Level 2 Food and Beverage Service - Synoptic assignment (6103-022)

Version 1.1

Assessment Pack

Synoptic Assignment 2018

Version and date	Change detail	Section
January 2018 v1-1	Amended mark ranges within the mark bands for AO3 to align correctly with % of marks for AO3.	Marking grid
	Amended instructions from 'Prepare and serve' to just 'Serve' regarding beverages.	Task instructions for centres – Task 2

General guidance for candidates

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 the written work you produce. It is therefore important that you carry your work out to the highest standard you can. How well you know and understand the subject, and how you have used your knowledge and skills together to complete the tasks must be clear to the marker. This means you will have to explain your thinking and the reasons behind the way you have carried out the tasks and how/why you have made your decisions within your written work eg as part of your planning, reflections, or evaluations.

Plagiarism

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 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.

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

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

Where you have to plan your time, you should take care to make sure you have divided the time available between tasks appropriately. In some assignments, there are specified timings which cannot be changed and which need to be taken into account. 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 continue the assessment until they are sure you are ready for assessment and can work safely.

Presentation of work

Presentation of work must be neat, legible and appropriate to the task.

You should make sure that each piece of evidence including any forms are 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 eg reports may be word processed or hand written unless stated otherwise.

All sketches and drawings should be neat and tidy, to scale and annotated.

Calculations should be set out clearly, with all working shown, as well as any assumptions made. You should use appropriate units at all times, and answers must be expressed to a degree of accuracy, consistent with the requirements of the task.

Assignment Brief

You have recently taken on the job role of a station waiter in a fine dining restaurant that provides a traditional formal service. You are required to plan for and provide a service for **two** tables of **four** guests including silver service of vegetables and potatoes to accompany plated main course items.

You **must** plan the service taking into account the style of service, resources, procedures to follow and checks to be carried out prior to, during and at the end of the service. You should also consider customer requirements that may impact on the service e.g. disabled customers, children, booking changes on the day, dietary requirements.

Your supervisor will carry out a briefing prior to the service. You **must** then prepare your allocated tables and work station ready for service and provide a full table service for the **eight** guests including the service of non-alcoholic and alcoholic beverages. You **must** prepare bills and process payments before closing down your section at the end of the service.

You **must** produce a written evaluation of your performance using feedback from customers and witness statements from relevant personnel to complete a personal reflection which will be used within your appraisal with your supervisor.

Tasks

Task 1

Produce a plan for a Table d'Hote service for **two** tables of **four** customers taking into consideration specific customer requirements. Your tutor will provide you with a menu for the service, customer information and available resources.

This should be produced as a written plan taking into consideration all aspects of the service including resources, service procedures and customer requirements

Conditions of assessment:
- You **must** carry the task out on your own, under supervised conditions.

What you must produce for marking:
- A written plan for the service with any supporting evidence.

Task 2

Prepare equipment, resources and allocated tables for a Table d'Hote menu to be served to **two** tables of **four** customers.

Conditions of assessment:
- You **must** carry the task out on your own, under supervised conditions.

Additional evidence of your performance that must be captured for marking:
- Your tutor's notes of your working practices and mise en place, recording the standard and accuracy of the finished work
- A photograph of the completed table set-up by you or your marker.

Task 3

Provide a full table service to **two** tables of **four** customers from arrival to departure. The work should be carried out to meet the requirements of the assignment brief

Conditions of assessment:
- You **must** carry the task out on your own, under supervised conditions
- You should work independently on all tasks relating to the delivery of service to your own customers but will need to interact with other team members in the restaurant.

Additional evidence of your performance that must be captured for marking:
- Your tutor's notes of your working practices and service standards
- A photograph of yourself demonstrating how you work and how you are dressed.

Task 4

Using the original plan for the service and all available feedback, reflect and evaluate your performance of the task. This should be produced as a written report to be handed to your tutor who will be looking at the detail and depth of the information provided and its relevance to the tasks undertaken.

You should consider but not limit your report to the following.

- Personal skills
- Practical skills
- How you have applied your knowledge to the task
- Identify future training needs.

Conditions of assessment:

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

What you must produce for marking:

- An evaluation report with supporting evidence.

Task instructions for centres

Resources

Candidates **must** have access to a suitable range of resources to carry out the tasks and, where appropriate, to have the opportunity to choose resources demonstrating the ability to select from a range appropriate for the task.

