

Level 3 Technicals in Animal Management 0172-035/535

Part of 0172-32

May 2019 Version 2.0

Guide to the examination

Version and date	Change detail	Section
V2.0 28 May 2019	Level 3 third retake opportunity guidance added	1. Details of the exam

Who is this document for?

This document has been produced for centres who offer **City & Guilds Level 3 Advanced Extended Diploma in Animal Management (Zoos and Wildlife 720)**. 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

All candidates will take the following exam in the first year of the qualification:

- **0172-031/531 Level 3 Animal Management** – Theory exam (1).

This qualification has two possible pathways. The exam to be taken in the second year by a particular candidate will depend on the pathway chosen:

- **Zoos and Wildlife** – Theory exam (2 hours).
- **Animal Management and Science** – Theory Exam (2 hours).

In addition to the exams, synoptic assignments 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 links at the end of this document.

This guide covers the **Zoos and Wildlife** pathway theory exam. This exam is graded and a candidate must achieve at least a pass grade in order to be awarded the qualification.

When does the exam take place?

This qualification involves a two year programme of study. Candidates must take the exam at the end of the second year of study. 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 for each of the two years, 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

This exam can be taken either on paper or online.

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

The exam has a total of 60 marks available.

Each exam is made up of:

- 10-13 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

City and Guilds Technical 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 this exam for are:

Assessment objective	Mark allocation (approx %)
<i>The candidate..</i>	
A01 Recalls knowledge from across the breadth of the qualification	18%
A02 Demonstrates understanding of concepts, theories and processes from a range of learning outcomes.	62%
A04 Applies knowledge, understanding and skills from across the breadth of the qualification in an integrated and holistic way to achieve specified purposes.	20%

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

Zoos and Wildlife (720)

The exam assesses:

- **Unit 308: Wildlife ecology and conservation**
- **Unit 310: Exotic animal health and husbandry**
- **Unit 316: Zoological collections**

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
308 Wildlife ecology and conservation	LO1 Understand changes in global ecosystems	1:1 Global changes in ecosystems 1:2 Wildlife population changes in ecosystems 1:3 Reasons for global wildlife population fluctuations	13
	LO2 Understand national and international conservation strategies for wildlife and their habitats	2:1 National conservation strategies for wildlife and their habitats 2:2 International conservation strategies for wildlife and their habitats	
	LO3 Understand population dynamics	3:1 Predator prey interactions within wildlife populations 3:2 Types of evolution within animal populations	

310 Exotic animal health and husbandry	LO1 Understand sourcing and legislation of exotic animal species	1:1 Ethical sourcing of exotic animal species 1:2 Legislation associated with keeping exotic animal species in captivity 1:3 The impact of the five animal 'needs' on exotic animal welfare	14
	LO2 Understand the health, welfare and reproductive requirements of exotic animal species	2:1 The causes of ill health and consequences of poor welfare in exotic animal species from the range 2:2 How disease symptoms in exotic animal species are recorded, monitored and treated 2.3 Explore the reproductive strategies of exotic animal species	
316 Zoological collections	LO1 Understand the role of the modern zoo	1.1 The history and development of zoological collections 1.2 The role of modern zoos 1.3 Ethics in the zoo	21
	LO2 Understand techniques used to improve the lives of zoo animals	2.1 Use of welfare audit to evaluate animal welfare 2.2 Improving welfare through enrichment	
	LO3 Understand the systems for effective zoo operation	3:1 Zoo regulatory framework 3:2 Animal identification and record keeping 3:3 Dealing with emergencies in the zoo	
	LO4 Understand the requirements of zoo animal husbandry	4.1 Health and Hygiene and Biosecurity 4.2 Nutrition strategies in zoos 4.3 Principles of exhibit design Topic 4.4 Techniques for the handling and restraint of zoo animals	

Total marks for sections: 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.

