

# **0172-37 Level 3 Advanced Technical Extended Diploma in Equine Management (720)**

**2022**

**Qualification Report**

# Contents

Foreword.....	3
Introduction.....	4
Qualification Grade Distribution .....	5
Qualification No. and title and pathway .....	<b>Error! Bookmark not defined.</b>
Theory Exams – Year 1.....	6
Grade Boundaries .....	6
Chief Examiner Commentary .....	8
Theory Exams – Year 2.....	11
Grade Boundaries .....	11
Chief Examiner Commentary .....	13
Synoptic Assignments – Year 1 .....	16
Grade Boundaries .....	16
Principal Moderator Commentary .....	17
Synoptic Assignments – Year 2 .....	19
Grade Boundaries .....	19
Principal Moderator Commentary .....	20

# 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:

## Year 1

- 0172-002/502 Level 3 Equine Management – Theory exam (1)
  - March 2022 (Spring)
  - June 2022 (Summer)
- 0172-001 Level 3 Equine Management – Synoptic Assignment (1)

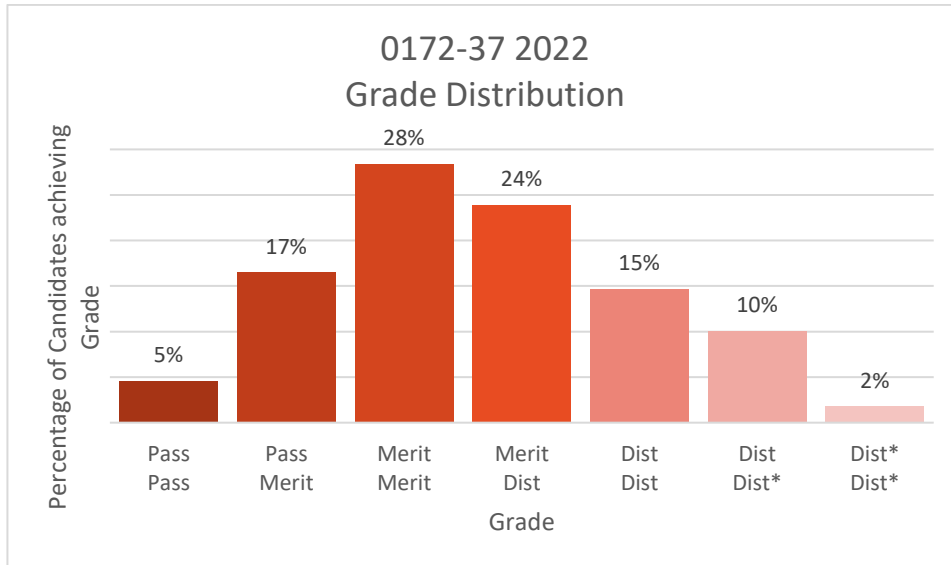
## Year 2

- 0172-006/506 Level 3 Equine Management – Theory exam (2)
  - March 2022 (Spring)
  - June 2022 (Summer)
- 0172-005 Level 3 Equine Management – Synoptic Assignment (2)

# Qualification Grade Distribution

## 0172-37 Level 3 Advanced Technical Certificate in Equine Management

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

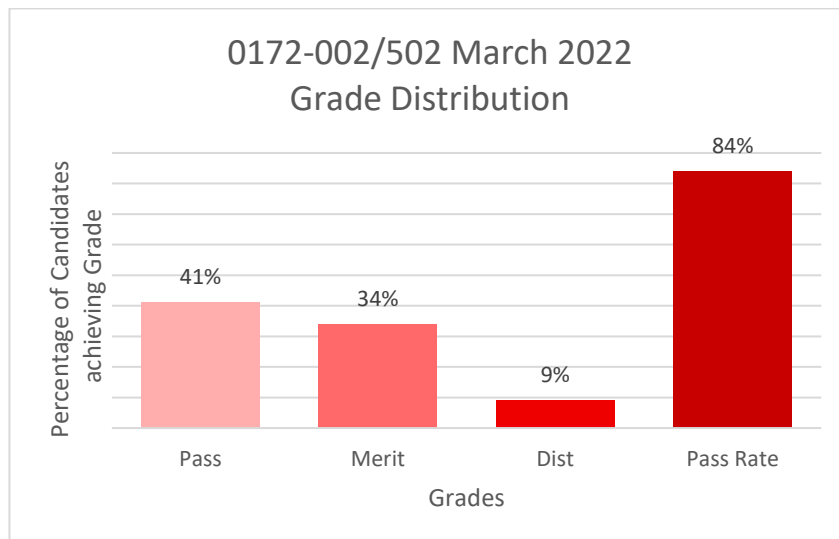
Assessment: 0172-002/502  
Series: March 2022

