

Level 3 Advanced Technical Diploma in Supervision in Food and Beverage Services (6103-30)

October 2017 Version 1.1

Guide to the examination

Document version control

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

Who is this document for?

This document has been produced for centres who offer **City & Guilds Level 3 Advanced Technical Diploma in Supervision in Food and Beverage Services**. It gives all of the essential details of the qualification's external assessment (exam) arrangements and has been produced to support the preparation of candidates to take the exam/s.

The document comprises four sections:

1. **Details of the exam.** This section gives details of the structure, length and timing of the exam.
2. **Content assessed by the exam.** This section gives a summary of the content that will be covered in each exam and information of how marks are allocated to the content.
3. **Guidance.** This section gives guidance on the language of the exam, the types of questions included and examples of these, and links to further resources to support teaching and exam preparation.
4. **Further information.** This section lists other sources of information about this qualification and City & Guilds Technical Qualifications.

1. Details of the exam

External assessment

City & Guilds Technical qualifications have been developed to meet national policy changes designed to raise the rigour and robustness of vocational qualifications. These changes are being made to ensure our qualifications can meet the needs of employers and Higher Education. One of these changes is for the qualifications to have an increased emphasis on external assessment. This is why you will see an external exam in each of our Technical qualifications.

An external assessment is an assessment that is set and/or marked by the awarding organisation (ie externally). All City and Guilds Technical qualifications include an externally set and marked exam. This must be taken at the same time by all candidates who are registered on a particular qualification. We produce an exam timetable each year. This specifies the date and time of the exam so you can plan your delivery, revision and room bookings/PC allocation in plenty of time.

The purpose of this exam is to provide assurance that all candidates achieving the qualification have gained sufficient knowledge and understanding from their programme of study and that they can independently recall and draw their knowledge and understanding together in an integrated way. Whilst this may not be new to you, it is essential that your learners are well prepared and that they have time to revise, reflect and prepare for these exams. We have produced a Teaching, Learning, and Assessment guide that is you should refer to alongside the present document ([Teaching, Learning and Assessment Guide](#)). If a learner does not pass the exam at their first attempt, there is only one opportunity to resit the exam, so preparation is essential.

Exam requirements of this qualification

Level 3 Supervision in Food and Beverage Services - Theory exam **(2 hours and 40 minutes)**

The exam is graded and a candidate must achieve at least a Pass grade in order to be awarded the qualification. (In addition to the exam, a synoptic assignment must also be completed and passed). You can find full details of the synoptic assignment in the *Qualification Handbook* and the *Synoptic Assessment Guide* – please see the link to the qualification page at the end of this document.

When does the exam take place?

This qualification involves a one year programme of study. The exam is offered on two fixed dates in March or June. The exact dates will be published at the start of the academic year in the *Assessments and Exam Timetable* <http://www.cityandguilds.com/delivering-our-qualifications/exams-and-admin>.

In order to effectively plan teaching and exam preparation, centres should know when the exam will be taking place and allocate teaching time accordingly. Section 2 of this document gives a summary of the content that needs to be covered in order to prepare learners for the exam and full details of this are given in the Qualification Handbook.

Form of exam

The exam for this qualification can be taken either on paper (6103-530) or online (6103-030).

Can candidates resit the exam?

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

How the exam is structured

Each exam has a total of 80 marks and is made up of:

- approximately 13 -15 short answer questions
- 2 extended response questions.

Multiple choice and short answer questions are used to confirm **breadth of knowledge and understanding**.

The extended response question is to allow candidates to demonstrate **higher level and integrated understanding** through written discussion, analysis and evaluation. This question also ensures the exam can differentiate between those learners who are 'just able' and those who are higher achieving.

More details about and examples of question types are given in Section 3 of this document.

Assessment Objectives

The exams are based on the following set of assessment objectives (AOs). These are designed to allow the candidate's responses to be assessed across the following three categories of performance:

- **Recollection** of knowledge.
- **Understanding** of concepts, theories and processes.
- **Integrated application** of knowledge and understanding.

