

Level 2 Technical Certificate in Professional Cookery (6100-20)

Version 1.0

Synoptic Assignment Pack

Introduction

General information about structure of the assignment pack

Candidate section

- Candidate guidance
- Assignment and tasks

Tutor section

- Guidance on tasks
- Guidance on assessment conditions
- Guidance on marking
- Marking criteria
- Mark sheet
- Allergen chart
- Feedback form

Candidate section

Candidate guidance

General guidance

This is a formal assessment that you will be marked and graded on. You will be marked on the quality and accuracy of your practical performance and any written work you produce. It is therefore important that you carry your work out to the highest standard you can. You should show how well you know and understand the subject and how you are able to use your knowledge and skills together to complete the tasks.

Plagiarism

Plagiarism is the failure to acknowledge sources properly and/or the submission of another person's work as if it were the candidate's own. Plagiarism is not allowed in this assignment.

This is an assessment of your abilities, so the work must be all your own work and carried out under the conditions stated. You will be asked to sign a declaration that you have not had any outside help with the assessment.

Your tutor is allowed to give you some help understanding the assignment instructions if necessary, but they will record any other guidance you need and this will be taken into account during marking.

Where research is allowed, your tutor must be able to identify which work you have done yourself, and what you have found from other sources. It is therefore important to make sure you acknowledge all sources and clearly reference any information taken from them.

Timings and planning

You should take care when planning to make sure you have divided the time available between tasks appropriately. You should check your plan is appropriate with your tutor.

If you have a good reason for needing more time, you will need to explain the reasons to your tutor and agree a new deadline date. Changes to dates will be at the discretion of the tutor, and they may not mark work that is handed in after the agreed deadlines.

Health and Safety

You must always work safely, in particular while you are carrying out practical tasks.

You must always follow any relevant Health and Safety regulations and codes of practice.

If your tutor sees you working in a way that is unsafe for yourself or others, they will ask you to stop immediately, and tell you why. Your tutor will not be able to reassess you until they are sure you are ready for assessment and can work safely.

Presentation of work

Presentation of work must be neat and appropriate to the task. You should make sure that each piece of work is clearly labelled with your name and the assignment reference. All electronic files must be given a clear file name that allows your tutor to identify it as your work. Written work e.g. reports may be word processed but this is not a requirement.

Assignment

Your employer is tendering to provide the catering for an end of season presentation dinner at a local football club. They have requested a sample menu (consisting of three courses) is produced before agreeing the contract.

You are required to plan for and produce two portions of this three course meal. Your supervisor will provide you with the menu and recipe specifications.

You must produce a written evaluation of your performance, based on your own reflections.

Tasks

Task 1

Your assessor will provide you with a menu and recipes for each dish.

You will be required to produce a plan which must include:

- timings
- order of work
- required tools and equipment
- food safety and health and safety considerations.

You will also be required to complete an allergen chart.

Conditions of assessment

- You must carry the task out on your own, under supervised conditions

What must be presented for marking

- Plan of work
- Allergen chart

Task 2

You are required to produce three courses for two people.

You will be required to work methodically and clean as you go. You must adhere to food safety and health and safety procedures at all times.

You must evaluate the dishes produced for the menu.

Conditions of assessment

- You must carry the task out on your own, under supervised conditions

What must be presented for marking

- Produced dishes in the correct order
- A written self-evaluation (containing no more than approximately 300 words)

Additional records to support your performance

- Photographs or video clips, taken by your assessor

Tutor guidance

This synoptic assessment is designed to require the candidate to make of use their knowledge, understanding and skills they have built up over the course of their learning to tackle problems/tasks/challenges.

This approach to assessment emphasises to candidates the importance and applicability of the full range of their learning to practice in their industry area, and supports them in learning to take responsibility for transferring their knowledge, understanding and skills to the practical situation, fostering independence, autonomy and confidence.

Candidates are provided with a set of tasks. They then have to draw on their knowledge and skills and independently select the correct processes, skills, materials, and approaches to take.

