

# End-point assessment plan for Commis chef apprenticeship standard

Apprenticeship standard number	Apprenticeship standard level	Integrated end-point assessment
ST0228	Level 2	No

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## Introduction and overview

This document sets out the requirements for end-point assessment (EPA) for the Commis chef 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 12 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.

Before starting EPA, an apprentice must meet the gateway requirements. For this apprenticeship they are:

- the employer must be content that the apprentice is working at or above the occupational standard
- apprentices must have compiled and submitted a portfolio of evidence to underpin the professional discussion
- for level 3 apprenticeships and above, apprentices without English and mathematics at level 2 must achieve level 2 prior to taking their EPA.

The EPAO must confirm that all required gateway evidence has been provided and accepted as meeting the gateway requirements. The EPAO is responsible for confirming gateway eligibility. Once this has been confirmed, the EPA period starts

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: Knowledge test

- fail
- pass
- distinction

### Assessment method 2: Practical assessment with questions

- fail
- pass

- distinction

Assessment method 3: Professional discussion underpinned by a portfolio of evidence

- fail
- pass
- distinction

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

- fail
- pass
- distinction

## EPA summary table

<b>On-programme</b> (typically, 12 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>
<b>End-point assessment gateway</b>	<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 Level 1 and have taken the assessments for Level 2.</p> <p>Apprentices must submit a portfolio of evidence to underpin the professional discussion.</p>
<b>End-point assessment</b> (typically, 4 months)	<p>End-point assessment method 1: Knowledge test, graded:</p> <ul style="list-style-type: none"> <li>• fail</li> <li>• pass</li> <li>• distinction</li> </ul> <p>End-point assessment method 2: Practical assessment with questions , graded:</p> <ul style="list-style-type: none"> <li>• fail</li> <li>• pass</li> <li>• distinction</li> </ul> <p>End-point assessment method 3: Professional discussion underpinned by a portfolio of evidence, graded:</p> <ul style="list-style-type: none"> <li>• fail</li> <li>• pass</li> <li>• distinction</li> </ul> <p>Overall EPA/apprenticeship graded</p> <ul style="list-style-type: none"> <li>• fail</li> <li>• pass</li> <li>• distinction</li> </ul>
<b>Professional recognition</b>	<p>Professional body recognition is not relevant to this apprenticeship standard.</p>

## 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.

## 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:

- a 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
  - 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: 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 knowledge test will be in the form of a multiple-choice test.

The rationale for this assessment method is:

The test is an accurate way to test the apprentice's wide-ranging underpinning knowledge that may not be naturally occurring in other assessment methods. This method confirms essential safety, ingredient, food preparation and cooking method knowledge 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 question types allow this.

A correct response will be assigned one mark.

Any incorrect or missing answers must be assigned zero marks.

## Grading boundaries

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

Grade	Minimum mark	Maximum mark
<b>Fail</b>	0	29
<b>Pass</b>	30	39
<b>Distinction</b>	40	50

## 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
- guidance documentation for the apprentice and employer

## End-point assessment method 2: Practical assessment with questions

### Overview

This assessment method has 1 component.

A practical assessment with questions involves an independent assessor observing an apprentice undertaking a set task or a series of set tasks in a simulated environment and asking questions. The simulated environment must closely relate to the apprentice's natural working environment.

The independent assessor will ask questions in relation to underpinning knowledge and/or skills and behaviours where an opportunity to observe them has not occurred, or to seek clarification and further test coverage of the mapped KSBs to make assessment decisions

The rationale for this assessment method is:

This occupation involves practical activity best assessed through demonstration. The practical assessment enables the assessment of essential knowledge and skills in the preparation, cooking and finishing of food items and the application and use of equipment in a controlled environment. The scope of the practical assessment allows the apprentice to demonstrate a range of food preparation, cooking and finishing techniques that may not typically be observed during an observation of a service period in their place of work. Employers may doubt the occupational competence of an apprentice not assessed in this way.

