

# Level 3 Technicals in Animal Management 0172-037/537

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

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## Who is this document for?

This document has been produced for centres who offer **City & Guilds Level 3 Advanced Extended Diploma in Animal Management (Animal Management and Science 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 **Animal Management and Science** 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

The 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

Each exam has a total of 40 marks available.

Each exam is made up of:

- 8-10 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 the exam are:

Assessment objective	Mark allocation (approx %)
<i>The candidate..</i>	
AO1 <b>Recalls knowledge</b> from across the breadth of the qualification	28%
AO2 <b>Demonstrates understanding</b> of concepts, theories and processes from a range of learning outcomes.	50%

A04 **Applies knowledge, understanding and skills** from across the breadth of the qualification in an integrated and holistic way to achieve specified purposes. 23%

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## **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](http://www.jcq.org.uk).

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

### Animal Management and Science (720)

The exam assesses:

- **Unit 311: Pet store design and management**
- **Unit 327: Kennel and cattery management**

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
311 Pet store design and management	LO1 Understand how to design a pet store	1:1 Suitable layout and design for a pet store 1:2 Needs of the livestock in the pet store in regards to store layout	17
	LO2 Understand how to apply for a Pet Shop licence and relevant legislation	2:1 How to apply for a pet shop licence 2:2 Standards required to maintain a licence and relevant legislations	
	LO3 Understand the sources of livestock and non-livestock products found in a pet store	3:1 The sources of livestock and non-livestock products 3:2 Ethics of sourcing livestock 3:3 The methods of stock control used by pet stores	

	LO5 Understand the importance of marketing for a pet store	5:1 Methods of marketing used by pet stores 5:2 Legislation relating to the marketing of pet stores	
327 Kennel and cattery management	LO1 Understand different designs and facilities of kennels and catteries	1.1 Designs of kennels and catteries 1.2 Layout of facilities included in kennels and catteries 1.3 Requirements of the Animal Boarding Establishment Act 1963	14
	LO2 Admit animals to a kennel and cattery and follow administrative procedures	2:1 Policies and procedures 2.3 Guidelines for dealing with a customer or animal emergency	
	Lo3 Carry out animal husbandry and specialist animal management techniques in a kennel and cattery	3:2 Typical and atypical animal behaviour in kennels and catteries 3:3 Breed characteristics 3:4 Specialist animal management techniques in a kennel and cattery	
		Total marks for sections:	31 marks
		Integration across units*:	9 marks
		<b>Total marks for exam:</b>	<b>40 Marks</b>

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



<b>Give a rationale</b>	Provide a reason/reasons/basis for actions, decisions, beliefs, etc
<b>Identify</b>	Recognise a feature, usually from a document, image, etc and state what it is
<b>Justify</b>	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
<b>Label</b>	Add names or descriptions, indicating their positions, on an image, drawing, diagram, etc
<b>List</b>	Give as many answers, examples, etc as the question indicates (candidates are not required to write in full sentences)
<b>Name</b>	Give the (technical) name of something
<b>Propose</b>	Present a plan, strategy, etc (for consideration, discussion, acceptance, action, etc).
<b>Select</b>	choose the best, most suitable, etc, by making careful decisions
<b>State</b>	Give the answer, clearly and definitely
<b>Summarise</b>	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><b>Short answer recall questions (restricted response)</b>            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>State <b>two</b> pieces of legislation that a boarding kennel must adhere to.            (2 marks)</p>	<p><b>Indicative content:</b> 1 mark for any of the following, maximum of 2 marks.</p> <ul style="list-style-type: none"> <li>• Animal Boarding Establishment Act 1963 (1)</li> <li>• Health and Safety at Work Act 1974 (1)</li> <li>• The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1985 (1)</li> <li>• Control of Substances Hazardous to Health Regulations 2002 (1)</li> <li>• Animal Welfare Act 2006 (1)</li> </ul>
<p><b>Short answer understanding questions (restricted response)</b>            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>You have been asked to carry out a health check on an aggressive cat.            State <b>two</b> pieces of handling equipment that should be used in this situation and describe one benefit of each.            (4 marks)</p>	<p><b>Indicative content:</b> 1 mark for each example, 1 mark for each explanation, maximum of 4 marks</p> <p><b>PPE:</b></p> <ul style="list-style-type: none"> <li>• Gauntlets (1) – to protect arms and hands (1) increase confidence in handling the animal (1) to prevent the spread of infectious disease (1)</li> <li>• Protective clothing (1) - to prevent the spread of infectious disease (1) to protect the body (1)</li> </ul> <p><b>Handling equipment:</b></p> <ul style="list-style-type: none"> <li>• Cat bag or carry case (1) – to restrain the cat (1) to transport the cat (1)</li> <li>• Towel (1) - to restrain the cat (1)</li> </ul> <p>Any other appropriate response</p>

