

0172-30 Level 3 Advanced Technical Diploma in Animal Management

2022

Qualification Report

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Foreword

Results August 2022

As you will likely be aware, Ofqual has announced that grading for General Qualifications this summer will be more generous than prior to the pandemic. This is partly due to managing the impact of disruption and learning loss on learner performance and also managing fairness between learners in different years who had different methods of determining their grades. Therefore, for A levels and GCSEs, grading will seek a midway position between 2019 and 2021, meaning, in general, results will be somewhat higher than prior to the pandemic. This year, 2022, is a transitional year and outcomes and standards will likely return to pre-pandemic levels in 2023.

Similarly, for Vocational and Technical Qualifications (VTQs), this summer will be a transitional year and Ofqual has now been clear that for VTQs “we should expect that this summer’s results will look different, despite exams and assessments taking a big step towards normality.” Ofqual has published a blog [What’s behind this summer’s VTQ results](#)

In acknowledgement of the disruption to learning and to support fairness for all learners certificating this summer (some of whom will be competing against learners taking General Qualifications for the same progression and higher education opportunities), we will be taking loss of learning into consideration, whilst still acknowledging the need to uphold the validity of the qualifications. On this basis, we have made the decision to apply a form of ‘safety net’ through some additional ‘generosity’ to both the theory examinations and synoptic assignments within our Technical Qualifications wherever appropriate, (noting that it may not be appropriate to apply where there is a clear impact on knowledge and skills to practice, particularly health and safety requirements or other relevant legislation). We are therefore also reviewing candidate work a few marks below (equivalent to 5% of maximum marks) the Pass and Distinction notional boundaries – the boundaries used during the awarding process as the best representation of maintaining the performance standard from 2019.

The reason for lowering boundaries, where appropriate, by 5% of the maximum marks available, is that it is broadly commensurate with the level of generosity learners are likely to see in General Qualifications at level 2 and level 3. Providing that senior examiners can support the quality of learners’ work seen below the notional boundaries and agree it is sufficient to maintain the integrity, meaning and credibility of the qualifications, the grade boundaries will be lowered across the full set of grades – e.g Pass, Merit, Distinction and Distinction Star.

Given the circumstances, this is the best approach to take into account the disruption to teaching and learning across every learner in a fair and transparent way, and at the same time maintain the integrity and meaning of qualifications. This approach helps to level our Technical Qualifications awarding approach with that adopted for General Qualifications and other qualifications awarded in England and in the wider UK.

Spring examination series 2022

Having taken this decision, we are also mindful of learners who have taken components in **Spring 2022** and believe they should also have access to the same level of generosity. For these learners, we wish to adopt a similar approach. Therefore, for learners taking Technical Qualification assessments in spring there will be similar generosity, through the addition of 5% of the maximum mark available for the assessment. It is a different mechanism to that we are using for the summer assessments but provides the same level of generosity to those learners taking assessments in the summer.

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.

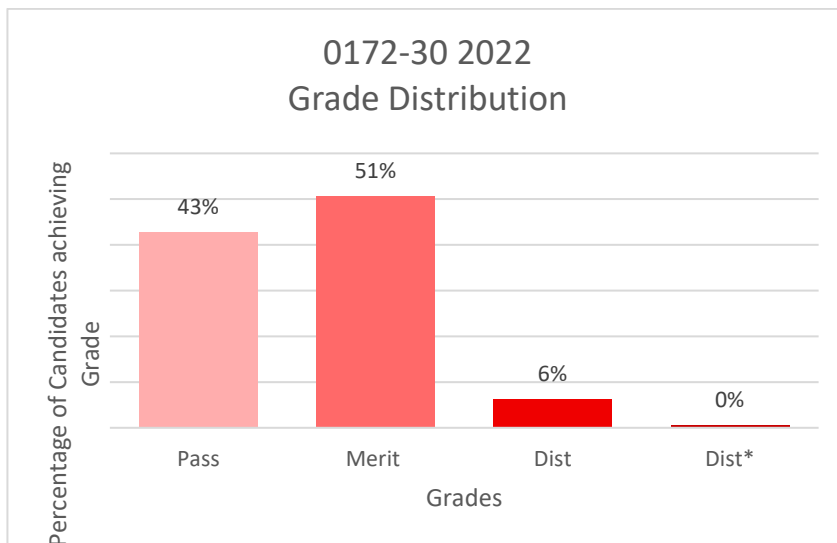
This report provides general commentary on candidate performance in both the synoptic assignment and theory exam. It highlights common themes in relation to the technical aspects explored within the assessment, giving areas of strengths and weakness demonstrated by the cohort of candidates who sat assessments in the 2022 academic year. It will explain aspects which caused difficulty and potentially why the difficulties arose.

