

0172-36 Level 3 Advanced Technical Diploma in Equine Management (540)

2019

Qualification Report

Contents

Introduction	3
Qualification Grade Distribution.....	4
Theory Exam.....	5
Grade Boundaries.....	5
Chief Examiner Commentary.....	7
Synoptic Assignment.....	11
Grade Boundaries.....	11
Principal Moderator Commentary.....	12

Introduction

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

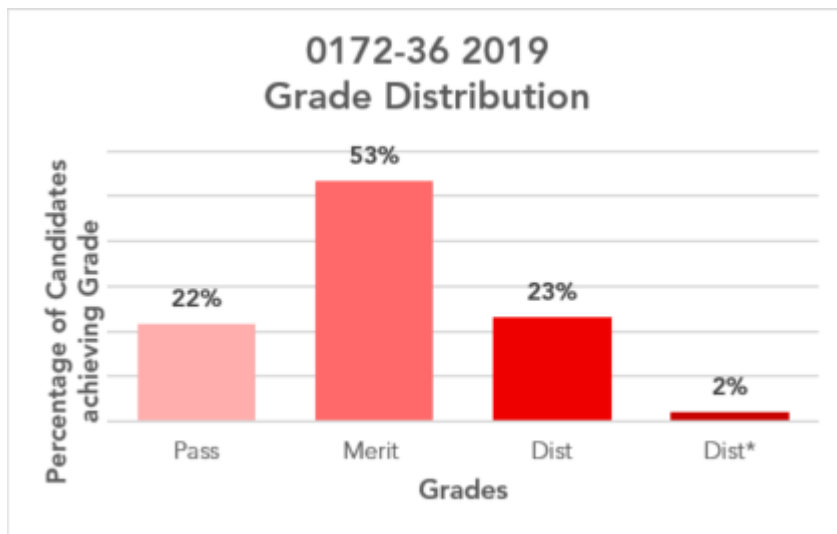
This report provides general commentary on candidate performance in both the synoptic assignment and theory exam. It highlights common themes in relation to the technical aspects explored within the assessment, giving areas of strengths and weakness demonstrated by the cohort of candidates who sat assessments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

The document provides commentary on the following assessments:

- 0172-004/504 Level 3 Equine Management - Theory exam (1)
 - March2019 (Spring)
 - June 2019 (Summer)
- 0172-003 Level 3 Equine Management - Synoptic assignment (1)

Qualification Grade Distribution

The approximate grade distribution for this qualification is shown below:



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

Theory Exam

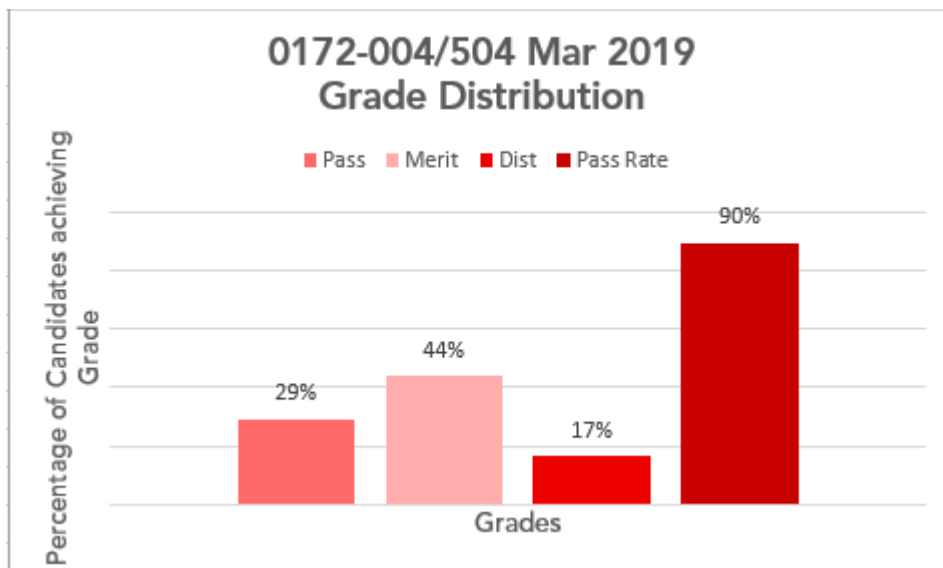
Grade Boundaries

Assessment: 0172-004/504
Series: March 2019

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

Total marks available	60
Pass mark	22
Merit mark	31
Distinction mark	41

The graph below shows the distribution of grades and pass rates for this assessment:

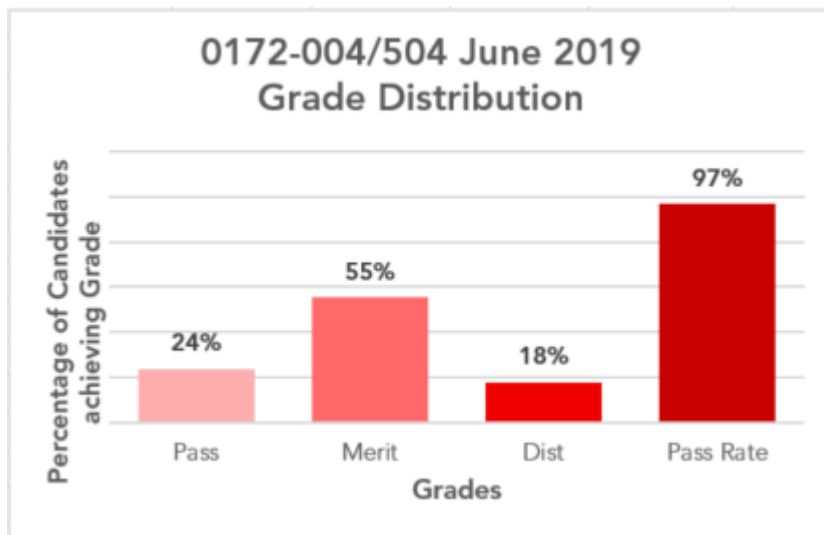


Assessment: 0172-004/504
Series: June 2019

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

Total marks available	60
Pass mark	26
Merit mark	35
Distinction mark	45

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



Chief Examiner Commentary

Assessment component: 0172-004/504

Series 1 (March)

The candidates gave a wide range of responses from poor to excellent. AO1 questions were answered effectively overall showing a good breadth of knowledge across the units assessed in the question paper. For example, preventative health care schedules and life stages/conditions affecting a horse's diet. Some areas were not answered effectively with poor responses showing a lack of depth of knowledge. For example, bacteria and viruses and understanding of functions of water in the horse's body.

Generally, candidates showed a better ability to read and understand the questions than in previous years. Many candidates gave answers that clearly related to the content of the question. However, for the AO2 questions candidates did, on some occasions, fail to consider that the questions were asking for explanations. Candidates provided answers that only stated the information and therefore failed to show their ability to expand and link the facts to further information to show understanding. It is important that candidates are encouraged to expand the breadth and depth of their answers in AO2 questions. Overall, candidates showed good structure in their question responses and appeared to be better prepared in their examination technique.

Unit 350

This unit focuses on various areas of stable and yard operations. Overall, the questions on this unit were answered effectively by the majority of candidates. Strengths for this unit were around preventative health care schedules and combined management systems. Slightly less knowledge was seen on the topic relating to health and safety records. Overall, candidates demonstrated a high level of knowledge and understanding across most of the assessed topics from this unit.

Unit 351

This unit focuses on various topics in relation to animal health. A number of different topics within this unit were covered. Candidate responses showed both strengths in knowledge and understanding in some topics and weaknesses in others. There were a number of topics that were answered less effectively than others in this unit. The question relating to explaining differences between bacteria and viruses was not answered effectively. The topic of thrush was also not always answered effectively but this was due to examination technique and a lack of explanation rather than knowledge of thrush treatment. The main area of strength on this unit was around the topic of identifying symptoms of acute laminitis in horses.

