

# 0172-26 Level 2 Technical Certificate in Equine Care

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.

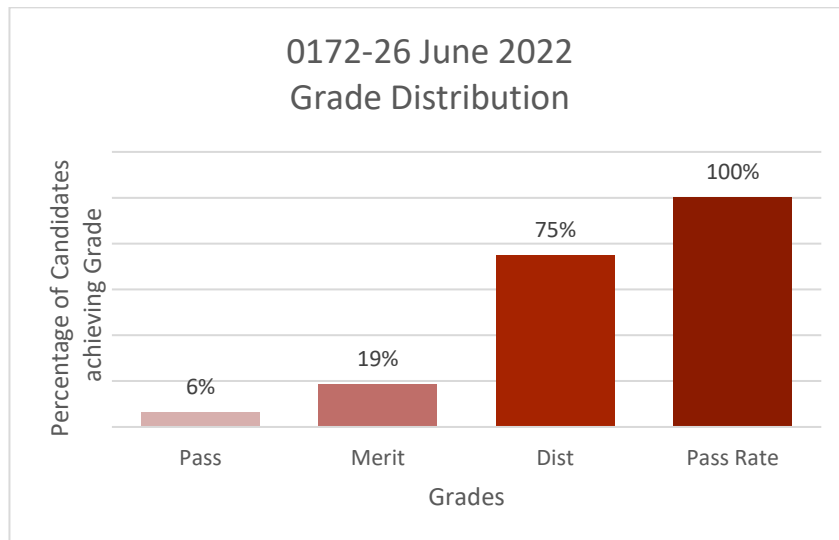
The document provides commentary on the following assessments:

- 0172-026/526 Level 3 Equine Care – Theory exam (1)
  - March 2022 (Spring)
  - June 2022 (Summer)
- 0172-025 Level 3 Equine Care – Synoptic Assignment (1)

# Qualification Grade Distribution

## 0172-26 Level 2 Technical Certificate in Equine Care

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

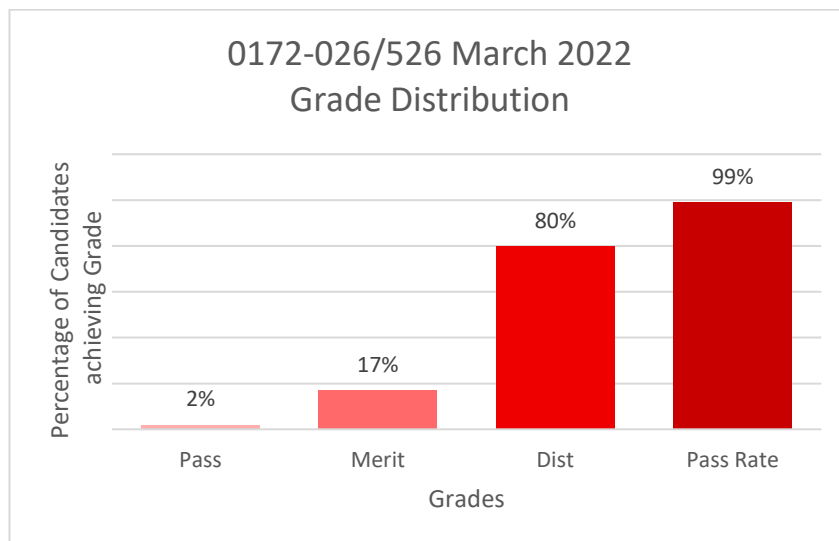
Assessment: 0172-026/526  
Series: March 2022

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

<b>Total marks available</b>	<b>50</b>
Pass mark	20
Merit mark	27
Distinction mark	35

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:

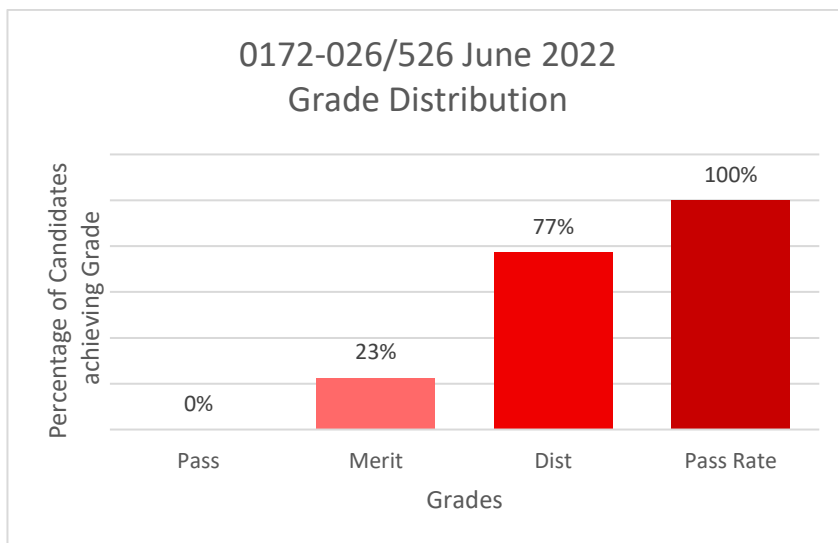


Assessment: 0172-026/526  
Series: June 2022 (Summer)

