

End-point assessment plan for Chef de partie apprenticeship standard

Apprenticeship standard number	Apprenticeship standard level	Integrated end-point assessment
ST0227	Level 3	No

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Introduction and overview

This document sets out the requirements for end-point assessment (EPA) for the Chef de partie apprenticeship standard. It explains how EPA for this apprenticeship must operate.

This document provides the EPA design requirements for end-point assessment organisations (EPAOs) for this apprenticeship standard. It will also be useful for apprentices undertaking this apprenticeship, their employers and training providers.

EPA must be conducted by an EPAO approved to deliver EPA for this apprenticeship standard. Each employer should select an approved EPAO from the Education & Skills Funding Agency's Register of end-point assessment organisations (RoEPAO).

Full-time apprentices will typically spend 18 months on-programme (before the gateway) working towards this occupational standard. All apprentices must spend a minimum of 12 months on-programme. All apprentices must spend a minimum of 20% of on-programme time undertaking off-the-job training.

This EPA should then be completed within an EPA period lasting typically for 4 months.

This EPA consists of 3 discrete assessment methods.

It will be possible to achieve the following grades in each end-point assessment method:

Assessment method 1: Observation with questions

- fail
- pass
- distinction

Assessment method 2: Professional discussion underpinned by a portfolio of evidence

- fail
- pass
- distinction

Assessment method 3: Knowledge test

- fail
- pass
- distinction

Performance in the end-point assessment methods will determine the overall apprenticeship standard grade of:

- fail
- pass
- distinction

EPA summary table

On-programme (typically 18 months)	<p>Training to develop the knowledge, skills and behaviours (KSBs) of the occupational standard.</p> <p>Training towards English and mathematics Level 1 and 2, if required.</p> <p>Compiling a portfolio of evidence.</p>
End-point assessment gateway	<p>The employer must be content that the apprentice is working at or above the level of the occupational standard.</p> <p>Apprentices must have achieved English and mathematics at Level 2.</p> <p>Apprentices must submit: a portfolio of evidence to underpin the professional discussion</p>
End-point assessment (typically 4 months)	<p>End-point assessment method 1: Observation with questions, graded:</p> <ul style="list-style-type: none"> • fail • pass • distinction <p>End-point assessment method 2: Professional discussion underpinned by a portfolio of evidence, graded:</p> <ul style="list-style-type: none"> • fail • pass • distinction <p>End-point assessment method 3: Knowledge test, graded:</p> <ul style="list-style-type: none"> • fail • pass • distinction <p>Overall EPA/apprenticeship, graded</p> <ul style="list-style-type: none"> • fail • pass • distinction

Length of EPA period

The EPA will be completed within an EPA period lasting typically for 4 months, starting when the EPAO has confirmed that all Gateway requirements have been met.

The EPA period must last for a minimum of one week.

Order of end-point assessment methods

The assessment methods can be delivered in any order.

The result of one assessment method does not need to be known before starting the next.

EPA gateway

The apprentice should only enter the gateway once the employer is content that the apprentice is working at or above the occupational standard. In making this decision, the employer may take advice from the apprentice's training provider(s), but the decision must ultimately be made solely by the employer.

The EPAO determines when all gateway requirements have been met, and the EPA period will only start once the EPAO has confirmed this.

In addition to the employer's confirmation that the apprentice is working at or above the level of the occupational standard, the apprentice must have completed the following gateway requirements prior to starting EPA:

- achieved English and mathematics at Level 2.
For those with an education, health and care plan or a legacy statement, the apprenticeship's English and mathematics minimum requirement is Entry Level 3.
British Sign Language (BSL) qualifications are an alternative to English qualifications for those who have BSL as their primary language.

For the professional discussion underpinned by a portfolio of evidence, the apprentice will be required to submit:

- portfolio of evidence (see guidance below)

Portfolio of evidence requirements:

- apprentices must compile a portfolio of evidence during the on-programme period of the apprenticeship
- it must contain evidence related to the KSBs that will be assessed by the professional discussion
- the portfolio of evidence will typically contain 20 discrete pieces of evidence

- evidence must be mapped against the KSBs assessed by the professional discussion
- evidence may be used to demonstrate more than one KSB; a qualitative as opposed to quantitative approach is suggested
- evidence sources may include:
 - workplace documentation/records, for example workplace policies/procedures, records
 - A log of complex preparation, cooking and finishing techniques or a variety of basic methods combined in a complex manner (preferably video evidence)
 - witness statements
 - annotated photographs
 - video clips (maximum total duration 10 minutes); the apprentice must be in view and identifiable

This is not a definitive list; other evidence sources are possible.

- it should not include reflective accounts or any methods of self-assessment
- any employer contributions should focus on direct observation of performance (for example witness statements) rather than opinions
- the evidence provided must be valid and attributable to the apprentice; the portfolio of evidence must contain a statement from the employer and apprentice confirming this
- the portfolio of evidence must be submitted to the EPAO at the gateway.

The portfolio of evidence is not directly assessed. It underpins the professional discussion and therefore should not be marked by the EPAO. EPAOs should review the portfolio of evidence in preparation for the professional discussion but are not required to provide feedback after this review of the portfolio.

