

Level 2 Technical Certificate in Medical Administrative Support (6519-20)

November 2017 Version 1.0

Guide to the examination

Who is this document for?

This document has been produced for centres who offer **City & Guilds Level 2 Technical Certificate in Medical Administrative Support**. It gives all of the essential details of the qualification's external assessment (exam) arrangements and has been produced to support the preparation of candidates to take the exam/s.

The document comprises four sections:

1. **Details of the exam.** This section gives details of the structure, length and timing of the exam.
2. **Content assessed by the exam.** This section gives a summary of the content that will be covered in each exam and information of how marks are allocated to the content.
3. **Guidance.** This section gives guidance on the language of the exam, the types of questions included and examples of these, and links to further resources to support teaching and exam preparation.
4. **Further information.** This section lists other sources of information about this qualification and City & Guilds Technical Qualifications.

1. Details of the exam

External assessment

City & Guilds Technical qualifications have been developed to meet national policy changes designed to raise the rigour and robustness of vocational qualifications. These changes are being made to ensure our qualifications can meet the needs of employers and Higher Education. One of these changes is for the qualifications to have an increased emphasis on external assessment. This is why you will see an external exam in each of our Technical qualifications.

An external assessment is an assessment that is set and/or marked by the awarding organisation (ie externally). All City and Guilds Technical qualifications include an externally set and marked exam. This must be taken at the same time by all candidates who are registered on a particular qualification. We produce an exam timetable each year. This specifies the date and time of the exam so you can plan your delivery, revision and room bookings/PC allocation in plenty of time.

The purpose of this exam is to provide assurance that all candidates achieving the qualification have gained sufficient knowledge and understanding from their programme of study and that they can independently recall and draw their knowledge and understanding together in an integrated way. Whilst this may not be new to you, it is essential that your learners are well prepared and that they have time to revise, reflect and prepare for these exams. We have produced a Teaching, Learning, and Assessment guide that is you should refer to alongside the present document ([Teaching, Learning and Assessment Guide](#)). If a learner does not pass the exam at their first attempt, there is only one opportunity to resit the exam, so preparation is essential.

Exam requirements of this qualification

- Level 2 Medical Terminology - Theory exam (2 hours).
- Level 2 Medical Administration - Theory exam (2 hours)

The exams are graded and a candidate must achieve at least a Pass grade in order to be awarded the qualification. (In addition to the exam, a synoptic assignment must also be completed and passed). You can find full details of the synoptic assignment in the *Qualification Handbook* and the *Synoptic Assessment Guide* – please see the link to the qualification page at the end of this document.

When does the exam take place?

The Medical Terminology exam is offered on two fixed dates in February or May. The Medical Administration exam is offered on two fixed dates in March or June. The exact dates will be published at the start of the academic year in the *Assessments and Exam Timetable* <http://www.cityandguilds.com/delivering-our-qualifications/exams-and-admin>

At the start of the programme of study, in order to effectively plan teaching and exam preparation, centres should know when the exam will be taking place and allocate teaching time accordingly. Section 2 of this document gives a summary of the content that needs to be covered in order to prepare learners for the exam and full details of this are given in the *Qualification Handbook*.

Form of exam

The Medical Terminology exam for this qualification can be taken either on paper (6519-522) or online (6519-022).

The Medical Administration exam for this qualification can be taken either on paper (6519-521) or online (6519-021).

Can candidates resit the exam?

Candidates may resit the exam once only. If a candidate fails the exam both on the first attempt and when resitting it, that candidate has failed the qualification and cannot achieve it in that academic year.

How the Medical Terminology exam is structured

Each exam has a total of 60 marks and is made up of:

- approximately 55 multiple choice questions;
- approximately 5 short answer questions.

How the Medical Administration exam is structured

Each exam has a total of 60 marks and is made up of:

- approximately 12 short answer questions;
- 1 extended response question.

Multiple choice and Short answer questions are used to confirm **breadth of knowledge and understanding**.

The extended response question is to allow candidates to demonstrate **higher level and integrated understanding** through written discussion, analysis and evaluation. This question also ensures the exam can differentiate between those learners who are 'just able' and those who are higher achieving.

More details about and examples of question types are given in Section 3 of this document.

Assessment Objectives

The exams are based on the following set of assessment objectives (AOs). These are designed to allow the candidate's responses to be assessed across the following three categories of performance:

- **Recollection** of knowledge.
- **Understanding** of concepts, theories and processes.
- **Integrated application** of knowledge and understanding.