The document provides commentary on the following assessments:

- 0172-031/531 – Level 3 Advanced Technical Extended Diploma in Animal Management (Theory exam)
 - March 2022
 - June 2022
- 0172-030 – Level 3 Advanced Technical Extended Diploma in Animal Management (Synoptic Assignment)

Qualification Grade Distribution

The approximate grade distribution for this qualification is shown below:



The data is based on the distribution as of 17 August 2022

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: 0172-031/531
Series: March 2022 (Spring)

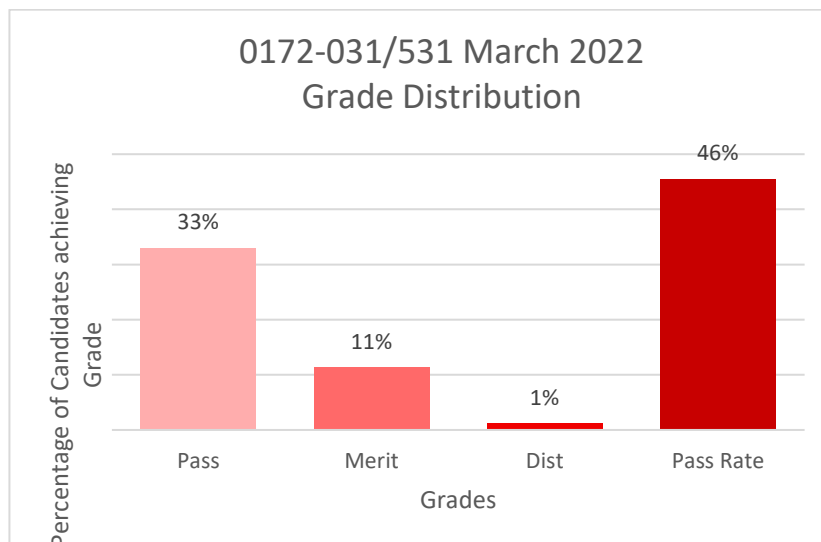
Below identifies the final grade boundaries for this assessment, as agreed by the awarding panel:

Total marks available	60
Pass mark	25
Merit mark	35
Distinction mark	45

The generosity applied to the summer assessments will also retrospectively be applied to candidates who achieved their best result in spring. 5% of the base mark of the assessment will be added to their score rather than applied to boundaries.

The graph below shows the approximate distributions of grades and pass rate for this assessment, it does not account for any marks that have been amended due to generosity:

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



The grade boundaries for this assessment **are the same as the March 2022 exam:**