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

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

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:

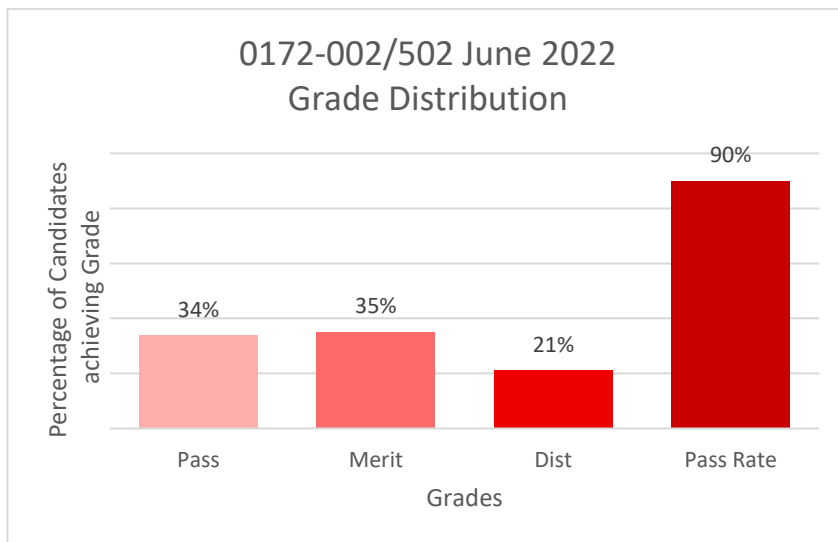


Assessment: 0172-002/502  
Series: June 2022 (Summer)

Below identifies the final grade boundaries for this assessment:

<b>Total marks available</b>	<b>60</b>
Pass mark	20
Merit mark	29
Distinction mark	38

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



# Chief Examiner Commentary

## 0172-002/502 Level 3 Equine Management – Theory exam (1)

### Series 1 – March 2022

Candidates generally performed well on the paper. In many cases exam technique was comparable to previous years. For many candidates, the answers given clearly related to the specific content of the questions which allowed candidates to gain marks. There is still some evidence of candidates not reading or interpreting the questions correctly, or answering questions more generally and talking around the topic without addressing the specifics of the question. This trend has been seen consistently over previous years.

As in previous years, candidates gave a wide range of responses from poor to excellent. Candidate performance was stronger in questions where recall of facts was required [AO1] especially on the more practical based questions on unit 350. It was noted, however, that some candidates gave detailed explanations on these 'identify' and 'state' questions which will not increase the marks awarded and may limit the candidates' time to answer other questions which do require more detailed explanations. The questions which asked for explanations to show an understanding of topics [AO2], as in previous years, were questions where candidates lost the most marks. Some candidates were offering answers that were lists, brief descriptions of facts, or statements instead of a sufficient explanation of the question topic. Where suitable explanations were given, they mostly showed more breadth and depth on questions which asked for the practical application of theory. The least effective answers were seen on highly theoretical and scientific questions which mainly related to unit 351. This trend has also been seen in previous series.

#### Unit 350

This unit focuses on various areas of stable management and yard operations. The questions in these areas were generally answered well, particularly the questions relating to issues with horse feet and shoes, and aspects of stable design. Candidates performed less well on the question relating to RIDDOR, where a high percentage of candidates who sat the paper-based exam were unable to access any marks for this question.

#### Unit 351

This unit focuses on various areas of equine health. Variable responses were seen, and it was evident that some more scientific areas were answered less effectively. Weaknesses were seen in the question relating to the causes of gastric ulcers. There were strengths seen in the questions which linked theory and practical together e.g. management of laminitis and methods of parasite prevention.

#### Extended Response Question (ERQ)

This question was designed to ensure candidates could show their knowledge and understanding of stable management and horse health and bring this information together to discuss the impacts on horse health and welfare at a busy yard. Candidates showed evidence of planning in some cases, and this tended to help with better performance through clearer discussion. A large number of candidates were still not effectively justifying their discussion points, with around two thirds of the candidates who sat the paper-based exam only able to access Band 1 marks. An improvement in candidate ability to appraise their comments, explain the reasons behind the comments, and justify their decisions will enable them to move towards a higher mark banding. A fair proportion of candidates mis-read the question and answered specifically to horses kept out at grass which also limited the marks available to them. A very small percentage were able to access Band 3 marks.