In full, the assessment objectives covered by the **Medical Administration** exam for this qualification are:

Assessment objective <i>The candidate..</i>	Mark allocation (approx %)
A01 Recalls knowledge from across the breadth of the qualification	30%
A02 Demonstrates understanding of concepts, theories and processes from a range of learning outcomes.	50%
A04 Applies knowledge, understanding and skills from across the breadth of the qualification in an integrated and holistic way to achieve specified purposes.	20%

In full, the assessment objectives covered by the **Medical Terminology** exam for this qualification are:

Assessment objective <i>The candidate..</i>	Mark allocation (approx %)
A01 Recalls knowledge from across the breadth of the qualification	73%
A02 Demonstrates understanding of concepts, theories and processes from a range of learning outcomes.	27%

Booking and taking the exam

All assessments for City & Guilds Technical Exams must be booked through Walled Garden. There is a deadline for booking exams, synoptic assessments and any other centre marked assessments, please refer to the time line to check these dates.

The exam must be taken under the supervision of an invigilator who is responsible for ensuring that it is conducted under controlled conditions. Full details of the conditions under which the exam must be taken can be found in the Joint Council for Qualifications (JCQ) document, [*Instructions for Conducting Examinations \(ICE\)*](#).

Special consideration

Candidates who are unable to sit the exam owing to temporary injury, illness or other indisposition at the scheduled time may qualify for special consideration. This is a post-examination adjustment that can, in certain circumstances, be made to a candidate's final grade. The Joint Council for Qualifications' guide to the special consideration process can be found at www.jcq.org.uk.

To make a request for special consideration, please contact: policy@cityandguilds.com

Access arrangements

Access arrangements are arrangements that allow candidates with particular requirements, disabilities or temporary illness to take assessments, where appropriate, using their normal way of working. The Joint Council for Qualifications document, *Access Arrangements and Reasonable Adjustments* gives full details and can be downloaded [here](#).

For further information and to apply for access arrangements please see:

[Access arrangements - When and how applications need to be made to City & Guilds](#)
[Applying for access arrangements on the Walled Garden](#)

2. Content assessed by the exam

Medical Terminology Theory exam

The exam assesses:

- **Unit 220 Medical Terminology**

Each exam assesses a sample of the content of these units. This means that a single exam will **not** cover 100% of the unit content. The full range of content will be assessed over a number of examination series. Details of the coverage of a particular exam paper will **not** be released in advance of the exam itself. Centres should **not** make assumptions about what will be assessed by a particular exam based on what has been covered on previous occasions. In order to be fully prepared for the exam, learners **must** be ready to answer questions on **any** of the content outlined below.

The table below provides an overview of how the qualification's Learning Outcomes are covered by each exam and the number of **marks** available per Learning Outcome (ie **not** the number of *questions* per Learning Outcome). In preparing candidates for the exam, we recommend that centres take note of the number of marks allocated to Learning Outcomes and to assign teaching and preparation time accordingly.

In preparing candidates for the exam, centres should refer to the Qualification Handbook which gives full details of each Learning Outcome.

The following is a summary of only that qualification content which is assessed by the exam and **not** a summary of the full content of the qualification.

Unit	Learning outcome	Topics	Number of marks
220 Medical Terminology	L01 Know the meaning of prescribed word parts and how to use these to construct medical terms	1.1 The meaning of specific medical word parts 1.2 The use of prefixes, word roots and suffixes to construct medical terms	18
	L02 Understand how to use knowledge of different word parts to determine the meaning of medical terms relating to specific human/mammalian organ systems	2.1 The common name and medical name of the major organs and organ systems of the human/mammalian body 2.2 The function and location of the major organs and organ systems of the human body 2.3 The common diseases, conditions and procedures associated with the major organ systems of the human/mammalian body	18

LO3 Understand the meaning of medical terminology relating to specialties associated with healthcare	3.1 Specialities according to the organ, organ system or type of patient 3.2 Specialities according to investigative or treatment procedures	12
LO4 Know the meaning and context of specific medical abbreviations	4.1 The meaning of specific commonly used medical abbreviations 4.2 The context of specific commonly used medical abbreviations	12
Total marks for sections:		60 marks
Total marks for exam:		60 Marks

Medical Administration Theory Test

The exam assesses:

- **Unit 221: Medical Administration and Communication**
- **Unit 222: Medical Aspects of Administration**

Each exam assesses a sample of the content of these units. This means that a single exam will **not** cover 100% of the unit content. The full range of content will be assessed over a number of examination series. Details of the coverage of a particular exam paper will **not** be released in advance of the exam itself. Centres should **not** make assumptions about what will be assessed by a particular exam based on what has been covered on previous occasions. In order to be fully prepared for the exam, learners **must** be ready to answer questions on **any** of the content outlined below.

