

0172-38 Level 3 Advanced Technical Extended Diploma in Equine Management (1080)

2019

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 2019 academic year. It will explain aspects which caused difficulty and potentially why the difficulties arose.

The document provides commentary on the following assessments:

Year 1

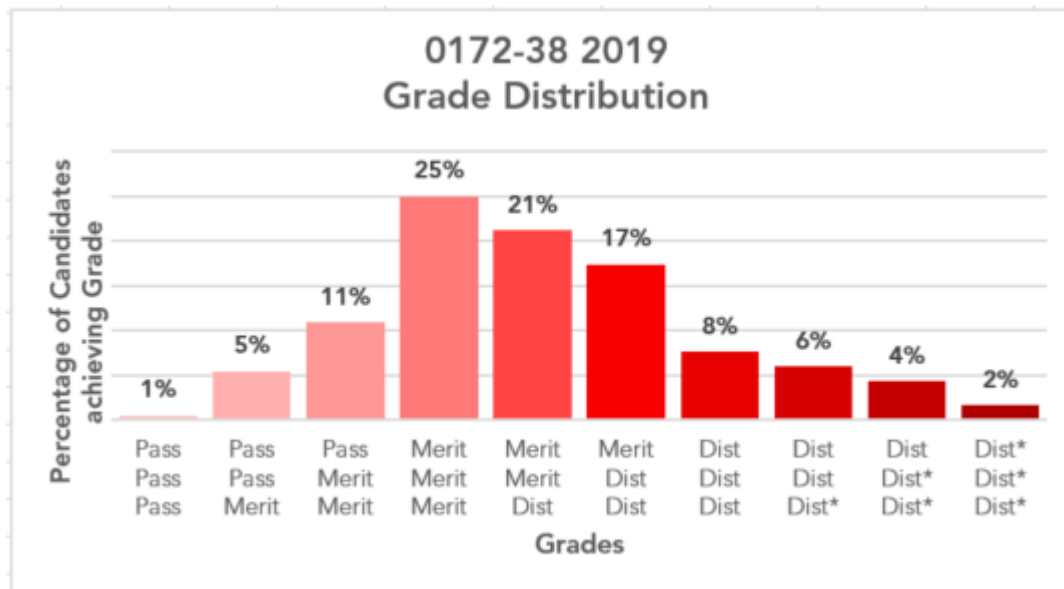
- 0172-004/504 Level 3 Equine Management - Theory exam (1)
 - March 2019 (Spring)
 - June 2019 (Summer)
- 0172-003 Level 3 Equine Management - Synoptic assignment (1)

Year 2

- 0172-008/508 Level 3 Equine Management - Theory exam (2)
 - March 2019 (Spring)
 - June 2019 (Summer)
- 0172-007 Level 3 Equine Management - Synoptic assignment (2)

