T Level Technical Qualification in Building Services Engineering for Construction

8710-30 Core Report (Autumn 2023)

Version 1.0

Contents

Foreword

Autumn 2023 Results

The Technical Qualification is made up of two components, both of which need to be successfully achieved to attain the T Level Technical Qualification in Building Services Engineering for Construction. This takes into account the best result for a specific component from the summer and autumn series. This document covers the Core component only.

We discussed the approach to standard setting/maintenance with Ofqual and the other awarding organisations to ensure a consistent approach is taken. We have agreed to maintain the standard from summer 2023 which took account of the newness of this qualification to recognise that students and teachers are less familiar with the assessments (Vocational and technical qualifications grading in 2023 – Ofqual blog), whilst also recognising the standards required for these qualifications.

Introduction

This document has been prepared to be used as a feedback tool for Providers in order to support and enhance teaching and preparation for assessment. It is advised that this document is referred to when planning delivery and when preparing candidates for the T Level Technical Qualification (TQ) in Building Services Engineering for Construction **Core** assessments.

This report provides general commentary on candidate performance in both the examination papers and Employer-Set Project (ESP). It highlights common themes in relation to the technical aspects explored within the assessment, giving areas of strengths and weakness demonstrated by the cohort of candidates who sat assessments in the autumn 2023 assessment series.

The grade boundaries (and notional boundaries where appropriate) that were used to determine candidates' final autumn 2023 results are also provided. **For autumn 2023, as per Ofqual guidance, the approach to grading continues to recognise that these are new qualifications and maintains the standard from summer 2023.**

More information regarding T Levels TQ grading, awarding, UMS and rules for retakes can be found in the T Levels Technical Qualifications Grading Guide available on the City & Guilds T Levels Resources and Support Hub.

8710-031 Paper 1

This exam paper covers the following elements of the Building Services Engineering core content:

- Health and safety in construction
- Construction design principles
- Construction and the built environment industry
- Construction sustainability principles
- Building technology principles
- Tools, equipment, and materials

This exam paper allowed for candidates to demonstrate a broad range of subject knowledge within the Building Services Engineering core element.

The exam has been split into **two** sections. Below details the types of questions and marks available for each section.

Section A is made up of **77** marks and includes **20** short answer and medium answer questions.

Section B is made up of **33** marks and includes **3** extended response questions.

The exam is designed to provide sufficient sampling across the content and consists of a mixture of short answer questions (SAQs), some of which are structured, and extended response questions (ERQs). The exam assesses across assessment objectives (AOs) 1a/b, 2 and 3 to allow for the appropriate assessment and differentiation of candidates to support the reliable setting of boundaries. The assessment objectives represent the following:

- **AO1a** Demonstrate knowledge
- **AO1b** Demonstrate understanding
- **AO2** Apply knowledge and understanding to different situations and context
- **AO3** Analyse and evaluate information and issues

Overall, candidates within the cohort were able to demonstrate knowledge of the core subject content, often achieving marks for recalling knowledge when asked to name, state or list information. There was a clear differentiation in performance within the cohort when candidates were asked to demonstrate understanding, application, analysis or evaluation. Often, lower achieving candidates achieved marks by demonstrating knowledge but struggled to show any further depth of understanding of the subject. Responses by some candidates to questions containing technical terminology seemed to lack any understanding of the specific language or terms used. This limited interpretation of technical language meant that candidates were unable to maximise on the marks available in these questions.

Areas of strength:

- Question 5 was responded to well. This question asked candidates to describe why continued professional development is essential in the building services sector. A range of responses were given which included maintaining health and safety standards, increasing opportunities of employment and exploring new and innovative technologies.

- Question 7, which asked the candidates to explain how a drone could be an effective way of maintaining building service systems on the outside of high-rise buildings, was responded to very well. Most candidates explained multiple benefits of using drones for the scenario, including reduced health and safety risk, cost saving benefits and ease of access to hard-to-reach areas.

