

T Level Technical Qualification in Building Services Engineering for Construction

8710-30 Core Report (Summer 2024)

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Foreword

Summer 2024 Results

The Technical Qualification is made up of two components (the Core and the Occupational Specialism), 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/maintaining with Ofqual and the other awarding organisations before awarding this year. We have agreed to take account of the newness of qualifications in how we award this year to recognise that students and teachers are less familiar with the assessments ([grading-arrangements-for-vtqsand-technical-qualifications-within-t-levels-in-the-academic-year-2023-to-2024](#)), 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 summer 2024 assessment series.

The grade boundaries (and notional boundaries where appropriate) that were used to determine candidates' final summer 2024 results are also provided.

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 covered 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 included **22** short answer and medium answer questions.

Section B is made up of **33** marks and included **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 understanding on the core subject content, often achieving marks when explaining and describing possible outcomes and solutions to specific scenarios. Unlike previous series, candidate performance was much improved around the extended response questions but unfortunately there was a drop in performance within the cohort when candidates were asked to recall knowledge, such as name, state or list information.

Often lower achieving candidates achieved marks by demonstrating knowledge but struggled to show any further depth of understanding of the subject. Some candidate responses to questions containing technical terminology were clearly not understood, in terms of meaning of words/language. This misunderstanding and limited interpretation of technical terminology meant that some candidates did not answer what these questions were asking and therefore were unable to achieve allocated available marks.

Areas of strength include:

Question 5 attracted strong responses, 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 8 asked the candidates to explain the difference between a quotation and an estimate. Most candidates provided a full explanation of what a quotation is and many were able to describe what an estimate is. Those that did not achieve full marks generally described an estimate as an 'uninformed guess'.

Question 14 asked candidates to describe the actions of the HSE following a workplace accident. Candidates provided responses showing considerations for immediate actions and longer-term potential outcomes from the incident, demonstrating good knowledge of the subject area.

Question 19 asked candidates to calculate the average cost of a job on a maintenance contract including materials, labour and travel. Most candidates achieved full marks and those that did not still achieved multiple marks, assisted by showing workings out for calculations which enabled marks to be awarded where mistakes were carried forward.

Areas of weakness include:

Question 1 asked candidates to identify two trade associations, IET and CIPHE, very few candidates provided correct responses to this.

Question 2a/2b/2c asked candidates to identify the letter attached to three Approved Documents. This was generally responded to poorly with many candidates not achieving one mark. The most common correct response was for 2b, with the answer being Part L.

Question 6, candidates were asked to describe the purpose of Approved Codes of Practice, very few achieved any marks for this question.

Question 9 asked candidates to describe how appliances are rated for energy efficiency. Most responses failed to mention the rating system and discussed the relationship between energy that went into an appliance and the waste energy that was not used.

Many candidates seemed to find the above topic areas challenging, with some candidates not responding at all to some of the questions identified above.

Overall, however, responses seemed to be stronger than the Summer 2023 and Autumn 2023 series.

Candidates seemed to perform better with AO1b and AO2 questions, due to the nature of this type of question asking candidates to explain and describe, this allowed for at least partial marks to be achievable on nearly all questions. This type of question allowed candidates to obtain some marks for showing some knowledge rather than deeper understanding.

Overall, the response to the extended response questions in section B were much improved when compared to previous series, most candidates attempted all three questions and many responses achieved marks that were between the top of band 1 and the top of band 2. Although this is a big improvement, few candidates were able to provide responses that met

the band descriptors of the higher bands. It is apparent that even strong candidates lacked in skills in relation to the three skills needed to be demonstrated through an ERQ, which are:

- Application of knowledge - demonstrating an understanding of the technologies, systems or business models in the scheme.
- Analysis - comparing the subject matter to other plausible subject matter such as advantages and limitations, benefits or risks.
- Evaluation - forming an opinion, arriving at a conclusion after weighing up analysis.

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 best practice section of this document.

8710-032 Paper 2

This exam paper covered 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 included **22** short answer and medium answer questions.

Section B is made up of **33** marks and included **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, responses seemed to be stronger than the Summer 2023 and Autumn 2023 series.