Below identifies the final grade boundaries for this assessment:

<b>Total marks available</b>	<b>50</b>
Pass mark	17
Merit mark	24
Distinction mark	32

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

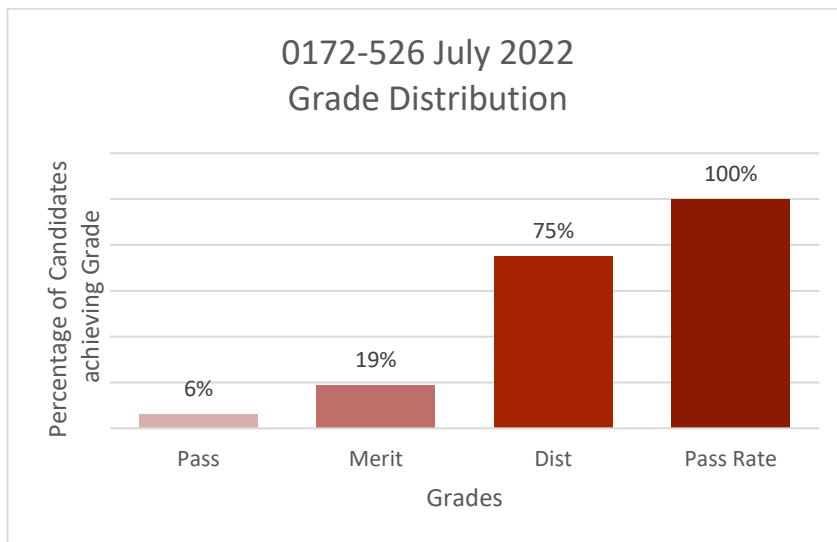


Assessment: 0172-526  
Series: July 2022 (Summer)

Below identifies the final grade boundaries for this assessment:

<b>Total marks available</b>	<b>49</b>
Pass mark	16
Merit mark	23
Distinction mark	31

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





# Chief Examiner Commentary

## 0172-026/526 Level 2 Equine Care – Theory exam (1)

### Series 1 – March 2022

A good breadth of knowledge and understanding was seen across most of the units assessed in the examination. This suggests that candidates were well prepared for the exam. Most candidates answered the practical recall and practical understanding questions effectively. A small number of areas were not answered effectively, and poor responses were seen. These areas were mainly related to the theoretical and scientific questions which is a trend that has been seen in previous examinations. A small number of practical questions relating to specific tack and equipment were also not answered effectively.

#### Unit 217

This unit focuses on various topics in relation to the feeding and watering of horses. Candidate responses showed both strengths in knowledge and understanding in some topics and weaknesses in others. The main areas of strength for this unit were around providing water in a field, forage to concentrate ratios and identifying concentrate feeds. The topics which were answered least effectively included questions on the topics of specific feedstuffs and needs of energy in the diet.

#### Unit 222

This unit focuses on the principles of lungeing horses and how they can be applied in practice. The topics of this unit assessed in the question paper related to understanding the reasons why horses are exercised from the ground. Candidate responses showed a high level of knowledge and understanding on the topic. The main areas of strength for this unit were around identifying non ridden exercise methods and benefits of lungeing horses.

#### Unit 231

This unit focuses on various topics in relation to equine health and welfare. Candidate responses showed both strengths in knowledge and understanding in some topics and weaknesses in others. The main areas of strength for this unit were on questions asking for practical recall and understanding. These topics included laminitis, first aid kit contents and general health concerns. The topics which were answered least effectively included questions that were theoretical or scientific relating to disease causes, treatment and symptoms.

#### Unit 232

This unit focuses on various topics in relation to working in the equine industry. The topic of employment rights and responsibilities was tested in the question paper. Candidate responses showed a high level of knowledge and understanding on the topic.

#### Unit 234

This unit focuses on various topics in relation to horse tack and equipment. Candidate responses showed both strengths in knowledge and understanding in some topics and weaknesses in others. The main area of strength for this unit was around types of saddles. The topics which were answered least effectively included question 26 on different types of bits.

#### Integration across units

The scenario-based questions cover the range of units which are assessed on the question paper. Candidates are expected to refer to the information given in each individual scenario in order to answer the related questions. Candidate responses again showed both strengths in knowledge and understanding in some topics and weaknesses in others. The main areas of strength for the questions were around considerations of manual handling and methods of feeding forage. The topics which were answered least effectively included questions related to identifying specific pieces of tack and equipment and treating specific diseases based on symptoms.