Task specific guidance

Task 1

Task 1 is a planning exercise linked to the practical food and beverage service assessment. The candidates are required to produce a written plan which should be a *minimum of two sides of A4* paper. They should take into consideration the following aspects of service;

* service style including table layout, accompaniments required for menu items
* resources e.g. equipment, supplies and stocks
* full order of service including procedures and checks to be carried out
* list of customer requirements
* methods of recording customer feedback.

The tutor should provide the candidates with initial information prior to the planning exercise. The menus and resources will relate directly to the practical assignment but the special customer requirements should be taken from the range in the topic area and may be included for the planning task only. The tutor **must** provide the following information;

* menu
* beverage service to include water, alcoholic drink and a hot beverage
* customer information including special customer requirements
* resources available for the service.

Candidates should be encouraged to promote the lunch service to include wine.

Task 2

It is recommended that the assessment takes place in a working environment (which could be the RWE within a college environment). Tutors should **not** assess more than **four** candidates at a time.

Tutors should ensure that a **three** course full table service is provided. The candidate **must** have at least **two** tables with **four** customers allocated to **each** of them. Within this service, candidates will be silver serving the vegetables and potatoes for the main course to all customers. The remaining main course items should be plated for customers. The tutor should ensure that vegetables and potatoes served should have sufficient structural integrity that they can be silver served with a spoon and fork and that an accompanying sauce is served with a sauce boat. It is expected that the exact dishes to be served will vary across candidates being assessed however, tutors should ensure that there is a consistent level of difficulty in the items expected to be silver served by candidates. For example, it is **not** expected that one candidate will silver serve roast potatoes while another candidate silver serves boulangere. Items such as mashed potato should be avoided due to complexity of silver serving, items such as peas should be avoided due to their ease of serving.

The timings of the tables should be staggered to ensure that the candidate can show that they are able to prioritise the different tasks for more than one table. Candidates should be provided with a range of resources that allows them to choose the most suitable to meet the requirement of the assignment tasks.

Candidates should consider all aspects of the preparation required for service including hot and cold beverages. They should serve a formal **three** course Table d'Hote lunch and clear areas, deal appropriately with wastage and follow all safe working practices.

Whilst respecting the diversity of customers it is expected that at least one table during the assessment will have a full drinks service including alcoholic and non-alcoholic beverages taken from the range in the qualification. Customers should be informed at point of booking that this will be a full **three** course menu with alcoholic and non-alcoholic beverages served for assessment purposes.

Candidates will be required to:
- Prepare restaurant, service equipment and resources, clear and clean service areas following service.
- Communicate with customers
  - meet and greet
  - provide menu information and product knowledge
  - take and process orders
  - obtain customer feedback.
- Serve alcoholic and non-alcoholic beverages at the table
  - arrival drinks
  - wine service - the bottle **must** be opened and served at the table
  - hot beverage service at the end of the meal.
- Serve food at the table.
- Prepare, present and process customer bills.

Task 3

On completion of the service learners will evaluate their service through a written report, highlighting strengths and weaknesses and suggesting areas for improvement.

Time

The following timings are provided to support centre planning.

Total - **8** to **9** hours.

Task 1 –   **2** hours (recommended)

Task 2 & 3 –   **5-6** hours (recommended)

Task 4   –   **1** hour (recommended)

The recommended time allocated for the completion of the tasks and production of evidence for this assessment is between **8-9** hours. It is recommended that the planning task should take approximately **2** hours to complete and should be completed in one session on one day. The practical task **5-6** hours and the evaluation approximately **1** hour.

The tasks can be assessed consecutively, however it is not a requirement and due to the nature of the practical assessment they may be completed at different times. If the tasks are separated it is recommended that there are no more than **two** days between **each** task.

Centre guidance

Guidance provided in this document supports the administration of this assignment. The following documents available on the City & Guilds website provide essential generic guidance for centres delivering Technical qualifications and **must** be referred to alongside this guidance:

- *Technical qualifications – marking*
- *Technical qualifications – moderation* (updated annually)
- *Technical qualifications – teaching, learning and assessment*

This synoptic assessment is designed to require the candidate to make 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 an assignment brief. They then have to draw on their knowledge and skills and independently select the correct processes, skills, materials, and approaches to take to provide the evidence specified by the brief.

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.

Candidates should be made aware during learning 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.

Candidates 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.

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.

