

7457-405/605 Level 3 Synoptic Knowledge Test - Paper 1

August 2021

Examiner Report

Contents

Introduction.....	3
Theory Exam – June 2021	4
Grade Boundaries and distribution	4
Chief Examiner Commentary	5

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 **June 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;
7457-405/605 Level 3 Synoptic Knowledge Test – Paper 1

Theory Exam – June 2021

Grade Boundaries and distribution

Assessment: **7457-405/605**

Series: **June 2021**

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

Total marks available	60
Pass mark	38
Pass rate	75%

Chief Examiner Commentary

General Comments on Candidate Performance

Assessment component: 7457-405/605

Series: June 2021

The paper was set at the correct level of difficulty for a level 3 exam. There was a balance of topics. The questions allowed the candidates to demonstrate their knowledge and understanding well.

Unit 360: This unit focuses on various topics of the operational requirements of a veterinary practice. Strengths of this unit were around the correct disposal of cytotoxic waste. The main area of weakness in this unit was knowledge regarding the five principles of practice. Extracts of The Veterinary Surgeons Act 1966 were sometimes given as incorrect answers.

Unit 362: This unit focuses on professional relationships and communication within a veterinary practice. There was only one question testing this topic which related to the socio-economic status and how this affects the human-animal bond. This was generally answered well with appropriate examples given.

Unit 380: This unit focuses on various equine welfare, health and husbandry topics. The stronger areas of this unit were around reasons for giving certain feeds and the correct technique for an intravenous injection. The weakness of this unit was around the Animal Welfare Act (2006) and the 5 animal needs.

Unit 364: This unit focuses on infection control within a veterinary environment. Strengths of the unit were around hospital acquired infections although some incorrect answers were seen with this topic also. Weaker areas included bacteria replication with candidates achieving limited marks.

Unit 366: This unit focuses on supporting the supply of veterinary medicines. Strengths of this unit were around the requirements for an individual to call themselves a SQP. The weaker areas of this unit were the side effects of prolonged corticosteroid use.

Unit 386: This unit focuses on understanding the essentials of veterinary nursing care for equine patients. Strengths of this unit included the extended response question. Areas of weakness in this unit included identifying signs of parturition in the mare. Some incorrect answers were given.

Extended Response Question (ERQ)

The extended response question provided an opportunity for candidates of every level to present their knowledge and understanding. Overall, the cohort performed well on this question. Generally, a good amount of detail was provided. Higher marks could have been achieved if more explanations were given. The lower achieving candidates mainly recalled basic facts and lacked detail to show depth and breadth of knowledge. There was a varying degree of understanding across the cohort. The higher achieving candidates demonstrated a greater depth of understanding in the subject and were able to access the higher marks by relating their answers to the question.