Overall, in this exam, candidates showed a similar level of exam technique compared to previous examinations. The majority of candidates were interpreting the command verbs in the question correctly although, as seen above, there were a few candidates where this was not the case. As in previous years the more scientific and theoretical questions were the least well answered for a large number of candidates. The depth of understanding in explanations is often weaker on these



questions and would be a beneficial area of focus during delivery. Another area for consideration to increase marks is focusing candidate's ability to bring together information from across the content and show an ability to justify discussion points in the Extended Response Question.

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>

## **Series 2 – June 2022**

Candidates generally performed well on the paper. In many cases candidate exam technique was comparable to previous years. For many candidates the answers given clearly related to the specific content of the questions which allowed candidates to gain marks. However, there is still some evidence of candidates appearing to not read the questions properly or answering questions more generally and talking around the topic which causes candidates to miss out on some marks. This trend has been seen consistently over previous years.

As in previous years, candidates gave a wide range of responses from poor to excellent. Candidate performance was stronger in questions where recall of facts was required [AO1] especially on the more practical based questions on unit 350. It was noted, however, that some candidates gave detailed explanations on these 'identify' and 'state' questions which will not increase the marks awarded and may limit the candidates' time to answer other questions which do require more detailed explanations. The questions which asked for explanations to show an understanding of topics [AO2], as in previous years, were questions where candidates lost the most marks. Some candidates were offering answers that were lists of facts or brief descriptions/statements instead of a sufficient explanation of the question topic. Where suitable explanations were given, they mostly showed better breadth and depth on the more practical questions which asked for the practical application of theory. The least effective answers were seen on the highly theoretical/scientific questions mainly related to unit 351. This trend has also been seen in previous series.

### **Unit 350:**

This unit focuses on various areas of stable management and yard operations. The questions in these areas were generally answered well, specifically questions relating signs of thrush and the impact of stable design on horse welfare. Candidates performed less well on questions relating to health and safety guidelines and accident/incident records.

### **Unit 351:**

This unit focuses on various areas of equine health. Variable responses were seen, but it was evident that the more scientific areas were the least well answered. Weaknesses were seen in the question relating to prevention of vector transmission. There were strengths seen in the questions which asked for normal parameters for capillary refill time, routine monitoring of health, and identifying a specific disease.

### **Extended Response Question:**

This question enabled the vast majority of candidates to gain some marks. It was designed to ensure candidates could show their knowledge and understanding of field management systems

and horse health and bring this information together to discuss the impacts on horse health and welfare. Candidates showed evidence of planning in some cases and this tended to help with a better performance on this question. Some candidates only provided a list of the needs of horses kept at grass rather than a discussion of the suitability of the management system which did limit marks for these candidates.

Overall, in this exam, candidates showed a similar level of exam technique compared to previous examinations. Most candidates were interpreting the command verbs in the questions correctly although, as detailed above, there were a few candidates where this was not the case. As in previous years the more scientific and theoretical questions were the least well answered for many candidates. The depth of understanding in explanations is often weaker on these questions and would be a beneficial area of focus during delivery. Another area for consideration to increase marks is focusing candidate's ability to bring together information from across the content and show an ability to justify discussion points in the Extended Response Question.