In full, the assessment objectives covered by the exam for this qualification are:

Assessment objective	Mark allocation (approx %)
<i>The candidate..</i>	
AO1 Recalls knowledge from across the breadth of the qualification	30%
AO2 Demonstrates understanding of concepts, theories and processes from a range of learning outcomes.	53%
AO4 Applies knowledge, understanding and skills from across the breadth of the qualification in an integrated and holistic way to achieve specified purposes.	22%

Booking and taking the exam

All assessments for City & Guilds Technical Exams must be booked through Walled Garden. There is a deadline for booking exams, synoptic assessments and any other centre marked assessments, please refer to the time line to check these dates.

The exam must be taken under the supervision of an invigilator who is responsible for ensuring that it is conducted under controlled conditions. Full details of the conditions under which the exam must be taken can be found in the Joint Council for Qualifications (JCQ) document, [Instructions for Conducting Examinations \(ICE\)](#).

Special consideration

Candidates who are unable to sit the exam owing to temporary injury, illness or other indisposition at the scheduled time may qualify for special consideration. This is a post-examination adjustment that can, in certain circumstances, be made to a candidate's final grade. The Joint Council for Qualifications' guide to the special consideration process can be found at www.jcq.org.uk.

To make a request for special consideration, please contact: policy@cityandguilds.com

Access arrangements

Access arrangements are arrangements that allow candidates with particular requirements, disabilities or temporary illness to take assessments, where appropriate, using their normal way of working. The Joint Council for Qualifications document, *Access Arrangements and Reasonable Adjustments* gives full details and can be downloaded [here](#).

For further information and to apply for access arrangements please see:

[Access arrangements - When and how applications need to be made to City & Guilds](#)
[Applying for access arrangements on the Walled Garden](#)

2. Content assessed by the exam

The exam assesses:

- **Unit 302: Leadership and team development in hospitality service**
- **Unit 303: Hospitality service business operations**
- **Unit 305: Principles of beverage service**
- **Unit 307: Gastronomy and the dining experience**

Each exam assesses a sample of the content of these units. This means that a single exam will **not** cover 100% of the unit content. The full range of content will be assessed over a number of examination series. Details of the coverage of a particular exam paper will **not** be released in advance of the exam itself. Centres should **not** make assumptions about what will be assessed by a particular exam based on what has been covered on previous occasions. In order to be fully prepared for the exam, learners **must** be ready to answer questions on **any** of the content outlined below.

The table below provides an overview of how the qualification's Learning Outcomes are covered by each exam and the number of **marks** available per Learning Outcome (ie **not** the number of *questions* per Learning Outcome). In preparing candidates for the exam, we recommend that centres take note of the number of marks allocated to Learning Outcomes and to assign teaching and preparation time accordingly.

In preparing candidates for the exam, centres should refer to the Qualification Handbook which gives full details of each Learning Outcome.

The following is a summary of only that qualification content which is assessed by the exam and **not** a summary of the full content of the qualification.

Unit	Learning outcome	Topics	Number of marks per section
302 Leadership and team development in hospitality service	1 Understand the role of the food and beverage supervisor	1.1 Effective supervision 1.2 Leadership styles and characteristics	17
	2 Understand the principles of building an effective team	2.1 Human resource processes in team building 2.2 Characteristics and benefits of an effective teamg	

	3 Understand effective training and development	3.1 The purpose of training and developing teams 3.2 The principles of training	
303 Hospitality service business operations	1 Understand the classification of legal structures for businesses	1.1 Financial implications of different legal structures for a business 1.2 Economic factors affecting a food and beverage business	16
	2 Understand pricing and revenue in food and beverage businesses	2.1 Role of the supervisor in maximising revenue 2.2 Factors that impact pricing 2.3 Pricing tactics 2.4 Ways to maximise revenue	
	4 Understand day-to-day financial controls of food and beverage businesses	4.1 Purpose of financial records and controls 4.3 Financial processes in food and beverage businesses	
	5 Understand the principles of stock control	5.1 Principles of purchasing stock 5.2 Stock control management systems	
305 Principles of beverage service	1 Understand the legal and social implications of beverage service	1.1 Legal and social implications of alcoholic beverage service 1.2 Legal implications of non-alcoholic beverage service	14
	2 Understand the production and characteristics of beverages	2.1 Alcoholic beverages 2.2 Non-alcoholic beverages	
	3 Principles of beverage service	3.1 Wine, beer, spirits 3.2 Cocktails 3.3 Coffee and tea	
307 Gastronomy and the dining experience	1 Understand the influences on eating and drinking culture	1.1 Influences on eating and drinking culture	15

