

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

**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.

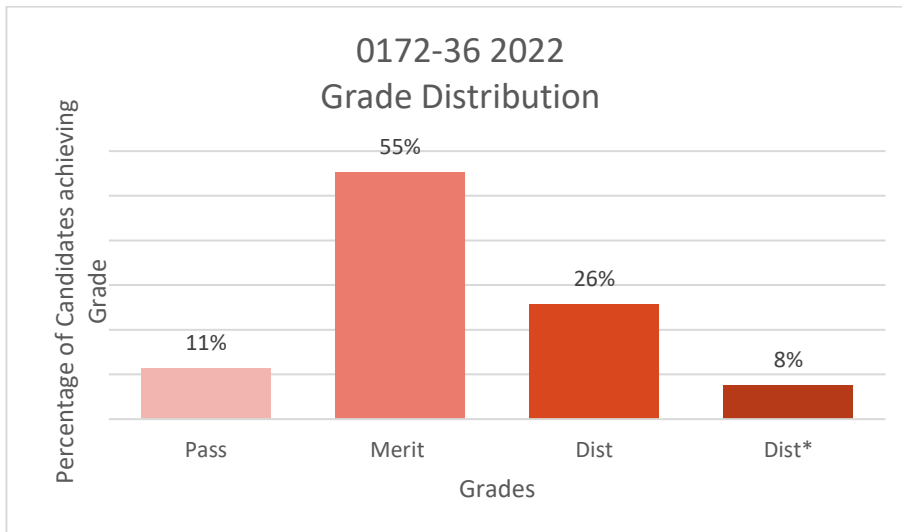
The document provides commentary on the following assessments:

- 0172-004/504 Level 3 Equine Management – Theory exam (1)
  - March 2022 (Spring)
  - June 2022 (Summer)
- 0172-003 Level 3 Equine Management – Synoptic Assignment (1)

# Qualification Grade Distribution

## 0172-36 Level 3 Advanced Technical Diploma in Equine Management

The 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 Exams

## Grade Boundaries

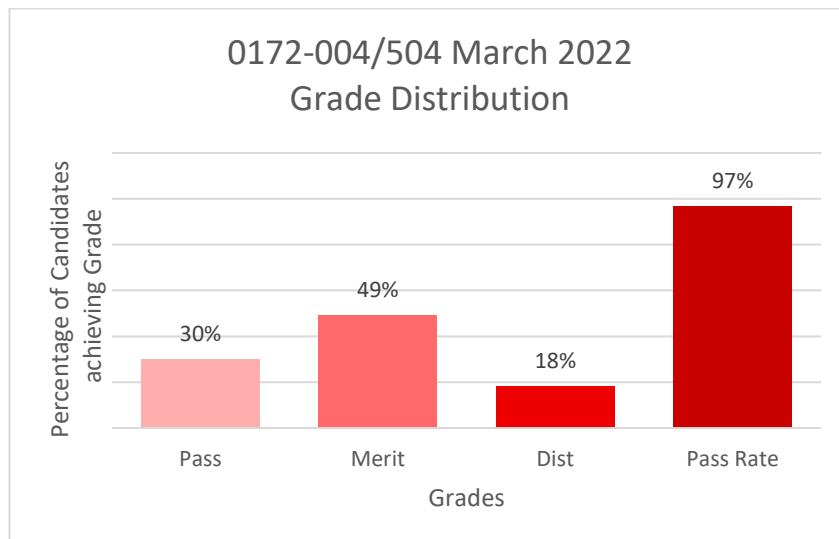
Assessment: 0172-004/504  
Series: March 2022

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

<b>Total marks available</b>	<b>60</b>
Pass mark	24
Merit mark	33
Distinction mark	42

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:

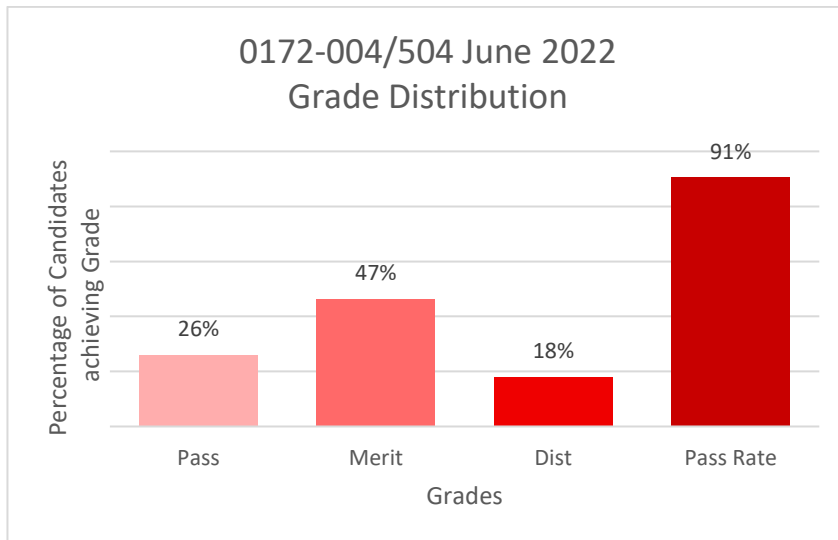


Assessment: 0172-004/504  
Series: June 2022 (Summer)