Generally, candidates tended to respond better to short answer, recall of knowledge type questions, when compared with the 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 in questions, for example where questions began with 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 include:

Question 1 attracted good responses. This question asked candidates to identify the two types of maintenance. This was generally a well answered question with candidates identifying planned and reactive maintenance.

Question 7, which asked the candidates to explain the benefits of face-to-face interaction when explaining how a room thermostat works to a customer. This question was well answered with candidates showing a good understanding of the required response covering the advantages and benefits of face-to-face communication.

Question 13 asked candidates to describe three employees rights that an employee should expect from an employer. This was an effectively answered question with good responses covering a wide range of the subject area.

Question 20 provided candidates with a chart detailing electricity consumption and costs during a project. Many candidates achieved full or multiple marks for this question by calculating the correct overall cost. Mistakes were able to be carried forward and candidates recorded their working out.

Areas of weakness include:

Question 2 asked candidates to identify common components used in the BSE sector from a description of their function. Candidates struggled to identify the thermostatic radiator valve and the socket outlet. Many did, however, identify the pump. Providers are encouraged to use full technical terminology as frequently as possible to encourage candidates to become familiar with the correct names of components. Providers should avoid using slang terms as these will not be accepted as suitable answers.

Question 9a and b - there was very few correct responses to these questions. Candidates were unable to explain the purpose of a site plan or schematic diagram.

Question 19 asked candidates to describe the system components that form the earth return path for an electric shower circuit. There was very few responses achieving more than 2 marks, most commonly for 'earth rod' or 'earthing cable'.

Question 22 focused on planning to avoid conflicts prior to work starting on a large build. Many candidates focused on avoiding conflict once the contract had commenced, this limited marks for this question considerably.

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 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.

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** 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 | City & Guilds \(cityandguilds.com\)](https://www.cityandguilds.com/Qualifications/Technical-Levels/T-Level-Technical-Qualification-in-Building-Services-Engineering-for-Construction)

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.

Link: [8710-30 Exam Guide](https://www.cityandguilds.com/Qualifications/Technical-Levels/T-Level-Technical-Qualification-in-Building-Services-Engineering-for-Construction/Exam-Guides)

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 \(cityandguilds.com\)](https://www.cityandguilds.com/Qualifications/Technical-Levels/T-Level-Technical-Qualification-in-Building-Services-Engineering-for-Construction/Events-and-Webinars)

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 **summer 2024 series**.

Grade	Mark range	Notional boundaries	
		Paper 1 (8710-031)	Paper 2 (8710-032)
A*	141-220	72-110	68-110
A	126-140	65-71	61-67
B	111-125	58-64	53-60
C	96-110	51-57	45-52
D	82-95	44-50	38-44
E	68-81	37-43	31-37
Unclassified (U)	0-67	0-36	0-30

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%

Candidate performance by task

Task 1.1 Research:

Many candidates' research lacked structure and did not include a full range of research linked to the specification. Limited use of digital images was captured from candidates. Some candidates had very little research and underestimated the importance of this task. The evidence offered for this task was varied; this obviously showed within the marks awarded. There was a tendency for candidates to just copy and paste rather than look at the content and the requirements.

Those that did reference sometimes did so with US websites and \$ currency – these must be UK-based.

Some candidates produced a significant volume of work which was not always relevant to the brief, which left them insufficient time to fully include the required items.

Task 1.2 Report:

Some candidates found this task challenging and used the copy and paste function to reproduce the information obtained in Task 1.1, without amending the structure or tailoring content to meet the requirements of the report task.

Many candidates provided no reasoning/justification for decisions made.

As with Task 1.1 not all elements of the project brief were considered, for example government grants.

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

Some candidates' reports were not well laid out, so the items were not distinct from each other. Most candidates did not include layouts and diagrams to support the information in the reports, while others embedded the drawings from the research.

Mathematical calculations were restricted for the roof area, with some candidates only including the total costs of the PV systems rather than breaking it down into the individual units.

Technical inaccuracies were common throughout the reports, indicating a lack of understanding of the core knowledge.

