

# **Level 3 Technicals in Equine Management 0172-002 / 0172-502**

**Part of 0172-35 and 0172-37**

**November 2017 Version 1.0**

**Guide to the examination**

## Who is this document for?

This document has been produced for centres who offer **City & Guilds Level 3 Advanced Technical Certificate in Equine Management**. It gives all of the essential details of the qualification's external assessment (exam) arrangements and has been produced to support the preparation of candidates to take the exam/s.

The document comprises four sections:

1. **Details of the exam.** This section gives details of the structure, length and timing of the exam.
2. **Content assessed by the exam.** This section gives a summary of the content that will be covered in each exam and information of how marks are allocated to the content.
3. **Guidance.** This section gives guidance on the language of the exam, the types of questions included and examples of these, and links to further resources to support teaching and exam preparation.
4. **Further information.** This section lists other sources of information about this qualification and City & Guilds Technical Qualifications.

# 1. Details of the exam

## External assessment

City & Guilds Technical qualifications have been developed to meet national policy changes designed to raise the rigour and robustness of vocational qualifications. These changes are being made to ensure our qualifications can meet the needs of employers and Higher Education. One of these changes is for the qualifications to have an increased emphasis on external assessment. This is why you will see an external exam in each of our Technical qualifications.

An external assessment is an assessment that is set and/or marked by the awarding organisation (ie externally). All City and Guilds Technical qualifications include an externally set and marked exam. This must be taken at the same time by all candidates who are registered on a particular qualification. We produce an exam timetable each year. This specifies the date and time of the exam so you can plan your delivery, revision and room bookings/PC allocation in plenty of time.

The purpose of this exam is to provide assurance that all candidates achieving the qualification have gained sufficient knowledge and understanding from their programme of study and that they can independently recall and draw their knowledge and understanding together in an integrated way. Whilst this may not be new to you, it is essential that your learners are well prepared and that they have time to revise, reflect and prepare for these exams. We have produced a Teaching, Learning, and Assessment guide that is you should refer to alongside the present document ([Teaching, Learning and Assessment Guide](#)). If a learner does not pass the exam at their first attempt, there is only one opportunity to resit the exam, so preparation is essential.

## Exam requirements of this qualification

- **002 / 502 Level 3 Equine Management** – Theory Exam (2 hours)

The exam is graded and a candidate must achieve at least a Pass grade in order to be awarded the qualification. (In addition to the exam, a synoptic assignment must also be completed and passed). You can find full details of the synoptic assignment in the *Qualification Handbook* and the *Synoptic Assessment Guide* – please see the link to the qualification page at the end of this document.

## When does the exam take place?

The exam is offered on two fixed dates in March or June. The exact dates will be published at the start of the academic year in the *Assessments and Exam Timetable*

<http://www.cityandguilds.com/delivering-our-qualifications/exams-and-admin>.

At the start of the programme of study, in order to effectively plan teaching and exam preparation, centres should know when the exam will be taking place and allocate teaching time accordingly. Section 2 of this document gives a summary of the content that needs to be covered in order to prepare learners for the exam and full details of this are given in the *Qualification Handbook*.

## Form of exam

The exam for this qualification can be taken either on paper (0172-502) or online (0172-002).

## Can candidates resit the exam?

Candidates may resit the exam once only. If a candidate fails the exam both on the first attempt and when resitting it, that candidate has failed the qualification and cannot achieve it in that academic year.

## How the exam is structured

Each exam has a total of 60 marks and is made up of:

- approximately 12 -15 short answer questions
- 1 extended response question.

Short answer questions are used to confirm **breadth of knowledge and understanding**.

The extended response question is to allow candidates to demonstrate **higher level and integrated understanding** through written discussion, analysis and evaluation. This question also ensures the exam can differentiate between those learners who are 'just able' and those who are higher achieving.

More details about and examples of question types are given in Section 3 of this document.

## Assessment Objectives

The exams are based on the following set of assessment objectives (AOs). These are designed to allow the candidate's responses to be assessed across the following three categories of performance:

- **Recollection** of knowledge.
- **Understanding** of concepts, theories and processes.
- **Integrated application** of knowledge and understanding.

In full, the assessment objectives covered by the exam for this qualification are:

<b>Assessment objective</b> <i>The candidate..</i>	<b>Mark allocation</b> <b>(approx %)</b>
AO1 <b>Recalls knowledge</b> from across the breadth of the qualification	30%
AO2 <b>Demonstrates understanding</b> of concepts, theories and processes from a range of learning outcomes.	50%
AO4 <b>Applies knowledge, understanding and skills</b> from across the breadth of the qualification in an integrated and holistic way to achieve specified purposes.	20%

## **Booking and taking the exam**

All assessments for City & Guilds Technical Exams must be booked through Walled Garden. There is a deadline for booking exams, synoptic assessments and any other centre marked assessments, please refer to the time line to check these dates.

