

3625-30 Level 3 Advanced Technical Diploma in Health and Care (540) / 3635-31 Level 3 Advanced Technical Extended Diploma in Health and Care (1080)

November 2017 Version 2-1

Guide to the examination

| Version and date | Change detail | Section |
|------------------------------|--|--------------------------|
| 2-0 February 2018 | Extended response question example has been replaced | Guidance, Question types |
| | Short answer question example has been replaced | Guidance, Question types |
| November 2017 Version 2-1 | Amendment to number of resit opportunities | Details of the exam |

Who is this document for?

This document has been produced for centres who offer **City & Guilds Level 3 Advanced Technical Diploma in Health and Care (540) and Level 3 Advanced Technical Extended Diploma in Health and Care (1080)** 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

- **Health and Care** – Theory exam (2 hours).

The exam is 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 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 exam for this qualification can be taken either on paper (3625-530) or online (3625-030).

Can candidates resit the exam?

Candidates who have failed an exam or wish to retake it in an attempt to improve their grade, can do so **twice**. The third and final retake opportunity applies to Level 3 only. The best result will count towards the final qualification. If the candidate fails the exam three times then they will fail the qualification.

How the exam is structured

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

- approximately 12-15 short answer questions
- 1 extended response question.

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 exam for this qualification are:

| Assessment objective | Mark allocation (approx %) |
|--|----------------------------|
| <i>The candidate..</i> | |
| AO1 Recalls knowledge from across the breadth of the qualification | 35% |
| AO2 Demonstrates understanding of concepts, theories and processes from a range of learning outcomes. | 50% |
| AO4 Applies knowledge, understanding and skills from across the breadth of the qualification in an integrated and holistic way to achieve specified purposes. | 15% |

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

The exam assesses:

- **Unit 301: Introduction to health and care**
- **Unit 303: Equality and diversity in health and care**
- **Unit 304: Effective communication in health and care settings**
- **Unit 306: Safe working in health and care**

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 |
|--|--|---|-----------------|
| 301 Introduction to health and care | L01 Understand health and care provision | 1.1: Health service provision 1.2: Care service provision 1.3: Why different groups of people require health and care support 1.4: Care settings and types of carers | 5 |

| | | | |
|---|---|--|----|
| 303 Equality and diversity in health and care | LO1 Understand how legislation and standards support the promotion of equality, citizenship and inclusivity | 1.1: Legislation which supports the promotion of equality, citizenship and inclusion. 1.2: Categories of discrimination 1.3: Care worker's responsibilities in relation to promotion of equality, citizenship and inclusion. | 14 |
| | LO2 Understand anti-discriminatory practice | 2.1: Prejudice, discrimination and stereotyping 2.2: Key terms related to anti-discriminatory practice | |
| | LO3 Know the effects of discrimination on individuals in receipt of health and care services | 3.1: Effects and impact of discrimination on individuals and groups | |
| | LO4 Understand how to challenge discriminatory practice | 4.1 Challenging discrimination within the care setting to encourage positive change | |
| | LO5 Know strategies to promote equality in a health and care setting. | 5.1: Exploration of equality 5.2: Barriers to equal opportunities 5.3 Strategies to promote equality in care | |
| Unit 304 Effective communication in health and care settings | LO1 Understand theories of interpersonal communication and interaction | 1.1: Written communication 1.2: Theories relating to interpersonal communication 1.3: Non-verbal and verbal interpersonal communication components 1.4: Misinterpreting communication 1.5: Technologies supporting communication | 16 |

