies used in the principles of storytelling, including how they interrelate, and make decisions about the use of the contextual vocabularies used in the principles of storytelling in different contexts.

3.3.1 purposes and principles of storytelling within craft products:

- provides a narrative
- gives meaning to an item
- offers a symbolic interpretation, including cultural or religious garments
- evokes a connection
- offers a symbolic interpretation through cultural contexts:
 - events and movements

3.3.2 contextual vocabularies:

- imagery:
 - narrative – the design tells a story
 - decorative – the surface design and finish
 - informative – the design is literal and factual
 - conceptual – the design concept is the focus rather than the aesthetic
- colour:
 - selection of colour scheme to evoke mood and emotion
 - variance of tone to convey a message to fit the narrative
 - selection of hue and value to enhance the environment
 - adjust intensity to match the aesthetic

2026 Specification

CK3.3

The visual language used for communication in craft products

Students should be able to:

- recall the visual language and purpose and principles of communication
- demonstrate understanding of the benefits and challenges of the ways visual vocabulary is used in communication within craft products
- apply knowledge and understanding of the benefits and challenges of using visual language for communication in different contexts
- consider the connections between visual language and the purpose and principles of communication, and make decisions about their use in different contexts.

3.3.1 purposes and principles of communicating within craft products:

- conveys an idea, feeling, or narrative
- gives meaning to an item
- offers an interpretation
- evokes a connection between audience and artefact
- **relates to cultural contexts:**
 - events and movements

3.3.2 visual language:

- **imagery:**
 - narrative
 - decorative
 - informative
 - conceptual
- **colour:**
 - colour categories: primary, secondary, tertiary
 - colour and feeling/mood
 - colour and meaning
 - colour palettes
 - qualities of colour: hue, saturation, brightness

Specific changes Content Area 5

Note: Content Area 4 changes are mostly about readability.

5.1 changes:

- swaps **key features** for **regulates**
- Environmental protection
- Safeguarding

2024 Specification

CK5.1

Key features of legal and regulatory requirements affecting the creative industries and implications of non-compliance

Students should be able to:

- recall the key features of legal and regulatory requirements affecting the creative industries
- demonstrate understanding of the benefits and challenges of adhering to legal and regulatory requirements and the implications of non-compliance with legal and regulatory requirements affecting the creative industries.

5.1.1 Health and Safety at Work etc Act. 1974 (including The Work at Height Regulations 2005, The Manual Handling Operations Regulations 1992, The Management of Health and Safety at Work Regulations 1999, The Health and Safety (Display Screen Equipment) Regulations 1992):

- key features – employers are required to:
 - provide adequate training for staff
 - provide adequate welfare provision for staff at work

5.1.4 Environmental Protection Act 1990:

- key features:
 - protects and improves environmental quality and reduces pollution
 - supports and promotes the management, protection and enhancement of the environment.

5.1.5 Safeguarding Vulnerable Groups Act 2006:

- key features:
 - individuals working with vulnerable groups must undergo a screening process
 - prevents people who are deemed unsuitable to work with children and vulnerable adults.

2026 Specification

CK5.1

Legal and regulatory requirements affecting the creative industries and implications of non-compliance

Students should be able to:

- recall the legal acts, their regulations and requirements
- demonstrate understanding of the benefits and challenges of adhering to regulations and the implications of non-compliance with regulations.

5.1.1 Health and Safety at Work etc Act. 1974 (including The Work at Height Regulations 2005, The Manual Handling Operations Regulations 1992, The Management of Health and Safety at Work Regulations 1999, The Health and Safety (Display Screen Equipment) Regulations 1992):

- **establish that employers are required to:**
 - provide adequate training for staff
 - provide adequate welfare provision for staff at work

5.1.4 Environmental Protection Act 1990:

- **regulates:**
 - **waste management**
 - **pollution**
 - **hazardous substances.**

5.1.5 Safeguarding Vulnerable Groups Act 2006:

- **regulates who can work with children and vulnerable adults:**
 - **setting criteria of who can work with children and vulnerable adults based on suitability.**
 - **screening of those working with children and vulnerable adults.**

Specific changes

Content Area 6

6.2 Changes:

- **Dilemmas** become **issues**
- Impacts are exemplified

2024 Specification

CK6.2

Common ethical dilemmas individuals and organisations may face within the industry

Students should be able to:

- recall common ethical dilemmas individuals and organisations may face within the creative industries
- demonstrate understanding of the ways in which common ethical dilemmas can impact individuals and organisations within the creative industries
- apply knowledge and understanding of common ethical dilemmas individuals and organisations may face within the creative industries to different contexts.

