

# **Level 3 Technicals in Equine Management 0172-004 / 0172-504**

**Part of 0172-36 and 0172-38**

**November 2017 Version 1.1**

**Guide to the examination**

## Who is this document for?

This document has been produced for centres who offer **City & Guilds Level 3 Advanced Technical Diploma 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

- **004 / 504 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 (0172-504) or online (0172-004).

## 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:

Assessment objective	Mark allocation (approx %)
<i>The candidate..</i>	
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 [www.jcq.org.uk](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**
- **Unit 355: Equine feeding and nutrition**
- **Unit 356: Horse behaviour and welfare**

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	10
	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	14
	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	4.1 Routine treatments	
355 Equine feeding and nutrition	LO1 Understand the basics of equine nutrition	1.1 Contribution of the major nutrients of the diet to maintain health and wellbeing 1.2 Functions of the major nutrients 1.3 Digestion and absorption of the major nutrients within the horse's body	14
	LO2 Understand nutritional values and properties of different food types	2.1 Suitability of different types of feedstuff based on nutritional content 2.2 Feeding plans	
	LO3 Understand the feeding requirements of the horse at different life stages	3.1 Calculate rations for horse diets 3.2 Dietary requirements for different life stages and conditions	
356 Horse behaviour and welfare	LO1 Understand the effect of evolution on horse behaviour	1.1 Effects of evolution on horse behaviour	10

LO2 Understand horse behaviour	2.1 Natural environment 2.2 Domestic environment	
LO3 Determine the effects of domestication on behaviour of the horse	3.1 Common effects of domestication on undesirable behaviours 3.2 Stereotypic behaviours and their causes 3.3 Management of stereotypic and undesirable behaviours	
LO4 Understand how to promote the welfare of horses	4.1 Issues surrounding equine welfare 4.2 Equine welfare organisations	
		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>Describe <b>two</b> design features to be considered when assessing the suitability of a new stable. (2 marks)</p>	<p>One mark per correct response as below or any other acceptable answer:</p> <ul style="list-style-type: none"><li>• Types of materials used – durability, hygiene, safety, weather, heat/noise insulation</li><li>• Size and dimensions – room per horse, shape suitable for free movement</li><li>• Flooring – secure, non-slip, level, durable, hygiene</li><li>• Ventilation – adequate flow, above not below. Prevent respiratory infection, health &amp; hygiene</li><li>• Types of roofs – noise illuminating, durable, secure, good height</li><li>• Internal fixtures and fittings – safe, durable, free from sharp edges (injuries) things at appropriate height and distances to prevent injuries or accidents</li><li>• Access to other horses/windows</li><li>• Access to the stable</li><li>• Access to water/automatic waterers</li></ul>

---

### 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) Explain the importance of welfare and ethics when managing stereotypic behaviour in horses. (3 marks)

*a) up to three marks for a correct explanation of the importance.*  
Learners may identify that physically preventing stereotypical behaviour is a welfare issue as horses undertake these behaviours as a coping mechanism to the domestic environment. Ethical considerations would be to minimise or illuminate the horses need to perform these behaviours by making the domestic environment as close to the natural environment as possible. The use of management techniques such as increased turnout and ad lib forage would potentially reduce the need for the horses to perform stereotypic behaviours without physical restraint.  
Learners may identify the point that if horses are allowed to exhibit natural behaviours they may feel less stressed, therefore reduce the occurrence of stereotypic behaviours.

b) Describe the potential ethical and welfare issues when using one of the following restrictive techniques for the management of stereotypic behaviour in horses.

- cribbing collar
- anti-weave grid (3 marks)

*b) up to three marks for a correct description of the ethical and welfare issue for either technique*  
Learners may describe the different techniques used for the management of stereotypic behaviours and may explain the difference between preventative techniques (cribbing collars and anti-weave grid) and other management techniques (e.g. ad lib forage and increased turnout).

