

# End-point assessment plan for Senior Culinary Chef apprenticeship standard

Apprenticeship standard reference number	Apprenticeship standard level	Integrated end-point assessment
ST0864	4	No

## Contents

Introduction and overview.....	2
EPA summary table.....	3
Length of end-point assessment period.....	4
Order of assessment methods .....	4
Gateway.....	5
Assessment methods.....	6
Reasonable adjustments.....	12
Grading.....	13
Re-sits and re-takes .....	16
Roles and responsibilities .....	17
Internal Quality Assurance (IQA) .....	19
Affordability .....	19
Professional body recognition.....	19
Mapping of knowledge, skills and behaviours (KSBs).....	20

## Introduction and overview

This document sets out the requirements for end-point assessment (EPA) for the Senior Culinary Chef apprenticeship standard. It is for end-point assessment organisations (EPAOs) who need to know how EPA for this apprenticeship must operate. It will also be of interest to Senior Culinary Chef apprentices, their employers and training providers.

Full time apprentices will typically spend 24 months on-programme before the gateway working towards the occupational standard. All apprentices must spend a minimum of 12 months on-programme. All apprentices must complete the required amount of off-the-job training specified by the apprenticeship funding rules.

The EPA period should only start, and the EPA be arranged, once the employer is satisfied that the apprentice is deemed to be consistently working at or above the level set out in the occupational standard, all of the pre-requisite gateway requirements for EPA have been met and can be evidenced to an EPAO.

The apprentice must have achieved English and maths qualifications in line with the apprenticeship funding rules.

The EPA must be completed within an EPA period lasting typically 6 months, after the EPA gateway.

The EPA consists of 2 discrete assessment methods.

The individual assessment methods will have the following grades:

### **Assessment method 1:** Project with presentation, practical assessment and questioning

- Fail
- Pass
- Distinction

### **Assessment method 2:** Professional Discussion, underpinned by a portfolio

- Fail
- Pass
- Distinction

Performance in the EPA will determine the overall apprenticeship standard grade of:

- Fail
- Pass
- Distinction

## EPA summary table

<b>On-programme</b> (typically, 24 months)	<ul style="list-style-type: none"> <li>• Training to develop the occupation standard's knowledge, skills and behaviours (KSBs)</li> <li>• The apprentice must complete training towards English and maths qualifications in line with the apprenticeship funding rules.</li> <li>• Development of a portfolio of evidence</li> </ul>
<b>End-point assessment gateway</b>	<ul style="list-style-type: none"> <li>• Employer is satisfied the apprentice is consistently working at, or above, the level of the occupational standard.</li> <li>• Apprentices must have achieved English and maths qualifications in line with the apprenticeship funding rules.</li> <li>• The submission of the portfolio of evidence.</li> </ul>
<b>End-point assessment</b> (which will typically take 6 months)	<p>Assessment method 1: Project with presentation, practical assessment and questioning</p> <p>With the following grades:</p> <ul style="list-style-type: none"> <li>• Fail</li> <li>• Pass</li> <li>• Distinction</li> </ul> <p>Assessment method 2: Professional Discussion, underpinned by a portfolio</p> <p>With the following grades:</p> <ul style="list-style-type: none"> <li>• Fail</li> <li>• Pass</li> <li>• Distinction</li> </ul>

## Length of end-point assessment period

The EPA will be completed within an EPA period lasting typically of 6 months, after the EPA gateway. Any supporting material which underpins an EPA assessment method should be submitted at the gateway.

## Order of assessment methods

The assessment methods can be delivered in any order.

## Gateway

The EPA period should only start once the employer is satisfied that the apprentice is consistently working at or above the level set out in the occupational standard, that is to say they are deemed to have achieved occupational competence. 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.

For Project with presentation, practical demonstration and questioning:

- The employer will provide the EPAO with an Employer Overview at the Gateway which will provide a summary of the employer's business context to enable the EPAO to select a suitable project for the apprentice. The employer overview does not have a word count and should contain:
  - The nature of the business, for example global brand, large chain, education establishment, small independent
  - The scope and type of business, for example
    - supermarket - designing and developing a product line (e.g. ready meals, healthy eating)
    - restaurant, hotel - menu design (e.g. seasonal, vegan)
    - education setting - a mixture both product line and menu design (observing nutritional requirements)
  - typical clientele, target market (e.g. public sector, educational establishments, hospitals, commercial e.g. family, fine dining, food trends, etc.)
- The EPAO will liaise with the employer to agree a project brief which will include the projects subject, title and scope, taking into account the employer overview. The employer will ensure it has a real business application and the EPAO will ensure it meets the requirements of the EPA (including suitable coverage of the KSBs assigned to this assessment method). This should be agreed and given to the apprentice within 5 days of the gateway.