	1.2 Factors that contribute to the development of menus	
2 Understand factors that affect dining experiences	2.1 Types of dining experiences 2.2 Factors that affect the dining experience	
3 Understand the concept of food and beverage matching	3.1 Language and terms used in food and beverage matching 3.2 Matching wine and beer to food	
	Total marks for sections:	62 marks
	Integration across units*:	18 marks
	Total marks for exam: 80 Marks	

* *Integration across units*. These marks relate to Assessment Objective 4. These marks are awarded to differentiate between levels of performance by candidates taking the exam. The marks are given for how well a candidate has applied their knowledge, understanding and skills from across the units that make up the qualification in an integrated way to meet the requirements of the exam questions.

3. Guidance

Vocabulary of the exam: use of 'command' verbs

The exam questions are written using 'command' verbs. These are used to communicate to the candidate the type of answer required. Candidates should be familiarised with these as part of their exam preparation.

The following guidance has been produced on the main command verbs used in City & Guilds Technicals exams.

A more detailed version of this table, which also includes the command verbs used in the assignments is published in *City & Guilds Technical Qualifications Teaching, Learning and Assessment* guide.

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

Give a rationale	Provide a reason/reasons/basis for actions, decisions, beliefs, etc
Identify	Recognise a feature, usually from a document, image, etc and state what it is
Justify	Give reasons for, make a case for, account for, etc decisions, actions, conclusions, etc, in order to demonstrate why they suitable for or correct or meet the particular circumstances, context
Label	Add names or descriptions, indicating their positions, on an image, drawing, diagram, etc
List	Give as many answers, examples, etc as the question indicates (candidates are not required to write in full sentences)
Name	Give the (technical) name of something
Propose	Present a plan, strategy, etc (for consideration, discussion, acceptance, action, etc).
Select	Choose the best, most suitable, etc, by making careful decisions
State	Give the answer, clearly and definitely
Summarise	Give a brief statement of the main points (of something)

Question types

The following explains, and gives examples of, types of questions used in City & Guilds Technical exams. In preparing candidates to take the exam, it is recommended that you familiarise them with the requirements of each question type so that they can be effective and make best use of the time available when sitting the exam.

- An effective candidate will gauge the type and length of response required from the question and the number of marks available (which is given for each question on the exam paper).
- Short answer questions may not require candidates to write in complete sentences. Extended response questions will require a more developed response.
- Candidates should read the exam paper before attempting to answer the questions and should allocate time proportionate to the number of marks available for each question or section.

Question type:	Example question	Example question:
<p>Short answer questions (restricted response) These are questions which require candidates to give a brief and concise written response. The number of marks available will correspond to the number of pieces of information/examples and the length of response required by the question.</p>	<p>State two factors to consider when designing and producing menus for a privately owned restaurant.</p> <p>(2 marks)</p>	<p>Answer: 1 mark each for any of the following, to a maximum of 2 marks:</p> <ul style="list-style-type: none">• Commodity prices and availability.• Supplier's agreements.• External impacts - Wider economy (interest rates, competition), taxes.• Energy prices.• Staff skills level and cost.

Structured Response Questions

These are questions that have more than one part (eg a), b), etc.). The overall question is made up of linked, short answer questions which move the candidate through the topic in a structured way. For example, the question will usually start with a 'recall'/'state'/'describe' question followed by an 'explain' to draw out understanding of the topic. They usually have a shared introductory 'stem', and the number of marks may increase through the question.