Question type:	Example question:	Example response:
<p>Short answer recall 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>Fish species undergo many different reproductive strategies to optimise the success of breeding. State the characteristics of mouth brooders. (4 marks)</p>	<p>Indicative content: 1 mark for each of the following, maximum of 4 marks Differences:</p> <ul style="list-style-type: none"> • Mouth brooders carry eggs or larvae in their mouth (1) and these also hatch in their mouth (1) egg-spots are on the anal fin of a male (1) who then produces sperm to fertilise eggs (1)
<p>Short answer understanding 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>Explain of the role of the ‘gizzard’ (ventriculus) within the avian digestive system. (3 marks)</p>	<p>Indicative content: 1 mark for each of the following, maximum of 3 marks</p> <ul style="list-style-type: none"> • Gizzard – mechanical digestion takes place in this organ (1) powerful contractions to mix up food with digestive juices (1) grit helps the physical break up of the food (1)
<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</p>	<p>The marketing mix or ‘four Ps’ is crucial when determining a product or brand’s offer in a large pet retail store. a) Name the ‘four Ps’. (1 mark)</p>	<p>a) Indicative Content: 1 mark for the following response Four Ps – Price, product, promotion and place (1)</p>

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

b) Describe one way each of the 'four Ps' helps to generate sales. (4 marks)

b) Indicative Content: 1 mark for each description of each of the four Ps', maximum of 4 marks

- **Price** – how much the customer is willing to pay for a product (1) loyalty discounts for returning customers (1) competitive pricing strategies (1)
- **Product** – features and appearance of goods and services (1)
- **Promotion** – a way to inform customers about products (1) promotions offered to encourage sales (1) compete with rival businesses offering same/similar products (1)
- **Place** – point where products are presented and made available to customers (1)

Any other appropriate response.

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.

You are working as a Senior Keeper at a small zoological collection which houses a range of avian, aquatic and other zoo species. You have been given the responsibility of setting up the record systems used in the zoo.

You need to identify the different types of records kept within a zoo, any systems used and explain the importance of keeping these records.

Indicative content:

- Types of records - health and feeding records, daily diary, animal movements/ transportation, ZIMS, disease monitoring, treatments & control, water quality for aquatic species
- Financial records – budgets, accounts, taxation, invoices, wages

Band A (1 – 4 marks) - *The candidate briefly discussed some different types of records with limited consideration to linking these to a variety of species. Key points in relation to animal welfare were described but clear gaps in knowledge were present and limited understanding of the topics was shown. Technical terminology is used infrequently or inaccurately, with few or no links made to the importance of record keeping and business efficiency.*

To access the higher marks in the band, the candidate will have attempted to explain the reasons for keeping each record, but these justifications may not be accurate.

There are lots of different types of records that should be kept in a zoo. You should complete a daily record sheet that shows what the animal has eaten, any health issues and to record its behaviour. These records are important as they show whether the animal is healthy or not or whether it needs to see a vet. They also show whether the animal has any illnesses or injuries and if it needs to have medication. In a zoo, records can also be kept on the ZIMS record software so all the keepers have access to them. When keeping fish, information about the water quality should also be recorded in case it is not correct for the species of fish in the aquarium. Breeding records should also be

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- Disease - monitoring symptoms, dosages, vaccinations, quarantine
 - Animal welfare - identify abnormal behaviours, feeding patterns
 - Breeding/genetics - studbooks, prevent inbreeding, incubation
 - Correct identification of individual animals
 - History of animal - captive bred, wild caught, age, breeding history
 - Monitoring of aquatic systems - filtration, cleaning regimes
 - Legal requirements
 - Financial efficiency - monitoring business performance.
-

kept so that pregnant animals can be monitored and so that you know if the animals you are breeding are related to each other. Zoos need to keep records of any new animals they get and when animals are moved to other zoos. It is a legal requirement that zoos keep accurate records of all animal transfers. The zoo is a business so it also needs to keep records relating to the running of the business. The types of records would include records of staff information, wages and financial records such as accounts.

Band B (5 - 8 marks) - *The candidate discussed a wide range of different types of records in detail and linked these to a variety of species. Key points in relation to animal welfare were described with some gaps in knowledge present, but a good understanding of the topics was shown. Technical terminology is used frequently, but may have some inaccuracies. Links have been made between the importance of record keeping and business efficiency.*

To access the higher marks in the band, the candidate will have explained valid reasons for keeping each record, with some inaccuracies.