Qualification Grade Distribution

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 – Year 1

Grade Boundaries

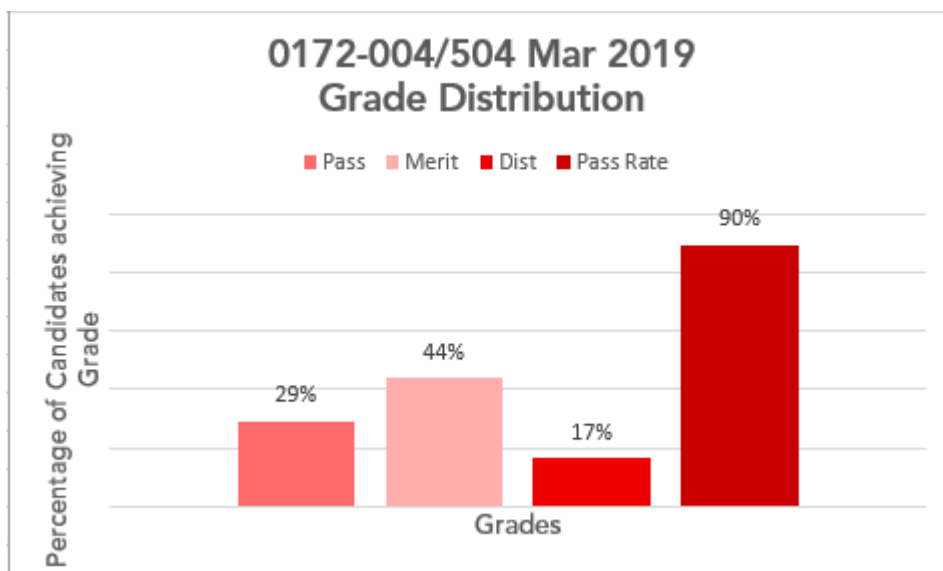
Assessment: 0172-004/504

Series: March 2019

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

Total marks available	60
Pass mark	22
Merit mark	31
Distinction mark	41

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

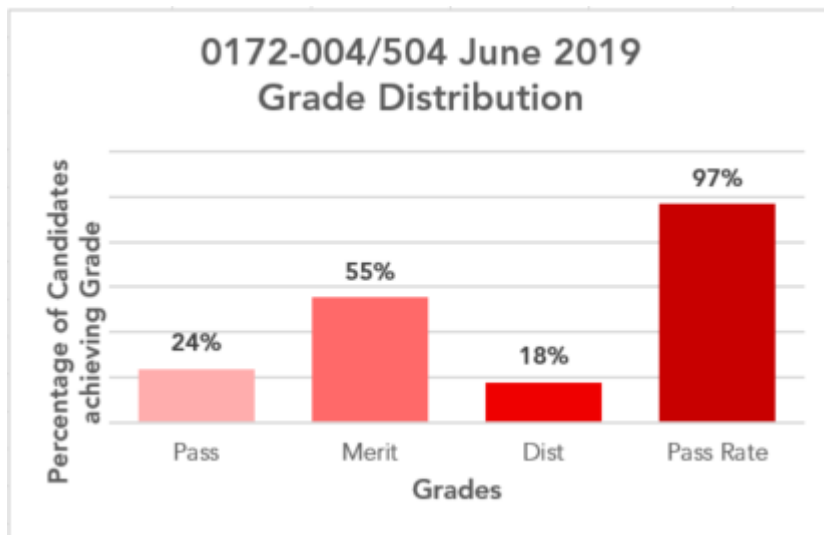


Assessment: 0172-004/504
Series: June 2019

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

Total marks available	60
Pass mark	26
Merit mark	35
Distinction mark	45

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



Chief Examiner Commentary

Assessment component: 0172-004/504

Series 1 (March)

The candidates gave a wide range of responses from poor to excellent. AO1 questions were answered effectively overall showing a good breadth of knowledge across the units assessed in the question paper. For example, preventative health care schedules and life stages/conditions affecting a horse's diet. Some areas were not answered effectively with poor responses showing a lack of depth of knowledge. For example, bacteria and viruses and understanding of functions of water in the horse's body.

Generally, candidates showed a better ability to read and understand the questions than in previous years. Many candidates gave answers that clearly related to the content of the question. However, for the AO2 questions candidates did, on some occasions, fail to consider that the questions were asking for explanations. Candidates provided answers that only stated the information and therefore failed to show their ability to expand and link the facts to further information to show understanding. It is important that candidates are encouraged to expand the breadth and depth of their answers in AO2 questions. Overall, candidates showed good structure in their question responses and appeared to be better prepared in their examination technique.

Unit 350

This unit focuses on various areas of stable and yard operations. Overall, the questions on this unit were answered effectively by the majority of candidates. Strengths for this unit were around preventative health care schedules and combined management systems. Slightly less knowledge was seen on the topic relating to health and safety records. Overall, candidates demonstrated a high level of knowledge and understanding across most of the assessed topics from this unit.