End-point assessment methods

The apprentice will be assessed against the KSBs assigned to the assessment methods outlined below, as shown in the mapping section of this EPA plan.

End-point assessment method 1: Observation with questions

Overview

This assessment method has 1 component.

An observation with questions involves an independent assessor observing an apprentice undertaking work as part of their normal duties in the workplace and asking questions. This allows for a demonstration of the KSBs through naturally occurring evidence. The observation must be of an apprentice completing their usual work and simulation is not permitted. Apprentices must be observed by the independent assessor completing work under normal working conditions.

The independent assessor will ask questions in relation to KSBs that have not been observed although these should be kept to a minimum.

The rationale for this assessment method is:

The occupation involves practical activity such as preparing cooking and finishing complex dishes while overseeing a section of the kitchen and is best assessed through observation; it would be difficult to replicate the working environment in any other valid way and employers would doubt the occupational competence of an individual not assessed in this way.

Delivery

The observation with questions must take 3.5 hours.

The observation with questions may not be split, other than to allow comfort breaks as necessary or to allow the apprentice to move from one location to another as required. Where breaks occur, they will not count towards the total assessment time.

EPAOs must manage invigilation of apprentices during breaks in order to maintain security of the assessment in line with their malpractice policy.

The independent assessor has the discretion to increase the time of the observation with questions by up to 10% to allow the apprentice to complete a task or respond to a question.

The independent assessor may observe only one apprentice at any one time, to ensure quality and rigour.

Apprentices must be provided with information on the format of the observation with questions, including the timescales they will be working to, before the start of the observation with questions. The time taken to give this information is exclusive of the assessment time.

The following activities must be observed during the observation:

- safe and hygienic practises in the selection, preparation, cooking, presentation and storage of food
- communication techniques in the supervision of the production of quality food products to the specifications required and on time
- Advanced food preparation and cooking techniques or a variety of basic methods combined in a complex manner
- applying standard procedures to maximise yield and minimise food waste when producing dishes.

An observation without these activities would seriously hamper the opportunity for the apprentice to demonstrate occupational competence against the KSBs assigned to this assessment method.

The independent assessor must be unobtrusive whilst conducting the observation.

Questions must be asked. The purpose of the questioning is to check the understanding of the knowledge, skills and behaviours applied during the observation.

The independent assessor must ask a minimum of 8 questions.

They may ask follow-up questions where clarification is required.

As only naturally occurring work is observed, those KSBs that the apprentice did not have the opportunity to demonstrate can be assessed via questioning, although these should be kept to a minimum.

KSBs observed and responses to questions will be assessed holistically.

The time for questions asked during the observation is included in the overall assessment time.

Questioning occurring at the end of the observation will have a fixed duration of 30 minutes. The independent assessor has the discretion to increase the duration by up to 10% to allow the apprentice to respond to a question. The independent assessor must use the full time available for questioning to allow the apprentice the opportunity to evidence occupational competence at the highest level available.

KSBs observed, and answers to questions, must be recorded by the independent assessor.

The independent assessor will make all grading decisions.

Assessment location

The observation with questions should take place in:

- the apprentice's workplace

Question and resource development

EPAOs will create and set open questions to assess KSBs mapped to this assessment method. Each EPAO must develop a question bank of sufficient size to prevent predictability and review them regularly (and at least once a year) to ensure the questions they contain are fit for purpose. Independent assessors must use the question bank as a source for questioning

and are expected to use their professional judgment to tailor those questions appropriately. Independent assessors are responsible for generating suitable follow-up questions in line with the EPAOs training and standardisation process. The questions relating to underpinning KSBs must be varied yet allow assessment of the relevant KSBs.

EPAOs must ensure that an apprentice has a different set of questions if they re-sit/re-take.

EPAOs will produce the following material to support this assessment method:

- Independent assessor assessment materials which include:
 - training materials
 - administration materials
 - moderation and standardisation materials
 - guidance materials
 - grading guidance
- a question bank
- guidance documentation for the apprentice and employer
- assessment recording documentation

End-point assessment method 2: Professional discussion

Overview

This assessment method has 1 component.

A professional discussion is a two-way discussion which involves both the independent assessor and the apprentice actively listening and participating in a formal conversation. It gives the apprentice the opportunity to make detailed and proactive contributions to confirm their competency across the KSBs mapped to this method.

The rationale for this assessment method is:

To allow knowledge, skills and behaviours which may not naturally occur in every workplace or may take too long to observe to be assessed and the assessment of a disparate set of knowledge, skills and behaviours. It includes a portfolio of evidence which supports the apprentice when discussing the application of knowledge, skills and behaviours.

Delivery

This assessment will take the form of a professional discussion which must be appropriately structured to draw out the best of the apprentice's competence and cover the KSBs assigned to this assessment method. It will involve questions that will focus on:

- industry and food trends
- problem solving
- teamwork
- promotion business growth and customers
- business growth and customers
- Advanced preparation, cooking and finishing techniques or a variety of basic methods combined in a complex manner (included in the portfolio, preferably video evidence).

