Level 2 Technical Award in Cookery and Service for the Hospitality Industry (6106-20)

Qualification Handbook

Qualification at a glance

Industry area	Hospitality and Catering
City & Guilds qualification number	6106
Age group	14 – 16 (Key Stage 4)
Assessment	To gain this qualification, candidates must successfully achieve the following assessments: • One externally set, externally moderated assignment One externally set, externally marked exam, sat under examination conditions
Grading	This qualification is graded Pass/Merit/Distinction/Distinction* For more information on grading, please see Section 6: Grading.
Approvals	This qualification requires full centre and qualification approval
Support materials	Sample assessments Guidance for delivery Guidance on use of marking grids
Registration and certification	Registration and certification of this qualification is through the Walled Garden, and is subject to end dates.
External quality assurance	This qualification is externally quality assured by City & Guilds. Internally marked assignments are subject to external moderation. There is no direct claim status available for this qualification.

Title and level	Size (GLH)	TQT	City & Guilds qualification number	Ofqual accreditation number
Level 2 Technical Award in Cookery and Service for the Hospitality Industry	120	160	6106-20	601/7244/7

Version and date	Change detail	Section
1.1 May 2016	Small typographical errors	Throughout
	TQT added for qualifications Assessment component titles amended	1. Introduction
	Summary of assessment methods and conditions	5. Assessment
	Moderation and standardisation of assessment updated throughout	6. Moderation and standardisation of assessment
	Awarding individual assessments Awarding grades and reporting results	7. Grading
	Enquiries about results Re-sits and shelf-life of assessment results Malpractice Access arrangements and special consideration	8. Administration
1.2 August 2016	Amended depth in Unit 203, Topic 1.3	Units
1.3 November 2016	Amended test duration under the Exam specification	4. Assessment
1.4 September 2017	Updated assessment objectives	4. Assessment
2.0 February 2020	Overview table in Introduction amended	What is this qualification about?

Contents

1   Introduction

What is this qualification about?

The following purpose is for the **Level 2 Technical Award in Cookery and Service for the Hospitality Industry (601/7244/7)**. This qualification is suitable for you if aged 14 – 16.

Area	Description
OVERVIEW	
Who is this qualification for?	This qualifications allows you to explore the hospitality industry. If you are interested in exploring what is hospitality, what kinds of technologies are used within the industry, how current trends and developments are changing, what makes someone a vegan, what skills are needed to make an afternoon tea and different types of service, then this qualification is for you.
What will the student study as part of this qualification?	You will understand the hospitality industry within the United Kingdom, taking into consideration trends and developments. You will understand the impact innovation and technology has on the industry, including use of social media. You will understand how commodities are used to produce food for meal occasions and will recognise links between allergens, diets and well-being. You will understand food and beverage service. You will also be provided with opportunities to develop technical skills required to produce food and serve food and beverages. This qualification has three units: • Exploring the hospitality industry • Food preparation and cookery • Food and beverage service
What knowledge and skills will the student develop as part of this qualification and how might these be of use and value in further studies?	The qualification develops the following knowledge, understanding and skills: • importance of the hospitality industry in relation to revenue, employment and society • size, composition and classification of the hospitality industry • organisational structure of different roles and responsibilities within the hospitality industry • effects of trends and developments on hospitality industry operations

	- influence of legislation and impact of non-compliance - how social media is used and how new technologies have affected the industry - how commodities are characterised into different food groups - different allergens and legal requirements for identification - how and why dietary requirements impact food consumption choices - different styles of food service, their suitability to different establishments - different styles of food service, their suitability to different establishments - different types of beverage and how they are served - the importance of customer service skills - development of technical skills to produce suitable foods, and serve food and beverages, for meal occasions Your understanding and skills can be developed further through progression to other qualifications such as A levels, or specific to a sector, including: - City & Guilds Level 2 Technical Certificate in Professional Cookery - City & Guilds Level 2 Technical Certificate in Food and Beverage Service - City & Guilds Technical Certificate in Food Preparation and Service - City & Guilds Level 3 Advanced Technical Diploma in Professional Cookery. - You would also find the understanding and skills useful to progress to an apprenticeship, such as: - Level 2 Commis Chef Apprenticeship - Level 2 Hospitality Team Member Apprenticeship. - Level 2 Production Chef Apprenticeship
Which subjects will complement this course?	GCSEs in Food and Nutrition, Leisure and Tourism, English, Maths, and Geography will complement this qualification.

FURTHER INFORMATION Please refer to the Qualification Handbook, available on the City & Guilds website, for more information

Qualification structure

For the **Level 2 Technical Award in Cookery and Service for the Hospitality Industry** the teaching programme must cover the content detailed in the structure below:

City & Guilds unit number	Unit title	GLH
201	Exploring the hospitality industry	30
202	Food preparation and cookery	60
203	Food and beverage service	30

Total qualification time (TQT)

Total Qualification Time (TQT) is the total amount of time, in hours, expected to be spent by a Learner to achieve a qualification. It includes both guided learning hours (which are listed separately) and hours spent in preparation, study and assessment.

Title and level	GLH	TQT
Level 2 Technical Award in Cookery and Service for the Hospitality Industry	120	160

Assessment

To achieve the **Level 2 Technical Award in Cookery and Service for the Hospitality Industry** candidates must successfully complete **both** mandatory assessment components.

City & Guilds component number	Title
001	Level 2 Cookery and Service for the Hospitality Industry - Synoptic assignment (1)*
002	Level 2 Cookery and Service for the Hospitality Industry - Theory exam (1)*

Number of mandatory assessments per assessment type

2   Centre requirements

Approval

New centres will need to gain centre approval. Existing centres who wish to offer this qualification must go through City & Guilds' **full** Qualification Approval Process. There is no fast track approval for this qualification. Please refer to the City & Guilds website for further information on the approval process: **www.cityandguilds.com**

Resource requirements

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualification before designing a course programme, as detailed under the following headings.

Centre staffing

Staff delivering this qualification must be able to demonstrate that they meet the following requirements:
- be technically competent in the areas in which they are delivering
- be able to deliver across the breadth and depth of the content of the qualification being taught
- have recent relevant teaching and assessment experience in the specific area they will be teaching, or be working towards this
- demonstrate continuing CPD.

