

Highfield Level 3 End-Point Assessment for ST0232 Senior Production Chef

End-Point Assessment Kit



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EPA-Kit

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How to use this EPA kit

Welcome to the Highfield End-Point Assessment Kit for the Senior Production Chef apprenticeship standard.

Highfield is an independent end-point assessment organisation that has been approved to offer and carry out the independent end-point assessments for the Level 3 Senior Production Chef apprenticeship standard. Highfield internally quality assures all end-point assessments in accordance with its IQA process, and additionally, all end-point assessments are externally quality assured by the relevant EQA organisation.

The EPA kit is designed to outline all you need to know about the end-point assessments for this standard and will also provide an overview of the on-programme delivery requirements. In addition, advice and guidance for trainers on how to prepare apprentices for the end-point assessment is included. The approaches suggested are not the only way in which an apprentice may be prepared for their assessments, but trainers may find them helpful as a starting point.

Key facts

Apprenticeship standard:	Senior Production Chef
Level:	3
On programme duration:	Minimum of 12 months
End-point assessment window:	3 months
Grading:	Pass / Distinction
End-point assessment methods:	On-demand Test Practical Observation Professional Discussion

In this kit, you will find:

- an overview of the standard and any on-programme requirements
- a section focused on delivery, where the standard and assessment criteria are presented in a suggested format that is suitable for delivery
- guidance on how to prepare the apprentice for gateway
- detailed information on which part of the standard is assessed by which assessment method
- suggestions on how to prepare the apprentice for each part of the end-point assessment
- a section focused on the end-point assessment method where the assessment criteria are presented in a format suitable for carrying out 'mock' assessments

Introduction

Standard overview

A senior production chef often leads a team of chefs and can act in a supportive role to the head chef in larger kitchens. They also report to the head chef or line manager regarding their activities and duties. The senior production chef supervises a team of chefs within time-bound and often challenging kitchen environments, for example, schools, hospitals, the armed forces, care homes and high street casual dining or pub kitchens. They are accountable for the daily management of the kitchen and supply stocks, including, the production of food to a high and constant standard, ensuring the kitchen, staff and food meet legislative and regulatory requirements.

Key responsibilities are likely to include, the supervision of and contribution to the production of the standardised recipes and menus developed in-house, overseeing the production of food and meals to meet specific dietary requirements, observing, and maintaining food management systems including the delivery, storage and service of food as well as ensuring equipment and appliances are safe for use. You will also be a crucial part of staff recruitment and training, managing operational aspects including the catering budget, suppliers, and waste management. On a business level, senior production chefs, are responsible for keeping costs down, improving revenue and profit margins, the performance of staff and the overall customer experience. You will also be expected to constantly strive to improve the efficacy and productivity of staff and the kitchen as a whole and lead staff meeting and briefings.

On completion of this standard, learners will be able to pursue roles/occupations such as head chef, sous chef, kitchen manager/supervisor and cook.

On-programme requirements

Although learning, development and on-programme assessment is flexible, and the process is not prescribed, the following is the recommended baseline expectation for an apprentice to achieve full competence in line with the Senior Production Chef apprenticeship standard.

The on-programme assessment approach will be agreed between the training provider and employer. The assessment will give an ongoing indication of an apprentice's performance against the final outcomes defined in the standard. The training provider will need to prepare the apprentice for the end-point assessment, including preparation for the on-demand test, practical observations and professional discussion (such as a provision of recordings of professional discussions or workplace evidence).

The training programme leading to end-point assessment should cover the breadth and depth of the standard using suggested on-programme assessment methods that integrate

the knowledge, skills and behaviour components, and which ensure that the apprentice is sufficiently prepared to undertake the end-point assessment.

Throughout the period of learning and development, and at least every 2 months, the apprentice should meet with the on-programme assessor to record their progress against the standard. At these reviews, evidence should be discussed and recorded by the apprentice. The maintenance of an on-programme record is important to support the apprentice, on-programme assessor and employer in monitoring the progress of learning and development and to determine when the apprentice has achieved full competence in their job role and is, therefore, ready for end-point assessment.

Use of Artificial Intelligence (AI) in the EPA

Where AI has been used as part of the apprentice's day-to-day work and forms part of a project report, presentation, or artefact, it should be referenced as such within the work. AI must not be used to produce the report or portfolio.

Where AI has been used as part of a portfolio that underpins an interview or professional discussion or any other assessment method, it should be fully referenced within the portfolio.

Readiness for end-point assessment

In order for an apprentice to be ready for the end-point assessments:

- the apprentice must have achieved level 2 English and maths and it is recommended that the apprentice is digitally literate where this is important to their role.
- the line manager (employer) must be confident that the apprentice has developed all the knowledge, skills and behaviours defined in the apprenticeship standard and that the apprentice is competent in performing their role. To ensure this, the apprentice must attend a formal meeting with their employer to complete the gateway readiness report.
- the apprentice and the employer should then engage with Highfield to agree on a plan and schedule for each assessment activity to ensure all components can be completed within a 3-month end-assessment window. Further information about the gateway process is covered later in this kit.