The table below provides an overview of how the qualification's Learning Outcomes are covered by each exam and the number of **marks** available per unit (ie **not** the number of *questions* per unit). In preparing candidates for the exam, we recommend that centres take note of the number of marks allocated to each unit and to assign teaching and preparation time accordingly.

In preparing candidates for the exam, centres should refer to the Qualification Handbook which gives full details of each unit/learning Outcome.

The following is a summary of only that qualification content which is assessed by the exam and **not** a summary of the full content of the qualification.

Unit	Learning outcome	Topics	Number of marks per section
221 Medical Administration and Communication	L01 Understand the skills and qualities required for administrative support	1.1 Skills and qualities 1.2 Communication methods and techniques 1.3 Ways of promoting a professional image in the medical environment	32
	L02 Understand aspects of medical administrative duties	2.1 Patient registration 2.2 Record keeping 2.3 Appointment systems and processes 2.4 Processing prescriptions 2.5 Incoming and outgoing mail	
	L03 Understand team work and diversity	3.1 Definition of a team 3.2 What constitutes an effective team 3.3 The concept of unconditional positive regard	

		3.4 Communicating with people with special requirements 3.5 Cultural aspects within the healthcare environment	
222 Medical Aspects of Administration	LO1 Understand the principles of health promotion, preventive medicine (PM) and infection	1.1 Definition of health and disease types 1.2 Preventive Medicine (PM) 1.3 Routine screening and diagnostic tests 1.4 Preventing transmission of infectious diseases	
	LO2 Understand the function of pathology and clinical imaging departments	2.1 Main sections of the pathology department and personnel 2.2 Main sections of the clinical imaging department and personnel	16
	LO3 Know codes of conduct and confidentiality within a medical environment	3.1 Codes of conduct 3.2 Confidentiality	
		Total marks for section:	48 marks
		Integration across units*:	12 marks
		Total marks for exam: 60 marks	

* *Integration across units.* These marks relate to Assessment Objective 4. These marks are awarded to differentiate between levels of performance by candidates taking the exam. The marks are given for how well a candidate has applied their knowledge, understanding and skills from across the units that make up the qualification in an integrated way to meet the requirements of the exam questions.

3. Guidance

Vocabulary of the exam: use of 'command' verbs

The exam questions are written using 'command' verbs. These are used to communicate to the candidate the type of answer required. Candidates should be familiarised with these as part of their exam preparation.

The following guidance has been produced on the main command verbs used in City & Guilds Technicals exams.

A more detailed version of this table, which also includes the command verbs used in the assignments is published in *City & Guilds Technical Qualifications Teaching, Learning and Assessment* guide.

Command verb	Explanation and guidance
Analyse	Study or examine a complex issue, subject, event, etc in detail to explain and interpret, elements, causes, characteristics etc
Calculate	Work out the answer to a problem using mathematical operations
Compare (...and contrast) (or describe the similarities/differences)	Consider and describe the similarities (and differences) between two or more features, systems, ideas, etc
Define	Give the meaning of, technical vocabulary, terms, etc.
Describe	Give a detailed written account of a system, feature, etc (..the effect of...on...) the impact, change that has resulted from a cause, event, etc (..the process..) give the steps, stages, etc
Differentiate between	Establish and relate the characteristic differences between two or more things, concepts, etc
Discuss	Talk/write about a topic in detail, considering the different issues, ideas, opinions related to it
Distinguish between	Recognise and describe the characteristic differences between two things, or make one thing seem different from another
Evaluate	Analyse and describe the success, quality, benefits, value, etc (of an end product, outcome, etc)
Explain	Make (a situation, idea, process, etc) clear or easier to understand by giving details (..how..) Give the stages or steps, etc in a process, including relationships, connections, etc between these and causes and effects.
Give example(s) illustrate/	Use examples or images to support, clarify or demonstrate, an explanation, argument, theory, etc

