



# 0172-26 Level 2 Technical Certificate in Equine Care

2023

**Qualification Report**

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# 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.

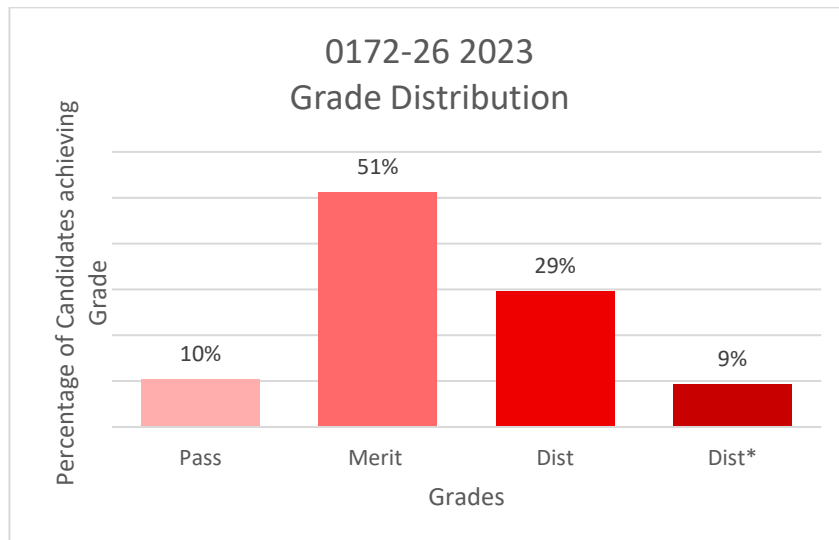
The document provides commentary on the following assessments:

- 0172-026/526 Level 2 Equine Care – Theory exam
  - March 2023 (Spring)
  - June 2023 (Summer)
- 0172-025 Level 2 Equine Care – Synoptic Assignment

# Qualification Grade Distribution

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

The grade distribution for this qualification is shown below:



This data is based on the distribution as of 21/08/2023.

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

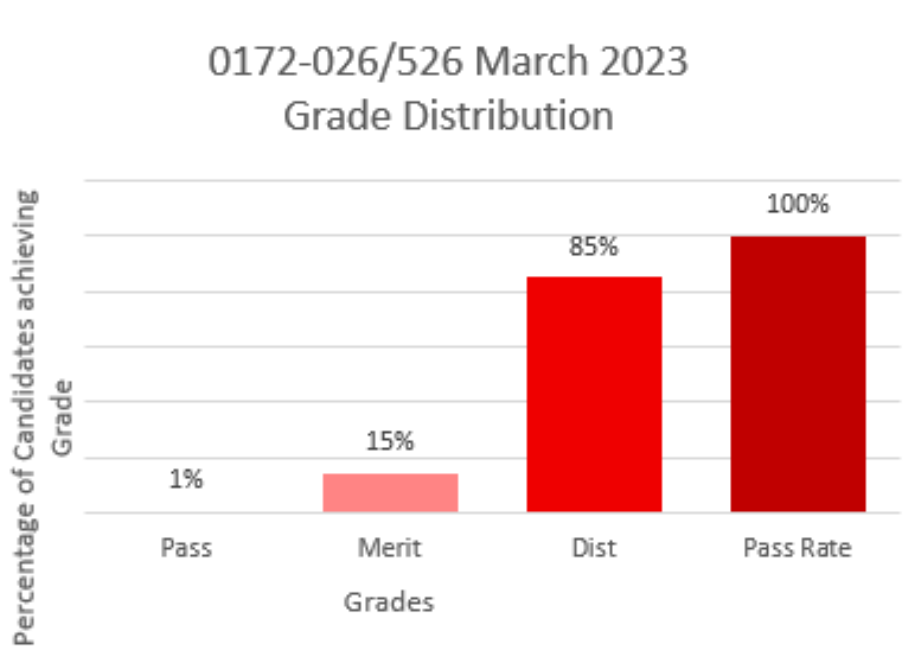
## Grade Boundaries

Assessment: **0172-026/526**  
Series: **March 2023 (spring)**

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 graph below shows the approximate distribution of grades and pass rates for this assessment:

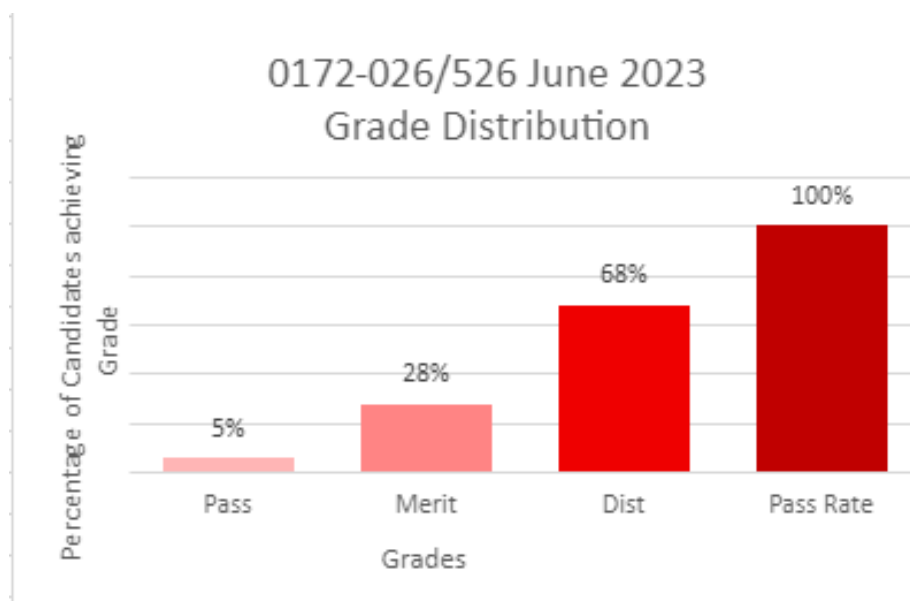


Assessment: **0172-026/526**  
Series: **June 2023 (summer)**

Below identifies the final grade boundaries for this assessment:

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

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



# Chief Examiner Commentary

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

### Series 1 – March 2023 (spring)

A good breadth of knowledge and understanding was seen across most of the units assessed in the examination which suggests that candidates were well prepared for the exam. Most candidates answered the practical recall and understanding questions successfully. A few of questions were not answered well, 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 series. A small number of practical questions relating to specific tack and equipment were also not answered well.

#### Unit 217

This unit focuses on various topics relating to the feeding and watering of horses. Candidate responses overall showed a high level of knowledge and understanding across the unit. The main areas of strength were feeding requirements and understanding gradual changes to diet.

#### Unit 222

This unit focuses on the principles of lungeing horses and how they can be applied in practice. The questions in this unit related to understanding 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 were identifying non-ridden exercise methods and long-reining. The weakest area was identification of injuries which may require lungeing rather than ridden work.

#### Unit 231

This unit focuses equine health and welfare. Questions asking for practical recall and understanding were areas of strength for candidates. These questions included aspects of a health check, animal welfare needs, and vaccinations. Theoretical and scientific questions relating to causes of disease and identifying specific pathogens were answered less well.

#### Unit 232

This unit focuses on working in the equine industry. Employment rights and responsibilities was tested in the question paper. Candidates performed well on questions relating to maintaining the working environment and employment rights. Rates of pay and annual leave entitlement were answered less well.

#### Unit 234

This unit focuses horse tack and equipment. The main areas of strength for this unit were around types of rugs and bandages. The question which was answered least well related to different types of bits.

#### Integration across units (AO4)

The scenario-based questions cover a range of units which are assessed on the question paper. Candidate responses again showed both strengths in knowledge and understanding in some topics and weaknesses in others. Main areas of strength focussed on the immediate considerations of horse management when a horse is in ill health, identifying laminitis, and the course of action for new horses arriving on a yard. The questions which were answered least well related to exercise requirements for recovery, course of action after illness is identified from a health check, and factors for feeding an injured horse.

## **Series 2 – June 2023 (summer)**

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.