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>

# Theory Exams – Year 2

## Grade Boundaries

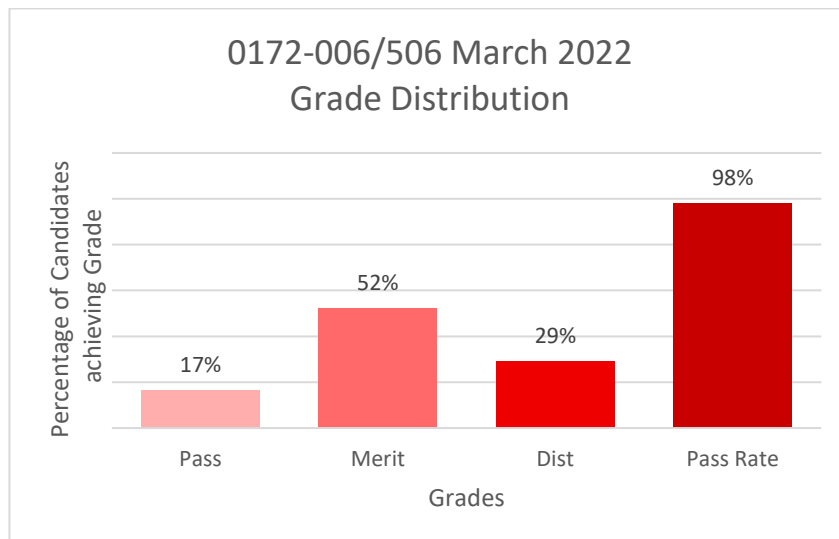
Assessment: 0172-006/506  
Series: March 2022

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

<b>Total marks available</b>	<b>60</b>
Pass mark	22
Merit mark	31
Distinction mark	40

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:

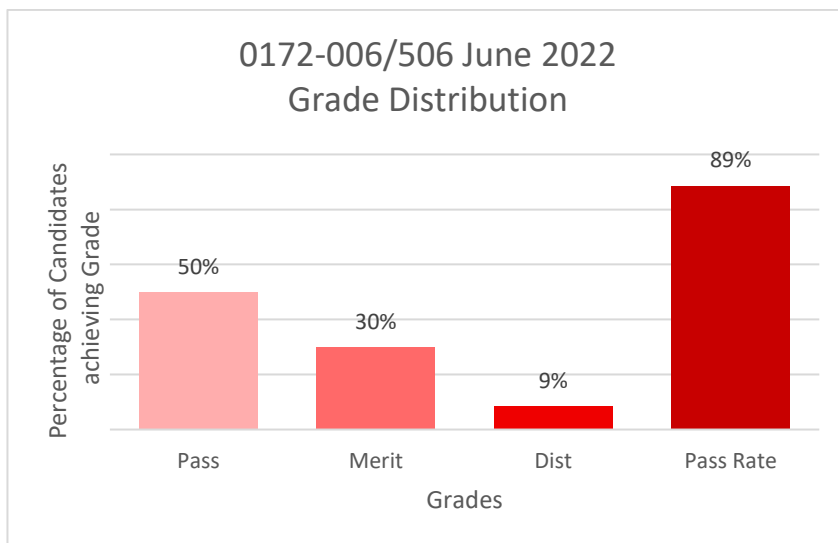


Assessment: 0172-006/506  
Series: June 2022 (Summer)

Below identifies the final grade boundaries for this assessment:

<b>Total marks available</b>	<b>60</b>
Pass mark	20
Merit mark	29
Distinction mark	38

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



# Chief Examiner Commentary

## 0172-006/506 Level 3 Equine Management – Theory exam (2)

### Series 1 – March 2022

Generally, candidates showed a good ability to read and understand the questions and gave answers that related to the specific content of the questions. However, there were areas where exam technique could be improved. There are still some candidates missing opportunities to gain marks by giving generic answers which did not demonstrate understanding of the topic. In these instances, candidates often did not address the question properly and so talked around the topic rather than answering the specifics of the question. Some candidates gave detailed answers explaining topics in AO1 questions which asked for candidates to simply state or identify. These candidates gain the same marks as those that address the command verb correctly but may have wasted extra time giving detail which was not required for the type of question. Conversely, in AO2 questions, some candidates were offering answers that were lists, facts, or brief descriptions instead of a sufficient explanation of a topic.

As in previous years candidate gave a wide range of responses from poor to excellent. Candidate performance was stronger in questions where recall of facts was required [AO1] especially on the more practical based questions across the units. The questions which asked for explanations to show an understanding of topics [AO2], as in previous years, were questions where candidates lost the most marks. Where suitable explanations were given, they mostly showed more breadth and depth on questions relating to practical understanding and questions which asked for the practical application of theory. The least effective answers were seen on highly theoretical and scientific questions mainly related to unit 355. This trend has also been seen in previous series.

#### Unit 355

This unit focuses on equine feeding and nutrition. The strengths for this unit were around vitamins required in a horse diet, and ways to maintain a healthy digestive system when a horse is on box rest. The main areas of weaknesses within this unit were around the topics of minerals in the horse diet, structure of fats/lipids, and mechanical digestion.