Give a rationale	Provide a reason/reasons/basis for actions, decisions, beliefs, etc
Identify	Recognise a feature, usually from a document, image, etc and state what it is
Justify	Give reasons for, make a case for, account for, etc decisions, actions, conclusions, etc, in order to demonstrate why they suitable for or correct or meet the particular circumstances, context
Label	Add names or descriptions, indicating their positions, on an image, drawing, diagram, etc
List	Give as many answers, examples, etc as the question indicates (candidates are not required to write in full sentences)
Name	Give the (technical) name of something
Propose	Present a plan, strategy, etc (for consideration, discussion, acceptance, action, etc).
Select	Choose the best, most suitable, etc, by making careful decisions
State	Give the answer, clearly and definitely
Summarise	Give a brief statement of the main points (of something)

Question types

The following explains, and gives examples of, types of questions used in City & Guilds Technical exams. In preparing candidates to take the exam, it is recommended that you familiarise them with the requirements of each question type so that they can be effective and make best use of the time available when sitting the exam.

- An effective candidate will gauge the type and length of response required from the question and the number of marks available (which is given for each question on the exam paper).
- Short answer questions may not require candidates to write in complete sentences. Extended response questions will require a more developed response.
- Candidates should read the exam paper before attempting to answer the questions and should allocate time proportionate to the number of marks available for each question or section.

Medical Administration Exam

Question type:	Example question	Example question:
Short answer questions (restricted response) These are questions which require candidates to give a brief and concise written response. The number of marks available will correspond to the number of pieces of information/examples and the length of response required by the question.	Identify the forms used in primary care to register patients	Forms: (up to 2 marks) <ul style="list-style-type: none">• GMS1• GMS3
Structured Response Questions These are questions that have more than one part (eg a), b), etc.). The overall question is made up of linked, short answer questions which move the candidate through the topic in a structured way. For example, the question will usually start with a	a) Explain the importance of good telephone technique in a medical environment.	Good telephone technique is important because it: (up to 2 marks) <ul style="list-style-type: none">• gives a good impression (1 mark) of the department/organisation because it shows knowledge of the subject and workplace (1 mark) being dealt with and helps to instil confidence in

'recall'/'state'/'describe' question followed by an 'explain' to draw out understanding of the topic. They usually have a shared introductory 'stem', and the number of marks may increase through the question.

the member of staff dealing with the call.

- b) Give examples of how the support medical administrator can promote a professional image when using the telephone.

A support medical administrator can promote a professional image when using the telephone in a variety of ways as listed below: **(up to 4 marks)**

- giving a positive clear greeting with house style applied
- checking all personal details and facts carefully
- being careful not to give too much information at once
- taking care to explain specialist or medical terms
- making use of questions to gather information required (when, who, what, how and where)
- closing the call in a professional manner
- by conducting the call with a smile in their voice to convey warmth
- conducting the call in a calm manner
- using slower quieter speech
- making sure that they listen empathically to the caller
- gathering key facts when taking messages (date, time, caller's name and contact details, actions required, urgency, message taken by, message for)
- making sure to use answer phones correctly by leaving minimal details of

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- name and number only to ensure confidentiality
 - maintaining confidentiality when dealing with callers
 - addressing the person by name to personalise the call where confidentiality permits
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Extended response questions

Extended response questions are those that require the candidate to write a longer written response using sentences and paragraphs. These usually require candidates to discuss, explain, etc. a topic in some detail. The question is often based on a short case study, scenario or other prompt. The level of detail should be gauged from the question and the number of marks available.

Example question

Discuss why confidentiality is important within a medical environment and how the support administrator can take a proactive role in upholding this requirement.

Mark scheme

Indicative content to include:

- Medical ethics and etiquette (codes of conduct)
 - (Data Protection Act, Caldicott regulations, FOI Act)
 - Consequences of breaches/disclosures
 - Skills and qualities required as part of the role eg tact, diplomacy, discretion
 - Communicating with patients
 - maintaining confidentiality at reception, on the telephone (oral/verbal)
 - maintaining confidentiality eg patient records, incoming and outgoing mail (written)
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Band 1 (1 – 4 marks)

Limited response with minimal awareness demonstrated of the importance of confidentiality in a medical environment. Simplistic discussion of the role of the support administrator in upholding this which is not developed to illustrate a proactive input.