6.2.1 compromising on quality of a product, content or service.

6.2.2 misleading information regarding a product, content or service.

6.2.3 inclusion of bias within a product, content or service.

6.2.4 unethical market research.

6.2.5 plagiarism of others works.

2026 Specification

CK6.2

Common **ethical issues** individuals and organisations may face within the creative industries

Students should be able to:

- recall common ethical issues individuals and organisations may face
- demonstrate understanding of the ways in which common ethical issues can impact individuals and organisations
- apply knowledge and understanding of common ethical issues individuals and organisations may face to different contexts.

6.2.1 issues:

- compromising on quality of a product
- misleading information regarding a product
- inclusion of bias within a product
- unethical market research
- plagiarism.

6.2.2 impacts:

- health and safety
- manipulation
- deception
- discrimination
- unfair targeting
- lack of informed consent
- loss of income.

Specific changes Content Area 7

7.1.3 changes:

- Bias arranged in type and cause

7.2 changes:

- Exemplification of impacts

2024 Specification

7.1.3 the presence of unconscious bias – stereotyped judgements made without conscious awareness:

- author/proprietary bias – unweighted opinions of the author
- confirmation bias – evidence selected to support a predetermined assumption
- selection bias – selection based on meeting specific criteria
- cultural bias – inherent assumptions based on societal norms.

CK7.2

Barriers to equality and diversity within the creative industry

Students should be able to:

- recall barriers to equality and diversity within the creative industry
- demonstrate understanding of barriers to equality and diversity within the creative industry and the ways in which barriers can affect equality and diversity in the creative industries.

7.2.1 lack of diverse representation in leadership.

7.2.2 inappropriate workplace culture:

- non-inclusive views and behaviours
- non-inclusive practices
- lack of organisational policies and frameworks.

7.2.3 stereotypical beliefs.

7.2.4 socioeconomic status.

7.2.5 limited access to education or training.

7.2.6 lack of exposure to diverse environments.

7.2.7 discrimination:

- positive
- negative.

2026 Specification

7.1.3 bias:

• types of bias:

- conscious bias
- unconscious bias

• causes of bias:

- subjective opinion
- confirmation
- cultural
- political.

CK7.2

Barriers to equality and diversity within the creative industries

Students should be able to:

- recall barriers to equality and diversity
- demonstrate understanding of ways people and employers can be impacted by the barriers to equality and diversity.

7.2.1 barriers:

- lack of diverse representation in leadership
- inappropriate workplace culture:
 - non-inclusive views and behaviours
 - non-inclusive practices
 - lack of organisational policies and frameworks.
- stereotypical beliefs
- socioeconomic status
- limited access to education or training
- lack of exposure to diverse environments
- discrimination:
 - positive
 - negative.

7.2.2 impacts:

- discrimination and unfair treatment
- reduced access to opportunities
- increased stress and poor mental wellbeing
- limited career progression
- underrepresentation of certain groups
- poor workplace or community relationships
- loss of talent.

Specific changes Content Area 7

7.3 changes:

- Focuses on people who would benefit and types of adjustment
- Adjustments relate to the OS: physical, visual, cognitive, safety, digital.

2024 Specification

CK7.3

The types of reasonable adjustments that may be applied within the creative industry and how they may enhance the accessibility of created content, products or services

Students should be able to:

- recall types of reasonable adjustments that may be applied within the creative industry
- demonstrate understanding of reasonable adjustments that may be applied within the creative industry and how they may enhance the accessibility of created content, products or services.

7.3.1 reasonable adjustments to support users with auditory impairments, including loss of or impaired hearing:

- subtitles for the deaf or hard of hearing (SDH)
- closed captions (CC)
- signed performances
- induction loop systems
- headset broadcast.

7.3.2 reasonable adjustments to support users with visual impairments, including blindness, colour blindness or impaired vision:

- audio-descriptions.

7.3.3 reasonable adjustments to support deafblind users, including loss of or impaired hearing and vision:

- audio-described closed captions communicated through the use of braille/braille readers.