Physical resources

Centres must be able to demonstrate that they have access to the equipment and technical resources required to deliver this qualification and its assessment.

Internal Quality Assurance

Internal quality assurance is key to ensuring accuracy and consistency of assessment being marked by tutors. Internal Quality Assurers (IQAs) monitor the work of all tutors involved with a qualification to ensure they are applying standards consistently throughout assessment activities. IQAs must have, and maintain, an appropriate level of technical competence and be qualified to make both marking and quality assurance decisions through a teaching qualification or recent, relevant experience.

Learner entry requirements

Centres must ensure that all learners have the opportunity to gain the qualification through appropriate study and training, and that any prerequisites stated in the *What is this qualification about?* section are met when registering on this qualification.

Age restrictions

This qualification is approved for learners aged 14 – 16.

3   Delivering technical qualifications

Delivering a Technical Award – key tips

Our Technical Awards are high-quality qualifications that give learners a broad introduction to their chosen industry sector. The **Level 2 Technical Award in Cookery and Service for the Hospitality Industry** provides learners with exciting opportunities to develop both their applied knowledge and theoretical understanding, alongside their development of key practical and technical skills within the hospitality and catering sector.

Taking a holistic approach to delivery

Tutors are encouraged to take a holistic approach to the delivery of topics and themes from across the units that make up this Technical Award. Linking key related concepts from across different units will help to develop learners' understanding of the connections between the different elements of knowledge and skills, as well as preparing them to complete the synoptic assessment requirements.

Engaging with employers to develop links between theory and practice

The use of employers and valuable work-related learning contexts are beneficial in developing links between theory and practice. Trips and visits to a range of industry sector providers can help bring concepts to life, enabling learners to apply and deepen their understanding of:

- how key terms, processes and models can be applied in different contexts
- the scale and scope of their industry sector
- the local skills gaps and needs that may exist.

Use of learning technologies

The use of learning technologies can be useful in developing learners' independent learning skills. Online learning content, provided through a virtual learning environment or similar platform, can offer valuable opportunities for reinforcing key concepts and extending learning outside the classroom. Learners should be challenged to develop both their industry related technical knowledge and understanding along with skills in digital literacy and applied English and mathematics. For example, the safe and appropriate use of online discussion forums may help learners to develop their critical evaluation skills when sharing key resources or debating a key concept or process. Smart devices, audio-visual tools and social media should be harnessed, to support learners in researching and recording industry related practices.

Development of learning and thinking skills

Learners should be encouraged to develop confidence in their independent research skills, making effective use of both online and offline information sources. Relevant industry magazines and trade journals, along with good quality websites should be signposted as key sources of sector information. Teaching activities should promote the evaluation of different information sources to consider their validity and reliability.

Tutors are encouraged to use creative and collaborative learning activities which inspire and engage learners to confidently apply and evaluate their developing technical knowledge and skills. Learners should be encouraged to take responsibility for their own learning and development; drawing on their own experiences where possible. Meaningful self and peer-assessment activities are encouraged to develop learners' self-awareness and reflective practice as independent, critical thinkers. Inclusive

learning activities which challenge stereotypes and develop learners' awareness of diversity in their industry sector are particularly important.

Support materials

The following resources are available for this qualification:

Description	How to access
Sample assessments Guidance for delivery Guidance on use of marking grids	Available 2016 on the qualification pages on the City & Guilds Website: **www.cityandguilds.com**

4   Assessment

Summary of assessment methods and conditions

Component numbers	Assessment method	Description and conditions
001	Synoptic assignment	The synoptic assignment is **externally set, internally marked and externally moderated.** The assignment requires candidates to identify and use effectively in an integrated way an appropriate selection of skills, techniques, concepts, theories, and knowledge from across the content area. Candidates will be judged against the assessment objectives.
		Assignments will be released to centres as per dates indicated in the Assessment and Examination timetable published on our website.
		Centres will be required to maintain the security of all live assessment materials. Assignments will be password protected and released to centres through a secure method.
		There will be one opportunity within each academic year to sit the assignment. Candidates who fail the assignment will have one re-sit opportunity. The re-sit opportunity will be in the next academic year, and will be the assignment set for that academic year once released to centres. If the re-sit is failed, the candidate will fail the qualification.
		Please note that for externally set assignments City & Guilds provides guidance and support to centres on the marking and moderation process.

002	Externally marked exam	The exam is **externally set and externally marked,** and will be taken online through City & Guilds' computer-based testing platform.
		The exam is designed to assess the candidate's depth and breadth of understanding across content in the qualification at the end of the period of learning, using a range of question types and will be sat under invigilated examination conditions. See JCQ requirements for details: **http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations**
		The exam specification shows the coverage of the exam across the qualification content.
		Candidates who fail the exam at the first sitting will have **one** opportunity to re-sit. If the re-sit is failed the candidate will fail the qualification. For exam dates, please refer to the Assessment and Examination timetable.

What is synoptic assessment?

Technical qualifications are based around the development of a toolkit of knowledge, understanding and skills that an individual needs in order to have the capability to work in a particular industry or occupational area. Individuals in all technical areas are expected to be able to apply their knowledge, understanding and skills in decision making to solve problems and achieve given outcomes independently and confidently.

City & Guilds technical qualifications require candidates to draw together their learning from across the qualification to solve problems or achieve specific outcomes by explicitly assessing this through the synoptic assignment component.

In this externally set, internally marked and externally moderated assessment the focus is on bringing together, selecting and applying learning from across the qualification rather than demonstrating achievement against units or subsets of the qualification content. The candidate will be given an appropriately levelled, substantial, occupationally relevant problem to solve or outcome to achieve. For example this might be in the form of a briefing from a client, leaving the candidate with the scope to select and carry out the processes required to achieve the client's wishes, as they would in the workplace.

Candidates will be marked against assessment objectives (AOs) such as their breadth and accuracy of knowledge, understanding of concepts, and the quality of their technical skills as well as their ability to use what they have learned in an integrated way to achieve a considered and high quality outcome.