- Question 10a asked candidates to explain the importance of manufacturer's instructions. Most candidates explained that installers use them in the installation and commissioning process.

- Question 19 asked candidates to calculate the cost of materials, labour and overheads to produce figures for a quote which included a specified profit margin. Most candidates achieved multiple marks for this, assisted by showing workings out for calculations which enabled marks to be awarded where mistakes were carried forward.

Areas of weakness:

- Questions 1a/1b/1c asked candidates to identify three CLP Regulation pictograms found on packaging of hazardous substances. This was generally responded to poorly with many candidates not providing a response.

- Question 4 asked candidates to identify trade associations relevant to the BSE sector, this was responded to poorly with many candidates responding with trades such as 'plumber' or 'electrician', rather than trade associations.

- Question 12 required candidates to describe the process for reporting a RIDDOR reportable accident, many candidate responses were limited to just filling in an accident book.

- Question 17 which asked candidates to identify and explain Building Regulations relevant to a given situation was poorly responded to, with many candidates simply listing health and safety regulations.

Many candidates seemed to find these topic areas challenging, with some candidates not responding at all to some questions.

Overall, responses seemed to be weaker than summer 2023 but more positive than the Autumn 2022 series.

Candidates seemed to perform better with AO1a and AO1b questions, due to the nature of this type of question asking candidates to state or list their response, displaying recall of knowledge and demonstrating some basic understanding.

Overall, the responses to the extended response questions (ERQs) in Section B were weak, with very little written that was in relation to the context of the question. Candidates did not appear to understand the content of the questions or understand the question requirements. Mostly responses fell into band 1, due to the lack of depth and detail given.

Generally, responses did not include sufficiently coherent content to gain access to the full range of higher marks. Responses to ERQ questions must include reasoning or justification, as indicated by the command verbs and contexts provided. Simply stating fact is little more than recall of knowledge. Candidates should ensure they read the extended response questions carefully and ensure they answer all elements of the question. Many candidates focussed on one particular element of a question, rather than looking at the question as a whole. Others did not address the question asked at all.

For example, question 21 asked candidates to justify how being sustainable during a construction project can meet environmental performance measures. Most candidates did not address the question at the construction phase, instead they focused on how renewable technologies and smart controls could be integrated into a completed build. There seems to be a tendency for candidates across all cohorts to confuse renewable technologies with being sustainable. There is much more to sustainability than the use of renewable technologies and candidates must be able to recognise this.

ERQ performance could be enhanced by preparing candidates to consider in-depth explanations and analysis on different scenarios, such as systems, processes and sequences. See the best practice section of this document.

8710-032 Paper

This exam paper covers the following elements of the Building Services Engineering core content:

- Construction science principles
- Construction measurement principles
- Construction information and data principles
- Relationship management in construction
- Digital technology in construction
- Construction commercial/business principles
- Building Services Engineering (BSE) systems
- Maintenance principles

This exam paper allowed for candidates to demonstrate a broad range of subject knowledge within the Building Services Engineering core element.

The exam has been split into **two** sections. Below details the types of questions and marks available for each section.

Section A is made up of **77** marks and includes **19** short answer and medium answer questions.

Section B is made up of **33** marks and includes **3** extended response questions.

The exam is designed to provide sufficient sampling across the content and consists of a mixture of short answer questions (SAQs), some of which are structured, and extended response questions (ERQs). The exam assesses across assessment objectives (AOs) 1a/b, 2 and 3 to allow for the appropriate assessment and differentiation of candidates to support the reliable setting of boundaries. The assessment objectives represent the following:

- **AO1a** Demonstrate knowledge
- **AO1b** Demonstrate understanding
- **AO2** Apply knowledge and understanding to different situations and context
- **AO3** Analyse and evaluate information and issues

Generally, candidates tended to respond better to short answer, recall of knowledge type questions, when compared with the understanding and evaluative structured and extended response type questions. Most candidates only achieved partial marks for the majority of questions due to not fully responding or failing to contextualise their responses.