Below identifies the final grade boundaries for this assessment:

<b>Total marks available</b>	<b>60</b>
Pass mark	21
Merit mark	29
Distinction mark	38

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



# Chief Examiner Commentary

## 0172-004/504 Level 3 Equine Management – Theory exam (1)

### Series 1 – March 2022

Generally, candidates showed a good ability to read and understand the questions. For many candidates, the answers given clearly related to the specific content of the questions which has shown improvement year on year. However, there were areas where exam technique could be improved. There are still some candidates missing opportunities to gain marks by giving generic answers which did not demonstrate understanding of the topic. In these instances, candidates often did not address the question properly and so talked around the topic rather than answering the specifics of the question. Some candidates gave detailed answers explaining topics in AO1 questions which asked for candidates to simply state or identify. These candidates gain the same marks as those which read the question correctly but may have limited their time to answer other questions. Conversely, in AO2 questions, some candidates were offering answers that were lists, facts, or brief descriptions instead of a sufficient explanation of a topic.

As in previous years candidates gave a wide range of responses from poor to excellent. Candidate performance was stronger in questions where recall of facts was required [AO1] especially on the more practical based questions. The questions which asked for explanations to show an understanding of topics [AO2], as in previous years, were questions where candidates lost the most marks. Where suitable explanations were given, they mostly showed more breadth and depth on the questions which asked for the practical application of theory. The least effective answers were seen on highly theoretical and scientific questions. This trend has also been seen in previous series.

#### **Unit 350:**

This unit focuses on various topics of stable and yard management; most of the questions on this unit were answered effectively. The strength for this unit was around problems with horse feet and shoes. Most candidates showed extensive knowledge of this topic with only a small number giving vague or incorrect information. The main area of weakness within this unit was on the topic of assessing aspects of stable provision. Half of the candidates who sat the paper-based exam did not demonstrate an understanding of why stable provision needs to be considered to maximise horse health and welfare.

#### **Unit 351:**

This unit focuses on various topics in relation to horse health. The strength for this unit was around the items of an equine first aid kit. The main areas of weakness within this unit were on the topics of disease transmission and nutritional disorders. Disease transmission route could be explained well with practical examples, but some candidates struggled to identify the transmission routes by name. Over half of the candidates who sat the paper-based version of the exam did not demonstrate any understanding of the causes of an equine nutritional disorder and were therefore unable to access any marks for a question on that topic.

#### **Unit 355:**

This unit focuses on various topics in relation to equine feeding and nutrition. The main area of strength for this unit was on the topic of nutrient identification. Questions relating to the nutrition properties of forage and the consideration of body weight to calculate feed rations were answered least effectively, but the majority of candidates were able to gain some marks on most questions in this unit.

#### **Unit 356:**

This unit focuses on various areas in relation to horse behaviour and welfare. Strengths for this unit were around management techniques to reduce stereotypic behaviour and the role of the lead stallion within the herd environment. Some candidates did not demonstrate an understanding of the specific roles of the lead mare within the herd environment.



**Extended Response Question:**

The question covers the units above. The question focused on the management of pasture kept horses to maximise health and welfare. The majority of candidates demonstrated a good basic understanding of aspects involved but, as in previous years, the biggest limiting factors were the breadth and depth of discussion. The better answers showed a better depth of understanding and justification for management strategies. They also showed an ability to bring together information from across the units. A large number of candidates were still not effectively justifying their discussion points, with 77% of the candidates who sat the paper-based exam only able to access Band 1 marks. An improvement in candidate ability to appraise their comments, explain the reasons behind the comments, and justify their decisions will enable them to move towards a higher mark banding.

Overall, an improved awareness of exam technique would enable candidates to manage their answers more appropriately and would help them to better demonstrate their specific knowledge and understanding in relation to the questions. As in previous years the more scientific and theoretical questions were the least well answered for many candidates. The depth of understanding in explanations is often weaker on these questions and would be a beneficial area of focus during delivery. Another area for consideration is focusing candidates' ability to bring together information from across the content and show an ability to justify discussion points in the Extended Response Question.