The exam must be taken under the supervision of an invigilator who is responsible for ensuring that it is conducted under controlled conditions. Full details of the conditions under which the exam must be taken can be found in the Joint Council for Qualifications (JCQ) document, [Instructions for Conducting Examinations \(ICE\)](#).

## **Special consideration**

Candidates who are unable to sit the exam owing to temporary injury, illness or other indisposition at the scheduled time may qualify for special consideration. This is a post-examination adjustment that can, in certain circumstances, be made to a candidate's final grade. The Joint Council for Qualifications' guide to the special consideration process can be found at <http://www.jcq.org.uk>

To make a request for special consideration, please contact: [policy@cityandguilds.com](mailto:policy@cityandguilds.com)

## **Access arrangements**

Access arrangements are arrangements that allow candidates with particular requirements, disabilities or temporary illness to take assessments, where appropriate, using their normal way of working. The Joint Council for Qualifications document, *Access Arrangements and Reasonable Adjustments* gives full details and can be downloaded [here](#).

For further information and to apply for access arrangements please see:

[Access arrangements - When and how applications need to be made to City & Guilds](#)  
[Applying for access arrangements on the Walled Garden](#)

## 2. Content assessed by the exam

### Equine Management

The exam assesses:

- **Unit 350: Undertake stable yard operations**
- **Unit 351: Equine health**

Each exam assesses a sample of the content of these units. This means that a single exam will **not** cover 100% of the unit content. The full range of content will be assessed over a number of examination series. Details of the coverage of a particular exam paper will **not** be released in advance of the exam itself. Centres should **not** make assumptions about what will be assessed by a particular exam based on what has been covered on previous occasions. In order to be fully prepared for the exam, learners **must** be ready to answer questions on **any** of the content outlined below.

The table below provides an overview of how the qualification's Learning Outcomes are covered by each exam and the number of **marks** available per Learning Outcome (ie **not** the number of *questions* per Learning Outcome). In preparing candidates for the exam, we recommend that centres take note of the number of marks allocated to Learning Outcomes and to assign teaching and preparation time accordingly.

In preparing candidates for the exam, centres should refer to the Qualification Handbook which gives full details of each Learning Outcome.

The following is a summary of only that qualification content which is assessed by the exam and **not** a summary of the full content of the qualification.

Unit	Learning outcome	Topics	Number of marks per section
350 Undertake stable yard duties	LO2 Undertake horse care tasks to maintain the health of horses	2.2 Produce preventative care schedules for horses on a yard 2.3 Assess the conditions of horses' feet and shoes	18
	LO3 Determine requirements for stabled and grass kept horses	3.1 Requirements for stable kept horses 3.2 Requirements for grass kept horses 3.3 Evaluate management systems	
	LO4 Understand how to work safely around horses	4.1 Safe working practices 4.2 Monitor and maintain health and safety records during routine activity	

351 Equine health	LO1 Understand indicators of horse health	1.1: Signs of horse health 1.2: Legislation that relates to horse health	30
	LO2 Understand common equine disease and disorders, their treatment and prevention	2.1 The role of pathogenic organisms 2.2 Common diseases and disorders and their impact on health and welfare 2.3 Reasons and methods of preventative care and treatment measures used 2.4 Causes, signs and treatment of nutritional deficiencies, excesses and disorders	
	LO3 Understand how to monitor and record the health and wellbeing of horses	3.1 How to monitor and record routine health and wellbeing 3.2 How to monitor and record sick nursing	
	LO4 Carry out and record basic treatments	4.2 Routine treatments	
		Total marks for sections:	48 marks
		Integration across units*:	12 marks
<b>Total marks for exam: 60 Marks</b>			

\* *Integration across units.* These marks relate to Assessment Objective 4. These marks are awarded to differentiate between levels of performance by candidates taking the exam. The marks are given for how well a candidate has applied their knowledge, understanding and skills from across the units that make up the qualification in an integrated way to meet the requirements of the exam questions.

### 3. Guidance

#### Vocabulary of the exam: use of 'command' verbs

The exam questions are written using 'command' verbs. These are used to communicate to the candidate the type of answer required. Candidates should be familiarised with these as part of their exam preparation.

The following guidance has been produced on the main command verbs used in City & Guilds Technicals exams.

A more detailed version of this table, which also includes the command verbs used in the assignments is published in *City & Guilds Technical Qualifications Teaching, Learning and Assessment* guide.