#### Unit 358

This unit focuses on the principles of equitation. On the whole, as in previous years this unit was answered better than 355. This unit assessed more practical understanding and knowledge whereas unit 355 does have heavily scientific and theoretical components. Strengths were shown in topics relating to improvement exercises and issues with the rein contact. Weaknesses in this unit related to explanations of different canters.

#### Extended response question (ERQ)

This question focused on the nutritional and training considerations of bringing a horse and rider combination back into work. Candidates were mostly able to give answers that related to the specific content of the question and showed an ability to discuss different aspects of the question but as in previous series these discussion points could have been expanded further to show a greater depth of understanding. The better answers showed a better depth of understanding and justification for nutritional and training strategies. They also showed an ability to bring together information from across the units. A large number of candidates were still not effectively justifying their discussion points, with 84% of the candidates who sat the paper-based exam only able to access Band 1 marks. An improvement in candidate ability to appraise their comments, explain the reasons behind the comments, and justify their decisions will enable them to move towards a higher mark banding.

Overall, an improved awareness of exam technique would enable candidates to manage their answers more appropriately and would help them to better demonstrate their specific knowledge and understanding in relation to the questions. As in previous years the more scientific and theoretical questions were the least well answered for a large number of candidates. The depth of understanding in explanations is often weaker on these questions and would be a beneficial area of focus during delivery. Another area for consideration to increase marks is focusing candidate ability to bring together information from across the content and show an ability to justify discussion points in the extended response question.

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 2022**

Generally, candidates showed a good ability to read and understand the questions and gave answers that related to the specific content of the questions. However, there were areas where exam technique could be improved. There are still some candidates missing opportunities to gain marks by giving generic answers which did not demonstrate understanding of the topic. In these instances, candidates often did not address the question specifically and talked around the topic rather than answering the specifics of the question. Some candidates gave detailed answers explaining AO1 topics which only asked them to identify or state. Addressing the command verb correctly will prevent candidates from wasting time by giving detail which is not required in AO1 questions. There are still some candidates within AO2 questions who offer lists, facts or very brief descriptions instead of an explanation of the topic.

As in previous years, candidates gave a wide range of responses from poor to excellent. Candidate performance was stronger in questions where recall of facts was required [AO1] especially on the more practical based questions across the units. The questions which asked for explanations to show an understanding of topics [AO2], as in previous years, were questions where candidates lost the most marks. Where suitable explanations were given, they mostly showed more breadth and depth on the questions which asked for the practical application of theory. The least effective answers were seen on the highly theoretical/scientific questions mainly related to unit 355. This trend has also been seen in previous series.

### **Unit 355**

This unit focuses on equine feeding and nutrition. The candidate strengths were shown with good knowledge on the functions of nutrients required in a horse diet, identification of types of concentrate feeds and comparisons between hay and haylage. The weaknesses shown related to process of lipid digestion and the process of digestion in the stomach.

### **Unit 358**

This unit focuses on the principles of equitation. On the whole, as in previous years, this unit is answered better than 355. This unit assessed more practical understanding and knowledge whereas unit 355 does have heavily scientific/theoretical components. Strengths were shown in topics relating to indicators of a good contact and the use of artificial aids.

### **Extended Response Question**

This question focused on the nutritional and training considerations for a horse with behavioural issues, with the focus on returning to compete successfully at BE100. Candidates were mostly able to give answers that related to the specific content of the question. There were some candidates whose answers were mostly descriptive, which limited marks. Most candidates did show an ability to discuss different aspects on the questions but as in previous series these discussion points could have been expanded further to show a greater depth of understanding.

Overall, in this exam, candidates showed a similar level of exam technique compared to previous examinations. Most candidates were interpreting the command verbs in the questions correctly although, as seen above, there were a few candidates where this was not the case. As in previous years the more scientific and theoretical questions were the least well answered for many candidates. The depth of understanding in explanations is often weaker on these questions and would be a beneficial area of focus during delivery. Another area for consideration to increase marks is focusing candidate's ability to bring together information from across the content and show an ability to justify discussion points in the Extended Response Question.

