

Level 3 Advanced Technical Diploma in Medical Administrative (6519-30)

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 3 Advanced Diploma in Medical Administration**. 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

- **Medical Terminology** – Theory exam (2 hours and 40 minutes).
- **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 (6519-800) or online (6519-300).

The Medical Administration exam for this qualification can be taken either on paper (6519-502) or online (6519-002).

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 80 marks and is made up of:

- approximately 70 multiple choice questions;
- approximately 10 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	27%
A02 Demonstrates understanding of concepts, theories and processes from a range of learning outcomes.	53%
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	74%
A02 Demonstrates understanding of concepts, theories and processes from a range of learning outcomes.	26%

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

Theory exam

Medical terminology Theory exam.

The exam assesses:

- **Unit 300: 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
300 Medical terminology	L01 Understand the structure and meaning of medical word parts	1.1 Individual medical word parts 1.2 Medical terms derived from the medical word parts.	25
	L02 Understand the meaning of medical terminology relating to the human body	2.1 Medical terminology relating to the human body systems 2.2 The main position and function of bones in the human body 2.3 The position and function of the main organs of the human body	25

LO3 Understand the meaning of medical terminology relating to specialist areas associated with medicine	3.1 Medical terminology relating to diagnostic departments 3.2 Medical abbreviations relating to diagnostic tests 3.3 Medical terminology relating to specialist medical areas	16
LO4 know medical terminology relating to pharmacology	4.1 Meaning of pharmaceutical abbreviations Individual classifications of medicines 4.2 Individual classifications of medicines	10
LO5 Know the meaning of abbreviations relating to medical qualifications	5.1 Meaning of abbreviations relating to medical qualifications	4
Total marks for sections:		80 marks
Total marks for exam:		80 Marks

Medical Administration Theory exam

The exam assesses:

- **Unit 302: Medical principles for the administrator.**

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
302 Medical principles for the administrator	L01 Recognise the principles of Preventive Medicine	1.1 Role of preventive medicine (PM) in a medical environment 1.2 Health aspects routinely targeted by PM 1.3 Role of the medical administrator in supporting PM 1.4 Purpose of screening and diagnostic tests	
	L02 Understand the principles of infection	2.1 Different types of pathogenic micro-organisms 2.2 Ways in which pathogenic micro-organisms may enter the human body 2.3 Indications of infection in the body 2.4 Methods of controlling cross infection in a medical environment.	

LO3 Understand the role and function of the diagnostic departments	3.1 Main sections of diagnostic departments 3.2 Key job roles in the diagnostic departments 3.3 Ways in which staff and public are protected from the harmful effects of radiation.	48
LO4 Understand the principles of medical ethics and medical etiquette	4.1 Medical ethics and medical etiquette 4.2 The importance of maintaining patient confidentiality 4.3 How confidentiality can be maintained within a healthcare environment.	
LO5 Understand the principles regarding drugs used in medicine	5.1 Role and responsibilities of a pharmacist 5.2 Current legislation which controls the production, storage and prescribing of drugs in the uk 5.3 Publications which give information regarding drugs and medical dressings licensed for use in the uk 5.4 Generic and proprietary drug names, prescribing procedures and classification of drugs	
	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 three ways in which pathogenic micro-organisms may enter the human body.	(1 mark for any of the following up to a maximum of 3 marks) <ul style="list-style-type: none"> • inhalation • ingestion • inoculation • body fluids • via the placenta
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. Identify two methods by which the medical administrator can promote preventive medicine in their workplace.	a. (1 mark for any of the following up to a maximum of 2 marks) <ul style="list-style-type: none"> • Procurement and display of suitable leaflets and posters

'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.