During the learning programme, it is expected that tutors will have taken the opportunity to set shorter, formative tasks that allow candidates to be supported to independently use the learning they have so far covered, drawing this together in a similar way, so they are familiar with the format, conditions and expectations of the synoptic assessment.

You should explain to candidates what the Assessment Objectives are and how they are implemented in marking the assignment, so they will understand the level of performance that will achieve them high marks.

The candidate should not be entered for the assessment until the end of the course of learning for the qualification so they are in a position to complete the assignment successfully.

Guidance on tasks

Task-specific guidance

- The sample menu must be based on the following:
 - Starter: poached fish with a cold dressing and garnish/accompaniment
 - Main course: grilled meat with a braised vegetable and a fried potato dish
 - Dessert: panna cotta with a stewed fruit
- Where centres have large cohorts, or different candidates taking the synoptic assessment at different points in the assessment window, centres are required to develop alternative menus/recipe specifications for use with different groups of candidates. These alternatives **must** still be based on the sample menu outlined above. These alternate versions should help to ensure that candidates do not become overly familiar with the specific dishes to be produced for their synoptic assessments.
- Task 2 **must** be undertaken within three weeks of completing Task 1.
- Each candidate's plan should be checked by the assessor **before** the candidate can proceed to Task 2, in order to ensure resource availability.

Time

The time allocated for the completion of the tasks and production of evidence for this assessment is **five** hours.

The **maximum** time permitted for each task is as follows:

- Task 1: two hours
- Task 2: three hours (**not** including a maximum of 30 minutes setting up time*)

** This time is intended to allow candidates to collect their tools and equipment, collect and weigh out any ingredients and organise their work bench. They are **not** permitted to begin any preparation or cooking.*

Resources

For Task 1, candidates must be provided with a sample menu and recipe specifications to complete the assessment. Wherever a premade ingredient is specified in the recipes, an ingredients list will need to be provided to candidates. Candidates will need to complete an allergen chart, such as the one provided towards the end of this pack. Candidates may also require access to IT facilities to complete their planning documents.

For Task 2, candidates will require ingredients, tools and equipment within a fully equipped professional kitchen.

Health and safety

Candidates should not be entered for assessment without being clear of the importance of working safely, and practice of doing so. The tutor must immediately stop an assessment if a candidate works unsafely. At the discretion of the tutor, depending on the severity of the incident, the candidate may be given a warning. If they continue to work unsafely however, their assessment must be ended and they must retake the assessment at a later date.

Observation

Where the tutor is required to carry out observation of performance, detailed notes must be taken of the quality of performance along with any other aspects of performance that will support a judgement of the marks to be awarded (e.g. measurements to confirm accuracy/tolerances).

The tutor should refer to the marking grid to ensure appropriate aspects of performance are recorded. These notes will be used for marking and moderation purposes and so must be detailed and accurate.

Tutors should ensure that any supporting evidence including e.g. photographs or video can be easily matched to the correct candidate, are clear, sufficiently well-lit and showing the areas of particular interest for assessment (i.e. taken at appropriate points in production, showing accuracy of measurements where appropriate).

If candidates are required to work as a team, each candidate's contribution must be noted separately. The tutor may intervene if any individual candidate's contribution is unclear or to ensure fair access (see below).

Preparation

Candidates should be aware of which aspects of their performance will give them good marks in assessment. This is best carried out through routinely pointing out good or poor performance during the learning period, and through formative assessment. Candidates should be encouraged to do the best they can and be made aware of the difference between these summative assessments and any formative assessments they have been subject to. They may not have access to the marking grids.

Guidance on assessment conditions

The assessment conditions that are in place for this synoptic assignment are to:

- ensure the rigour of the assessment process
- provide fairness for candidates
- give confidence in the outcome.

They can be thought of as the rules that ensure that all candidates who take an assessment are being treated fairly, equally and in a manner that ensures their result reflects their true ability.

