

0172-26 Level 2 Technical Certificate in Equine Care

2019

Qualification Report

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Introduction

This document has been prepared by the Chief Examiner and Principal Moderator; it is designed to be used as a feedback tool for centres in order to enhance teaching and preparation for assessment. It is advised that this document is referred to when planning delivery and when preparing candidates for City & Guilds Technical assessments.

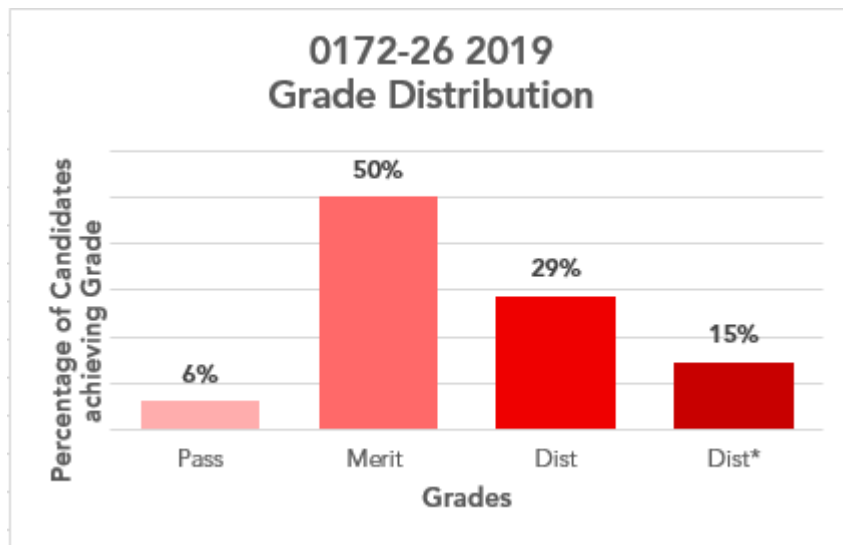
This report provides general commentary on candidate performance in both the synoptic assignment and theory exam. It highlights common themes in relation to the technical aspects explored within the assessment, giving areas of strengths and weakness demonstrated by the cohort of candidates who sat assessments in the 2019 academic year. It will explain aspects which caused difficulty and potentially why the difficulties arose.

The document provides commentary on the following assessments:

- 0172-526 Level 2 Equine Care - Theory exam
 - March 2019 (Spring)
 - June 2019 (Summer)
- 0172-025 Level 2 Equine Care - Synoptic assignment

Qualification Grade Distribution

The approximate grade distribution for this qualification is shown below:



Please note City & Guilds will only report qualification grades for candidates who have achieved all of the required assessment components, including Employer Involvement, optional units and any other centre assessed components as indicated within the Qualification Handbook. The grade distribution shown above could include performance from previous years.

Theory Exam

Grade Boundaries

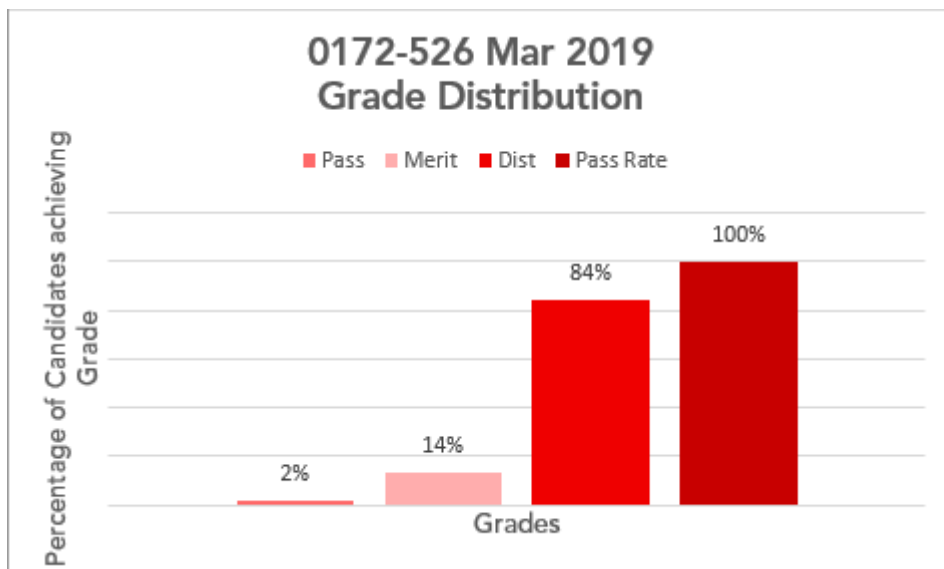
Assessment: 0172-526

Series: March 2019 (Spring)

