

Level 3 Advanced Technical Diploma for Professional Chefs (6100-31)

October 2017 Version 1.1

Guide to the examination

Document version control

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

Who is this document for?

This document has been produced for centres who offer **Level 3 Advanced Technical Diploma for Professional Chefs**. 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

- **Level 3 Professional Chefs - Theory exam** (2 hours 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, 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 (6100-532) or online (6100-032).

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

Each 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 Recalls knowledge from across the breadth of the qualification	26%
AO2 Demonstrates understanding of concepts, theories and processes from a range of learning outcomes.	51%
AO4 Applies knowledge, understanding and skills 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.

To make a request for special consideration, please contact: 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 Chefs

The exam assesses:

- **Unit 314: The principles of food safety supervision for catering**
- **Unit 317: Exploring gastronomy**
- **Unit 320: Advanced skills and techniques in producing poultry and game dishes**
- **Unit 325: Advanced skills and techniques in producing hot, cold and frozen desserts**
- **Unit 326: Advanced skills and techniques in producing 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
314 The principles of food safety supervision for catering	LO1 Understand the role of the supervisor in ensuring compliance with food safety legislation	1.1 Importance of food safety management procedures 1.2 Responsibility of employers and employees in respect of food safety legislation and procedures for compliance 1.3 How legislation is enforced	12
	LO2 Understand the application and monitoring of good hygiene practice	2.1 Temperature control 2.2 Procedures to control contamination and cross-contamination 2.3 Importance of high standards of personal hygiene 2.4 Procedures for cleaning, disinfection and waste disposal 2.5 Requirements relating to the design of food premises and equipment 2.6 Pest control	
	LO3 Understand how to implement food safety management procedures	3.1 Importance of food safety hazards 3.2 Controlling food safety 3.3 Requirements for monitoring and recording food safety procedures 3.4 Food safety controls and procedures	
	LO4 Understand the role of the supervisor in staff training	4.1 Requirements for induction and on-going training of staff 4.2 Importance of effective communication of food safety procedures	

317 Exploring gastronomy	LO1 Understand the influences of gastronomy on eating and drinking culture	1.1 Historical and current influences on eating and drinking 1.2 Effects of science and technology on eating and drinking 1.3 Impact of individuals on gastronomy	10
	LO2 Understand the factors affecting dining experiences	2.1 Types of dining experiences 2.2 The pairing of food and beverage 2.3 The link between customer needs and types of dining experience 2.4 Influencing factors associated with dining experience	
320 Advanced skills and techniques in producing poultry and game dishes	LO1 Prepare poultry and game and associated products using advanced techniques	1.1 Quality points for different types of poultry and game 1.2 Joints, cuts and offal 1.3 How meat composition influences processes and preparation methods 1.4 The effects of different preservation methods on poultry and game 1.5 Producing fine and coarse forcemeats 1.6 Using advanced skills and techniques to prepare poultry and game 1.7 Storage	12
	LO2 Produce poultry and game dishes and associated products using advanced techniques	2.1 Cooking requirements for poultry and game 2.2 Effect of cooking methods on poultry and game 2.3 Sauces and dressings	

		2.4 Producing dishes to specification using advanced skills 2.5 Evaluation	
325 Advanced skills and techniques in producing hot, cold and frozen desserts	LO1 Understand how to produce hot, cold and frozen desserts	1.1 Examples of hot, cold and frozen desserts 1.2 Techniques for the production of hot, cold and frozen desserts 1.3 Using specialist ingredients in hot, cold and frozen desserts 1.4 Achieving the correct yield 1.5 Storage	10
	LO2 Produce hot, cold and frozen desserts using advanced techniques	2.1 Specialist equipment 2.2 Producing hot, cold and frozen desserts 2.3 Presenting hot, cold and frozen desserts 2.4 Evaluation	
326 Advanced skills and techniques in producing cakes and sponges	LO1 Understand how cakes and sponges are produced	1.1 Techniques used to produce cakes and sponges 1.2 Special ingredients 1.3 Storage	10
	LO2 Produce cakes and sponges using advanced techniques	2.1 Tools and equipment 2.2 Producing cakes and sponges 2.3 Fillings and inserts	
	LO3 Finish cakes and sponges using advanced techniques	3.1 Finishing cakes and sponges 3.2 Evaluation	