For Professional Discussion, underpinned by a portfolio, the apprentice will be required to submit a portfolio:

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
- 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
  - 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 allowed.

- The portfolio of evidence should not include any methods of self-assessment or self-reflection
- 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 in preparation for the professional discussion but are not required to provide feedback on the portfolio itself. The portfolio of evidence can be electronic or paper-based (or a mixture of both).

## Assessment methods

### Assessment method 1: Project with presentation, practical demonstration and questioning

(This assessment method has 3 components.)

#### Overview of Assessment Method 1

During this assessment method the apprentice will research, design and launch a product line or menu from concept to presentation of dishes appropriate to the business. This is based on the project brief supplied by the EPAO at the post-gateway meeting based on the Employer Overview. This will be carried out through a project culminating in a presentation and practical demonstration.

The rationale for this assessment method is:

It most accurately replicates the activities undertaken by a senior culinary chef in their day-to-day activities. It assesses aspects of the occupational standard where the work cycle is too long to be reasonably observed, for example researching a product range and demonstrating an understanding of the supply chain.

The presentation assesses certain skills and behaviours within the standard directly, for example ability to use effective methods of communication and being proactive and solution focused.

The practical demonstration involves direct testing under controlled conditions while cooking and presenting a selection of dishes to demonstrate how the brief has been met. The scope of the demonstration will require the apprentice to put into practice the mapped KSBs, demonstrating competence in applying a range of food preparation, knife and cooking skills and techniques.

This assessment method will be assessed holistically across all components.

## Assessment method 1 component 1: Project

### Overview

The work-based project is based on the project brief agreed between the employer and the EPAO within 5 days of the gateway, based on the employer overview. Projects will require apprentices to research, design and launch a product line or menu and should be designed to ensure that the apprentice's work meets the needs of the business, is relevant to their role and allows the relevant KSBs to be demonstrated for the EPA.

### Delivery

Apprentices will conduct a project as follows:

The project is compiled after the apprentice has gone through the gateway process. The apprentice will conduct their project and submit it to the EPAO electronically a maximum of 8 weeks after the EPAO has provided the project brief.

The employer will ensure the apprentice has sufficient time and the necessary resources, within this period, to plan and undertake the project.

Whilst completing the project, the apprentice should be subject to normal workplace supervision and support.

The project has a maximum word limit of 5,000. A tolerance of +/- 10% is allowed. Recipes, appendices, references and diagrams will not be included in this total.

The project will be based on an idea or opportunity which allows the mapped KSBs to be evidenced. EPAOs will ensure that the content of the project brief is representative of the employer/organisation, taking into account the Employer Overview. All projects must allow for the inclusion of 9 identified dishes for development. The following are examples of project ideas:

- creating a seasonal menu or product range
- creating grab and go concept products
- creating a new menu or product line (e.g. vegan offer)

The apprentice will need to consider the availability of resources required to complete the project. They must also ensure they are fully aware of the KSBs the project intends to assess.

As a minimum all projects must include:

- An introduction
- The scope of the project (including key performance indicators)
- A project plan
- Research and findings
- Project outcomes, (including 9 identified dishes)
- Recommendations and conclusions

The project must map in an appendix, how it evidences the relevant KSBs for this assessment method.

When the project is submitted, the employer and the apprentice must verify the submitted work is that of the apprentice.

### Marking

The independent assessor will review and mark the project in a timely manner, as determined by the EPAO, and without extending the EPA unnecessarily. Similarly, all quality control processes will also be

conducted in a timely manner, as determined by the EPAO. The independent assessor should have a minimum of 2 weeks to review the project prior to the presentation and practical assessment.

## **Assessment method 1 component 2: Presentation of Project outcomes with supplementary questioning**

### **Overview**

Apprentices will prepare and deliver a presentation of project outcomes followed by supplementary questioning by the independent assessor. The presentation will be based on the apprentice's project and will cover all the project outcomes and KSBs assigned to this method of assessment (including the nine dishes identified for development).