The purpose of the questions will be:

- to check the understanding and application of the knowledge, skills and behaviours discussed

The independent assessors will conduct and assess the professional discussion.

The professional discussion must last for 90 minutes. The independent assessor has the discretion to increase the time of the professional discussion by up to 10% to allow the apprentice to complete their last answer.

During this method, the independent assessor must use questions for this assessment method from the EPAOs question bank. Independent assessors must use the question bank as a source for questioning and are expected to use their professional judgment to tailor those questions appropriately. The professional discussion will have a minimum of 12 questions.

The professional discussion will be conducted as follows:

Video conferencing can be used to conduct the professional discussion, but the EPAO must have processes in place to verify the identity of the apprentice and ensure the apprentice is not being aided.

KSBs met and answers to questions, must be recorded by the independent assessor.

The independent assessor will make all grading decisions.

Assessment location

The professional discussion can take place in any of the following:

- employer's premises
- other suitable location determined by the EPAO (e.g. assessment centre or training provider)
- via video conferencing.

Question and resource development

Independent assessors are responsible for generating suitable questions in line with the EPAO's training and standardisation process. A question bank must be developed by EPAOs. Independent assessors must use the question bank as a source for questioning and are expected to use their professional judgment to tailor those questions appropriately. The question bank must be of sufficient size to prevent predictability and the EPAO must review it regularly (at least once a year) to ensure that it, and its content, are fit for purpose. The questions relating to the underpinning KSBs, must be varied yet allow assessment of the relevant KSBs.

EPAOs must ensure that apprentices have a different set of questions in the case of re-sits/re-takes.

EPAOs will produce the following material to support this assessment method:

- Independent assessor assessment materials which include:
 - training materials
 - administration materials
 - moderation and standardisation materials
 - guidance materials
 - grading guidance
- question bank
- guidance documentation for the apprentice and employer
- assessment recording documentation.

End-point assessment method 3: Knowledge test

Overview

This assessment method has 1 component.

A test is a controlled assessment which consists of a series of questions in which apprentices are asked to provide a response.

The rationale for this assessment method is:

The knowledge test is an accurate method of testing the apprentice's underpinning knowledge that may not be naturally occurring in other assessment methods. This method confirms knowledge of safety, ingredient, nutritional and supervisory methodologies essential to this occupation.

Delivery

Test format

The test can be:

- computer based
- paper based

It will consist of 50 questions.

These questions will consist of multiple-choice questions. The multiple-choice questions will have four options of which one will be correct. The questions must be varied to avoid the test becoming too predictable yet allow assessment of the relevant KSBs.

Test administration

Apprentices must have 75 minutes to complete the test.

The test is closed which means that the apprentice cannot refer to reference books or materials.

Assessment

Tests must be marked by independent assessors or markers employed by the EPAO following a marking guide produced by the EPAO. Alternatively, marking by computer is permissible where questions types allow this.

A correct response will be assigned one mark.

Any incorrect or missing answers must be assigned zero mark.

Grading boundaries

The following grade boundaries apply to the multiple-choice test:

Grade	Minimum mark	Maximum mark
Fail	0	29
Pass	30	39

Distinction	40	50
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Assessment location

Apprentices must take the test in a suitably controlled environment that is a quiet space, free from distractions and influence, in the presence of an invigilator. The invigilator may be the independent assessor or specialised (proctor) software if the test can be taken online or another external person employed by the EPAO.

The EPAO is required to have an invigilation policy that will set out how the test is to be carried out. This will include specifying the most appropriate ratio of apprentices to invigilators to best take into account the setting and security required in administering the test.

The EPAO is responsible for ensuring the security of any tests they administer to ensure the test remains valid and reliable (this includes any arrangements made using online tools).

The EPAO is responsible for verifying the identity of the person taking the test. The EPAO must also verify the suitability of the venue for test-taking.

Question and resource development

Questions must be written by EPAOs, must be relevant to the occupation and assess KSBs mapped to this assessment method. It is recommended that this be done in consultation with employers of this occupation. EPAOs should maintain the security and confidentiality of their questions when consulting employers.

Each EPAO must develop a test specification. They must also develop a question bank of sufficient size to prevent predictability and review it regularly (and at least once a year) to ensure it, and the questions it contain, are fit for purpose.

The test questions must be varied yet assess the relevant KSBs.

EPAOs must ensure that apprentices have a different set of questions in the case of re-sits/re-takes.

EPAOs will produce the following material to support this assessment method:

- a question bank
- a test specification
- sample tests and mark schemes
- live tests and mark schemes
- analysis reports which show areas of weakness for completed tests/exams and an invigilation policy
- assessment recording documentation

Reasonable adjustments

The EPAO must have in place clear and fair arrangements for making reasonable adjustments to the assessment methods for the EPA for this apprenticeship standard. This should include how an apprentice qualifies for reasonable adjustment and what reasonable adjustments will be made. The adjustments must maintain the validity, reliability and integrity of the assessment methods outlined in this EPA plan.

