



AMSPAR

June 2017 - Examiner's Report

5528-364/5519-335 - Level 3 Medical Principles for the Medical Administrator

Section 1 – Areas of good performance (question no/syllabus topic or reference)

Comment

The overall standard of these papers was good with a high percentage candidates gaining merit or distinction. Marks ranged from 90+ to a couple below 30.

This is a Level 3 examination paper where a number of questions required the candidates to demonstrate their ability to accurately describe or explain syllabus topics. Most candidates were able to provide some correct information but some were not able to develop their answers sufficiently. A small number of students did not exhibit an accurate knowledge of the subject matter giving incorrect information or failing to attempt the question leaving parts of the examination script blank.

The examination technique was shown to be poor in a number of papers. This was demonstrated by very poor spelling, writing that was difficult to read, having multiple attempts at answers and demonstrating little evidence of planning.

Section 1- Areas of good performance

Q's 2, 4, 5a, 7, 8, 11, 12b&c, 14a&b, 15a&b and 16a, b&c there were many very good answers but these were generally from the more able students. Some of these questions require only a short answer or a phrase from a prescribed list and the student does not need to demonstrate any in depth understanding or knowledge.

Section 2 – Areas for development (question no/syllabus topic or reference)

Generally, poor examination technique marred many papers with candidates often only giving very brief or even one word answers instead of descriptions and explanations.

Many candidates gave more than the required number of answers to the question. If the question asks for 2 examples, then only the first 2 answers given will be marked, even if these are incorrect.

Q1. The understanding of the benefits of health promotion was not evident in many of the students' answers. The weak candidates thought that health promotion was the same as screening tests, and did not mention prolonging healthy lives or the implications of the cost to the NHS.

Q3b. Limited understanding of the use of tagging patient records and little mention of age/sex registers.

Q5b Although the most able candidates had no difficulty with this question several weaker candidates appeared to have any real understanding of how pathogenic micro-organisms entered the human body.

Q6 Students' are still unable to distinguish between signs and symptoms of disease. Several giving a long list of answers instead of the two signs and two symptoms requested. Many candidates failed to indicate which answers were signs and which were symptoms.

Q 9. This question was one of the most badly answered on the paper even though this area has

been covered on all previous examination papers. There were inadequate accurate descriptions given by the majority of candidates across all areas of the Diagnostic Imaging Department and several candidates gave totally incorrect information in their answers. A number of candidates failed to attempt all parts of this question and a couple described areas of the Pathology Department instead of the Diagnostic Imaging Department

Q10. This question was poorly answered by many students. Several candidates gave totally inaccurate information. Very few students gave sufficient accurate detail in their answers to gain all the available marks.

Q12. A number of candidates were unable to state the meaning of Medical and Etiquette with real understanding. Many examples provided were incorrect as those for Medical Ethics were put in the Medical Etiquette section and vice versa.

Q13 Very disappointing answers to this question with no candidate gaining all the marks available. Information provided was generally very limited or focused on dealing with patients' prescriptions. Most students showed little understanding of the roles and responsibilities of the community pharmacist.

Section 3 – Recommendations

Reading the questions. Candidates should read the questions carefully and should keep checking their answers to ensure that they are only giving the information/number of answers requested in the paper. Giving extra answers may use valuable time and cannot gain extra marks.

Explain and describe

The majority of candidates lost valuable marks because they did not give sufficient correct information in their answers. Tutors should stress that the words 'explain' and 'describe' require more than a couple of words in their answer

Spelling. It is noticeable in some instances that handwriting and spelling is still below the standard required especially relating to medical terminology and drug categories. When learning anatomical terms such as those of the human body it may be useful for candidates for practice the spelling of the term until this can be spelt correctly from memory. It is important to note that drug categories, medical terms and the names of body parts/systems taken from the given lists cannot be given the available mark if they are spelt incorrectly.

Extra space for answers. When asked to describe or explain something candidates should include as much information as possible. The number of marks allocated to a question should give some indication of the length of the expected answer.

Section 4 – Tips

Take note of the marks available for each question as this will guide candidates as to how much information is required.

Highlight important words in the question such as (list, explain, describe and the number of answers required)

Ensure that all parts of the question have been attempted.

Continue to practice spellings of medical words, drugs and body organs until you can spell them correctly.

Make sure that your answer is clearly written and can be easily read by the person marking it.