Unit 351

This unit focuses on various topics in relation to animal health. A number of different topics within this unit were covered. Candidate responses showed both strengths in knowledge and understanding in some topics and weaknesses in others. There were a number of topics that were answered less effectively than others in this unit. The question relating to explaining differences between bacteria and viruses was not answered effectively. The topic of thrush was also not always answered effectively but this was due to examination technique and a lack of explanation rather than knowledge of thrush treatment. The main area of strength on this unit was around the topic of identifying symptoms of acute laminitis in horses.

Unit 355

This unit focuses on various topics in relation to equine feeding and nutrition. The questions were answered effectively overall with strengths including life stages/conditions and changes to feeding plan. The topic which was answered least effectively was explaining the functions of water in the horse's body.

Unit 356

This unit focuses on various topics in relation to horse behaviour and welfare. Candidate responses showed both strengths in knowledge and understanding in some topics and weaknesses in others. Identifying stereotypic behaviours was answered effectively as was

management techniques for minimising stereotypic behaviours. Overall examination technique limited marks for some candidates because they failed to give explanations in the A02 questions and tended just to state the answers.

Extended response question

The question was answered correctly by the majority of candidates. The question focused on the impact on health and welfare of keeping horses confined to a stable. Most candidates showed an improvement in the structure of the answers in comparison to previous academic years. Most candidates focused on the negative impacts of keeping a horse in a stable. It would be beneficial for candidates to produce a more balanced discussion of both positive and negative areas. What also limited marks for some candidates was a lack of examples given in the discussion. Most candidates discussed a limited number of aspects and gave very little justification on how the diet and feeding routine can influence horse health and welfare. The answers read as a basic description rather than a discussion of potential impacts. It is suggested that centres spend time preparing candidates to include a wide range of areas for discussion within the answer to show an improved breadth of knowledge. This will enable candidates to gain higher marks. Justification is needed throughout the discussion in order to gain higher marks above the first banding as this will show depth of knowledge.

Series 2 – June 2019

Series 2 (June)

The candidates gave a wide range of responses from poor to excellent. AO1 questions were answered effectively overall showing a good breadth of knowledge across the units assessed in the question paper, for example, assessing field provision for horses and major nutrients required in the horse's diet. Some areas were not answered effectively with poor responses showing a lack of depth of knowledge, for example, the importance of digestibility and palatability when planning a horse's diet.

Generally, candidates showed a better ability to read and understand the questions than in previous years as many candidates gave answers that clearly related to the content of the question. However, for the AO2 questions candidates did, on some occasions, fail to consider that the questions were asking for explanations. Candidates provided answers that only stated the information and therefore failed to show their ability to expand and link the facts to further information to show understanding. It is important that candidates are encouraged to expand the breadth and depth of their answers in AO2 questions. Overall, candidates showed better exam technique when compared to previous years.

Unit 350

This unit focuses on various areas of stable and yard operations. Overall, the questions on this unit were answered effectively by the majority of candidates. Strengths for this unit were around assessing field provision for horses and the impact of stabling on behaviour. Slightly less knowledge was seen on the topic relating to the importance of preventative vaccines for competition horses. Overall, candidates demonstrated a high level of knowledge and understanding across most of the assessed topics from this unit.

Unit 351

This unit focuses on various topics in relation to animal health. A number of different topics within this unit were covered. Candidate responses showed both strengths in knowledge and understanding in some topics and weaknesses in others. There were a number of topics that were answered less effectively than others in this unit, for example, the question relating to identifying pathogenic diseases. The main area of strength on this unit was around the topic of precautions that should be taken when administering medicine to an unpredictable horse.

Unit 355

This unit focuses on various topics in relation to equine feeding and nutrition. The questions were answered effectively overall with strengths including major nutrients and feeding requirements of an obese horse. The topic which was answered least effectively was identifying considerations when developing a feeding plan for a yard. Some candidates misread the question and focused on feeding an individual horse which limited the marks available.