The conditions outlined below relate to this summative synoptic assignment. These do not affect any formative assessment work that takes place. Formative assessment will necessarily take a significant role throughout the learning programme where support, guidance and feedback (with the opportunity to show how feedback has been used to improve outcomes and learning) are critical. This approach is not, however, valid for summative assessment. The purpose of summative assessment is to confirm the standard the candidate has achieved as a result of participating in the learning process.

Authentication of candidate work

Candidates are required to sign declarations of authenticity, as is the tutor. The relevant form is included in this assignment pack.

The completion of the final evidence for the tasks that make up this synoptic assignment must be completed in the specified conditions. This is to ensure authenticity and prevent malpractice as well as to assess and record candidate performance for assessment in the practical tasks. Any aspect that may be undertaken in unsupervised conditions is specified.

Candidates can rework any evidence that has been produced for this synoptic assignment during the time allowed. However, this must be as a result of their own review and identification of weaknesses and not as a result of tutor feedback. Once the evidence has been submitted for assessment, no further amendments to evidence can be made.

Candidate evidence must be kept secure to prevent unsupervised access by the candidate or others. Where evidence is produced over a number of sessions, the tutor must ensure learners and others cannot access the evidence without supervision. This might include storing written work or artefacts in locked cupboards and collecting memory sticks of evidence produced electronically at the end of each session.

Accessibility and fairness

Where the candidate has special requirements, tutors should refer to the separate guidance document.

Tutors can provide clarification to any candidate on the requirements of any aspect of this synoptic assignment. Tutors should not provide more guidance than the candidate needs as this may impact on the candidate's grade. Guidance must only support access to the assignment and must not provide feedback for improvement. Any clarification and guidance should be recorded fully and must be taken into account along with the candidate's final evidence during marking and must be made available for moderation. Tutors must not provide feedback on the quality of the performance or how the quality of evidence can be improved. This would be classed as malpractice. Tutors should however provide general reminders to candidates throughout the assessment period that they must check their work thoroughly before submitting it to be sure that they are happy with their final evidence as it may not be worked on further after submission.

It is up to the tutor during marking to decide in what area, if any, the guidance provided suggests the candidate is lacking, the severity of the issue, and how to award marks on the basis of this full range of evidence. The tutor must record where and how guidance has had an impact on the marks given, so this is available should queries arise at moderation or appeal.

Example:

A tutor should intervene if a candidate has taken a course of action that will result in them not being able to submit the full range of evidence for assessment. However this should only take place once the tutor has prompted the candidate to check that they have covered all the requirements. Where the tutor has to be explicit as to what the issue is, this is likely to demonstrate a lack of understanding on the part of the candidate rather than a simple error.

The tutor should do their best to refrain from providing guidance if the candidate is thought to be able to correct the issue without it, and a prompt would suffice. In other words only the minimum support the candidate actually needs should be given, since the more guidance provided, the larger the impact on the marks awarded.

Both prompts and details of the nature of any further guidance must be recorded and reviewed during marking and moderation.

A tutor may not provide guidance that the candidate's work is not at the required standard or how to improve their work. In this way, candidates are given the chance to identify and correct any errors on their own, providing valid evidence of knowledge and skills that will be credited during marking.

Tutors should ensure that candidates' plans or completion of the tasks distribute the time available appropriately and may guide candidates on where they should be up to at any point in a general way. Any excessive time taken for any task should be recorded and should be taken into account during marking if appropriate

All candidates must be provided with an environment and resources that allows them access to the full range of marks available.

Where candidates have worked in groups to complete one or more tasks for this synoptic assessment, the tutor must ensure that no candidate is disadvantaged as a result of the performance of any other team member. If a team member is distracting or preventing another team member from fully demonstrating their skills or knowledge, the tutor must intervene.

Guidance on marking

Please see the centre guidance document: **Marking and moderation – Technicals, Centre Guidance** for detailed guidance on using the following marking grid.

