

# Level 3 Advanced Technical Diploma in Professional Cookery (6100-30)

October 2017 Version 1.1

**Guide to the examination**

## Document version control

Version and date	Change detail	Section
<b>1.1</b> <b>October 2017</b>	<ul style="list-style-type: none"><li>• Amendment to number of resit opportunities</li></ul>	Details of the exam

## Who is this document for?

This document has been produced for centres who offer **City & Guilds Level 3 Advanced Diploma in Professional Cookery**. 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

- **Professional Cookery** – Theory exam (2 hours and 20 minutes).

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 for each of the two years, 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 (6100-530) or online (6100-030).

## Can candidates resit the exam?

Candidates who have failed an exam or wish to retake it in an attempt to improve their grade, can do so **twice**. The third and final retake opportunity applies to Level 3 only. The best result will count towards the final qualification. If the candidate fails the exam three times then they will fail the qualification.

## How the exam is structured

The exam has a total of 70 marks and is made up of:

- approximately 10 -12 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	28%
AO2 <b>Demonstrates understanding</b> of concepts, theories and processes from a range of learning outcomes.	49%
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.	23%

## **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

### Professional Cookery

The exam assesses:

- **Unit 301: Legal and social responsibilities in the professional kitchen**
- **Unit 302: Financial control in the professional kitchen**
- **Unit 306: Poultry**
- **Unit 309: Desserts and puddings**
- **Unit 311: Biscuits, cakes and sponges**

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
301 Legal and social responsibilities in the professional kitchen.	LO1 Understand the importance of keeping food safe	1.1 Legal requirements for food safety 1.2 How individuals can take personal responsibility for food safety 1.3 Importance of being clean and hygienic 1.4 Importance of keeping work areas clean and hygienic	13
	LO2 Understand how to maintain a health and safe professional kitchen	2.1 Importance of health and safety in the professional kitchen 2.2 Controlling hazards in the professional kitchen	
	LO3 Understand how to design special and balanced menus	3.1 Understand the principle of balanced diets 3.2 Understand how to design dishes for special diets and balanced menus	
302 Financial control in the professional kitchen	LO1 Calculate dish costs and selling prices	1.1 Dish costing 1.2 Selling prices 1.3 Net prices	13
	LO2 Monitor the financial performance of a professional kitchen	2.1 Calculating wastage 2.2 Yield management and portion control 2.3 Sales analysis and menu planning 2.4 Management of kitchen resources	



	LO3 Understand financial management within professional kitchens	3.1 Purchasing considerations 3.2 Purchasing cycle 3.3 Income statements 3.4 Balance sheets	
306 Poultry	LO1 Prepare poultry dishes	1.1 Quality points for different types of poultry 1.2 Joints and cuts of poultry 1.3 How meat composition influences processes and preparation methods 1.4 Using skills and techniques to prepare poultry 1.5 Interpret dish specifications 1.6 Storage	9
	LO2 Produce poultry dishes	2.1 Cooking requirements for poultry 2.2 Effect of cooking methods on poultry 2.3 Flavourings, coatings and stuffings 2.4 Producing dishes to specification 2.5 Evaluation	
309 Desserts and puddings	LO1 Understand how to produce desserts and puddings	1.1 Examples of desserts and puddings 1.2 Techniques for the production of desserts and puddings 1.3 Commodities in desserts and puddings 1.4 Storage	10
	LO2 Produce desserts and puddings	2.1 Specialist equipment 2.2 Producing desserts and puddings 2.3 Presenting desserts and puddings 2.4 Evaluation	

311 Biscuits, cakes and sponges	LO1 Understand how biscuits, cakes and sponges are produced	1.1 Examples of biscuits, cakes and sponges 1.2 Techniques used to produce biscuits, cakes and sponges 1.3 Using commodities in biscuits, cakes and sponges 1.4 Storage	9
	LO2 Produce biscuits, cakes and sponges	2.1 Specialist equipment 2.2 Producing biscuits, cakes and sponges 2.3 Fillings and inserts 2.4 Finishing biscuits, cakes and sponges 2.5 Evaluation	
Total marks for sections:			54 marks
Integration across units*:			16 marks
<b>Total marks for exam: 70 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