Command verb	Explanation and guidance
<b>Analyse</b>	Study or examine a complex issue, subject, event, etc in detail to explain and interpret, elements, causes, characteristics etc
<b>Calculate</b>	Work out the answer to a problem using mathematical operations
<b>Compare</b> (...and contrast) (or <b>describe</b> the similarities/differences)	Consider and describe the similarities (and differences) between two or more features, systems, ideas, etc
<b>Define</b>	Give the meaning of, technical vocabulary, terms, etc.
<b>Describe</b>	Give a detailed written account of a system, feature, etc <b>(..the effect of...on...)</b> the impact, change that has resulted from a cause, event, etc <b>(..the process..)</b> give the steps, stages, etc
<b>Differentiate</b> between	Establish and relate the characteristic differences between two or more things, concepts, etc
<b>Discuss</b>	Talk/write about a topic in detail, considering the different issues, ideas, opinions related to it
<b>Distinguish</b> between	Recognise and describe the characteristic differences between two things, or make one thing seem different from another
<b>Evaluate</b>	Analyse and describe the success, quality, benefits, value, etc (of an end product, outcome, etc )
<b>Explain</b>	Make (a situation, idea, process, etc) clear or easier to understand by giving details <b>(..how..)</b> Give the stages or steps, etc in a process, including relationships, connections, etc between these and causes and effects.
<b>Give example(s) illustrate/</b>	Use examples or images to support, clarify or demonstrate, an explanation, argument, theory, etc

<b>Give a rationale</b>	Provide a reason/reasons/basis for actions, decisions, beliefs, etc
<b>Identify</b>	Recognise a feature, usually from a document, image, etc and state what it is
<b>Justify</b>	Give reasons for, make a case for, account for, etc decisions, actions, conclusions, etc, in order to demonstrate why they suitable for or correct or meet the particular circumstances, context
<b>Label</b>	Add names or descriptions, indicating their positions, on an image, drawing, diagram, etc
<b>List</b>	Give as many answers, examples, etc as the question indicates (candidates are not required to write in full sentences)
<b>Name</b>	Give the (technical) name of something
<b>Propose</b>	Present a plan, strategy, etc (for consideration, discussion, acceptance, action, etc).
<b>Select</b>	Choose the best, most suitable, etc, by making careful decisions
<b>State</b>	Give the answer, clearly and definitely
<b>Summarise</b>	Give a brief statement of the main points (of something)

## Question types

The following explains, and gives examples of, types of questions used in City & Guilds Technical exams. In preparing candidates to take the exam, it is recommended that you familiarise them with the requirements of each question type so that they can be effective and make best use of the time available when sitting the exam.

- An effective candidate will gauge the type and length of response required from the question and the number of marks available (which is given for each question on the exam paper).
- Short answer questions may not require candidates to write in complete sentences. Extended response questions will require a more developed response.
- Candidates should read the exam paper before attempting to answer the questions and should allocate time proportionate to the number of marks available for each question or section.

Question type:	Example question	Example question:
<p><b>Short answer questions (restricted response)</b> These are questions which require candidates to give a brief and concise written response. The number of marks available will correspond to the number of pieces of information/examples and the length of response required by the question.</p>	<p>State the importance of <b>six</b> records that should be used when monitoring the health of a sick horse. (6 marks)</p>	<p><i>One mark for each correct response as below or any other relevant answer</i></p> <ul style="list-style-type: none"><li>• Owner contact details and emergency numbers – important to update owner on information</li><li>• Veterinary records/medication records – to ensure all medications are administered correctly</li><li>• Temperature ,Pulse ,Respiration – to monitor health indicators closely</li><li>• Feeding and water intake – to ensure plenty of fluids for hydration and food for energy</li><li>• Monitoring of clinical signs of expected recovery – to ensure awareness of the condition improving or worsening</li><li>• Frequency of defecation and urination - to monitor condition.</li><li>• Pain management and recording of medication given and amounts - for vet knowledge if symptoms worsen.</li><li>• Adverse reactions – anything unusual or unexpected so can be reported to the vet immediately.</li><li>• Passport – up to date vaccinations</li></ul>

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### Structured Response Questions

These are questions that have more than one part (eg a), b), etc.). The overall question is made up of linked, short answer questions which move the candidate through the topic in a structured way. For example, the question will usually start with a 'recall'/'state'/'describe' question followed by an 'explain' to draw out understanding of the topic. They usually have a shared introductory 'stem', and the number of marks may increase through the question.

a) Identify the pathogenic organisms which cause the following **three** diseases/disorders that could be found in horses:

- Ringworm
- Strangles
- Equine influenza. (3 marks)

b) Describe the clinical signs for **each** of the three diseases/disorders named in a). (3 marks)

c) State a possible treatment method for **each** of the three diseases/disorders in a). (3 marks)

1 mark per disease **plus** pathogen (if the actual name of the pathogen is used then that is acceptable). No marks for only one or the other.