### Delivery

The practical assessment with questions must take 3 hours.

The practical assessment 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 practical assessment with questions by up to 10% to allow the apprentice to complete a task or respond to a question.

The independent assessor may observe up to four apprentices during this assessment method to ensure quality and rigour.

Apprentices must be provided with information on the tasks they must complete, including the timescales they will be working to, before the start of the practical assessment.

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

1. three food preparation methods, three cooking methods and three finishing methods (chosen by the EPAO at the start of the assessment)
2. two dishes (either starter and main or main and dessert) created from the food prepared, cooked and finished in bullet point 1
3. dishes must meet one specific requirement (chosen by the EPAO prior to the assessment) from the following:
  - a. Food intolerances, allergens (may include coeliac, crones, 14 allergens)
  - b. Religious and cultural requirements (may include Jewish, Muslim)
  - c. Dietary (may include vegetarian, vegan)
  - d. Nutritional (may include children, older people, pregnant women, invalids)
4. safe and hygienic systems and practices
5. The dishes chosen and prepared by the apprentice to meet the criteria set by the assessor must also meet the recipe specification provided by the employer

The independent assessor must be unobtrusive whilst conducting the practical assessment.

Questions must be asked. Questions will be asked during the practical assessment. The purpose of the questioning is to check the understanding of the knowledge and skills applied in the demonstration.

The independent assessor must ask a minimum of 6 questions. They may ask follow-up questions where clarification is required. The evidence observed and responses to questions will be assessed holistically. The time for questions asked during the practical assessment is included in the overall assessment time.

The independent assessor has the discretion to increase the duration of the practical assessment with questions by up to 10%. The independent assessor must use the full time available 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

Practical assessments will take place in a simulated environment under controlled conditions and must be conducted in one of the following locations:

- college/provider designated kitchen
- employer's premises

## Question and resource development

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

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 EPAO's training and standardisation process. The questions relating to 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 training materials
- assessment specifications
- grading guidance
- a question bank
- assessment recording documentation
- guidance documentation for the apprentice and employer

## End-point assessment method 3: Professional discussion underpinned by a portfolio of evidence

### 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:

- This assessment method will allow some KSBs which may not naturally occur in every workplace or may take too long to demonstrate to be assessed, and allows the assessment of a disparate set of KSBs. It is supported by a portfolio of evidence which enables the apprentice to demonstrate application of KSBs.

## 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 safety, preparation and cooking methods by food group and professional behaviour and organisational culture.

The purpose of the questions will be:

- to check the apprentices understanding and application of the knowledge, skills and behaviours mapped to the professional discussion.

The independent assessor will conduct and assess the professional discussion.

The professional discussion must last for 60 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.

The professional discussion will have a minimum of 12 questions.

Apprentices will be expected to use their portfolio of evidence to support their answers.

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 should take place in a quiet room, free from distractions and influence. The professional discussion can take place in any of the following locations:

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

## 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

## 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 grade of 'fail'.

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

In order to achieve an overall EPA 'distinction' grade, 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:

Assessment Method 1: Knowledge Test	Assessment Method 2: Practical assessment with questions	Assessment method 3: Professional discussion underpinned by a portfolio of evidence	Overall grading
Fail	Any grade	Any grade	<b>Fail</b>
Any grade	Fail	Any grade	<b>Fail</b>
Any grade	Any grade	Fail	<b>Fail</b>
Pass	Pass	Pass	<b>Pass</b>
Distinction	Pass	Pass	<b>Pass</b>
Pass	Distinction	Pass	<b>Pass</b>
Pass	Pass	Distinction	<b>Pass</b>
Pass	Distinction	Distinction	<b>Distinction</b>
Distinction	Distinction	Pass	<b>Distinction</b>
Distinction	Pass	Distinction	<b>Distinction</b>
Distinction	Distinction	Distinction	<b>Distinction</b>

