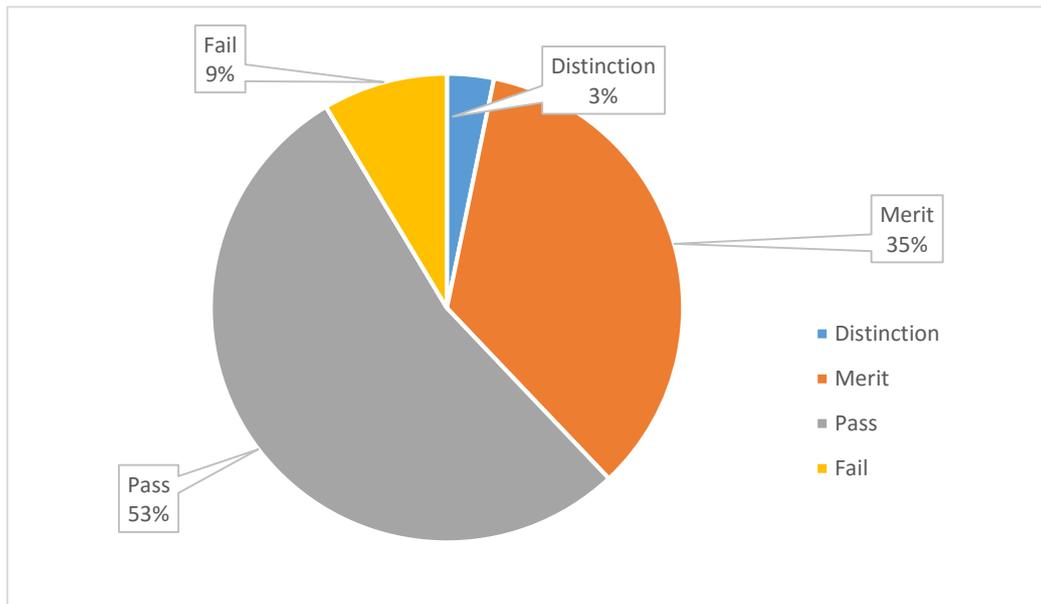


5519-335 - Level 3 Medical Principles for the Administrator

Examiner's report – June 2016 series



As each examination paper is unique there can be slight variations of difficulty from series to series – which means that candidates are required to gain either more or fewer raw marks to compensate and to gain a pass.

General Comments

This is a Level 3 examination paper where a number of questions required the candidates to demonstrate their ability to describe or explain a given examination topic.

Several candidates were able to provide correct information where as others were not able to develop their answers accurately. A number of candidates did not exhibit accurate knowledge of the subject matter giving incorrect information or failing to attempt the question leaving the examination script blank. Candidates who scored higher marks were able to show a high standard of knowledge covering the syllabus.

The examination technique was clearly poor in a number of papers; this was demonstrated through bad spelling, writing that was difficult to read and crossings out. Unfortunately, this is not a very good sign for candidates, hoping to gain employment in a profession where attention to detail and accuracy is of importance.



Areas of good performance

The more able candidates appeared to have no problems with any of the questions on this examination paper.

Questions 2a, 2b, 3b, 5a, 6, 7, 8, 10, 11, 12c, 14a, 14b, 15b, and 16a were the questions which gained the most marks for the majority of the successful candidates. Several of these questions only require the candidate to recall words and phrases from a prescribed list and do not require them to demonstrate any in-depth knowledge or show the ability to describe and explain.

Areas for improvement

It was apparent that some candidates were unable to read the questions accurately or checking their answer to ensure it related to the question resulted in the loss of marks which were important in the totality of the marks achieved.

Poor examination technique marred some papers with candidates often only giving very brief or even one word answers instead of descriptions and explanations. It was apparent that more than a few candidates did not read the questions accurately or check their answers to ensure it related to the question, this resulted in the loss of marks. Several candidates gave multiple answers when only 2 or 3 were requested. If the question asks for 2 examples, then only the first 2 answers given by the candidate will be marked even if these 2 answers are incorrect.

Question 1. Was poorly answered by the majority of candidates. The understanding of Preventative Medicine was not manifest in many of the candidates' answers. The weak candidates thought that Preventative Medicine (PM) was the same as screening tests; they did not mention the use of immunisation programmes or the implications of the cost to the NHS, and very few mentioned the use of prophylactic vaccinations or medicines in preventative medicine.

Question 3a. Some candidates still stated that they would offer advice to patients themselves rather than directing them to suitable literature and making an arrangement for them to speak to a health professional.

Question 4a. This was poorly answered by the majority of candidates, with only a handful being able to write the abbreviation in full and fully explain the meaning of the test. A number of candidates did not attempt this question.

Question 4b. Many candidates appeared confused as to why screening tests are carried out and were unable to give 2 different reasons. Some candidates still erroneously think that screening tests prevent disease occurring.



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Question 6b Candidates do not understand the difference between 'signs' and 'symptoms'. A number gave more than the 4 symptoms required and some gave the same symptom (pain) occurring in four different areas of the body (they were only awarded 1 mark). Only the first four answers given were considered for a mark.

Question 9. This question was one of the most poorly answered on this paper. Inaccurate information was given by many candidates, some even mentioning answers relating to diagnostic imaging. Haematology was the most well understood section. A high percentage of candidates gained none or very few of the available marks for this question. Some candidates knew the type of work carried out in each section but were unable to name a test in full. Several candidates did not attempt the question.

Question 11. Several candidates gave generic answers rather than focusing on patients as asked in the question.

Question 12a. The majority of candidates gained less than 60% of the available marks for this question. Many did not appear to understand the role played by the administrator in upholding medical ethics and medical etiquette which play such an important role when working in a health environment. Answers were generally too brief and not clearly explained.

Question 12b. Many candidates did not read the question correctly and focused on the consequence to the patient or administrator rather than the General Practitioner.

Question 13. Many of the answers given to this question were really poor with only a couple of candidates gaining all of the available marks. The majority of candidates did not read the question correctly and gave answers which were concerned with the dispensing of patient prescriptions rather than focusing on the other important roles and responsibilities of the hospital pharmacist.

It would appear that many candidates had adequately prepared for a question on this area of the syllabus.

Question 15b. The majority of candidates do not know the difference between generic and proprietary drug names.

Recommendations and Tips

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.

Plan and organise the answers in a logical way which ensures that you have only given the number of answers asked for in the question.



Spelling

Spelling is still generally quite poor and a couple of papers were almost illegible. When learning information such as the medical term/ name for a bone, drug or body part, candidates should practice the spelling of the term until they can spell it correctly. Drug categories, medical terms and the names of body parts/ systems taken from the given list, which are spelt incorrectly in the answers, will not be awarded the available mark.

Examination technique

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. 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 few of words in their answer.