Disease/Disorder	Pathogen	Marks
Ringworm	Fungi	1
Strangles	Bacteria	1
Equine Influenza	Virus	1

One mark for giving two or more correct clinical signs.

Disease	Clinical signs
Ringworm	Itchy patches on skin, hair loss, rings on skin (1)
Strangles	High temperature over 39 C, reduced appetite, Thick nasal discharge, abscess around throat area (1)
Equine Influenza	High temperature over 39C, reduced appetite, Thick nasal discharge (1)

One mark for a correct possible treatment

Disease	Treatment
Ringworm	Malaseb [1] Betadine [1] Imaverol [1] anti-fungal shampoo [1] anti-fungal wash [1] Accept any other appropriate answer
Strangles	Supportive care [1] Good stable management [1] Maintaining high levels of hygiene [1] Antibiotics [1] Application of warm packs on forming abscesses [1] Washing abscess cavities with antiseptic solution [1]

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Equine Influenza	Supportive care [1] Good stable management [1] Maintaining high levels of hygiene [1] Complete Rest [1] Antibiotics [1] Medication to help breathing [1]
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### Extended response questions

Extended response questions are those that require the candidate to write a longer written response using sentences and paragraphs. These usually require candidates to discuss, explain, etc. a topic in some detail. The question is often based on a short case study, scenario or other prompt. The level of detail should be gauged from the question and the number of marks available.

### Example question

Discuss preventative worming programmes and their importance in the care and management of a horse's routine. (12 marks)

### Mark scheme

**Band 1: (0 – 4) marks;** basic explanation showing some knowledge of the importance of the worming plan to health and management, including some technical terms. Basic information given with little or no connection between the overall needs of the horse and its welfare. Little or no justification for impacts given.

Basic information on how to worm a horse and how to prevent worms via management practices. E.g. poo picking, worm counting etc. Students may also be able to identify a number of different types of worms.

### Example band 1 response

Horses need to be wormed to prevent them building up in the horse's stomach. Worms are noticed in the horse's droppings, they are small and white and easily seen. The importance of worming is to help the horse as when horses have worms they are itchy around the rectum. Worms live internally which is bad for the horse, they can pass worms onto other horses so it is important to worm them at the right time. Owners need to keep track of when they worm their horse to make sure it works. It is important not to over worm horses.

**Band 2; (5-8) marks**, clear explanation showing knowledge and understanding of the impacts, of the worming plan to health and management, including correct use of most technical terms. Detailed information given demonstrating some connection between the overall needs of the horse and its welfare. Some justifications for impacts given with reasonable detail.

More detail and start to discuss the details of the actual worming programmes, showing understanding of different dosing strategies for different worms and times of year. The learners to start to recognise the relationship between management and give reasons for choice of worming programme also link in the management of the yard i.e. horses coming and going pasture management.

Starting to justify their discussion points and being in more detail in their explanations. May also discuss different dosing strategies such as interval and strategic dosing.

See below for examples

Interval dosing, for example

During spring (March) use an appropriate wormer to target routine worms and tapeworm

For summer (May and July) use an appropriate wormer to target routine worms

In autumn use an appropriate wormer to target routine worms and tapeworms

For winter use an appropriate wormer to target routine worms and Bots also may need to treat for encysted red worm.

Strategic Dosing

The administration of a broad-spectrum anthelmintic treatment at specific times of the year this helps to disrupt the seasonal cycle and transmission of parasites by reducing parasitic egg output by horses and so prevents the build-up of larvae on the pasture. Given the seasonality of horse parasites dosing three times a year spring summer and autumn. Problems can arise as a result of abnormal weather patterns. i.e. warm in the winter.

#### **Example band 2 response**

Strategic worming pin points certain types of worms to control. This means it doesn't kill off all types of worms this is good as the numbers of different types of worms changes during the year. Worm egg counting is a good thing to do, to samples of droppings are sent to a lab for testing. This will then tell you if you need to worm the horse or not. This is good because you are not putting unnecessary chemicals into your horse's body. If your horse has over 200 EPG (eggs per gram) you need to worm them.

To control the amount of worms inside the horse you should worm at intervals of every 8 months. This is important as high worm burden can make the horse ill and even be fatal. It is important that you know the correct weight of your horse to know how much wormer to administer. This is because too much wormer can make the horse ill.