Any grade = fail, pass, or 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 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 or a 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-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"> <li>• participate in and complete on-programme training to meet the KSBs as outlined in the occupational standard for a minimum of 12 months</li> <li>• undertake a minimum of 20% off-the-job training as arranged by the employer and training provider</li> <li>• understand the purpose and importance of EPA</li> <li>• undertake the EPA including meeting all gateway requirements</li> </ul>
Employer	<p>As a minimum, employers should:</p> <ul style="list-style-type: none"> <li>• select the EPAO and training provider</li> <li>• 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</li> <li>• arrange and support a minimum of 20% off-the-job training to be undertaken by the apprentice</li> <li>• decide when the apprentice is working at or above the occupational standard and so is ready for EPA</li> <li>• ensure that all supporting evidence required at the gateway is submitted in accordance with this EPA plan</li> <li>• remain independent from the delivery of the EPA</li> <li>• 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)</li> <li>• ensure that the EPA is scheduled with the EPAO for a date and time which allow appropriate opportunity for the KSBs to be met</li> <li>• ensure the apprentice is well prepared for the EPA</li> <li>• 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</li> </ul>



	<ul style="list-style-type: none"> <li>• where the apprentice is assessed in the workplace, ensure that the apprentice has access to the resources used on a daily basis</li> <li>• provide the EPAO with any workplace specific policies, recipe specifications, requirements and or instructions at least two weeks in advance of the apprentice being assessed</li> <li>• pass the certificate to the apprentice</li> </ul>
EPAO	<p>As a minimum, EPAOs should:</p> <ul style="list-style-type: none"> <li>• conform to the requirements of this EPA plan and deliver its requirements in a timely manner</li> <li>• conform to the requirements of the Register of End-Point Assessment Organisations (RoEPAO)</li> <li>• conform to the requirements of the external quality assurance provider (EQAP) for this apprenticeship standard</li> <li>• understand the occupational standard</li> <li>• make all necessary contractual arrangements, including agreeing the price of the EPA</li> <li>• develop and produce assessment materials including specifications and marking materials (for example mark schemes, practice materials, training material)</li> <li>• appoint suitably qualified and competent independent assessors</li> <li>• appoint administrators (and invigilators where required) to administer the EPA as appropriate</li> <li>• provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading</li> <li>• provide adequate information, advice and guidance documentation to enable apprentices, employers and training providers to prepare for the EPA</li> <li>• arrange for the EPA to take place, in consultation with the employer</li> <li>• 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</li> <li>• 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</li> </ul>

	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• deliver induction training for independent assessors, and for invigilators and/or markers (where used)</li> <li>• 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)</li> <li>• manage invigilation of apprentices in order to maintain security of the assessment in line with the EPAO's malpractice policy</li> <li>• verify the identity of the apprentice being assessed</li> <li>• use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard</li> <li>• provide details of the independent assessor's name and contact details to the employer</li> <li>• have and apply appropriately an EPA appeals process</li> <li>• request certification via the Apprenticeship Service upon successful achievement of the EPA</li> </ul>
Independent assessor	<p>As a minimum, independent assessors should:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• understand the occupational standard and the requirements of this EPA</li> <li>• have, maintain and be able to evidence up-to-date knowledge and expertise of the subject matter</li> <li>• deliver the end-point assessment in-line with the EPA plan</li> <li>• comply with the IQA requirements of the EPAO</li> <li>• 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)</li> <li>• attend induction training</li> </ul>