Overall EPA grading

All assessment methods are weighted equally in their contribution to the overall EPA grade. Performance in the EPA will determine the apprenticeship grade of fail, pass, or distinction. Independent assessors must individually grade each assessment method, according to the requirements set out in this plan.

EPAOs must combine the individual assessment method grades to determine the overall EPA grade.

Apprentices who fail one or more assessment method will be awarded an overall EPA 'fail'.

In order to gain an overall EPA 'pass', apprentices must achieve a pass in all the assessment methods.

In order to achieve an overall EPA 'distinction', apprentices must achieve distinction in at least two assessment methods.

Grades from individual assessment methods should be combined in the following way to determine the grade of the EPA as a whole:

Observation with questions 1	Professional discussion 2	Knowledge test 3	Overall grading
Fail	Any grade	Any grade	Fail
Any grade	Fail	Any grade	Fail
Any grade	Any grade	Fail	Fail
Pass	Pass	Pass	Pass
Distinction	Pass	Pass	Pass
Pass	Distinction	Pass	Pass
Pass	Pass	Distinction	Pass
Pass	Distinction	Distinction	Distinction
Distinction	Distinction	Pass	Distinction
Distinction	Pass	Distinction	Distinction
Distinction	Distinction	Distinction	Distinction

Any grade = fail, pass, or distinction

Re-sits and re-takes

Apprentices who fail one or more assessment method/s will be offered the opportunity to take a re-sit or a re-take at the employer's discretion. The apprentice's employer will need to agree that either a re-sit or re-take is an appropriate course of action.

A re-sit does not require further learning, whereas a re-take does.

Apprentices should have a supportive action plan to prepare for a re-sit or a re-take.

The timescales for a re-sit/re-take is agreed between the employer and EPAO. A re-sit is typically taken within 2 months of the EPA outcome notification. The timescale for a re-take is dependent on how much re-training is required and is typically taken within 4 months of the EPA outcome notification.

All assessment methods must be taken within a 6 month period, otherwise the entire EPA will need to be re-sat/re-taken.

Re-sits and re-takes are not offered to apprentices wishing to move from pass to a higher grade.

Where any assessment method has to be re-sat or re-taken, the apprentice will be awarded a maximum EPA grade of pass, unless the EPAO determines there are exceptional circumstances requiring a re-sit or re-take.

Roles and responsibilities

Role	Responsibility
Apprentice	<p>As a minimum, apprentices should:</p> <ul style="list-style-type: none"> • participate in and complete on-programme training to meet the KSBs as outlined in the occupational standard for a minimum of 12 months • undertake a minimum of 20% off-the-job training as arranged by the employer and training provider • understand the purpose and importance of EPA • undertake the EPA including meeting all gateway requirements
Employer	<p>As a minimum, employers should:</p> <ul style="list-style-type: none"> • select the EPAO and training provider • work with the training provider (where applicable) to support the apprentice in the workplace and to provide the opportunities for the apprentice to develop the KSBs • arrange and support a minimum of 20% off-the-job training to be undertaken by the apprentice • decide when the apprentice is working at or above the occupational standard and so is ready for EPA • ensure that all supporting evidence required at the gateway is submitted in accordance with this EPA plan • remain independent from the delivery of the EPA • confirm arrangements with the EPAO for the EPA (who, when, where) in a timely manner (including providing access to any employer-specific documentation as required, for example company policies) • ensure that the EPA is scheduled with the EPAO for a date and time which allow appropriate opportunity for the KSBs to be met • ensure the apprentice is well prepared for the EPA • ensure the apprentice is given sufficient time away from regular duties to prepare for and complete all post-gateway elements of the EPA, and that any required supervision during this time (as stated within this EPA plan) is in place

	<ul style="list-style-type: none"> • where the apprentice is assessed in the workplace, ensure that the apprentice has access to the resources used on a daily basis • provide the EPAO with any workplace specific policies, requirements and or instructions at least two weeks in advance of the apprentice being assessed • pass the certificate to the apprentice
EPAO	<p>As a minimum, EPAOs should:</p> <ul style="list-style-type: none"> • conform to the requirements of this EPA plan and deliver its requirements in a timely manner • conform to the requirements of the Register of End-Point Assessment Organisations (RoEPAO) • conform to the requirements of the external quality assurance provider (EQAP) for this apprenticeship standard • understand the occupational standard • make all necessary contractual arrangements, including agreeing the price of the EPA • develop and produce assessment materials including specifications and marking materials (for example mark schemes, practice materials, training material) • appoint suitably qualified and competent independent assessors • appoint administrators (and invigilators where required) to administer the EPA as appropriate • provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading • provide adequate information, advice and guidance documentation to enable apprentices, employers and training providers to prepare for the EPA • arrange for the EPA to take place, in consultation with the employer • where the apprentice is not assessed in the workplace, ensure that the apprentice has access to the required resources and liaise with the employer to agree this if necessary • develop and provide appropriate assessment recording documentation to ensure a clear and auditable process is in place for providing assessment decisions and feedback to all relevant stakeholders