Unit 356

This unit focuses on various topics in relation to horse behaviour and welfare. Candidate responses showed both strengths in knowledge and understanding in the majority of the topics. Identifying behaviour categories was answered effectively as was the impact of intensive stabling on behaviour. Overall candidates answered the questions on this unit effectively.

Extended response question

The question was answered correctly by the majority of candidates. The question focused on the importance of the daily routine when caring for stabled horses. Most candidates showed an improvement in the structure of the answers in comparison to previous academic years. What limited marks for some candidates was a lack of examples given in the discussion. Most candidates discussed a limited number of aspects and gave very little justification on how the routine can influence horse health and welfare. The answers read as a basic description rather than a discussion of potential impacts. It is suggested that centres spend time preparing candidates to include a wide range of areas for discussion within the answer to show an improved breadth of knowledge. This will enable candidates to gain higher marks. Justification is needed throughout the discussion in order to gain higher marks above the lower second banding as this will show depth of knowledge.

Theory Exams – Year 2

Grade Boundaries

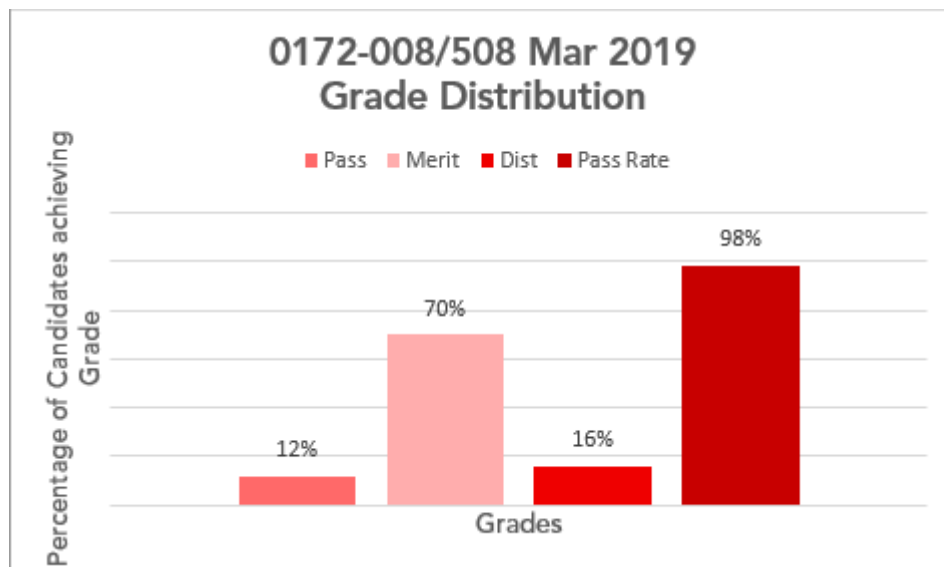
Assessment: 0172-008/508

Series: March 2019

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

Total marks available	60
Pass mark	27
Merit mark	37
Distinction mark	48

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

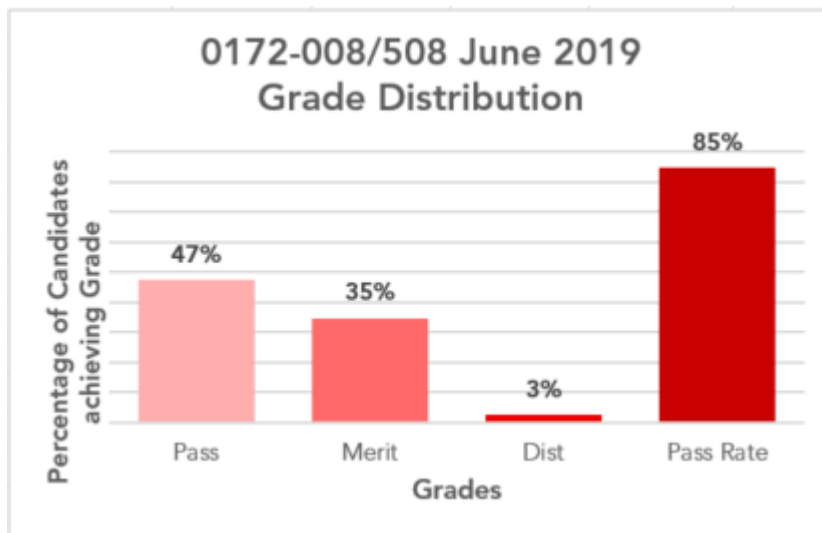


Assessment: 0172-008/508
Series: June 2019

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

Total marks available	60
Pass mark	23
Merit mark	32
Distinction mark	41

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



Chief Examiner Commentary

Assessment component: 0172 – 008/508

Series 1 (March)

Candidates gave a wide range of responses from poor to excellent. AO1 questions were answered effectively showing a good breadth of knowledge across the units assessed in the question paper. For example, symptoms of dehydration and non-ridden exercises. Some areas were not answered effectively with poorer responses showing a lack of depth of knowledge. For example, bacteria and viruses and understanding the physiological changes occurring when exercising in cold temperatures.

Generally, candidates showed a better ability to read and understand the questions than in previous series. Many candidates gave answers that clearly related to the content of the question. However, for the AO2 questions candidates did, on some occasions, fail to consider that the questions were asking for explanations. Candidates provided answers that only stated the information and therefore failed to show their ability to expand and link the facts to further information to show understanding. It is important that candidates are encouraged to expand the breadth and depth of their answers in AO2 questions. Overall, candidates showed good structure in their question responses and appeared to be better prepared in their examination technique.