- a) Describe **three** leadership styles used by a food and beverage supervisor. (3 marks)
- b) For **each** style of leadership in a), explain a situation when it would be appropriate to be used. (3 marks)

Answer:

a)
1 mark each for any of the following, to a maximum of 3 marks:

Allow mark if description only provided:

- Autocratic / authoritarian – takes control.
- Democratic /participative – encourages team participation and ideas.
- Laissez-faire / delegative – relaxed approach with a strong team.

b)
1 mark each for any of the following, 1 mark available for situation for each style, to a maximum of 3 marks:

- Autocratic – under tight time constraints (need for strict control to ensure deadlines are met) (1); crisis management (single point of control to handle all areas effectively) (1), incident management (to resolve issues as quickly as possible) (1).
- Democratic – during normal service (1), team management staff with different skills levels (1), resource issues (1).
- Laissez-faire – during normal service (1), team management (1).

Extended response questions

Extended response questions are those that require the candidate to write a longer written response using sentences and paragraphs. These usually require candidates to discuss, explain, etc. a topic in some detail. The question is often based on a short case study, scenario or other prompt. The level of detail should be gauged from the question and the number of marks available.

Example question

A supervisor has taken on a new role in a restaurant they have been working for over the past two years. They are aware that there have been an escalating number of customer complaints that have led to a decline in bookings and a fall in business levels.

Discuss the strategies that will contribute to a successful business.

(9 marks)

Mark scheme

Indicative content

Strategies:

- Allocated tasks are completed – all team members understand the requirements of their job and know how to complete them.
- Customer requirements are met – all team members know how to meet the needs of customers or where to obtain help.
- Service standards are met – all team members understand and are confident to deliver service standards.
- Targets are met – realistic targets are set, team members understand how to achieve them.
- Business runs efficiently – all team members know their role and feel valued.
- The environment is safe – risk assessments are completed and maintained to provide a safe working environment.
- Legislative requirements are met – legislative responsibilities are clearly understood and adhered to by all team members.

Performance indicators:

- Covers – bookings and turnover, daily/weekly trends.
- Average spends – per customer.

- Targets – target markets, covers per day/per meal.
- Repeat business – trends over a period.
- Referral business – target market.
- Sales mix – types of customers.
- Food/beverage breakdown – additional sales.
- On line customer views – positive, negative.
- Recorded customer feedback – complaints and complements, actions taken.
- Staff retention / turnover.

Band 1 (1 – 3 marks)

Candidate has outlined supervision methods and performance indicators but response lacks depth and clarity. Basic suggestions put forward but few examples provided. Answer lacks coherence and depth.

Example band 1 response

Every day before service starts all employees must be pulled to one side. They should be briefed on every area of service such as, the number of customers booked into the restaurant, any menu changes and any allergens that are on the menu. This should be done every day as this can be the difference between a smooth service and a very bad service. The Staff now know what they are doing, the supervisor should also specify that if a customer has any complaints that they are told immediately and that if the staff have any questions or problems that they should ask them for help. At the end of each day the supervisor should have a debrief telling the staff what they did wrong, what could have been better and what went well. They should then go on to set goals for the next day, an example of which is to not break as many glasses, or not to get as many complaints. But this will motivate the staff to do better. Every day should be like this, all mistakes should be taken note off, and any staff members that repeatedly misbehave should be given warnings as they may be the reason why customers are not returning. You should also specify that manners are highly important in the hospitality industry and a smile should always be on the face of every employee on the restaurant floor. A friendly smile can be the difference between a customer leaving and never returning and a customer leaving and wanting to come back.

Band 2 (4 – 6 marks)

Candidate has discussed strategies for supervising the team that offers some insight into effective supervision. Performance indicators have been listed but not related to the ongoing success of the business. Candidate displayed an understanding of effective supervision.