Compliance with timings

The timings provided are estimates to support centre planning. They refer to assessment time, not any additional setting up the centre needs to carry out to create the required to ensure an appropriate assessment environment.

It is the centre's responsibility to plan sufficient assessment sessions, under the appropriate conditions, within the assignment window, to allow candidates reasonable time to complete the assessment tasks.

Where candidates are required to plan their work they should have their plans confirmed for appropriateness in relation to the time allocated for each task.

Candidates should be allowed sufficient time to fully demonstrate the range of their skills, however this also needs to be reasonable and practicable. Candidates should be allowed to overrun their planned timings or professional service times (where they exist) in order for evidence of a range of their skills to be captured. If however, the time required exceeds reasonably set assessment periods, or the tolerance suggested for professional service times, the centre may stop the assessment and base the marking on the evidence up to that point, including the tutor's notes of how far over time the task has taken.

Observation evidence

Where the tutor is required to carry out observation of performance, detailed, descriptive notes must be recorded on the practical observation (PO) form provided. The centre has the flexibility to adapt the form, to suit local requirements (eg to use tablet, hand-written formats, or to ease local administration) as long as this does not change or restrict the type of evidence collected.

The number of candidates a tutor will be able to observe at one time will vary depending on:

- the complexity of evidence collection for the task

- local conditions eg layout of the assessment environment,

- amount of additional support available (eg to capture image/ video evidence), staggered starts etc,

- whether there are any peak times where there is a lot of evidence to collect that will need additional support or any that are quieter.

It is advisable to trial the planned arrangements where possible during formative assessment, reviewing the quality of evidence captured and manageability. It is expected that for straight forward observations, (and unless otherwise specified) no more than eight candidates will be observed by a single tutor at one time, and the number will usually be fewer than this maximum. The key factor to consider is the logistics of collecting sufficient evidence.

As far as possible, candidates should not be distracted, or their performance affected by the process of observation and evidence collection.

Observation notes form part of the candidate's evidence and must describe **how well** the activity has been carried out, rather than stating the steps/ actions the candidate has taken. The notes must be very descriptive and focus on the **quality** of the performance in such a way that comparisons between performances can be made. They must provide sufficient, appropriate evidence that can be used by the marker (and moderator) to mark the performance using the marking grid.

Identifying **what it is** about the performances that is **different** between candidates can clarify the qualities that are important to record. Each candidate is likely to carry out the same steps, so a checklist of this information would not help differentiate between them. However qualitative comments on **how well** they do it, and quantitative records of accuracy and tolerances would.

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, accurate** and **differentiating**.

Tutors should ensure that any required additional supporting evidence including eg photographs or video can be easily matched to the correct candidate, are clear, well-lit and showing the **areas of particular interest** in **sufficient detail** and **clarity** for assessment (ie 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).

The *Technical qualifications guides on marking and moderation* are essential guidance documents and are available on the City & Guilds website. These provide further information on preparing for assessment, evidence gathering, standardisation, marking and moderation, and must be referred to when planning and carrying out assessment.

Minimum evidence requirements for marking and moderation

The sections in the assignment:

- *What you must produce for marking*, and
- *Additional evidence of your performance that must be captured for marking*

list the minimum requirements of evidence to be submitted for marking and the moderation sample.

Evidence produced during assessment above and beyond this may be submitted, as long as it provides useful information for marking and moderation and has been produced under appropriate conditions.

While technological methods which support the capturing or creating of evidence can be helpful, eg pinboard style websites for creating mood boards, the final evidence must be converted to a suitable format for marking and moderation which cannot be lost/ deleted or amended after the end of the assessment period (eg screen prints, pdf files). Considerations around tracking authenticity and potential loss of material hosted on such platforms during assessment is the centre's responsibility.

Where candidates have carried out some work as a group, the contribution of each candidate must be clear. It is not appropriate to submit identical information for each candidate without some way for the marker and moderator to mark the candidates individually.

Note: Combining candidates' individual pieces of evidence into single files or zip files may make evidence management during internal marking more efficient and will greatly simplify the uploading of the moderation sample.

Where the minimum requirements have **not been submitted** for the moderation sample by the final moderation deadline, or the **quality of evidence is insufficient** to make a judgement, the moderation, and therefore any subsequent adjustment, will be based on the evidence that *has* been submitted. **Where this is insufficient to provide a mark on moderation, a mark of zero may be given.**

Preparation of candidates

Candidates should be aware of which aspects of their performance (across the AOs) 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.