The presentation will be completed and submitted after the gateway and will be presented to an independent assessor, either face-to-face or via online video conferencing a minimum of 2 weeks after the submission of the project. If using an online platform, EPAOs must ensure appropriate measures are in place to prevent misrepresentation.

The apprentice will submit the presentation at the same time as the project (a maximum of 8 weeks after the EPAO has provided the project brief).

The presentation of project outcomes should include:

- outcomes of the research
- how the project brief has been met
- 9 dishes recommended for development

### **Delivery**

The presentation will last for 45 minutes. The independent assessor has the discretion to increase the time of the presentation by up to 10% to allow the apprentice to complete their last point.

The independent assessor will ask a minimum of 8 questions at the end of the presentation. Questions asked must cover the full range of the KSBs mapped to this method of assessment. Questions can be drawn from a question bank supplied by the EPAO and those created by the independent assessor based on the presentation. The presentation will typically take 15 minutes, followed by 30 minutes of supplementary questioning. Questioning will be used to confirm the apprentices understanding of the presentation and how it demonstrates the relevant KSBs.

Project outcomes can be presented in any format for example presentation slides, mood board, sample menus, product descriptions/photos.

To deliver the presentation, the apprentice will have access to:

- PowerPoint
- flip chart
- videos
- notes
- computer

The presentation will be conducted as follows:

Apprentices can use the project and any presentation aides i.e. power-point, video clips, flip chart, work products, notes, equipment (for example plating, packaging and presentation materials)

EPAOs must ensure any reasonable presentation requirements are in place e.g. power-point facilities.



The independent assessor will make all grading decisions.

## Venue

EPAOs must ensure that the presentation and questioning elements are conducted in a suitable controlled environment in any of the following:

- employer's premises
- other venue selected by the EPAO (for example a training provider)

The venue should be a quiet room, free from distraction and external influence. The venue will also have suitable space and equipment and a clock to ensure the apprentice can monitor time. Wi-Fi will also be required if any aspect of the presentation is interactive. The kitchen may be used for the presentation and questioning as long as it meets the requirements outlined above.

## Other relevant information

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

## Assessment method 1 component 3: Practical assessment with questions and answers

### Overview

Apprentices must be observed by an independent assessor completing 1 practical assessment in which they will demonstrate the KSBs assigned to this assessment method. Apprentices will produce 4 complete dishes as chosen by the EPAO from the 9 identified dishes developed in the project. The apprentice will have 2 weeks notification of the four dishes they are required to produce after the project has been submitted to the EPAO.

The end-point assessment organisation will arrange for the practical assessment to take place, in consultation with the employer. The practical assessment must be carried out over a total assessment time of 3 hours. The assessment may not be split, other than to allow comfort breaks as necessary. The independent assessor has the discretion to increase the time of the practical assessment by up to 10% to allow the apprentice to complete the last task that is part of this element of the EPA.

The independent assessor may conduct and observe only one apprentice at a time during this assessment method.

### Delivery

Apprentices must be provided with both written and verbal instructions on the tasks they must complete, including the timescales they are working to.

The following activities **MUST** be observed during the practical assessment, as a practical assessment without these tasks would seriously hamper the opportunity for the apprentice to demonstrate occupational competence in the KSBs assigned to this assessment method:

- Apply a range of food preparation, knife and cooking skills and techniques to produce quality dishes in line with business requirements
- Prepare, cook, store or present food to agreed relevant legislative food safety practices and guidelines, ensuring a clean and hygienic kitchen environment is maintained at all times in readiness for serving the public or centralised distribution

EPAOs will create and set open questions to assess related underpinning KSBs. Questions may be taken from an EPAO question bank or be those generated by the independent assessor. Questions can be asked both during and after the practical assessment is complete. The independent assessor must ask a minimum of 8 questions. Questioning must be completed within the total time allowed for the practical assessment.

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

The independent assessor will make all grading decisions.

### Questions and resources development

EPAOs will create and set open questions to assess related underpinning KSBs.

EPAOs will produce specifications to outline in detail how the practical assessment will operate, what it will cover and what should be looked for. It is recommended that this be done in consultation with employers. EPAOs should put measures and procedures in place to maintain the security and confidentiality of their specifications if employers are consulted. Specifications must be standardised by the EPAO.

EPAOs must develop 'practical specification banks' of sufficient size to prevent predictability and review them regularly (and at least once a year) to ensure they, and the specifications they contain, are fit for purpose. The specifications, including questions relating to underpinning KSBs must be varied, yet allow assessment of the relevant KSBs.