	<ul style="list-style-type: none"> • have no direct connection with the apprentice, their employer or training provider. In all instances, including when the EPAO is the training provider (i.e. HEI), there must be no conflict of interest • have policies and procedures for internal quality assurance (IQA), and maintain records of regular and robust IQA activity and moderation for external quality assurance (EQA) purposes • deliver induction training for independent assessors, and for invigilators and/or markers (where used) • undertake standardisation activity on this apprenticeship standard for all independent assessors before they conduct an EPA for the first time, if the EPA is updated and periodically as appropriate (a minimum of annually) • manage invigilation of apprentices in order to maintain security of the assessment in line with the EPAO's malpractice policy • verify the identity of the apprentice being assessed • use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard • provide details of the independent assessor's name and contact details to the employer • have and apply appropriately an EPA appeals process • request certification via the Apprenticeship Service upon successful achievement of the EPA
Independent assessor	<p>As a minimum, independent assessors should:</p> <ul style="list-style-type: none"> • have the competence to assess the apprentice at this level and hold any required qualifications and experience in line with the requirements of the independent assessor as detailed in the IQA section of this EPA plan • understand the occupational standard and the requirements of this EPA • have, maintain and be able to evidence up-to-date knowledge and expertise of the subject matter • deliver the end-point assessment in-line with the EPA plan • comply with the IQA requirements of the EPAO • have no direct connection or conflict of interest with the apprentice, their employer or training provider; in all instances, including when the EPAO is the training provider (i.e. HEI) • attend induction training

	<ul style="list-style-type: none"> • attend standardisation events when they begin working for the EPAO, before they conduct an EPA for the first time and a minimum of annually on this apprenticeship standard • assess each assessment method, as determined by the EPA plan, and without extending the EPA unnecessarily • assess against the KSBs assigned to each assessment method, as shown in the mapping of assessment methods and as determined by the EPAO, and without extending the EPA unnecessarily • make all grading decisions • record and report all assessment outcome decisions, for each apprentice, following instructions and using assessment recording documentation provided by the EPAO, in a timely manner • use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard • mark open (constructed) test answers accurately according to the EPAO's mark scheme and procedures
Training provider	<p>As a minimum, training providers should:</p> <ul style="list-style-type: none"> • work with the employer and support the apprentice during the off-the-job training to provide the opportunities to develop the knowledge, skills and behaviours as listed in the occupational standard • conduct training covering any knowledge, skill or behaviour requirement agreed as part of the Commitment Statement (often known as the Individual Learning Plan). • monitor the apprentice's progress during any training provider led on-programme learning • advise the employer, upon request, on the apprentice's readiness for EPA • remain independent from delivery of the EPA. Where the training provider is the EPA (i.e. a HEI) there must be procedures in place to mitigate against any conflict of interest
Invigilator	<p>As a minimum, invigilators should:</p> <ul style="list-style-type: none"> • attend induction training as directed by the EPAO • have no direct connection or conflict of interest with the apprentice, their employer or training provider; in all instances, including when the EPAO is the training provider (i.e. HEI)

	<ul style="list-style-type: none">• invigilate and supervise apprentices during tests and in breaks during assessment methods to prevent malpractice in accordance with the EPAO's invigilation procedures
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Internal Quality Assurance (IQA)

Internal quality assurance refers to the strategies, policies and procedures that EPAOs must have in place to ensure valid, consistent and reliable end-point assessment decisions. EPAOs for this EPA must adhere to all requirements within the Roles and Responsibilities section and:

- have effective and rigorous quality assurance systems and procedures that ensure fair, reliable and consistent assessment across employers, places, times and independent assessors
- appoint independent assessors who have recent relevant experience of the occupation/sector gained in the last 3 or significant experience of the occupation or sector
- operate induction training for independent assessors, markers and invigilators
- provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading
- where appropriate:
 - provide ongoing training for markers
 - provide ongoing training for invigilators
- undertake standardisation activity on this apprenticeship standard for all independent assessors:
 - before they conduct an EPA for the first time
 - if the EPA is updated
 - periodically as appropriate (a minimum of annually)
- conduct effective moderation of assessment decisions and grades
- conduct appeals where required, according to the EPAO's appeals procedure, reviewing and making final decisions on assessment decisions and grades

Value for money

Value for money of the EPA will be aided by using at least some of the following practices:

- use of technology – for example video conferencing where applicable
- location – for example use of employer premises
- making maximum use of each typical 7.5 hour working day

observation of naturally occurring evidence in the workplace

Mapping of knowledge, skills and behaviours (KSBs)

