0172-21 Level 2 Technical Certificate in Animal Care

2023

Qualification Report

Contents

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.
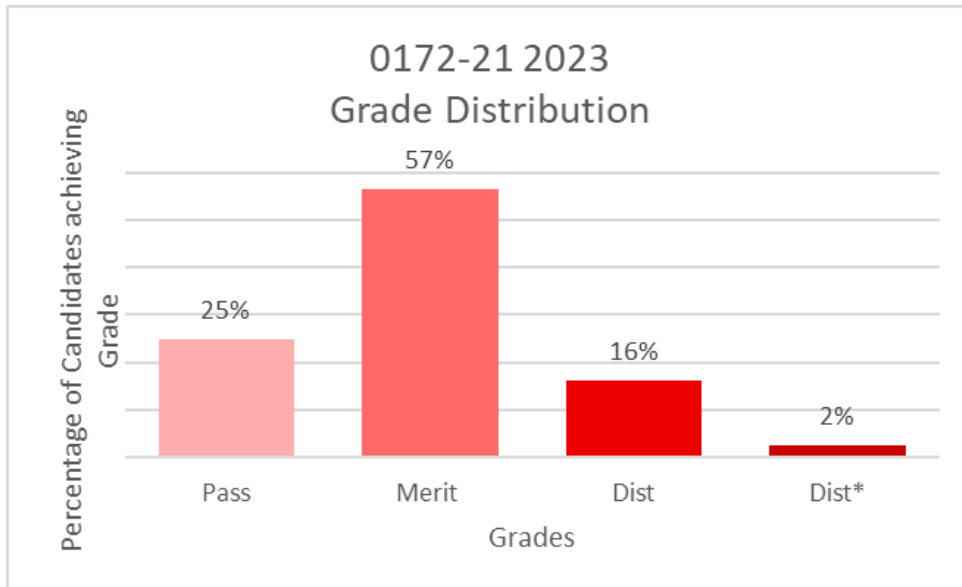
This report provides general commentary on candidate performance in both the synoptic assignment and theory exam. It highlights common themes in relation to the technical aspects explored within the assessment, giving areas of strengths and weakness demonstrated by the cohort of candidates who sat assessments in the 2023 academic year. It will explain aspects which caused difficulty and potentially why the difficulties arose.

The document provides commentary on the following assessments:

- 0172-024/524 Level 2 Animal Care – Theory Exam
    - March 2023 (Spring)
    - June 2023 (Summer)
- 0172-021 Animal Care – Synoptic Assignment

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.
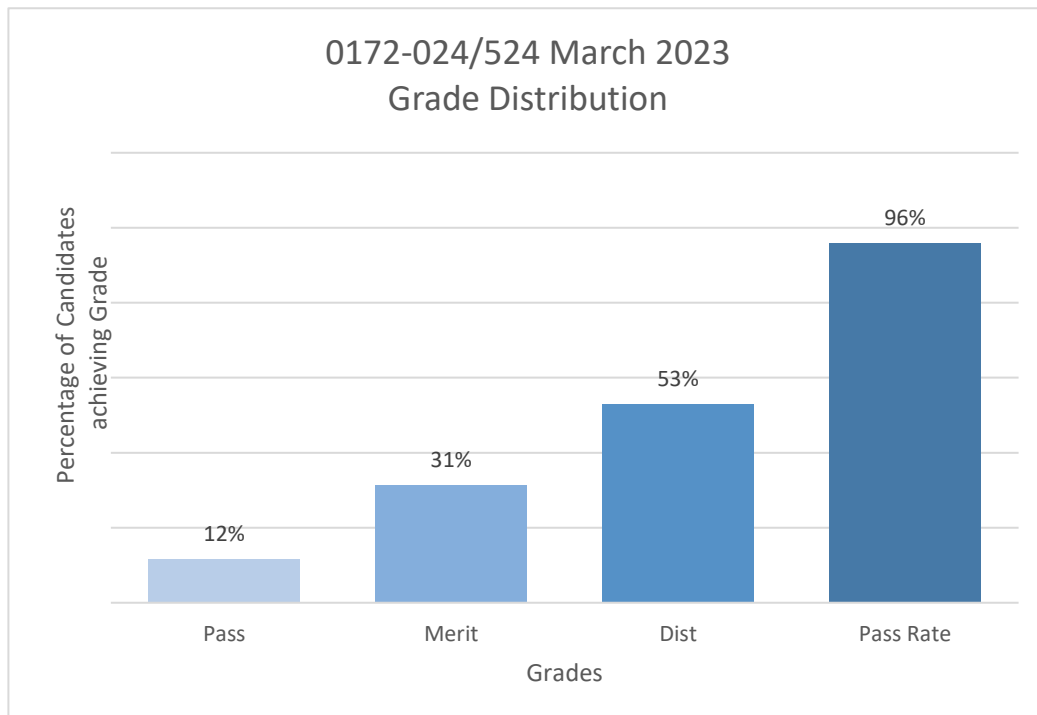
Theory Exam