### Venue

EPAOs must ensure that the practical assessment is conducted in a kitchen environment with the required equipment in working order.

A suitable controlled environment could be in any of the following:

- employer's premises
- other venue selected by the EPAO (for example a training provider)

### Supporting material

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

- Outline of the assessment method's requirements
- Marking materials
- Question banks
- Assessment sheet documentation and materials for the independent assessor based on assessment criteria linked to the KSBs

## Assessment method 2: Professional Discussion, underpinned by a portfolio (This assessment method has 1 component.)

### Assessment method 2 component 1: Professional Discussion, underpinned by a portfolio

#### Overview

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 coverage of prior learning or activity and problem solving.

The rationale for this assessment method is:

This method was judged to be the most appropriate for the KSBs being assessed. It allows a range of KSB which may not occur in every workplace to be assessed. The apprentice can draw upon supporting evidence in the portfolio and can affectively confirm the authenticity of that supporting evidence.

### Delivery

The independent assessor will conduct and assess the professional discussion.

The portfolio of evidence must be present during the professional discussion and the apprentice must refer to this and draw on its contents during the professional discussion

The professional discussion must last for 60 minutes. The independent assessor must ask a minimum of 8 open questions, plus follow up questions to draw out further evidence, and has the discretion to increase the time of the professional discussion by up to 10% to allow the apprentice to complete their last answer. The independent assessor must ensure that the questions asked during the professional discussion covers the full range of KSBs mapped to this method of assessment. Further time may be granted for apprentices with appropriate needs in line with the EPAOs Reasonable Adjustment Policy.

During this method, the independent assessor must combine questions from the EPAO's question bank and those generated by themselves which will be designed to allow the apprentice to demonstrate the KSBs related to this assessment method. The assessor will review the portfolio before the professional discussion in order to choose relevant questions from the question bank. Independent assessors may tailor the questions in the EPAO question bank based on the evidence within the portfolio presented. Questions must be open, and the professional discussion should be holistic in nature to enable the apprentice to cover several KSBs as part of their response. Follow up questions are permitted where clarification is required.

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 in some way.

The independent assessor must use the assessment tools and procedures that are set by the EPAO to record the professional discussion.

The independent assessor will make all grading decisions.

### Venue

EPAOs must ensure that the presentation and questioning elements are conducted in a suitable controlled environment in any of the following:

- employer's premises
- other venue selected by the EPAO (for example a training provider)

Additional, specific venue requirements include Wi-fi and computer to access online portfolio if necessary.

### Other relevant information

A structured test specification and question bank must be developed by EPAOs. The 'question bank' must be of sufficient size to prevent predictability and the EPAO must reviewed regularly (at least once a year) to ensure that it, and its content, are fit for purpose. The specifications, including 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.

Independent assessors must be developed and trained by the EPAO in the conduct of professional discussion and reaching consistent judgement.

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

- Outline of the assessment method's requirements
- Marking materials
- Data capture form for evidence and gaps

## Reasonable adjustments

The EPAO must have in place clear and fair arrangements for making reasonable adjustments 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 assessment plan.

## Weighting of assessment methods

All assessment methods are weighted equally in their contribution to the overall EPA grade.

## Grading

### Assessment method 1: Project with presentation, practical assessment and questioning

KSBs	Fail	Pass – must meet all pass criteria	Distinction – must meet all distinction criteria
<b>K1 K2</b> <b>K3 K4</b> <b>K5 K6</b> <b>K7 K8</b> <b>K15</b> <b>K16</b> <b>K17</b> <b>K19</b>  <b>S1 S2</b> <b>S3 S5</b> <b>S6 S7</b> <b>S8 S9</b>  <b>S11</b> <b>S13</b> <b>S17</b> <b>S18</b>  <b>B1 B2</b>	Does not meet the pass criteria	<p>Upholds the organisation’s brand standards in all activities and menu item production (K2 S2 S5)</p> <p>Explains why it is important to research and evaluate customer profiles and sector trends when developing a product range. Gives examples of research and promotion activities when launching a culinary offer (to include the policies and procedures of procurement, traceability, provenance and quality monitoring) (K6 K16 K17 S17 S18)</p> <p>Explains and evidences how to work within a financial framework and the impact of this on their role and the organisation (S13)</p> <p>Explains how to plan for, identify and minimise risks to the service and organisation when creating the culinary offer (K15)</p> <p>Addresses feedback and provides examples of problem solving to continually improve the culinary offer (K19 B2)</p> <p>Creates standardised menu items and dishes that reflect the importance of diet, taste and nutrition in line with business specifications (K1 S1)</p> <p>Manages self and operates in a fair, empathetic manner with others during the safe preparation, cooking, presentation and storage of food to ensure consistency of product, customer-centric culture and service</p>	<p>Justifies how they have developed their culinary offer and how this is evaluated against business objectives and growth strategy (K16)</p> <p>Evaluates feedback received and justifies the plans implemented (K19 B2)</p> <p>Creates products which fully support the quality and brand standards of the organisation while incorporating the feedback and requirements of the project brief (K1 S1)</p>

		<p>quality is maintained (K5 K7 K8 S6 S7 S8 S9 S11 B1)</p> <p>Uses technology appropriately to support the preparation and production of menu items and reports any malfunctions to ensure a safe, clean and hygienic kitchen environment is maintained (K3 K4 S3)</p>	
--	--	--	--

## Assessment method 2: Professional Discussion, underpinned by a portfolio

KSBs	Fail	Pass – meets all pass criteria	Distinction – meets all distinction criteria
<p><b>K9 K10</b> <b>K11 K12</b> <b>K13</b> <b>K14</b> <b>K18</b></p> <p><b>S4 S10</b> <b>S12</b> <b>S14 S15</b> <b>S16</b></p> <p><b>B3 B4</b> <b>B5 B6</b></p>	Does not meet the pass criteria	<p>Explains examples of how they have developed good working relationships within own team and across the business to support personal and team objectives and development, celebrating personal and the organisation's success and achievement (K9 K10 K12 S12 B5 B6)</p> <p>Explains how they work with people from a wide range of backgrounds and cultures and uses an example of when local demographics may impact on the product range of the business (K11)</p> <p>Explains the key operational processes in developing a culinary offer and how this delivers profit margins, reduces wastage and contributes to the overall success of the business (K13)</p> <p>Explains the importance of and gives examples of leading the team to comply with legal requirements, business and brand standards (K14 K18 S14 B4)</p> <p>Explains the importance of and gives examples of how they have supported the team to achieve a positive outcome when faced with unexpected activities or hazards (S4 S10 S15)</p> <p>Explains how the culinary offer addresses competitiveness and how this is marketed to show commitment to the culture, vision and values of the business (S16, B3)</p>	<p>Evaluates an example of when they have resolved a real problem such as an issue with sourcing ingredients / equipment / technology / H&amp;S / personnel, giving details on how this has impacted on delivering the culinary offer highlighting opportunities for future change (K14 S4 S14 S15)</p> <p>Evaluates own team leadership to demonstrate positive outcomes (S10 B4)</p>

## Overall EPA grading

All EPA methods must be passed for the EPA to be passed overall.

To achieve a pass, the apprentice must achieve a pass in both assessment methods. To achieve a distinction, the apprentice must achieve a distinction in both assessment methods.

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

Project with presentation, practical assessment and questioning 1	Professional discussion with questions and answers 2	Overall grading
Fail	Any grade	Fail
Any grade	Fail	Fail
Pass	Pass	Pass
Pass	Distinction	Pass
Distinction	Pass	Pass
Distinction	Distinction	Distinction

## Re-sits and re-takes

Apprentices who fail one or more assessment method will be offered the opportunity to take a re-sit or a re-take. A re-sit does not require further learning, whereas a re-take does.

Apprentices should have a supportive action plan to prepare for the re-sit or a re-take. The apprentice's employer will need to agree that either a re-sit or re-take is an appropriate course of action.

An apprentice who fails an assessment method, and therefore the EPA in the first instance, will be required to re-sit or re-take any failed assessment methods only. In the event of a re-sit/re-take the apprentice must use a different project but can use the same portfolio.

Any assessment method re-sit or re-take must be taken during the maximum EPA period, otherwise the entire EPA must be taken again, unless in the opinion of the EPAO exceptional circumstances apply outside the control of the apprentice or their employer.

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

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	<ul style="list-style-type: none"> <li>• participate in development opportunities to improve their knowledge skills and behaviours as outlined in the standard</li> <li>• complete the required amount of off-the-job training specified by the apprenticeship funding rules and as arranged by the employer and training provider.</li> <li>• meet all gateway requirements when advised by the employer</li> <li>• understand the purpose and importance of EPA and undertake EPA</li> </ul>
Employer	<ul style="list-style-type: none"> <li>• support the apprentice to achieve the KSBs outlined in the standard to their best ability</li> <li>• determines when the apprentice is working at or above the level outlined in the standard and is ready for EPA</li> <li>• select the EPAO</li> <li>• confirm arrangements with EPAO for the EPA (who, when, where) in a timely manner</li> <li>• ensure apprentice is well prepared for the EPA</li> <li>• should not be involved in the delivery of the EPA</li> </ul>
EPAO	<p>As a minimum EPAOs should:</p> <ul style="list-style-type: none"> <li>• understand the occupational role</li> <li>• appoint administrators/invigilators and markers to administer/invigate and mark the EPA</li> <li>• provide training and CPD to the independent assessors they employ to undertake the EPA</li> <li>• provide adequate information, advice and guidance documentation to enable apprentices, employers and providers to prepare for the EPA</li> <li>• deliver the end-point assessment outlined in this EPA plan in a timely manner</li> <li>• prepare and provide all required material and resources required for delivery of the EPA in-line with best practices</li> <li>• use appropriate assessment recording documentation to ensure a clear and auditable mechanism for providing assessment decision feedback to the apprentice</li> <li>• have no direct connection with the apprentice, their employer or training provider i.e. there must be no conflict of interest</li> <li>• maintain robust internal quality assurance (IQA) procedures and processes, and conducts these on a regular basis</li> <li>• conform to the requirements of the nominated external quality assurance body</li> <li>• organise standardisation events and activities in accordance with this plan's IQA section</li> <li>• organise and conduct moderation of independent assessors' marking in accordance with this plan</li> <li>• have, and operate, an appeals process</li> <li>• arrange for certification with the relevant training provider</li> </ul>



Independent assessor	<p>As a minimum an independent assessor should:</p> <ul style="list-style-type: none"> <li>• understand the standard and assessment plan</li> <li>• deliver the end-point assessment in-line with the EPA plan</li> <li>• comply to the IQA requirements of the EPAO</li> <li>• be independent of the apprentice, their employer and training provider(s) i.e. there must be no conflict of interest</li> <li>• satisfy the criteria outlined in this EPA plan</li> <li>• hold or be working towards an independent assessor qualification e.g. A1 and have had training from their EPAO in terms of good assessment practice, operating the assessment tools and grading</li> <li>• have the capability to assess the apprentice at this level</li> <li>• attend the required number of EPAOs standardisation and training events per year (as defined in the IQA section)</li> </ul>
Training provider	<p>As a minimum the training provider should:</p> <ul style="list-style-type: none"> <li>• work with the employer to ensure that the apprentice is given the opportunities to develop the KSBs outlined in the standard and monitor their progress during the on-programme period</li> <li>• advise the employer, upon request, on the apprentice's readiness for EPA prior to the gateway</li> <li>• Plays no part in the EPA itself</li> </ul>

## Internal Quality Assurance (IQA)

Internal quality assurance refers to the requirements that EPA organisations must have in place to ensure consistent (reliable) and accurate (valid) assessment decisions. EPA organisations for this EPA must:

- appoint independent assessors who:
  - have knowledge and understanding of the Senior Culinary Chef apprenticeship standard
  - hold a recognised workplace assessment qualification or suitable alternative (for example, Level 3 award in assessing competence in the work environment / Level 3 certificate in assessing vocational achievement)
  - have current, relevant and verifiable occupational expertise and knowledge, at the level of the occupational area(s) they are assessing, which has been gained through 'hands on' experience in the industry
  - practices standardised assessment principles set out by the EPAO
  - have recent relevant experience of the occupation/sector at least the same level as the apprentice gained in the last three years or significant experience of the occupation/sector
  - are competent to deliver the end-point assessment
- provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading
- have robust quality assurance systems and procedures that support fair, reliable and consistent assessment across the organisation and over time
- operate induction training and standardisation events for independent assessors when they begin working for the EPAO on this standard and before they deliver an updated assessment method for the first time
- ensure independent assessors attend standardisation events on an ongoing basis and at least once per year

## Affordability

Affordability of the EPA will be aided by:

- using an employer's premises

## Professional body recognition

Professional body recognition is not relevant to this occupational apprenticeship.