It was observed that candidate responses often did not reflect the command verbs used, especially where questions began with verbs such as explain, describe or discuss. Providers should place an emphasis on how candidates should respond to the command verbs used in questions. This exam technique must be addressed during the course delivery and exam preparation/revision.

Areas of strength:

Question 2 was responded well against. This question asked candidates to state the implications that an incorrectly scaled drawing may have when making a materials list from a site plan. A range of responses were given which included incorrect quantities of materials, increased time frames and delays to the job.

Question 6 asked the candidates to calculate the area from information given to them in centimetres and convert it into metres in the process of calculating the answer. This question was mainly answered well with those not achieving maximum marks seemingly making the conversion incorrectly. In general, where candidates made errors and showed their working out, mistakes were marked by taking the error forward allowing the candidate to obtain marks for the process.

Question 12 asked candidates to describe the difference between preventative maintenance and reactive maintenance. Many candidates achieved maximum marks for this, demonstrating good knowledge and understanding of the subject area.

Question 14 provided candidates with a detailed description of a large room and they were asked to describe what action could be taken to reduce echo. Most candidates achieved at least some of the marks available for this question, describing a wide range of solutions that could be applied to the ceiling, walls, floors and the room space itself.

Areas of weakness:

Question 5 asked candidates to explain the meaning of two common scientific terms used within the BSE sector. This was a poorly responded to question. Candidates that did identify characteristics of the stresses generally only identified one item, not the two required to achieve maximum marks.

Question 7 asked candidates to describe three British Standard drawing symbols which are commonly used across the BSE sector. This was generally responded to poorly with many candidates providing incorrect responses or even no response at all.

Question 18 - candidates were provided with a diagram detailing the layout of an office. Candidates were asked to describe a very basic fire protection system that could be installed. They were encouraged to identify on the drawing the location of essential components. This was a poorly responded to question. Candidates displayed very limited knowledge regarding fire protection for buildings. Most candidates simply stating that a fire alarm would be needed but not detailing zones, sounder locations, smoke and heat sensor locations.

Overall, responses to the ERQs in Section B were weak, with very limited responses given in relation to the context of the question. Candidates did not seem to fully understand the question requirements. Mostly, responses fell into marking band 1, due to the lack of depth and detail given. Generally, responses did not include sufficiently coherent content to gain access to the full range of higher marks.

Responses to ERQ questions must include reasoning or justification, as indicated by the command verb and context provided.

Many candidates interpreted the stem of the question incorrectly. For example, the first ERQ (Q20) asked candidates to analyse how technology connected to the Internet of things (IOT) can be used to improve a building's construction. The majority of candidates provided responses that did not relate to the IOT.

ERQ performance could be further enhanced by preparing candidates to consider in-depth explanations and analysis on different scenarios, such as systems, processes and sequences etc.

8710 Sub-Component: Exam

Best practice and guidance to Providers on potential areas for improving performance in assessment

It is recommended that Providers utilise and deliver the sample examinations as well as past papers as formative assessment to support candidates in preparation for summative assessment.

Providers should also be advised that there are resources available to help guide and support both Provider staff and candidates. This includes a course textbook which is designed to assist in delivery of the BSE core content and exam preparation and revision.

Candidates would benefit from understanding what different command verbs are asking of them. For example, the type of response required by an 'Explain' question requires a higher level of response than a 'Describe' question. Candidates should be reminded of the need to ensure they fully read and understand all questions before responding.

Providers should support candidates in developing their skills in writing responses to questions that ask for demonstrating understanding, application of knowledge, analysis and evaluation.

ERQ performance could be further enhanced by preparing candidates to consider in-depth explanations and analysis (including secondary implications where appropriate) on different scenarios and relating it back to the context. To score in the higher bands candidates need to include more detailed conclusions and justifications in their responses.