Marking grid

For any category, 0 marks may be awarded where there is no evidence of achievement

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent	
15	AO1 Recall of knowledge relating to the qualification LOs <ul style="list-style-type: none"> Does the candidate seem to have the full breadth and depth of taught knowledge across the qualification to hand? How accurate is their knowledge? Are there any gaps or misunderstandings evident? How confident and secure does their knowledge seem? 	<p align="center">(1-3 marks)</p> <p>Recall shows some weaknesses in breadth and/or accuracy. Hesitant, gaps, inaccuracy</p>	<p align="center">(4-6 marks)</p> <p>Recall is generally accurate and shows reasonable breadth. Inaccuracy and misunderstandings are infrequent and usually minor. Sound, minimal gaps</p>	<p align="center">(7-9 marks)</p> <p>Consistently strong evidence of accurate and confident recall from the breadth of knowledge. Accurate, confident, complete, fluent, slick</p>	
		<p>Examples of types of knowledge expected: food safety procedures, health and safety procedures, awareness of different tools and equipment, awareness of cooking techniques for different food items.</p>			
		<p>Inconsistent application of food safety procedures and health and safety procedures. Limited knowledge of tools and equipment, and appropriate usage. Poor grasp of suitable cooking techniques for different food items.</p>	<p>Satisfactory compliance with food safety procedures and health and safety procedures. Reasonable knowledge of tools and equipment, and appropriate usage. Reasonable knowledge of suitable cooking techniques for different food items.</p>	<p>Rigorous adherence to food safety procedures and health and safety procedures. Comprehensive knowledge of tools and equipment, and appropriate usage. Extensive knowledge of suitable cooking techniques for different food items.</p>	
10	AO2 Understanding of concepts theories and processes relating to the LOs <ul style="list-style-type: none"> Does the candidate make connections and show causal links and explain why? 	<p align="center">(1-2 marks)</p> <p>Some evidence of being able to give explanations of concepts and theories. Explanations appear to be recalled, simplistic or incomplete. Misunderstanding, illogical connections, guessing,</p>	<p align="center">(3-4 marks)</p> <p>Explanations are logical. Showing comprehension and generally free from misunderstanding, but may lack depth or connections are incompletely explored. Logical, slightly disjointed, plausible,</p>	<p align="center">(5-6 marks)</p> <p>Consistently strong evidence of clear causal links in explanations generated by the candidate. Candidate uses concepts and theories confidently in explaining decisions taken and application to new situations. Logical reasoning, thoughtful decisions, causal links, justified</p>	

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
	<ul style="list-style-type: none"> How well theories and concepts are applied to new situations/the assignment? How well chosen are exemplars – how well do they illustrate the concept? 	Examples of understanding expected: impact of timings, workflow/order of work, use of resources and food safety/health and safety considerations, practices and procedures).		
		Inaccurate and/or flawed timings. Work flow plan is simplistic with little thought given to tasks required, including food safety and/or health and safety considerations.	Mostly logical and accurate timings. Work flow plan is reasonably well thought out to cover the tasks required, and includes key food safety and health and safety considerations.	Logical and accurate timings. Work flow plan is well thought out to cover the tasks required, and includes all food safety and health and safety considerations.
30	AO3 Application of practical/ technical skills <ul style="list-style-type: none"> How practiced/fluid does hand eye coordination and dexterity seem? How confidently does the candidate use the breadth 	<p style="text-align: center;">(1-6 marks)</p> <p>Some evidence of familiarity with practical skills. Some awkwardness in implementation, may show frustration out of inability rather than lack of care.</p> Unable to adapt, frustrated, flaws, out of tolerance, imperfect, clumsy.	<p style="text-align: center;">(7-12 marks)</p> <p>Generally successful application of skills, although areas of complexity may present a challenge. Skills are not yet second nature.</p> Somewhat successful, some inconsistencies, fairly adept/capable.	<p style="text-align: center;">(13-18 marks)</p> <p>Consistently high levels of skill and/or dexterity, showing ability to successfully make adjustments to practice; able to deal successfully with complexity.</p> Dextrous, fluid, comes naturally, skilled, practiced,
		Examples of skills expected: knife skills, use of tools and equipment, preparation techniques, cooking techniques, finishing/presentation techniques.		