How the assignment is synoptic for this qualification

The typical assignment brief could be, for example, to prepare, cook and serve a cooked breakfast. This will require the candidate to demonstrate their knowledge, understanding and/or skills of various aspects from the units that make up the qualification, including:

- roles and responsibilities within the hospitality industry

- health and safety requirements and responsibilities
- different food groups and their suitability for specific meal occasions
- allergens and special requirements
- cooking skills, methods and equipment
- different types of food and beverage service
- food and beverage service skills.

External exam for stretch, challenge and integration

The external assessment will draw from across the full content of the qualification, using a range of shorter questions to confirm breadth of knowledge and understanding. Extended response questions are included, giving candidates the opportunity to demonstrate higher level understanding and integration through discussion, analysis and evaluation, and ensuring the assessment can differentiate between 'just able' and higher achieving candidates.

Assessment objectives for synoptic assignments

The assessments for this qualification are set against a set of assessment objectives (AOs) which are used across all City & Guilds Technicals to promote consistency among qualifications of a similar purpose. They are designed to allow judgement of the candidate to be made across a number of different categories of performance.

Each assessment for the qualification has been allocated a set number of marks against these AOs based on weightings recommended by stakeholders of the qualification. This mark allocation remains the same for all versions of the assessments, ensuring consistency across assessment versions and over time.

The following table explains all AOs in detail, including weightings for the synoptic assignments. In some cases, due to the nature of a qualification's content, it is not appropriate to award marks for some AOs. Where this is the case these have been marked as N/A. Weightings for exams (AOs 1, 2 and 4 only) can be found with the exam specification.

Assessment objective	Level 2 Technical Award in Cookery and Service for the Hospitality Industry Typical expected evidence of knowledge, understanding and skills	Approximate weighting
AO1 Recalls knowledge from across the breadth of the qualification.	Industry structure, roles and responsibilities, legislation, hot and cold beverages, allergens, service plan considerations, trends and development, commodities, cooking methods, equipment	15%
AO2 Demonstrates understanding of concepts, theories and processes from across the breadth of the qualification.	Use of technical skills, methods and equipment required for dish, food and beverage service skills, communication, technologies, environmental and sustainable practices, health and nutrition	25%
AO3 Demonstrates technical skills from across the breadth of the qualification.	Compliance with health and safety, food safety throughout food production and service, customer interaction, food and beverage service skills, food preparation and production skills, team work	25%
AO4 Applies knowledge, understanding and skills from across the breadth of the qualification in an integrated and holistic way to achieve specified purposes.	Applying and linking knowledge and understanding to the given scenario by putting theory into practice, learning by experience and experimenting	25%
AO5 Demonstrates perseverance in achieving high standards and attention to detail while showing an understanding of wider impact of their actions.	Meeting specific requirements of the task and following standard operating procedures, attention to detail, regular checks on quality of work, correcting errors as they arise; taking advice and acting upon it, responding to formative feedback	10%

Exam specification

AO weightings per exam

AO	Test 1 weighting (approx. %)
AO1 Recalls knowledge from across the breadth of the qualification.	16
AO2 Demonstrates understanding of concepts, theories and processes from across the breadth of the qualification.	59
AO4 Applies knowledge, understanding and skills from across the breadth of the qualification in an integrated and holistic way to achieve specified purposes.	25

The way the exam covers the content of the qualification is laid out in the table below:

Assessment type: Examiner marked, written exam, usually delivered online*
Assessment conditions: Invigilated examination conditions
Grading: X/P/M/D

Test 002	Duration: 2hrs		
Unit	Outcomes	Number of marks	%
201	1. Understand the size and structure of UK hospitality industry 2. Understand influences on the hospitality industry 3. Understand the impact of innovation and technology on the hospitality industry	25	31
202	1. Understand how commodities are used to produce food for meal occasions 2. Understand links between allergens, special diets and well-being 3. Develop technical skills required to produce food	27	34
203	1. Understand food and beverage service	8	10
N/A	Integration across the units	20	25
	Total	**80**	**100**

*These exams are sat under invigilated examination conditions, as defined by the JCQ:
http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations

Entry for exams can be made through the City & Guilds Walled Garden.

5   Moderation and standardisation of assessment

City & Guilds' externally set assignments for technical qualifications are designed to draw from across the qualifications' content, and to contribute a significant proportion towards the learner's final qualification grade. They are subject to a rigorous external quality assurance process known as external moderation. This process is outlined below. For more detailed information, please refer to 'Marking and moderation - Technicals centre guidance' available to download on the City & Guilds website.

It is vital that centres familiarise themselves with this process, and how it impacts on their delivery plan within the academic year.

Supervision and authentication of internally assessed work

The Head of Centre is responsible for ensuring that internally assessed work is conducted in accordance with City & Guilds' requirements. City & Guilds requires both tutors and candidates to sign declarations of authenticity. If the tutor is unable to sign the authentication statement for a particular candidate, then the candidate's work cannot be accepted for assessment.

Internal standardisation

For internally marked work[1] the centre is required to conduct internal standardisation to ensure that all work at the centre has been marked to the same standard. It is the Internal Quality Assurer's (IQA's) responsibility to ensure that standardisation has taken place, and that the training includes the use of reference and archive materials such as work from previous years as appropriate.

Provision for reworking evidence after submission for marking by the tutor

It is expected that in many cases a candidate who is struggling with a specific piece of work may themselves choose to restart and rectify the situation during their normal allocated time, and before it gets to the stage of it being handed in for final marking by the tutor.

In exceptional circumstances however, where a candidate has completed the assignment in the required timescales, and has handed it in for marking by the tutor but is judged to have significantly underperformed, may be allowed to rework or supplement their original evidence for remarking prior to submission for moderation. For this to be allowed, the centre must be confident that the candidate will be able to improve their performance without additional feedback from their tutor and within the required timescales, i.e. the candidate has shown they can perform sufficiently better previously in formative assessments.

The reworked and/or supplemented original evidence must be remarked by the tutor in advance of the original moderation deadline and the moderator informed of any candidates who have been allowed to resubmit evidence.
The process must be managed through the IQA. The justification for allowing a resubmission should be recorded and made available on request. The use of this provision will be monitored by City & Guilds.