Knowledge	Assessment Method
K1: How industry and food trends, customer preferences, seasonality, provenance and global environmental factors influence the development of dishes and menus	Professional discussion underpinned by a portfolio
K2: How technology supports the development and production of complex dishes and menu items in the kitchen environment	Knowledge test
K3: The principles of advanced food preparation and cooking; traditional and modern cuisine; taste; allergens; diet and nutrition to produce complex dishes and menu items that meet business and customer requirements	Knowledge test
K4: Advanced preparation methods or a variety of basic methods combined in a complex manner for meat, poultry, game and offal dishes and menu items for example, hanging, skinning, plucking, checking for and removing shot, boning, stuffing, filling, tying, trussing, trimming, rolling, tenderising, chining, larding, barding, portioning, seasoning, marinating, ballantine, galantine, smoking (hot and cold)	Professional discussion underpinned by a portfolio
K5: Advanced preparation methods or a variety of basic methods combined in a complex manner for fish dishes and menu items (including white fish round and flat, oily fish, exotic fish categories) and shellfish dishes and menu items including gutting, cleaning, descaling, skinning, trimming, filleting, removing bones, shelling, cutting, marinating, coating	Professional discussion underpinned by a portfolio
K6: Advanced preparation methods, or a variety of basic methods combined in a complex manner, for vegetable dishes and menu items (including roots, bulbs, flower heads, fungi, seeds and pods, tubers, leaves, stems, vegetable fruit categories) dishes and menu items including washing, peeling, chopping, slicing, trimming, grating, turning, combining further ingredients	Professional discussion underpinned by a portfolio
K7: Advanced preparation methods, or a variety of basic methods combined in a complex manner, for vegetable protein (for example, soya, Quorn, seitan, tofu) dishes and menu items including rehydrating, chopping, slicing, trimming, grating, combining further ingredients	Professional discussion underpinned by a portfolio
K8: Advanced preparation methods for sauces, or a variety of basic methods combined in a complex manner, (for example, compound butter, beurre manié, cold roux, emulsified, cream	Professional discussion

thickened, white/brown sauce derivatives, reduced) including weighing, measuring, chopping, roux, skimming, passing, straining, blending, whisking, clarifying, reducing, chilling, addition of a liaison, puréeing	underpinned by a portfolio
K9: Advanced preparation methods for soups or a variety of basic methods combined in a complex manner (for example, consommé, bisque, chowder, velouté, cold) including weighing, measuring, chopping, roux, skimming, passing, straining, blending, whisking, clarifying, reducing, chilling, addition of a liaison, puréeing	Professional discussion underpinned by a portfolio
K10: Advanced preparation methods for dough and batter products (including laminated and fermented), or a variety of basic methods combined in a complex manner, including weighing, measuring, sieving, mixing, kneading, proving, knocking back, shaping, laminating, folding	Professional discussion underpinned by a portfolio
K11: Advanced preparation methods for paste products, or a variety of basic methods combined in a complex manner, (including short, sweet, suet, choux, puff, flaky, sable, hot water, convenience) including weighing, measuring, sifting, rubbing in, kneading, creaming, resting, aerating, conditioning/chilling, piping, laminating, rolling, folding, lining, moulding, trimming	Professional discussion underpinned by a portfolio
K12: Advanced preparation methods for hot, cold and frozen desserts, or a variety of basic methods combined in a complex manner, (for example, ice-cream / sorbet-based, mousse, soufflés, egg-based set, bavarois, hot sponge-based, fruit-based, paste-based) including, sieving, mixing, creaming, aeration, adding flavours/colours, puréeing, combining, use of moulds, combining	Professional discussion underpinned by a portfolio
K13: Advanced preparation methods for biscuits, or a variety of basic methods combined in a complex manner, (for example, tuiles, sable, Viennese, Japonaise, Dutch), advanced preparation methods for cakes and sponges (for example, sugar batter, flour batter, melted method, fatless sponge, separated egg method, whole egg foams, aerated egg white method, scones) or a variety of basic methods combined in a complex manner including weighing, measuring, creaming, beating, whisking, folding, rubbing in, greasing, glazing, portioning, piping, shaping, filling, rolling, lining, spreading, smoothing, mixing, stacking, coating, slicing	Professional discussion underpinned by a portfolio
K14: Advanced cooking methods for meat, poultry, game and offal dishes and menu items, or a variety of basic methods combined in a complex manner, including searing, grilling, griddling, frying (deep, shallow, sauté and stir), braising,	Professional discussion underpinned by a portfolio

stewing, baking, roasting, pot roasting, steaming, boiling, poaching, bain-marie, sous-vide, en papillote, spatchcock, smoking, confit, combination	
K15: Advanced cooking methods for fish and shellfish dishes and menu items, or a variety of basic methods combined in a complex manner including frying (deep, sauté and shallow), grilling, poaching, baking, steaming, stewing, boiling, en papillote, sous-vide, confit, smoking, ceviche, combination	Professional discussion underpinned by a portfolio
K16: Advanced cooking methods for vegetables dishes and menu items, or a variety of basic methods combined in a complex manner and vegetable protein dishes and menu items including blanching, boiling, roasting, baking, grilling, braising, frying (deep, shallow and stir), steaming, stewing, confit, sous-vide, smoking, pickling, ceviche, combination	Professional discussion underpinned by a portfolio
K17: Cooking methods for advanced sauces and soups, or a variety of basic methods combined in a complex manner, including boiling, simmering, reducing, thickening, flavouring, addition of a liaison	Professional discussion underpinned by a portfolio
K18: Cooking methods for advanced dough and batter products, or a variety of basic methods combined in a complex manner including baking and frying	Professional discussion underpinned by a portfolio
K19: Cooking methods for advanced paste products, or a variety of basic methods combined in a complex manner, including baking, combination cooking	Professional discussion underpinned by a portfolio
K20: Cooking method for advanced biscuits, cakes and sponges or a variety of basic methods combined in a complex manner, (for example, sugar batter, flour batter, melted method, fatless sponge, separated egg method, whole egg foams, aerated egg white method, scones) – baking	Professional discussion underpinned by a portfolio
K21: Cooking methods for advanced hot, cold and frozen desserts, or a variety of basic methods combined in a complex manner, including, poaching, baking, boiling, steaming, deep frying, bain-marie, microwaving	Professional discussion underpinned by a portfolio
K22: Advanced finishing methods for all food groups including resting, garnishing, adding sauce, dressing, glazing, gratinating, piping, icing, filling, decorating, dusting, dredging, decorating, moulding, de-moulding, cooling, stacking, portioning, cutting, sprinkling, lattice, quadrillage, scoring and why each method is applied	Professional discussion underpinned by a portfolio