Some of the papers had very unclear handwriting, making it difficult for the marker to read the response. Providers should encourage candidates to ensure their handwriting is legible. Writing in block capital letters is a possible solution if a candidate's handwriting is not legible or alternatively utilising a scribe.

Providers are advised to continue supporting their candidates' development with their responses to these types of questions, helping to instil a solid core subject knowledge, enabling candidates to express their subject knowledge and understanding. Providers must focus on developing candidates' question responses and how candidates should respond to command verbs. In this development, Providers need to focus on the depth and detailed required, to fully answer questions. This development and tuition in this area will be a key element, enabling candidates to provide detailed and in-depth responses to the various question types within the paper.

These areas should be further developed, with Providers devising their own targeted exam revision for both short answer questions and ERQ questions, as well as offering support and guidance on various answer/response techniques. Providers should be aware of using the sample and past series questions on the City & Guilds webpages to help and guide both Provider delivery staff and candidates.

In conclusion, candidates must be reminded of the need to ensure they fully read all questions before responding. In particular the ERQ scenario-based questions and questions assessing both understanding and the application of knowledge and understanding.
An additional focus for candidates should be applied to making sense of what is being asked of them in the question.

Support materials

Sample and Past Papers:
It is recommended that Providers utilise and deliver the **sample examinations** as well as **past papers** (Summer 2022, Autumn 2022 and Summer 2023) as formative assessment to support candidates in preparation for summative assessment.

Sample and past papers: [T Level Technical Qualification in Building Services Engineering for Construction qualifications and training courses | City & Guilds (cityandguilds.com)](#)

Exam Guides:
It is also recommended that Providers utilise the **exam guides** which provides general tips for candidates taking these assessments, examples of different types of questions that will appear, example candidate responses with examiner commentary and examiner hints and tips.

[8710-30 Exam Guide](#)

Events and Webinars:
City & Guilds run free webinars and events throughout the year on preparing for and delivering the T Level exams. The below link provides details on upcoming in person events, live webinars, on-demand webinars and preparation for the core exams.

Link: [Events and webinars - T Levels | City & Guilds (cityandguilds.com)](#)

Grade boundaries

The table below shows the grade mark ranges for the Exam, along with the notional boundaries for Paper 1 and Paper 2 – **for the autumn 2023 series.**

Grade	Mark range	Notional boundaries	
		Paper 1 (8710-031)	Paper 2 (8710-032)
A*	139-220	71-110	67-110
A	124-138	64-70	60-66
B	109-123	56-63	52-59
C	94-108	48-55	44-51
D	79-93	41-47	37-43
E	64-78	34-40	30-36
Unclassified (U)	0-63	0-33	0-29

8710-033 Sub-Component: Employer-Set Project

The Employer-Set Project (ESP) assessment is a project comprising a number of tasks, based on a scenario comparable to a real-life project in the industry. The assessment is designed to allow candidates to show how they can perform on a project using the core knowledge and skills. This approach to assessment emphasises to candidates the importance and applicability of the full range of their learning to industry practice.

The ESP covers the following elements of the Buildings Services Engineering core content:

- Health and safety
- Construction design principles
- Sustainability principles
- Building services engineering (BSE) systems

The Employer-Set Project allowed for candidates to demonstrate a broad range of subject knowledge within the BSE Core element.

The ESP assesses across assessment objectives that will allow for the appropriate differentiation of candidates to support the reliable setting of boundaries. The assessment objectives represent the following:

- **AO1** Planning skills and strategies
- **AO2** Apply knowledge and skills to the context of the project
- **AO3** Analyse contexts to make informed decisions
- **AO4** Use maths, English and digital skills
- **AO5** Carry out tasks and evaluate for fitness for purpose

The project is based around a brief which provides information on a BSE project and specific relevant details and resources. Candidates have to draw on their Core knowledge and skills and independently select the correct processes and approaches to take to provide a solution and the evidence specified in the project brief. All tasks are completed under supervised/controlled conditions.