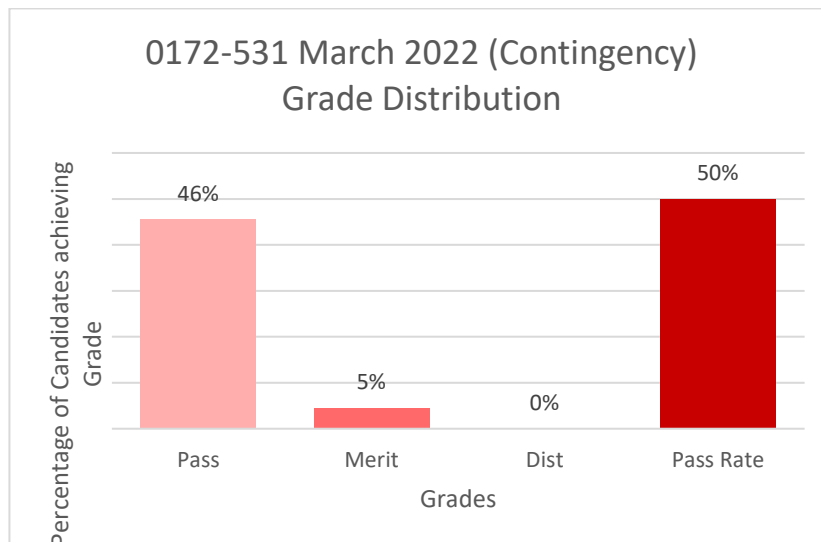
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Pass mark	25
Merit mark	35
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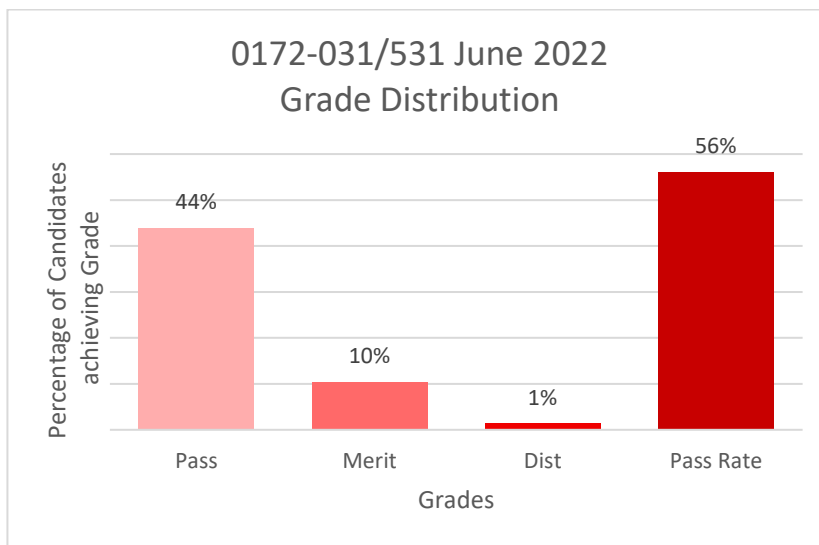


Assessment: 0172-031/531
Series: June 2022 (Summer)

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

Total marks available	60
Pass mark	21
Merit mark	30
Distinction mark	39

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



Chief Examiner Commentary

0172-031/531 Level 3 Animal Management - Theory exam

Series 1 – March 2022

Candidate performance in this series was lower than seen in previous exam series, with an average mark of **23.6** compared to **30.2** in March 2020. While candidates generally showed good recall in the some of the key areas, most topics showed inconsistent knowledge and understanding across all candidates. The lack of exam technique, particularly in the questions that require reasoning, cause and/or justifications, was particularly evident. There was also a general trend of inaccuracy when using or understanding technical terminology.

Candidates demonstrated relatively good recall in **Unit 303 Animal Health and Husbandry** in topics such as procedures when determining the health of an animal or actions to be taken in non-routine animal health situations. Candidates were also able to demonstrate recall in **Unit 304 Animal Feeding and Nutrition** when considering appropriate feeding methods for a specific animal species. **Unit 305 Animal Behaviour and Communication** showed some good answers for questions relating to territorial behaviour in animals, what contributes to the development of behaviour, and rearing strategies.

It is noted that candidates lacked knowledge in some of the key topics. Many did not focus on meeting the requirements of the AO2 questions by providing statements rather than explanations, and without expanding their answers to show depth of knowledge and understanding. As mentioned, this was not only observed in the lower but also in some of the higher scoring candidate groups.

Specific questions from the following topics showed particularly low performance across AO1 and AO2 questions for the paper-based version of the exam sat by most of the cohort.

- **Recognise indicators of health in animals** with 60% of candidates receiving 0 marks
- **Understand common diseases and disorders, their treatment and prevention** with 84% of candidates scoring between 0-1 marks with only 1.8% achieving full marks
- **How to deliver a range of basic routine and non-routine animal treatments safely in line with codes of practice and legislation** showing 74% of candidates scoring between 1-2 marks with only 3.1% scoring full marks
- **Common diseases and disorders in animals and their impact on health and welfare** with 57.3% scoring 0 marks
- **Dietary requirements for different life stages and conditions, and how these influence the development of a feeding plan** showing 74% candidates scoring 0-1 mark with only 4.2% achieving full marks
- **Design a feeding plan** 5.6% of candidates achieved full marks.