Centres are reminded of the City & Guilds Technicals 'Exam Guides' available on the website.

Previous papers and examiner reports will also assist centres and candidates to prepare for future examinations. All documents are available here:

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

**Series 2 – June 2022**

Generally, candidates showed a good ability to read and understand the questions, which has been seen in previous exams. For many candidates, the answers given clearly related to the specific content of the questions. However, there are still some candidates missing opportunities to gain marks by giving generic answers which did not show specific understanding of the topics covered in the examination.

As in previous years candidate gave a wide range of responses from poor to excellent. Candidate performance was stronger in questions where recall of facts was required [AO1] especially on the more practical based topics. It was noted, however, that some candidates gave detailed explanations on these 'identify' and 'state' questions which will not increase the marks awarded and may limit the candidates' time to answer other questions which do require more detailed explanations. The questions which asked for explanations to show an understanding of topics [AO2], as in previous years, were where candidates lost the most marks. Some candidates were offering answers that were lists of facts or brief descriptions/statements instead of a sufficient explanation of a topic. Where suitable explanations were given, they mostly showed more breadth and depth on the more practical questions which asked for the practical application of theory. The least effective answers were seen on the highly theoretical/scientific questions. This trend has also been seen in previous series.

**Unit 350:**

This unit focuses on various topics of stable and yard management; most of the questions on this unit were answered effectively. Strengths for this unit were around potential risks/hazards for aspects of turnout provision. The vast majority of candidates showed extensive knowledge of these topics with a small number giving vague/incorrect information on the topic of American barn stabling.

**Unit 351:**

This unit focuses on various topics in relation to horse health. The main area of strength for this unit was around monitoring/updating sickness. Methods of preventing/controlling mud fever could be described well with practical examples, but some candidates struggled to explain why methods would be effective. Most candidates could only identify two vaccinations that can be administered to horses.

**Unit 355:**

This unit focuses on various topics in relation to equine feeding and nutrition. The main areas of strength for this unit were on the topics of palatability and forage considerations for a horse with a respiratory disorder. Questions relating to digestibility were answered least effectively but apart from this topic most candidates were able to gain some marks on most questions in this unit.

**Unit 356:**

This unit focuses on various areas in relation to horse behaviour and welfare. Strengths for this unit were on the topics of undesirable behaviours and reasons why they might occur. The main area of weakness within this unit was the topic of categories of instinctive behaviour. Some candidates did not demonstrate an understanding of the potential welfare issues associated with 'the need for a suitable diet'.

**Extended response question:**

The question covers the units above. The question focused on the importance of consistent routine management for the health and welfare of horses. The majority of candidates demonstrated a good, basic understanding of aspects involved but, as in previous years, the biggest limiting factors were the breadth and depth of discussion. Some candidates only focused on stress and stereotypical behaviours in their answers. The best answers showed a better depth of understanding and justification for the importance of routine management. They also showed an ability to bring together information from across the units. A large number of candidates were still not effectively justifying their discussion points. An improvement in candidate ability to appraise their comments, explain the reasons behind the comments and justify their decisions will enable them to move towards a higher banding.

Overall, in this exam, candidates showed a similar level of exam technique compared to previous examinations. Most candidates were interpreting the command verbs in the questions correctly although, as seen above, there were a few candidates where this was not the case. As in previous years the more scientific and theoretical questions were the least well answered for many candidates. The depth of understanding in explanations is often weaker on these questions and would be a beneficial area of focus during delivery. Another area for consideration to increase marks is focusing candidate's ability to bring together information from across the content and show an ability to justify discussion points in the Extended Response Question.

Centres are reminded of the City & Guilds Technicals 'Exam Guides' available on the website.

Previous papers and examiner reports will also assist centres and candidates to prepare for future examinations. All documents are available here:

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

# Synoptic Assignments

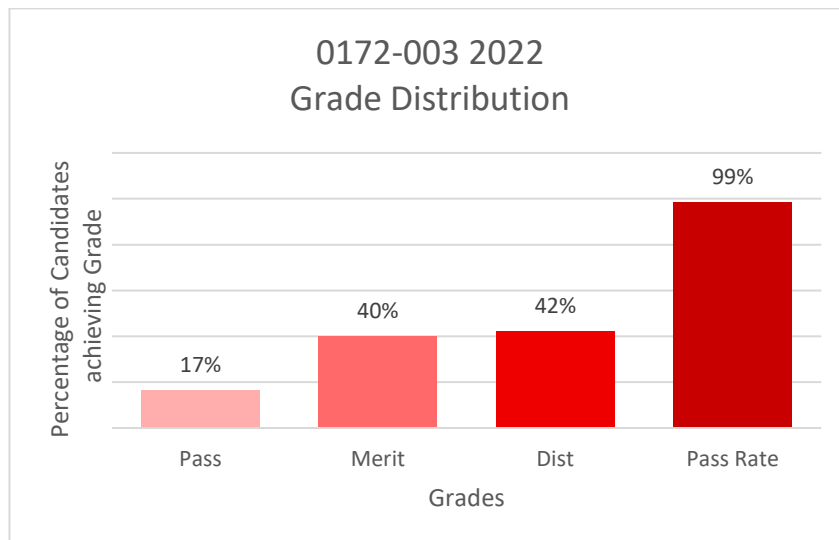
## Grade Boundaries

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

Assessment: 0172-003  
Series: 2022

<b>Total marks available</b>	<b>60</b>
Pass mark	20
Merit mark	29
Distinction mark	39

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



## Principal Moderator Commentary

The synoptic assignment consisted of an assignment brief centred around candidates working as a groom at a riding school which runs competitions. The groom is responsible for the routine care of the horses on the yard. The practical tasks within the assessment were focused on candidates completing daily routine duties and preparing a horse for competition. Other aspects of the assignment assessed the theoretical knowledge of candidates with the scenarios of a feeding plan for a horse with specific health needs and yard working practices in relation to stereotypic behaviours. It covered a wide range of topics from the mandatory module content and allowed for all levels of candidates to be stretched and challenged. The practical activities in particular assessed skills which are strongly related to activities candidates would be expected to undertake in future employment within the industry.

### AO1

Most candidates showed an appropriate range of knowledge across the qualification. On the whole, the evidence produced showed accuracy with only minor misunderstandings seen. For some candidates, the detail lacked 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.

### AO2

Most candidates showed a fair to good understanding 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 tutor feedback on practical tasks and both theoretical tasks. Some lower achieving candidates did not always analyse the current working practices on the yard in relation to stereotypic behaviour and instead undertook a more general discussion on stereotypic behaviour. Some areas did lack consistency in terms of depth of understanding and connections made across topics, this was particularly evident in the lower achieving candidates within the feeding plan. The vast majority of candidates gained marks in AO2 in the middle banding on the assessment objective marking grid with a smaller number gaining AO2 marks in the upper and lower bandings.

### AO3

As in previous years, candidate performance was varied in the application of practical/technical skills. The evidence of skills seen varied between limited quality of work and some awkwardness in implementation up to excellent and confident practical skills. Candidates gained AO3 marks from across the whole of the bandings 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. Providing a detailed narrative of the quality of candidate practical performance in relation to the assessment objective marking grid is essential.

### 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 together information from across the units. The majority of candidates gained AO4 marks in the middle and lower banding of the assessment objective marking grid, with a smaller number scoring in the higher banding. The performance 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 the assessment. The performance varied from showing limited attention to detail to highly focused on the assessment outcomes. Candidates gained marks across all the bandings on the assessment objective marking grid and this was generally in line with the candidate's performance in AO3.

## Best practice

Most centres provided tutor written feedback of the candidates' practical performance which was detailed and clearly showed the quality of the candidate's performance across all AO's within the practical tasks. This written Practical Observation (PO) Form evidence is the **key** evidence required for moderation of the practical tasks in the synoptic assessment. Some centres produced PO forms that were limited in detail and/or were providing feedback on understanding/skills in incorrect boxes on the PO form. Some centres did not always link the tutor feedback to the bandings in the assessment objective marking grid or provide detail on areas for improvement within each assessment objective. Focusing on the quality and clarity of the tutor written feedback is essential moving forward.

There were a number of occurrences where the overall marks on the Candidate Record Form (CRF) had been added up incorrectly. There were also occasions where candidate evidence was missing from the moderation portal or signatures were missing from candidate declaration forms, and a smaller number of occurrences where declaration forms were not uploaded to the moderation portal. Care should be taken to ensure these administrative aspects are correct when marking and uploading to the moderation portal.

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 across assessors. A consistent standardised 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 majority of centres produced high quality evidence which aided the moderation process. Best practice is seen with the inclusion of the following evidence for each candidate as **one** document.

- Signed and dated declaration of authenticity.
- Detailed CRF [one completed for the entire assessment]. AO3 written feedback on the CRF which summarises the quality of the practical performance.
- Detailed POF's or centre produced equivalent which focuses on the quality of candidate performance across the different AO's. These can be separate for different tasks or brought together on one form.
- Candidate written work. Tutor annotations on written work are beneficial for moderation purposes.