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
	<p>of practical skills open to them?</p> <ul style="list-style-type: none"> How accurately/successfully has the candidate been able to use skills/achieve practical outcomes? 	<p>Unsafe/inappropriate use of knives, tools and equipment, with incorrect food preparation and/or high levels of wastage. Poor application of cooking and finishing/presentation techniques, resulting in dishes that do not meet the menu requirements.</p> <p>Top of the band Inconsistent use of knives, tools and equipment, with limited food preparation skills and/or significant levels of wastage. Limited control of cooking and finishing/presentation techniques, resulting in dishes that only meet some of the menu requirements.</p>	<p>Satisfactory use of knives, tools and equipment, with reasonable food preparation skills and acceptable levels of wastage. Sufficient control of cooking and finishing/presentation techniques, resulting in dishes that largely meet the menu requirements.</p> <p>Top of the band Good use of knives, tools and equipment, with sound food preparation skills and generally low levels of wastage. Demonstrates competent control of cooking and finishing/presentation techniques, resulting in dishes that meet the menu requirements.</p>	<p>Confident use of knives, tools and equipment, with efficient food preparation skills and low levels of wastage. Demonstrates skilled control of cooking and finishing/presentation techniques, resulting in dishes that clearly meet the menu requirements.</p> <p>Top of the band Excellent use of knives, tools and equipment, with precise food preparation skills and minimal levels of wastage. Demonstrates outstanding control of cooking and finishing/presentation techniques, resulting in dishes that precisely meet the menu requirements.</p>
25	<p>AO4 Bringing it all together - coherence of the whole subject</p> <ul style="list-style-type: none"> Does the candidate draw from the breadth of their knowledge and skills? Does the candidate remember to reflect on theory when solving practical problems? 	<p>(1-5 marks)</p> <p>Some evidence of consideration of theory when attempting tasks. Tends to attend to single aspects at a time without considering implication of contextual information.</p> <p>Some random trial and error, new situations are challenging, expects guidance, narrow. Many need prompting.</p>	<p>(6-10 marks)</p> <p>Shows good application of theory to practice and new context, some inconsistencies.</p> <p>Remembers to apply theory, somewhat successful at achieving fitness for purpose. Some consolidation of theory and practice</p>	<p>(11-15 marks)</p> <p>Strong evidence of thorough consideration of the context and use of theory and skills to achieve fitness for purpose.</p> <p>Purposeful experimentation, plausible ideas, guided by theory and experience, fit for purpose, integrated, uses whole toolkit of theory and skills.</p>

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
	<ul style="list-style-type: none"> How well can the candidate work out solutions to new contexts/ problems on their own? 	<p>Examples of bringing it all together: design and implementation of plan, throughout preparation, cooking and finishing/presentation of dishes.</p>		
		<p>Poor integration of knowledge and skills, resulting in inadequate planning and badly executed tasks. Unable to resolve any problems, make adjustments or implement improvements. May require safety prompts.</p> <p>Top of band Limited integration of knowledge and skills, resulting in insufficient planning and somewhat poorly executed tasks. Can solve some minor problems and/or make adjustments.</p>	<p>Satisfactory integration of knowledge and skills, resulting in sufficient planning and reasonably executed tasks. Able to resolve minor problems and/or make minor adjustments.</p> <p>Top of band Good integration of knowledge and skills, resulting in sound planning and well executed tasks. Able to resolve most problems and/or make adjustments as required.</p>	<p>Strong integration of knowledge and skills, resulting in very well planned and executed tasks. Able to resolve any problems, make adjustments and/or improvements as required.</p> <p>Top of band Excellent integration of knowledge and skills, resulting in precisely planned and executed tasks. Highly capable of anticipating and resolving problems, making adjustments and/or improvements as required.</p>
10	<p>AO5 Attending to detail/ perfecting</p> <ul style="list-style-type: none"> Does the candidate routinely check on quality, finish etc and attend to imperfections/ omissions How much is accuracy a result of persistent care and 	<p>(1-2 marks)</p> <p>Easily distracted or lack of checking. Insufficiently concerned by poor result; little attempt to improve. Gives up too early; focus may be on completion rather than quality of outcome.</p> <p>Careless, imprecise, flawed, uncaring, unfocussed, unobservant, unmotivated.</p>	<p>(3-4 marks)</p> <p>Aims for satisfactory result but may not persist beyond this. Uses feedback methods but perhaps not fully or consistently.</p> <p>Variable/intermittent attention, reasonably conscientious, some imperfections, unremarkable.</p>	<p>(5-6 marks)</p> <p>Alert, focussed on task. Attentive and persistently pursuing excellence. Using feedback to identify problems for correction.</p> <p>Noticing, checking, persistent, perfecting, refining, accurate, focus on quality, precision, refinement, faultless, meticulous.</p>