**Structured Response Questions**

**Indicative content:** 1 mark for any of the following, maximum of 2 marks.

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

a) State **two** considerations when selling livestock in a pet store. (2 marks)

- Temperament (1)
- Age (1)
- Demand (1)
- Rehoming (1)
- Owners requirements (1)

b) Provide **two** factors that need to be considered to ensure animal welfare when selling livestock. (4 marks)

**Indicative content:** 1 mark for any of the following, maximum of 4 marks.

- Some livestock need to live with or apart from animals of their own kind (1)
- The livestock needs to be provided with the correct diet (1) to maintain health (1)
- The livestock needs somewhere suitable to live (1) i.e. adequate housing (1)
- The livestock needs to be able to perform normal behaviours (1) e.g. Exercise (1)
- The livestock needs to be protected from pain, injury and disease (1)

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### Extended response questions

An investor is interested in building a kennels boarding facility, and has approached you for guidance. He wants you to

**Band A (1-3 marks):** *The candidate identified a purpose for the kennels and gave a brief description of how the purpose relates to the design. The candidate was able to describe the requirements of a facility layout, but with*

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.

suggest the type of kennels he should build.

Discuss the factors that should be considered when designing the kennels to meet the purpose and to comply with the Animal Boarding Establishments Act 1963. You should also consider ways to market the kennels once they are built.

**Indicative content:**

- Purpose of kennels in relation to design
- Layout of facilities of kennels
- Animal Boarding Establishment Act 1963
- Marketing methods

*limited explanations. Marketing methods are briefly described. Technical terminology is used infrequently or inaccurately.*

*To access the higher marks in the band, the candidate will attempt to link how complying with the Animal Boarding Establishment Act affects the design, but these may not be accurate.*

When building a kennels, the first thing that should be considered is what the kennels are going to do. A boarding kennels is a kennels that will take dogs in for a period of time whilst owners go on holiday. The kennels should be in a straight line so that dogs cannot see another dog and want to fight them. The kennels will need a kitchen to prepare the food and a reception to accept customer's dogs. When building the kennels, you would generally build in blocks of about 10 in straight lines so that the block can be cleaned easily. Each kennel needs to have its own sleeping area as well as access to outdoors as dogs like to go outside to the toilet. The doors should have a lockable catch so that people who are not authorised cannot open the doors and let the dog out. There needs to be a hose pipe at the end of each block to clean and also each kennel needs to have a heater for warmth. There will also need to be a staff room for staff to have breaks. In order to comply with the Boarding Animals Act 1963 the design needs to meet all of the dog's needs so they will need to have beds and blankets in the sleeping area and be given food and water every day. The dogs must also be exercised on a regular basis and have enough space to move around in. The best way to advertise the kennels is using a website, Facebook and Twitter as that way you will get more people to see your adverts. You could use the local radio also as people will hear it as they are driving around and contact the kennels but television is too expensive. Other methods are adverts in the paper or yellow pages but these can be expensive and may not work as well.