If you have any queries regarding the gateway requirements, please contact your EPA Customer Engagement Manager at Highfield Assessment.

Order of end-point assessments

There is no specific order in which the 3 assessment methods are to be conducted. It is at the discretion of the learner, independent assessor and employer as to the order. This is then to be confirmed with the Highfield scheduling team during the call to book each assessment method.

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The Highfield approach

This section describes the approach Highfield has adopted in the development of this end-point assessment in terms of its interpretation of the requirements of the end-point assessment plan and other relevant documents.

Documents used in developing this end-point assessment

Standard:

[Senior production chef / Institute for Apprenticeships and Technical Education](#)

End-point assessment plan:

instituteforapprenticeships.org/media/6885/st0232-senior-production-chef_13_ap-for-publication-23012023-1.pdf

Specific considerations

Whilst the assessment plan states that the criteria for all three assessment methods are to be drawn from Annex A, the practical observation and the professional discussion will be assessed against the criteria listed in the grading tables found on pages 10-12 of the assessment plan. As the subject areas these criteria are intended to assess are not clearly listed in the assessment plan, they have been aggregated into the subject areas Highfield have deemed most appropriate. If a **retake** is chosen, the apprentice will require a period of further learning and will need to complete a retake checklist.

Highfield recognise that all the assessment methods must be attempted and passed within a 3-month period, otherwise all assessment methods must be taken again, even if previously passed. This is the same length of time as the assessment window stipulated in the assessment plan. It has been agreed with People 1st that should a resit or retake be required, the assessment window will be paused after the last assessment method and will resume upon the resit or retake assessment. The total time taken however, should not exceed 3 months in total unless there are exceptional circumstances.

The assessment plan states on pages 5 and 8 that the duration of the professional discussion is a maximum of 60 minutes (+/- 10% at the discretion of the independent assessor). The agreed Highfield approach is that if the assessor feels the entirety of the allotted time of 60 minutes is not needed, they are able to end the discussion early. If the maximum time is not used, the assessor must provide a comment to support their decision. This comment will evidence that the learner has not been disadvantaged by the decision of the assessor.

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Gateway

How to prepare for gateway

After apprentices have completed their on-programme learning, they should be ready to pass through 'gateway' to their end-point assessment.

Gateway is a meeting that should be arranged between the apprentice, their employer and the training provider to determine that the apprentice is ready to undertake their end-point assessment. The apprentice should prepare for this meeting by bringing along work-based evidence, including:

- customer feedback
- recordings
- manager statements
- witness statements

As well as evidence from others, such as:

- mid and end-of-year performance reviews
- feedback to show how they have met the apprenticeship standards while on-programme

In advance of gateway, apprentices will need to have:

- achieved level 2 English
- achieved level 2 maths

Therefore, apprentices should be advised by employers and providers to gather this evidence and undertake these qualifications during their on-programme training. It is recommended that employers and providers complete regular checks and reviews of this evidence to ensure the apprentice is progressing and achieving the standards before the formal gateway meeting is arranged.

The gateway meeting

The gateway meeting should last around an hour and must be completed on or after the apprenticeship on-programme end date. It should be attended by the apprentice and the relevant people who have worked with the apprentice on-programme, such as the line manager/employer or mentor, the on-programme trainer/training provider and/or a senior manager (as appropriate to the business).

During the meeting, the apprentice, employer and training provider will discuss the apprentice's progress to date and confirm if the apprentice has met the full criteria of the apprenticeship standard during their on-programme training. The **Gateway Readiness Report** should be used to log the outcomes of the meeting and agreed upon by all 3 parties. This report is available to download from the Highfield Assessment website.

The report should then be submitted to Highfield to initiate the end-point assessment process. If you require any support completing the Gateway Readiness Report, please contact your EPA Customer Engagement Manager at Highfield Assessment.

Please note: a copy of the standard should be available to all attendees during the gateway meeting.

Reasonable adjustments and special considerations

Highfield Assessment has measures in place for apprentices who require additional support. Please refer to the Highfield Assessment Reasonable Adjustments policy for further information/guidance.

ID requirements

Highfield Assessment will need to ensure that the person undertaking an assessment is indeed the person they are claiming to be. All employers are, therefore, required to ensure that each apprentice has their identification with them on the day of the assessment so the end-point assessor can check.