During the learning programme, direct tutor instruction in how to tackle practical tasks through modelling, support, guidance and feedback are critical. However gradual removal of this support is necessary in preparation for summative assessment. This, supported approach is **not** valid for summative assessment.

The purpose of summative assessment is to confirm the standard the candidate has reached as a result of participating in the learning process. 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. Candidates may not have access to the full marking grids, as these may be misinterpreted

as pass, merit distinction descriptors. Refer to the ***Technical qualifications – teaching, learning and assessment*** centre guidance document, available on the City & Guilds website for further information on preparing candidates for Technical qualification assessment.

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, although it is advised that candidates are prepared for the conditions they will need to work under during summative assessment.

The evidence for the tasks that make up this synoptic assignment must be completed under 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. It is the centre's responsibility to ensure that local administration and oversight gives the tutor sufficient confidence to be able to confirm the authenticity of the candidate's work.

Security and authentication of candidate work
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.

Candidates are required to sign declarations of authenticity, as is the tutor. The relevant form is included in this assignment pack and must be signed after the production of all evidence.

Where the candidate or tutor is unable to, or does not confirm authenticity through signing the declaration form, the work will not be accepted at moderation and a mark of zero will be given. If any question of authenticity arises eg at moderation, the centre may be contacted for justification of authentication.

Accessibility and fairness
Where a candidate has special requirements, tutors should refer to the *Access arrangements and reasonable adjustments* section of the City & Guilds website.

Tutors can support access where necessary by providing clarification to **any** candidate on the requirements or timings 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, see the guidance and feedback section below.

All candidates must be provided with an environment, time frame and resources that allows them reasonable 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 and feedback

To support centre file management, tutors may specify a suitable file format and referencing format for evidence (unless otherwise specified eg if file naming is an assessment point for the assignment). Guidance must only support access to the assignment and must not provide feedback for improvement. The level and frequency of clarification & guidance must be

- recorded fully on the candidate record form (CRF),
- taken into account along with the candidate's final evidence during marking
- 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 to check their work thoroughly before submitting it, and to be sure that they are happy with their final evidence as it may not be worked on further after submission.

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.

Tutors **should** check and be aware of the candidates' plans and designs to ensure management of time and resources is appropriate, and so any allowed intervention can take place at an appropriate time.

Tutors **should** ensure that candidates' plans for 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.

It is up to the marker to decide if the guidance the candidate has required suggests they are lacking in any AO, the severity of the issue, and how to award marks on the basis of this full range of evidence. The marker 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.

What is, and is not, an appropriate level of guidance

- A tutor **should intervene with caution** 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, and full details should be recorded on the CRF.
- The tutor **should not** provide 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 tutor

guidance provided, the less of the candidate's own performance is being demonstrated and therefore the larger the impact on the marks awarded.

- A tutor **must 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.

- The tutor **must not** produce any templates, pro-formas, work logs etc unless instructed to in the assignment guidance. Where instructed to do so, these materials must be produced as specified and contain no additional guidance. Templates provided as part of the assignment should be used as provided, and not adapted.

All specific prompts and details of the nature of any further guidance must be recorded on the relevant form and reviewed during marking and moderation.

Guidance on marking
Please refer to the *Technical qualifications – marking, and - moderation* centre guidance documents for further information on gathering evidence suitable for marking and moderation, and on using the marking grid and forms.

The candidate record form (CRF) is used to record:
- Details of any guidance or the level of prompting the candidate has received during the assessment period
- Rough notes bringing together relevant evidence from across tasks during marking.
- Summary justifications when holistically coming to an overall judgement of the mark.

The practical observation form (PO) is used to record:
- Descriptive information and evidence of candidate performance during an observation. Although descriptions of the quality of performance should support decisions against the AOs, the notes should follow the flow of the observation, rather than attempting to assign evidence against the AOs at this point.