Total marks for sections: 54 marks

Integration across units*: 16 marks

Total marks for exam: 70 Marks

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

Give a rationale	Provide a reason/reasons/basis for actions, decisions, beliefs, etc
Identify	Recognise a feature, usually from a document, image, etc and state what it is
Justify	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
Label	Add names or descriptions, indicating their positions, on an image, drawing, diagram, etc
List	Give as many answers, examples, etc as the question indicates (candidates are not required to write in full sentences)
Name	Give the (technical) name of something
Propose	Present a plan, strategy, etc (for consideration, discussion, acceptance, action, etc).
Select	Choose the best, most suitable, etc, by making careful decisions
State	Give the answer, clearly and definitely
Summarise	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>Short answer questions (restricted response) These are questions which require candidates to give a brief and concise written response. The number of marks available will correspond to the number of pieces of information/examples and the length of response required by the question.</p>	<p>State four typical microbial food hazards. (4 marks)</p>	<p>1 mark for each of the following, up to 4 marks</p> <ul style="list-style-type: none"> • Bacillus cereus (1) • Campylobacter (1) • Clostridium perfringens. (1) • E.coli 0157 (1) • Listeria (1) • Salmonella (1) • Staphylococcus aureus (1)
<p>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</p>	<p>Describe the use of the following equipment in the production of cakes and sponges</p> <p>a) Pastry combs (2 marks) b) Turntables (2 marks)</p>	<p>1 mark for each of the following, up to 2 marks:</p> <p>a) Pastry Combs</p> <ul style="list-style-type: none"> • Used to add texture to the surface of the finished products to enhance the appearance. (1) • Designed to create line patterns using decor paste, buttercream, chocolate to enhance the appearance. (1)

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.

1 mark for each of the following, up to 2 marks:

b) Turntables

- Cake turntables offer a smooth revolving action that allows for precise piping work. (1)
- Cake will not move around on the work surface, thus creating greater control from the
- chef (1)
- Decorate with one hand while holding and spinning the cake with the other (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

A group booking for the Muslim celebration of Eid has booked a restaurant for later this year. It is expected that 150 guests of different ages will attend the three course celebration meal. The organiser has asked the kitchen to suggest four suitable desserts that can be served on a buffet table.

The following dessert menu has been suggested:

- Individual dark chocolate bavarois
- Sherry trifle with toasted almonds
- Cardamom spiced rice pudding
- Traditional jam roly poly with hot custard

Discuss the suitability of the suggested menu, making justified recommendations for alternative dishes as appropriate.

(15 marks)

Mark scheme

Indicative content

- Muslim religious ingredients that are not allowed
- Use of animal based gelatine products versus vegetarian alternatives e.g. agar-agar
- Use of alcohol in the trifle
- Alternative suitable ingredients and dishes provided
- Service style
- Religious meaning/importance
- Portion control
- Ethnic influences
- Flavours and texture
- Vegetarians
- Children
- Cost
- Food Safety
- Allergens

Band 1 (1 - 5 marks)

Limited knowledge of factors and beliefs from different religions that influence choice. Simplistic understanding of recipes composition and the balance of ingredients, flavours and textures. Demonstrates a basic coherence of the recipes and overall menu management. Identified some suitable alternative ingredients or dishes. Little understanding or recognition of the importance of food safety and legalisation. Limited understanding of menu/dish service styles. Little justification to answer.

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

Example band 1 response

Muslims can't have any product with alcohol or pork as it's against their religion to have them. The sherry trifle will have to be a normal trifle such as raspberry trifle and they won't be able to have the bavarois as it contains gelatine which is made from pork fat; you would be able to have bavarois if you use vegetable gelatine. Dark chocolate bavarois using vegetable gelatine, raspberry trifle, cardamom spiced rice pudding, jam roly poly with custard.

Band 2 (6 - 10 marks)

Good knowledge of factors and beliefs from different religions that influence choice. Reasonably well developed understanding of recipes' composition and the balance of ingredients, flavours and textures. Demonstrates sound coherent knowledge of the recipes and overall menu management. Identified suitable alternative ingredients or dishes. Sound understanding of menu/dish service styles. Reasonably well developed understanding or recognition of the importance of food safety and legalisation. Best practice referenced throughout. Reasonable justification to answer.