---

[1] For any internally assessed optional unit assignments, the same process must be followed where assessors must standardise their interpretation of the assessment and grading criteria.

Internal appeal

Centres must have an internal process in place for candidates to appeal the marking of internally marked components, i.e. the synoptic assignment and any optional unit assignments. This must take place before the submission of marks for moderation. The internal process must include candidates being informed of the marks (or grades) the centre has given for internally assessed components, as they will need these to make the decision about whether or not to appeal.

Centres cannot appeal the outcome of moderation for individual candidates, only the moderation process itself. A request for a review of the moderation process should be made to **appeals@cityandguilds.com**.

Moderation

Moderation is the process where external markers are standardised to a national standard in order to review centre marking of internally marked assessments. These markers are referred to as 'moderators'. Moderators will mark a representative sample of candidates' work from every centre. Their marks act as a benchmark to inform City & Guilds whether centre marking is in line with City & Guilds' standard.

Where moderation shows that the centre is applying the marking criteria correctly, centre marks for the whole cohort will be accepted.

Where moderation shows that the centre is either consistently too lenient or consistently too harsh in comparison to the national standard, an appropriate adjustment will be made to the marks of the whole cohort, retaining the centre's rank ordering.

Where centre application of the marking criteria is inconsistent, an appropriate adjustment for the whole cohort may not be possible on the basis of the sample of candidate work. In these instances a complete remark of the candidate work may be necessary. This may be carried out by the centre based on feedback provided by the moderator, or carried out by the moderator directly.

Moderation applies to all internally marked assignments. Following standardisation and marking, the centre submits all marks and candidate work to City & Guilds via the moderation platform. The deadline for submission of evidence will be available on Walled Garden. See the *Marking and moderation - Technicals Centre Guidance* document for full details of the requirements and process.

In most cases candidate work will be submitted directly to the moderator for moderation. This includes written work, photographic and pictorial evidence, or video and audio evidence. For some qualifications there will be a requirement for moderators to visit centres to observe practical assessments being undertaken. This will be for qualifications where the assessment of essential learner skills can only be demonstrated through live observation. The purpose of these visits is to ensure that the centre is assessing the practical skills to the required standards, and to provide the moderators with additional evidence to be used during moderation. These visits will be planned in advance with the centre for all relevant qualifications.

Post-moderation procedures

Once the moderation process has been completed, the confirmed marks for the cohort are provided to the centre along with feedback from the moderator on the standard of marking at the centre, highlighting areas of good practice, and potential areas for improvement. This will inform future marking and internal standardisation activities.

City & Guilds will then carry out awarding, the process by which grade boundaries are set with reference to the candidate evidence available on the platform.

Centres retaining evidence

Centres must retain assessment records for each candidate for a minimum of three years. To help prevent plagiarism or unfair advantage in future versions, candidate work may not be returned to candidates. Samples may however be retained by the centre as examples for future standardisation of marking.

6   Grading

Awarding individual assessments

Individual assessments will be graded, by City & Guilds, as pass/merit/distinction where relevant. The grade boundaries for pass and distinction for each assessment will be set through a process of professional judgement by technical experts. Merit will usually be set at the midpoint between pass and distinction. The grade descriptors for pass and distinction, and other relevant information (e.g. archived samples of candidate work and statistical evidence) will be used to determine the mark at which candidate performance in the assessment best aligns with the grade descriptor in the context of the qualification's purpose. Boundaries will be set for each version of each assessment to take into account relative difficulty.

Please note that as the Merit grade will usually be set at the arithmetical midpoint between pass and distinction, there are no descriptors for the Merit grade for the qualification overall.

Grade descriptors

To achieve a pass, a candidate will be able to

- Demonstrate the broad knowledge and understanding related to the industry/occupational/technical area, its key principles, practices and legislation.
- Describe some of the main factors impacting on the industry/occupational/technical area to show good awareness of how the industry/occupational/technical area is shaped by the social, environmental, and business environment it operates within.
- Use the broad technical and specific terminology commonly used in the industry/occupational/technical area with accuracy.
- Demonstrate the application of relevant theory and understanding to solve straightforward problems.
- Interpret briefs for routine tasks, attending to the key aspects, and showing a secure understanding of the main concepts and themes across the industry/occupational/technical area.
- Carry out routine planning which shows an ability to identify the relevant information in the brief and use broad knowledge and understanding from across the qualification (including basic technical information) to interpret what a fit for purpose outcome would be, developing a plausible plan to achieve it.
- Achieve an outcome which meets the key requirements of the brief with some success.
- Identify and reflect on the most obvious measures of success for the task and evaluate how successful they have been in meeting the intentions of the plan.
- Work safely throughout, independently carrying out routine tasks and procedures, and having some confidence in attempting more complex tasks.

To achieve a distinction, a candidate will be able to

- Demonstrate an excellent knowledge and understanding related to the industry/occupational/technical area, its key principles, practices and legislation.
- Analyse the impact of different factors on the industry/occupational/technical area to show good understanding of how it is shaped by the social, environmental, and business environment it operates within.
- Use technical and industry/occupation specific terminology commonly used in the industry area accurately and with confidence.
- Demonstrate the application of relevant theory and understanding to solve problems which are sometimes non-routine.

- Analyse the brief in detail, showing confident understanding of concepts and themes from across the qualification content, bringing these together to develop a clear and stretching plan that would credibly achieve a fit for purpose outcome.
- Achieve an outcome which shows an attention to detail in its planning, development and completion, so that it meets the brief completely and to a high quality.
- Carry out an evaluation focussing on relevant quality points, identifying areas of development/improvement as well as assessing the fitness for purpose of the outcome.

Awarding grades and reporting results

The overall qualification grade will be calculated based on aggregation of the candidate's achievement in each of the assessments for the mandatory units, taking into account the assessments' weighting. The **Level 2 Technical Award in Cookery and Service for the Hospitality Industry** will be reported on a four grade scale: Pass, Merit, Distinction, Distinction*.

All assessments **must** be achieved at a minimum of Pass for the qualification to be awarded. Candidates who fail to reach the minimum standard for grade Pass for an assessment(s) will not have a qualification grade awarded and will not receive a qualification certificate.