Highfield Assessment will accept the following as proof of an apprentice's identity:

- a valid passport (any nationality)
- a signed UK photocard driving licence
- a valid warrant card issued by HM forces or the Police
- another photographic ID card, such as an employee ID card, or travel card

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The Senior Production Chef apprenticeship standard

Below are the knowledge, skills, and behaviours (KSBs) from the standard and related assessment criteria from the assessment plan. On-programme learning will be based on the KSBs and the associated assessment criteria are used to assess and grade the apprentice within each assessment method. These are grouped into learning areas.

Kitchen operations		
Knowledge	Skills	Behaviours
<p>K1 PAR stock levels, quality points and safe storage conditions for food items</p> <p>K2 The importance of monitoring the correct use and maintenance of food production equipment and the procedure for dealing with misuse and malfunctions</p>	<p>S1 Supervise the production of centrally developed menu items and dishes according to organisational specifications</p> <p>S2 Ensure deliveries are checked and stored correctly</p> <p>S3 Monitor the correct use and maintenance of food production equipment</p> <p>S4 Acquire and share with the team up-to-date information regarding product range, brand development, promotions and current trend</p>	<p>B1 Be diligent in ensuring safe and hygienic practises are followed</p>
On-demand test		
The knowledge statements K1-K2 above are used to assess the apprentice's knowledge in the On-Demand Test		

Practical observation
To pass, the following must be evidenced
KO 1.1 Monitors the efficient, safe use of kitchen tools, equipment and technology ensuring productivity and business objectives are met (S1, S2, S3, B1)
Professional discussion
To pass, the following must be evidenced
KO 1.2 Shows awareness of the benefits of food production technology and can relate this to products, services and processes in own kitchen (S4)
Amplification and guidance
<p>K1: PAR stock levels: PAR is the amount of stock items needed to meet the demands of the kitchen. Depending on the organisation, there should be a system in place to ensure PAR stock levels are being monitored. PAR stock levels help to ensure the following:</p> <ul style="list-style-type: none"> • cushion unexpected demands (busy times, quiet times, weather, seasonal) • safety stock • reduce food waste • increase control of ordering • saving costs • healthy inventory turnover • regular stock taking • correct storage • completion of relevant paperwork • use of trustworthy suppliers, building up a good relationship with suppliers <p>K1: Quality points: – food quality points can include appearance - size shape, gloss, colour and consistency, texture, flavour and nutritional content. Examples of the kinds of quality points to look for in fish, chicken and vegetables are listed below:</p> <ul style="list-style-type: none"> • quality points to look for in fish should include:

- Whole fish should have plenty of scales, no tears or punctures, fresh smell. No visible signs of slime on the skin. Firm body, bright red gills and eyes should be clear and bulging.
- Fish fillets should have no unpleasant smell, cut as specifications, firm flesh, white fish should be bright and not grey, there should be no sign of fish being previously frozen.
- quality points to look for in fresh chicken should include:
 - No bruising or tears to the skin, breast should be plump, and breastbone should be pliable, legs should be short, well fleshed with small scales at the ends, skin should be dry and not slimy, odourless, skin should be white to yellow.
- quality points in fresh vegetables should include:
 - Root vegetables, bulbs and tubers should be firm, even size and shape, no bruising blemishes or mould.
 - Leaf vegetables should be of vibrant colour no yellowing of leaves, correct size, no wilting or evident damage and no offensive smell (decay).

K2: Food production equipment may include, but is not limited to:

- air fryers
- blenders
- mixers
- mincers
- grinders
- slicers
- thermo-mixers

K2: Misuse refers to the incorrect or improper way of use that could cause harm to the individual using it and those around them, damage and malfunction. This could include, but is not limited to:

- the use of equipment other than its intended purpose
- the disregard of the manufacturer's directions/instructions of use

- the disregard of the manufacturer’s warnings and cautions

K2: Malfunction refers to the failure of equipment to work in the correct and intended way. Malfunctions can have both short and long-term effects on a company, including but not limited to:

- loss of customers and business
- the inability to meet required amounts of produce

Nutrition	
Knowledge	Skills
K3 The importance of combining nutrient groups to produce balanced menu items and dishes	S1 Monitor the production of food to ensure clients’ needs are met
K4 The importance of checking that the food production team is meeting the specific needs of individuals	
On-demand test	
The knowledge statements K3-K4 above are used to assess the apprentice’s knowledge in the On-Demand Test	
Practical observation	
To pass, the following must be evidenced	
NT 2.1 Can supervise the production of quality food items with passion and enthusiasm while maintaining organisational/brand standards, and procedures and ensuring clients’ needs are met (S1)	
Amplification and guidance	
K3: The 5 main nutrient groups include: <ul style="list-style-type: none"> • Carbohydrates • Fats 	

- Protein
- Water
- Dietary fibre
- Vitamins
- Minerals

K4: The specific needs of individuals will vary, and can include, but are not limited to, dietary requirements. Dishes will need to accommodate a number of requests. However, more general requests are likely to include the following:

- Crohn's Disease / Colitis
- vegan / vegetarian
- pescatarian (e.g. mostly fish, but may eat poultry, grains and vegetables in addition to a high fish diet)
- soft food (pureed)
- low salt
- low sugar
- low carbohydrate
- kosher only diet
- halal only diet
- Jainism only diet

Legal and governance	
Knowledge	Skills
K5 The importance of monitoring the team’s understanding and compliance with all relevant industry-specific regulations, legislation and procedures	S5 Monitor and ensure the effective implementation of food safety management systems
K6 The role of the supervisor in ensuring due diligence requirements are met	S6 Monitor and ensure legislative compliance and the completion of due diligence documentation
On-demand test	
The knowledge statements K5-K6 above are used to assess the apprentice’s knowledge in the On-Demand Test	
Practical observation	
To pass, the following must be evidenced	
LG 3.1 Manages the food safety management system (monitoring correct delivery, storage, cooking, and service of food), ensuring legislative compliance and the completion of due diligence documentation (S5, S6)	
Professional discussion	
To pass, the following must be evidenced	To gain a distinction, the following must be evidenced
LG 3.2 Highlights areas of risk offering solutions to challenges to ensure the health and safety of people and the organisation (K5, K6, S5, S6)	LG 3.3 Proposes measures to support due diligence of kitchen legislation (K5, K6, S5, S6)
Amplification and guidance	
<p>K5: Monitoring refers to the practice of observing and keeping track of abilities and skills, knowledge, behaviours and/or the quality of something over a period of time. From monitoring, an individual will be able to assess and identify the area in need of improvement and development.</p>	

K5: Industry-specific regulations, legislation. Depending on the organisation, **legislation and regulations** will vary. However, general legislation and regulations are likely to include:

- COSHH
- Natasha's Law
- Codes of Practice
- Food Safety Act 1990
- Food Safety (Northern Ireland) Order 1991)
- Food Standards Act 1999
- Food Hygiene (England) Regulations 2006
- Food Information Regulation 2014
- Food Information (Amendment) (England) Regulations 2014
- General Food Law
- RIDDOR

K6: Due diligence refers to what a business/company needs to know and do before agreeing to and proceeding with any action regarding the running of the business/company beyond the relevant industry specific regulations and legislation. Due diligence requires research, reviews and audits in order to gain knowledge of the impacts of decisions and actions being considered. Due diligence allows a company to prove they have taken all necessary steps to avoid breaches in policy and procedure.

Areas where due diligence is required to be performed by management and senior staff include, but are not limited to:

- commercial
- financial
- legal

The methods that can be used to ensure due diligence requirements are met can include, but are not limited to:

- intensive induction activities on food safety and HACCP takes place for all new employees
- sending staff on suitable training courses to update their knowledge

- creating a personal skills audit, spotting any gaps between the skills others have and what is required for their job
- making sure all relevant paperwork is in place to evidence that all correct methods are being carried out
- sharing best practice
- conducting a SWOT analysis

People		
Knowledge	Skills	Behaviours
K7 How to support and influence the team positively to deliver a high-quality product	S7 Support team members to ensure the timely delivery of high-quality food to the specification required	B1 Act as a role model to the team B2 Strive to achieve the required outcome and support positive, open communications that help team members achieve the best result for customers and the business
K8 Recognise how all teams are dependent on each other and understand the importance of teamwork both back and front of house in achieving business objectives	S8 Maintain harmony across the team and with colleagues in other parts of the organisation, identifying and dealing with problems constructively to drive a positive outcome	B3 Be solution focussed when dealing with unexpected challenges
K9 How to work with people from a wide range of backgrounds and cultures and how local demographics may impact the product range of the business	S9 Use effective methods of communication and operate in a fair and empathetic manner that achieves the desired result and demonstrates a customer-centric culture	B4 Celebrate personal growth and the achievement of team members B5 Show passionate enthusiasm to provide high quality food products
K10 How to communicate knowledge to the team and support own and individuals' development	S10 Identify development needs for self and team and actively encourage and support individuals to enhance their skills and knowledge	B6 Take pride in their role through a consistently positive and professional approach
On-demand test		
The knowledge statements K7-K10 above are used to assess the apprentice's knowledge in the On-Demand Test		

Practical observation	
To pass, the following must be evidenced	
PP 4.1	Supports individuals and leads the team to ensure harmonious relationships are maintained with all stakeholders and the best outcomes are achieved for customers and the business (S7, S8, S9)
PP 4.2	Acts as a role model to the team applying communication skills to demonstrate fairness and empathy within a customer-centric culture (S7, S8, S9)
Professional discussion	
To pass, the following must be evidenced	To gain a distinction, the following must be evidenced
PP 4.3	Correctly identifies professional values that contribute to building and developing high-performing teams (K8, S8, S10)
PP 4.4	Describes how they have developed good working relationships within own team and across the business to support objectives and celebrate success (K8, S8, S10)
PP 4.5	Shows how development needs for team and self have been achieved and the support given to individuals and team (K8, S8, S10)
PP 4.6	Shows evidence of pro-active leadership, anticipating outcomes and offering solutions to challenges (K8, S8, S10)
PP 4.7	Analyses methods used to develop a positive team-working environment, applying actions supporting the team, organisation and stakeholders (K8, S8, S10)
Amplification and guidance	
<p>K7: Support and influence refers to playing an active role in helping others develop in their own role and contributing to the common cause. To support and influence others, you act as a role model, providing information, training, objectives and goals in a clear, confident and constructive manner.</p> <p>Supporting and influencing a team in a positive way should help to deliver a high-quality product. You should be considering the following methods when working with the kitchen and front of house team:</p> <ul style="list-style-type: none"> • briefings before and after service • detailed prep sheets and using correct recipes 	

- act as a role model to the team
- clear verbal and non-verbal communication
- appropriate delegation of tasks
- regular group and 1:1 meeting
- pre-empt issues occurring

K8: Business objectives refers to what a business aims to achieve. These can include, but are not limited to:

- producing excellent quality food
- providing excellent customer service
- ensuring value for money

K9: Local demographics refers to the population of the local community, who is in it and their characterisations. This includes, but is not limited to:

- age
- cultural background
- economic background
- ethnicity
- gender
- occupation
- relationship status (single, married, married with kids)
- social status
- belief system

- An example of a religious belief system that Hinduism prohibits the consumption of beef. Sensitivity and care should be exercised when catering for those who follow religious dietary practices and this is particularly important where those being served are unable to eat elsewhere.

K10: Communication refers to how individuals pass information between themselves and others. There are many factors that can impact the effectiveness of communication, including the methods we use. Communicating knowledge to all members of the team in a positive and supportive manner and ensuring that they can further their development needs is vital to the Senior Production Chef role. This can be done in the following ways:

- group and 1:1 meetings
- setting realistic targets
- verbal and non-verbal feedback on performance
- offering incentives for positive behaviour, i.e. employee of the month, gift token, prize
- team building activities
- in-house training courses to meet individual requirements
- sharing good practice
- treating all with empathy and respect
- face-to-face (in-person and virtual)
- non-verbal
- verbal
- visual
- written
 - virtual - emails, texts and instant messaging
 - hard copy – letters, notes, posters and flyers

Factors that may affect communication include, but are not limited to:

- body language

- manner
- non-verbal communication
- pitch
- tone
- volume

PP 4.4: developed good working relationships refers to how an individual working with others is able to work with them in a positive, constructive way that benefits themselves and the company. Ways in which to develop good working relationships include, but are not limited to:

- running and monitoring staff development sessions
- team building exercises
- mentoring new staff
- sharing success by team meetings, celebration events, employee of the month, “treat” incentives, spa days, meal deals or similar

PP 4.5: Support can include but is not limited to:

- evidence of minutes of staff meetings
- feedback from staff development sessions
- 1:1 meeting
- keep-in-touch sessions
- award ceremonies (worker of the week, employee of the month)
- appraisals
- peer feedback

Business/commercial	
Knowledge	Skills
<p>K11 How to operate efficiently to deliver profit margins, reduce wastage and support the overall financial performance of the business</p> <p>K12 Understand how technology can improve efficiency and productivity within food production organisations</p> <p>K13 How to identify, plan for and minimise risks to the food production, service and operation</p>	<p>S11 Effectively use techniques that support cost reduction, improve performance, revenue, profit margins and customers' experience</p> <p>S12 Monitor costs, using forecasting to set realistic targets with the team</p> <p>S13 Effectively control resource allocation, minimise wastage and use sustainable working practices</p> <p>S14 Use technology to improve efficiency and productivity</p> <p>S15 Risk assess situations, identifying and isolating matters of concern, by establishing the cause and intervening accordingly to minimise risk to people and organisation</p> <p>S16 Carry out activities in line with business/brand values that actively market the business, support competitiveness and help meet business objectives.</p>
On-demand test	
The knowledge statements K11-K13 above are used to assess the apprentice's knowledge in the On-Demand Test	
Practical observation	
To pass, the following must be evidenced	
<p>BC 5.1 Demonstrates commercial understanding by producing food which supports revenue targets, cost reduction, improved performance and maintains profit margins (S11, S13, S14, S16)</p> <p>BC 5.2 Demonstrates pride in self and organisation by displaying a professional approach to all activities and positively encouraging marketing activities to maintain business competitiveness (S11, S13, S14, S16)</p>	