	<ul style="list-style-type: none"> <li>• 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</li> <li>• assess each assessment method, as determined by the EPA plan, and without extending the EPA unnecessarily</li> <li>• 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</li> <li>• make all grading decisions</li> <li>• 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</li> <li>• use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard</li> <li>• mark open (constructed) test answers accurately according to the EPAO's mark scheme and procedures</li> </ul>
Training provider	<p>As a minimum, training providers should:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• conduct training covering any knowledge, skill or behaviour requirement agreed as part of the Commitment Statement (often known as the Individual Learning Plan).</li> <li>• monitor the apprentice's progress during any training provider led on-programme learning</li> <li>• advise the employer, upon request, on the apprentice's readiness for EPA</li> <li>• 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</li> </ul>
Marker	<p>As a minimum, the marker should:</p> <ul style="list-style-type: none"> <li>• attend induction training</li> <li>• have no direct connection or conflict of interest with the apprentice, their employer or training provider in all</li> </ul>

	<p>instances including when the EPAO is the training provider (i.e. HEI)</p> <ul style="list-style-type: none"> <li>mark multiple-choice test answers accurately according to the EPAO's mark scheme and procedures</li> </ul>
Invigilators	<p>As a minimum, invigilators should:</p> <ul style="list-style-type: none"> <li>attend induction training as directed by the EPAO</li> <li>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)</li> </ul> <p>invigilate and supervise apprentices during tests and in breaks during assessment methods to prevent malpractice in accordance with the EPAO's invigilation procedures</p>

## 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 years 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

## Professional body recognition

Professional body recognition is not relevant to this occupational apprenticeship.

# Mapping of knowledge, skills and behaviours (KSBs)

KNOWLEDGE	ASSESSMENT METHODS
<b>K1:</b> The factors which influence the types of food items and menus offered by the business	Professional discussion underpinned by a portfolio of evidence
<b>K2:</b> How technology supports the development and production of dishes and menu items	Knowledge test
<b>K3:</b> The importance of checking food, equipment, chemical and commodity stocks and keeping the storage areas in good order, know the procedures to carry out and how to deal with identified shortages and food close to expiry date	Practical assessment with questions
<b>K4:</b> How to undertake set up, preparation and cleaning tasks to organisational standard whilst working in a challenging, time-bound environment	Knowledge test
<b>K5:</b> Correct ingredients and portion sizes for each dish in line with recipe specifications	Practical assessment with questions
<b>K6:</b> The principles of basic food preparation and cooking; taste, allergens (including intolerances), diet (including religious, cultural and medical) and nutrition	Knowledge test
<b>K7:</b> Commonly used knives and kitchen equipment and their specific function	Knowledge test
<b>K8:</b> Sources and quality points of common food groups including meat, poultry, game, offal, fish, shellfish, vegetables, sauces, soups, stocks, rice, pasta/noodles, eggs, vegetable protein, dough, pastry, cakes, sponges, biscuits and scones, hot and cold desserts	Knowledge test
<b>K9:</b> Traditional cuts of meat and poultry	Knowledge test
<b>K10:</b> Preparation methods for meat, poultry, game and offal including cutting, slicing, dicing, mincing, trimming, boning, tying, checking and preparing cavities, skinning, tenderising, marinating, seasoning, applying dry rubs, stuffing, filling, trussing, coating and portioning	Professional discussion underpinned by a portfolio of evidence
<b>K11:</b> Categories of fish including white fish round and flat, oily fish	Knowledge test
<b>K12:</b> Traditional cuts of fish including darne, tronçon, goujon, suprême, délice, paupiette	Knowledge test