The contribution of assessments towards the overall qualification grade is as follows::

Assessment method	Grade scale	% contribution
Synoptic Assignment	X/P/M/D	60%
Exam	X/P/M/D	40%

Both synoptic assignments and exams are awarded (see 'Awarding individual assessments', at the start of Section 6, above), and candidates' grades converted to points. The minimum points available for each assessment grade is listed in the table below. A range of points between the Pass, Merit and Distinction boundaries will be accessible to candidates. For example a candidate that achieves a middle to high Pass in an assessment will receive between 8 and 10 points, a candidate that achieves a low to middle Merit in an assessment will receive between 12 and 14 points. The points above the minimum for the grade for each assessment are calculated based on the candidate's score in that assessment.

	Pass	Merit	Distinction
Assignment: 60%	6	12	18
Exam: 40%	6	12	18

The candidate's points for each assessment are multiplied by the % contribution of the assessment and then aggregated. The minimum points required for each qualification grade are as follows:

Qualification Grade	Points
Distinction*	20.5
Distinction	17
Merit	11
Pass	6

Candidates achieving Distinction* will be the highest achieving of the Distinction candidates.

7   Administration

Approved centres must have effective quality assurance systems to ensure valid and reliable delivery and assessment of qualifications. Quality assurance includes initial centre registration by City & Guilds and the centre's own internal procedures for monitoring quality assurance procedures.

Consistent quality assurance requires City & Guilds and its associated centres to work together closely; our Quality Assurance Model encompasses both internal quality assurance (activities and processes undertaken within centres) and external quality assurance (activities and processes undertaken by City & Guilds).

For this qualification, standards and rigorous quality assurance are maintained by the use of:
- internal quality assurance
- City & Guilds external moderation.

In order to carry out the quality assurance role, Internal Quality Assurers (IQAs) must have and maintain an appropriate level of technical competence and have recent relevant assessment experience. For more information on the requirements, refer to *Section 2: Centre requirements* in this handbook.

To meet the quality assurance criteria for this qualification, the centre must ensure that the following procedures are followed:
- suitable training of staff involved in the assessment of the qualification to ensure they understand the process of marking and standardisation
- completion by the person responsible for internal standardisation of the Centre Declaration Sheet to confirm that internal standardisation has taken place
- the completion by candidates and supervisors/tutors of the record form for each candidate's work.

External quality assurance

City & Guilds will undertake external moderation activities to ensure that the quality assurance criteria for this qualification are being met. Centres must ensure that they co-operate with City & Guilds staff and representatives when undertaking these activities.

City & Guilds requires the Head of Centre to
- facilitate any inspection of the centre which is undertaken on behalf of City & Guilds
- make secure arrangements to receive, check and keep assessment material secure at all times,
- maintain the security of City & Guilds confidential material from receipt to the time when it is no longer confidential and
- keep completed assignment work and examination scripts secure from the time they are collected from the candidates to their dispatch to City & Guilds.

Enquiries about results

The services available for enquiries about results include a review of marking for exam results and review of moderation for internally marked assessments.

For further details on enquiries and appeals process and for copies of the application forms, please visit the **appeals page** of the City & Guilds website at **www.cityandguilds.com.**

Re-sits and shelf-life of assessment results

Candidates who have failed an assessment or wish to re-take it in an attempt to improve their grade, can re-sit assessments **once only**. The best result will count towards the final qualification. See guidance on individual assessment types in Section 5.

Factors affecting individual learners

If work is lost, City & Guilds should be notified immediately of the date of the loss, how it occurred, and who was responsible for the loss. Centres should use the JCQ form, JCQ/LCW, to inform City & Guilds Customer Services of the circumstances.

Learners who move from one centre to another during the course may require individual attention. Possible courses of action depend on the stage at which the move takes place. Centres should contact City & Guilds at the earliest possible stage for advice about appropriate arrangements in individual cases.

Malpractice

Please refer to the City & Guilds guidance notes *Managing cases of suspected malpractice in examinations and assessments*. This document sets out the procedures to be followed in identifying and reporting malpractice by candidates and/or centre staff and the actions which City & Guilds may subsequently take. The document includes examples of candidate and centre malpractice and explains the responsibilities of centre staff to report actual or suspected malpractice. Centres can access this document on the City & Guilds website.

Examples of candidate malpractice are detailed below (please note that this is not an exhaustive list):
*   falsification of assessment evidence or results documentation
*   plagiarism of any nature
*   collusion with others
*   copying from another candidate (including the use of ICT to aid copying), or allowing work to be copied
*   deliberate destruction of another's work
*   false declaration of authenticity in relation to assessments
*   impersonation.

These actions constitute malpractice, for which a penalty (e.g. disqualification from the assessment) will be applied.

Where suspected malpractice is identified by a centre after the candidate has signed the declaration of authentication, the Head of Centre must submit full details of the case to City & Guilds at the earliest opportunity. Please refer to the form in the document *Managing cases of suspected malpractice in examinations and assessments*.

Access arrangements and special consideration

Access arrangements are adjustments that allow candidates with disabilities, special educational needs and temporary injuries to access the assessment and demonstrate their skills and knowledge without changing the demands of the assessment. These arrangements must be made before assessment takes place.

It is the responsibility of the centre to ensure at the start of a programme of learning that candidates will be able to access the requirements of the qualification.

Please refer to the *JCQ access arrangements and reasonable adjustments and Access arrangements - when and how applications need to be made to City & Guilds* for more information. Both are available on the City & Guilds website: **http://www.cityandguilds.com/delivering-our-qualifications/centre-development/centre-document-library/policies-and-procedures/access-arrangements-reasonable-adjustments**

Special consideration
We can give special consideration to candidates who have had a temporary illness, injury or indisposition at the time of the examination. Where we do this, it is given after the examination.

Applications for either access arrangements or special consideration should be submitted to City & Guilds by the Examinations Officer at the centre. For more information please consult the current version of the JCQ document, *A guide to the special consideration process*. This document is available on the City & Guilds website: **http://www.cityandguilds.com/delivering-our-qualifications/centre-development/centre-document-library/policies-and-procedures/access-arrangements-reasonable-adjustments**

Unit 201   Exploring the hospitality industry

UAN:	K/507/6525
Level:	2
GLH:	30

What is this unit about?

