City & Guilds Level 3 Advanced Technical Diploma in Supervision in Food and Beverage Services (450) (6103-031)

Version 1.2

Assessment Pack

Sample Synoptic Assignment

Version and date	Change detail	Section
1.1 January 2017	Small typographical errors	Throughout
	Task 1 done under supervised conditions and removed proposal	Tasks
	Assessor guidance made more task specific	Task instructions for centres
1.2 August 2018	City & Guilds added to the title	Throughout

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 any written work you produce. It is therefore important that you carry your work out to the highest standard you can. You should show how well you know and understand the subject and how you are able to use your knowledge and skills together to complete the tasks.

Plagiarism

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

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

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 reassess you until they are sure you are ready for assessment and can work safely.

Presentation of work

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

You should make sure that each piece of evidence including any proformas, eg record/job cards 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 but this is not a requirement.

Assignment Brief

You have been asked to organise a fundraising event with a food and beverage element for a minimum of 30 guests. You are responsible for planning the event and managing the bookings for the event to maximise sales. To help with this, you will need to confirm the budget requirements and specific needs for the event by discussing the event brief with your tutor and researching similar types of events.

You are also responsible for supervising and monitoring **all** stages of the service in order to ensure it runs smoothly.

In order to improve future events that you organise, you want to evaluate the success of this service from both the customer and the business perspective.

Tasks

Task 1

a) Design a targeted marketing campaign for the event.

b) Produce a delivery plan outlining all event service details, costings and resources required, justifying your decisions.

c) Produce a staff briefing document prior to the event.

d) Consider what may go wrong and prepare a contingency plan so that the event runs as smoothly as possible.

Conditions of assessment:
- Your final documents must be completed working alone under supervised conditions.

What you must produce for marking:
- targeted marketing campaign
- plan for delivery
- staff briefing document
- contingency plan.

Task 2

Supervise and monitor all aspects of the food and beverage service and reception.

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

What you must produce for marking:
All documentation used during the supervision of the service.

Additional evidence of your performance that must be captured for marking:
- Your tutor's notes on your performance, which will record your working practice, the standard and accuracy of the finished work, and details of your contribution.
- Photographs or videos of your completed work and/or your performance if appropriate.

Task 3

Collect, interpret and evaluate evidence generated through all stages of the event to determine its level of success from both the customer and business perspective.

Conditions of assessment:

- Your final documents must be completed working alone under supervised conditions.

What you must produce for marking:

- all documentation collected during the service
- a written evaluation including all data collected.

Task instructions for centres

Time

The recommended time allocated for the completion of the tasks and production of evidence for this assessment is between **10** and **11** hours. It is the centre's responsibility to arrange how this time is managed to fit with timetables during the assessment period.

The assignment brief should be released one academic week before the tasks to give candidates time to complete research activities. Task 1 should be completed in two hours. It is recommended that the tutor set aside 1 hour for meeting with the candidate to discuss their plans from Task 1 before they complete Task 2. It is also recommended that the practical task should take 5 – 6 hours and the evaluation approximately 2 hours. These timings do **not** include unsupervised activities.

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 a candidate is allocated their event date two weeks prior to their event. It is recommended that there are no more than two days between the practical and evaluation tasks.

Task 1   Planning
Task 2   Practical
Task 3   Evaluation

Resources

Candidates must have access to a suitable range of resources to carry out the tasks and to have the opportunity to choose materials demonstrating the ability to select from a range of appropriate materials.

Tasks

An event in the context of this assignment may be a lunch or evening service to fit in with the centre's naturally occurring business within the assessment window. This flexibility allows the assessment to focus on supervision of service. The tutor should allocate events according to the number of candidates in a cohort.

Task 1

The tutor should play the role of the client and provide the candidate with an event brief. The brief should outline the client's requirements for the event, which should include:

- type of event to be held to include fundraising activities
- customer numbers
- date of the event
- duration of the event
- budget restrictions
- any special requirements specific to the event.

The tutor should provide financial information on costs, such as food or staff costs, or venue hire. They may allow the candidate to decide on an appropriate fundraising activity.

Candidates should liaise with the kitchen to confirm a suitable menu.