Employer-Set Project tasks overview

Task	Task type	Assessment Objectives covered	Max mark	Task weighting
1.1	Research	AO1: Knowledge, AO2a: Apply knowledge, AO3: Select, AO4c: Digital	9	9%
1.2	Report	AO1: Knowledge	6	26%
		AO2a: Apply knowledge, AO2b: Apply skills	12	
		AO3: Select	2	
		AO4a: Maths, AO4b: English, AO4c: Digital	6	
1.3	Plan	AO1: Knowledge, AO3: Select, AO4a: Maths	8	24%
		AO2a: Apply knowledge, AO2b: Apply skills	16	
1.4	Presentation	AO1: Knowledge, AO3: Select, AO4b: English	6	18%
		AO2a: Apply knowledge, AO2b: Apply skills	12	
2.1	Collaborative Problem Solving	AO2a: Apply knowledge, AO2b: Apply skills, AO3: Select, AO5a: Realise project outcome	15	15%
2.2	Evaluation	AO4b: English, AO5b: Review outcome against brief	8	8%

Task 1.1 – Research

Markers noted an improvement on the quality of evidence for this task although not all candidates are organising the research task in a logical way. Candidates covered the range of information required for the research task.

Generally there was an improvement in the referencing of the research with some referencing key textbooks.

Not all elements of the project brief were considered by the candidates whilst conducting their research. Some candidates did not research everything specified in Task 1.1, despite the task instructions saying they needed to. Many found research websites, however struggled to link this to the research discussion, and why they used them.

As with previous series there were often references to US websites, legislation and currency, which are unsuitable.

Many candidates missed the opportunity to reference standards such as WRAS and Building Regulations.

Task 1.2 – Report

The majority of candidates did not organise the report in a logical manner, with some of the reports lacking structure.

Elements of Core knowledge and Core skills were drawn on and were evidenced within the report.

There were limited mathematical concepts and calculations. Some candidates did not complete the required calculations or complete this element of the task.

Some candidates struggled to elaborate on the research and at times did not reference the brief requirements fully.

Some candidates missed key information from task requirements e.g. safe isolation.

Digital skills, although evident, were not consistent across all marked evidence.

Task 1.3 – Project plan

Candidates did not appear to have the full breadth of knowledge to complete this task to high standards and achieve higher marks. Some Gantt charts did not provide sufficient information and the supporting statements did not always include the relevant information as detailed in the task requirements

Some candidates did not submit a Gantt chart, or included it as an image within the supporting statement or presentation. Appropriate templates are provided for candidates to use for this task.

Several candidates were unable to demonstrate their understanding of Core knowledge and a number of others didn't meet the task requirements.

Task 1.4 – Presentation

This was seen as an improvement area and positive; there were some good examples of how candidates were addressing the audience in relation to the project brief and task requirements.

Assessor observation reports from some Providers were lacking in detail.

Presentations were structured and terminology used was mostly accurate. Some presentations included too much information on the slides.

Providers engaged with the task and carried out the role play well, which was well received.

Length of videos ranged from a short couple of minutes up to 20+ minutes.

Task 2.1 – Collaborative problem-solving

Most candidates performed well in this task and appeared to fully engage with the process. Some were comfortable taking a leading role in the discussions.

Overall interaction was good from candidates and discussions were valid. Some Providers had more than the allowed 2-3 candidates in the group for the collaborative problem-solving task, which is against Provider guidance and meant that it was harder for some candidates to get involved in the discussions.

Task 2.2 – Evaluation

The structure of the responses was generally good, however there was a mixed range of responses. Some candidates fell into the habit of explaining what they were required to do instead of evaluating their performance, not being able to reflect and explain what went well and what didn't go so well and how they could improve on performance (all linked to the project brief and task requirements).

Most candidates did not reflect much on their response to project brief but concentrated on what they liked and did not like doing. Candidates are still not quite grasping the outcome of the task.