The purpose of this unit is for learners to gain an overview of the United Kingdom's hospitality industry. The unit requires learners to understand the size and structure of the UK's hospitality industry, differing trend and developments, and the impact of innovation and technology.

Learners introduced to this unit may have further questions such as:
- What is hospitality?
- Is this a growing industry?
- What kind of jobs are there?
- How can I progress?
- What kind of technology is used in the industry?

Learning outcomes

In this unit, learners will be able to:
1. Understand the size and structure of UK hospitality industry
2. Understand influences on the hospitality industry
3. Understand the impact of innovation and technology on the hospitality industry

Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

Learning outcome:

1. Understand the size and structure of the UK hospitality industry

Topics

1.1 The importance of the hospitality industry

1.2 Types of hospitality businesses

1.3 Opportunities for working in the hospitality industry

Topic 1.1

Learners will understand the importance of the hospitality industry in relation to:

Revenue:
- contribution to the UK economy (e.g. GDP)
- tourism and overseas visitors
- contribution to other industries (e.g. arts, retail)

Employment:
- job creation
- flexibility of employment
- opportunities for part time workers, returners, second careers
- UK wide job opportunities
- career progression

Society:
- multicultural workforce
- diversity of workforce
- creating opportunities for socializing and leisure activities

Topic 1.2

Learners will understand the size, composition and classification of the hospitality industry into the following sub-industries:
- Hotels
- Cruise ships
- Passenger transport (e.g. plane, train)
- Restaurants
- Pubs, bars and nightclubs
- Contract food service providers
- Service sector catering (schools, hospital, care homes)
- Membership clubs
- Events

- Holiday parks

Learners will understand key features and characteristics of each sub-industry, including use of correct terminology when classifying establishments by the sub-industry they belong to.

Topic 1.3
Learners will know the range of job roles available in the UK hospitality industry, and understand how they form an organisational structure:
- owner (e.g. hotelier, restauranteur, publican)
- manager (e.g. restaurant manager, front office manager, executive chef, catering manager, executive housekeeper, events manager, conference and banqueting manager, bar manager)
- supervisor (e.g. Floor supervisor, shift leader, chef de partie, chef de rang, bar supervisor, event coordinator, host)
- front line operative (e.g. commis chef, waiter, room attendant, receptionist, bartender, barista, wine waiter, concierge).

Learners will understand the employability skills required to work in the hospitality industry, including:
- Positive attitude
- Punctuality
- Reliability
- Working within and across teams
- Customer focussed
- Personal presentation and appearance
- Attention to detail
- Non-verbal communication skills
- Verbal and written communication skills
- Adapting to different situations
- Complaint handling
- Problem solving
- Working safely
- Technical skills

Learners will understand the opportunities of working in the hospitality industry, including:
- potential for rapid career progression
- opportunity for overseas travel
- transfer between outlets in the same company
- transfer overseas with multi-national companies
- flexible working hours
- transferable skills
- earnings and rewards
- staff accommodation/meals on duty
- product and service discounts.

Learning outcome:
2. Understand influences on the hospitality industry

Topics

2.1 Influence of external factors on the hospitality industry

2.2 Influence of trends and developments on the hospitality industry

2.3 Influence of legislation on the hospitality industry

Topic 2.1

Learners will understand the influence of external factors on customer behaviour and the service and profitability of the hospitality industry, including:

- political e.g. legislation, terrorism
- social e.g. lifestyle changes, beliefs
- economic e.g. interest rate fluctuations, exchange rate fluctuations
- technological e.g. internet marketing
- major events e.g. Olympic games, Royal Ascot, Glastonbury, Wimbledon

Topic 2.2

Learners will understand the influence of trends and developments on hospitality industry operations, including:

- growth of the industry (e.g. provides revenue, employment)
- brands (e.g. identification of hospitality offers, growth in chains and franchises)
- changing image (e.g. child friendly, less formal dining)
- healthy eating (e.g. government initiatives, fast food)
- environmental issues (e.g. sourcing products (local/sustainable/ethical), carbon footprint, packaging, waste)
- legislation (e.g. food allergens)
- skills shortage (e.g. use of migrant workers, provision of training)
- major incidents (e.g. terrorism, natural disasters)
- media influences (e.g. negative reporting of industry, increase in interest through TV cookery programmes)
- tourism (e.g. accommodation requirements, outbound tourism, local economies)

Topic 2.3

Learners will understand how the following legislation influences the hospitality industry and the implications of non-compliance:

- Health and Safety at Work etc Act
- Consumer Protection from Unfair Trading regulations
- Data Protection Act
- Discrimination Act
- Food Safety regulations
- Weights and Measures Act
- Licensing Act
- Employment Law (e.g. Working Time Directive, Contract of Employment, Equality Act)
- Food Information for Consumers regulations

Learning outcome:

3. Understand the impact of innovation and technology

Topics

3.1 Use of innovation and technology

3.2 The impact of social media

Topic 3.1

Learners will understand how the following innovations and technologies have impacted on the industry:

- online booking
- mobile apps
- self-check-in
- online feedback
- e-purchasing
- e-marketing
- electronic payment
- energy management systems
- green hotels/restaurants
- security (e.g. electronic key systems)
- equipment (e.g. regen ovens)
- mobile technology (e.g. handheld ordering devices)

Topic 3.2

Learners will understand how social media is used within the hospitality industry and how these new technologies have affected the industry:

- business growth
- marketing
- instant feedback
- reputation
- profiling
- misuse
- legal implications.

Guidance for delivery

Learners should be encouraged to explore the industry through visits, websites and industry speakers together with sharing personal experiences of using hospitality products and services to identify the types of establishment that make up the industry and the products and services they offer.

Learners should be taught the role the industry plays in contributing to the national economy through tourism and the relationship with other industries. This could be illustrated linking the products and services to the resources required and how the revenue is generated.

Job roles and career opportunities can be explored through the Hospitality Guild Career Map which will provide learners with information on skills required, roles and responsibilities, salary ranges and progression routes. Learners can use this resource to apply the knowledge to given business types to show levels of understanding.