Below identifies the final grade boundaries for this assessment, as agreed by the awarding panel:

Total marks available	50
Pass mark	20
Merit mark	28
Distinction mark	36

The graph below shows the approximate distributions of grades and pass rate for this assessment:

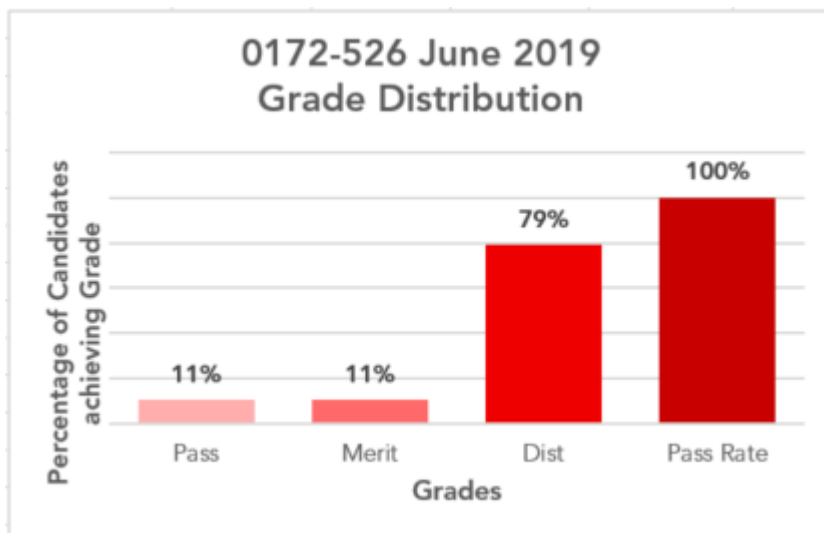


Assessment: 0172-526
Series: June 2019 (Summer)

Below identifies the final grade boundaries for this assessment, as agreed by the awarding panel:

Total marks available	50
Pass mark	20
Merit mark	27
Distinction mark	35

The graph below shows the approximate distributions of grades and pass rate for this assessment:



Chief Examiner Commentary

Assessment component: 0172-526

Series 1 (March)

Candidates gave a wide range of responses across the question paper. AO1 questions were answered correctly overall showing a good breadth of knowledge across the units assessed in the question paper. For example, Lungeing and working in the equine industry. Some areas were not answered effectively with poor responses showing a lack of depth of knowledge. For example, ring worm, considerations for feeding plans and actions to take with sick horses. Overall, this paper was answered better than previous series.

Unit 217

This unit focuses on various topics in relation to the feeding and watering of horses. Candidate responses showed both strengths in knowledge and understanding in some topics and weaknesses in others. The main area of strength for this unit was around rules of feeding and reasons for monitoring horses. The topics which were answered least effectively included a question related to developing a feeding plan.

Unit 222

This unit focuses on the principles of lungeing horses and how they can be applied in practice. The topics of this unit assessed in the question paper related to understanding the reasons why horses are exercised from the ground. Candidate responses showed a high level of knowledge and understanding on the topic. The main area of strength for this unit was around methods of observing a horse's movements and reasons for lungeing.

Unit 231

This unit focuses on various topics in relation to equine health and welfare. Candidate responses showed both strengths in knowledge and understanding in some topics and weaknesses in others. The main areas of strength for this unit were on questions relating to mud fever, behaviour, strangles and euthanasia. The topics which were answered least effectively included a question related to ringworm.

Unit 232

This unit focuses on various topics in relation to working in the equine industry. The topic of employment rights and responsibilities was tested in the question paper. Candidate responses showed a high level of knowledge and understanding on the topic.

Unit 234

This unit focuses on various topics in relation to horse tack and equipment. Candidate responses showed both strengths in knowledge and understanding in some topics and weaknesses in others. The main areas of strength for this unit were around types of rug. The topics which were answered least effectively included a question related to pelhams.