### **Unit 217**

This unit focuses on various topics in relation to the feeding and watering of horses. Candidate responses showed strengths in knowledge and understanding in most topics and weaknesses in others. The main areas of strength for this unit were around reasons forage is important in the diet and considerations for setting individual diets for horses.

### **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 reasons 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 the animal needs and parts of the equine first aid kit. Questions which were answered least effectively included those that were theoretical/scientific relating to bacteria and legislation.

### **Unit 232**

This unit focuses on various topics in relation to working in the equine industry. Employment rights and responsibilities was tested in the question paper. Candidate responses showed a high level of knowledge and understanding on the topic. One topic on the National Living Wage was answered less effectively.

### **Unit 234**

This unit focuses on various topics in relation to horse tack and equipment. Candidate responses overall showed a high level of knowledge across the topics. The particular areas of strength for this unit were questions relating to saddles and rugs.

### **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 managing new horses on a yard. The question relating to methods of specific health parameters was answered least effectively.

**Centres are reminded of the City & Guilds Technicals 'Exam Guides' available here:**  
[Technicals in Animal Care Management and Equine Care Management qualifications and training courses | City & Guilds \(cityandguilds.com\)](https://www.cityandguilds.com/qualifications/animal-care-management-and-equine-care-management)





# Synoptic Assignments

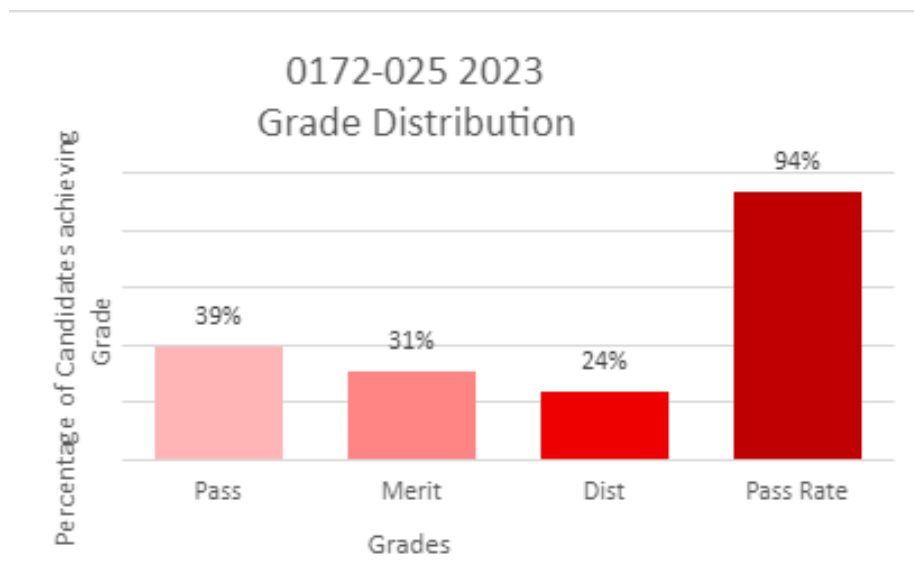
## Grade Boundaries

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

Assessment: 0172-025  
Series: 2023

<b>Total marks available</b>	<b>60</b>
Pass mark	24
Merit mark	33
Distinction mark	42

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 foundation groom at a full livery yard that specialises in the rehabilitation of sick and injured horses. The groom was 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 and tacking up and lungeing a horse. Other aspects of the assignment assessed the theoretical knowledge of candidates with the scenarios of creating a care plan for a specific horse and a report exploring social media use for business promotion. 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. Overall, 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 most of the candidates falling across band two.

### AO2

Most candidates showed a fair to good understanding across the qualification. Explanations were mostly logical and provided some detail in the more basic areas of the assignment. 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 areas lacked consistency in terms of depth of understanding and connections made across topics; this was evident in the lower achieving candidates within the care plan and the social media tasks. Most candidates gained marks in AO2 in the low and middle bandings on the assessment objective marking grid, with a smaller number gaining AO2 marks in the upper bandings.

### AO3

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 all 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 candidate's practical performance in relation to the assessment objective marking grid is essential.

### AO4

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. Most 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 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 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 evidence, via the Practical Observation (PO) form, 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.