<b>K13:</b> Preparation methods for fish and shellfish including cleaning, descaling, skinning, trimming, filleting, removing bones, shelling, cutting, marinating, coating	Professional discussion underpinned by a portfolio of evidence
<b>K14:</b> Categories of vegetables including roots, bulbs, flower heads, fungi, seeds and pods, tubers, leaves, stems, vegetable fruits	Knowledge test
<b>K15:</b> Traditional cuts of vegetables including Julienne, Brunoise, Macédoine, Jardinière, Paysanne	Knowledge test
<b>K16:</b> Preparation methods for vegetables including washing, peeling, chopping, slicing, trimming, grating, turning	Professional discussion underpinned by a portfolio of evidence
<b>K17:</b> Preparation methods for sauces, stocks and soups including weighing, measuring, chopping, roux, skimming, passing, straining, blending, whisking	Professional discussion underpinned by a portfolio of evidence
<b>K18:</b> Preparation methods for rice, pasta/noodles and vegetable proteins including washing, soaking, straining	Professional discussion underpinned by a portfolio of evidence
<b>K19:</b> Preparation methods for eggs (duck, chicken, quail) including beating whisking	Professional discussion underpinned by a portfolio of evidence
<b>K20:</b> Categories of dough for example, bread, enriched, soda, naan, pitta, pizza	Knowledge test
<b>K21:</b> Preparation methods for dough including weighing, measuring, sieving, mixing, kneading, proving, knocking back, shaping, resting, chilling, piping, rolling, cutting, trimming, glazing, portioning	Professional discussion underpinned by a portfolio of evidence
<b>K22:</b> Preparation methods for pastry (including short, sweet, suet, choux, convenience) including weighing, measuring, sieving, mixing, shaping, resting, chilling, piping, rolling, cutting, trimming, glazing, portioning	Professional discussion underpinned by a portfolio of evidence

**K23:** Preparation methods for cakes, sponges, biscuits, scones, hot and cold desserts (including ice-cream, mousse, egg-based, batter-based, sponge-based, fruit-based, pastry-based) including weighing, measuring, sieving, mixing, shaping, rubbing in, creaming, resting, piping, rolling, cutting, trimming, lining, beating, folding, greasing, glazing, portioning, aeration, adding flavours/colours, puréeing, combining, chilling

Professional discussion underpinned by a portfolio of evidence

**K24:** Cooking methods for meat, poultry, game and offal including searing, grilling, griddling, frying (deep, shallow, sauté and stir), braising, stewing, baking, roasting, steaming, boiling, poaching, bain-marie, combination

Professional discussion underpinned by a portfolio of evidence

**K25:** Cooking methods for fish and shellfish including frying (deep and shallow), grilling, poaching, baking, steaming, stewing, boiling

Professional discussion underpinned by a portfolio of evidence

**K26:** Cooking methods for vegetables including blanching, boiling, roasting, baking, grilling, braising, frying (deep, shallow and stir), steaming, stewing, combination

Professional discussion underpinned by a portfolio of evidence

**K27:** Cooking methods for sauces, stocks and soups including boiling, simmering, reducing, thickening, flavouring

Professional discussion underpinned by a portfolio of evidence

**K28:** Cooking methods for rice, pasta/noodles, eggs and vegetable proteins including blanching, boiling, frying (deep, sauté), scrambling, poaching, braising, steaming, stewing, baking, combination

Professional discussion underpinned by a portfolio of evidence

**K29:** Cooking methods for dough, pastry, cakes, sponges, biscuits, scones, hot and cold desserts including baking, boiling, poaching, stewing, steaming, frying, combination

Professional discussion underpinned by a portfolio of evidence

**K30:** Finishing methods for all food groups including resting, garnishing, adding sauce, glazing, gratinating, piping, filling, decorating, dusting, dredging, decorating

Practical assessment with questions



<b>K31:</b> The impact of seasonality on the availability, quality and price of ingredients	Knowledge test
<b>K32:</b> The relevant legislation, regulations and responsibilities pertinent to this occupation	Knowledge test
<b>K33:</b> The importance of following legislation and regulations and consequences of failing to meet them	Knowledge test
<b>K34:</b> How personal and team performance impact on the successful production of dishes and menu items	Professional discussion underpinned by a portfolio of evidence
<b>K35:</b> How to communicate with colleagues and support team members	Professional discussion underpinned by a portfolio of evidence
<b>K36:</b> The importance of training and development to maximise own performance	Professional discussion underpinned by a portfolio of evidence
<b>K37:</b> Professional behaviours and organisational culture	Professional discussion underpinned by a portfolio of evidence
<b>K38:</b> How all teams are dependent on each other and the importance of teamwork both back and front of house	Knowledge test
<b>K39:</b> Basic costing and yield of dishes and the meaning of gross profit	Knowledge test
<b>K40:</b> The principles of supply chain and waste management	Knowledge test
<b>K41:</b> Potential risks in the working environment, how to address them and the potential consequences of those risks	Professional discussion underpinned by a portfolio of evidence
SKILL	ASSESSMENT METHODS
<b>S1:</b> Contribute to reviewing and refreshing menus in line with business and customer requirements	Professional discussion