K23: How traditional, classical and modern skills and techniques, culinary science and contemporary styles affect the advanced preparation, cooking and finishing methods of the complex dishes and menu items	Professional discussion underpinned by a portfolio
K24: How to maximise yield and quality, and minimise wastage of ingredients and other resources	Observation and questioning
K25: Problem-solving techniques when maintaining standards whilst working in a challenging, time bound environment	Professional discussion underpinned by a portfolio
K26: The food safety practices and procedures to ensure the safe preparation and cooking of food	Knowledge test
K27: What to look for in ingredients and how to handle and store them to maintain quality, in line with food safety legislation	Knowledge test
K28: How to brief, coach and motivate others positively to deliver quality dishes and menu items	Observation and questioning
K29: Their role in building teams and inter-team relationships, and how to influence behaviours of team members both back and front of house	Professional discussion underpinned by a portfolio
K30: How to work with people from a wide range of backgrounds and cultures and recognise how local demographics may impact on the product range of the business	Knowledge test
K31: The methods available (for example, instructor-led, virtual, web-based, coaching, discussion, simulation and role-play) and importance of, training and development to maximise the performance of self and team	Knowledge test
K32: How the business strategy, customer profile, culture and constraints influence the development of creative, profitable, and competitive menus	Professional discussion underpinned by a portfolio
K33: The principles of profit and loss, and recognise how to support the overall financial performance of the business through operating efficiently to reduce wastage and deliver profit margins	Knowledge test
K34: The relevant legislation regulations and responsibilities pertinent to this occupation	Knowledge test
K35: The principles of risk assessment and how to identify, plan for and minimise risks to the service and operation	Knowledge test

Skill	Assessment Method
S1: Review and refresh menus and dishes in line with business requirements and influencing factors	Professional discussion underpinned by a portfolio
S2: Use technology in line with business procedures and guidelines to achieve the best result	Observation and questioning
S3: Use a range of advanced preparation and cooking skills and techniques to prepare, cook and finish complex dishes and menu items in line with business requirements	Observation and questioning
S4: Use standard operating procedures which reflect the most appropriate methods for maximising yield and minimising waste when producing quality dishes and menu items in line with business requirements	Observation and questioning
S5: Prioritise tasks, directing others as appropriate, and ensuring they are completed timely and to the required standard	Observation and questioning
S6: Prepare, cook and finish food to agreed food safety practices and guidelines, ensuring a clean and hygienic kitchen environment is maintained at all times and food safety management procedures followed and recorded	Observation and questioning
S7: Ensure ingredients are stored, prepared, cooked and presented to deliver a quality product that is safe for the consumer	Observation and questioning
S8: Brief, coach and motivate others to produce high quality dishes and menu items which are delivered on time and to standard	Observation and questioning
S9: Work collaboratively across the team and with colleagues in other parts of the organisation, identifying and dealing with problems constructively to drive a positive outcome	Professional discussion underpinned by a portfolio
S10: Use methods of communication that achieves the desired result and demonstrates a flexible customer centric culture	Observation and questioning
S11: Develop own skills and knowledge, and those of the team, through training and experiences	Professional discussion underpinned by a portfolio
S12: Apply techniques that help improve competitiveness, business performance, revenue, profit margins and customers' experience	Professional discussion underpinned by a portfolio

S13: Monitor the use of ingredients and other resources, yield, wastage and portion sizes to control costs	Observation and questioning
S14: Use sustainable working practices and encourage and support others to do the same	Knowledge test
S15: Comply with legal requirements and inspire confidence by maintaining the safety and security at all times	Knowledge test
S16: Risk assess situations, identifying and isolating matters of concern, by establishing the cause and intervening accordingly to minimise any risk to people and comply with legislation	Knowledge test
Behaviour	Assessment Method
B1: be solution focused to achieve the required outcome	Professional discussion underpinned by a portfolio
B2: support colleagues, customers and the business	Observation and questioning
B3: promote efficient ways of working to the team	Professional discussion underpinned by a portfolio
B4: remain calm under pressure to deliver the required outcomes	Observation and questioning
B5: be commercially aware in approach to all aspects of work	Professional discussion underpinned by a portfolio
B6: advocate the importance of working safely and legally in the best interest of all people	Professional discussion underpinned by a portfolio
B7: commit to and reflect on own and team professional development and learning	Professional discussion underpinned by a portfolio