7.3.4 reasonable adjustments to support users with cognitive, learning, neurological and neurodiverse conditions, including impairment in communication skills, social skills or mental function:

- restrictions on content for photosensitive customers, including flashing, blinking, contrasting light, sudden movement.

7.3.5 reasonable adjustments to support users with motor impairments, including limited or no motor function:

- infrastructure of the space or venue:
 - ramps
 - lifts
 - viewing platforms
 - virtual attendance options.

7.3.6 reasonable adjustments to support speech impairments (for example, impeded speech):

- digital communication support applications.

2026 Specification

CK7.3

Reasonable adjustments and accessibility

Students should be able to:

- recall those who would benefit from reasonable adjustments
- recall the types of reasonable adjustments that may be applied to products
- demonstrate understanding of the ways reasonable adjustments can improve the accessibility of products.

7.3.1 those that could benefit from reasonable adjustments:

- people with deafness or who are hard of hearing
- people with blindness, including those with colour blindness or reduced vision
- people with cognitive, learning, neurological and neurodiverse conditions
- people with physical disabilities and motor limitations.

7.3.3 reasonable adjustments:

- physical and functional adjustments: handles, grips, lightweight materials, non-slip surface, rounded edges, customisable products
- visual adjustments: high-contrast colours, clear labelling, tactile marking, predictable layout, braille
- sensory adjustments: textured surfaces, quiet mechanisms, soft-touch materials
- cognitive adjustments: simple shapes, simple operation, visual cues, adjustable design
- safety adjustments: protective guards, stable base, smooth edges
- digital adjustments: subtitles, induction loops, customisable settings.

Specific changes Content Area 7

7.4 changes:

- 'Reasons for importance' becomes 'benefits'
- Ways are now exemplified.

2024 Specification

CK7.4

The value of a diverse and inclusive working environment

Students should be able to:

- recall the reasons why a diverse and inclusive working environment is important
- demonstrate understanding of the benefits of a diverse and inclusive working environment and ways in which these benefits can be achieved.

7.4.1 broader perspective in decision-making process.

7.4.2 diverse ideas and approaches embedded throughout the creative process.

7.4.3 opportunity for connections with underrepresented groups.

7.4.4 increased awareness and organisational culture of diversity and inclusion.

7.4.5 positive reputation for utilising inclusive approaches, including recruitment, promotion, training.

2026 Specification

CK7.4

The **benefits** of a diverse and inclusive working environment

Students should be able to:

- recall the benefits of a diverse and inclusive working environment and the **ways diverse and inclusive working environments can be achieved**
- demonstrate understanding of the benefits of a diverse and inclusive working environment and the ways this can be achieved.

7.4.1 **benefits:**

- broader perspective in decision-making process
- diverse ideas and approaches embedded throughout the creative process
- opportunity for connections with underrepresented groups.
- increased awareness and organisational culture of diversity and inclusion
- positive reputation for utilising inclusive approaches, including recruitment, promotion, training.

7.4.2 **ways diverse and inclusive environments can be achieved:**

- diverse representation in leadership
- positive workplace culture:
 - inclusive practices and behaviour
 - policies for equality and diversity
- challenging stereotypical beliefs
- access to education or training
- positive action.

Specific changes Content Area 8

8.1 changes:

- Removal of 'features'
- Rationalised ways they can support

2024 Specification

CK8.1

Common sources of knowledge

Students should be able to:

- recall the features of common sources of knowledge
- demonstrate understanding of the ways in which common sources of knowledge can be used to support research in the creative industries.

8.1.1 common sources:

- academic publications – provide information on previous research, theories, observations, methodologies
- galleries and exhibitions – curated visual displays and showcases of creative practice
- trade fairs – exhibits from a range of organisations within a specific industry demonstrating their product, content or service
- libraries – offer a breadth of resources in one place
- internet/websites/social media – digitally accessed repositories providing global data and information
- museums – display artefacts and other objects of artistic, cultural, historical or scientific importance
- manufacturers' websites/guides – provide information from manufacturers to support product, content or service
- government documents – disseminate information from national and local government agencies
- professional/peer networks – provide opportunities to share best practice
- e-learning – online courses to support development.

2026 Specification

CK8.1

Common sources of knowledge

Students should be able to:

- recall common sources of knowledge
- demonstrate understanding of the ways in which common sources of knowledge can be used to support research.

8.1.1 common sources:

- academic publications
- galleries and exhibitions
- trade fairs
- libraries
- internet/websites/social media
- museums
- manufacturers' websites/guides
- government documents
- professional/peer networks
- e-learning.