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/July 2022**

A good breadth of knowledge and understanding was seen across most of the units assessed in the examination. This suggests that candidates were well prepared for the exam. Most candidates answered the practical recall and practical understanding questions effectively. A small number of areas were not answered effectively, and poor responses were seen. These areas were mainly related to the theoretical/scientific questions which are a trend that has been seen in previous examinations. For the July question paper, one question was excluded to ensure no candidates were disadvantaged and grade boundaries were recalculated accordingly.

### **Unit 217**

This unit focuses on various topics in relation to the feeding and watering of horses. Candidate responses showed both strengths in knowledge and understanding in some topics and weaknesses in others. The main areas of strength for this unit were around roughage, water sources and influences of winter for the diet of the horse living at grass. The topics which were answered least effectively included questions on the topics of ration formulation and forage to concentrate ratios.

### **Unit 222**

This unit focuses on the principles of lungeing horses and how they can be applied in practice. The topics assessed in the question paper related to understanding the reasons why horses are exercised from the ground. Candidate responses showed a high level of knowledge and understanding on the topic. The main areas of strength for this unit were around identifying non ridden exercise methods and the benefits of lungeing horses.

### **Unit 231**

This unit focuses on various topics in relation to equine health and welfare. Candidate responses showed both strengths in knowledge and understanding in some topics and weaknesses in others. The main areas of strength for this unit were on questions asking for practical recall and understanding. These topics included procedures for taking a horse's temperature, first aid kit contents, behavioural disorders and general signs of good health. The topics which were answered least effectively included questions that were theoretical/scientific relating to disease causes and treatment.

### **Unit 232**

This unit focuses on various topics in relation to working in the equine industry. The topic of employment rights and responsibilities was tested in the question paper. Candidate responses showed a high level of knowledge and understanding on the topic.

### **Unit 234**

This unit focuses on various topics in relation to horse tack and equipment. Candidate responses showed both strengths in knowledge and understanding in some topics and weaknesses in others. The main areas of strength for this unit were around types of bandages and breastplates.

The topics which were answered least effectively included a question related to different parts of the bridle.

### **Integration across units**

The scenario-based questions cover the range of units which are assessed on the question paper. Candidates are expected to refer to the information given in each individual scenario in order to answer the related questions. Candidate responses again showed both strengths in knowledge and understanding in some topics and weaknesses in others. The main areas of strength for the questions were around maintaining the working environment and reasons for isolation. The topics which were answered least effectively included questions on health parameters and health conditions, forage to concentrate ratios and legislation.

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-technicals-in-animal-care-management-and-equine-care-management#tab=documents>

# Synoptic Assignments

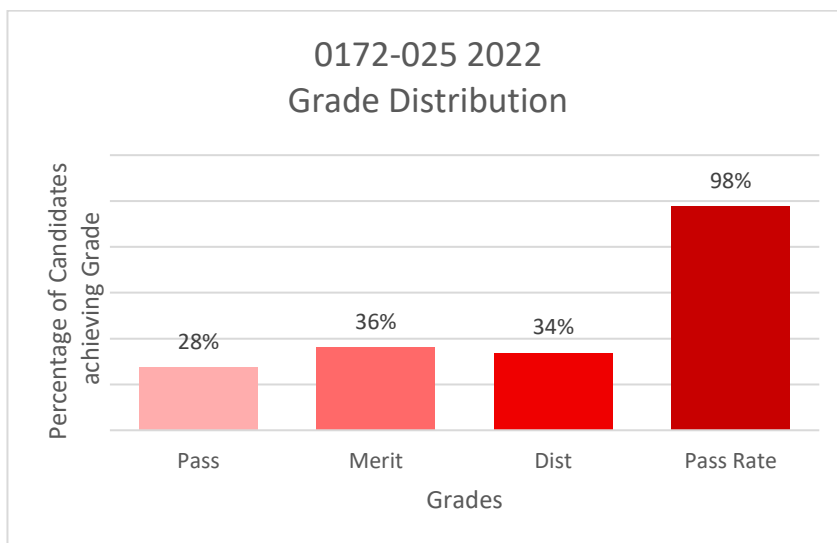
## Grade Boundaries

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

Assessment: 0172-025  
Series: 2022

<b>Total marks available</b>	<b>60</b>
Pass mark	21
Merit mark	30
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 junior groom at a livery yard that specialises in the care of veteran horses. 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, tacking up, and lungeing a horse. Other aspects of the assignment assessed the theoretical knowledge of candidates with the scenarios of a care plan for a specific horse and a report exploring business promotion with the use of a case study. The tasks 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 progression within an education setting and when moving to employment within the industry.

### AO1

Most candidates showed an appropriate range of knowledge across the qualification. The evidence showed a sound knowledge, and the depth and range were consistent with level 2 candidate ability. On the whole, the evidence 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, with the majority of the candidates falling across band two.

### 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 evaluate the horse's way of going in detail or make links to underpinning equitation theory. Some areas lacked consistency in terms of depth of understanding and connections made across topics; this was 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 a candidate's 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 on the whole 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.