Unit 355

This unit focuses on various topics in relation to equine feeding and nutrition. The questions were answered effectively overall with strengths including life stages/conditions and changes to feeding plan. The topic which was answered least effectively was explaining the functions of water in the horse's body.

Unit 356

This unit focuses on various topics in relation to horse behaviour and welfare. Candidate responses showed both strengths in knowledge and understanding in some topics and weaknesses in others. Identifying stereotypic behaviours was answered effectively as was management techniques for minimising stereotypic behaviours. Overall examination technique limited marks for some candidates because they failed to give explanations in the A02 questions and tended just to state the answers.

Extended response question

The question was answered correctly by the majority of candidates. The question focused on the impact on health and welfare of keeping horses confined to a stable. Most candidates showed an improvement in the structure of the answers in comparison to previous academic years. Most candidates focused on the negative impacts of keeping a horse in a stable. It would be beneficial for candidates to produce a more balanced discussion of both positive and negative areas. What also limited marks for some candidates was a lack of examples given in the discussion. Most candidates discussed a limited number of aspects and gave very little justification on how the diet and feeding routine can influence horse health and welfare. The answers read as a basic description rather than a discussion of potential impacts. It is suggested that centres spend time preparing candidates to include a wide range of areas for discussion within the answer to show an improved breadth of knowledge. This will enable candidates to gain higher marks. Justification is needed throughout the discussion in order to gain higher marks above the first banding as this will show depth of knowledge.

Series 2 (June)

The candidates gave a wide range of responses from poor to excellent. AO1 questions were answered effectively overall showing a good breadth of knowledge across the units assessed in the question paper, for example, assessing field provision for horses and major nutrients required in the horse's diet. Some areas were not answered effectively with poor responses showing a lack of depth of knowledge, for example, the importance of digestibility and palatability when planning a horse's diet.

Generally, candidates showed a better ability to read and understand the questions than in previous years, so many candidates gave answers that clearly related to the content of the question. However, for the AO2 questions candidates did, on some occasions, fail to consider that the questions were asking for explanations. Candidates provided answers that only stated the information and therefore failed to show their ability to expand and link the facts to further information to show understanding. It is important that candidates are encouraged to expand the breadth and depth of their answers in AO2 questions. Overall, candidates showed better exam technique when compared to previous years.

Unit 350

This unit focuses on various areas of stable and yard operations. Overall, the questions on this unit were answered effectively by the majority of candidates. Strengths for this unit were around assessing field provision for horses and the impact of stabling on behaviour. Slightly less knowledge was seen on the topic relating to the importance of preventative vaccines for competition horses. Overall, candidates demonstrated a high level of knowledge and understanding across most of the assessed topics from this unit.

Unit 351

This unit focuses on various topics in relation to animal health. A number of different topics within this unit were covered. Candidate responses showed both strengths in knowledge and understanding in some topics and weaknesses in others. There were a number of topics that were answered less effectively than others in this unit, for example, the question relating to identifying pathogenic diseases. The main area of strength on this unit was around the topic of precautions that should be taken when administering medicine to an unpredictable horse.

Unit 355

This unit focuses on various topics in relation to equine feeding and nutrition. The questions were answered effectively overall with strengths including major nutrients and feeding requirements of an obese horse. The topic which was answered least effectively was identifying considerations when developing a feeding plan for a yard. Some candidates misread the question and focused on feeding an individual horse which limited the marks available.

Unit 356

This unit focuses on various topics in relation to horse behaviour and welfare. Candidate responses showed both strengths in knowledge and understanding in the majority of the topics. Identifying behaviour categories was answered effectively as was the impact of intensive stabling on behaviour. Overall candidates answered the questions on this unit effectively.