To access the higher marks in the band, the response will include basic understanding of the importance of confidentiality, codes of conduct, relevant Acts and regulations, and a limited range of examples of the role of the support administrator in upholding this.

Example band 1 response

Confidentiality is important within a medical environment because the support administrator has signed a code of conduct which states that they should not divulge any medical information which is processed during the course of their work.

If a support administrator should breach confidentiality they are likely to be dismissed from their place of work.

To take a proactive role a support administrator should have good skills and qualities, eg tactful, and when dealing with patients at reception/on the telephone they should take care that private conversations cannot be overheard.

Medical records should be kept locked away and care should be taken with computers, photocopiers and fax machines.

Band 2 (5 – 8 marks)

Detailed response with a more developed awareness demonstrated of medical ethics and etiquette and the related Acts and regulations, and how this can impact upon the proactive role of the support administrator.

To access the higher marks in the band, the response will include a clearer understanding of the importance of confidentiality – including relevant codes of conduct, relevant Acts and regulations, and a wider range of examples of the role of the support administrator in upholding this.

Example band 2 response

Confidentiality is important within a medical environment because the support administrator has signed a code of conduct which states that they should not divulge any medical information which is processed during the course of her work. Confidential information is protected by various Acts of Parliament, eg the Data Protection Act. Patients are also protected by various rights.

If a support administrator should breach confidentiality they are likely to be dismissed from their place of work. In addition this action can affect the medical organisation, causing bad publicity and perhaps leading to financial loss to the practice.

To take a proactive role a support administrator should have good skills and qualities, eg tactful, and when dealing with patients at reception/on the telephone they should take care that private conversations cannot be overheard. A support administrator should also be discreet and diplomatic when dealing with patients, or their relatives, and never give out information without permission from the doctor.

Medical records should be kept locked away and care should be taken with computers, photocopiers and fax machines. Any medical documents should only be accessed by authorised personnel. Computers should be password protected and positioned so that patients or unauthorised personnel cannot view them. Documents should never be left on a photocopier.

Band 3 (9 – 12 marks)

Thorough response with a fully developed awareness of medical ethics, etiquette, codes, Acts, guidelines and the skills and qualities needed by the proactive role of the support medical administrator, demonstrating sound understanding of the key concepts and issues relating to confidentiality in a medical environment.

Candidates will provide a credible, coherent and comprehensive discussion of the importance of medical ethics and etiquette, the codes, Acts and regulations, with specific examples of these, their role in upholding confidentiality, and the consequences of any breaches/ disclosures of confidential information.

To access the higher marks in the band, the response will include a more accurate discussion of the codes, Acts, including a wider range of detailed, clear and accurate examples of the role of the support administrator in upholding this.

Example band 3 response

Confidentiality is important within a medical environment because the support administrator has signed a code of conduct which states that they should not divulge any medical information which is processed during the course of their work. Confidential information is protected by various Acts of Parliament, eg the Data Protection Act. Patients are also protected by various rights. Confidentiality and codes of conduct are concerned with medical ethics which is enshrined in law. There are other Acts of Parliament connected with medical ethics eg Access to Medical Records, Freedom of Information, and each NHS organisation will appoint a Caldicott Guardian to make sure that correct processes and procedures are in place for the security of confidential information.

If a support administrator should breach confidentiality they are likely to be dismissed from their place of work. In addition this action can affect the medical organisation, causing bad publicity and perhaps leading to financial loss to the practice. If a support administrator is in breach of confidentiality it is highly unlikely that he/she will be able to gain future employment within the NHS. Patients will also be badly affected by a breach of confidentiality and they are likely to be upset and/or embarrassed. They would be likely to lose faith in the medical organisation, and they might not feel confident to trust another doctor which could affect their physical and/mental health.

To take a proactive role a support administrator should have good skills and qualities, eg tactful, and when dealing with patients at reception/on the telephone they should take care that private conversations cannot be overheard. A support administrator should also be discreet and diplomatic when dealing with patients, or their relatives, and never give out information without permission from the doctor. A support administrator can be proactive in their role by demonstrating welcoming qualities, such as open body posture, smiling, and maintaining eye contact with a patient, so that they are immediately put at ease, and feel confident that they will be dealt with in a confident, courteous manner. They should be confident, assertive, and helpful at all times, always following through on any actions.