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<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)

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## 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>four</b> ways to avoid the risk of contamination when reheating pre-cooked foods. (4 marks)</p>	<p>1 mark for each correct answer to a maximum of 4 marks</p> <ul style="list-style-type: none"><li>• Reheat foods in smaller quantities where appropriate, to allow for rapid, even heating</li><li>• Ensure that heat sources are adequate for the task size and quantity</li><li>• Ensure that equipment is checked and serviced to maintain good, hygienic conditions</li><li>• Ensure that all equipment is clean</li><li>• Use thermostats (e.g. Thermopen) to check internal/core temperature</li><li>• Follow re-heating guidelines/instructions – pre-heat ovens to recommend temperatures before reheating foods.</li><li>• Once reheated, do not reheat again (reheat only once)</li><li>• Reheat to 75°C core temperature (for minimum of two minutes)</li></ul>

- Once reheated, keep above 63°C for service.
- Serve food as quickly as possible
- Avoid contact (contamination) with other food types when reheating foods
- Complete the reheating process as quickly as possible ensuring that food is thoroughly heated (no cold spots, especially if reheating by microwave)

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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.

Tom purchases an unprepared whole chicken weighing 2kg for £6.80.

He prepares the chicken for sauté. The wastage (carcass and trimmings) weighs 760g and the cuts for sauté weigh 1,240g.

After cooking, the cuts of chicken weigh 1kg.

Calculate the following:

- The cost of unprepared chicken per kg
- The percentage of wastage after preparation
- The percentage of weight loss after the preparation and cooking processes
- The cost, per kg, of servable meat after preparation and cooking

(4 marks)

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1 mark for each correct answer to a maximum of four marks. No marks attributed for working.

The following calculations provide the correct answers.

- $\text{£}6.80 \text{ (cost)} / 2 \text{ (2kg supplied)} = \text{£}3.40$
- $760 \text{ (weight of carcass and trimming)} / 2000 \text{ (original weight)} * 100 = 38\%$
- $1000 \text{ (preparation and cooking losses)} / 2000 \text{ (original weight)} * 100 = 50\%$
- $1 \text{ kg of servable meat (derived from 2kg of unprepared meat costing £6.80)} = \text{£}6.80$

## 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

Tina is the head chef at a large hotel which is hosting chef's convention. The topic of the convention is 'Catering for Coeliac Customers' and the organisers have requested that all food provided meets the convention theme. Tina is aware that the hotel has never previously catered for the dietary requirements of coeliac customers on such a large scale.

Discuss the factors Tina should consider when planning catering for the convention. (15 marks)

### Mark scheme

#### Indicative content

- Legal responsibility
- Social responsibility for information provided to customers/delegates
- Staff training
- Clarity of information
- Food safety / cross-contamination
- Allergen awareness / dietary requirements
- Trends in lifestyle
- Cost implications
- Opportunities
- Creativity

#### Band 1 (1 – 5 marks)

Limited knowledge of the social and legal responsibility. Limited awareness of product and implications. Simplistic understanding or recognition of the importance of food safety and legislation. Little awareness of allergenic risks, customer and dietary requirements. Very limited view of the opportunities that this situation presents. Limited recommendations of suitable use of farinaceous ingredients.

To access the higher marks in the band, the analysis will contain mostly relevant points.

### Example band 1 response

She needs to consider how much food she would need for the theme. She should ask roughly how many people are going to be there so she knows to make extra food in case anyone else turns up.

She needs to think about dietary needs such as allergens and she should ask them if there are any people with it because she could make other food that they could eat and keep it back for them. She needs to know what they could eat so it doesn't affect them.

She needs to be aware that all food needs to meet the convention theme. She needs to consider the prices of the food and how much to order to get in for the event.

### Band 2 (6 – 10 marks)

Response shows good understanding of the brief and the task. Correctly identified the decay and showed some knowledge of the causes of the decay.

Showed some knowledge of remedial action with some detail and clarity. Discussion was clear and well structured. Some consideration given to protection of the finished work.

To access higher marks in the band, the response will be clear, balanced with accurate points made which are supported and justified.