Professional discussion	
To pass, the following must be evidenced	To gain a distinction, the following must be evidenced
<p>BC 5.3 Correctly identifies the organisation’s vision, values and brand standards and can relate them to the food production (K11, K12, S12, S14, S15, S16)</p> <p>BC 5.4 Explains the importance of upholding organisational standards and keeping up with product ranges, promotions and current trends (K11, K12, S12, S14, S15, S16)</p> <p>BC 5.5 Identifies customer profiles and main competitors and how these affect food production, market position and the growth strategy of the organisation (K11, K12, S12, S14, S15, S16)</p> <p>BC 5.6 Can explain efficient operating methods to deliver profit margins, reduce wastage and support the financial performance of the business and how to implement them (K11, K12, S12, S14, S15, S16)</p> <p>BC 5.7 Demonstrates the use of forecasting, targets and methods of monitoring costs (K11, K12, S12, S14, S15, S16)</p> <p>BC 5.8 Explains activities which actively market the business and support competitiveness (K11, K12, S12, S14, S15, S16)</p> <p>BC 5.9 Relates the sharing of information regarding product range, brand development, promotions and current trends to the team (K11, K12, S12, S14, S15, S16)</p>	<p>BC 5.10 Can confidently appraise team and business performance to support business objectives (K11, K12, S12, S14, S15, S16)</p> <p>BC 5.11 Can generate data to justify profit margins, wastage reduction and cost savings (K11, K12, S12, S14, S15, S16)</p>
Amplification and guidance	

K11: Profit margins are used to measure a company's financial success and if they are making money. They are calculated using the business's costs, revenue and net profits, these must be well managed in order for a company to stay in business. Depending on the type of business, the importance of profit margins may differ in priority.

K12: Technology can include, but is not limited to:

- manual appliances:
 - pasta machine
 - mincer
 - coffee mill/grinder
- electric appliance:
 - air fryers
 - deep fat fryer
 - food processor
 - free-standing mixer
 - freezer
 - fridge
 - oven
 - stick blenders
 - Thermomixer
 - vacuum packer
 - water baths
 - combi steamer oven
 - computerised call order system

K13: How to identify, plan for and minimise risks. The principles in which a business will risk assess situations will vary. However, the identification of risk may include:

- how risks are identified including information as to who will be affected by the risk

- detailing how precautions need to be recorded
- identifying the nature of the risk
- how risks are reviewed
- business risk prevention protocols will be recorded and audited in line with internal requirements

Risk assessment – is a process undertaken by businesses which determines the extent (in terms of likelihood and severity) to which:

- internal and external customers are exposed to physical risks, issues, hazards or potential instances which may cause harm
- commercial systems, processes and internal activities are affected by events (e.g. – reduction in revenue, serious customer complaint, bad publicity in the national media)

A **risk assessment** is usually documented (in terms of risk identification, risk analysis and risk evaluation) and maintained by senior management within the business. Undertaking a risk assessment demonstrates an element of due diligence.

Risks – this includes a situation which may cause danger, harm and/or distress to an individual. Risks are categorised in terms of reputation, financial/economic, operational, compliance/regulatory and security/fraud (these depend on the type of business)

Depending on the organisation there are a range of systems in place to support the team and the senior chef in identifying, planning and minimising risks. This could involve the following:

- opening checks on equipment and logging the findings in the correct place
- recording any corrective actions
- robust updated risk assessments visible to all staff
- having an approachable manner to enable staff to feel confident in asking questions and for clarification
- ensuring staff are kept up to date with information
- meetings and team briefs are observed to make sure all information is current on the day

BC 5.1: Revenue targets refers to how much money a company aims to bring in over a certain period of time (weekly, monthly, annually) in order to achieve acceptable pre-determined profits. Ways in which to achieve revenue targets include, but are not limited to:

- setting monthly sales targets
- establishing steady and transitional goals and organising them by importance
- monitoring the progression of targets
- calculating the financial impacts of portion sizes and waste control and their effects of targets

BC 5.2: Marketing activities refers to way in which a company can promote itself and increase their customer base. Activities can include, but are not limited to:

- adverts (magazines, newspapers, TV, radio)
- celebrating success
- celebrating sustainability, local resources and ingredients
- meal deals and offers (for example: 20% off total bill, senior and/or children discounts)
- social media competitions
- survey competitions
- themed events

BC 5.5: Customer profiles refers to the types of people a business is likely to serve. The characteristics and preferences of the clientele ultimately reflect on how a business operates and the range of products it will offer. The types of customers a company attracts are a result of many different factors including the location and the demographics of that local area. For example, a shop or restaurant in a commercial district will have a different customer base, with different spending habits than one in a rural countryside setting.