- Tagging medical records/electronic pop-ups so that opportunistic advice can be given by a clinical
- Organising health awareness events

b. Describe **two** reasons why preventive medicine is important in promoting good health throughout the population.

b.
(1 mark for any of the following up to a maximum of 2 marks)

- It keeps the population informed about ways in which they can keep themselves healthy
- Helps to prevent disease, saving the cost of treatment
- Early diagnosis may mean treatment is more successful and less costly

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 how the moral code of conduct is maintained within a medical environment **and** the limitations of the medical administrator when giving advice to patients?

Mark scheme

Indicative content to include:

Moral code of conduct = ethics

- Treating people equally without any form of prejudice
- Maintaining patient confidentiality
- Not criticising doctors or colleagues
- Whistleblowing

It is unethical for a medical administrator to offer personal advice to patients but instead should refer them to the GP/Consultant/Practice Nurse or draw their attention to the leaflets/posters which are available.

It is the medical administrator's responsibility to check that all leaflets and posters offering advice to patients are checked and approved by the GP/Consultant/Practice Nurse.

Repercussions/implications for the medical administrator if they offer personal advice could include:

- Disciplinary warnings or dismissal
- The GP/Consultant is liable for the actions of all their employers and any incorrect advice offered by the administrator could result in a complaint or their employer being sued.

Examples of maintaining confidentiality could include:

- avoid gossiping about a patient anywhere/to anybody
- avoid speaking about a patient to colleagues where they can be overheard by others
- any discussion about patients should be carried out in an area away from patients
- avoid leaving information on a computer screen where it may be seen by others

- keep the screen turned away from patients
- use of a screen saver when not inputting information
- log off the computer immediately after use
- not leaving paperwork containing patient information on desks or in areas where it can be seen by others
- file patient notes and medical results as quickly as possible
- place sensitive information into a sealed envelope/bag when transporting it from one department to another.

Band 1 (1 – 4 marks)

Limited response showing a minimal awareness of the moral code of conduct and of the medical administrator's role in offering personal advice to patients. There may be reference to either/or the moral code of conduct and the importance of maintaining confidentiality. The response may be limited to one example in each case. The response concerning giving personal advice to patients may be limited to just saying that they are not allowed to give advice with no development.

To access the higher marks in the band, the response will include some awareness of the moral code of conduct ie it is concerned with the moral code of ethics with a couple of examples and the role of the medical administrator's in offering personal advice to patients. The answer may be further developed to include the possible implications of giving personal advice. The reference to the importance of maintaining confidentiality may include three or four examples as to how it can be maintained.

Example band 1 response

Lower band

Medical ethics is the moral code of conduct. The medical administrator should never give advice to patients. An example of maintaining confidentiality could include not talking about a patient to anyone else.

Higher band

Medical ethics is the moral code of conduct eg maintaining confidentiality. Examples of maintaining confidentiality could include not talking about a patient to anyone else and not leaving any information on the computer where other people can see it.

The medical administrator should never give advice to patients but should refer them to the GP or nurse.

Band 2 (5 – 8 marks)

A more detailed and developed response of the moral code of conduct and the role of the medical administrator in giving personal advice. Their answer may include a more detailed explanation concerning the maintenance of confidentiality and discussion of their limitations in giving advice to patients.

To access the higher marks in the band, the response will include a clearer understanding of the importance of maintaining medical ethics and the role of the medical administrator in giving advice to patients with a more detailed examples of their limitations and implications.

Example band 2 response**Lower band**

Medical ethics is the moral code of conduct for health professionals. Examples of medical ethics include maintaining confidentiality and treating people equally without any form of prejudice. A medical administrator can help to maintain patient confidentiality in a number of ways for example avoiding gossiping about patients anywhere or to anybody and avoiding speaking about a patient to colleagues where they can be overheard by others.

It is unethical for a medical administrator to give medical advice to patients but instead should refer them to the GP/Consultant or Nurse.

Higher band

Medical ethics is the moral code of conduct for health professionals. Examples of medical ethics include maintaining confidentiality, not criticising doctors or colleagues and treating people equally without any form of prejudice. The maintenance of confidentiality is important to both the healthcare staff and the patients.

