

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

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:

Year 1

- 0172-002/502 Level 3 Equine Management – Theory exam (1)
 - March 2023 (Spring)
 - June 2023 (Summer)
- 0172-001 Level 3 Equine Management – Synoptic Assignment (1)

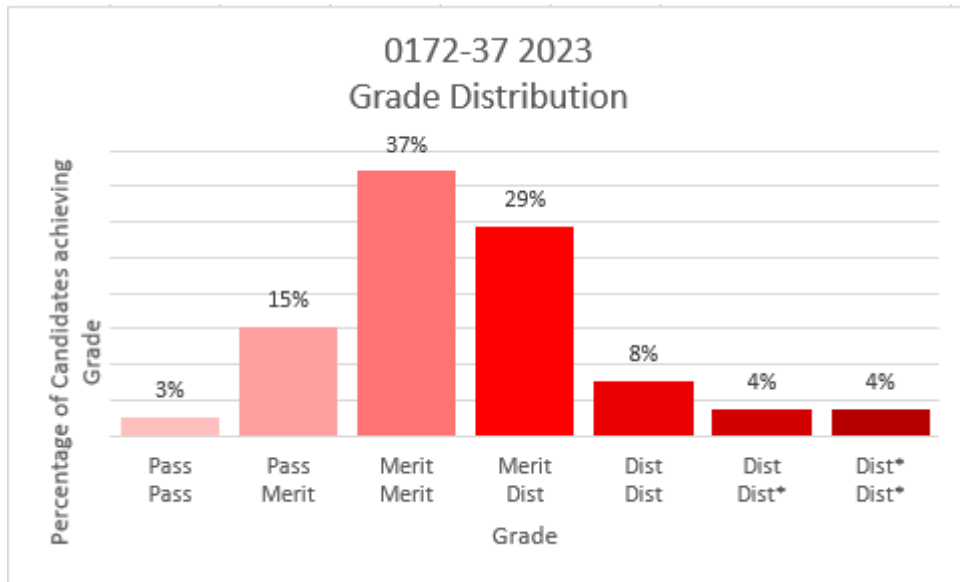
Year 2

- 0172-006/506 Level 3 Equine Management – Theory exam (2)
 - March 2023 (Spring)
 - June 2023 (Summer)
- 0172-005 Level 3 Equine Management – Synoptic Assignment (2)

Qualification Grade Distribution

0172-37 Level 3 Advanced Technical Extended 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 – Year 1