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
	attention (eg measure twice cut once)? <ul style="list-style-type: none"> Would you describe the candidate as a perfectionist and wholly engaged in the subject? 	Examples of attending to detail: checking quality when selecting food items, accuracy of knife skills, attention to detail when preparing, cooking and finishing products.		
		No consideration given to quality of food items. Little regard given to consistency and accuracy throughout preparation and cooking processes. Overall quality of final dishes is poor.	Sufficient consideration given to quality of food items. Consistency and accuracy largely maintained throughout preparation and cooking processes. Overall quality of final dishes is adequate.	Meticulous consideration given to quality of food items. Consistency and accuracy methodically maintained throughout preparation and cooking processes. Overall quality of final dishes is excellent.
10	A08 Communication/ Presentation/ Documentation <ul style="list-style-type: none"> How well are formally produced pieces of work (writing, drawings, posters etc) structured, laid out, presented, communicated? Does the candidate use logical and well structured writing that is coherent and easy to follow? How appropriate and well presented are the chosen communication methods and formats? 	(1-2 marks) Format choices are limited to a basic 'tool kit' and sometimes inappropriate. Some evidence of attempts to use structure and layout to aid communication. Somewhat disorganised/ unstructured, informal, basic.	(3-4 marks) Some successful use of conventional formats, but some content may be lacking, eg in logical/coherent approach. Reasonably successful, conveys message quite well.	(5-6 marks) Appropriate choice of methods, layout, styles and conventions maximise communication. Written style and structure/composition is coherent and logical. Professional, organised, well structured, easy to follow, even complex ideas.
		Examples of communication: planning documentation, written evaluation		
		Plan is incoherent and lacking in structure. May be missing key stages or information to achieve the objectives. Written evaluation was basic in its format and showed little organisation or structure.	Plan is largely coherent and structured. Includes the key stages and information to achieve the objectives. Written evaluation presented in a mostly structured and logical manner.	Plan is detailed, coherent and structured. Includes all of the stages and information required to achieve the objectives to a high standard. Written evaluation presented in a well-structured, accurate and coherent way, demonstrating objectivity.

Allergen chart

Dish / product	Celery	Cereals containing gluten	Crustaceans	Eggs	Fish	Lupin	Milk	Mollusc	Mustard	Nuts	Peanuts	Sesame seeds	Soya	Sulphur Dioxide

Candidate name		Candidate number		Date (dd/mm/yy)	
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Declaration of Authenticity

Candidate name

Candidate number

Centre name

Centre number

Candidate:

I confirm that all work submitted for this synoptic assignment is my own, and that I have acknowledged all sources I have used.

Candidate signature

Date

Tutor:

I confirm that all work was conducted under conditions designed to assure the authenticity of the candidate's work, and am satisfied that, to the best of my knowledge, the work produced is solely that of the candidate.

Tutor signature

Date

Assessment feedback form

Candidate name

Candidate number

Tutor name

Date of assessment

Task / AO	Feedback

Tutor signature and date: