

National Course Assessment
Food Production Supervision
Higher
C02K 12

Practical Assignment

2nd Edition: September 2003

Publication code: BB1389

Published by the Scottish Qualifications Authority
Hanover House, 24 Douglas Street, Glasgow, G2 7NQ, and Ironmills Road, Dalkeith, Midlothian, EH22 1LE

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1. Practical Assignment overview

This national project specification provides details of the assessment tasks and the evidence which candidates are expected to produce. It contains a degree of choice in terms of the way the Practical Assignment is taken forward by centres so that it fits available resources and candidates' interests and personal strengths.

The Practical Assignment is not concerned exclusively with practical activity, but is designed to emphasise skills relating to the application of practical skills, and related knowledge and understanding to a situation that involves task management.

Candidates are provided with a brief and are expected to demonstrate attainment relating to:

- interpreting the brief
- gathering information to clarify the brief
- deciding on a product, or activity/event, or performance to develop
- selecting and managing materials/resources
- producing the product, or organising the activity/event or delivering the performance
- evaluating the product or activity/event or performance(through feedback)

Evidence requirements are as follows:

- a plan of action
- evidence of a product or an organised activity/event or a performance
- evidence which documents the processes underpinning the practical hands-on activity
- evidence showing an extended evaluation of the Practical Assignment

Copies of Units are available from the Scottish Qualifications Authority Sales Section, telephone 0141-242 2168; fax 0141-242 2244; e-mail sales@sqa.org.uk

The Scottish Qualifications Authority Customer Contact Centre is available on 0141-242 2214, email customer@sqa.org.uk

Note:

Please note that individual project specifications should be read in conjunction with the relevant *Arrangements for Project-based National Courses*. The *Arrangements* document provides an overview of the project-based national Courses for the given SGA. The guidance document, *Project-based National Courses: procedural guide for centres*, which gives full details of operational procedures, must also be used.

This specification forms part of Section F of the above *Arrangements* document. It can be used until such a time that SQA advises centres that a new or revised version is available and should be used in its place.

2. Recommended entry

We strongly advise that candidates should have completed the Units in the National Course prior to embarking on the Practical Assignment. However, there may well be candidates who, for whatever reason, choose to undertake the Practical Assignment on a stand-alone basis. Any such candidates who have not completed or embarked upon the Units of the National Course *prior* to undertaking the Practical Assignment should have demonstrated attainment in (and/or attained) an appropriate combination of the following qualifications:

- National Courses at Intermediate 2:
 - General Operations
 - Professional Cookery

- National Units:
 - Communication at Intermediate 2 (or equivalent)
 - Integrated Production Cookery at Higher (or equivalent)

and/or

- should have appropriate practical kitchen experience

Entry should be at the discretion of the centre.

Candidates who achieve the National Course assessment will not be certificated for the Course until they have successfully completed the component Units.

3. Practical Assignment briefs

The assignment briefs from which candidates may choose are:

Brief 1

The candidate should organise and supervise a team to prepare and produce a two-choice table d'hôte lunch menu suitable for a group of visiting VIPs.

Brief 2

The candidate should organise and supervise the production and presentation of a two-choice three course menu suitable for a themed event.

Brief 3

The candidate should organise and supervise the production of a two-choice three course menu aimed at promoting healthy eating.

Work for the development stage must, where appropriate, take place in a realistic working environment (RWE).

For all briefs:

The candidate should:

1. Organise the work of teams and individuals to meet objectives.
2. Supervise the preparation of commodities of the kitchen brigade to create a choice, balanced menu.
3. Supervise the preparation and cooking of a variety of courses to a commercial standard.
4. Provide feedback on the work performance of teams and individuals.
5. Develop effective working relationships with team members.
6. Conduct effective team meetings before and after the assignment (these should be appropriately documented, eg notes/bullet points).

Note:

The minimum number of team members acceptable for the purpose of this assignment is four ie candidate plus four. One candidate should be allocated to each production corner, ie sauce, larder, pastry, vegetables

4. Outcome coverage

Course Structure		
Unit title	Credit value	Unit number
Food Production and Presentation Skills *	2.0	D0TK 12 (5130386)
Supervising People	1.0	D930 12

All Practical Assignments for project-based National Courses cover a minimum of two thirds of the outcomes from the component Units. For this project these are:

Unit: Food Production and Presentation Skills *

1. Carry out the preparation of raw commodities, as a member of the kitchen brigade, to create a choice, balanced menu.
2. Within a specified time, prepare and/or cook and present a variety of menu courses and accompaniments to a commercial standard.

Unit: Supervising People

1. Organise the work of teams and individuals to meet objectives.
2. Provide feedback on the work performance of teams and individuals.
3. Develop effective working relationships with team members.
4. Conduct effective team meetings.

It is strongly advised that candidates should have completed the assessments for the individual component Units before undertaking this National Course assessment.

* **Note:** This Unit is currently being revised. However, the revised Unit will not be available before session 2004 – 2005.

5. Subject/occupationally-related knowledge and skills

The Practical Assignment allows candidates to develop and apply skills in:

- developing the ability to work with others by gaining skills in the effective supervision of the work of individuals and teams
- organising and supervising the work to meet set objectives eg the planning, production, presentation of balanced menus within specified times for given situations
- supervising the kitchen team effectively to demonstrate an understanding of menu balance, food requirements for the partie system and sound organisation techniques for the smooth operation of the activities
- applying on-going feedback to demonstrate effective working relationships with team members, from planning through to the evaluation

It also allows candidates to further develop and apply knowledge of:

- food production and presentation skills across a range of foods
- food requirements standard of dishes and work loads of the partie system
- cookery processes and presentation techniques.
- the organisation, planning and supervision of all aspects of food production including
- time management
- quality control
- correct storage of food
- maintaining safety and hygiene standards
- the evaluation and suitable feedback for each stage of the practical assignment for the chosen brief

All work must be to a commercially acceptable standard.

6. Candidate evidence requirements and allocation of marks

General information

The three stages of the Practical Assignment for all project-based National Courses at Higher are:

- planning
- developing
- evaluating

Here we describe evidence requirements which apply to each of the three stages of the Practical Assignment for all project-based National Courses at Higher. Where there are any specific evidence requirements relating to this Course, these are given later in this section.

Planning

Candidates must produce a 500 word (or equivalent) plan of action. The plan should include an introduction and a main body. Centres should ensure that candidates have, or are taught, the necessary skills to devise their own plan before they start the project. The use of a checklist is recommend to ensure all PCs are covered.

For the introduction of the plan, candidates should:

- provide a rationale for selecting a particular brief
- interpret the brief
- gather information to clarify the brief
- define the aims and objectives of the Practical Assignment

For the main body of the plan candidates should:

- identify information sources
- identify materials and resources
- establish timescales for completion of stages of the Practical Assignment

The plan of action should be produced in a supervised environment, although candidates may carry out the preparation beforehand. Candidates may communicate with each other when producing their plans of action but each plan must be tailored to the candidate's own project and the action points should relate to the work to be carried out by the individual candidate.

The work produced should always be the candidate's own. However, teachers/lecturers are expected to provide candidates with advice, guidance and constructive criticism as necessary when they are devising their plans. It is important to note that, as the plan underpins the rest of the project, centres should ensure that no candidate proceeds to the development stage until the candidate has devised a plan that is potentially workable. The level of support that candidates need to devise a viable plan of action will, of course, vary from candidate to candidate. Centres should indicate the level of support given to each candidate on the flyleaf for the project provided by the SQA. This should not inhibit centres from providing constructive comment nor the candidate from acting on their own initiative and taking on board the advice. In some cases however, if the level of support and intervention needed is more than that which would normally be seen as reasonable, the authenticity of the candidate's work may be called into question. If the level of input needed from the teacher/lecturer is above normal (for example,

the quality of the plan was such that it would mean that the project would be unworkable if the plan was not revised) then candidates cannot score more than 20 of the 40 marks allowed for the planning stage.

Developing

Candidates must provide evidence that:

- testifies to the quality of the hands-on practical activity
- documents the processes underpinning the activity

Specific evidence requirements for this Course are given later in this section.

All of the evidence should be produced in a supervised environment. Candidates may communicate with each other but should produce work which can be clearly attributed to the candidate as being his or her own.

Evaluating

Candidates must produce an extended evaluation report which should:

- provide a brief summary of what the assignment was about
- review and update the action plan in light of their experience
- assess the effectiveness of the action plan
- summarise any unforeseen events and how they were handled
- identify knowledge and skills which have been gained and/or developed
- assess the strengths, weaknesses and quality of any hands-on activity
- assess the effectiveness of the research methods used
- determine to what extent the assignment met the original brief

The extended evaluation report should be 1,000 words (or equivalent) at Higher. Candidates may carry out the preparation for the report beforehand.

Candidates at Higher should be allowed up to two hours to complete an extended evaluation (including the summary). This is a generous time allowance and some candidates may require considerably less time — two hours should generally be sufficient.

Candidates should be allowed to take one side of an A4 page of notes (200 words or equivalent) which they have prepared, into the room with them. They should not be allowed to take a draft of the evaluation report into the room with them. The centre has the responsibility for ensuring that the notes brought in are the candidate's own work.

For this activity the accommodation should be arranged to reflect centre-invigilated conditions and candidates should not be allowed to communicate with each other in any way.

Specific evidence requirements and assessment arrangements for the Practical Assignment for Food Production Supervision

This Practical Assignment is subject to type 1 visiting assessment.

Planning	
Evidence:	Plan of action. 500 words <i>or</i> equivalent (40 marks)
Conditions of National Course assessment:	Supervised
Who assesses it?	Centre and SQA — plan for sample of candidates to be sent to SQA for marking*

Developing	
Evidence:	For hands-on activity: Live performance For processes underpinning the activity: Log books/work plans/checklists (120 marks in total for this stage)
Conditions of National Course assessment:	Supervised
	Logbooks, detailed work plans. Checklists, requisition sheets and written reports Hands-on activity This Practical Assignment will be subject to type 1 visiting assessment.

Evaluating	
Evidence:	Extended evaluation report – including summary 1,000 words <i>or</i> equivalent (40 marks)
Conditions of National Course assessment:	Centre-invigilated
Who assesses it?	Centre and SQA — reports for sample of candidates to be sent to SQA for marking*

It is important that candidates know that they will be penalised for submitting evidence that significantly exceeds the stated word count.

* Centres should refer to *Project-based National Courses: procedural guide for centres* for full procedural details of type 1 visiting assessment.

Specific additional information and requirements

Food Production Supervision: planning stage

The 500 word action plan should cover:

- Choice of brief, creating a balanced, choice menu suitable for the occasion.
- Organising the work of teams for their role in the party system.
- A detailed plan of work for each of the dishes chosen, specifying a logical sequence of work to ensure effective time management.
- Correct identification of all ingredients quantities, processes and equipment .

Work plans should be realistically achievable and should take account of team objectives and the skills and abilities of the team members.

Total: 40 marks

Food Production Supervision: developing stage

Hands-on practical activity

The candidate will be allocated six hours to perform the role of a Head Chef in the organisation, preparation, production and presentation of their selected menu.

Checklists should be used to ensure all outcomes are covered.

A minimum of two items from each work corner (sauce, larder, pastry, vegetable) should be produced to a commercially acceptable standard. Satisfactory performance will be that the candidate organises the work of the team and individuals and supervises the preparation and production of a choice, balanced menu within given time constraints.

An Observational Checklist which provides a detailed breakdown of marks is included in Section 13 of this specification.

The minimum number of team members acceptable for the purpose of this assignment is four (ie candidate plus four).

100 marks

Underpinning activities

A detailed and logical work plan for each member of the kitchen brigade is required for the successful completion of the task.

20 marks

Total: 120 marks

Food Preparation Supervision: evaluating stage

Candidates must review all of the tasks which they have carried out as part of the Practical Assignment.

The evaluation should include the following:

- a brief outline of what the Practical Assignment chosen was about
- how effective the original plan proved
- assess the strengths and weaknesses of the implementation
- consider amendments made to the plan carried out during the Practical Assignment
- assess the effectiveness of research and information gathering methods used
- assess the strengths and weaknesses of the organisation of the team and individuals
- assess the strengths and weaknesses of the products/menu produced in relation to the original brief
- summarise the knowledge and skills which have been further developed

Total: 40 marks

7. Marking and grading for Practical Assignments with visiting assessment

The assessment evidence for this Practical Assignment is subject to visiting assessment by SQA. Centres are strongly advised to read *Project-based National Courses: procedural guide for centres* for further information about the processes and procedures for visiting assessment.

Visiting assessors will be trained by SQA to apply national standards. As candidate evidence becomes available, exemplars will be issued to centres as guidance.

Centres must mark all three stages of the Practical Assignment for each individual candidate and decide on the mark, band and grade they think should be given to that candidate. SQA will provide detailed marking instructions for centres. The SQA visiting assessor will mark all three stages for a sample of candidates

As the Practical Assignment will be marked by centres, centres do not need to provide estimates for Practical Assignments with visiting assessment. Nor should there normally be any need for appeals, as the SQA visiting assessor and the centre should have negotiated and resolved any differences of opinion during the visiting assessment process.

The internal assessor uses the same processes for deciding on marks, grades and bands as any SQA visiting assessor. The final assessment decision must be based on accurate assessment of all the available candidate evidence. No candidate will be certificated for these Practical Assignments until the assessment decision is in line with national standards.

The total mark for the Practical Assignment is 200 (this makes it easier to discriminate effectively between performances of candidates across the three stages of the assessment). These marks will be allocated as follows in *Table A*.

Table A

Practical Assignment Stage	Assessment Evidence	Mark Allocation
Planning	Plan of action	40
Developing	Evidence arising from the hands-on practical activity and from documenting the underpinning processes involved	120
Evaluating	Extended evaluation report	40

The Candidate Checklist in Section 12 of this specification provides detailed marking instructions in addition to the information given earlier in this specification. SQA will also provide a form (Attendance Register, Form Ex 6) for submission of marks.

The internal assessors must:

- Mark each stage of the project using the marking instructions provided by the SQA.
- Maintain a detailed record of the marks given for each of the three stages (for internal moderation purposes and for SQA visiting assessor).
- Add the marks for each stage for the candidate to give a total mark out of 200.
- Divide that total mark by 2 to give a percentage.
- Convert the overall % mark for each candidate into a grade and band using *Table B*.

Table B

% Mark range	Grade	Band
85–100	A (upper)	1
70–84	A (lower)	2
65–69	B (upper)	3
60–64	B (lower)	4
55–59	C (upper)	5
50–54	C (lower)	6
45–49	Fail (near miss)	7
40–44	Fail	8
Less than 40	Fail	9

- Check the grade given to candidate against the grade descriptions given in *Table C*, using the grade descriptions as a touchstone. The final grade should reflect the grade descriptions.
- Provide marks, bands and grades for each candidate.

Although it is possible for a candidate to be given a band 7, 8 or 9 which would be classified as ‘fail’, this would not appear on the certificate. If a band 7 is given the centre should ensure that it gives feedback to the candidate for remediation purposes.

Grade Descriptions for a Practical Assignment at Higher

Table C

A	B	C
Content and scope appropriate for Higher		
Looking at the evidence as a whole:	Looking at the evidence as a whole:	Looking at the evidence as a whole:
<p>A Practical Assignment at Grade A:</p> <ul style="list-style-type: none"> • produces high quality, clearly inter-related, documented and product or process-related evidence for the three essential phases of the Practical Assignment • is an exercise to which candidates have brought an accurate and insightful interpretation of the Practical Assignment brief • is tightly structured, relevant to the content of the Units and displays a high level of subject/occupational expertise • effectively applies integrated and consolidated knowledge, understanding and skills from the Course Units to complex situations and/or design specifications 	<p>A Practical Assignment at Grade B:</p> <ul style="list-style-type: none"> • produces good quality, inter-related, documented and product or process-related evidence for the three essential phases of the Practical Assignment • is an exercise to which candidates have brought an accurate interpretation of the Practical Assignment brief • is well structured and displays a good level of subject/occupational expertise • satisfactorily applies integrated and consolidated knowledge, understanding and skills from the Course Units to situations and/or design specifications which include a degree of complexity 	<p>A Practical Assignment at Grade C:</p> <ul style="list-style-type: none"> • produces adequate, fairly well inter-related, documented and product or process-related evidence, for the three essential phases of Practical Assignment • an exercise to which candidates have brought an acceptable interpretation of the Practical Assignment brief • is reasonably well structured and displays an adequate level of subject/occupational expertise • applies integrated and consolidated knowledge, understanding and skills from the Course Units with some lack of continuity and consistency

Internal moderation

The internal moderator should:

- Oversee the internal moderation process to ensure consistency of judgement or *reliability of assessment*. This process will vary according to the nature of the evidence and the number of assessors and sites. It is likely to involve agreement trials and/or Marker standardisation. The internal moderator should normally be a specialist in the subject. (It may be helpful in the first few years of these project-based National Courses to do a cross-subject moderation of samples of like parts, such as the plans of action and evaluation reports. Such additional cross-subject internal moderation is, however, not mandatory).
- Ensure that all candidates have been fairly treated. For example, some candidates may have produced more fully integrated projects than others but have similar overall marks/bands; this may lead to a reconsideration of marking of the individual components for some candidates.
- Oversee the finalisation of marks, bands and grades and submission of candidate evidence for sample candidates.

(See *Guide to Assessment and Quality Assurance for Colleges of Further Education* or *Guide to Assessment and Quality Assurance for Secondary Schools*, SQA June 1999 for further information relating to internal moderation. A guide to good practice for internal moderation is also under development).

Submitting candidate evidence to SQA

Specific information on this part of the process is available to centres in *Project-based National Courses: procedural guide for centres*. Where materials have to be sent to SQA for marking, you will be provided with any necessary packaging materials.

The following must be sent to SQA for this Practical Assignment for a sample of candidates:

- plan of action
- extended evaluation report

Note:

In addition, centres will be expected to submit all notes used by the sample of candidates during write-up sessions.

8. Ensuring evidence is authentic

The following methods should be used to ensure that the evidence produced by a given candidate is all their own work. These methods are for use outwith any situation where the candidate's work will be produced under supervised or invigilated conditions already stipulated by the SQA (eg the plan of action and the evaluation).

Suggested methods:

- Candidates should use log books or equivalent to plan their work and record progress. They may be questioned by lecturers on the nature of their work as it progresses.
- For the write-up activities candidates are allowed access to prescribed resources.
- Candidates should sign their work off as their own and lecturers should sign a declaration stating that, to the best of their knowledge, candidate work submitted to SQA for National Course assessment is the work of the candidate in question.

It is envisaged that candidates carry out most of the work within the centre in a supervised environment. Guidance should be provided and feedback encouraged on the quality of candidate's work.

Centres are responsible for ensuring that the conditions of assessment are not breached.

9. Investigating tools

Candidates are expected to make use of the following information sources during the Practical Assignment:

Information sources

- books eg course text books; modern professional cookery and patisserie tomes by various authors/practitioners
- appropriate Internet sites and CD-ROMs
- teaching and lecturing staff

Accessing information

- visits to libraries
- communication with individuals or lecturers via written correspondence, e-mail or meetings

References supplied by candidates

Please note that it is legitimate for candidates to quote from information sources such as articles (in print or stored electronically) or books. Such quotations must be placed within quotation marks followed by the reference, including the chapter and/or section and page number. Texts referred to should be included in the bibliography.

The following format for references should be used:

Books

Author's surname, followed by forename or initials, title of book (in italics or underlined), place of publication, name of publisher, year of publication.

For example:

Barton, T, *Fieldwork for Geographers*, London: Edward Arnold, 1985

Articles

Author's surname, followed by forename or initials, title of the article (in inverted commas), title of the periodical (underlined or in italics), volume number, part number, year of publication, page number(s).

For example:

Sugden, DE, 'Perspectives on the Glaciation of Scotland', *SAGT Journal No. 17*, 1988, pp 4—10.

Maps and Diagrams

Sources should be given on each map and diagram and should be stated in the same format as for books and articles, as appropriate.

For example:

Microsoft Encarta 1997

Internet

If a website has been used then the address (URL) must be disclosed.

For example:

www.sqa.org.uk

It is important to note that unacknowledged copying will be penalised, usually by cancellation of the candidate entry.

10. Materials and resources

Candidates are expected to select from the following materials and resources as appropriate:

- appropriate course text books
- modern and innovative professional cookery/patisserie books
- course notes/hand outs
- planning sheets
- standard price list for ingredients
- PC/word-processor
- specialist equipment as required to complete chosen brief

11. Core Skills

It is possible that successful attainment of this Course would lead to the automatic certification of particular Core Skills or Core Skill components. A final statement will be provided at a later date by the Scottish Qualifications Authority once full validation procedures are complete.

