

# **0172-36 Level 3 Advanced Technical Diploma in Equine Management (540)**

**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.

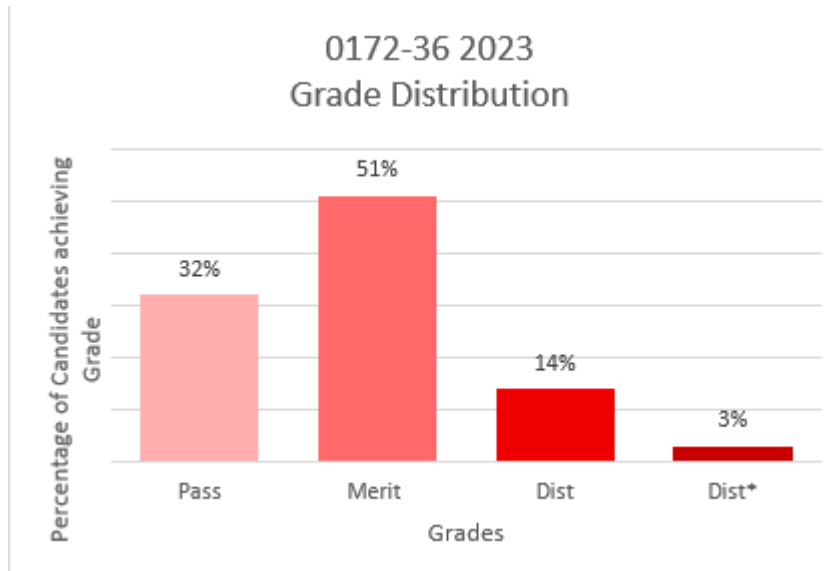
The document provides commentary on the following assessments:

- 0172-004/504 Level 3 Equine Management – Theory exam (1)
  - March 2023 (Spring)
  - June 2023 (Summer)
- 0172-003 Level 3 Equine Management – Synoptic Assignment (1)