A medical administrator can help to maintain patient confidentiality in a number of ways for example avoiding gossiping about patients anywhere or to anybody and avoiding speaking about a patient to colleagues where they can be overheard by others.

It is unethical for a medical administrator to give medical advice to patients but instead should refer them to the GP/Consultant or Nurse or draw their attention to the leaflets/posters which are available. If a medical administrator did give medical advice then they could be subject to a disciplinary warning or dismissal.

Band 3 (9 – 12 marks)

A thorough response with a fully developed awareness of the role of the medical administrator in maintaining medical ethics with comprehensive examples that includes confidentiality. There will be a sound understanding of the limitations and implications of the medical administrator in giving health promotion or any other types of advice to patients.

Candidates will provide a credible, coherent and comprehensive discussion of the importance of maintaining medical ethics that include confidentiality. The answer will include the Acts and regulations, with specific examples of these and the consequences of any breaches/disclosure of confidential information. Their answers will include a comprehensive response regarding the limitations and implications of medical administrators giving advice in general and not just confined to health promotion.

To access the higher marks in the band, the response will include a very accurate discussion of how the medical administrator can maintain medical ethics and will include detailed, clear and accurate examples of the importance of maintaining confidentiality, Acts, patients' rights etc. Their answers will include a comprehensive response regarding the limitations and implications of medical administrators giving advice in general and not just confined to health promotion.

Example band 3 response**Lower band**

Medical ethics is the moral code of conduct for health professionals. Examples of medical ethics include maintaining confidentiality, not criticising doctors or colleagues and treating people equally without any form of prejudice.

The maintenance of confidentiality is important to both the healthcare staff and patients because it helps to generate trust between the patient and the clinician. The patient will know that anything that they tell the clinician will not be divulged, even after death.

A medical administrator can help to maintain patient confidentiality in a number of ways for example avoiding gossiping about patients anywhere or to anybody; avoiding speaking about a patient to colleagues where they can be overheard by others; not leaving paperwork containing patient information on desks or in areas where it can be seen by others and by filing patient notes and medical results as quickly as possible.

It is unethical for a medical administrator to give medical advice to patients but instead should refer them to the GP/Consultant or Nurse or draw their attention to the leaflets/posters which are available. If a medical administrator did give medical advice then they could be subject to a disciplinary warning or dismissal. GPs and Consultants are also liable for the actions of all their employees.

Higher band

Medical ethics is the moral code of conduct for health professionals. Examples of medical ethics include treating people equally without any form of prejudice; maintaining patient confidentiality, not criticising doctors or colleagues and whistleblowing.

The maintenance of confidentiality is important to both the healthcare staff and patients because it helps to generate trust between the patient and the clinician. The patient will know that anything that they tell the clinician will not be divulged, even after death. In addition all healthcare and medical administrative staff have to comply with legislation such as the Data Protection Act with regard to written information about the patient.

A medical administrator can help to maintain patient confidentiality in a number of ways for example avoiding gossiping about patients anywhere or to anybody; avoiding speaking about a patient to colleagues where they can be overheard by others; not leaving paperwork containing patient information on desks or in areas where it can be seen by others; using a screen saver when not inputting information and by filing patient notes and medical results as quickly as possible.

It is unethical for a medical administrator to give medical advice to patients but instead should refer them to the GP/Consultant or Nurse or draw their attention to the leaflets/posters which are available. Any leaflets or posters offering medical advice to patients should always be checked and approved by the GP/Consultant or Practice Nurse. If a medical administrator did give medical advice then they could be subject to a disciplinary warning or dismissal. It is important to remember that a GP/Consultant is liable for the actions of all their employees and any incorrect advice offered by the administrator could result in a complaint or their employer being sued.

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 “blue”? a. Chromo- b. Cyano- c. Leuco- d. Xantho-	b
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.	What is the medical term for the ‘vomiting of blood’?	haematemesis

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>