Candidates should research similar events and use this information to support their plan. They should submit their final plan along with supporting evidence, justifying their decisions. **Research**

collected for use in the plan should be submitted to the tutor for approval before candidates begin their written plan. This is to ensure that candidates are not writing their plan in unsupervised conditions or before the assessment begins. The centre has the freedom to decide when this checking activity will take place, as long as it occurs before writing begins. Evidence should be returned to the candidates before they begin writing.

Candidates must discuss their plan with the tutor. The tutor must confirm that the plan is appropriate prior to the event.

The event plan should include:
- event title
- date and time of event
- location
- theme
- budget
- resources – physical and human
- menu
- room layout/ table plan
- service styles
- time line for the planning and service
- marketing campaign
- risk assessment.

Task 2
Candidates must supervise and monitor all aspects of the food and beverage service and reception, including:
- pre-event activities (eg checking all resources, conducting the staff briefing, checking all 'mise en place')
- staffing
- health & safety and food safety
- customer service
- documentation
- debrief.

The tutor must ensure that the minimum number of customers are present to provide a realistic opportunity to supervise the service.

The expectation is that a centre would hold multiple events so that each candidate could supervise and monitor all aspects of the service. Where this is not possible due to time restrictions and cohort or event sizes, it is possible to allow more than one candidate to supervise the service and therefore split the supervision between them. However, the tutor **must** ensure that each candidate is exposed to similar challenges and issues during their supervision. They **must** also minimise the effect of one learner's supervision on another. Tutors should **not** assess more than four candidates at a time.

The assessment **must** take place in a working environment (which could be the RWE within a college environment).

Task 3

On completion of the event, candidates will evaluate the event through a report to their tutor, highlighting strengths and weaknesses and suggesting areas for improvement. To support this report, candidates should collect evidence from all stages of the event.

Evidence collected for use in the evaluation should be submitted to the tutor for approval before candidates begin their written evaluation. This is to ensure that candidates are not writing their report in unsupervised conditions or before the assessment begins. The centre has the freedom to decide when this checking activity will take place, as long as it occurs before writing begins. Evidence should be returned to the candidates before they begin writing.

Centre guidance

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.

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

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

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

Observation
Where the tutor is required to carry out observation of performance, detailed notes must be taken using the Practical observation (PO) form provided. This may be a generic form or tailored to the specific assignment. The centre has the flexibility to adapt the form, or produce their own to suit local requirements as long as this does not change or restrict the type of evidence collected (eg to use tablet, hand-written formats, or to ease local administration).

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 and which provide the evidence on which the award of marks can be made by the marker and, if sampled, the moderator.

Identifying **what it is** about the performances that is **different** between candidates can clarify the qualities that are important to record. Each candidate may carry out the same steps, so a checklist of this information would not add information to help differentiate between them, but 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, sufficiently well-lit and showing the areas of particular interest 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).

See the *Technical qualifications – marking and moderation* centre guidance document for further information on gathering evidence suitable for marking and moderation.

Minimum evidence requirements
The sections:

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

in the assignment list the minimum requirements of evidence to be submitted for marking and moderation.
Evidence above and beyond this may be submitted, but should provide useful information for marking and moderation.

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

Where the minimum requirements have **not** been met, the moderation remark and 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
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. 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. See the *Technical qualifications – teaching, learning and assessment* centre guidance document 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. Formative assessment will necessarily take a significant role throughout the learning programme where support, guidance and feedback (with the opportunity to show how feedback has been used to improve outcomes and learning) are critical. This approach is not, however, valid for summative assessment. The purpose of summative assessment is to confirm the standard the candidate has achieved as a result of participating in the learning process.

Authentication of candidate work

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

The final 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.

 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.

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 and resources that allows them access to the full range of marks available.

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

Guidance and feedback

Guidance must only support access to the assignment and must not provide feedback for improvement. The level and frequency of clarification & guidance should be recorded fully on the candidate record form (CRF), must be taken into account along with the candidate's final evidence during marking and must be made available for moderation. Tutors must **not** provide feedback on the quality of the performance or how the quality of evidence can be improved. This would be classed as malpractice. Tutors should however provide general reminders to candidates throughout the assessment period that they must check their work thoroughly before submitting it to be sure that they are happy with their final evidence as it may not be worked on further after submission.