Example band 2 response

To manage the staff, one strategy would be to have one to one meetings with them so that you can catch up on how they are finding everything, this will give you an opportunity to discuss their individual progress and targets and concerns for that employee and for them to ask any questions about their job role. Another strategy is that if you see that a member or a few members of staff are lacking in an area of their job, you could ask them to complete an e-learning course on that specific job that they are not doing so well in. once they have been on the e-learning course, the manager could review it and go over the course with the employee and maybe ask them a few questions about the job role to see what they have learnt and then watch them do it so you can see how they are improving. Another idea would be to read through the customer complaints and tell your staff before the start of shift what has been said and come up with ways how everyone can prevent this from happening again, for example, if the complaint was the food was too cold, ask the staff who is taking out that food or preparing it to go out to check the temperature of the food and if it's too cold, heat it up more and apologise to the customer and say the food will be a few more minutes. By doing these it will contribute greatly to the business and customer numbers will increase with good service and food. Some performance indicators that could be used to see how successful the strategies have been could include checking if business levels have increased and if customers are returning. If the staff are meeting the targets that have been set for them and by checking feedback to see if customers are happier with the service and food, this can be collected by asking customer to complete feedback before leaving the restaurant and on line. When staff have been retrained it is also important to see how they have improved in completing their job, this can be done by observing them or setting assessments to see how well they do.

Band 3 (7 – 9 marks)

Candidate has discussed strategies in detail with examples of how they relate to team members. They have demonstrated a clear and developed insight into performance measures and how they impact on the success of the business.

Example band 3 response

The first strategy to consider would be for the supervisor to allocate the tasks to be completed for service to all members of the team, it is important they ensure everyone understands what they need to do and that they have the skills to complete the tasks. If someone is issued a task that they are not confident to do it would result in them not completing it and then affecting the service and other members of the team having to do it. If the supervisor allocates tasks using the individual team members' strengths then they will be completed quickly and to the required standard. This can also help the business to run efficiently and builds team work so everyone is happy in their work. The supervisor could set individual targets for the team members so they can see how well they are doing and know when they have achieved their targets. During the pre-service briefing the supervisor needs inform the team of any customer special requests, this could be relating to allergies where it is important that they are given accurate information on the menu to avoid or a birthday where the customer has requested a birthday cake. It may also be about wheelchair access or a hire chair for a small child. If these needs are not met it could lead to customer complaints and them not wanting to return. The team need to know how to meet these needs and if they are not sure then to ask their supervisor who needs to make they can be provided.

Every restaurant will have set service standards that the staff have been trained in to make sure procedures are followed and a quick service is provided. It is the responsibility of the supervisor to make sure these standards are followed, if a member of staff started changing the way things are done then it would lead to confusion, it could delay the service and lead to complaints. If standards are always followed then the customer know what to expect and is more likely to return. The other strategies that are also important include the supervisor making sure the restaurant is safe for both the staff and customers, this can be achieved by completing risk assessments and making sure hazards are dealt with. The team should be trained in identifying hazards and knowing what to do, this will also make sure the service runs smoothly and customers feels safe when eating in the restaurant. The last area that it is important for the supervisor to make sure all team members understand is what their responsibility is in relation to the law, this would include, Health and Safety, Food safety, Licensing, Allergens and making sure menus accurately describe the dishes so that customers are not miss sold items. The supervisor needs to make sure that their team understand their responsibilities and that they are following rules and regulations.

If these strategies are introduced the service provided to customers should improve which would mean booking increase, customer complaints decrease and they return.

The performance indicators that the supervisor could use to see if their strategies are improving the business would include reviewing booking trends to see if bookings are increasing and customer spend is higher which would result in a more profitable business. If the team have been set targets this could be used as a measure to see how many covers they have served, if they have been upselling to increase average spends and also the levels of positive customer feedback they have received.

The supervisor should monitor the levels of repeat business through questionnaires or by monitoring the customers' bookings to see who is returning to the restaurant which would be an indication that they are happy with the service and enjoying the food. They could also speak to new customers to see if they were recommended to eat at the restaurant or how they heard about the restaurant. It is important for the supervisor to analyse the market mix to provide management on the types of customer that are eating in the restaurant and when. The other area that the supervisor should use as a performance indicator is the breakdown of sales to see how much is being taken in food sales compared to drink sales which will also show how well the team are upselling. This will make sure that the business is more successful and that the reputation keep building.