### Example band 2 response

If you are Coeliac then it means you cannot eat products with gluten; this includes many different day-to-day things such as bread and cakes. Flour, one of the main contributors and sources of gluten, is used in many dishes and sauces, for example in a veloute where it is made up of a roux with flour and butter before having stock added to it a bit at a time; it can also be added to various dishes as a thickening agent.

Some factors for Tina to consider are whether some of these dishes could be prepared with alternative ingredients and recipes that use other substances, for example cornflour or arrowroot can be added into things like gravies to thicken them and is often a great alternative. Another option is gluten-free flour that can be used in things like bread to still give them that same structure. Another thing to consider is the kitchen Tina will be working in; the kitchen and its staff have never really catered for Coeliac customers so they will need to be taught and shown how to cook using these



alternatives. Another problem would be the storage of these ingredients as they cannot be mixed with the flours and such containing gluten. One way of doing this is to store any and all of the ingredients in separate and labelled containers; this ensures that any ingredients from most other shelves cannot contaminate the things inside the container and offer a layer of protection. If for the convention there are regular customers coming in and eating the normal food then they may well want to eat the normal things they cook, if this is the case then it is a good idea to separate the preparation and cooking sections into gluten-free and normal gluten stations to ensure nobody ends up using the wrong piece of equipment and to, yet again, cross-contaminate. Another thing to consider is the cleaning side of things, all dirty things need to be cleaned anyway but you need to be careful about any loose flour; if any normal flour gets into something like a clean bowl and is then used then it can affect the customer and give a reaction; each customer reacts to each thing differently.

Obviously for the menu it is wise to go with things that don't contain additional things such as flour, but it is always good to emphasize that things made gluten-free can be delicious. For a 3-course meal I would suggest a starter of Raviolis made with egg pasta and a nice butternut squash filling served with a cream-reduction sauce and bed of seasonal vegetables. For the main you could go for roasted chicken with gluten-free polenta fries served with a chicken jus that has been reduced down with red wine and thickened with a bit of cornflour. For dessert you could go with a gluten-free brownie recipe served with a homemade egg custard thickened with arrowroot. Another option for dessert is to go with a lemon meringue pie but to make the pastry up with gluten-free flour.

### **Band 3 (11-15 marks)**

Fully developed knowledge of the social and legal responsibilities. Effective understanding or recognition of the importance of food and safety legislation. Very well developed understanding or recognition

To access higher marks in the band, the discussion will be comprehensive, well balanced and presented in a logical way with conclusions and/or recommendations that are fully justified.

#### **Example band 3 response**

As her customers are coeliacs there must be no gluten used in her menu so she must make sure that her kitchen is completely clean and free of products containing gluten before starting to prepare and cook the food.

She must think of alternative ingredients and dishes to suit her customers' needs, for example she could use some dishes that would never contain gluten in the first place; to start she could have a goats' cheese and beetroot salad followed by a stir fry and finishing with a crème brûlée. Alternatively, she could think of dishes that usually contain gluten and use alternative ingredients to give her customers a unique menu that contains food they wouldn't usually be able to eat e.g. fish and chips using a tempura batter made with brown rice flour instead of regular flour cooked in a

completely clean deep fat fryer to ensure no cross contamination, or a cake that uses sweetened mashed potato instead of flour to provide a unique dining experience.

She must also think about the cost of catering to their dietary needs, such as the ingredients she is using to substitute flour may be more expensive and the cost of replacing all of the oil in her fryers to ensure it is gluten free.

She must also make sure all of her staff are fully trained and aware of the needs of coeliac customers to ensure that no accidental contamination occurs and to avoid legal action should someone become ill.

She should also think of the positives that a successful event of this size could bring the hotel, such as a lot of repeat business from the people attending, future large events from the same company and plenty of free word of mouth advertising among the coeliac community should her event be a success.

## 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: [www.cityandguilds.com/qualifications-and-apprenticeships/hospitality-and-catering/hospitality-and-catering/6100-professional-cookery](http://www.cityandguilds.com/qualifications-and-apprenticeships/hospitality-and-catering/hospitality-and-catering/6100-professional-cookery) which includes:

- Qualification handbook
- Synoptic Assignment
- Sample assessments

*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>