Grade Boundaries

Assessment: 0172-024/524
Series: March 2023 (Spring)

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

Total marks availible	50
Pass mark	26
Merit mark	30
Distinction mark	35

The graph below shows the approximate distribution of grades and pass rates for this assessment:
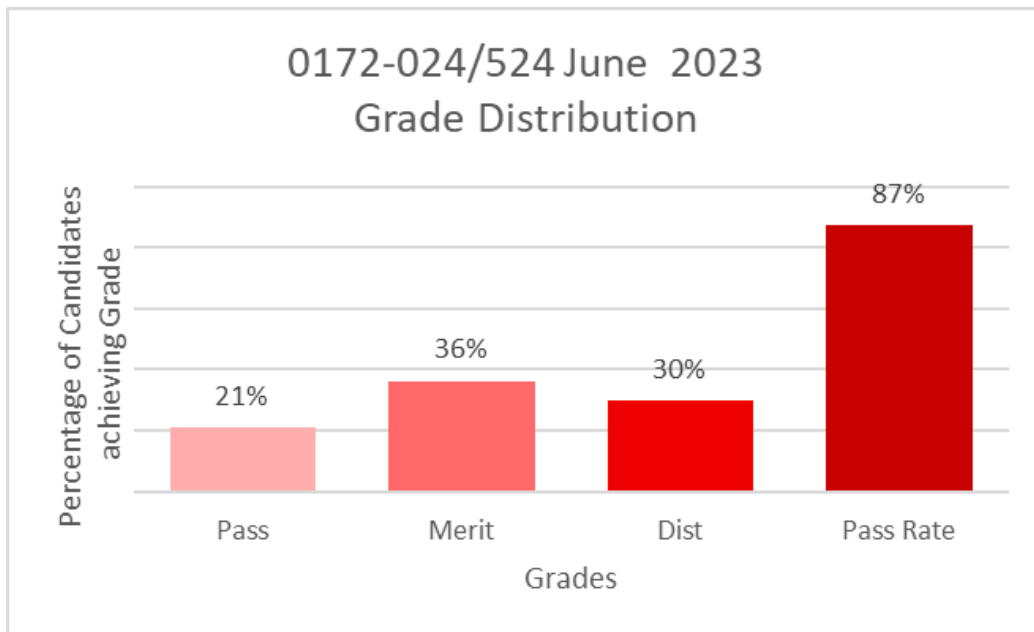
Assessment: 0172-024/524
Series: June 2023 (Summer)

Below identifies the final grade boundaries for this assessment.

Total marks availible	50
Pass mark	26
Merit mark	30
Distinction mark	35

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

Chief Examiner Commentary

0172-524 Level 2 Animal Care - Theory exam

Series 1 – March 2023

Overall, candidates have performed well on this assessment demonstrating good recall across most of the subject areas. Candidates' performance was stronger than that of the 2022 series.

Differentiation was seen in questions where candidates are required to apply knowledge to a given scenario and where candidates are required to share their understanding of the 'first sign' of a disease and identifying the correct amount of food to feed based in an animal's condition. There were some low performing AO1 and AO2 questions, some AO2 questions seemed to be the more challenging to candidates, despite being on the core topics.

In this paper, questions relating to animal health conditions, eg identifying a normal appearance, causes of disease and First Aid were answered well demonstrating candidates' knowledge of animal care. Candidates also responded well to questions including the use and care of equipment as well as behaviour questions, with higher performing candidates able to show knowledge and understanding of territorial behaviour and the cause of another specified behaviour. Most candidates performed well in the business questions with many candidates able to identify the correct organisation when given a brief description, showing understanding of job roles and health and safety.

Candidates show a lack of depth of knowledge and understanding in certain core topics; signs and symptoms of common diseases, rules of first aid, nutritional requirements of individual animals, consequences of an inadequate diet, appropriate use of restraint equipment and identifying the most appropriate restraint techniques.

Lower performing candidates were unable to show understanding of recording and reporting on observations and situations that require handling with care. Many candidates continue to struggle with technical terminology and application of knowledge and understanding to the given scenarios.

Centres are encouraged to help candidates develop their understanding of technical terminology across the qualification. Candidates would also benefit from further exam practice prior to sitting their assessment as a number of candidates appear not to focus on reading the questions, especially scenario-based, which often leads a missed opportunity to achieve marks.

Past papers and marking schemes are available on the City and Guilds website which should be used for exam practice.

City & Guilds also offers a technical exam guide to support the work on the exam technique.

All documents are available to download from [Technicals in Animal Care Management and Equine Care Management qualifications and training courses | City & Guilds (cityandguilds.com)](cityandguilds.com)

Past papers and marking schemes: Documents – Animal Care - Level 2 – Assessment materials – Past Papers tabs
Exam guide: Documents – Animal Care - Level 2 – Assessment materials

Series 2 – June 2023

Overall, candidates have performed well on this assessment demonstrating good recall across most of the subject areas. The paper was comparable to previous series in relation to range, suitability and level with a balance of questions testing depth and breadth across the tested topics. This has allowed all candidates to demonstrate both knowledge and understanding whilst still providing higher performing candidates with an opportunity to show greater depth and breadth across the qualification.

The format and style of questions requiring candidates to apply their knowledge and understanding are deemed similar to previous series. The questions asked were clear and the language used was appropriate for Level 2 candidates. Some questions required candidates to refer to a scenario, these scenarios are based on work place situations and require candidates to consider the scenario prior to selecting their considered answer.

In this paper, questions relating to animal health conditions e.g. signs of conditions, health consequences, and changes in health were answered well demonstrating candidates' knowledge of animal care. Candidates also showed knowledge and understanding in the feeding unit e.g. nutrient content of food, consequence of incorrect nutrition, identification of feeding receptacle. Within the behaviour unit candidates showed strengths in identifying atypical behaviour, appropriate care of a specified life stage, appropriate reporting, recognising animal behaviour. Higher performing candidates were able to show knowledge and understanding of interspecific communication and focal sampling. Candidates performed reasonably well in the business questions with many candidates able to recall aspects of the minimum wage regulations, identify appropriate actions in a given scenario and recall legal requirements.

The item statistics showed weaknesses in depth of knowledge and understanding in certain core topics; Application of first aid, cause of specified condition, adapting care of animals, legal entitlements in the work place, purpose of DEFRA. These questions have been additionally reviewed by the awarding panel and external experts to ensure the validity of the questions and the accuracy of the answers, the questions were deemed to be valid and the answers accurate. The questions are not considered to be any more demanding compared to those of the previous series and the low performance in these questions was not expected as commonly candidates usually perform at a higher level in many of these topics.

Omissions were uncommon throughout the whole paper but when seen these were mostly around animal behaviour and application of specific knowledge e.g. fish.

Lower performing candidates were unable to identify the correct application of first aid, adaptation of diet based on an animals change in condition, and role of BIAZA. Many candidates continue to struggle with technical terminology and application of legislation, resulting in a loss of marks across the paper. The Scenario based questions allowed for differentiation with lower performing candidates showing weaknesses in some areas e.g. Zoonotic diseases, appropriate accommodation location and choice of enclosure materials.

Centre's are encouraged to help candidates develop their understanding of technical terminology across the qualification. Candidates would also benefit from further exam practice prior to sitting their assessment as a number of candidates appear to misread the questions, especially scenario-based, which often leads a missed opportunity to achieve marks.

Centres are encouraged to help candidates develop their understanding of technical terminology across the qualification. Candidates would also benefit from further exam practice prior to sitting their assessment as a number of candidates appear not to focus on reading the questions, and

often do not re-refer to the scenario-based questions which would support the candidate to accurately answer these questions.

Past papers and marking schemes are available on the City and Guilds website which should be used for exam practice. City & Guilds also offers a technical exam guide to support the work on the exam technique.

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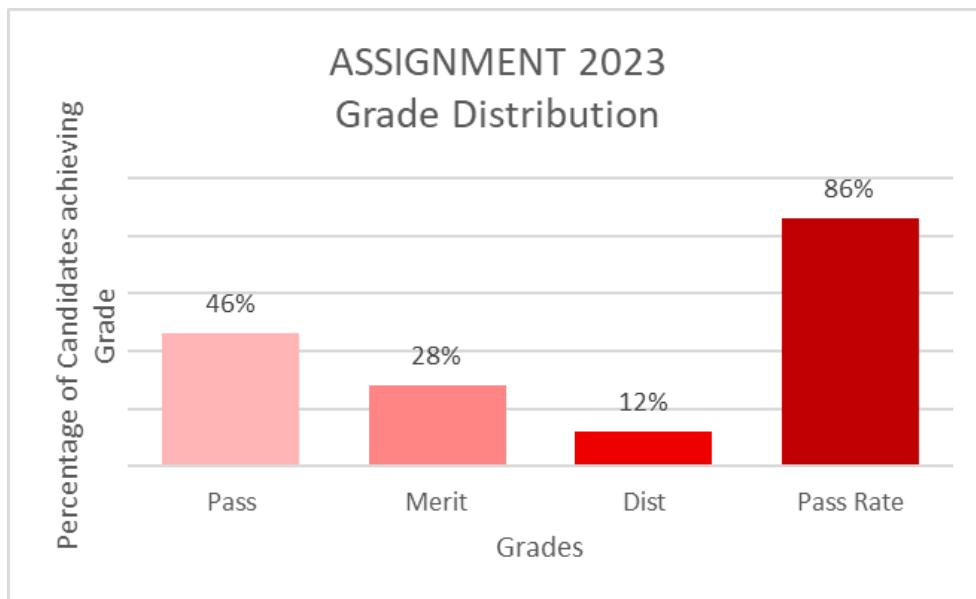
Synoptic Assignment

Grade Boundaries

Below identifies the final grade boundaries for this assessment.

Assessment: 0172-021
Series: 2023

Total marks availible	60
Pass mark	25
Merit mark	34
Distinction mark	44

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

Principal Moderator Commentary

The assignment has a range of tasks that enables all learners to achieve the qualification and takes into consideration the strengths and weaknesses of the learner. Tasks are designed to enable the learner the opportunity to demonstrate their knowledge and understanding in a practical setting which is supported by verbal commentary.

The theoretical aspect of the assignments allows for further understanding to be demonstrated which is beneficial to learners who may be less articulate. Both practical and theoretical tasks are designed to enable the higher-level learner the opportunity to demonstrate further ability or understanding.

Results of AO's vary in accordance with the individual, but each AO gives the learner the opportunity to demonstrate ability.

There were four tasks in total covering a range of topics such as Animal Health, Animal Behaviour and Animal Husbandry.

The first task involves candidates producing a poster on atypical and typical behaviours. Most candidates were able to identify typical behaviours in their allocated species, however many candidates simply stated the opposite for atypical for example typical – grazing, atypical – not grazing. Some candidates went into greater detail of atypical behaviours and why these may be seen. Centres should ensure that candidates have covered all of the unit content in sufficient detail to allow them to utilise their knowledge and experience effectively to cover all sub-topics within the topic.

The second task required candidates to carry out husbandry tasks that include cleaning the accommodation and completing a physical health check on their allocated animal. The majority of candidates performed well in the accommodation element of this task. The health check element gave a strong differentiation between candidates. Some candidates provided a basic list of their findings that did not cover all aspects of the health check. Some candidates were too nervous to be able to physically restrain the animal and therefore could not complete a physical health check. Some candidates gave a detailed health check discussing their findings but also offering alternatives to what they may have found if the animal was ill in their comments. Centres must ensure that candidates are familiar with the animals they are being assessed on and should have some degree of confidence to be able to carry out the tasks in sufficient detail. Centres are reminded that they are required to provide commentary that reflects the quality of the candidate's performance rather than the detail of what the candidate is doing throughout the task. Centres should also provide the required detail when describing the quality of the candidate's performance. For example, if noting that the candidate is dextrous and fluid in their approach and can problem solve, centres should indicate how the candidate is demonstrating dexterity or fluidity and how they are able to solve problems.

The third task involved carrying out observations, producing an enrichment plan, providing enrichment and then reobserving the animal to determine if the enrichment had any effect on the animal. Many candidates were able to observe the animal appropriately, although it was noted across many candidates that they were observing inactive animals despite the guidance stating they should have access to animals when they are normally active. Some candidates produced excellent enrichment plans that went into detail regarding the design of their plan whilst others gave a brief overview of what they were going to do. Some candidates were not able to carry out their own plan of enrichment and were given other enrichment to offer to the animal. Some candidates only gave one of the enrichment pieces from their plan. Centres should ensure that candidates have covered all of the unit content in sufficient detail to allow them to utilise their knowledge and experience effectively to cover all sub-topics within the topic. Centre should also ensure they are fully meeting the guidance within the synoptic assignment pack.

The final task asked candidates to produce a report on how the enrichment may have changed the animal's behaviour. Some candidates produced a detailed report about the enrichment did or did not change the animal's behaviour. Other candidates gave a very brief report stating if the enrichment did or did not change the behaviour. Centres should ensure that candidates are practiced in reviewing their work and making suggestions on how to improve in order to be successful in these types of tasks.