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

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

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 guidance provided, the larger the impact on the marks awarded.

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

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

Guidance on marking

Please see the **Technical qualifications – marking and moderation** centre guidance document for further information on gathering evidence suitable for marking and moderation, and on using the following marking grid.

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 made while reviewing the evidence – alternatively these may be captured on the marking and moderation platform.
- Summary justifications when holistically coming to an overall judgement of the mark.

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
5	**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 marks)** **Recall shows some weaknesses in breadth and/or accuracy.** Hesitant, gaps, inaccuracy	**(2 marks)** **Recall is generally accurate and shows reasonable breadth. Inaccuracy and misunderstandings are infrequent and usually minor.** Sound, minimal gaps	**(3 marks)** **Consistently strong evidence of accurate and confident recall from the breadth of knowledge.** Accurate, confident, complete, fluent
		Examples of types of knowledge expected: Legislation, financial planning, event planning.		
		Candidate's work was structured but lacked description in terms of legislation, financial costing and event planning.	Candidate's work was well structured and contained examples of relevant legislation, risk assessment and financial costing with some weaknesses or inaccuracies in the information presented.	Candidate produced detailed work that demonstrated in-depth knowledge across the qualification including all relevant aspects of the event that would potentially impact on its success, such as risk assessments and timelines.
10	**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	**(1-2 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,	**(3-4 marks)** **Explanations are logical. Showing comprehension and generally free from misunderstanding, but may lack depth or connections are incompletely explored.** Logical, slightly disjointed, plausible,	**(5-6 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.**
		Examples of understanding expected: An understanding of legislation, marketing, resource, supervision and planning.		

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
	new situations/the assignment? • How well chosen are exemplars – how well do they illustrate the concept?	Candidate showed some understanding of running an event but lacked depth and detail. The errors and omissions in the planning lead to some issues whilst organising and running an event.	Candidate understood the concepts of planning and running an event but didn't put them all into place. They were able to rectify errors made during the process. They understood most of the components required to run a successful event and where they applied them they supervised the event effectively.	Candidate understood the concepts behind planning and managing a successful event. They understood and put theory into practice for all of the components required to ensure the successful running of an event.
20	**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?	**(1-4 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.	**(5-8 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.	**(9-12 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: Organisational, planning, supervisory skills, communication, written skills eg completion of documents such as pre-event plan, post event evaluation.		

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
	• How accurately/ successfully has the candidate been able to use skills/achieve practical outcomes?	Candidate demonstrated some supervisory skills but lacked confidence when dealing with people and situations. There were minor problems that were unresolved. During the event the candidate maintained health, safety and security. During the event all areas were kept generally clean and tidy and waste was disposed of safely after the event.	Candidate demonstrated supervisory skills whilst monitoring the quality and quantity of products, staff issues, timings and logistics but there were some minor issues that were not resolved. The candidate supervised and monitored the service most of the time to ensure standards of customer service, food and beverage service were controlled and to identify any potential problems and where possible take preventative action. During the event the health, safety and security of staff and customers was monitored. Where necessary liaising with other departments. All areas were cleaned and cleared regularly and waste was disposed of safely.	Candidate demonstrated supervisory skills whilst monitoring the quality and quantity of products, staff issues, timings and logistics in order to ensure the smooth running of the event The candidate supervised and monitored the service at all times to ensure standards of customer service, food and beverage service were controlled. They identified any potential problems and where possible took preventative action Pre, during and after the event, the health, safety and security of staff, visitors, contractors and customers was monitored and corrective action taken where necessary. Candidate liaised with other departments consistently throughout the event. All areas were cleaned and cleared at all times and waste was stored before being disposed of safely

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
20	**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?	**(1-4 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.	**(5-8 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	**(9-12 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: Bringing primary and secondary research together, preparation of a pre event plan, planning of the event, supervision during the event, dealt with problems and planned contingencies, post event evaluation based upon evidence collected, analysed and interpreted data accurately		