**cribbing collars:**

physical restraint by use of a cribbing collar can cause irritation/injury to the skin and/or could restrict breathing (long term damage/ infections potentially could be a result)  
stopping horse from cribbing can cause long term behavioural damage (no outlet for the stress) [1]

**anti-weave grid:**

physically stops the horse from weaving over the door can result in horses weaving in the stable and in other places. E.g. in the field, during transportation.  
stopping horse from weaving can cause long term behavioural damage (no outlet for the stress). [1]

---

---

Physically restraining horses may cause higher levels of stress overall as the horses are unable to perform stereotypic behaviours. [1]  
Physically restraining horses is therefore a welfare concern and ethical concern. Learners may relate this to the 5 animal needs  
Weaving grill could cause an injury if the horse doesn't stop weaving. [1]

---

### **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 the potential impacts to the health and welfare of horses kept in a stabled environment with no planned daily routine.

### **Mark scheme**

#### **Indicative content for answer – to aid band grading**

##### Band 1

- Knowledge of horses' daily routine and why it is important for health
- Identifying impact of keeping horses in a stable
- Identifying impact of lack of routine

##### Band 2

- Relating daily routines to specific nutritional and behavioural needs of the horse.
- Discuss the physical and psychological health impacts of a lack of routine in the horse – linking to signs of health.
- Can discuss different management systems e.g. field kept if no routine and the benefits of this system on welfare over stable kept.
- Can bring in information regarding the five animal needs relating to welfare. (Band 2)

##### Band 3

- Link this to knowledge of the domestic environment and the evolution of the horse as a trickle feeding prey species.
- Can bring in welfare organisations and their importance to horse welfare and educating/helping animals whose welfare is compromised.

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

**Example band 1 response**

Horses need to express natural behaviour and see other horses. If this is taken from them it will cause stereotypic behaviour like box walking and weaving. The environment needs to be enriched with high fibre forage as horses are grazing animals and need to chew up to 16 hours a day. Equine Gastric Ulcer Syndrome is another problem with stabled horses, they are caused by stress and lack of forage. A horse needs to be free from pain and stress keeping them in the stable all day will not help. Horses need food and water and the companionship of other horses. They need to act out normal behaviours, keeping it in a stable all day means that the horse's requirements are not fulfilled. This is detrimental to the horse's mental welfare needs.

**Band 2: (5-8) marks,** clear explanation showing knowledge and understanding of the impacts to health and welfare, 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.

**Example band 2 response**

The horse's health may drop as horses are naturally animals of habit. This could cause stress and potentially lead to Colic and weight loss. The horse's 5 needs, need to be met, and being in a suitable environment is one of the needs. They need to be able to roam which they cannot do in a stable. You can however keep an eye on the amount of food a horse eats and the amount of water it drinks. Horses are sociable animal that need to be housed with other horses, being in a stable does not allow horses to groom each other. Being stressed in a stable could cause stereotypical behaviour like box walking and crib biting which can be destructive to a horse's health.

No planned routine will not help the horse and it may never become settled which would also cause health problems. When a horse is stressed its immune system is lowered which makes it more susceptible to diseases such as Strangles and this can make the health even worse.

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

**Example band 3 response**

Horses are creatures of habit. They thrive on having a well-kept routine and as a result this will lead to a happier, healthier horse. When a horse has no routine or is taken out of a routine it struggles to cope in the environment and may exhibit signs of stress related behaviour for example door kicking. If a horse is in a stabled environment with no planned daily routine, it may cause stereotypical behaviours such as box walking as they want to be turned out. This is part of their natural behaviour and needs to roam and graze. If they are in the stable on their own they may develop separation anxiety and may lose condition and weight. This is because horses are herd animals and would naturally live in a group of other horses. A horse on its own with no routine would more than likely be stressed which is poor welfare and poor husbandry.

If a horse has no daily routine it may not be receiving the 5 needs. The need for a suitable diet and environment, the need to exhibit natural behaviours, to be protected against pain, injury and suffering and the need for suitable shelter.

If the horse isn't turned out then it is being deprived of its need to exhibit natural behaviours. This can negatively impact the horse's normal behaviour. If the horse is not being correctly fed then it is being deprived of its need for a suitable diet. A suitable diet is essential to a horse in order to stay energised, promote gut movement, digestion and helping the body deliver nutrients. Without this the horse may become ill with digestive problems such as colic. The horse needs a daily routine in order to truly thrive and maintain a happy, healthy life. A stressed horse will more than likely have a lowered immune system which can lead to illness and disease.

## 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](#), 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>