

# **7457-401 Level 3 Synoptic Knowledge Test - Paper 2**

**January 2022**

## **Examiner Report**

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# Introduction

This document has been prepared by the Chief Examiner, it is designed to be used as a feedback tool for centres to use in order to enhance teaching and preparation for assessment. It is advised that this document be referred to when preparing to teach and then again when candidates are preparing to sit examinations.

This report provides general commentary on candidate performance and 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 the **December 2021** examination series. It will explain aspects which caused difficulty and potentially why the difficulties arose, whether it was caused by a lack of knowledge, incorrect examination technique or responses that failed to demonstrate the required depth of understanding.

The document provides commentary on the following assessment;  
**7457-401 Level 3 Synoptic Knowledge Test – Paper 2**

# Theory Exam – December 2021

## Grade Boundaries and distribution

Assessment: **7457-401**  
Series: **December 2021**

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

<b>Total marks available</b>	<b>60</b>
Pass mark	33
Pass rate	96%

# Chief Examiner Commentary

## General Comments on Candidate Performance

**Assessment component: 7457-401**

**Series: December 2021**

The examination paper covered a good range of learning outcomes over the whole qualification and was similar to the September exam in terms of level.

There was a balance of topics and it was felt that the questions allowed the candidates to demonstrate knowledge and understanding.

Overall candidates did not always engage with the command verbs in the questions, i.e. only listing/stating rather than explaining when asked to. Therefore, they did not always fully demonstrate their understanding and depth of knowledge, and often did not access the full marks in some questions as a result of this.

**Unit 367:** This unit facilitates an understanding of the application of diagnostic imaging techniques within a veterinary environment. Strengths of this unit were around contrast agents; however, some answers lacked a linked explanation to the statement made and this affected candidate marks. The main area of weakness was learner terminology.

**Unit 368:** This unit facilitates an understanding of diagnostic testing and essential laboratory techniques in clinical veterinary practice. Candidates did not demonstrate knowledge of blood work processes.

**Unit 369:** This unit facilitates an understanding of veterinary operating theatre practice for veterinary nurses. Only a third of the candidates were able to recall a particular suture pattern.

**Unit 371:** This unit facilitates an understanding of the essentials of nursing sick animals within a veterinary environment. Strengths of this topic were seen in the practical application of equipment. Candidates did not perform as well when asked to describe required equipment maintenance checks.

**Unit 372:** This unit will assist student veterinary nurses in preparing for entry on to the RCVS Register for Veterinary Nurses. They will explore the concept of professional accountability and their duties as registered practitioners. Strengths within this topic were seen in questions around legislation, whereas the majority of candidates did not access the full marks when asked to describe the purpose of the regulatory body.

**Unit 373:** This unit facilitates an understanding of peri-operative nursing care principles which encompasses the care of patients: pre-operative, intra-operative, post-operative and during home convalescence. Strengths of this topic were how to prepare a patient for surgery.

**Unit 375:** This unit prepares learners to provide first aid treatment to injured, and nursing care to critically ill dogs, cats, small mammals within a veterinary environment. Strengths in this topic were seen in recognising the environmental considerations that must be made during inpatient stays.

**ERQ/Unit 374:** This unit facilitates an understanding of the complex nursing needs for a sick small animal within a veterinary environment and the support required throughout its stay. Most candidates performed well in the ERQ with good breadth of knowledge seen across the board. Where candidates achieved higher marks, they had taken a logical approach to animal care, considerations to animal welfare and steps to take during diagnostic preparation. Candidates accessing marks in the lower band showed a fair breadth of knowledge but mostly basic recall in the identified areas lacking depth of understanding.

Overall, the cohort performed well on this question, but some candidates would have benefited from planning their responses. There was a varying degree of depth seen, with some candidates providing justification for the holistic care they had discussed, and other candidates only providing superficial explanations. The higher achieving candidates demonstrated a greater depth of understanding in the subject and were able to clearly link the discussion to the scenario.

### **Overall Comments**

Candidates will benefit from practising examination techniques when preparing for this examination. Candidates need to be prepared for the different types and structures of questions contained within the paper and need to be familiar with the variety of command verbs.

Candidates should ensure they read each question carefully to ensure they respond clearly to the question giving the depth required to achieve full marks.

Past papers and examiner reports are available on the City & Guilds website to support candidates with this preparation.