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
		Bottom of band: There was limited evidence of the candidate using their knowledge and understanding to make straightforward and standardised links between topics across the qualification ***Top of band:*** The candidate showed a little insight and produced evidence of using their knowledge and understanding to make strong links between limited topics across the qualification	***Bottom of band:*** Candidate consistently brought together their knowledge, understanding and skills when researching the issues and presenting data. Candidate made key links between topics across the qualification ***Top of band:*** Candidate utilised a range of knowledge from across the qualification when researching the issues and presenting event plans, marketing campaign and supervising an event. They demonstrated integration of knowledge, understanding and skills across topics such as legislation and resources management allowing them to plan, run and evaluate an event	***Bottom of band:*** The candidate utilised a wide range of knowledge from across the qualification when researching, analysing and presenting data. Integration of knowledge, understanding and skills were used to plan run and evaluate a complex event effectively ***Top of band:*** Candidate utilised a wide range of knowledge from across the qualification when researching, analysing and presenting pre-event planning, a marketing campaign and supervising the event. They were able to demonstrate knowledge understanding and skills across all topics allowing them to plan, run and evaluate an event. They planned, ran and evaluated the event coherently by integrating creativity, knowledge, understanding and skills

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
15	**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	**(1-3 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.	**(4-6 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.	**(7-9 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: Event plan, marketing campaign, event organisation, supervisory skills, contingency planning, financial accuracy, evaluation of results, financial, customer and business feedback		

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
	and wholly engaged in the subject?	Candidate made errors in pre-event planning and execution of the planned event Candidate made small errors in planning and execution of the marketing campaign with some inaccuracies in the written documentation The candidate evaluation lacked depth and missed some critical pieces of evidence that could have been used. Evidence was incomplete and the range of data limited	Candidate event plan was mainly accurate with small errors in the planning and execution of the planned event Candidate executed the event according to the plan adapting when necessary to keep on schedule and deliver the products and services to clients Candidate evidence from the event was not fully completed. There were some gaps in the analysis and interpretation of the data, areas for improvement were limited as the data collected did not allow for a full in depth analysis or interpretation	Candidate produced a detailed delivery plan including, all resource requirements to include staff, large and small equipment, food and beverages, specialist supplies e.g. decorations, stages audio/visual equipment. The event plan was accurate Candidate kept accurate information on customer details and requirements and also completed documentation on sales, breakages, stock, drinks, complimentary items, staff hours, complaints and compliments throughout the event Candidate executed the event to the plan and when unexpected issues arose they were dealt with efficiently. The quality of the service and delivery of products met client expectations Candidate produced evidence from the event which was analysed, interpreted and evaluated effectively identifying areas for improvement

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
5	**AO6 Identify and use knowledge from other sources – research** • Does the candidate identify and use a wide range of appropriate sources effectively? • How critically is information appraised, for plausibility, suitability and relevance? • How purposefully is information used?	**(1 mark)** **Uncritical use of a few basic sources. Referencing lacking or inappropriate. Lack of interpretation/ consideration in use, referencing minimal.** Limited, uncritical, unfocussed, no clear purpose, cut and paste.	**(2 marks)** **Use of sources is generally good, possibly inconsistent or critical appraisal is somewhat under-developed. Evidence of generally consistent referencing.** Fitful, unexceptional, partially considered, reasonably reliable, sometimes straying from the aim.	**(3 marks)** **Broad and appropriate use of sources. Clear referencing and acknowledgement where appropriate. Information gathered is appropriate and used effectively.** Broad/deep, relevant, considered, well chosen, purposeful, interpreted.
		Examples of research: Marketing campaign, customer requirements, legislation, risk assessment, required resources and staff briefing/debriefing		
		Candidate research was limited with a simple marketing campaign presented without suggesting any alternative ideas	Candidate research was adequate and based on well prepared research tools. A marketing campaign was developed but only few additional alternative marketing campaigns were considered and or presented	Candidate designed a marketing campaign by carrying out extensive research using a range of methods on similar events, establishing the marketing mix and identified a range of potential marketing methods for the event
		Pre event plan was developed and did contain some detail on resources and costs but very limited coverage	Candidate research was adequate and allowed for some detail in the event plan adequate resources were identified that were appropriate to the plan but were limited in terms of originality and creativity	Candidate undertook extensive research using a range of methods, analysed interpreted data interpreted data including legislation, trends, resource allocation to produce a robust, event plan and staff brief/debrief