Customer profiles are not exclusive and can be a combination of multiple ones. These can include, but are not limited to:

- professionals/workers/commuters

- low-income individuals and/or families
- mid-income individuals and/or families
- high-income individuals and/or families
- young single individuals and/or couples
- middle-aged single individuals and/or couples
- retirees
- tourists

BC 5.6: Operating methods refers to how the kitchen is run and how staff are expected to work. Kitchen operations include, but are not limited to:

- using the organisations brand standards to produce suitable menu items and dishes
- keeping up to date with current trends, promotions, developing the brand, range of products and service
- stock levels, safe storage conditions, stock takes
- monitoring equipment and utensils to ensure correct usage and the maintenance of
- using correct procedures for dealing with malfunctions and misuse
- having the scope and methods to meet specific dietary, religious and allergenic needs of individuals

BC 5.7: Methods of monitoring costs refers to the ways in which a company can make sure they are not spending too much money or more than they need to. Overspending will have a negative impact on the financial goals of a company, reducing profit and driving up prices for customers. Methods include, but are not limited to:

- using forecasting to set realistic financial targets
- financial meetings

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Assessment summary

The end-point assessment for the Senior Production Chef Apprenticeship Standard is made up of 3 components:

1. On-Demand Test consisting of 45 multiple-choice questions of 90-minute duration
2. Practical Observation lasting 4 hours, with a question-and-answer session at the end
3. Professional Discussion of 1-hour duration between the learner and assessor

As an employer/training provider, you should agree on a plan and schedule with the apprentice to ensure all assessment components can be completed effectively.

Each component of the end-point assessment will be assessed against the appropriate criteria laid out in this kit and a grade allocated. The overall grade will be determined using the combined grade.

On-demand test

The on-demand test is graded pass/distinction/fail. Total marks available are 45.

- To achieve a **pass**, apprentices will score at least 31 out of 45
- To achieve a **distinction**, apprentices will score at least 38 out of 45
- **Unsuccessful** apprentices will have scored 30 or below

Practical observation

The practical observation is graded pass/fail.

- To achieve a **pass**, all pass criteria must be achieved

Professional discussion

The professional discussion is graded pass/distinction/fail.

- To achieve a **pass**, all pass criteria must be achieved
- To achieve a **distinction**, all pass and all distinction criteria must be achieved

The professional discussion may be conducted using technology such as a video link, as long as fair assessment conditions can be maintained.

Grading

The apprenticeship includes fail, pass and distinction grades with the final overall grade based on the apprentice's combined performance in each assessment method. To pass overall, the apprentice is required to pass each of the three assessment methods. To achieve a distinction overall, the apprentice needs to gain a distinction in the professional discussion and the on-demand test as well as a pass in the observation. All assessment activities are equally weighted.

The overall grade for the apprentice is determined using the matrix below:

On-demand test	Practical observation	Professional discussion	Overall grade awarded
Fail any of the three assessment methods			Fail
Pass	Pass	Pass	Pass
Pass	Pass	Distinction	Pass
Distinction	Pass	Pass	Pass
Distinction	Pass	Distinction	Distinction

Retake and resit information

Should an apprentice fail an assessment activity on the first attempt, a resit should be scheduled as soon as the apprentice is ready, when practicable for the business and in line with the policies, practices and procedures of Highfield.

The resit is normally expected to take place after all the required assessments have been taken and the individual assessment results and overall apprenticeship result has been given to the apprentice.

The timescales for a resit/retake are agreed upon between the employer and Highfield. Should a resit or retake be required, the assessment window will be paused after the last assessment method and will resume upon the resit or retake assessment.

The total time taken should not exceed 3 months in total unless there are exceptional circumstances, otherwise, the entire EPA will need to be resat/retaken.

Resits/retakes are not offered to apprentices wishing to move from pass to distinction. Where any assessment method has to be re-sat/retaken, the apprentice may not be awarded a distinction, unless Highfield determines there are exceptional circumstances requiring a resit/retake. Under normal circumstances, only a pass is available to apprentices who have retaken or re-sat part of their EPA.

If an apprentice fails an end-point assessment method, it is the employer, provider and apprentice's decision whether to attempt a resit or retake. If a resit is chosen, please call the Highfield scheduling team to arrange the resit. If a retake is chosen, the apprentice will require a period of further learning and will need to complete a retake checklist. Once this is completed, please call the Highfield scheduling team to arrange the retake.

When undertaking a resit or retake, the assessment method(s) will need to be re-attempted in full, regardless of any individual assessment criteria that were passed on any prior attempt. The EPA Report will contain feedback on areas for development and resit or retake guidance.

There is no limit to the number of resits or retakes.

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Assessing the on-demand test

The On-demand test will last 90 minutes and will be comprised of 45 multiple choice questions. Apprentices must achieve a mark of 70% (31 out of 45) in order to **pass** the On-demand test, and 87% (38 out of 45) in order to achieve a **distinction**. Apprentices who achieve a mark below 30 will be **unsuccessful**.