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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
10	**AO1 Recall of knowledge relating to the qualification LOs** • Does the candidate seem to have the full breadth and depth of taught knowledge across the qualification to hand? • How accurate it their knowledge? Are there any gaps or misunderstandings evident? • How confident and secure does their knowledge seem?	**(1-2 marks)** **Recall shows some weaknesses in breadth and/or accuracy.** Hesitant, gaps, inaccuracy	**(3-4 marks)** **Recall is generally accurate and shows reasonable breadth. Inaccuracy and misunderstandings are infrequent and usually minor.** Sound, minimal gaps	**(5-6 marks)** **Consistently strong evidence of accurate and confident recall from the breadth of knowledge.** Accurate, confident, complete, fluent, slick
		Examples of types of knowledge expected: job roles and responsibilities, customer service e.g. characteristics, type of customers, specific customer needs, measures of customer satisfaction, legislation, menu styles and impact on service, food and beverage product knowledge, food safety practice and procedures.		
		Limited knowledge relating to food and beverage products, service styles, equipment, legislation, and customer service but it was limited and/or showing inaccuracies.	A range of knowledge relating to food and beverage products, service styles, equipment, legislation and customer service which was mostly sound and often detailed.	Detailed knowledge relating to food and beverage products, service styles, equipment, legislation and customer service, showing a high degree of confidence and accuracy.

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
15	**AO2 Understanding** **of concepts theories and** **processes relating to the** **LOs** • Does the candidate make connections and show causal links and explain why? • How well theories and concepts are applied to new situations/the assignment? • How well chosen are exemplars – how well do they illustrate the concept?	**(1-3 marks)** **Some evidence of being able to give explanations of concepts and theories. Explanations appear to be recalled, simplistic or incomplete.** Misunderstanding, illogical connections, guessing,	**(4-6 marks)** **Explanations are logical. Showing comprehension and generally free from misunderstanding, but may lack depth or connections are incompletely explored.** Logical, slightly disjointed, plausible,	**(7-9 marks)** **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
		Examples of understanding expected: Practices and procedures relevant to food and beverage service e.g. products and equipment for different service styles and customers, communication, customer service including adaptations required for different situations, application of suitable service style to the types of customers and the menu, financial and legislative implications.		
		A minimal and sometimes inaccurate range of understanding of products and equipment that were not appropriate to the service style and types of customer. Limited understanding of a range of practices and procedures such as communication and customer service and how they could be adapted to different situations. Business concepts such as finance and legislation were explained briefly and not well understood.	Identification of products and equipment often reflected the types of service and customers and explanations were clear with developed and coherent reasoning. A good understanding across most practices and procedures with links made between the practice required and the type of situation and customers. A good grasp of the business aspects were shown.	Descriptions of the types of products and equipment were appropriate to the service style and the customer. Concepts relating to practices and procedures were well understood and the candidate made strong links between the practices required and specific situations and types of customers. The candidate provided considered examples to exemplify the business aspects of food and beverage which showed additional depth of thought and insight.

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
30	**AO3** Application of **practical/ technical skills** • How practiced/fluid does hand eye coordination and dexterity seem? • How confidently does the candidate use the breadth of practical skills open to them? • How accurately/ successfully has the candidate been able to	**(1-6 marks)** **Some evidence of familiarity with practical skills. Some awkwardness in implementation, may show frustration out of inability rather than lack of care.** Unable to adapt, frustrated, flaws, out of tolerance, imperfect, clumsy.	**(7-12 marks)** **Generally successful application of skills, although areas of complexity may present a challenge. Skills are not yet second nature.** Somewhat successful, some inconsistencies, fairly adept/ capable.	**(13-18 marks)** **Consistently high levels of skill and/or dexterity, showing ability to successfully make adjustments to practice; able to deal successfully with complexity.** Dextrous, fluid, comes naturally, skilled, practiced,
		Examples of skills expected: Preparing equipment and stock for service, laying up tables, taking orders, making and serving beverages, taking payments, serving and clearing tables, providing customer service/ communicating with customers.		

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
	use skills/achieve practical outcomes?	Candidate showed a lack of confidence in most aspect of the role, not all procedures were followed correctly. Some attempts were made to rectify mistakes but with limited success. Their practical technical skills displayed a lack of care and attention to detail. Their communication skills may have shown a lack of confidence and their work was linear with skills not adapted to the service setting. **Top of the band** Candidate showed some confidence when taking orders and serving customers. Work was linear and skills not adapted to the service setting. Some successful attempts were made to rectify mistakes. They may not have closed down the room and service area appropriately following the service.	Candidate implemented technical skills with confidence but with some mistakes although they were identified and appropriate action taken to rectify them. They displayed some ability to adapt to the service setting and context Overall verbal and non –verbal communication with team members, customers and other departments is clear and appropriate. **Top of band** Completed a full range of good technical skills. Adapted practical technical skills and communication techniques to the service setting. Mostly confident and professional in their approach throughout the service. Were able to follow billing and payment procedures. Closed down the room and service area appropriately.	Candidate completed tasks to a high standard and demonstrated the ability to adapt skills to meet a range of different contexts. There is consistent use of verbal and non –verbal communication with team members, customers and other departments which is articulate and appropriate to a professional setting. **Top of band** Candidate showed confidence in all aspects of communication. Work was completed to a very high standard in a way that showed a high level of confidence and professionalism. There was evidence that their approach to customer service enhanced the customers dining experience. The candidate displayed a comfortable second nature approach to tasks and the service setting with flair and dexterity.