Best practice and guidance to Providers on potential areas for improving performance in assessment

It is recommended that Providers utilise and deliver the sample ESP as well as past ESPs (Summer 2022, Autumn 2022 and Summer 2023) as formative assessment to support candidates in preparation for summative assessment.

- All references/sources/links and images used in the Employer-Set Project must be included within Task 1.1 evidence, so that it is clear that they were obtained during this research task. If any of these things are newly-introduced from Task 1.2 onwards (when internet use is not permitted), this could cause delays, due to potential malpractice investigations. Furthermore, Providers should note that Task 1.1 is the only place where candidates can obtain marks for their referencing.

- The evidence checklist has a list containing each task, with details of each piece of corresponding evidence that makes up the task. Sometimes providers may choose to upload evidence for the whole task as one document, or they may upload each piece of evidence separately. No matter how evidence is uploaded, each individual piece of evidence on the checklist must be accounted for with Y/N (and an issue code, where necessary). If evidence for a task is incorporated into one document, it must be clear which work constitutes each piece of evidence. For example, in Task 1.3 Project Plan, the two pieces of evidence ('programme of works' and 'supporting statement') must be clearly labelled.

- The 'what must be presented for marking' section of each task outlines the minimum expectations of evidence that must be submitted for marking. As above, Providers must detail where evidence has not been submitted.

- The only evidence considered for the marking of an individual task is what is listed within the 'what must be produced for marking' section within the assessment materials. Evidence for any other task, regardless of the knowledge or skills it may demonstrate, will not be considered when marking that task.

- Providers are advised that individual tasks are marked in isolation and that each task has been weighted in relation to the assessment objectives covered. This information is detailed in the qualification Specification. As all tasks are marked separately, where evidence produced by a candidate is contained in another task, that evidence will not be considered.

- Comments on the observation records for Tasks 1.4 and 2.1 must be based on the candidate's performance using the terminology, verbs and vocabulary from the sample marking grids. Notes must be detailed, accurate and differentiating, and they should identify areas of strength and weakness to distinguish different levels of performance quality. These records should also be submitted as separate documents for each task, rather than scanned into one document.

- Providers should ensure files and documents are named according to the naming conventions in the Provider guidance, to ensure consistency and ease of access. This also includes the use of assessment component headers.

- Providers are strongly encouraged to use evidence headers for each task, to allow for ease of identification of candidate evidence and efficiency in marking. All information

within the task headers should be completed. Candidate evidence should be included within the header document and not as a separate file.

- Providers are advised to ensure the tutor and candidate both sign and date declarations prior to uploading evidence.

- Providers should request that candidates include a word count for all written reports and tasks where applicable.

- Providers should note that the number of candidates in the Task 1.2 collaborative discussion **must** be limited to 2 or 3.

Task 1.1 – Research

Providers are advised to ensure candidates take time to read the Project Brief document as well as the requirements for this task.

Providers are also advised to work with candidates to improve their skills in relation to research and correct referencing.

As this task forms the foundation of later tasks, it is important that all required elements are researched, and all references/sources/links and images for use in later tasks are included. No further research can take place in later tasks, as use of the internet is not permitted.

Task 1.2 – Report

Providers are reminded of the published guidance which states that no internet access is allowed in Task 1.2 or beyond.

Providers are advised to ensure candidates have the opportunity to develop their report writing skills including providing justifications where required.

Providers are advised to ensure candidates have the opportunity to develop their digital skills including layout of reports to include tables, calculations and images.

Task 1.3 – Project plan

Providers are advised to ensure candidates have the opportunity to develop the skills required, to plan a project including the production of Gantt charts/programmes of works.

Candidates need to know how a Gantt chart works in terms of sequencing, durations and logic. This requires scheduling trades and activities into a coherent programme relative to time/dates relative to the brief.

Supporting statements should justify the considerations that have been taken into account when constructing the project plan.