Customer feedback can be a key performance indicator as it is the customer that we are trying to please and so we need to know well they think we are doing. The best way is to do check backs whilst they are eating so that any issues can be dealt with by the team, this can be followed up with more formal feedback where the customer completes on line questionnaires which can then be analysed. It is also important that complaints are dealt with quickly, this is usually the responsibility of the supervisor who should record the complaint and the action taken. If it relates to a member of the team then they it needs to be dealt with, this could be through a one to one meeting or implementing update training to improve their performance. This will all add to the restaurants reputation and increase business. If the team are happy and providing a high standard of service they will have greater job satisfaction which will result in higher staff retention and lower staff turnover which contributes to the overall success of the business.

Examination technique

Candidates with a good understanding of the subject being assessed can often lose marks in exams because they lack experience or confidence in exams or awareness of how to maximise the time available to get the most out of the exam. Here is some suggested guidance for areas that could be covered in advance to help learners improve exam performance.

Before the exam

Although candidates cannot plan the answers they will give in advance, exams for Technical qualifications do follow a common structure and format. In advance of taking the exam, candidates should:

- be familiar with the structure of the exam (ie number and type of questions).
- be aware of the amount of time they have in total to complete the exam.
- have a plan, based on the exam start and finish time for how long to spend on each question/section of the exam.
- be aware of how many marks are available for each question, how much they should expect to write for each question and allow most time for those questions which have the most marks available.

At the start of the exam session

At the start of the exam, candidates:

- should carefully read through the instructions before answering any questions.
- may find it helpful, where possible, to mark or highlight key information such as command words and number of marks available on the question paper.
- identify questions which require an extended written answer and those questions where all or part of the question may be answered by giving bullets, lists etc rather than full sentences.

Answering the questions

Candidates do not have to answer exam questions in any particular order. They may find it helpful to consider, for example:

- tackling first those questions which they find easiest. This should help them get into the 'flow' of the exam and help confidence by building up marks quickly and at the start of the exam.
- tackling the extended answer question at an early stage of the exam to make sure they spend sufficient time on it and do not run out of time at the end of the exam.

Candidates should avoid wasting time by repeating the question either in full or in part in their answer.

Candidates should **always** attempt every question, even questions where they may be less confident about the answer they are giving. Candidates should be discouraged however, from spending too long on any answer they are less sure about and providing answers that are longer and give more detail than should be necessary in the hope of picking up marks. This may mean they have less time to answer questions that they are better prepared to answer.

Extended answer questions

Before writing out in full their answer to extended questions, candidates may find it helpful to identify the key requirements of the question and jot down a brief plan or outline of how they will answer it. This will help clarify their thinking and make sure that they don't get 'bogged down' or provide too much detail for one part of the question at the expense of others.

Towards the end of the exam

Candidates should always set aside time at the end of the exam to read back through and review what they have written in order to make sure this is legible, makes sense and answers the question in full.

If a candidate finds they are running out of time to finish an answer towards the end of the exam, they should attempt to complete the answer in abbreviated or note form. Provided the content is clear and relevant, examiners will consider such answers and award marks where merited.

Further guidance on preparing candidates to take the exam is given in the City & Guilds publication, [Technical Qualifications, Teaching, Learning and Assessment](#) which can be downloaded free of charge from City & Guilds website.

4. Further information

For further information to support delivery and exam preparation for this qualification, centres should see:

City & Guilds

Qualification homepage: <https://www.cityandguilds.com/qualifications-and-apprenticeships/hospitality-and-catering/hospitality-and-catering/6103-food-and-beverage-service#tab=documents> which includes:

- Qualification handbook
- Synoptic Assignment
- Sample assessments

Technical Qualifications, Resources and Support: www.cityandguilds.com/techbac/technical-qualifications/resources-and-support

Joint Council for Qualifications

Instructions for Conducting Examinations: <http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>