

T Level Technical Qualification in Onsite Construction

8711-30 Core Report (Autumn 2023)

Contents

Foreword	2
Introduction	3
8711-031 Paper 1	4
8711-032 Paper 2	7
8711 Sub-Component: Exam	10
Best practice and guidance to Providers on potential areas for improving performance in assessment.....	10
Support materials.....	11
Grade boundaries	12
8711-033 Sub-Component: Employer-Set Project	13
Employer-Set Project tasks overview.....	14
Best practice and guidance to Providers on potential areas for improving performance in assessment.....	16
Support materials.....	19
Grade boundaries	20
8711-30 Onsite Construction Core	21
UMS grade boundaries	21

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 Onsite 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 Onsite 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 strength 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](#).

8711-031 Paper 1

This exam paper covers the following elements of the Onsite Construction 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 Onsite Construction core element.

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

Section A is made up of **60** marks and includes **15** short answer and medium answer questions.

Section B is made up of **30** 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

The number of candidates sitting this exam was considerably lower than those sitting the summer 2023 exam, with 91% resitting from summer 2023.

Most candidates were able to demonstrate some knowledge of the core content on the AO1a and AO1b questions, when asked to name, state or identify information, but fewer were able to achieve marks on questions that asked to demonstrate understanding, application, analysis, or evaluation (AO2 and AO3).

Areas of strength include:

- recalling where to submit a planning application (Q2a). Most candidates answered this question correctly, with many correctly citing the local planning authority or local council.
- understanding the safety measures required when working in a confined space and in a trench (Q4). A common response gave the necessary PPE for both scenarios. There were more limited responses relating to safety measures specific to deep excavations.
- correctly identifying who publishes Approved Codes of Practice as being the Health and Safety Executive (HSE) in Q5a.
- understanding about health and safety requirements when cutting slabs (Q14). There were many positive responses that correctly explained suitable control measures for this task. Most responses mentioned the use of suitable PPE for the scenario, with some candidates going on to explain other control measures such as adequate ventilation and wet cutting of paving slabs.

In these topic areas higher performing candidates typically responded with a little more detail and demonstrated greater breadth of knowledge and understanding, for example by providing a variety of control measures for question 14.

One question required candidates to demonstrate maths competency by calculating the number of whole plywood sheets and costing resources for a concrete retaining wall (Q15). In general, there was a higher number of correct responses to part a which asked for the area calculation for whole plywood sheets. Fewer responses were successful at Q15b, which required calculating the total cost for the concrete.

Areas of weakness include:

- recalling the documents required for a planning application (Q2). Many of the responses incorrectly referred to Approved Documents rather than the planning documents to be submitted as part of the application.
- identifying common procurement routes used in the industry (Q3). Many responses struggled to recall two common procurement routes, demonstrating a lack of knowledge of this subject.
- understanding PESTLE factors (Q6). There was a limited response to this question on the first two factors in PESTLE, with some confusing the first 'E' in PESTLE as environmental instead of economic.
- describing CLP (Classification, Labelling and Packaging) pictograms. There was a lack of understanding around CLP pictograms with some candidates not attempting the question, and other responses attempting to describe CLP instead of providing details on the appearance and meaning of three CLP pictograms.

- understanding how the application of modern building methods can prevent water ingress into a building (Q10). The majority of responses focussed on insulation, instead of moisture barriers.

The lower-scoring candidates tended to provide lengthy responses with limited knowledge and understanding of the topic area asked in the question. This was particularly evident in the AO2 questions. Some candidates did not attempt to provide a response to the AO2 questions.

Responses to extended response questions (ERQs)

Most candidates attempted the ERQs, but the responses showed that they found these questions challenging. Some candidates provided superficial responses, whilst others produced a lot of text but did not demonstrate clear understanding of the scenario. Most responses showed limited reasoned analysis and struggled to display evaluation skills and justification for the choices and/or rationale provided. The majority of candidates scored in the lower mark bands with only a few accessing the higher mark bands.

The first ERQ (Q16) concerned a development of houses in a rural location. The greenfield site in the scenario was steep and had a boggy area and river at the bottom. This question required a discussion around the potential difficulties and solutions when constructing the project. Most responses showed some limited analysis of the potential difficulties for the development but didn't provide much breadth and depth in the responses. The higher achieving candidates provided a more balanced response when analysing the potential difficulties but still failed to identify any solutions. Higher marks could have been obtained through further in-depth analysis, focusing on potential flooding and solutions, the steep incline and associated access issues, and location of services including potential issues with surface water run-off.