# Qualification Grade Distribution

## 0172-36 Level 3 Advanced Technical Diploma 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

## Grade Boundaries

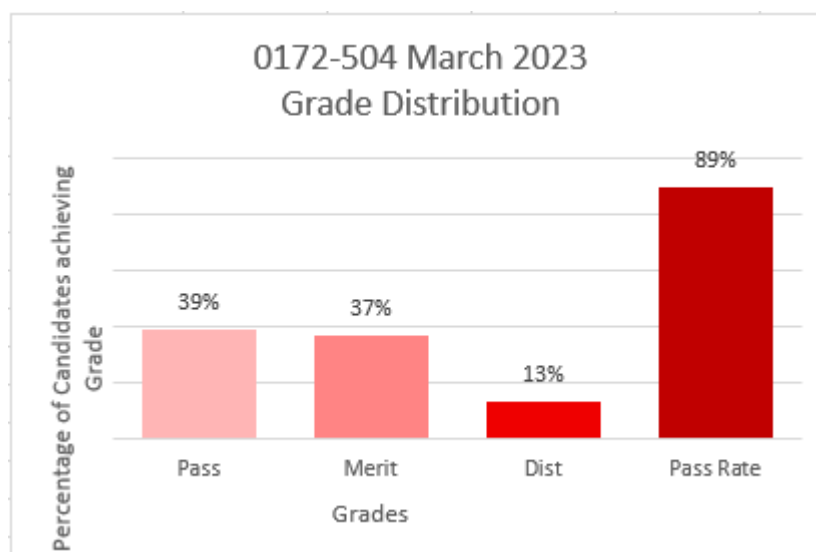
Assessment: **0172-504**

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

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

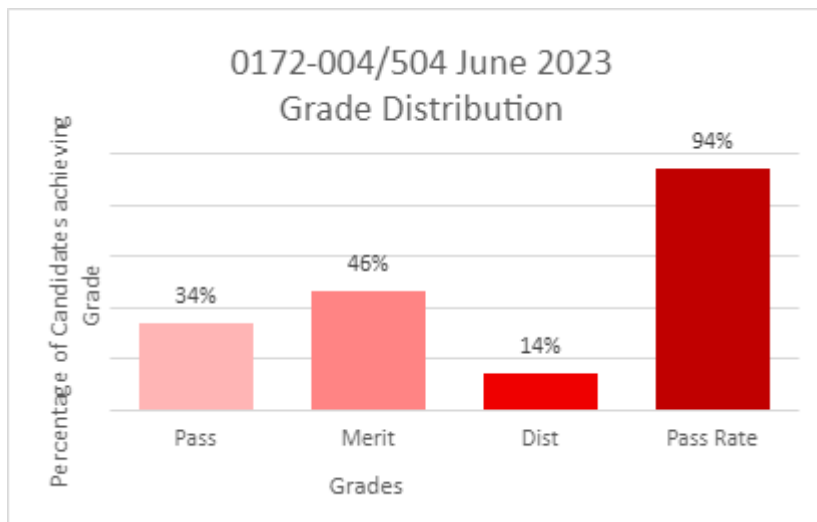


Assessment: **0172-004/504**  
Series: **June 2023 (summer)**

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



# Chief Examiner Commentary

## 0172-004/504 Level 3 Equine Management – Theory exam (1)

### Series 1 – March 2023 (spring)

Candidates generally showed a good ability to read and understand questions. For many candidates, the answers given clearly related to the specifics of the questions which shows improvement year on year. However, there were areas where exam technique could be improved. There are still candidates missing opportunities to gain marks by giving generic answers which does not demonstrate understanding specific to the topics covered in the examination. These candidates often did not address the question properly and talked around the topic rather than answering the specifics of the question.

Candidates gave a wide range of responses. Candidate performance was stronger in questions where recall of knowledge was required (AO1) especially on the more practical based questions. Less candidates gave detailed explanations on the 'identify' and 'state' (AO1) questions compared to previous years. The questions which asked for explanations to demonstrate an understanding of topics (AO2), were questions where candidates lost the most marks. Some candidates offered 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 successful answers were seen on highly theoretical/scientific questions. This trend has also been seen in previous series.

#### Unit 350

This unit focuses on stable and yard management; most questions were answered well. Most candidates showed some knowledge on this unit with a small number giving vague/incorrect information. The main area of weakness was the candidate's ability to fully explain the advantages and disadvantages of field management systems.

#### Unit 351

This unit focuses on horse health. Strengths were around the symptoms of a horse with a heavy worm burden. The main areas of weakness were on the nutritional causes of ulcers and colic. Reasons for vaccination were generally answered well but some candidates struggled to explain the underpinning scientific reasons for vaccination use.

#### Unit 355

This unit focuses on equine feeding and nutrition. The main areas of strength related to developing a feeding plan for a horse. Questions about the protein structure and enzymatic digestion were answered least effectively but most candidates were able to gain some marks on most questions in this unit.

#### Unit 356

This unit focuses on horse behaviour and welfare. Strengths were around anatomic adaptations during evolution and identifying specific stereotypic behaviours. The main area of weakness related to welfare concerns of the use of cribbing collars. Some candidates did not demonstrate an understanding of why the use of cribbing collars as a preventative measure is a welfare concern.

#### Extended Response Question (ERQ)

The question covers a range of units. The question focused on the importance of daily management routines in relation to the health and welfare of the stabled horse. Most candidates demonstrated a good basic understanding of aspects involved however, breadth and depth of discussion was limited. The higher marked answers demonstrated a better depth of understanding and justification for the importance of daily management routines. They also showed an ability to bring together information from across the units. Many candidates did not effectively justify their discussion points and provided descriptive lists rather than a discussion.

Most candidates understood the command verbs in the questions correctly. As in previous series scientific and theoretical questions were the least well answered. The depth of understanding in explanations is often weaker on these questions and would be a beneficial area of focus during preparation. Another area for consideration to increase marks is on candidate ability to bring together information from across the content and to show an ability to justify discussion points in the extended response question.

## **Series 2 – June 2023 (summer)**

Candidates generally showed a good ability to read and understand the questions and gave answers that related to the specific content of the questions. As seen in the March 2023 series, fewer candidates incorrectly gave detailed explanations on the 'state' and 'identify' questions compared to previous years. This is positive and allows more time to answer questions that require greater depth and more detailed explanations. There are still areas where exam technique could be improved further, especially in the questions requiring explanations. Some candidates missed opportunities to gain marks here by giving generic answers that did not address the specifics of the question but instead talked around the topic. There were also candidates who could correctly describe part of an explanation answer but failed to explain the reasoning behind their choices of answer. There was a small number of instances where candidates provided answers that went entirely off topic but on the whole this area does show improvement year on year.