# Mapping of knowledge, skills and behaviours (KSBs)

## Assessment method 1: Project with presentation, practical assessment and questioning

Knowledge
<b>K1</b> the principles of food preparation and cooking, knife selection and handling, taste, diet and nutrition, and how to bring these together in a challenging and time bound environment
<b>K2</b> the business or brand specifications and understand how to use them to create standardised menu items and dishes
<b>K3</b> how technology supports the preparation and production of menu items and dishes
<b>K4</b> how to recognise malfunctions or hazards and work to agreed practices and guidelines to ensure a safe, clean and hygienic kitchen environment
<b>K5</b> how personal approach and performance impacts on the successful production of menu items and dishes
<b>K6</b> how to research up to date knowledge of product range, brand development, promotions and current trends
<b>K7</b> the food safety practices and procedures to ensure the safe preparation, cooking and storage of food in readiness for serving the public or centralised distribution
<b>K8</b> what to look for in ingredients and how to handle and store them to maintain quality, in line with food safety legislation
<b>K15</b> how to identify, plan for and minimise risks to the service and operation
<b>K16</b> the customer profile of the business, who its main competitors are and the business growth strategy
<b>K17</b> understand the supply chain including procurement, traceability, provenance and quality monitoring for your culinary offer
<b>K19</b> the review process to be able to continuously improve the current culinary offer
Skills
<b>S1</b> Apply a range of food preparation, knife and cooking skills and techniques to produce quality dishes in line with business requirements
<b>S2</b> Produce profitable menu items and dishes according to business specifications
<b>S3</b> Use technology appropriately and efficiently to support the production of food and ensure maintenance issues and malfunctions are dealt with promptly
<b>S5</b> Ensure positive business or brand image is upheld in work activities and the delivery of products at all times
<b>S6</b> maintain consistency in product and service quality to meet customer requirements

<b>S7</b> Prepare, cook, store or present food to agreed relevant legislative food safety practices and guidelines, ensuring a clean and hygienic kitchen environment is maintained at all times in readiness for serving the public or centralised distribution
<b>S8</b> take responsibility for the safe storage, preparation, cooking and presentation of ingredients to deliver a quality product that is safe for instant consumption or centralized distribution
<b>S9</b> manage self and other to ensure the food produced is of high quality, delivered on time and to specification
<b>S11</b> Use effective methods of communication and operate in a fair and empathic manner that achieves the desired result and demonstrates a customer centric culture
<b>S13</b> Monitor costs, using forecasting to set realistic targets with the team; effectively control resource allocation; minimise wastage and use sustainable working practices
<b>S17</b> execute organisation process, policies and procedures for the supply chain including procurement, traceability, provenance and quality monitoring
<b>S18</b> Research and respond timely to sector trends when maintaining and reviewing the culinary offer
<b>Behaviours</b>
<b>B1</b> Remain calm under pressure
<b>B2</b> Welcome feedback , be pro-active and solution focused

## Assessment method 2: Professional Discussion, underpinned by a portfolio

<b>Knowledge</b>
<b>K9</b> how to support and influence the team positively to deliver a high quality product
<b>K10</b> how all staff and teams are dependent on each other and understand the importance of teamwork both back and front of house in achieving business objectives
<b>K11</b> 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
<b>K12</b> how to communicate knowledge and experience to the team and support own and individuals' development
<b>K13</b> how to operate efficiently to deliver profit margins, reduce wastage and support the overall financial performance of the business
<b>K14</b> understand legislative responsibilities and the importance of protecting peoples' health, safety and security
<b>K18</b> the processes policies and procedures of your organisation and a range of establishments relating to the culinary offer

## Skills

<b>S4</b> Support team to deal with unexpected malfunctions or hazards that disrupt work activities
<b>S10</b> Adopt problem solving judgements to identify and deal with problems within the team and across the organization to drive a positive outcome
<b>S12</b> Identify skills development needs and actively encourage and support individuals and self to enhance their skills and knowledge
<b>S14</b> Comply with relevant legal requirements and maintain the safety and security of people at all times
<b>S15</b> 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
<b>S16</b> apply business and brand values that actively market the business, support competitiveness and help meet business objectives
<b>Behaviours</b>
<b>B3</b> Be committed to the culture vision and values of the business
<b>B4</b> Lead by example
<b>B5</b> Commit to and reflect on own continuous professional development and learning
<b>B6</b> Celebrate personal and organisations achievement