| | | | |
|---|---|--|----|
| | LO2 Understand factors which influence interpersonal communication and interaction | 2.1: Positive and negative factors influencing communication 2.2: External influences on effective communication 2.3 Dealing with potential barriers to communication | |
| | LO3 Apply communication skills and strategies to interpersonal care in work practice | 3.1 Interpersonal communication and person centered care 3.2 Demonstrating good work practice | |
| Unit 306 Safe working in health and care | LO1 Understand how legislation, policies and procedures should keep everyone safe and healthy | 1.1 Health and safety legislation 1.2 Policies and procedures 1.3 Risk assessments 1.4 Assessing hazards and risks | 16 |
| | LO2 Understand how to move and handle people and objects safely | 2.1 Principles of safe moving and handling 2.2 Potential risks when transferring care receivers 2.3 Dignity and respect when moving care receivers 2.4 Moving and handling equipment and aids | |
| | LO3 Understand how to apply security measures | 3.1 Security measures in health and care environments 3.2 Fire prevention 3.3 Reporting accidents | |

LO4 Apply infection control measures in health and care environments

4.1: Infection routes
4.2: Preventing the spread of infection
4.3 Cleaning procedures

Total marks for sections: 51 marks

Integration across units*: 09 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.

| Question type: | Example question | Example question: |
|--|---|--|
| <p>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.</p> | <p>Describe two potential consequence of discrimination for a transgender individual. (2 marks)</p> | <p>One mark each for description of any two of the following, up to a maximum of two marks:</p> <ul style="list-style-type: none"> • disempowerment • disenfranchisement • lack of access to services • limited life chances • marginalisation • limited opportunities. |
| <p>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 'recall'/'state'/'describe' question followed by an 'explain' to draw out understanding of the topic. They usually have a shared</p> | <p>a) Describe how infection may be spread from person to person. (2 marks)</p> <p>b) Explain how to prevent the spread of infection. (3 marks)</p> | <p>a) One mark each for a description of any two of the following routes:</p> <ul style="list-style-type: none"> • by inhalation when microbes exhaled or discharged into the atmosphere by an infected person are inhaled by and infect another person • by ingestion when organisms capable of infecting the gastro-intestinal tract are ingested, these organisms are excreted in the |

introductory 'stem', and the number of marks may increase through the question.

faeces of an infected person, causing faecal-oral spread to occur

- by skin contact when one person infects the next by direct person-to-person contact
- when an infectious agent enters the body through breaks in the skin such as cuts or grazes
- through direct exposure to bodily fluids such as blood, urine, vomit, and faeces

b) One mark each for an explanation of any one of the following, up to a maximum of three marks:

- wearing uniforms
- not wearing jewellery
- following COSHH regulations
- appropriate footwear to the setting
- Personal Protective Equipment (PPE)
- use of nail varnish, nail extensions, nail length
- ensuring own clothing is clean and appropriate
- washing hands before and after any personal care task
- washing hands when going into and out of health and care environments
- taking time off work if they are not well if there is a risk they could spread infection to those being cared for
- washing hands after: using the toilet, blowing their nose, contact with animals, handling clinical waste, removal of protective gloves and aprons.

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

Ffion is 10 years old and has cerebral palsy. She uses a wheelchair at the school she attends. Ffion's parents are meeting the Special Educational Needs Co-Ordinator to discuss how Ffion's needs are met at school and what the family need to know to support her in the future.

Discuss how Ffion's needs and the needs of her family can be met. (9 marks)

Mark scheme

Indicative content to include:

- Types of carers professional support roles, informal, family, personal assistants.
- Job roles, professionals who may support include SENCOs through SEN framework, learning support teacher, speech and language therapist, clinical psychologist, educational psychologist, occupational therapist to identify specialist equipment, GP, Social Worker
- Sector skills councils - Skills for health/care
- The Equality Act 2010 – equality and fair treatment, protected characteristics
- The Children and Families Act (2014) single assessment process and an Education, Health and Care (EHC) plan to support children and families
- Special Educational Needs (SEN) Code of practice
- Ofsted to inspect provision against published standards in 6 key areas such as safety of children and their achievement
- May face disempowerment, a lack of access to services, limited life chances and marginalization
- May face lack of equality of opportunity and treatment and inequality in employment
- May be a victim of bullying
- Effects of discrimination - lack of self-worth, lack of development of a positive identity, loss of rights
- Humanistic person-centred approach to communication, cognitive development
- May need specialist methods of communication

