



May 2026

Chief Examiner Report – Level 2

Design, Engineer, Construct



Introduction

This report covers TQUK's Level 2 Certificate in Design Engineer Construct! The Digital Built Environment. It is designed to help centres understand the overall learner performance in the exam. For each question, there is a brief feedback of learner responses.

The May 2026 exam series addressed both Level 2 and 3 qualifications. It has been very encouraging again to witness centres positively embracing the examination aspect of the qualifications to allow learners to demonstrate their knowledge.

The Level 2 exam paper comprised of 10 questions, with no changes to the structure from previous years. In addition, the exam was accompanied with a resource document.

Administration

All centres are praised for submitting all exam scripts and associated evidence promptly to support the assessment process. There were no delays in the submission of the exam scripts.

Resource document

It was evident learners were able to positively engage with all aspects of the scenario and brief content with differing outcomes. It is apparent centres have prepared their learners using previous examinations and the associated resource documentation.

Learner engagement

Learner engagement throughout the examination was positive with a high majority of learners attempting all questions. This demonstrated learner confidence and also evidenced the centres' ability to address the whole of the specification, rather than focusing less attention on certain areas. Both learners and teachers are praised for their continual development and improvement.

Highlights at Level 2 - Learners demonstrated again an extremely positive engagement and success rate with the numeral questions when extracting information from the resource document. The scenario of a residential property situated in a rural setting also supported learner responses evidenced through their full engagement in nearly all questions. Furthermore, there were positive responses when addressing materials, BIM and sustainability questions.

Learner performance

Learners should be familiar with the full range of content from the specification and should be able to apply these concepts in different scenarios. In addition, the ability to recognise the demands of a question is also important. Learners should understand the different responses required for different command words. For example, identify, explain, discuss and evaluate.

At Level 2 the grade boundaries remained stable, evidencing a consistency in the challenge of the exam paper. Grade boundaries for A* & B reduced by two marks. The grade boundary for A decreased by three marks. The grade boundary for C decreased by one mark. Learner performance improved at A* and remained very similar at grade A and C. There was a significant increase in outcomes at grade B which is very encouraging to see. (Comparative series May 2025).

Areas to work on

With all subject content there is a need to be aware of specific technical language. To access further merit, learners are encouraged to demonstrate their understanding of the technical language to access all the marks available. An understanding of the technical language is the key to successfully responding to the question. Furthermore, learners should be careful not to give more responses than requested. This happens rarely, but in a scenario where a learner is asked for two responses but offers three or more, only the first two responses are assessed. Further responses, even if correct will not be awarded any marks as the question explicitly asked for a specific number of answers. For example, 'Give three examples of

Conclusion

Overall, the paper provided learners the opportunities to demonstrate their knowledge across the qualification specification via a range of different context-based questions. The paper offered a range of differentiated questions and a full range of marks were observed.

Commentary on individual questions

Question 1

This question was designed to assess understanding of the operations within a construction project, specifically targeting the identification of specialist roles, project-related risks, and technical drawings. This aligned with the specification requirements for Subject Content Coverage 3.1.3 and 3.1.1 respectively.

Learners were required to demonstrate their knowledge by identifying a specific specialist role within a construction team. Furthermore, they had to outline the types of risk that must be managed throughout a project's lifecycle, and recognise the standard types of technical drawings utilised by construction personnel.

Learner Performance - Performance on this question was highly commendable. The vast majority of learners secured full marks when identifying a specialist team role. Scoring remained strong in the subsequent sections, with between two-thirds and three-quarters of the cohort achieving maximum marks for their answers on project risks and drawing classifications. Overall, this question was handled with a high degree of proficiency.

Question 2

This question was designed to assess learners' capacity to retrieve and apply building performance data, identify distinct examples of qualitative and quantitative data, and the significance of stakeholder feedback. This aligned with the specification parameters for Subject Content Coverage 4.1.1, 4.2.3, and 4.1.3 respectively.

Learners were required to specify two distinct types of building performance data and provide a clear example of both qualitative and quantitative information. Additionally, they were tasked with explaining two separate mechanisms through which stakeholder feedback can be utilised to improve future construction projects.

Learner Performance - The cohort demonstrated a solid foundation of knowledge across this question. Exactly half of the learners achieved full marks when identifying building performance data. Performance was more varied when providing examples of qualitative and quantitative data; with one-third of the cohort achieved maximum marks, and two-thirds successfully secured at least one mark. A comparable trend was observed in the final section, where learners demonstrated a good grasp of knowledge of stakeholder feedback. Here, over two-thirds achieved half marks or above, with one-third securing full marks.

Question 3

This question was designed to assess learners' ability to identify task-planning documentation, outline client responsibilities during the planning phase, and identify sustainability within a construction project. This aligned with the specification parameters for Subject Content Coverage 1.4.2 and 1.2.1 respectively.

Learners were required to identify two specific documents employed to plan and organise tasks for project team members. Furthermore, they were expected to state two key responsibilities held by the client during the planning stage, and define the three core areas of sustainability.

Learner Performance - The cohort demonstrated a secure understanding throughout this question. The opening section regarding documentation was answered well; three-quarters of the learners achieved half marks or above, with one-quarter securing full marks. In the subsequent two-mark section on client responsibilities, nearly all learners secured at least one mark, with over half achieving full marks. Finally, when stating the areas of sustainability, performance remained positive; more than four-fifths of the cohort recorded one mark or above, and one-third successfully gained full marks.

Question 4

This question was designed to assess learners' capability to identify technical investigations that utilise three-dimensional (3D) models, explain the comparative advantages of 3D models over two-dimensional (2D) drawings, and analyse the significance of thermal performance analysis. This aligned directly with the specification criteria for Subject Content Coverage 3.2.1 and 3.2.2 respectively.