Candidates gave a wide range of responses. Performance was generally stronger in questions where the recall of facts was required (AO1) especially on the more practical based questions across the different units. The questions that asked for explanations to show an understanding of the topic (AO2), were questions where candidates generally lost the most marks. Where suitable explanations were given, they showed greater breadth and depth on the practical understanding questions. The least effective answers were seen on the more highly theoretical or scientific questions. These trends have been seen in previous years.

### **Unit 350**

This unit focuses on stable and yard management; most questions within this unit were answered well. Strength was seen on the topic of assessing the suitability of a stable. The main area of weakness for this unit was fully explaining ways to maintain the health of field kept horses.

### **Unit 351**

This unit focuses on horse health. The main area of strength for this unit was on the topic of first aid kits. The main area of weakness was on the topic of Equine Metabolic Syndrome (EMS).

### **Unit 355**

This unit focuses on equine feeding and nutrition. The main areas of strength were functions of protein and carbohydrates, negative effects of feeding a horse an alternative diet, and explanations of suitable feedstuffs for a veteran horse. The main areas of weakness were on functions of vitamins and water, and the importance of digestibility when selecting an appropriate diet for a horse.

### **Unit 356**

This unit focuses on horse behaviour and welfare. Strengths were seen around the topic of anatomical adaptations during evolution. The main area of weakness was on the topic of welfare issues in relation to the 'need to be protected from pain, suffering, injury and disease'.

### **Extended Response Question (ERQ)**

This question focused on the management of a horse on a combined management system and the influence on its health and welfare. Candidates were mostly able to give answers relating to



the content of the question and showed some ability to discuss different aspects of the question, but, as in previous years, these discussion points could have been expanded further to show a greater breadth and depth of understanding. The better answers showed more specific depth and some justification. Some candidates discussed general management strategies which were not linked to the specifics of the question and so limited marks.

Overall improving candidate's awareness of exam technique specifically in the explanation questions and ERQ to demonstrate further breadth and depth will help them improve demonstration of specific knowledge and understanding in relation to the question content.

**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

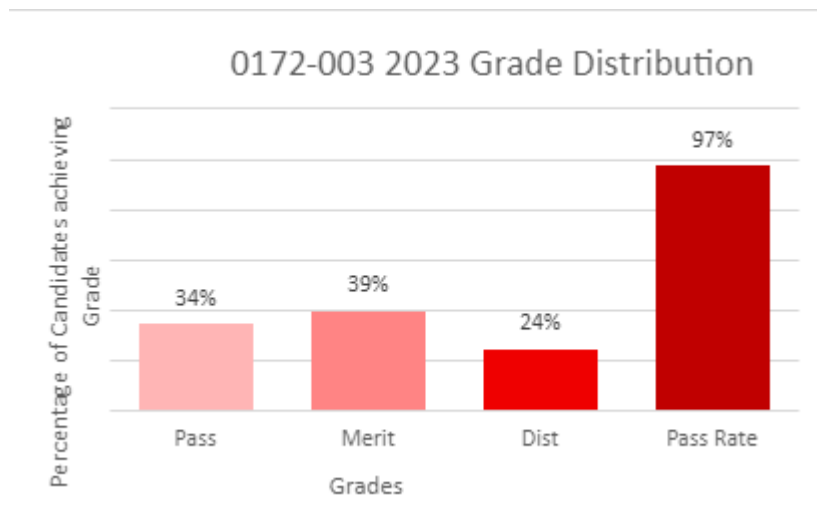
Assessment: **0172-003**

Series: **2023**

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	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 assignment consisted of an assignment brief centred around candidates working as a groom at a livery yard which runs unaffiliated competitions. The groom is responsible for the routine care of the horses on the yard and preparation for competition. The practical tasks within the assessment were focused on candidates completing daily routine duties and preparing a horse for competition. Other aspects of the assignment assessed the theoretical knowledge of candidates with the scenarios of planning feeding for a horse with specific health needs and yard working practices in relation to stereotypic behaviour. 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. Overall, 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 bandings 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 evaluate the current working practices on the yard in relation to stereotypic behaviour and instead undertook a more general discussion on stereotypic behaviour. 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. Most 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 or lower 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 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 the 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 banding of the assessment objective marking grid, with a smaller number scoring in the lower and higher bandings. 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.