Task 1.4 – Presentation

Providers should ensure that candidates can be clearly heard during their presentations. Some coaching on presenting to an audience without reading directly from notes may help candidates to achieve higher marks. Providers are reminded that presentations should not include any research materials from the internet, unless they were already included in Task 1.1, as internet access is not permitted during this task.

Providers are advised to consider the layout of the room and where the tutor/assessor and the candidate are positioned. Providers are also advised to ensure assessment areas are suitable, with no distractions or noise that could be off-putting for candidates and/or affect the recording sound quality.

Task 2.1 – Collaborative problem-solving

Providers are advised to support learners in how to put emails together including key requirements and layout.

Providers should introduce candidates or give them ID sheets when working on the collaborative task to enable easy identification of candidates.

Providers should be aware that group discussions **must** be held between either 2 or 3 candidates. Having 4 or more candidates is against Provider guidance for this task and could lead to an unbalanced discussion and may disadvantage candidates.

As per Task 1.4, Providers are advised to carefully select and set up assessment areas that are suitable and free from distractions/noise.

Task 2.2 – Evaluation

Providers are advised to ensure candidates have the opportunity to develop their self-evaluation skills, including evaluating their performance against the requirements of each task, and how they could improve. This also includes making reference to the project brief.

Support materials

Sample and Past ESP Assessments:
It is recommended that Providers utilise and deliver the **sample ESP** as well as **past ESPs** (Summer 2022, Autumn 2022 and Summer 2023) as formative assessment to support candidates in preparation for summative assessment.

Sample and past ESPs: T Level Technical Qualification in Building Services Engineering for Construction qualifications and training courses | City & Guilds (cityandguilds.com)

Exemplar ESP Assessments:
It is also recommended that Providers utilise the **exemplar ESP Assessments** to help understand the standard that was required in the Summer 2023 assessment series to achieve an A and E grade.

8710-033 ESP A grade exemplar: 8710-033 - A grade exemplar - Summer 2023 (cityandguilds.com)

8710-033 ESP E grade exemplar: 8710-033 - E grade exemplar - Summer 2023 (cityandguilds.com)

TQ Employer-Set Project Assessment Process Guide:
The guide gives support to Providers in preparing for and delivering T Level Employer-Set Projects.

Link: TQ Employer-Set Project Assessment process guide (cityandguilds.com)

Events and Webinars:
City & Guilds run free webinars and events throughout the year on preparing for and delivering the T Level Employer Set Projects. The below link provides details on upcoming in person events, live webinars, on-demand webinars and preparation for the ESP assessment.

Link: Events and webinars - T Levels | City & Guilds (cityandguilds.com)

Grade boundaries

The table below shows the grade mark ranges for the Employer-Set Project – **for the autumn 2023 series.**

Grade	Mark range
A*	76 - 100
A	67 - 75
B	58 - 66
C	49 - 57
D	41 - 48
E	33 - 40
Unclassified (U)	0 - 32

8710-033 Building Services Engineering for Construction Core

The T Levels Technical Qualification (TQ) in Building Services Engineering for Construction core is made up of the below sub-components (and weightings).

- Exam (70%)
- Employer-Set Project (30%)

UMS grade boundaries

The table below shows the UMS values available for grades in the sub-components. It also shows the UMS values required to achieve each grade for the overall Core. This table will not vary across the series, the values are fixed for this TQ.

Grade boundary	Exam sub-component	ESP sub-component	Overall Core
A*	252 – 280	108 – 120	360 – 400
A	224 – 251	96 – 107	320 – 359
B	196 – 223	84 – 95	280 – 319
C	168 – 195	72 – 83	240 – 279
D	140 – 167	60 – 71	200 – 239
E	112 – 139	48 – 59	160 – 199
Unclassified (U)	0 – 111	0 – 47	0 – 159

Get in touch

The City & Guilds Quality team are here to answer any queries you may have regarding your T Level Technical Qualification delivery.

Should you require assistance, please contact us using the details below:

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W: **http://www.cityandguilds.com/tlevels**

Web chat available **here**.