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**Band B (5-6 marks):** *The candidate identified a purpose for the kennels and gave a detailed description of how the purpose relates to the design. The candidate was able to describe the requirements of a facility layout with some detailed explanations. A range of marketing methods are described. Technical terminology is used frequently, but may not always be accurate.*

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*To access the higher marks in the band, the candidate was able to link in detail how complying with the Animal Boarding Establishment Act affects the design.*

When designing a kennels, you must consider what the kennels is going to be used for as this will directly link to what you need to consider with regard to the design. A quarantine kennels is a kennels where dogs will stay for approximately six months at a time. The purpose of the kennels is to allow staff to monitor the dogs to ensure they have no contagious disease for example rabies. A quarantine kennels is normally needed when a person wants to bring a dog in from a country outside of the EU. Within the kennels there must be strict controls to ensure that there is no cross contamination between blocks at any time. For example all dogs in block A should never mix with dogs in block B or vice versa.

The staff and any equipment should never mix either so the design should take into consideration the fact that strict controls need to be in place. Each individual block will have its own kitchen, store room, sluice, and amenities to ensure there is minimal chance of cross contamination. Any staff that are working on the block should be wearing disposable overalls, gloves and over boots to ensure there is no cross over. The kennels themselves on top of being an adequate size and having a sleeping and exercise area with adequate lighting and heating, just like a normal kennels, could also have sneeze barriers in the form of Perspex sheeting. The kennels need to be in a linear formation to ensure that the kennels can be cleaned in order and that the risk of cross contamination is reduced. As mentioned before the facilities are at the end of each block so that staff are not needing to cross from one block to another to use facilities. The Animal Boarding Establishments Act 1963 is an act that licenses premises to enable them to board animals. The act states that premises need to be inspected by the local authority before a license can be granted. This ensures that all boarding establishments meet the minimum required standards to try to prevent any issues with animal welfare. If any person has been prosecuted for an animal offence they will not be granted a license. The act also states that the animals have appropriate accommodation such as adequate size, lighting and cleanliness etc. The act also states that the animals will be provided with suitable food, water and bedding. The act basically covers the five needs of the animal welfare act for boarding cats and

dogs. A different part of the act also states that reasonable care should be taken to be able to evacuate the kennels in case of emergency so the final design should take this into consideration. In order to bring in business the owner is going to need to advertise the business using marketing. This is where you are trying to get the name of the business out there to try to draw in more customers.

There are many different methods that can be used such as social media (this is where you would advertise the business on sites such as Facebook or Twitter and people would leave comments about the service they get). Another method is using local radio stations. The owner would create an advertisement to be played in between songs on the radio to inform people of the business and the location. As the kennels is a quarantine kennels this is a very specialised type of kennel and generally people will look for one when they need one. I think the best method would be to have a really detailed website about the kennels with photographs and information about how the kennels will care for the dog over the time period it is in for. The website could also have customer reviews so that people can see other customer's comments about the business. This is similar to word of mouth but is overseen by the kennel and can be closer monitored.

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**Band C (7-9 marks):** *The candidate identified a purpose for the kennels and gave a comprehensive description of how the purpose relates to the design with examples. The candidate was able to explain the key points in relation to design requirements and facility layout. Marketing methods are described with clear justifications. Technical terminology is used frequently and accurately in context.*

*To access the higher marks in the band, the candidate was able to accurately link the effects of the Animal Boarding Establishment Act to the design and explain the consequences of non-compliance.*

A gundog kennels is where you can send your dog to be trained to fetch birds that have been shot down. When designing a gundog kennels you need to consider the daily needs of the animal, the trainer and also the customers. The dogs will require adequate space (approximately 6.5 metres squared is

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adequate for a Labrador sized dog) to ensure they have enough space to move around freely, lie down and stand and stretch. Ideally this should be a separate sleeping area that leads to an individual exercise area through a latch system, that way you can isolate the dog in either area for cleaning or ease of handling. This is also a requirement of the Animal Boarding Establishment Act 1963. There should be a raised bedding section so that the dog is off the floor and the materials used for the construction of the kennel should be durable and made of an impervious material so that disease and pathogens are not stored. A good bedding to use is vetbed as this is not harmful to the dog if chewed and swallowed. Other materials such as old towels could end up getting long strands of materials wrapped up in the animal's digestive system which could kill the dog. The kennels should also have sufficient lighting so the kennel occupants can be inspected at any time and sufficient heating so that the occupants do not become cold. The kennels should also provide access to fresh water at all times (this can be bowls which is cheaper or can be a more expensive automatic water bowl that refills whenever the dog drinks).