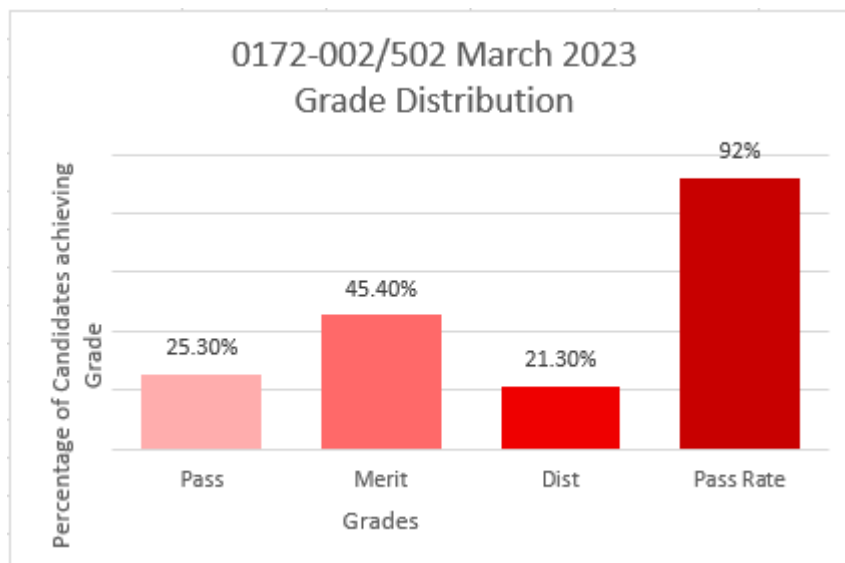
Grade Boundaries

Assessment: **0172-002/502**
Series: **March 2023 (spring)**

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

Total marks available	60
Pass mark	24
Merit mark	33
Distinction mark	43

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

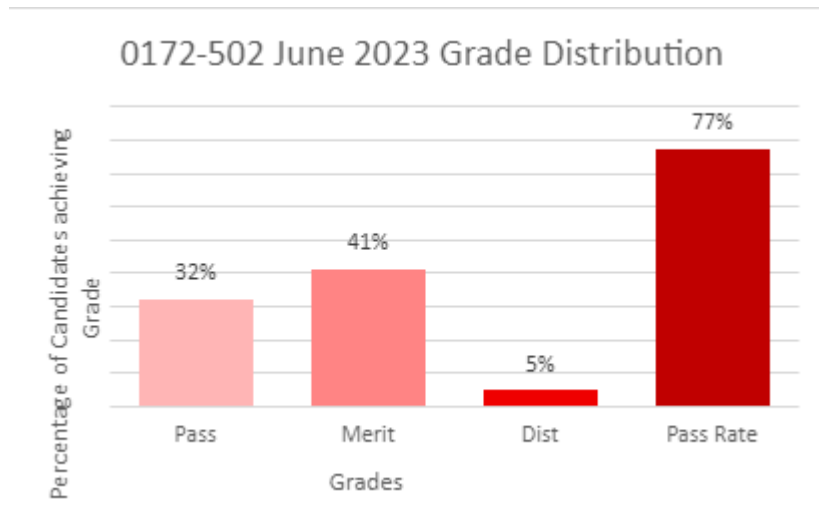


Assessment: **0172-502**
Series: **June 2023 (summer)**

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

Total marks available	60
Pass mark	24
Merit mark	32
Distinction mark	41

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



Chief Examiner Commentary

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

Series 1 – March 2023 (spring)

Candidates generally performed well on this paper and exam technique was comparable to previous years. For many candidates, the answers given were clearly related to the specific content of the questions which allowed them to gain marks across the paper. However, there is still some evidence of candidates not reading the questions correctly. Candidates frequently answer questions more generally by talking around the topic without addressing the specifics of the question. This trend has been seen consistently over previous series.

As in previous years, candidates gave a wide range of responses. Candidate performance was stronger in questions where recall of facts was required (AO1) especially on the more practical based questions on unit 350. An improvement was noted this series as less candidates gave detailed explanations on the 'identify' and 'state' (AO1) questions compared to previous years. This is positive as it allows more time to answer questions that do require more detailed explanations. The questions which asked for explanations to demonstrate an understanding of topics (AO2), as in previous years, 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 effective answers were seen on the 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 foot abscess and aspects of field provision. Candidates performed less well on the question relating to COSHH.

Unit 351

This unit focuses on various areas of equine health. Variable responses were seen, and it was evident that some more scientific questions were answered less effectively. Weaknesses were seen in questions relating to immunity and pathogenic organisms. There were strengths seen in questions which linked theory and practical knowledge together eg horse health plans, taking a horse's temperature and sweet itch treatment/management.

Extended Response Question (ERQ)

This question was designed to ensure candidates could demonstrate their knowledge and understanding of stable management and horse health and bring this information together to discuss a suitable management system for a new horse on a yard. In some cases, candidates showed evidence of planning, and this tended to help with better performance through clearer discussion. A large number of candidates did not effectively justify their discussion points which limited the number of marks that they gained. However, this year saw a slight increase in the number of candidates gaining at least band two marks compared to previous years. This shows that for these candidates, there was a slight improvement in the ability to appraise their comments, explain the reasons behind the comments, and justify their decisions, although these skills could still be developed further in order to achieve higher marks.

Overall, the majority of candidates interpreted command verbs correctly. As in previous years the more scientific and theoretical questions were the least well answered for the majority of candidates. 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 candidates 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 overall this area does show improvement year on year.