8.1.2 ways they can support research:

- providing reputable data
- inspiring ideas
- seeing what others are doing
- sharing best practice
- providing education and training
- understanding the use or function of things
- cross-referencing and fact checking
- engaging with products or services.

Specific changes Content Area 8

8.2 changes:

- Consistency between methods
- Exemplification of benefits and challenges

2024 Specification

CK8.2

The purpose and application of research methods utilised within the creative industries

Students should be able to:

- recall the research methods, techniques and the purpose of the research methods utilised within the creative industries
- demonstrate understanding of the ways in which the research methods are applied in the creative industries and the benefits and drawbacks of the research methods.

8.2.1 qualitative method – research relating to the collection and analysis of non-numerical information:

- used to understand opinions and concepts.

8.2.2 quantitative method – research relating to the collection and analysis of numerical information:

- used to find patterns, make predictions and generalise results.

8.2.3 primary method – information collected directly from the source:

- field research, including interviews, surveys, observations, questionnaires.

8.2.4 secondary method – research drawing upon pre-existing sources:

- desk-based research, including government documents, published academic papers, historical records.

2026 Specification

CK8.2

The purpose and application of research methods used in the creative industries

Students should be able to:

- recall the research methods, techniques and the purpose of the research methods
- demonstrate understanding of the use of research methods and their benefits and challenge.

8.2.1 qualitative method:

- for the purpose of understanding non-numerical information, thoughts and feelings
- techniques including focus groups, open-ended questions, observations.

8.2.2 quantitative method:

- for the purpose of understanding numerical information
- techniques including closed-ended questions, tests, polls, observations.

8.2.3 primary method:

- for the purpose of collecting information from the source
- techniques including interviews, surveys, observations, questionnaires.

8.2.4 secondary method:

- for the purpose of desk-based research drawing upon existing sources
- techniques including drawing on government documents, academic papers, historical records, literature.

8.2.5 benefits and challenges:

- accuracy
- time and cost
- subjectivity
- convenience
- relevance.

Specific changes Content Area 9

9.1 changes:

- 'Requirements' becomes 'activities'
- 'Execution stage' becomes 'making stage'

9.2 changes:

- 'Features' becomes 'functions'
- Removal of work breakdown software

2024 Specification

- CK9.1 **The stages and requirements within a project lifecycle**
Students should be able to:
- recall the requirements of each stage within the project lifecycle
 - demonstrate understanding of the benefits and challenges of meeting the requirements at each stage and requirements within the project lifecycle and how meeting and not meeting these requirements can impact a project in the creative industries

- 9.1.3 execution stage:
- create/produce
 - monitoring of quality outcomes and deliverables.

- CK9.2 **The common features and types of project tools applied to managing projects**
Students should be able to:
- recall the common features and types of project tools
 - demonstrate understanding of the benefits and challenges of using project tools and the ways in which project tools are applied when managing projects in the creative industries

- 9.2.2 types of project tools:
- digital project management software – multi-feature software packages for tracking tasks and time
 - **work breakdown structure software – used to detail tasks within a project, the sequence, dependencies and timescales**
 - spreadsheets – store, manipulate and analyse data
 - dashboards – a way of visually displaying data, such as KPIs
 - customer relationship management (CRM) software – used to manage and record interactions with stakeholders.

2026 Specification

- CK9.1 **The stages and activities within a project lifecycle**
Students should be able to:
- recall the activities of each stage within a project lifecycle
 - demonstrate understanding of the benefits and challenges of the activities in the project lifecycle and the drawbacks of not completing these

- 9.1.3 making stage:
- developing
 - create/produce
 - testing
 - quality control.

- CK9.2 **The common functions and types of project management tools**
Students should be able to:
- recall the common functions and types of project management tools
 - demonstrate understanding of the benefits and challenges of using project management tools

- 9.2.2 types of project management tool:
- project management software – used to schedule, collaborate, plan, track and report
 - spreadsheets – used to store, manipulate and analyse data, including scheduling, tracking and budgeting
 - dashboards – used to visually display data, track progress, monitor performance
 - customer relationship management (CRM) software – used to manage and record interactions with stakeholders.

