Level 3 Supervision in Food and Beverage Services - Synoptic assignment (6103-031)

Version 1.0

Assessment Pack
Synoptic Assignment 2018

Version and date	Change detail	Section

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 been asked to organise a movie themed 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 researching similar types of events before discussing the delivery plan with your tutor.

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

In order to improve for future events that you organise, you will need to evaluate the success of **all** stages of the event including from both the customer and the business perspective as well as your own preparation and performance.

Tasks

Task 1

a) Design a targeted marketing campaign for the event.
b) Produce a delivery plan to include 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
- Delivery plan
- Staff briefing document
- Contingency plan.

Additional evidence of your performance that must be captured for marking:
- Your tutor's meeting notes from discussion on research notes.

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
- A photograph of **each** the completed table set-up by you and/or your marker and one photograph of yourself demonstrating how you work and how you are dressed
- Witness statements from any relevant personnel.

Task 3

Collect, interpret and evaluate evidence generated through **all** stages of the event to determine its level of success including the customer and the business perspective as well as a self-evaluation of your own preparation and performance.

> ***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

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 materials demonstrating the ability to select from a range of appropriate materials.

Task specific guidance
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 movie themed 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 movie theme.

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

Candidates should research similar events and use this information to support their plan. **Research collected for use in the plan should be submitted to the tutor for approval during the discussion before candidates begins 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 discussion will take place, as long as it occurs before writing begins. Evidence should be returned to the candidates upon writing.

Candidates must discuss their research and plan ideas with the tutor. Evidence of this discussion must be recorded in the form of meeting notes. 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/work schedules
- health & safety and food safety
- customer service
- documentation
- debrief.

The tutor **must** ensure that at least the minimum number of customers are booked to attend to provide a realistic opportunity to supervise the service. If the minimum number of customers do not attend, it is expected that the candidate is allowed to demonstrate their contingency planning.

The expectation is that a centre would hold seperate events for **each** candidate so they can supervise and monitor all aspects of the service. Centres should **not** allow more than one candidate to supervise the service by splitting the supervision between multiple candidates. Tutors should **not** assess more than **one** candidate at a time.

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

Photographs are an important aspect of the evidence, but they should be kept to a minimum. Photographs must **not** be used to replace marker's notes.

The following is required:
- a photograph of table set-up
- a photograph of the candidate, which clearly shows how they worked and how they are dressed.

Photographs **must:**
- be in colour
- of a suitable size (a **maximum** of two shots per one A4 page)
- be taken in appropriate lighting with a clear focus to ensure the table set-up, candidate working practice and attire can be seen
- include candidate's ID with the table set-up.

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 to include:
- Planning documents used to support supervision of event.
- Analysis of customer feedback where the focus is on candidate's performance.
- Financial analysis of sales and budget.
- Team feedback.
- Witness statements from any relevant personnel.

Evidence collected during the event for use in the evaluation should be submitted to the tutor 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 upon writing.

Time

The following timings are provided to support centre planning.

The maximum time allocated for the completion of **all** tasks and production of evidence for this assessment is **eleven** 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 **two** academic weeks before the tasks to give candidates time to complete research activities. It is recommended that the tutor set aside **one** hour for meeting with the candidate to discuss their notes from research before they complete Task 1. Task 1 should be completed in **two** hours. It is also recommended that the practical Task 2 should take between **five to six** hours and the evaluation Task 3 should be completed in **two** 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.

Total – 10 to 11 hours.

Task 1 – Planning: 2 hours (maximum)

Task 2 – Practical: 5-6 hours (recommended)

Task 3 – Evaluation 2 hours (maximum)

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.

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
15	**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?	**(1-3 marks)** **Recall shows some weaknesses in breadth and/or accuracy.** Hesitant, gaps, inaccuracy	**(4-6 marks)** **Recall is generally accurate and shows reasonable breadth. Inaccuracy and misunderstandings are infrequent and usually minor.** Sound, minimal gaps	**(7-9 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:* Legislation, financial planning, service planning. product knowledge, service styles.		
		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.

20	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?	**(1-4 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,	**(5-8 marks)** **Explanations are logical. Showing comprehension and generally free from misunderstanding, but may lack depth or connections are incompletely explored.** Logical, slightly disjointed, plausible,	**(9-12 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: An understanding of legislation, marketing, resource, supervision and planning, managing teams, food and drink matching meeting creating a dining experience.		
		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.

25	**AO3** Application of **practical/ technical skills**	**(1-5 marks)**	**(6-10 marks)**	**(11-15 marks)**
	• 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	**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.	**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.	**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 with staff, customers and other departments, written skills eg completion of documents such as pre-event plan, post event evaluation.

| 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. |

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: 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.		

	There was limited evidence of the candidate using their knowledge and understanding to make straightforward and standardised links between topics across the qualification. Candidate demonstrated lack of originality in the development of the event plan, the marketing campaign. Candidate used limited methods to communicate. Language used was limited and with some errors and omissions throughout. *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	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. Candidate made errors and omission in planning, running and evaluating the event. The event lack coherence and supervisory skills were poor. Candidate used a range of communication methods effectively to ensure accurate information was provided during the planning and execution of the event. *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	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. Candidate created original and detailed event plan, briefing notes. All the evidence presented was well detailed and comprehensive. Candidate used a wide range of communication methods throughout all stages of the event *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

15	**AO5** Attending to **detail/** perfecting	**(1-3 marks)**	**(4-6 marks)**	**(7-9 marks)**
	• 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	**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.	**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.	**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

	perfectionist 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 |