As in previous years, candidates gave a wide range of responses. Candidate performance was stronger in questions where recall of facts was required (AO1) especially on the more practical based questions across the different units. The questions which asked for explanations to demonstrate 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 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 various areas of stable management and operations. The questions in these areas were generally answered well, particularly on the topics of identifying types of stable design and explaining the impact of inadequate field provision. The topic of risk assessments was answered least effectively.

Unit 351

This unit focuses on various areas on equine health. Variable responses were seen, and it was evident that some of the more scientific questions were answered less effectively. Weaknesses were seen in question relating to identifying parasites, fomite transmission, mud fever, and the role of euthanasia. There were strengths seen in some of the more practical questions. These included the topics of methods of restraint and the importance monitoring health and welfare.

Extended Response Question (ERQ)

This question focused on the management of horses that are field kept over the winter and the impact on their 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 included justification. Some candidates discussed general management strategies which were not linked to the specifics of the question. There were a number of candidates that provided very limited responses which severely limited marks.

Overall, improving candidate 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)

Theory Exams – Year 2

Grade Boundaries

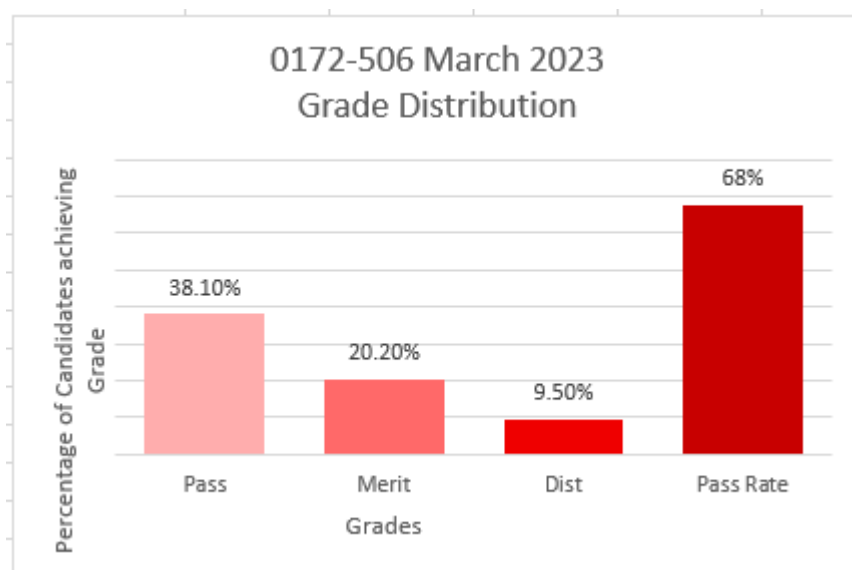
Assessment: **0172-506**

Series: **March 2023 (spring)**

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

Total marks available	60
Pass mark	21
Merit mark	30
Distinction mark	39

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

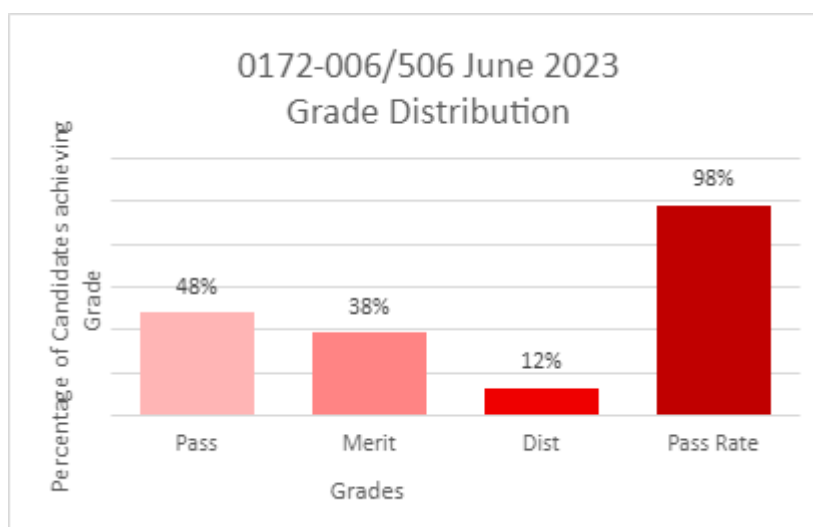


Assessment: **0172-006/506**
Series: **June 2023 (summer)**

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

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

Series 1 – March 2023 (spring)