Specific changes Content Area 9

9.4 changes:

- 'Components' become 'elements'
- Benefits and challenges exemplified

2024 Specification

CK9.4

The key components of a project budget

Students should be able to:

- recall the key components of a project budget
- demonstrate understanding of the benefits and challenges of maintaining a project budget and the ways in which the components of a project budget can impact projects in the creative industries
- consider different aspects of the key components of a project budget and how they interrelate.

9.4.1 forecast revenue – details the money that the project is expected to make.

9.4.2 fixed costs – details fixed regular expenditure during the project.

9.4.3 variable costs – details the costs for goods, services or materials that may fluctuate during the project.

9.4.4 one-time expenses – details one-off payments for products, goods or services during the project.

9.4.5 cash flow – details movement of money during the project.

9.4.6 profit – details the money remaining after all project deductions.

2026 Specification

CK9.4

The key **elements** of a project budget

Students should be able to:

- recall the elements of a project budget
- demonstrate understanding of the benefits and challenges of maintaining an accurate project budget and the impacts of having inaccurate budget elements
- consider the connections between different elements of a project budget.

9.4.1 forecast revenue – the money that the project is expected to make.

9.4.2 fixed costs – fixed regular expenditure during the project.

9.4.3 variable costs – the costs for products that may fluctuate during the project.

9.4.4 one-time expenses – one-off payments for products, goods or services during the project.

9.4.5 cash flow – movement of money during the project.

9.4.6 profit – the money remaining after all project deductions.

9.4.7 benefits of maintaining accurate project budgets:

- financial control
- resource planning
- stakeholder confidence
- risk reduction

9.4.8 challenges of maintaining accurate project budgets:

- estimating
- changes in the project
- data collection
- time-consuming.

Specific changes Content Area 10

10.2 changes:

- Updating of impacts

2024 Specification

CK10.2

The application of evolving developments and the wider impact within the creative industries

Students should be able to:

- recall the features of evolving developments within the creative industries
- demonstrate understanding of the benefits and drawbacks of evolving developments within the creative industries
- apply knowledge and understanding of evolving developments and their wider impact within the creative industries to different contexts
- consider different aspects of evolving developments, including how they interrelate, and make decisions about the use of evolving developments within the creative industries in different contexts.

10.2.2 wider impact within the creative industries:

- reliable connectivity
- wider customer accessibility
- increased customer choices and options (for example, catch-up functions, watching content on mobile phones)
- drives efficiency and cost savings
- environmental sustainability.

2026 Specification

CK10.2

Technological developments and their impacts

Students should be able to:

- recall the technological developments
- demonstrate understanding of the impacts of technological development
- apply knowledge and understanding of technological developments and their impact to different contexts
- consider the connections between technological developments and their impacts and make decisions about their use in different contexts.

10.2.2 impacts:

- content creation – faster production, but may reduce originality and human creativity
- customer/audience experience – immersive, interactive and personalised content, but can lead to fatigue, over-personalisation or privacy issues
- collaboration and access – global teamwork and remote access but relies on energy-intensive infrastructure
- jobs and skills – may impact routine roles, but create demand for new technical and creative skills
- ethics – raises issues of misinformation, authenticity, oversaturation, bias, privacy, cultural insensitivity
- efficiency and cost – speeds up production and reduces operational costs, but data centres use energy, water and cause pollution
- monetisation and innovation – enables new revenue streams, experiences and experimental formats, but overreliance on technology can affect engagement.

Marks and mean average responses

Content area		Mark range permitted
1	The creative economy	11–13
2	The individual in the creative industries	15–17
3	Cultural context and vocabulary	19–21
4	Audience	19–21
5	Legislation/regulation	5–7
6	Professionalism and ethics	5–7
7	Equality, diversity and inclusion	5–7
8	Research skills	5–7
9	Project methodology and administration	11–13
10	Continued professional development	15–17

How will teaching be affected?

Benefits should outweigh any drawbacks because:

- There are clearer examples and scope
- Changes should only cause minor updates to your materials
- Less time clarifying language
- Feel more confident about what is being taught
- Simpler, more efficient delivery

Areas to consider:

Teaching	Change
Scheme of work	No change required to amount of time given to content areas– content areas have not increased or decreased.
Lesson plans	Quick check to see if terminology has changed
Handouts / Powerpoints	Check to see if lists or terminology has changed May want to include some of the new exemplification, e.g. benefits and drawback exemplification.

T-LEVELS

Actions:

- read through new spec
- update resources where necessary.



T-LEVELS

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