	underpinned by portfolio of evidence
<b>S2:</b> Use technology for the development and production of dishes and menu items in line with business procedures and guidelines to achieve the best result	Professional discussion underpinned by a portfolio of evidence
<b>S3:</b> Check food stocks, report on shortages, prioritise food that is close to expiry and keep the storage areas in good order	Practical assessment with questions
<b>S4:</b> Prioritise tasks, ensuring food items meet the required quality standard and in the required time frame	Practical assessment with questions
<b>S5:</b> Measure dish ingredients and portion sizes accurately	Practical assessment with questions
<b>S6:</b> Use a range of craft preparation and basic cooking skills and techniques to prepare, cook and finish dishes and menu items in line with business requirements	Practical assessment with questions
<b>S7:</b> Use correct knives and knife skills when preparing food and use the correct equipment when preparing, cooking and finishing food	Practical assessment with questions
<b>S8:</b> Correctly store and use food items and commodities when preparing, cooking and finishing dishes to deliver a quality product that is safe for the consumer	Practical assessment with questions
<b>S9:</b> Apply correct preparation and selection methods when using fresh produce in dishes	Practical assessment with questions
<b>S10:</b> Complete preparation and cooking tasks to a high standard, delivered on time and presented as described within the recipe specification	Practical assessment with questions
<b>S11:</b> Maintain a clean and hygienic kitchen environment at all times, complete kitchen documentation as required	Practical assessment with questions
<b>S12:</b> Work with others to ensure dishes produced are of high quality, delivered on time and to the standard required	Professional discussion underpinned by a

	portfolio of evidence
<b>S13:</b> Choose methods of communication that achieve effective team working	Professional discussion underpinned by a portfolio of evidence
<b>S14:</b> Develop own skills and knowledge through training and experiences	Professional discussion underpinned by a portfolio of evidence
<b>S15:</b> Deal with team challenges and problems constructively to drive a positive outcome	Professional discussion underpinned by a portfolio of evidence
<b>S16:</b> Effectively manage resources to meet specifications and control waste	Practical assessment with questions
<b>S17:</b> Follow safe systems of work reporting risks in the appropriate manner	Practical assessment with questions

BEHAVIOUR	ASSESSMENT METHODS
<b>B1:</b> Is enthusiastic and committed to improving and developing skills	Professional discussion underpinned by a portfolio of evidence
<b>B2:</b> Has a food safety approach at all times	Practical demonstration with questions and answers
<b>B3:</b> Shows accuracy and attention to detail	Practical demonstration with questions and answers
<b>B4:</b> Works according to the values and culture of the organisation	Practical demonstration

**B5:** Is fair, consistent, reliable and respectful

with questions  
and answers

Professional  
discussion  
underpinned by a  
portfolio of  
evidence

**B6:** Leads by example to develop individual and team skills

Professional  
discussion  
underpinned by a  
portfolio of  
evidence

## Grading Descriptors

### Assessment method 1: Knowledge test

KSBs	
K2 K4 K6 K7 K8 K9 K11 K12 K14 K15 K20 K31 K32 K33 K38 K39 K40	Test mark will determine whether the apprentice achieves fail, pass, or distinction

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

Grade	Minimum mark	Maximum mark
<b>Fail</b>	0	29
<b>Pass</b>	30	39
<b>Distinction</b>	40	50