The second ERQ (Q17) requested a comparison of two construction methods for timber frame (off site vs onsite). The project is in a remote location, suggesting that transport would be part of the discussion. Most responses provided limited analysis and understanding on the advantages and disadvantages for the off site construction method and some did touch on transport in their answer. However, only a few candidates provided a balanced comparison with the onsite method. Higher marks could have been obtained by providing thorough analysis and application of knowledge on both construction methods, highlighting issues such as cost, speed, quality, access and plant requirements.

The third ERQ (Q18) set a scenario where a site to be redeveloped had asbestos (hazardous material) and contaminated ground to be dealt with. A focus around safe disposal of waste, and recycling of safe materials was expected. Most responses mentioned the specialist removal of asbestos would be required, and some responses went on to mention the contaminated soil and reusing materials to prevent waste. To achieve the higher mark bands, candidates needed to demonstrate more comprehensive analysis and evaluation around reduce, reuse and recycle (RRR) and Site Waste Management Plans (SWMP), including the implementation of these.

8711-032 Paper 2

This exam paper covers the following elements of the Onsite Construction 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

This exam paper allowed for candidates to demonstrate a broad range of subject knowledge within the Onsite Construction core element.

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

Section A is made up of **60** marks and includes **15** short answer and medium answer questions.

Section B is made up of **30** 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

The number of candidates sitting this exam was considerably lower than those sitting the summer 2023 exam, with 85% resitting from summer 2023.

Most candidates within the cohort were able to demonstrate some knowledge of the core content on the AO1a and AO1b questions, when asked to name, state or identify information. Fewer candidates were able to achieve marks on questions that asked to demonstrate understanding, application, analysis, or evaluation (AO2 and AO3).

Areas of strength include:

- stating two different types of energy (Q1). The majority of candidates answered this question correctly.
- identifying employment rights and responsibilities (ERR) in question 3. Most candidates were able to correctly identify at least two ERR for an employee. It is important to note that not all responses identified all three ERR asked for in the stem.
- listing two timber-based sheet materials (Q4). Most candidates answered this question well, with the most common responses being chipboard, plywood and MDF.
- understanding how to calculate quantities of paint (Q12). Responses generally gave correct explanations on working out the number of tins of paint required for a job.
- calculating costs of materials (maths competency question 14). Overall, all three parts of this question were answered correctly, which asked for the cost of internal and external doors and hinges for a house, and then working out the total cost of materials including VAT.

Areas of weakness include:

- identifying the correct threshold limits for noise (Q2). Predominantly, candidates were unable to recall the threshold limit to assess the risk to workers' health, and only gave the correct threshold limit for part b on hearing protection zones. Many candidates stated 85Db for both parts, rather than 80Db and 85Db respectively.
- Q8 on the use of a laser level for surveying. Some candidates didn't attempt this question and those that attempted it often described what a laser level is instead of answering the question on how to use it.
- describing the importance of target setting (Q9). Some responses attempted to describe the importance of SMART targets but omitted to state 'specific' and 'measurable'.
- explaining the use of different electrical voltages on site (Q11). There were mixed responses to this question, with many not applying the scenario to their answers.

Responses to extended response questions (ERQs)

There were mixed responses to the ERQs in this paper and it appeared that many found these questions challenging. The majority of responses did not demonstrate clear understanding of the scenario and struggled to display analysis and evaluation skills, resulting in most candidates scoring in mark band 1 for these questions. The responses given for question 16 were very slightly better, with a little more basic detail than the other two ERQs.

The first ERQ (Q15) concerned the use of digital methods to complete a building survey. Candidates tended to focus on the BIM/CAD element of processing/storing data and presenting this to others, but most minimised or even omitted completely the building survey itself.

The second ERQ (Q16) gave a scenario around an older style building with poor insulation and ventilation. Candidates responded to this ERQ slightly better than the other two. There were a variety of solutions given. Candidates did write about double glazing and insulation, but in general there they lacked depth of knowledge and understanding on this topic.

The third ERQ (Q17) involved a scenario regarding a project that is under a tight time scale. Further complication comes from the use of bespoke materials that must be ordered in good time. Many candidates missed the lead-in issue with the bespoke items and did not engage with the requirement to carefully plan the project.

8711 Sub-Component: Exam

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

Providers can help emphasise the importance of candidates thoroughly reading and re-reading the question to determine the content and level of response required. This includes considering the command verb and the number of marks available for each question. 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.

Where a question requires a specific number of responses, for example "state three reasons..." only the first three responses will be marked, and any following responses will be disregarded. Crossed out responses will not be counted as these first responses, unless they are not replaced. Providers can remind candidates about this when undertaking formative assessment and prior to the exam.

Extended Response Question (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 achieve marks in the higher bands, candidates need to include more detailed conclusions and justifications in their responses.