Integration across units

The scenario-based questions cover a range of units which are assessed on the question paper. Candidates are expected to refer to the information given in each individual scenario in order to answer the related questions. Candidate responses again showed both strengths in knowledge and understanding in some topics and weaknesses in others. The main areas of strength for the questions were around considerations of tack and health and safety. The topics which were answered least effectively included a question related to first actions needed for an unwell horse.

Series 2 – (June)

Candidates gave a wide range of responses across the question paper. AO1 questions were answered correctly overall showing a good breadth of knowledge across the units assessed in the question paper, for example, feeding and watering and working in the equine industry. Some areas were not answered effectively with poor responses showing a lack of depth of knowledge, for example, equine influenza and topical treatments. Overall, this paper was answered better than previous series.

Unit 217

This unit focuses on various topics in relation to the feeding and watering of horses. Candidate responses showed strengths in knowledge and understanding in most topics and weaknesses in others. The main area of strength for this unit was around identifying feed stuffs, water sources and forage to concentrate ratios.

Unit 222

This unit focuses on the principles of lungeing horses and how they can be applied in practice. The topics of this unit assessed in the question paper related to understanding the reasons why horses are exercised from the ground. Candidate responses showed a high level of knowledge and understanding on the topic. The main area of strength for this unit was around methods of benefits and reasons for lungeing.

Unit 231

This unit focuses on various topics in relation to equine health and welfare. Candidate responses showed both strengths in knowledge and understanding in some topics and weaknesses in others. The main areas of strength for this unit were on questions relating to signs of health, behavioural disorders and sweet itch. The topics which were answered least effectively included questions related to influenza, parasites and topical treatments.

Unit 232

This unit focuses on various topics in relation to working in the equine industry. The topic of employment rights and responsibilities was tested in the question paper. Candidate responses showed a high level of knowledge and understanding on the topic. The main strength seen in the unit was around the topic of employment rights.

Unit 234

This unit focuses on various topics in relation to horse tack and equipment. Candidate responses showed strength in knowledge and understanding in most topics. The main areas of strength for this unit were around types of rug, types of boots and identifying nose bands.

Integration across units

The scenario-based questions cover the range of units which are assessed on the question paper. Candidates are expected to refer to the information given in each individual scenario in order to answer the related questions. Candidate responses again showed both strengths in knowledge and understanding in some topics and weaknesses in others. The main areas of strength for the questions were around considerations of equine welfare and employee responsibilities. The topics which were answered least effectively included a question relating to a sick horse.

Synoptic Assignment

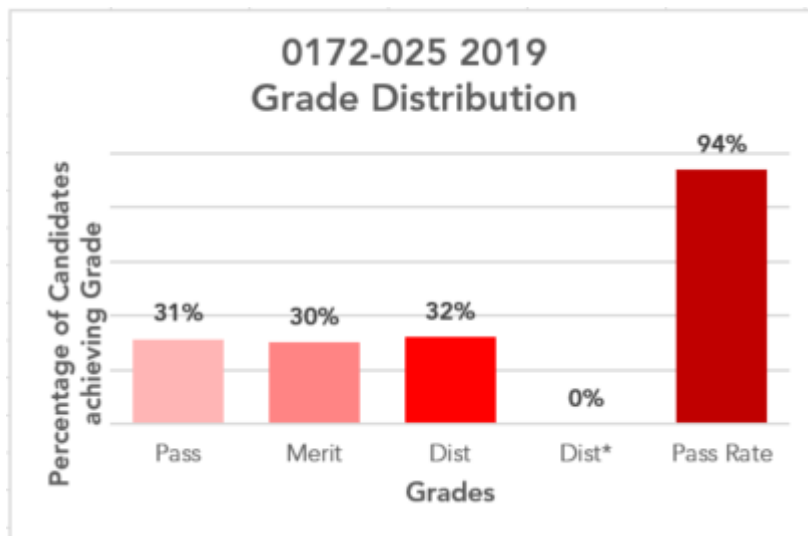
Grade Boundaries

Below identifies the final grade boundaries for this assessment, as agreed by the awarding panel:

Assessment: 0172-025
Series: 2019

Total marks available	60
Pass mark	24
Merit mark	33
Distinction mark	42

The graph below shows the approximate distributions of grades and pass rate for this assessment:



Principal Moderator Commentary

The synoptic assessment consisted of an assignment brief centred around students working as a groom on a large full livery yard specialising in retirement livery. The practical tasks within the assessment were focused on candidates undertaking routine duties and care activities and tacking up and lunging. Other aspects of the brief assessed the theoretical knowledge of the candidates with the scenarios of producing a code of conduct for working on a yard and a care plan for an individual horse.