## Grading Descriptors

### Assessment method 2: Practical demonstration with questions

KSBs	Pass	Distinction
<b>Safety</b> K3 S3 S7 S8 S11 S17 B2	Demonstrates stock/equipment checking for expiry dates and/or availability, and maintains work/storage areas according to	Justifies their choice of knife and/or specialist equipment for a preparation, cooking

	<p>organisational food safety policies and procedures. K3, S3</p> <p>Demonstrates knife skills and the use of specialist equipment to produce and store food products that are safe for the consumer. S7, S8</p> <p>Applies prescribed safe systems of work, identifies/reports risks and maintains their kitchen environment and documentation according to the food safety policies and procedures set out by the organisation. S11, S17, B2</p>	<p>and/or finishing a task S7, S8</p> <p>Describes the need to follow safe systems of work when preparing, cooking, and finishing food for consumption. S17, B2</p>
<p><b>Specifications, standards and quality</b></p> <p>K5 K30</p> <p>S4 S5 S6 S9 S10 S16</p> <p>B3 B4</p>	<p>Identifies and measures the correct ingredients and portion sizes for each dish/recipe/specification and applies the appropriate finishing methods. K5, K30, S5</p> <p>Prioritises tasks to produce dishes which reflect the given specification/recipe, and which meet quality control standards and are finished within a specified time. S4, S10, B3</p> <p>Demonstrates craft and basic cooking techniques for dishes in line with specifications and applies appropriate selection and preparation methods when fresh produce is required. S6, S9</p> <p>Manages resources to meet the given specifications for preparation, cooking and finishing and minimises waste at each stage. S16</p> <p>Demonstrates the production of dishes which reflect the values and culture of the organisation. B4</p>	<p>Describes how their dishes meet quality control standards. S4</p> <p>Reviews their presentation of dishes with that described in the recipe specification. S10</p> <p>Suggests alternative methods to manage/reduce waste when producing dishes for consumption. S16</p>

# Grading Descriptors

## Assessment method 3: Professional discussion underpinned by a portfolio of evidence

KSBs	Pass	Distinction
<b>Preparation and cooking methods by food group</b> K10 K13 K16 K17 K18 K19 K21 K22 K23 K24 K25 K26 K27 K28 K29 S2	Describes the preparation methods for the type of food product. K10 K13 K16 K17 K18 K19 K21 K22 K23 Describes the cooking methods for the type of food product. K24 K25 K26 K27 K28 K29 Describes the safe use of technology when preparing dishes, according to organisational procedures/guidelines. S2	Justifies the preparation and use of specific equipment and cooking methods for specific food products K10 K13 K16 K17 K18 K19 K21 K22 K23 K24 K25 K26 K27 K28 K29 S2
<b>Safety</b> K41	Outlines areas or sources of risk in the kitchen environment, how they have actioned those risks and the potential consequences they may cause. K41	Explains different actions to take <del>taken</del> to control or prevent risk in the kitchen environment. K41
<b>Professional behaviour and organisational culture</b> K1 K34 K35 K36 K37 S1 S12 S13 S14 S15 B1 B5 B6	Outlines factors influencing the foods offered by the business and demonstrates how they have contributed to reviewing and refreshing menus. K1, S1 Describes how their own and team performance influences the timely production of quality dishes and menu items. K34, S12 Explains how they choose communication methods to communicate with colleagues and support team members. K35, S13 Explains how their level of enthusiasm and commitment to personal training and development activities have helped with their performance within their role. K36, S14, B1	Explains how their own individual/team performance influences the timely production of quality dishes and menu items. K34, S12, S15

	<p>Outlines the expectations of their role in terms of professional behaviours and how this fits into the organisational culture K37</p> <p>Establishes an approach to work tasks which follows the guidelines as set out by the behavioural/ethical code of conduct for the sector/organisation' B5</p> <p>Establishes an approach to problem solving and shares these with individuals and or teams within the organisation. S15, B6</p>	
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