Unit 358

This unit focuses on various areas of the principles of equitation. Overall the questions on this unit were answered effectively by the majority of candidates. Strengths for this unit were around aids for leg yielding and phases of the horse's jump. Slightly less knowledge was seen on the topic relating to assessing the horse and foot falls in walk. Overall, candidates demonstrated a high level of knowledge and understanding across most of the assessed topics from this unit.

Unit 360

This unit focuses on various topics in relation to horse fitness. A number of different topics within this unit were covered. Candidate responses showed both strengths in knowledge and understanding in some topics and weaknesses in others. There were a number of topics that were answered less effectively than others in this unit. The question related to explaining physiological changes during exercise was not answered well. The main areas of strength on this unit was around the topics of physical effects of stress and symptoms of dehydration.

Unit 364

This unit focuses on various topics in relation to business in the land based sector. The questions were answered effectively overall, strengths include topics related to associated businesses and skills for employment in the industry. The topic which was answered least well was identifying deductions that can be made from wages.

Extended response question

The question was answered correctly by the majority of candidates. The question focused on the improvements that could be made to a small riding school business. Most candidates showed an improvement in the structure of the answers to the question in comparison to previous series. Answers showed a range of understanding. Some stronger responses used PESTLE, SWOT and 4P's to analyse the business. Weaker responses tended to state what might be done to improve the business but not discuss in any further detail. Some candidates did include unrealistic

information e.g. building an indoor arena or hiring more staff. Marks for some candidates were limited by a lack of examples given in the discussion.

Most candidates discussed a limited number of aspects and gave very little justification on how the points discussed may improve the business. The answers read as a basic description rather than a discussion of potential improvements. It is suggested that centres spend time preparing candidates to include a wide range of areas for discussion within the question to show breadth of knowledge. This will enable candidates to gain higher marks. Justification is needed throughout the discussion in order to gain higher marks above the first banding as this will show depth of knowledge.

Series 2 (June)

Candidates gave a wide range of responses from poor to excellent. AO1 questions were answered effectively showing a good breadth of knowledge across the units assessed in the question paper, for example, artificial aids and natural aids. Some areas were not answered effectively with poorer responses showing a lack of depth of understanding, for example, adaptations that occur within the cardiovascular system during training.