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
5	**AO7** Originality and creativity • Does the candidate respond to the brief in an original way? • Are ideas/ materials etc used in a creative novel, experimental way? • Are creative, unconventional approaches taken in applying skills/ processes to meet a challenge?	**(1 mark)** **Designs and solutions to problems follow conventional routes. Some evidence of experimentation or novel thought.** Unimaginative, uses existing/ conventional ideas, safe.	**(2 marks)** **Evidence of creativity/ originality/ experimentation, but may be incompletely developed or lacking in clear intention.** Somewhat original, beginnings of an idea, partially developed, lacking in confidence; avoiding risk, falling back on convention.	**(3 marks)** **Opportunities for creativity are identified and tackled with originality and imagination. Takes risks/ experimental** Original, creative, unique, unconventional, risky, fully developed, inspired.
		Examples of creativity: Event plan, marketing campaign, resource allocation		
		Candidate demonstrated lack of originality in the development of the event plan, the marketing campaign	Candidate made errors and omission in planning, running and evaluating the event. The event lack coherence and supervisory skills were poor	Candidate created original and detailed event plan, briefing notes. All the evidence presented was well detailed and comprehensive
20	**AO8 Communication/** **Presentation/** **Documentation** • How well are formally produced pieces of work (writing, drawings, posters etc) structured, laid out, presented, communicated? • Does the candidate use logical and well structured writing that is coherent and easy to follow?	**(1-4 marks)** **Format choices are limited to a basic 'tool kit' and sometimes inappropriate. Some evidence of attempts to use structure and layout to aid communication.** Somewhat disorganised/ unstructured, informal, basic.	**(5-8 marks)** **Some successful use of conventional formats, but some content may be lacking, eg in logical/coherent approach.** Reasonably successful, conveys message quite well.	**(9-12 marks)** **Appropriate choice of methods, layout, styles and conventions maximise communication. Written style and structure/composition is coherent and logical.** Professional, organised, well structured, easy to follow, even complex ideas.
		Examples of communication: Pre-event brief, marketing campaign, discussions with client, delegation of task, supervision, dealing with other internal departments and external suppliers, briefing notes, roles and responsibilities allocation, communication with client, evaluation, post-event brief		

• How appropriate and well presented are the chosen communication methods and formats?	Candidates provide basic responses to assessment tasks. Work contains grammatical and spelling errors. Written and verbal explanation sometimes enables the candidate to address discussion topics. Responses to assessment tasks lack structure. Communication methods, language and terminology are generally appropriate to assessment task. Candidate used limited methods to communicate. Language used was limited and with some errors and omissions throughout Oral communication was difficult to follow and lacked structure Documents lacked detail and were poorly structured	Candidates provide generally consistent responses to assessment tasks. Some grammatical and spelling errors. Written and verbal explanation generally enables the candidate to address discussion topics. Responses to assessment tasks are structured. Communication methods, language and terminology are consistently appropriate to assessment task. Candidate used a range of communication methods effectively to brief staff. Candidate liaised with a range of people to ensure accurate information was provided during the planning and execution of the event Documents were filled in and contained brief details of the roles and responsibilities, information on the detail of the event, health, safety, security and specific customer service requirements but generally the documents lacked depth of description with small inaccuracies During the event the candidate communicated with customers and staff but lacked fluency at times	Candidates provide clear and consistent responses to assessment tasks. Few grammatical and spelling errors. Written and verbal explanation enables the candidate to show depth and breadth of discussion topics. Responses to assessment tasks have clear and cohesive structure. Communication methods, language and terminology are always appropriate to assessment task. Candidate used a wide range of communication methods including communicating with staff, allocating roles and responsibilities, briefing staff on style of service, customer special requirements, order of service, health, safety and security Candidate liaised with all the necessary suppliers and internal departments to ensure the accuracy of the plan and that all costs to deliver the products and services requested were collected before presenting to the client During the event the candidate communicated accurate information effectively whilst supervising staff

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
			Candidate completed a debriefing with staff after the event covering some but not all aspects of the event Documents were completed with some small inaccuracies and mistakes	Candidate completed a staff debriefing after the event to provide feedback on complaints, compliments, standards of performance and behaviour of both individuals and the team as a whole Documents were well completed and contained sufficient detail to allow later analysis and interpretation