The trends and developments in the industry can be related to local environments as well as where they eat out, go on holiday and by talking to friends and family about their experiences. Further activities can include researching websites, social media, television advertisements/programmes to identify government initiatives and the impact of celebrity chefs.

Innovations and technology can be explored by looking at online booking systems, apps etc. and how businesses are using technology to market the business and communicate with customers. Learners should also be introduced to the effects of the industry on the environment to include waste, equipment, sourcing food items and energy management. This can be illustrated through visits to fast food restaurants, hotels and coffee shops.

Personal use of social media can be used as a basis to identify misuse and then apply it to a business and the effects it can have.

Suggested learning resources

Websites

British Hospitality Association   www.bha.org.uk

The Caterer   www.thecaterer.com

Hospitality Guild (Career Tools)   http://www.hospitalityguild.co.uk/A-Career-in-
                                      Hospitality/Career-tools

Springboard UK   http://www.springboard.uk.net

Unit 202   Food preparation and cookery

UAN:	Y/507/6584
Level:	2
GLH:	60

What is this unit about?

The purpose of this unit is for learners to gain an insight of what it is like to work in professional kitchens. Learners will be introduced to the different commodities that are available to the chef.

Learners will also gain an insight of and practice the technical skills required in a professional kitchen to produce dishes for different meal occasions.

Learners introduced to this unit may have further questions such as:
- What cooking skills will I learn?
- What is a vegan?
- What is an allergen?
- What dishes will I be able to make?
- As well as cooking, what other skills will I need?

Learning outcomes

In this unit, learners will be able to:
1. Understand how commodities are used to produce food for meal occasions
2. Understand links between allergens, special diets and well-being
3. Develop technical skills required to produce food

Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

Learning outcome:

1. Understand how commodities are used to produce food for meal occasions

Topics

1.1 Commodities used to produce food for meal occasions

1.2 Meal occasions

Topic 1.1

Learners will know how commodities are characterised into the following food groups:

- dry goods
- liquids (e.g. oils, wine)
- dairy
- meat
- poultry and game
- fish
- shellfish
- fruit
- vegetables

Learners will understand how different commodities are sourced in professional cookery to meet production requirements (minimising food wastage, portion control, cost control, maintaining quality), and the suitability of:

- fresh ingredients
- convenience products
- combination of fresh and convenience.

Topic 1.2

Learners will understand different occasions when people eat out of the home at a range of food outlets, and match them with suitable production methods.

Meal occasions:

- Breakfast
- Lunch
- Dinner
- Grazing / snacking
- Afternoon tea
- Celebrations (birthdays, weddings, achievements, anniversaries)
- Socialising with friends and/or family
- At work
- Whilst travelling

- Meetings – formal/informal
- Events / conferences.

(Food outlets contained within the sub-industries are listed in unit 201, topic 1.2)

Production methods:
- Cook chilled
- Cook freeze
- Centralised production
- Call order
- Conventional
- Cook and hold

Learning outcome:
2. Understand the impact of allergens and dietary requirements on food production

Topics
2.1 Allergens
2.2 Dietary requirements

Topic 2.1
Learners will know the EU Top 14 allergens and legal requirements for identification:
- eggs
- milk
- fish
- crustaceans (e.g. crab, lobster, crayfish, shrimp, prawn)
- molluscs (e.g. mussels, oysters, squid)
- peanuts
- tree nuts (namely almonds, hazelnuts, walnuts, cashews, pecans, brazils, pistachios, macadamia nuts or Queensland nuts)
- sesame seeds
- cereals containing gluten (namely wheat (such as spelt, Khorasan wheat/Kamut), rye, barley, oats, or their hybridised strains).
- soya
- celery and celeriac
- mustard
- lupin
- sulphur dioxide and sulphites (at concentration of more than ten parts per million)

Learners will understand the implications of failing to communicate the presence of allergens in food products.

Topic 2.2
Learners will understand how and why the following dietary requirements impact food consumption choices, including:
- balanced

- healthy eating
- food intolerance
- allergies
- health and lifestyle preferences
- medical
- religious
- cultural

Learning outcome:
3. Develop technical skills required to produce food for meal occasions

Topics
3.1 Technicals skills, methods and equipment

3.2 Produce food for meal occasions

Topic 3.1
Learners will understand the importance of using appropriate technical skills, methods and equipment to prepare and cook a range of commodities, taking the following into consideration:
- efficiency
- safety
- quality
- minimising waste
- producing required portions

Learners will develop the following technical skills and methods to produce food, to include
- knife skills: shredding, dicing, chopping, slicing, trimming, peeling
- preparation skills: weighing, measuring, mixing, blending, whisking, folding, beating
- cooking methods: steaming; boiling; poaching; roasting; baking; grilling; frying: deep, shallow; stewing; braising
- presentation and service skills: portion control; garnish; decoration; accompaniments

Topic 3.2
Learners will produce suitable foods for meal occasions using skills including:
- planning (e.g. menu production, communication with other team members)
- safe working practices and compliance with applicable legislation
- food preparation and cooking using appropriate technical skills and methods (listed in 3.1)
- food storage
- presentation for service using appropriate technical skills and methods (listed in 3.1)
- reflection (positives/areas that could be improved)

Meal occasions:
- Afternoon tea
- Breakfast
- Informal meeting
- Lunch

Guidance for delivery

The practical elements of this unit must be delivered in a fully equipped kitchen, replicating industry standards.

Learners should be encouraged to explore a variety of places to eat and current trends in food in their local area, through visits, websites, industry chefs and sharing personal experiences of eating out.

Learners should be encouraged to learn about the use of commodities, cooking methods and skills through demonstrations and practical application. Studying menus from a variety of outlets is recommended to support the understanding of the provisions made for special diets and allergens.

Further activities can include researching websites, social media and cookery programmes. Opportunities to participate in competition should be encouraged.

Suggested learning resources

Books

Practical Cookery for Level 2 VRQ (Foskett, D; Campbell, J; Paskins, P & Rippington, N)
Published by: Hodder Education
ISBN-13: 978-1444179118

The Theory of Hospitality and Catering (Foskett, D & Paskins, P)
Published by: Hodder Education
ISBN-13: 978-1444123760

Unit 203   Food and beverage service

UAN:	M/507/6588
Level:	2
GLH:	30

What is this unit about?