Generally, candidates showed a better ability to read and understand the questions than in previous series, so many candidates gave answers that clearly related to the content of the question. However, for the AO2 questions candidates did, on some occasions, fail to consider that the questions were asking for explanations. Candidates provided answers that only stated the information and therefore failed to show their ability to expand and link the facts to further information to show understanding. It is important that candidates are encouraged to expand the breadth and depth of their answers in AO2 questions. Overall, candidates showed good structure in their question responses and appeared to be better prepared in their examination technique.

Unit 358

This unit focuses on various areas of the principles of equitation. Overall the questions on this unit were answered effectively by the majority of candidates. Strengths for this unit were around ways the horse may evade the bit, and artificial and natural aids. Slightly less knowledge was seen on the topic relating to observations of way of going. Overall, candidates demonstrated a high level of knowledge and understanding across most of the assessed topics from this unit.

Unit 360

This unit focuses on various topics in relation to horse fitness. A number of different topics within this unit were covered. Candidate responses showed both strengths in knowledge and understanding in some topics and weaknesses in others. There were a number of topics that were answered less effectively than others in this unit, for example the question related to explaining cardiovascular adaptations during training was not answered well. The main area of strength on this unit was around the topic of preparing a horse for a fittening programme.

Unit 364

This unit focuses on various topics in relation to business in the land based sector. The questions were answered effectively overall, strengths include the topics related to methods of payment and the Equality Act 2010. The area which was answered least well was on the topic of interrelationships between the business and associated organisations.

Extended response question

The question was answered correctly by the majority of candidates. The question focused on the influencing factors when planning for a competition season in eventing. Most candidates showed an improvement in the structure of the answers to the question in comparison to previous series. Answers showed a range of understanding. Some stronger responses included detail on finances, fitness and training. Weaker responses tended to state what might be influencing factors but not discuss in any further detail. Marks for some candidates were limited by a lack of examples given in the discussion.

Most candidates discussed a number of aspects and gave some justification on how the points discussed may influence the planning of a competition season. Some answers did read as a basic description rather than a discussion of potential influencing factors. Justification is needed

throughout the discussion in order to gain higher marks above the first banding as this will show depth of knowledge. Overall the candidates did show improvement in detail and exam technique in comparison to previous years.