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>

# Synoptic Assignments – Year 1

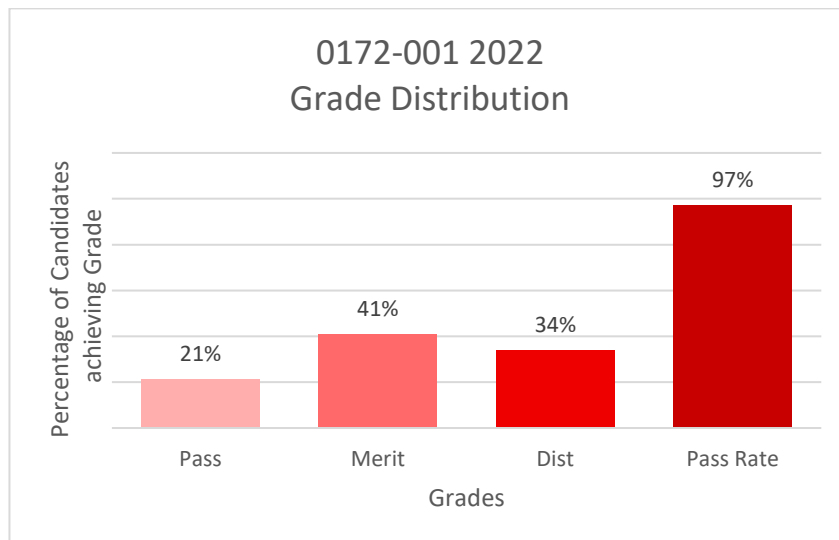
## Grade Boundaries

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

Assessment: 0172-001  
Series: 2022

<b>Total marks available</b>	<b>60</b>
Pass mark	21
Merit mark	30
Distinction mark	40

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





## Principal Moderator Commentary

The synoptic assignment consisted of a brief centred around candidates working as a groom who is responsible for the routine care of the horses on a riding school yard. The practical tasks within the assessment were focused on candidates completing daily routine duties and tacking up a horse for a riding lesson. Other aspects of the assignment assessed the theoretical knowledge of candidates with the scenarios of a local outbreak of Equine Herpes Virus [EHV] and yard working practices in relation to disease prevention. It 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 employment within the industry.

### AO1

Most candidates showed an appropriate range of knowledge across the qualification. On the whole, the evidence produced showed accuracy with only minor misunderstanding 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.

### 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 analyse the current working practices on the yard in relation to disease prevention and instead undertook a more general discussion on disease prevention. Some areas did lack consistency in terms of depth of understanding and connections made across topics. The 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 candidate 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.

# Synoptic Assignments – Year 2

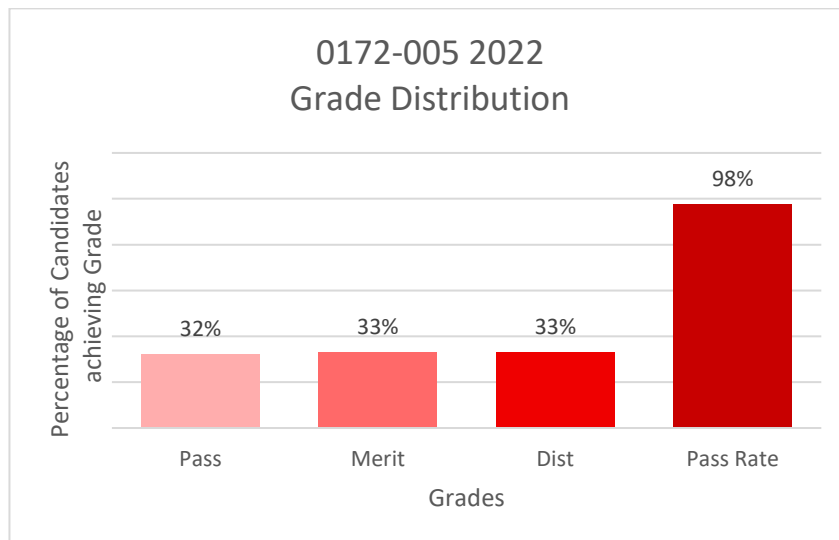
## Grade Boundaries

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

Assessment: 0172-005  
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 groom at a riding school. The groom is responsible for the routine care of the horses on the yard and is training to become a coach. The practical tasks within the assessment were focused on candidates preparing a horse for competition and lungeing. Other aspects of the assignment assessed the theoretical knowledge of candidates with the scenarios of a feeding plan for a specific horse and the evaluation of a horse's way of going while being ridden over fences. 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 employment within the industry.

### AO1

Most candidates showed an appropriate range of knowledge across the qualification. On the whole, the evidence produced 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 link to underpinning equitation theory. Some areas did lack 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 candidate 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 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.