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

Example band 2 response

The dark chocolate bavarois contains of gelatine which is made of animal bones which is not allowed for Muslims, however a replacement can be agar as it is made of sea weed. The sherry trifle is not allowed to be given to Muslims as they can't drink alcohol as part of their religion, however this can be replaced by a non-alcoholic beverage. The jam roly poly is suitable for adults and children. The Cardamom isn't suitable as it would clash flavours with the spiced rice pudding however they can use ordinary rice instead of spiced rice.

The chocolate bavarois would take a lot of time, money and staff to make and the restaurant has limited facilities to store them all. The final verdict is that the chocolate bavarois, the sherry trifle and the cardamom spiced rice pudding are not suitable for this event, however the jam roly poly is an excellent suggestion.

Band 3 (11 - 15 marks)

Fully developed knowledge of factors and beliefs from different religions that influence choice. Effective understanding of recipes composition and the balance of ingredients, flavours and textures. Demonstrates a fully coherence knowledge of the recipes and overall menu management. Identified a wide range of suitable alternative ingredients or dishes. Clear understanding of menu/dish service styles. Demonstrates a fully coherence of the management of food safety in the pastry department.

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

Example band 3 response

The suitability of these desserts is very poor. Firstly, the textures are all very soft and soggy and consideration for variety of textures has not been considered. Bavarois and trifle are both set mousse/jellies providing no crunch and texture. Rice pudding and roly poly have similar soft mushy textures with no crunch or integral solidity. The event is also a buffet and the Bavarois has to be stored at chilled temperature until ready to be consumed otherwise if left out at room temperature with a large amount of people raising the temperature further, it would begin to degrade and melt. Presuming that the buffet is mainly served cold, rice pudding is a grain and if left out uncovered for several hours at room temperature could allow microbes and spores to grow causing illness and bacteria. Due to a buffet being an open table event the desserts would be at higher risk of being physically, or microbiologically contaminated (e.g staphylococcus aerus which 40-50 percent of people carry on their hands, nose and ears) thus spreading illness quickly.

Secondly, religious aspects have not been considered at all either. Bavarois is usually set using gelatine which is formed from bone marrow of a pig. It is against Muslims' beliefs to consume pig or any product derived from it, this then could cause offense or disgust during the event. Also it may or may not be considered unacceptable to consume alcohol in some Muslim practices due to religious reasons so the sherry trifle would not be suitable. This also would not be suitable for the older age range as the elderly may not be able to mix alcohol with any form of medication they may be on.

Allergens have also not been taken into consideration as jam roly poly contains custard made from eggs and the trifle contains almonds. This could be highly fatal to some guests, especially for the young or elderly. Also the custard would have to be kept in hot holding to remain at temperature; this can cause issues in terms of room and space and would require someone to keep it hot, taking up staff time.

A buffet is supposed to consist of a small amount of cold food or finger food that one can easily place onto one's plate. The desserts chosen are of a very soft texture and would be very messy and difficult for the guests to pick up and eat, especially standing. The range of desserts does not vary for different age ranges either.

Instead, I would suggest chocolate brownie cut into small portions; this contains chocolate that would be suitable and more fun for small children and are easy to pick up due to a solid shape and can even be made to suit vegetarians or vegans, providing a different recipe has been used.

I would suggest a fruit board as fruit is healthy, colourful and can be cut into small bite sized pieces which may be more suitable for the young or elderly as it has a soft texture and is easy to chew and may be preferable to a sugary or highly sweet dessert for personal preference or health problems such as diabetes. It also does not contain any allergens and is suitable for vegan and vegetarians.

I believe miniature jam roly polys without custard would be a more effective corrective option, as a jam roly poly is traditional and can be easily portioned and eaten cold and without the hot custard can still be enjoyed as the jam still gives moisture and flavour without being too difficult to eat.

A selection of petit fours would be suitable as they are miniature, bite sized and varied with lots of different textures and flavours and can be enjoyed with a coffee after a three course meal, and are also suitable to most age ranges.

In conclusion the desserts were not suitable for many reasons and consideration of the type of guests and buffet event were not very well thought through. I believe my choice of desserts would be better suited for dietary, religious and practical reasons.

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 which includes:

- Qualification handbook
- Synoptic Assignment
- Sample assessments

Technical Qualifications, Resources and Support: 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>