Extended Response Question (ERQ)

The extended response question provided an opportunity for candidates to demonstrate their knowledge and understanding of the housing and care considerations when accommodating multiple animals of the same species. Most candidates were able to give a range of considerations and clear discussion around the topic. Lower performing candidates were seen to focus on either the five-animal welfare needs or provide statements without an attempt to explain. Higher performing candidates were able to provide a wide range of considerations around the multiple animals' care and housing needs, clear discussion was often seen on the impact of separating said animals in addition to holistic considerations with valid examples. However, the lack of sufficient justification was evident with very few candidates scoring high marks.

Series 1 – March 2022 (Contingency)

This exam was sat by a cohort of 22 candidates. They performed in a similar way to the cohort taking the main March 2022 exam, with the mean mark of 25.1. Inconsistent knowledge and understanding, and use of technical terminology, with the lack of good exam technique, were the main characteristics of this cohort.

Where candidates showed good recall, it was in some of the key areas, specifically around impacts of animal health and, to some extent, animal behaviour.

Specific questions from the following topics showed particularly low performance across AO1 and AO2 questions.

- **Digestion and absorption of the major nutrients within the animal's body** with 72% of candidates scoring 0 marks
- **Design feeding plan** with 60% of candidates achieving 0 marks

Extended Response Question (ERQ)

The extended response question provided an opportunity for candidates to demonstrate their knowledge and understanding of the welfare considerations for a group of primates in a zoo. The majority of candidates were within band 1, showing a lack of breadth and depth of knowledge. Only a few candidates were able to achieve marks in band 2. Most candidates focused on one aspect of the topic in more detail or provided statements without an attempt at explanation. Some well-planned answers were observed but these were not matched with valid points and sufficient justifications.

Candidate achievement for the ERQ across the three bands was as follows.

Band 1: 92% accessed marks within this band

Band 2: 8% accessed marks within this band

Band 3: 0% accessed marks within this band.

Series 2 – June 2022

Candidates' performance was similar to March 2022, although slightly weaker. Candidate performance in this series showed an average mark of 21.46 compared to March 2022 at 23.6 and March 2020 at 30.2.

While candidates generally showed good recall in the some of the key areas, most topics showed inconsistent knowledge and understanding across all candidates.

It was noted that there was a lack of exam technique, especially in AO2 questions where candidates were required to provide cause and effect, many focussing only on causes without expanding their answers to show depth of knowledge and understanding. This was not only observed in the lower but also, surprisingly, in some of the higher scoring candidate groups. Candidates seemed to offer statements or lists of facts instead, therefore not giving sufficient explanations to demonstrate understanding. There was also a general trend of inaccuracy when using or understanding technical terminology.

The extended response question (ERQ) proved difficult for many candidates, with large numbers of candidates offering simplistic explanations with some attempting to provide explanations for the statements they provided. Often the considerations provided were not linked to the ERQ scenario and answers given were more so based on general animal welfare.

Unit 303 – This unit focuses on Animal Health and Husbandry. Strengths for this unit were seen in animal first aid, although candidates did miss out on marks in this question due to a lack of exam technique. Candidates were stronger in application of diagnostic tests with, although were not as strong with key terminology surrounding health and disease. Centres should ensure they cover all of the specification within their teaching to ensure candidates are familiar with terminology and are able to demonstrate the required levels of knowledge and understanding.

Unit 304 – This unit focuses on Animal Feeding and Nutrition. Strengths for this unit were food provision and the consideration of diet based on disease. Candidates showed a misunderstanding of the function of nutrients and the digestive process. Centres should again ensure technical terminology is used frequently to allow candidates to become accustomed to specific terms and their meanings. Centres should also ensure that the full spectrum of the specification is covered to ensure candidates have a fair chance to gain sufficient marks.

Unit 305 – This unit focuses on Animal Behaviour and Communication. This unit overall was not as successful for candidates, as it was hoped, in that many candidates lost marks by not understanding theories or key behavioural traits. Candidates performed well in one question where they were asked to provide signs of visual communication in a given species. Centres should ensure that candidates have an opportunity to grasp the key development behaviours and behavioural observations of typical and atypical behaviour.

Extended response question

This covers all of the units mentioned above. The ERQ is graded in bands much the same as the assessment objectives within the synoptic assignment rather than a point-based system like the rest of the paper. This question focused on considerations when rehoming animals. Many candidates provided simplistic explanations not necessarily linked to the given scenario, often providing lists with little to no attempt to explain their stated considerations. Some candidates were able to provide explanations which showed some understanding allowing them to access higher marks. Where candidates did not achieve the higher band marks, they did not provide sufficient justifications for their considerations.