Learners were required to identify two distinct types of technical investigation conducted via a 3D model. Furthermore, they were tasked to articulate two ways in which 3D models offer greater effectiveness than traditional 2D drawings, and clarify two reasons underpinning the importance of thermal performance analysis.

Learner Performance - The cohort performed strongly across all elements of this question. When identifying types of technical investigations, three-quarters of the learners secured at least one mark, with over half achieving full marks. A similarly positive trend was observed when learners explained the effectiveness of 3D models, where nearly all learners gained at least one mark and over half achieved full marks. Finally, responses concerning thermal performance analysis were highly successful; just under half of the learners achieved maximum marks, while nearly the entire cohort recorded two marks or above.

Question 5

This question was designed to assess learners' understanding of the mechanisms utilised to maintain regulatory standards on-site, specifically focusing on the methods a Site Manager employs to ensure Building Regulations compliance, alongside the potential issues for the client should a project fail to meet these statutory requirements. This aligned with the specification parameters for Subject Content Coverage 3.2.3.

Learners were required to identify two distinct methods a Site Manager can implement to ensure on-site work adheres to Building Regulations. Additionally, they were tasked with

explaining two specific consequences for the client if a completed project exhibits regulatory non-compliance.

Learner Performance - Performance across the cohort was highly commendable, demonstrating a secure grasp of statutory understanding. Comprehension of the methods available to a Site Manager was also well answered; three-quarters of the learners achieved one mark or above, with one-third securing full marks. Furthermore, the section addressing the consequences of non-compliance was handled with equal proficiency. Just under half of the learners achieved maximum marks, while nearly the entire cohort recorded two marks or above.

Question 6

This question was designed for learners to demonstrate their mathematical competency, testing their ability to quantify the total initial acquisition cost of a property, project a remaining grant balance, and formulate a fit-out budget for a studio space. This aligned with the specification requirements for Subject Content Coverage 1.1.3.

Learners were required to demonstrate calculations to determine the total initial cost of a property—factoring in the purchase price, taxation, and legal fees. Furthermore, they were tasked with calculating the remaining balance of a grant following the deduction of renovation expenses, and estimating the total fit-out costs while ensuring that all mathematical workings were included.

Learner Performance - Performance on this question was outstanding, with the vast majority of learners achieving maximum marks. Despite this high level of success across the cohort, a small minority of learners struggled to secure meaningful marks. This disparity highlighted an isolated understanding of some mathematical areas of the course content. Such performance aligned with an established trend observed in many examination series.

Question 7

This multi-part question was designed to assess learners' proficiency in applying mathematical formulas to procurement and building services scenarios. Specifically, it assessed their ability to determine the reduced cost of uPVC options, the increased cost of timber alternatives, calculate the total lumen output required for a specified lux level, and quantify the final number of LED lighting units. This aligned with the specification parameters for Subject Content Coverage 2.1.4 and 2.2.3 respectively.

Learners were required to calculate the respective procurement costs for both uPVC and timber windows and doors. Furthermore, using the formula provided in the assessment, they had to determine the total lumens required for the space and calculate the final number of LED lighting units, ensuring this final figure was rounded up to the nearest

whole number. The clear presentation of all mathematical workings was required throughout.

Learner Performance - Performance across this question was highly encouraging, particularly in the lumens calculations where almost the entire cohort achieved maximum marks. Such a strong performance of lighting calculations reflects a positive trend observed in previous examination series. Across the remaining three tasks, the cohort split into distinct performance bands; over three-quarters of the learners secured full marks, whereas one-fifth failed to score.

Question 8

The question aimed to assess the ability to explain how a site condition affects design, and explain how information from a needs analysis is used to write an architect's agreement. This aligned with the specification parameters for Subject Content Coverage 1.3.1 and 1.3.2 respectively.

Learners were required to explain how site condition impacts a project's architectural design. Additionally, they were tasked with clarifying how information from a client needs analysis are employed to inform of an architect's agreement.

Learner Performance - The cohort performed slightly differently across the two tasks. An understanding of site conditions and their impact on design was answered well, with just below three-quarters of the learners achieving full marks. In contrast, when explaining how a needs analysis can be employed, the average score was above half marks, with just under one fifth achieving full marks.

Question 9

The question aimed to assess the ability to explain the environmental impact of a faulty drainage system, explain the transport impact of the dance school, and explain the benefits of forecasting building performance. Subject Content Coverage 2.3.1 & 2.3.4 respectively.

Learners were required to explain one specific environmental impact arising from a defective drainage system, and explain one consequence that the dance school could impose on the local transport network. Finally, they were tasked with explaining four operational or financial benefits when a Facilities Manager forecasts building performance.

Learner Performance - Learners demonstrated a wide breadth of knowledge across this question, particularly in the opening section where nearly all learners secured full marks for the drainage systems environmental impacts. Performance remained strong regarding the local transport infrastructure; above three-quarters of the cohort achieved full marks, while one-fifth secured a single mark. For the eight-mark question regarding performance forecasting, responses were well-distributed. Two-thirds of the learners recorded at least half of the available marks, with just under one-fifth successfully securing maximum marks.

Question 10

The question aimed to assess the ability to identify design considerations that meet end-user needs, and discuss two building renovations that improve sustainable performance. Subject Content Coverage 4.2.1 & 4.2.2 respectively.

Learners were required to identify two design considerations for end-user needs, and discuss two sustainable renovations by identifying each renovation, identifying its typical sustainability impact, and discussing its specific impact on the dance school.

Learner performance – When identifying two design considerations two thirds of learners achieved full marks. In discussing building renovations that improve sustainable performance the average score was 5 marks, most learners achieving 4 to 6 marks for an 8-mark question.