As gundogs are very active dogs the kennel should have a corridor that leads to a large exercise area so the dog can expend some of its energy. Again, all of these requirements are summarised in the Animal Boarding Establishments Act 1963. A kitchen area to prepare all of the diets for the dogs should have surfaces that can be easily cleaned and sufficient storage bins to prevent rodent infestation of food. Within each block there should be a hose pipe system that allows the front exercise area of the kennels and the rear sleeping area to be cleaned thoroughly. The kennel should have a gentle slope to allow the water (and urine) to drain away from the kennels into the main drainage system. As the kennels is for working gundogs, it would be ideal to have a wet room with a drying cabinet so that the dogs can be cleaned when they return from training and before going into their kennel. This will save on bedding changes and main kennel cleaning. An isolation area should also be considered in the design, in case you have a dog that needs to be separated for any reason, e.g. if the dog picks up ringworm. The isolation area should have all its own equipment, storage area and kitchen to ensure disease cannot be transferred through any fomites. Surrounding each block of the kennels there should be a double-door safety corridor system as this will prevent any

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escapes. The idea being that if a dog manages to run past one door that has been opened they cannot get past the other and can be easily retrieved.

From a staffing point of view, a veterinary inspection room would be useful should the need arise to inspect any of the dogs, but also to carry out routine health checks on the dogs. Staff will also require a staff room to ensure they can have their breaks and lunch in a warm, dry area away from any pathogens from the dogs. A toilet is essential and a shower would be beneficial so that if staff get very dirty or cold and wet through the training they are able to shower and change. One of the most important factors is staff training on the facilities such as disinfectant dispensers etc. to ensure that staff are using equipment properly and efficiently.

All of the areas discussed above are loosely covered within the Animal Boarding Establishment Act 1963 but the specifics are down to the choice of the individual council or local authority. They are the ones responsible for advising the minimum requirements and also inspecting premises to grant a license. Any person that has been convicted of any animal offence for example neglect, will be refused a license and will not be permitted to board any animals. The license is granted annually and stipulates how many dogs the kennels is permitted to have at any one time. If the local authority carry out a random inspection and find the facilities not up to scratch or the license conditions not being met, they can instantly revoke the license and the kennels will have to close. Any person guilty of a contravention of the Act may also receive a fine up to £500 and / or a 3 month prison sentence depending on the severity. That person may also be banned from obtaining a license for any period the court sees fit!

In order to market the kennels as a gundog training kennels there are several avenues the owner can choose to go down. One method is to place an advertisement in a specific magazine for example "Gundog times" or "Horse and Hound". An advantage of this would be that people who are specifically looking for somewhere to either board or train their working gundog. Another method would be to use social media such as Facebook pages or Twitter. This can be an instant method of reaching hundreds of local people as they would

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search for pages that are similar to yours and then follow the page to examine what is happening. A disadvantage of this is that people can instantly bad mouth your business so you need to make sure it is good all of the time. Another marketing technique is offer discounts such as 14 days boarding for the price of 10 to first time customers or 10% discount for first time users. This allows the business to demonstrate what they have by attracting new clients with subsidised services, the point being that once the client has sampled the service they would think it is value for money and pay the full price the next time. Another method is to have a detailed website about the kennels with photographs and information about how the kennels will care for or train the dog over the period it is in. The website could also have customer reviews so that people can see comments about the business. This is similar to word of mouth but is overseen by the kennel and can be closer monitored. There are other methods that could be used but these are the most reliable.

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\* *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.

## 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](http://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>