Zoos need to keep many different types of records. The most important records relate to the animals and should be completed on a daily basis. These records can be kept on a computer, paper based or the zoo may use a specialist record system such as ZIMS. These records should include information on feeding, health and behaviour. It is important to keep these records so that the animals can be

monitored so the zoo keepers know that they are healthy and standards of welfare are high. These types of records also help the keepers to know if an animal needs medication or if another keeper has already administered it to the animal. Breeding records must also be kept in the zoo. These are important to monitor an animal during pregnancy and also to make sure that the zoo is not breeding animals that are related to each other. For aquatic species, records should be kept on the water quality such as salt and pH levels. Fish can be very sensitive to changes in the water and it can cause the fish to become ill or die if the water quality is poor. Records of when animals breed are also important. These can show whether animals have bred before and if they had any previous issues. They can also be used to check if animals are related to each other. Breeding records should also be kept so that pregnant animals can be monitored to ensure the pregnancy goes smoothly and the keepers know when the female is due to give birth. For birds and reptiles, incubation records are also kept so that the length of incubation and the temperature is known. This information means that the eggs are more likely to hatch. It is a requirement under the Zoo Licensing Act for zoos to keep records of all animal transfers and movements. This is so that the animal's history is known and so that animals are moved as part of breeding programmes.

The zoo is a business so it also needs to keep accurate records relating to the running of the business. The zoo needs to make enough money to feed all the animals and pay the staff, so records of income and expenditure should be kept so that finances can be monitored and the zoo does not get into debt. The zoo would need to keep accurate accounts so that the business pays the correct amount of tax. Other types of records would be personnel records relating to the staff as well as records of any accidents or incidents in the zoo. These are important as they may be needed as evidence if someone tries to sue the zoo and are required by laws such as RIDDOR.

Band B (9 - 12 marks) *The candidate discussed a comprehensive range of different types of records and linked these clearly to a variety of species. Key points in relation to animal welfare were described in detail and a thorough understanding of the topics was shown. Technical terminology is used frequently and accurately and clear links have been made between the importance of record keeping and business efficiency.*

To access the higher marks in the band, the candidate will have explained valid, coherent reasons for keeping each record, with minor inaccuracies.

There are many different types of records which need to be kept by zoos. It is vital to keep accurate records about the different animals in the zoo and these should be updated on a regular basis, usually every day. The daily records can be kept in many different ways such as in a diary, on a spreadsheet or by using a specialist programme like ZIMS. ZIMS stands for Zoological Information Management System and there are lots of different programmes that zoos can use to record husbandry, health and breeding. These daily records are vital for monitoring the animals' health and welfare, making sure that the five animal needs are met and animals are healthy and showing natural behaviours. These records will also ensure that the zoo keepers are able to identify individual animals as marking or microchip numbers will be recorded. Health records should include information on the animal's weight, illnesses and medication. This will help to monitor any disease symptoms and ensure that medication has been given at the correct times. These records will also help the vets to come to a diagnosis when an animal is sick. Stud books are a specialised type of record relating to breeding zoo animals. These list lots of information about each species, including genetic background and history, previous breeding and enable zookeepers to know which animals are related, preventing inbreeding. Breeding records can also be used to monitor animals during gestation and to give an accurate due date. Records should also be kept for egg laying species such as birds and

reptiles. Eggs can be very sensitive to change during the incubation period so it is vital that correct temperatures and humidity are maintained and that the incubation period is known for each species. This will increase the chances of successful hatchings and healthy offspring. For aquatic species, such as fish and amphibians, the water should be regularly tested to ensure that it is correct for the species. Tests would check levels of pH, salinity, nitrates and ammonia. Amphibians and fish can be very sensitive to changes in the water and poor water quality can be the cause of many different illnesses and diseases, often leading to death of the animals.

It is also a legal requirement for certain records to be kept by the zoo. Under the Zoo Licensing Act 1981, the zoo must keep records of all animal movements and transfers, both into and out of the zoo. Daily records, veterinary records, records of any animal escapes, and stock records must also be kept as a legal requirement.

Business records must also be kept, again this may be a legal requirement such as up to date accounts and tax records. The zoo will need to monitor its income and expenditure to ensure that it is making enough money to keep running successfully. Personnel records will be kept; these would include information on wages, pay scales and training. These are important for the zoo to know that it has correctly trained staff, especially if housing dangerous animals, and to be able to contact next of kin in the event of an accident. All businesses also have a legal requirement to keep records under COSHH and RIDDOR. This ensures that the zoo is operating safe working practices and can be useful in the event of someone trying to sue the business.

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 exam paper 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: <https://www.cityandguilds.com/qualifications-and-apprenticeships/land-based-services/animal-management/0172-technical-in-animal-care-management-and-equine-care-management#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>