The purpose of this unit is for learners to investigate the world of food and beverage service. Learners will have the opportunity to develop their understanding of food and beverage service, as well as to develop their customer service skills.

Learners introduced to this unit may have further questions such as:
- What is service?
- Why are there different types of service?
- What is a beverage?
- How old do I have to be to serve alcohol?

Learning outcomes

In this unit, learners will be able to:
1. Understand food and beverage service
2. Develop technical skills required to serve food and beverages

Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

Learning outcome:

1. Understand food and beverage service

Topics

1.1 Service sequence

1.2 Styles of food service

1.3 Types of beverage

1.4 Customer service skills

Topic 1.1

Learners will understand the stages of the service sequence, including:
- Planning and preparation (including briefing team members)
- Customer reservations/bookings, arrival, greeting and order taking
- Service and clearing of food and beverages
- Payment and customer departure

Topic 1.2

Learners will understand the different styles of food service and their suitability for different establishments, including:
- Buffet/carvery
- Plated
- Silver
- Family
- Self service/assisted
- Single point/takeaway
- Gueridon/trolley

Topic 1.3

Learners will know the different types of beverage and how they are served, including:
- Hot beverages (tea, coffee, hot chocolate)
- Cold beverages (waters, juices, squash, carbonated, milkshakes, smoothies)
- Alcoholic beverages (beers, spirits, wines)

Topic 1.4

Learners will understand the importance of customer service skills, including:
- Communicating and interpreting information (e.g. menus, dietary requirements, special requests, verification of requirements)
- Verbal and non-verbal communication (e.g. eye contact, body language, tone)
- Receiving and responding to customer feedback (compliments, comments, issues and complaints)

2. Develop technical skills required to serve food and beverages for meal occasions

Topics

2.1 Plan to serve food and beverages

2.2 Prepare to serve food and beverages

2.3 Serve food and beverages

2.4 Review and reflect on food and beverage service

Topic 2.1

Learners will plan for service, taking into consideration the requirements of the meal occasion, including:

- service schedule
- timings
- menu familiarisation
- personal presentation
- liaising with kitchen and other teams as required
- safe working practices and compliance with applicable legislation

Topic 2.2

Learners will prepare for service, taking into consideration the requirements of the meal occasion, including:

- Covers (e.g. crockery, cutlery, glassware, napkins)
- Accompaniments (e.g. seasonings, sauces, dressings, butter)
- Service equipment (e.g. ladles, tongs)
- Room layout (e.g. tables, chairs, staff and customer flow, decorations)
- Environment (e.g. ambience, temperature, lighting)

Topic 2.3

Learners will serve food and beverages for meal occasions, including:

- Buffet
- Plated
- Counter/take away
- Family

Topic 2.4

Learners will review and reflect on the food and beverage service, taking into consideration:

- Planning process
- Delivery
- Customer feedback
- Team feedback
- Self-evaluation

Guidance for delivery

In order for the learners to develop their knowledge and skills, the learning outcomes in this unit should be delivered within a practical environment in order that the theory can be clearly applied to food and beverage service. Active participation is therefore one of the most appropriate methods of learning and the learners will have access to realistic food and beverage situations where they can develop their skills. Other teaching and learning activities that should be included are group work, discussion and interactive resources.

Learners should be encouraged to explore a variety of places to eat and current trends in food service in their local area through visits, websites, industry speakers and sharing personal experiences of customer service.

Studying menus from a variety of outlets is recommended to support the understanding of the provisions made for special diets and allergens, and how this information is communicated to customers.

Further activities can include researching websites and social media. Opportunities to participate in competition should be encouraged.

Suggested learning resources

Books

Food and Beverage Service (Cousins, J; Dennis Lillicrap, D & Weekes, S)
Published by: Hodder Education
ISBN-13: 978-1471807954

Other

Michel Roux's Service (TV series)

Appendix 1 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on **www.cityandguilds.com**.

City & Guilds Centre Manual

This document provides guidance for organisations wishing to become City & Guilds approved centres, as well as information for approved centres delivering City & Guilds qualifications. It covers the centre and qualification approval process as well as providing guidance on delivery, assessment and quality assurance for approved centres.

It also details the City & Guilds requirements for ongoing centre and qualification approval, and provides examples of best practice for centres. Specifically, the document includes sections on:
- the centre and qualification approval process
- assessment, internal quality assurance and examination roles at the centre
- registration and certification of candidates
- non-compliance and malpractice
- complaints and appeals
- equal opportunities
- data protection
- management systems
- maintaining records
- internal quality assurance
- external quality assurance.

Our Quality Assurance Requirements

This document explains the requirements for the delivery, assessment and awarding of our qualifications. All centres working with City & Guilds must adopt and implement these requirements across all of their qualification provision. Specifically, this document:
- specifies the quality assurance and control requirements that apply to all centres
- sets out the basis for securing high standards, for all our qualifications and/or assessments
- details the impact on centres of non-compliance

The **centre homepage** section of the City & Guilds website also contains useful information on
- **Walled Garden**: how to register and certificate candidates on line
- **Events**: dates and information on the latest Centre events
- **Online assessment**: how to register for e-assessments.

Useful contacts

UK learners General qualification information	**E: learnersupport@cityandguilds.com**
International learners General qualification information	**E: intcg@cityandguilds.com**
Centres Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	**E: centresupport@cityandguilds.com**
Single subject qualifications Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change	**E: singlesubjects@cityandguilds.com**
International awards Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	**E: intops@cityandguilds.com**
Walled Garden Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems	**E: walledgarden@cityandguilds.com**
Employer Employer solutions, Mapping, Accreditation, Development Skills, Consultancy	T: +44 (0)121 503 8993 **E: business@cityandguilds.com**

Every effort has been made to ensure that the information contained in this publication is true and correct at the time of going to press. However, City & Guilds' products and services are subject to continuous development and improvement and the right is reserved to change products and services from time to time. City & Guilds cannot accept liability for loss or damage arising from the use of information in this publication.

If you have a complaint, or any suggestions for improvement about any of the services that we provide, email: **feedbackandcomplaints@cityandguilds.com**