Generally, candidates generally 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. Some candidates missed 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 therefore talked around the topic rather than answering the specifics of the question. It was noted this series that fewer candidates incorrectly gave detailed explanations on the 'identify' and 'state' (AO1) questions compared to previous series. This is positive as it allows them more time to answer questions that do require more detailed explanations.

Candidates gave a wide range of responses. 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), , were questions where candidates lost the most marks. Where suitable explanations were given, they 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 has also been seen in previous series.

Unit 355

This unit focuses on equine feeding and nutrition. The strengths in this unit were around the topics of protein requirements of young stock, digestive processes in the mouth and types of concentrate feeds. The main areas of weaknesses within this unit were topics covering the structure of carbohydrates and the digestive processes in the small and large intestines.

Unit 358

This unit focuses on the principles of equitation. This unit was answered better than 355. Strengths were shown in topics relating to grid work as a training method, the natural aids and the diet and exercise of the rider. The main area of weakness within this unit was indicators of impulsion.

Extended Response Question (ERQ)

This question focused on the nutritional and training considerations of bringing a horse back into work to train to compete in eventing competitions. 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 greater depth of understanding and justification for nutritional and training strategies. They also showed an ability to bring together information from across the units. Many candidates did not effectively justify their discussion points which limited the marks they gained. Continuing to focus on improving candidate ability to apprise their comments, explain the reasons behind the comments, and justify their decisions will enable a higher number to move towards the higher mark banding.

Overall, focussing on improving awareness of exam technique will enable candidates to manage their answers more appropriately and will help them to improve demonstration of their specific knowledge and understanding in relation to the questions. 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.

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. This shows improvement year on year. There were some areas where exam technique could be improved further especially in the questions asking for explanations. Some candidate missed opportunities to gain marks here by giving generic answers that talked around the topic but did not address the specifics of the question. There were some candidates who could correctly describe part of an explanation answer but failed to explain the reasoning behind their choices of answer. 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 as it allows them more time to answer questions that require greater depth and more detailed explanations.

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 more 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 355

This unit focuses on equine feeding and nutrition. The strengths seen in this unit were on the topics of explaining suitable feedstuffs for a specific horse, digestive processes, explaining the importance of palatability of food, and stating methods of feeding forage to a stabled horse. The main areas of weaknesses within this unit were topics covering the forms of carbohydrate, explanations of the use of balancers in the horse's diet, and the function of protein within the diet.

Unit 358

This unit focuses on the principles of equitation. The strengths seen in this unit were on the topics of types of fences and light seat work when riding over fences. The main areas of weakness within this unit were topics covering working trot, indicators of a good contact, and artificial aids.

Extended Response Question (ERQ)

This question focused on the training and nutritional consideration of developing a horse performance when moving up within dressage competitions. 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 of understanding on training and nutritional strategies. They also showed some ability to bring the information together across the units. Some candidates discussed general training strategies which were not linked to the specifics of the question which limited marks.

Overall, improving candidate 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 – Year 1