Medical records should be kept locked away and care should be taken with computers, photocopiers and fax machines. Any medical documents should only be accessed by authorised personnel. Computers should be password protected and positioned so that patients or unauthorised personnel cannot view them. Documents should never be left on a photocopier. A support administrator should make sure they return files/medical records or documents as soon as they have been dealt with and never leave documents/records lying around unattended. They should never be given to patients. They should be aware of the tracking system in place so that the whereabouts of records are accounted for at all times. Computers should be locked when not attended and passwords changed regularly. Likewise passwords should never be shared. A fax should only be sent to a Safe Haven with a confidentiality clause attached.

Medical Terminology Exam

Question type:	Example question	Example Answer:
Multiple Choice questions These are objective questions with a predetermined answer. These consist of a question (or stem) and four options. The candidate should select the correct option (the key). The other 3 options (the distractors) will be plausible but incorrect in some significant respect so that the candidate is required to consider and reject these in order to identify the correct option.	Which one of the following is a prefix that means 'many'? A. An- B. Oligo- C. Poly- D. Tetra-	C
Short answer questions (restricted response) These are questions which require candidates to give a brief and concise written response. The number of marks available will correspond to the number of pieces of information/examples and the length of response required by the question.	Which terms means 'resembling starch'?	Amyloid

Examination technique

Candidates with a good understanding of the subject being assessed can often lose marks in exams because they lack experience or confidence in exams or awareness of how to maximise the time available to get the most out of the exam. Here is some suggested guidance for areas that could be covered in advance to help learners improve exam performance.

Before the exam

Although candidates cannot plan the answers they will give in advance, exams for Technical qualifications do follow a common structure and format. In advance of taking the exam, candidates should:

- be familiar with the structure of the exam (ie number and type of questions).
- be aware of the amount of time they have in total to complete the exam.
- have a plan, based on the exam start and finish time for how long to spend on each question/section of the exam.
- be aware of how many marks are available for each question, how much they should expect to write for each question and allow most time for those questions which have the most marks available.

At the start of the exam session

At the start of the exam, candidates:

- should carefully read through the instructions before answering any questions.
- may find it helpful, where possible, to mark or highlight key information such as command words and number of marks available on the question paper.
- identify questions which require an extended written answer and those questions where all or part of the question may be answered by giving bullets, lists etc rather than full sentences.

Answering the questions

Candidates do not have to answer exam questions in any particular order. They may find it helpful to consider, for example:

- tackling first those questions which they find easiest. This should help them get into the 'flow' of the exam and help confidence by building up marks quickly and at the start of the exam.
- tackling the extended answer question at an early stage of the exam to make sure they spend sufficient time on it and do not run out of time at the end of the exam.

Candidates should avoid wasting time by repeating the question either in full or in part in their answer.

Candidates should **always** attempt every question, even questions where they may be less confident about the answer they are giving. Candidates should be discouraged however, from spending too long on any answer they are less sure about and providing answers that are longer and give more detail than should be necessary in the hope of picking up marks. This may mean they have less time to answer questions that they are better prepared to answer.

Extended answer questions

Before writing out in full their answer to extended questions, candidates may find it helpful to identify the key requirements of the question and jot down a brief plan or outline of how they will answer it. This will help clarify their thinking and make sure that they don't get 'bogged down' or provide too much detail for one part of the question at the expense of others.

Towards the end of the exam

Candidates should always set aside time at the end of the exam to read back through and review what they have written in order to make sure this is legible, makes sense and answers the question in full.

If a candidate finds they are running out of time to finish an answer towards the end of the exam, they should attempt to complete the answer in abbreviated or note form. Provided the content is clear and relevant, examiners will consider such answers and award marks where merited.

Further guidance on preparing candidates to take the exam is given in the City & Guilds publication, [Technical Qualifications, Teaching, Learning and Assessment](#) which can be downloaded free of charge from City & Guilds website.

4. Further information

For further information to support delivery and exam preparation for this qualification, centres should see:

City & Guilds

Qualification homepage: [Medical Administration Technical Qualifications \(6519\)](#) which includes:

- Qualification handbook
- Synoptic Assignment
- Sample assessments

Technical Qualifications, Resources and Support: www.cityandguilds.com/techbac/technical-qualifications/resources-and-support

Joint Council for Qualifications

Instructions for Conducting Examinations: <http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>