Extended response question

The question was answered correctly by the majority of candidates. The question focused on the importance of the daily routine when caring for stabled horses. Most candidates showed an

improvement in the structure of the answers in comparison to previous academic years. What limited marks for some candidates was a lack of examples given in the discussion. Most candidates discussed a limited number of aspects and gave very little justification on how the routine can influence horse health and welfare. The answers read as a basic description rather than a discussion of potential impacts. It is suggested that centres spend time preparing candidates to include a wide range of areas for discussion within the answer to show an improved breadth of knowledge. This will enable candidates to gain higher marks. Justification is needed throughout the discussion in order to gain higher marks above the lower second banding as this will show depth of knowledge.

Synoptic Assignment

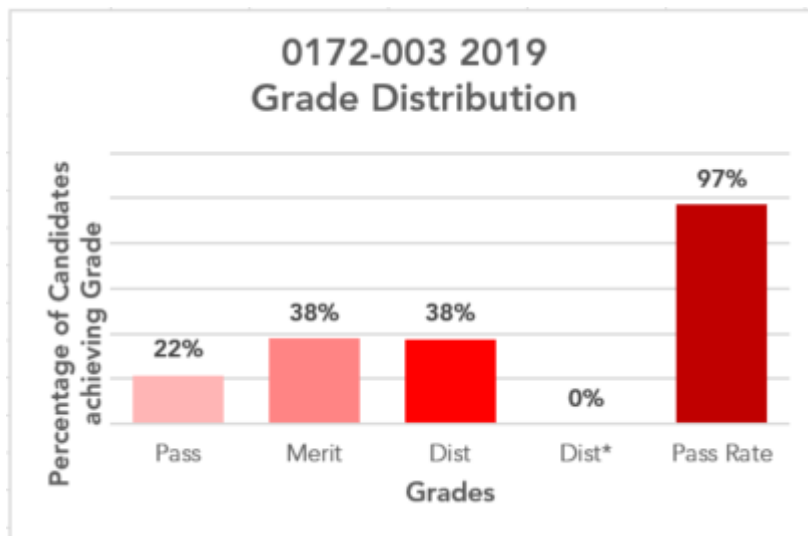
Grade Boundaries

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

Assessment: 0172-003
Series: 2019

Total marks available	60
Pass mark	23
Merit mark	32
Distinction mark	42

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



Principal Moderator Commentary

The synoptic assessment consisted of an assignment brief centred around candidates working as a groom for a sanctuary which has a yard of 20 horses and ponies. The practical tasks within the assessment were focused on candidates completing daily duties, health checking, tacking up and presenting in hand. Other aspects of the brief assessed the theoretical knowledge of the candidates with the scenarios of a short term feeding plan, a stable assessment and report and treating a horse with Equine Metabolic Syndrome.

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

AO1

Most candidates showed an appropriate range of knowledge across the qualification. On the whole, the evidence provided showed accuracy with only minor misunderstandings seen. For some candidates, the detailed provided was lacking consistency across the whole qualification range with some areas showing less breadth and detail. Candidates gained AO1 marks from across the banding in the assessment objective marking grid with the majority of candidates falling across band two.

AO2

Most candidates showed a fair to good understanding from across the qualification. Explanations were mostly logical and detailed in some areas. There were some links made between underpinning theory and practice which came through in both theoretical tasks and through tutor feedback on the practical tasks. Some areas did lack consistency in terms of depth and connections made between areas of the qualification. The vast majority of the candidates gained marks for AO2 in the middle banding on the assessment objective marking grid. With a smaller number gaining AO2 marks in the upper banding.

AO3

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

AO4

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

AO5

Candidate performance varied on the level of attention to detail and perfecting during the assessment. The performance varied from showing limited attention to detail to highly focused on the assessment outcomes. Candidates gained AO5 marks from across the banding on the assessment objective marking grid and this was generally in line with the candidate's performance on AO3.

Best practice

Most centres provided tutor written feedback of the candidates' practical performance which was detailed and showed the quality of the candidates' performance across the practical tasks. This written evidence [Practical Observation Form] is the key evidence required for the moderation of the practical tasks in the synoptic assessment. Some centres produced PO forms that were limited in detail. Focusing on the quality of the tutor written feedback is important moving forward.

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

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

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

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

Evidence uploaded to the portal in the following order:

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