Grading descriptors

Assessment method 1: Observation with questions

KSBs	Pass	Distinction
Prepare cook and finish advanced dishes K24 S3 S4 S5 S13 B4	<p>Produces advanced menu items and dishes to standard ensuring quality is maintained and wastage of ingredients and other resources are minimised. K24 S3 S4 S13</p> <p>Prioritise tasks, remaining calm and directing others to deliver the required outcomes S5 B4</p>	<p>Justifies the preparation and cooking techniques to produce the complex dishes and menu items in line with business requirements'. S3</p>
Technology S2	<p>Demonstrates the use of technology when preparing, cooking, and presenting advanced menu items and dishes. S2</p>	<p>Evaluates their use of technology to produce dishes following business procedures and guidelines. S2</p>
Health and Safety S6 S7	<p>Demonstrates food safety practices in the production and storage of advanced menu items and dishes. S6 S7</p>	<p>Identifies potential risks in the storage, preparation, cooking and presentation of food for consumers. S7</p>
Supervision K28 S8 S10 B2	<p>Demonstrates coaching and motivating techniques when briefing the team to deliver dishes/menu items on time to a prescribed standard for consumers. K28, S8, B2</p> <p>Communicates with customers and co-workers ensuring their chosen methods of communication achieve the desired result and reflect a customer centric. S10</p>	<p>Justifies the methods of communication used and explain why they have been more effective in achieving the desired result. S10</p>

A fail grade will be awarded if the apprentice does not satisfy all of the pass criteria.

Assessment method 2: Professional discussion underpinned by a portfolio of evidence

KSBs	Pass	Distinction
Industry and food trends K1 K23 S1	<p>Explains the factors which influence the development of dishes and menus. K1</p> <p>Describes how the preparation, cooking and finishing of complex dishes are influenced by different skills and techniques, culinary science and contemporary styles. K23 S1</p>	<p>Compares the factors which influence the development of dishes and menus and identify those factors that have the most influence K1</p>
Problem Solving K25	<p>Describes problem-solving techniques to maintain standards within a time constrained working environment. K25</p>	<p>Reflects on what level of success their use of problem-solving techniques have had in maintaining standards. K25</p>
Teamwork K29 S9 S11 B1 B3 B6 B7	<p>Demonstrates working collaboratively with co-workers and teams, adhering to policies and procedures set out by the organisation to be solution focused when resolving problems by mutual agreement. S9 B1</p> <p>Demonstrates responsibility for developing their own skills and knowledge and shares expertise gained to build the capability of colleagues within their team. S11, B7</p> <p>Establishes an approach to work tasks which follows the organisations safe working practices and legal guidelines. B6</p> <p>Describes their role in building and working in a team and give examples of how to promote efficient ways of working. K29 B3</p>	<p>Reflects on their solution focused approach to working with teams. S9 B1</p>
Promotion, business	<p>Describes how the organisations' business strategy, customer profile, customer centric culture and</p>	<p>Evaluates the factors which influence the development of one of the following</p>

<p>growth and customers</p> <p>K32</p> <p>S12</p> <p>B5 B8</p>	<p>constraints influence the development of creative, profitable, and competitive menus. K32 B8</p> <p>Describes how they apply techniques to improve competitiveness, business performance, revenue, profit margins and customers' experience. S12</p> <p>Describe how they establish interaction with all parts of the business and solutions that reflect current trends in the hospitality sector as a whole. B5</p>	<p>creative, profitable, and competitive menus. K32</p> <p>Justifies techniques they have used to improve one of the following competitiveness, business performance, revenue, profit margins and customers' experience. S12</p>
<p>Complex preparation cooking and finishing techniques</p> <p>K4 K5 K6 K7 K8 K9 K10 K11 K12 K13 K14 K15 K16 K17 K18 K19 K20 K21 K22</p>	<p>Reviews the log of complex dishes that demonstrate styles, skills and techniques that meet business, operational need and customer requirements.</p> <p>K4 K5 K6 K7 K8 K9 K10 K11 K12 K13 K14 K15 K16 K17 K18 K19 K20 K21 K22</p>	<p>Analyses the impact of using specific techniques on the dishes produced and finished.</p> <p>K4 K5 K6 K7 K8 K9 K10 K11 K12 K13 K14 K15 K16 K17 K18 K19 K20 K21 K22</p>

A fail grade will be awarded if the apprentice does not satisfy all of the pass criteria.

Assessment method 3: Knowledge test

KSBs	Fail	Pass	Distinction
K2 K3 K26 K27 K30 K31 K33 K34 K35 S14 S15 S16	Does not meet the pass criteria	Achieves a score of between 30 to 39 marks out of 50 marks available in total.	Achieves a score of 40 marks or above out of 50 marks available in total.