- May misinterpret communication as a result of cognitive impairment
- Resource restraints on purchasing new and emerging technologies in the school – restricting potential choice of communication aids
- Self-esteem may be low and affect communication message or level of understanding misunderstood
- Staff may make false assumptions about level of communication ability
- Data Protection Act 2004.
- School policy and practice of sharing information
- Physical and cognitive impairment may be potential barrier
- Staff may overcome any communication barriers by signing, using pictures or symbols or objects of reference
- Staff will need to maintain up to date knowledge in respect of care practices
- Record and report any information in an accurate and legible way
- Impact on Ffion of poor communication, understand her specific communication needs
- Purpose of a risk assessment and steps to take in her care
- Personal care and risks from soiled clothes and linen
- Disposing of hazardous substances
- Consequences of poor hygiene
- Potential risks
- Equipment
- Reporting accidents
- Hand washing and prevention of spread of infection
- Personal Protective Equipment

Band 1 (0-3 marks)

Basic discussion displaying an adequate level of recall of knowledge of managing Ffion's physical and learning needs. Some indication of potential risks faced. Brief or no description of communication difficulties, impacts and recommendations to overcome them. Limited or no reference to sources of support and standards which govern it. Minimal justification to challenges which parents and child might face.

To access the higher marks in the band, the candidates' response will indicate satisfactory knowledge of the importance of communication when supporting Ffion.

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|-------------------------|
| Example band 1 response |
|-------------------------|

Ffion's parents need to know that staff are specially trained to teach her. Staff who support her personal care needs know how to prevent infection spreading and keep her safe. They use PPE and wash their hands when they help her use the toilet. A risk assessment is completed so staff know what Ffion can do herself and it is up to date. Ffion might not understand what a teacher is saying if they do not use language she can understand or do not use a way of communication that she is used to. They could use a communication board where Ffion can choose letters to communicate to help her.

Ffion will experience a wide range of challenges, she might have low self-esteem and other people might assume that she cannot do things when she can, and this will be very frustrating for her. Ffion might not get the chance to do everything that her friends do when she is older because of her disability. Her mum and dad could help and support her by speaking to teachers at Ffion's school, making them aware of what she likes and how she communicates. The teachers can talk to the parents about the Special Education Plan and what to do if she is being bullied or does not get equal opportunities.

Band 2 (4-6 marks)

Detailed discussion displaying good recall and understanding of managing Ffion's physical and learning needs. Explanation of potential risks faced, and the management of the risks. Explanation of communication difficulties and recommendations for specific strategies that might be used to overcome them with links to specific sources of support and standards which govern it. Reasonable attempt at providing justification of the challenges faced by the child and the parents.

To access the higher marks in the band the answer should indicate challenges in the present and future and identify specific professional sources of support.

Example band 2 response

At Ffion's school there will be a Special Educational Needs code of practice which will have information for Ffion and her parents about what services they can expect to be provided. Ffion is also protected by the Equality Act 2010 because she has a disability that is long term and it affects her ability to do normal daily activities. The staff should use a humanistic person-centred approach to supporting and communicating with Ffion so that her individual needs are met. They should know how she is developing cognitively so that they can support her and could use Maslow's hierarchy of needs theory to explain to her parents the importance of her trying to meet her full potential. If she gets this support, it will help to raise her confidence and self-esteem. Ffion may benefit from using an electronic communication board or might use sign language if she is unable to verbalise her ideas. There are eye tracking devices that Ffion might use if she does not have enough fine motor skill to sign. A speech and language therapist would be involved to help identify the correct equipment to help and a physiotherapist would give her exercises to help improve her movement.