Synoptic Assignments – Year 1

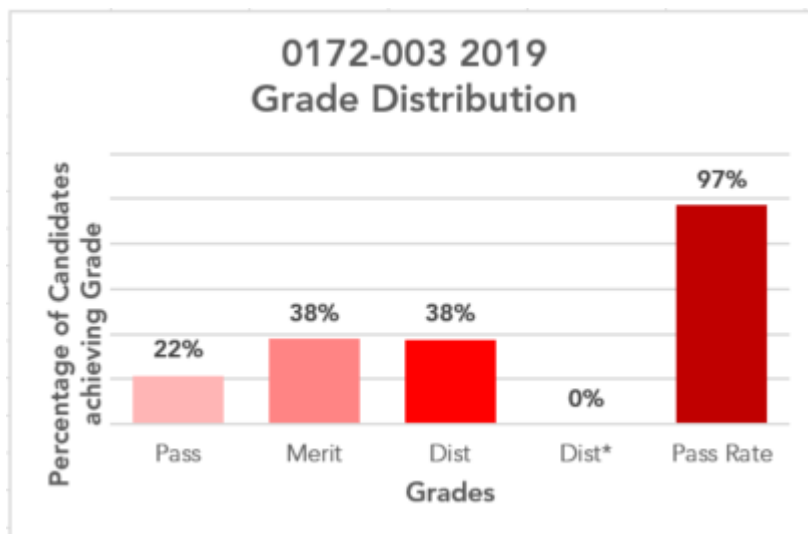
Grade Boundaries

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

Assessment: 0172-003
Series: 2019

Total marks available	60
Pass mark	23
Merit mark	32
Distinction mark	42

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



Principal Moderator Commentary

The synoptic assessment consisted of an assignment brief centred around candidates working as a groom for a sanctuary which has a yard of 20 horses and ponies. The practical tasks within the assessment were focused on candidates completing daily duties, health checking, tacking up and presenting in hand. Other aspects of the brief assessed the theoretical knowledge of the candidates with the scenarios of a short term feeding plan, a stable assessment and report and treating a horse with Equine Metabolic Syndrome.

The assessment covered a wide range of topics from the mandatory module content and allowed for all levels of candidate ability to be stretched and challenged. The practical tasks, in particular, assessed skills which are strongly related to activities candidates would be expected to undertake in future industry employment.

AO1

Most candidates showed an appropriate range of knowledge across the qualification. On the whole, the evidence provided showed accuracy with only minor misunderstandings seen. For some candidates, the detailed provided was lacking 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 candidates falling across band two.

AO2

Most candidates showed a fair to good understanding from 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 theoretical tasks and through tutor feedback on the practical tasks. Some areas did lack consistency in terms of depth and connections made between areas of the qualification. The vast majority of the candidates gained marks for AO2 in the middle banding on the assessment objective marking grid. With a smaller number gaining AO2 marks in the upper banding.

AO3

Candidate performance showed variation on the application of practical/technical skills. The evidence of skills seen varied between limited quality of work and some awkwardness of implementation up to excellent and confident practical skills. Candidates gained AO3 marks from across the whole of the banding 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.

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 it all together. The vast majority of candidates gained AO4 marks in the middle banding of the assessment objective marking grid and this 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 during the assessment. The performance varied from showing limited attention to detail to highly focused on the assessment outcomes. Candidates gained AO5 marks from across the banding on the assessment objective marking grid and this was generally in line with the candidate's performance on AO3.

Best practice

Most centres provided tutor written feedback of the candidates' practical performance which was detailed and showed the quality of the candidates' performance across the practical tasks. This written evidence [Practical Observation Form] is the key evidence required for the moderation of the practical tasks in the synoptic assessment. Some centres produced PO forms that were limited in detail. Focusing on the quality of the tutor written feedback is important moving forward.

There were a small number of occurrences where the overall marks had been added up incorrectly and there were also a small number of occurrences where the incorrect marking grid had been used for this qualification. Care should be taken to ensure this administrative aspect is correct when marking and uploading to the platform. Centres should also ensure the standardisation declaration is uploaded for the qualification. This is best to be uploaded to the documents tab on the moderation platform.

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 between assessors. A consistent 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 vast majority of centres produced high quality evidence which aided the moderation process. Best practice is seen with the inclusion of the following evidence.

Evidence uploaded to the portal in the following order:

- Declaration of authenticity
- Detailed CRF [one completed for the entire assessment]
- AO3 written feedback on the CRF summarises the practical performance.
- Detailed practical observation forms or centre produced equivalent.
- Candidate notes [if used] which are clearly differentiated from assessment evidence.