Centres should ensure they train candidates to discuss all aspects of any given scenario to allow the candidate to gain higher marks. Candidates should answer the question offering the breadth and depth of all of the topics covered, explain their reasons behind their comments and then either justify or appraise their own comments offering explanations or justifications for their answers. This will enable candidates to move towards the higher banding depending on the level of detail the candidates goes into.

Candidate achievement for the ERQ across the three bands was as follows.

Candidates that achieved zero marks: 1.1%

Band 1: 44.9% accessed marks within this band

Band 2: 48.5% accessed marks within this band

Band 3: 5.5% accessed marks within this band.

City & Guilds has produced a technical exam guide to support the work on the exam technique, which is available to download from

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

Centres opting for paper-based examinations should remind candidates that if their handwriting is illegible marks cannot be awarded.

Synoptic Assignment

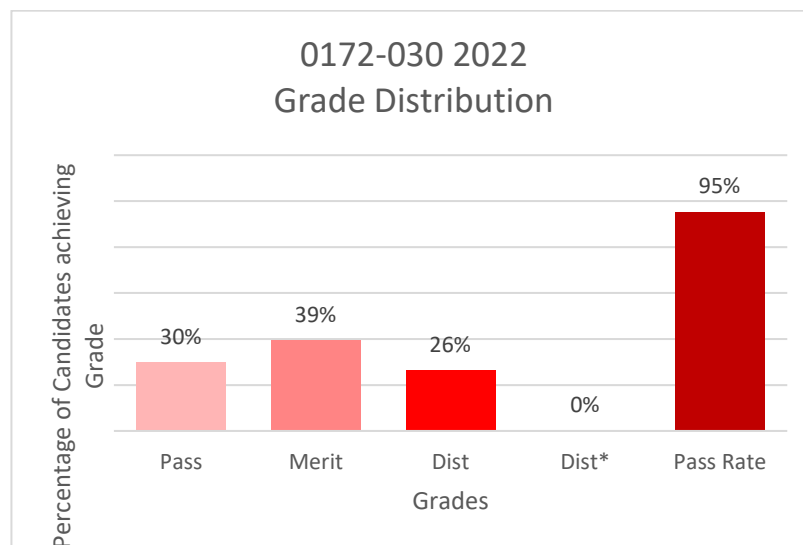
Grade Boundaries

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

Assessment: 0172-030
Series: 2022

Total marks available	60
Pass mark	21
Merit mark	30
Distinction mark	40

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



Principal Moderator Commentary

There were four tasks in total covering a range of topics such as Animal Welfare, Animal husbandry, and Animal Behaviour.

The task around the effectiveness of the RSPCA appeared to be challenging to many candidates as they would often make generic statements, such as 'the RSPCA rescues and rehabilitates wildlife but not stating how effective they are at this. Many candidates simply presented a factual poster on the organisation rather than the effectiveness of the organisation.

All candidates were able to propose a husbandry care plan. Some candidates proposed a detailed plan that demonstrated high levels of knowledge and understanding. All candidates again were able to carry out the plan, although not all were successful at covering all elements to the correct standard.

It was noted that many centres are still not following recommended practice when capturing evidence for the practical tasks. Many centres are simply giving a running commentary of the candidate's activities and not necessarily how well the candidate is performing those activities. Other centres are simply offering the exact wording of the assessment objectives without stating how, for example, the candidate is dextrous and fluid in their approach and can problem solve without stating how the candidate was dextrous or fluid or an example of what problems the candidate solved.

Most candidates performed the observations well, there were one or two centres that permitted interaction with the animals during the observation which then gives false readings of the animal's behaviour for example 'taking a dog on a walk'. When studying animal's behaviour, it is imperative that the observer should not affect the behaviour in any way. Some candidates had clearly observed the animal when they were either resting or hiding (out of sight). The assignment brief clearly states that centres should give candidates every opportunity to capture a range of behaviours at the time of observation.

The final task of evaluating welfare based on the behavioural findings and the effectiveness of the plan was mostly descriptive by candidates with many candidates simply repeating what they did in their plan. Generally, only the high performing candidates offered a true evaluation.