Declaration of Authenticity

Candidate name   Candidate number

Centre name   Centre number

Candidate:

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

Candidate signature   Date

Tutor:

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

Tutor signature   Date

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

Candidate Record Form (CRF)

Candidate Name: **Assessment ID:**

Candidate Number: **Centre Number:**

                                                       Total Mark:

	Summary justification	AO Mark
A01 Recall		
A02 Understanding		
A03 Practical/ technical skills		
A04 Bringing it all together		
A05 Attention to detail		
AO6 Research		
A07 Creativity		
A08 Communication		

Tutor/assessor signature: **Date:**

Candidate Record Form (CRF)

Marker Notes

AO1 – Recall Breadth, depth, accuracy	*Examples of types of knowledge expected:* Legislation, financial planning, event planning.		
5%	Band1 # – # marks	Band 2 # – # marks	Band 3 # – # marks
Mark:	Notes/Comments		

AO2 – Understanding Security of concepts, causal links	*Examples of understanding expected:* An understanding of legislation, marketing, resource, supervision and planning.		
10%	Band1 # – # marks	Band 2 # – # marks	Band 3 # – # marks
Mark:	Notes/Comments		

AO3 – Practical skill Dexterity, fluidity, confidence, ease of application	*Examples of skills expected:* Organisational, planning, supervisory skills, communication, written skills eg completion of documents such as pre-event plan, post event evaluation.		
20%	Band1 # – # marks	Band 2 # – # marks	Band 3 # – # marks
Mark:	Notes/Comments		

AO4 – Bringing it together use of knowledge to apply skills in new context	*Examples of bringing it all together:* Bringing primary and secondary research together, preparation of a pre event plan, planning of the event, supervision during the event, dealt with problems and planned contingencies, post event evaluation based upon evidence collected, analysed and interpreted data accurately		
20%	Band1 # – # marks	Band 2 # – # marks	Band 3 # – # marks
Mark:	Notes/Comments		

AO5 – Attending to detail / perfecting Repeated checking, perfecting, noticing	*Examples of attending to detail:* Event plan, marketing campaign, event organisation, supervisory skills, contingency planning, financial accuracy, evaluation of results, financial, customer and business feedback		
15%	Band1 # – # marks	Band 2 # – # marks	Band 3 # – # marks
Mark:	Notes/Comments		
AO6 – Research Appropriateness, good use, referencing	*Examples of research:* Marketing campaign, customer requirements, legislation, risk assessment, required resources and staff briefing/debriefing		
10%	Band1 # – # marks	Band 2 # – # marks	Band 3 # – # marks
Mark:	Notes/Comments		
AO7 – Creativity Original, developed, challenging convention	*Examples of creativity:* Event plan, marketing campaign, resource allocation		
10%	Band1 # – # marks	Band 2 # – # marks	Band 3 # – # marks
Mark:	Notes/Comments		
AO8 – Communication Fitness for purpose, clarity	*Examples of communication:* Pre-event brief, marketing campaign, discussions with client, delegation of task, supervision, dealing with other internal departments and external suppliers, briefing notes, roles and responsibilities allocation, communication with client, evaluation, post-event debrief		
20%	Band 1 – # – # marks	Band 2 – # – # marks	Band 3 – # – # marks
Mark:	Notes/Comments		

Please refer to the full marking grid for the qualification for full details of marking requirements.

Where marker notes and justifications are captured on the marking and moderation platform, this form is not required

Practical Observation Form (PO)

Candidate Name: **Assessment ID:**

Candidate Number: **Centre Number:**

Notes

AO1 - Recall
Breadth, depth, accuracy

AO2 - Understanding
Security of concepts, causal links

AO3 - Practical skill
Dexterity, fluidity, confidence, ease of application

AO4 – Bringing it all together
use of knowledge to apply skills in new context

AO5 - Attending to detail / perfecting
Repeated checking, perfecting, noticing

AO6 - Research
Appropriateness, good use, referencing

AO7 - Creativity
Original, developed, challenging convention

AO8 - Communication
Fitness for purpose, clarity

Tutor/Assessor signature: **Date:**