**Band 3: (9-12) marks;** comprehensive explanation showing accurate knowledge of the impacts of the worming plan to health and management, correct use of all technical terms. Thorough information given demonstrating a detailed connection between the overall needs of the horse and its welfare and then link this to worming plan. Clear and accurate justification for impacts given.

**Example band 3 response**

The importance of a preventative worming programme on a yard is vital as part of the preventative measures required. All horses are wormed at the same time as the prescribed worming medication will be administered this can be cost effective and time saving. Worming all horses at the same time is more effective as a preventative measure than worming individual horses at different times of year on the same yard. For example, if one horse wasn't wormed and then developed, for example, small red worm this will have an impact on the yard as worm levels could increase amongst all the horses.

When turned out, they would pass the larvae onto the ground and this will enable the other horses to ingest the larvae and there may be an infestation within the herd. If not managed and a routine followed and kept in place i.e. working with, e.g. Panacur every year then the effect of ill health on the horse such as weight loss, respiratory infections, Colic will spread and the immune system may begin fail. A high worm burden left untreated can be fatal for horses. Also, a horse with a high worm burden can become ill very quickly as the simplest infection will affect the horse more seriously and this could be costly from a financial point of view and the health and welfare of the horse could be put at risk. Overall an effective worming programme is essential on a yard to maintain the horse's health and welfare

## Examination technique

Candidates with a good understanding of the subject being assessed can often lose marks in exams because they lack experience or confidence in exams or awareness of how to maximise the time available to get the most out of the exam. Here is some suggested guidance for areas that could be covered in advance to help learners improve exam performance.

### Before the exam

Although candidates cannot plan the answers they will give in advance, exams for Technical qualifications do follow a common structure and format. In advance of taking the exam, candidates should:

- be familiar with the structure of the exam (ie number and type of questions).
- be aware of the amount of time they have in total to complete the exam.
- have a plan, based on the exam start and finish time for how long to spend on each question/section of the exam.
- be aware of how many marks are available for each question, how much they should expect to write for each question and allow most time for those questions which have the most marks available.

### At the start of the exam session

At the start of the exam, candidates:

- should carefully read through the instructions before answering any questions.
- may find it helpful, where possible, to mark or highlight key information such as command words and number of marks available on the question paper.
- identify questions which require an extended written answer and those questions where all or part of the question may be answered by giving bullets, lists etc rather than full sentences.

### Answering the questions

Candidates do not have to answer exam questions in any particular order. They may find it helpful to consider, for example:

- tackling first those questions which they find easiest. This should help them get into the 'flow' of the exam and help confidence by building up marks quickly and at the start of the exam.
- tackling the extended answer question at an early stage of the exam to make sure they spend sufficient time on it and do not run out of time at the end of the exam.

Candidates should avoid wasting time by repeating the question either in full or in part in their answer.

Candidates should **always** attempt every question, even questions where they may be less confident about the answer they are giving. Candidates should be discouraged however, from spending too long on any answer they are less sure about and providing answers that are longer and give more detail than should be necessary in the hope of picking up marks. This may mean they have less time to answer questions that they are better prepared to answer.

### Extended answer questions

Before writing out in full their answer to extended questions, candidates may find it helpful to identify the key requirements of the question and jot down a brief plan or outline of how they will answer it. This will help clarify their thinking and make sure that they don't get 'bogged down' or provide too much detail for one part of the question at the expense of others.

## **Towards the end of the exam**

Candidates should always set aside time at the end of the exam to read back through and review what they have written in order to make sure this is legible, makes sense and answers the question in full.

If a candidate finds they are running out of time to finish an answer towards the end of the exam, they should attempt to complete the answer in abbreviated or note form. Provided the content is clear and relevant, examiners will consider such answers and award marks where merited.

Further guidance on preparing candidates to take the exam is given in the City & Guilds publication, [Technical Qualifications, Teaching, Learning and Assessment](#) which can be downloaded free of charge from City & Guilds website.

## 4. Further information

For further information to support delivery and exam preparation for this qualification, centres should see:

### City & Guilds

Qualification homepage: [link to qualification homepage](#), which includes:

- Qualification handbook
- Synoptic Assignment
- Sample assessments
- Past Papers

*Technical Qualifications, Resources and Support:* [www.cityandguilds.com/techbac/technical-qualifications/resources-and-support](http://www.cityandguilds.com/techbac/technical-qualifications/resources-and-support)

### Joint Council for Qualifications

*Instructions for Conducting Examinations:* <http://www.jcq.org.uk/exams-office/ice--instructions-for-conducting-examinations>