



AMSPAR

**June 2015 series - Examiner's Report**  
**5519-335 Level 3 Medical Principles for the Administrator**

Section 1 – Areas of good performance (question no/syllabus topic or reference)

**Comment**

This paper is written as a Level 3 examination and in several questions candidates are asked to give a description or explanation of the topic. Although the majority of candidates were able to give accurate, basic information and thus gain more than 50% of the available marks there were many candidates who were unable to expand their answers when the question required this.

In this June 2015 examination there were a few very good papers where candidates demonstrated full and accurate knowledge across the breadth of the syllabus but there were also several papers marred by poor exam technique, lack of correct information and poor spelling. This is particularly worrying as these candidates are, or are hoping to be, employed in a profession where attention to detail and accuracy is essential.

Q's 2b, 4, 5, 6a&b, 7, 8,10, 11, 12b&c, 14, 15 and 16 were well answered by many of the students, many of these questions only require the candidate to give very short answers or recall words and phrases from a prescribed list and do not require candidates to demonstrate understanding or any in-depth knowledge.

Section 2 – Areas for development (question no/syllabus topic or reference)

Several candidates lost vital marks because they did not read the questions carefully or they failed to check the answer they had given against the question after they had completed their answer. Several candidates gave multiple answers when only 2 or 3 were requested. If the question asks for 2 examples then only the first 2 answers given by the candidate will be marked even if these 2 answers are incorrect.

Q1 Many candidates were unable to show an understanding of the differences between health promotion and preventive medicine. Only the more able candidates mentioned the use of immunisation programmes and use of prophylactic drugs.

Q2a Although many candidates could list the areas of advice, the majority failed to give adequate description of this advice in their answer and so forfeited vital marks.

Q3 Many students did not read this question correctly and gave generic answers regarding health promotion, rather than focussing on the role of the administrator when running a child immunisation clinic

Q 9, This question was poorly answered by many candidates even though questions regarding the Pathology Department have been asked in many past examinations. There was inadequate description given by the majority of candidates across all areas and several candidates gave totally incorrect information in their answers. A small number of candidates failed to attempt this question.

Q13 The majority of the answers to this question were very disappointing with no candidate gaining all of the available marks. Many candidates appeared to have no idea of the responsibilities of the hospital pharmacist apart from giving the patient their medicines on discharge. Several candidates incorrectly wrote that the pharmacist prescribed the drugs themselves. A couple of candidates did not attempt this question.

### Section 3 – Recommendations

**Reading the questions.** Candidates should read the questions carefully and should continually check their answers to ensure that they are only giving the information/number of answers requested in the paper. Giving extra answers may use valuable time and cannot gain extra marks. E.G. in Q6b candidates were asked to give two symptoms and two signs which may indicate infection. Some candidates gave 6 or more answers and gave only signs or symptoms. Only the first two answers in each category were marked even if the candidate had given the correct answer further down their list.

The majority of candidates lost valuable marks because they did not give sufficient correct information in their answers. Tutors should stress that the words 'explain' and 'describe' require more than a couple of words in their answer. The number of marks allocated to a question gives the candidate some indication of the amount of detail expected in the answer. It is worrying that some candidates may not be given sufficient, correct information during their course to enable them to give full accurate answers in their examination. Centres should ensure that their lecturers have a wide, up to date knowledge of this subject area.

**Spelling.** In some instances writing and spelling is still quite poor and several papers were almost illegible. When learning information such as the medical term for a bone or body part, candidates should practice the spelling of the term until they can spell it correctly from memory. Drug categories, medical terms and the names of body parts/systems taken from the given lists will not be awarded the available mark if they are spelt incorrectly in the answer.

### Section 4 – Tips

Keep reading the questions. Look at the number of marks allocated to the question to help gauge how much information is required.

Highlight the requirement of the question on the examination paper (list, explain, describe and the number of answers required).

Make sure that you have attempted all parts of the question.

Practice spellings of medical words, drugs and body organs until you are perfect.

### Section 5 - Additional comments

The general standard was quite poor with several candidates falling below the required standard.