Task 1.3 Project plan:

There were missed opportunities linking to the considerations included in the task including specialist equipment, contractors and waste management, with many candidates simply focusing on the completion of the Gantt charts only.

Gantt charts were completed to a reasonable standard however most covered a linear path of one item after another. Rarely did a candidate think about multiple tasks being completed at the same time.

Some candidates did not submit a Gantt chart at all.

Task 1.4 Presentation:

Some PowerPoint presentations included more text than needed on each slide, making them cramped and not very suitable for a presentation.

Some PowerPoints were copied directly from previous tasks, rather than summarising the key information required by the task.

Some candidates' presentation skills were very weak with not all information being relayed effectively and the audience outlined in the task not considered.

Not all candidates identified themselves at the beginning of the task, as per the guidance instructions.

Task 2.1 Collaborative problem-solving:

Most candidates completed this task to a reasonable standard including producing the supporting email. Some candidates failed to fully engage in the collaborative task due to a lack of preparation.

Not all candidates identified themselves at the beginning of the task, as per the guidance instructions.

Some of the evidence produced had large gaps in between the conversations.

Task 2.2 Evaluation:

The evaluation was attempted reasonably well by most candidates.

Not all candidates linked their evaluation to the task and project brief.

Candidates did not provide explanations as to how they met the requirements of the brief.

Most candidates gave a task-by-task explanation of their work.

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 (see Support materials section) 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 to ensure that where AI is used that City and Guilds guidance is followed in relation to correct referencing. References to AI sources themselves are not acceptable as they do not show where the information has come from, nor whether it is reliable, and therefore cannot be rewarded as appropriate 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 to ensure that AI is **not** used for this or any subsequent tasks. This includes the use of browser embedded AI. Candidates are marked on their use of English for this task.

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.

Providers are advised to ensure candidates have the opportunity to develop their mathematical skills in relation to BSE projects, including clear layout of calculations to meet the task requirements.

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 distraction or noise that could be off-putting for candidates and/or affect the recording sound quality.

Providers must complete the observation record using the terminology from the marking grid and provide detailed information on performance that matches the video recordings.

Equipment must meet the requirements of the task, this includes suitable presentation equipment and recording equipment. Providers should consider using aids to change slides such as a remote control rather than candidates having to walk across the screen, to a PC, to change the slides.

Providers must ensure that all aspects of candidates' presentations can be marked to the marking grids, including assessment of body language. Presentations must be given standing up, with no obstructions in front of candidates. Presentations must not be conducted remotely, over MS Teams, Zoom or similar.

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 and contain the correct IT equipment.

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** 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 \(cityandguilds.com\)](https://www.cityandguilds.com/en/qualifications/t-level-technical-qualification-in-building-services-engineering-for-construction)

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 \(cityandguilds.com\)](https://www.cityandguilds.com/en/qualifications/t-level-technical-qualification-in-building-services-engineering-for-construction/8710-033-esp-a-grade-exemplar-summer-2023)

8710-033 ESP E grade exemplar: [8710-033 - E grade exemplar - Summer 2023 \(cityandguilds.com\)](https://www.cityandguilds.com/en/qualifications/t-level-technical-qualification-in-building-services-engineering-for-construction/8710-033-esp-e-grade-exemplar-summer-2023)

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 \(cityandguilds.com\)](https://www.cityandguilds.com/en/qualifications/t-level-technical-qualification-in-building-services-engineering-for-construction/tq-employer-set-project-assessment-process-guide)

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 \(cityandguilds.com\)](https://www.cityandguilds.com/en/qualifications/t-level-technical-qualification-in-building-services-engineering-for-construction/events-and-webinars-t-levels)

Grade boundaries

The table below shows the grade mark ranges for the Employer-Set Project – **for the summer 2024 series.**

Grade	Mark range
A*	77 - 100
A	68 - 76
B	59 - 67
C	50 - 58
D	42 - 49
E	34 - 41
Unclassified (U)	0 - 33

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:

Monday - Friday | 08:30 - 17:00 GMT

T: 0300 303 53 52

E: technicals.quality@cityandguilds.com

W: <http://www.cityandguilds.com/tlevels>

Web chat available [here](#).

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