Ffion's physical difficulty also needs to be met and an occupational therapist could identify equipment. Staff will need to do a risk assessment if they need to transfer her from her wheelchair to a toilet for example. When they support her with personal care they will need to wear protective equipment to keep themselves and Ffion safe from infection and wash their hands before and after completing the action.

Ffion may also experience challenges in the future such as not having equal opportunities in her life choices and inequality in employment when she leaves school because employers do not understand what she can do and only see the disability. Scope is a charity for people with cerebral palsy which Ffion's parents could contact, and they have local support groups and telephone helplines.

Band 3 (7-9)

Comprehensive and clear discussion displaying excellent knowledge and understanding of how to manage Ffion's physical and learning needs. Detailed discussion of potential risks faced in supporting physical needs, and the management of the risks. Strong examples are used to illustrate points.

Detailed explanation of potential communication difficulties and recommendations for support strategies that may be used to overcome these challenges with links to specific or a range of support. Good analysis and justification of the potential challenges that the child and parents may face.

To access the higher marks in the band, the response will be clear, concise, coherent and comprehensive, with all relevant aspects considered. Links are made to the use of current standards and codes of practice in the support offered.

Example band 3 response

Ffion has cerebral palsy which means that she will have a support worker to assist her with personal care needs such as using the toilet or bathroom and getting changed. She might need help to eat at lunchtime if she is not very co-ordinated. To use equipment in the bathroom there will need to be a current risk assessment with 5 steps completed including identifying hazards, evaluating risks and deciding on the precautions needed. It will identify and take reasonable steps to control the risks of her having an accident. The health and safety risks will be recorded as part of Ffion's EHC plan as required by the Children and Families Act 2014 which put all the planning in a single assessment process. The support worker will use PPE so that the risk of spread of infection is reduced and if she must deal with soiled clothing a special container should be used. Every time the support worker helps Ffion she will wash her hands using the 6-step hand hygiene hand method before and after helping to prevent germs spreading.

The Special Educational Needs (SEN) Code of practice means that Ffion's specific needs will have been assessed and support put in place, so she might have a speech and language therapist to help her communicate or a physiotherapist to help her with physical movement and co-ordination. In school there will be a designated Education Needs Coordinator who will support the other teachers and help Ffion's parents to identify ways to help Ffion and to access specialists. It is their job to monitor Ffion's progress and make sure that support is working. If it is not working, new targets should be written to tackle those areas. They will hold regular review meetings to discuss progress with Ffion's parents. The SENCO could give information to Ffion's parents about SCOPE which is a charity offering support to people with cerebral palsy. Ffion's parents could look at their website or join one of the support groups to get more information.

The teacher will be aware of Maslow's hierarchy of needs and build up her self-esteem by praising her and making sure she has new challenges which are achievable to make her feel good about herself. When she does something new, Ffion will feel pleased with her own success and see that she can cope with challenges.

The staff may use specialist equipment to help Ffion communicate such as adapted keyboards on the computer, word boards or audio-visual aids which help her to learn. Because Ffion uses a wheelchair she will need extra space to move around, so she can communicate easily with other children in the classroom and not be stuck on her own.

Ffion will be going through puberty soon but might not understand the changes in her body. She may gain weight and become clumsier and her muscles could be affected as she grows. She may become socially isolated as she will not understand how to deal with changes and this could lead to her being bullied and she won't want to see people outside school. Ffion's parents could help her to socialise by supporting her to hang out with her friends and do what they can but tell her what changes to expect before they happen.

In the longer-term Ffion might experience discrimination because she has a disability, but she will have protection under the Equality Act 2010 which makes this illegal. It will not stop all discrimination happening so Ffion's parents should be prepared to support her when she experiences discrimination. She might not be able to access the same opportunities in employment because of her disability so her parents could support her to be positive in looking at what she can do rather than thinking about what she cannot do and so help her to have good self-esteem

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: <http://www.cityandguilds.com/qualifications-and-apprenticeships/health-and-social-care/care/3625-technical-qualifications-in-health-and-care#tab=documents>

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>