Synoptic Assignments – Year 2

Grade Boundaries

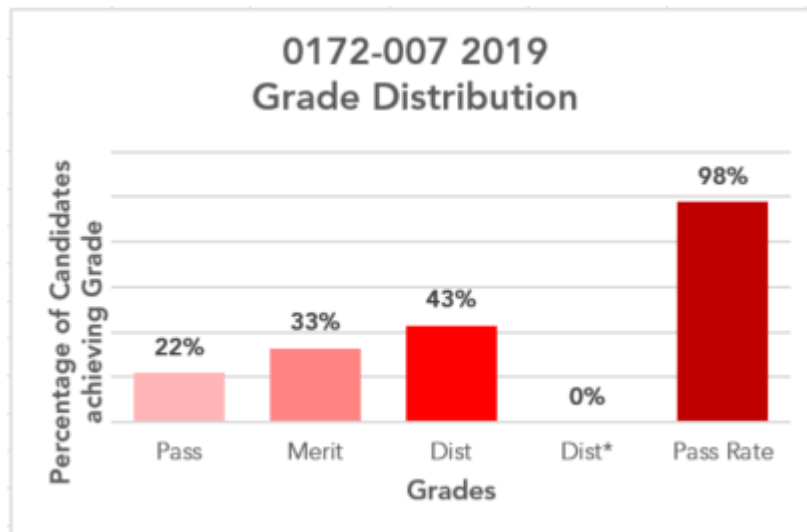
Below identifies the final grade boundaries for this assessment, as agreed by the awarding panel:

Assessment: 0172-007

Series: 2019

Total marks available	60
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 assessment consisted of an assignment brief centred around candidates working as a groom for an equine rehabilitation centre. The practical tasks within the assessment were focused on candidates tacking up and lungeing for improvement. Other aspects of the brief assessed the theoretical knowledge of the candidates with the scenarios of producing a report of market factors for expanding the rehabilitation business, a guide for a rider who has not ridden since their horse's accident and a fitness programme for an individual horse.

The assessment covered a wide range of topics from the mandatory module content and allowed for all levels of candidate ability to be stretched and challenged. The practical tasks, in particular, assessed skills which are strongly related to activities candidates would be expected to undertake in future industry employment.

AO1

Most candidates showed an appropriate range of knowledge across the qualification. The evidence showed sound knowledge which was often detailed. On the whole, the evidence provided showed accuracy with only minor misunderstandings seen. For some candidates, the detailed provided was lacking 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.

AO2

Most candidates showed a good understanding from across the qualification. Explanations were mostly logical and detailed in some areas. There were some links made between under pinning theory and practice which came through in both theoretical tasks and through tutor feedback on the practical tasks. Some areas did lack consistency in terms of depth and connections made between areas of the qualification. The vast majority of the candidates gained marks for AO2 in the middle banding on the assessment objective marking grid. With a number gaining AO2 marks in the upper banding.

AO3

Candidate performance showed variation on the application of practical/technical skills. The evidence of skills seen varied between limited quality of work and some awkwardness of implementation up to excellent and confident practical skills. Candidates gained AO3 marks from across the whole of the banding 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.

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 it all together. The vast majority of candidates gained AO4 marks in the middle banding of the assessment objective marking grid and this 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 during the assessment. The performance varied from showing limited attention to detail to highly focused on the assessment outcomes. Candidates gained AO5 marks from across the banding on the assessment objective marking grid and this was generally in line with the candidate's performance on AO3.

Best practice

Most centres provided tutor written feedback of the candidates' practical performance which was detailed and showed the quality of the candidates' performance across the practical tasks. This written evidence [Practical Observation Form] is the key evidence required for the moderation of the practical tasks in the synoptic assessment. Some centres produced PO forms that were limited in detail. Focusing on the quality of the tutor written feedback is important moving forward.

There were a small number of occurrences where the overall marks had been added up incorrectly and there were also a small number of occurrences where the incorrect marking grid had been used for this qualification. Care should be taken to ensure this administrative aspect is correct when marking and uploading to the platform. Centres should also ensure the standardisation declaration is uploaded for the qualification. This is best to be uploaded to the documents tab on the moderation platform.

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 between assessors. A consistent 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 vast majority of centres produced high quality evidence which aided the moderation process. Best practice is seen with the inclusion of the following evidence.

Evidence uploaded to the portal in the following order:

- Declaration of authenticity
- Detailed CRF [one completed for the entire assessment]
- AO3 written feedback on the CRF summarises the practical performance.
- Detailed practical observation forms or centre produced equivalent.
- Candidate notes [if used] which are clearly differentiated from assessment evidence.