Grade Boundaries

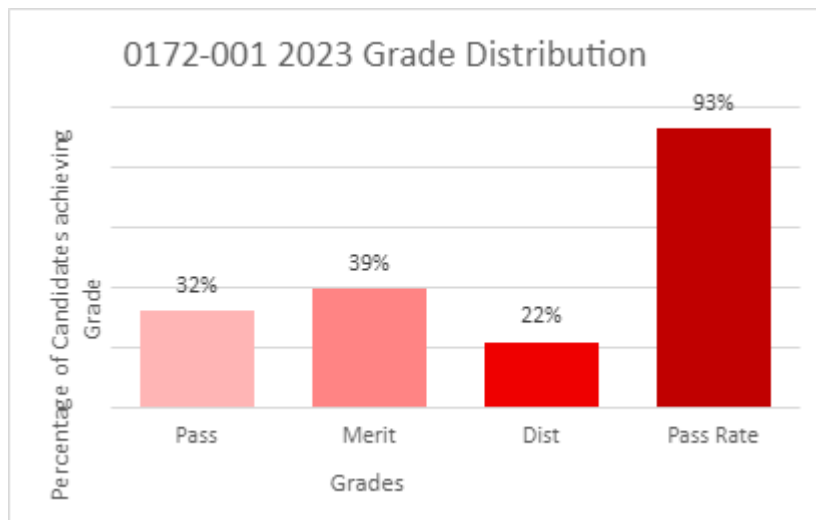
Assessment: **0172-001**

Series: **2023**

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

Total marks available	60
Pass mark	24
Merit mark	33
Distinction mark	43

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 who is responsible for the routine care of the horses on a livery yard. The practical tasks within the assessment were focused on candidates completing daily routine duties and tacking up a horse in preparation for a livery client. Other aspects of the assignment assessed the theoretical knowledge of candidates with the scenarios of producing an obesity management and prevention advice document and evaluating yard working practices in relation to weight management. 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 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 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 in both theoretical tasks. Some lower achieving candidates did not always evaluate the current working practices on the yard in relation to weight management and instead undertook a more general discussion on weight management. Some areas did lack consistency in terms of depth of understanding and connections made across topics. Most candidates gained marks for AO2 in the middle banding of the assessment objective marking grid, with a smaller number gaining AO2 marks in the upper or 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. Most candidates did show some 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 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.

Synoptic Assignments – Year 2

Grade Boundaries

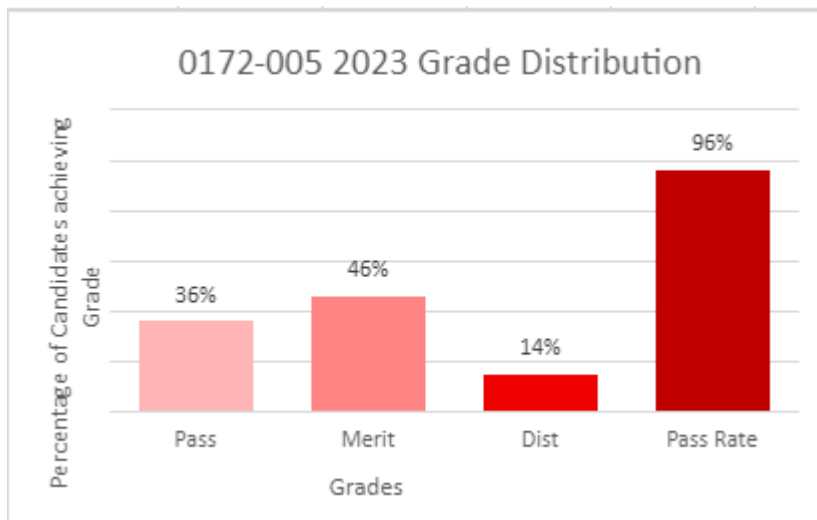
Below identifies the final grade boundaries for this assessment, as agreed by the awarding panel:

Assessment: **0172-005**

Series: **2023**

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 assignment consisted of an assignment brief centred around candidates working as a groom at a livery yard. The groom was responsible for the routine care of the horses on the yard and was 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 planning feeding for a specific horse and the evaluation of a horse's way of going while being ridden on the flat. 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 most of the candidates falling across the middle band.

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

AO4

As in previous years, candidate performance varied on the AO of bringing it all together. On the whole candidates did show evidence of this, using their knowledge, understanding and skills during tasks to bring together information from across the units. The majority of candidates gained AO4 marks in the middle and lower banding of the assessment objective marking grid, with a smaller number scoring in the higher banding. The performance 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.