The assessment covered a wide range of topics from the mandatory module content and allowed for all levels of candidate ability to be stretched and challenged. The practical tasks, in particular, assessed skills which are strongly related to activities candidates would be expected to undertake in future industry employment.

AO1

Most candidates showed an appropriate range of knowledge across the qualification. The evidence showed sound knowledge and the depth and range was consistent with level 2 candidate ability. On the whole, the evidence provided showed accuracy with only minor misunderstandings seen. Some learners were able to demonstrate a greater depth of theoretical knowledge, whereas others demonstrated a greater depth of practical knowledge. The majority of the candidates gained marks within the middle band of the assessment objective marking grid.

AO2

Most candidates showed a good understanding from across the qualification. Explanations were mostly logical and detailed in some areas, especially in the practical tasks. There were some links made between under pinning theory and practice which came through in both theoretical tasks and through tutor feedback on the practical tasks. The vast majority of the candidates gained marks for AO2 in the middle banding on the assessment objective marking grid.

AO3

Candidate performance showed variation on the application of practical/technical skills. The evidence of skills seen varied between limited quality of work and some awkwardness of implementation up to excellent and confident practical skills. Students gained AO3 marks from across the whole of the banding on the assessment objective marking grid. Candidates appeared to be well prepared for the practical assessments. Care should be taken when awarding marks for this AO, it is linked only to the practical application of skill and not the understanding of the practical application.

AO4

As in previous years candidate performance varied on the AO of bringing it all together. On the whole candidates did show evidence of this, using their knowledge, understanding and skills during tasks to bring it all together. The vast majority of candidates gained AO4 marks in the middle banding of the assessment objective marking grid and this was generally in line with the candidate's performance on AO1 and AO2.

AO5

Candidate performance varied on the level of attention to detail and perfecting during the assessment. The performance varied from showing some attention to detail to highly focused on the assessment outcomes. Students gained AO5 marks mainly in the middle and upper banding of the assessment objective grid with a smaller number who were graded in the lower banding of the marking grid and this was generally in line with the candidate's performance in AO3.

Best practice.

Most centres provided tutor written feedback of the candidates' practical performance which was detailed and showed the quality of the candidates' performance across the practical tasks. This

written evidence [Practical Observation Form] is the key evidence required for the moderation of the practical tasks in the synoptic assessment. Some centres produced PO forms that were limited in detail. Focusing on the quality of the tutor written feedback is important moving forward.

There were a small number of occurrences where the overall marks had been added up incorrectly and there were also a small number of occurrences where the incorrect marking grid had been used for this qualification. Care should be taken to ensure this administrative aspect is correct when marking and uploading to the platform. Centres should also ensure the standardisation declaration is uploaded for the qualification. This is best to be uploaded to the documents tab on the moderation platform.

Where there is more than one marker within the qualification centres should ensure that the evidence that is uploaded for each candidate is in the same detail and is consistent across the cohort. A small number of centres uploaded tutor written evidence on the POF and CRF that varied in detail between assessors. A consistent approach between markers will enable the moderation process to be undertaken without hindrance.

Where tutor and candidate evidence is uploaded in a handwritten format care should be taken to ensure all evidence is fully legible and that both sides of the paper/evidence are scanned. It is best practice to word process evidence.

Overall the vast majority of centres produced high quality evidence which aided the moderation process. Best practice is seen with the inclusion of the following evidence.

Evidence uploaded to the portal in the following order:

- Declaration of authenticity
- Detailed CRF [one completed for the entire assessment]
- AO3 written feedback on the CRF summarises the practical performance.
- Detailed practical observation forms or centre produced equivalent.
- Candidate notes [if used] which are clearly differentiated from assessment evidence.