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%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
25	**AO4 Bringing it all together - coherence of the whole subject** • Does the candidate draw from the breadth of their knowledge and skills? • Does the candidate remember to reflect on theory when solving practical problems? • How well can the candidate work out solutions to new contexts/ problems on their own?	**(1-5 marks)** **Some evidence of consideration of theory when attempting tasks. Tends to attend to single aspects at a time without considering implication of contextual information.** Some random trial and error, new situations are challenging, expects guidance, narrow. Many need prompting.	**(6-10 marks)** **Shows good application of theory to practice and new context, some inconsistencies.** Remembers to apply theory, somewhat successful at achieving fitness for purpose. Some consolidation of theory and practice	**(11-15 marks)** **Strong evidence of thorough consideration of the context and use of theory and skills to achieve fitness for purpose.** Purposeful experimentation, plausible ideas, guided by theory and experience, fit for purpose, integrated, uses whole toolkit of theory and skills.
		Examples of bringing it all together: Selection of table set up, problem solving, decision making, ability to monitor and adapt the service according to process and situations.		
		Tasks were not prioritised and completed in a timely and orderly manner. Candidate took an ad hoc approach to the service encounter which contributed to a poor customer experience. They made limited attempts to solve problems. They demonstrated a basic understanding of customer service principles and the delivery of service. Interaction was minimal and perfunctory.	The candidate completed tasks in a coherent way prioritising them in order to achieve service outcomes which met customer expectations. Some attempt was made to solve problems and adapt to different situations.	Candidate demonstrated a proactive approach throughout the service encounter prioritising tasks to maximise efficiency. Attempts were made to anticipate potential problems or situations whist actual problems were resolved quickly and efficiently to limit the impact on customers. They were able to adapt to the context of the situation in order to provide exceptional customer service with flair and ingenuity.

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
20	**AO5** Attending to detail/ perfecting • Does the candidate routinely check on quality, finish etc and attend to imperfections/ omissions • How much is accuracy a result of persistent care and attention (eg measure twice cut once)? • Would you describe the candidate as a perfectionist and wholly engaged in the subject?	**(1-4 marks)** **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.** Careless, imprecise, flawed, uncaring, unfocussed, unobservant, unmotivated.	**(5-8 marks)** **Aims for satisfactory result but may not persist beyond this. Uses feedback methods but perhaps not fully or consistently.** Variable/intermittent attention, reasonably conscientious, some imperfections, unremarkable.	**(9-12 marks)** **Alert, focussed on task. Attentive and persistently pursuing excellence. Using feedback to identify problems for correction.** Noticing, checking, persistent, perfecting, refining, accurate, focus on quality, precision, refinement, faultless, meticulous.
		Examples of attending to detail: Personal presentation, table lay-up, attention to customer requirements, preparation of bills and transactions.		
		The candidate laid up for the service but the lay-up was not appropriate for the service style. Their appearance was neat at the start of service but they were unable to maintain it throughout the full service. They occasionally checked their practical technical and customer service skills but did not always pay attention to customer requirements during the service. Billing and payments were completed with some inaccuracies.	The candidate laid up for the service in an appropriate service style making an effort to check and correct the quality of their work. Candidates maintained a neat appearance throughout the service encounter. They checked and adapted their customer service skills and used a methodical approach throughout the service encounter to meet the requirements of the service.	The candidate prepared the room and service area, laying up accurately and according to the service style. They checked and adapted their technical and customer service skills to ensure the quality of the service. They proactively and systematically reviewed their work and corrected issues in a thoughtful way that ensured the quality of the service encounter. Billing and payments were completed in a timely and accurate manner.

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