It should be noted that this project, in common with other project-based Courses, follows the planning/developing/evaluating cycle. As a result of this it is likely that successful completion of the project will lead to automatic certification of the Problem Solving Core Skill at Intermediate 2. The final Core Skills statement, as above, will confirm this.

12. Candidate checklist: planning, developing and evaluating

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Candidate checklist for planning, developing and evaluating
stages of the Practical Assignment

Centre:

Candidate name:

Date:

Signature of lecturer:

Notes to assist completion

- One checklist to be completed for each candidate
- Column 1 details the marking criteria
- Column 2 details the marks available
- Column 3 indicates the marks awarded to the candidate - this is completed by the centre
- Column 4 is for additional comments to back up the marks awarded to the candidate

A more detailed observation checklist is available for the Developing stage of the Practical Assignment.

	Marks available	Marks awarded	Comments
<i>PLANNING: 500 words</i>			
Choice of brief	2		
Menu chosen suitable for occasion	8		
Organisation of the work of teams in partie system	2		
Detailed plan of work for each dish chosen with logical sequence of work for efficient time management	16		
Correct identification of all ingredients, quantities, processes and equipment	12		
Total mark	40		
<i>DEVELOPING: Hands on practical activity</i>			
Candidate performs role of Head Chef	100		
A detailed and logical work plan is required for each member of the kitchen brigade	20		
Total mark	120		
<i>EVALUATION: 1000 words</i>			
Brief outline of the contents of the Practical Assignment which was chosen and why	3		
How effective original plan was	6		
Assess the strengths and weaknesses of the implementation	6		
Consider amendments made to the plan during the Practical Assignment	3		
Assess the effectiveness of research and information gathering methods used	2		
Assess strengths and weaknesses of the organisation of teams and individuals	8		
Assess the strengths and weaknesses of the product/menu produced in relation to the original brief	8		
Summarise knowledge and skills which have been further developed	4		
Total mark	40		

13. Observational checklist: developing stage

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**Observational checklist for developing stage of the Practical
Assignment**

Centre:

Date:

Signature of lecturer:

Observational Checklist C02K 12 Food Production Supervision

Candidate	Plan of work per corner*				Briefing prior to food production*						Supervision of:*														Debrief*									
	Corner 1	Corner 2	Corner 3	Corner 4	Menu	Recipe references per corner	Quantities to be prepared	Effective time management	Effective team working	Appropriate dress code enforced	Preparation of ingredients				Production				Service				Post service clear up				Team de brief	Individual debrief	Effectiveness of debrief	Feedback from team				
	5	5	5	5	2	4	1	1	1	1	8	2	2	2	6	8	2	2	2	6	8	2	2	2	6	6	6	2	6	2	2	2	2	

* additional marks available in these areas. See details on attached guidance sheet

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Developing Stage: Guidance on the breakdown of marks

Detailed Plan of work **20 marks** broken down into:

Start/finish times indicated	2 marks per corner
Flow of plan	3 marks per corner

Briefing prior to production **10 marks** broken down into:

Menu	2 marks
Recipe references for each corner	4 marks
Quantities to be prepared	1 mark
Effective time management	1 mark
Effective team working	1 mark
Appropriate dress code enforced	1 mark

Supervision of Preparation of Ingredients **20 marks** broken down into:

Preparation techniques	8 marks
Observation of safety	2 marks
Observation of hygiene	2 marks
Appropriate storage of ingredients	2 marks
Effective team working	6 marks

Supervision of Production **20 marks** broken down into:

Control of cookery processes	8 marks
Observation of safety	2 marks
Observation of hygiene	2 marks
Safe holding of completed ingredients	2 marks
Effective team working	6 marks

Supervision of Service **20 marks** broken down into:

Finishing techniques	8 marks
Observation of safety	2 marks
Observation of hygiene	2 marks
Safe holding during service	2 marks
Effective team working	6 marks

Supervision of Post Service Clear up

20 marks broken down into:

Effective clear up of equipment	6 marks
Effective clear up of area	6 marks
Safe storage of surplus commodities	2 marks
Effective team working	6 marks

Debrief

8 marks broken down into:

Team debrief	2 marks
Individual debrief	2 marks
Effectiveness of debrief	2 marks
Feedback from team	2 marks

In addition to the above marks, an additional 2 marks are available for exceptional performance in any section