Candidates should be encouraged to develop their skill set to construct detailed and in-depth responses for ERQ type questions. Providers can help candidates focus on question responses by devising their own targeted exam revision for both short/medium answer questions and extended response 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 staff and candidates.

Providers should encourage candidates to take great care when writing their responses to ensure their handwriting is legible. Writing in block capital letters may be a possible solution if a candidate's handwriting is not legible or alternatively utilising a scribe.

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: [8711 T Level Technical Qualification in Onsite 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.

8711-30 Exam Guide: [8711-30 Onsite Construction T Level Exam Guide v1-0](#)

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 (8711-031)	Paper 2 (8711-032)
A*	153 - 180	76 - 90	76 - 90
A	133 - 152	67 - 75	66 - 75
B	113 - 132	56 - 66	56 - 65
C	93 - 112	46 - 55	46 - 55
D	73 - 92	36 - 45	36 - 45
E	53 - 72	26 - 35	27 - 35
Unclassified (U)	0 - 52	0 - 25	0 - 26

8711-033 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 Onsite Construction core content:

- Health and safety in construction
- Construction design principles
- Construction sustainability principles

The Employer-Set Project allowed for candidates to demonstrate a broad range of subject knowledge within the onsite construction 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 an Onsite Construction 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

The research task required candidates to research a range of prefabricated modules in regard to suitability for the project brief as well as sustainability. Candidates were also asked to research a suitable crane, including dimensions of the crane (this followed through to the maths part of the assessment in Task 1.2) and health and safety regarding working at height. Some candidates missed areas of the research, in particular the crane details which impacted their ability to respond to all aspects of Task 1.2

Task 1.2 – Report

The report required candidates to select a suitable prefabricated module, complete a calculation relating to the base of the selected crane and give a summary of the required health and safety in regard to working at height. Some candidates made a comparison of modules but did not make an actual selection.. Some candidates omitted the calculation.

Task 1.3 – Project plan

Candidates were provided with a list of construction operations and were requested to create a programme of works. In addition, candidates were requested to provide additional notes to support the plan, as well as details of safe working at each stage. Candidates provided Gantt charts, but some of these were out of logical sequence, and some did not overlap appropriate activities.

Task 1.4 – Presentation

In this task, candidates were recorded presenting their reasons for selecting the chosen module, as well as giving recommendations for safely working at height. In some cases, responses to the questioning part following the main presentation were not included in the recording, but rather captured in writing. It is to be noted that some assessment areas were noisy, which affected the sound quality of recordings.

Task 2.1 – Collaborative problem-solving

The collaborative problem-solving task, which required a discussion around accessing the roof for maintenance, resulted in varying levels of response from candidates. Again, it was noted that some recordings were noisy, which impacted recording quality.

Task 2.2 – Evaluation

The evaluations tended to be more of a narrative or diary account of the ESP, rather than a review of skills and knowledge developed throughout the project.

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 the past ESPs (Summer 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 the 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 either 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 1.1 is not a report, it is a record of research notes for later use.

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/marker 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 and Summer 2023) as formative assessment to support candidates in preparation for summative assessment.

Sample and past ESPs: [T level Technical Qualification in Onsite 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.

8711-033 ESP A grade exemplar: [8711-033 - A grade exemplar - Summer 2023 \(cityandguilds.com\)](#)

8711-033 ESP E grade exemplar: [8711-033 - 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*	77 - 100
A	68 - 76
B	59 - 67
C	50 - 58
D	41 - 49
E	32 - 40
Unclassified (U)	0 - 31

8711-30 Onsite Construction Core

The T Levels Technical Qualification (TQ) in Onsite 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](#).

The T Level is a qualification approved and managed by the Institute for Apprenticeships and Technical Education.

Copyright in this document belongs to, and is used under licence from, the Institute for Apprenticeships and Technical Education, © 2024. 'T-LEVELS' is a registered trademark of the Department for Education. 'T Level' is a registered trademark of the Institute for Apprenticeships and Technical Education. 'Institute for Apprenticeships & Technical Education' and logo are registered trademarks of the Institute for Apprenticeships and Technical Education.

We make every effort to ensure that the information contained in this publication is true and correct at the time of going to press. However, City & Guilds' products and services are subject to continuous development and improvement, and the right is reserved to change products and services from time to time. City & Guilds cannot accept responsibility for any loss or damage arising from the use of information in this publication.

City & Guilds is a trademark of the City & Guilds of London Institute, a charity established to promote education and training registered in England & Wales (312832) and Scotland (SC039576). City and Guilds Group Giltspur House, 5–6 Giltspur Street London EC1A 9DE