



Training
Qualifications UK

January 2025 Chief Examiner Report

Design, Engineer, Construct

Introduction

The January 2025 exam series addressed both Level 2 and 3 qualifications with centres taking advantage of entering their learners for this exam series. This is strongly encouraged as with the outcome of the examination known, and an opportunity to re-sit the exam in the summer series, the learner can have an awareness of their current progress. In addition, this further supports the learner to focus their level of effort in completing the portfolio element of the qualification and achieve a desired final overall outcome.

It has been very encouraging to see so many centres positively embracing the examination aspect of the qualifications across Level 2 and 3 to allow their learners to demonstrate their knowledge across the assessment criteria.

Both Level 2 and 3 exam papers comprised of 10 questions with no changes to the structure of each paper from previous years. In addition, each 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 with the exception of centres affected by the unforeseen poor weather conditions.

Resource document

Across both levels of the qualification, 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

Across both levels, there was positive engagement 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 and focus less attention on certain areas due to a lack of subject specific knowledge. This had been apparent in previous exam series. Both learners and teachers are praised for their continual development and improvement. Highlights at Level 2 were the quality of responses provided when addressing locality information from the resource document and also the budget and costing requirements.

Highlights at Level 3 - cost and value questions were answered well with many learners presenting comprehensive solutions. In addition, learners were able to demonstrate knowledge of different materials and the relevant issues of sourcing, procurement, plus issues regarding the respective properties linked to the scenario.

Learner performance

At Level 2, the grade boundaries remained stable evidencing a consistency in the challenge of the exam paper. Learner performance improved at A*, A and B percentages with a very slight reduction at grade C. In addition, the percentage of learners below grade C dropped by almost 50%. (This comparison is drawn against January 2024 exam outcomes).

At Level 3, the grade boundaries remained stable with the exception of a slight increase by, on average 1% across all boundaries. Overall performance at each boundary was consistent against previous series (this comparison is drawn against January 2024 exam outcomes).

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 further demonstrate their understanding of the technical language to access all the marks available. In many instances answers were provided in detail to describe the characteristics of a survey or a job role, however some learners confused the subject matter with another.

Furthermore, at both levels of the qualification, 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, if any of these are incorrect, they will not be awarded any marks as the intended response is not discernible.

Conclusion

Overall, the papers provided questions that presented learners the opportunities to demonstrate their knowledge across the qualification specification via a range of different context-based questions. The papers offered a range of differentiated questions that learners could answer in differing degrees. A full range of marks were observed across both cohorts.