The On-demand test assessment criteria are detailed in the following section, and will include the topics listed below:

- kitchen operations
- nutrition
- legal and governance
- people
- business/commercial

In each paper, questions will cover each of the areas above, however, not every aspect of every area will be covered in every test.

Grading

- To achieve a **pass**, apprentices will score at least 31 out of 45
- To achieve a **distinction**, apprentices will score at least 38 out of 45
- **Unsuccessful** apprentices will have scored 30 or below

Before the assessment

The employer/training provider should:

- brief the apprentice on the areas that will be assessed by the On-Demand test
- In readiness for end-point assessment, set the apprentice a mock On-Demand test. A mock test is available to download from the Highfield Assessment website. The mock tests are available as paper-based tests and also on the mock e-assessment system.

On-demand test criteria

Kitchen operations	
Assessment Criteria	
K1	PAR stock levels, quality points and safe storage conditions for food items
K2	The importance of monitoring the correct use and maintenance of food production equipment and the procedure for dealing with misuse and malfunctions

Nutrition	
Assessment Criteria	
K3	The importance of combining nutrient groups to produce balanced menu items and dishes
K4	The importance of checking that the food production team is meeting the specific needs of individuals

Legal and governance	
Assessment Criteria	
K5	The importance of monitoring the team's understanding and compliance with all relevant industry-specific regulations, legislation, and procedures
K6	The role of the supervisor in ensuring due diligence requirements are met

People	
Assessment Criteria	
K7	How to support and influence the team positively to deliver a high-quality product
K8	Recognise how all teams are dependent on each other and understand the importance of teamwork both back and front of house in achieving business objectives
K9	How to work with people from a wide range of backgrounds and cultures and how local demographics may impact the product range of the business
K10	How to communicate knowledge to the team and support own and individuals' development

Business/commercial	
Assessment Criteria	
K11	How to operate efficiently to deliver profit margins, reduce wastage and support the overall financial performance of the business
K12	Understand how technology can improve efficiency and productivity within food production organisations

Business/commercial

Assessment Criteria

K13 How to identify, plan for and minimise risks to the food production, service and operation

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Assessing the practical observation

As an end-point assessment method, the practical observation will assess the skills and behaviours that underpin the method-specific assessment criteria. Apprentices are required to demonstrate these within a job-specific role.

Assessors will observe the apprentice completing a job-specific role in their normal place of work, where they will supervise the production kitchen, and ensure that brand requirements, organisational quality standards and customer's individual needs are met. Further to these, the apprentice is expected to ensure that all kitchen staff utilise safe and hygienic working practices, and make correct use of technology, equipment, and resources during their daily working practices. The observation may be split into sections to best utilise time and showcase the apprentice's skills and behaviours.

The apprentice is expected to demonstrate all relevant skills and behaviours during the 4-hour observation. This will be followed by a question-and-answer session, in which the assessor will ask a series of questions intended to assess the apprentice's understanding of the skills and behaviours that underpin the practical processes the apprentice will carry out as part of the assessment method. The assessor may also ask follow-up questions in order to clarify the responses provided.

The questions must be asked within the 4-hour time allowance and follow the completion of the activity only. The question-and-answer session is to last no more than 20 minutes, and the assessor is not permitted to ask questions of the learner while they are actively demonstrating. The questions will pertain only to the observation and the skills and behaviours being tested in this method. The practical observation assessment criteria are detailed in the following section.

Grading

The practical observation is not graded beyond a **pass**.

- To achieve a **pass**, all pass criteria must be achieved.
- The practical observation is not graded beyond a **pass**.

Before the assessment

Employers/training providers should:

- ensure the apprentice knows the date, time, and location of the assessment

- ensure the apprentice knows which senior production chef criteria will be assessed (outlined on the following pages)
- encourage the apprentice to reflect on their experience and learning on-programme to understand what is required to meet the standard
- be prepared to provide clarification to the apprentice, and signpost them to relevant parts of their on-programme experience as preparation for this assessment

Practical observation mock assessment

It is the employer/training provider's responsibility to prepare apprentices for their end-point assessments and Highfield recommends that the apprentice experiences a mock practical observation in preparation for the real thing. The most appropriate form of mock assessment will depend on the apprentice's setting and the resources available at the time.

When designing a mock assessment, the employer/training provider should include the following elements:

- the mock observation should take place in a real workplace or a realistic simulation if the real workplace does not present all the required assessment opportunities
- the participation of other personnel to play the parts of customers and team members
 - it is strongly recommended that the mock observation has been practised beforehand and all personnel involved are properly briefed on their roles
 - the roles should provide the opportunity for the apprentice to demonstrate the 'pass' criteria
- a 4-hour time slot should be available for the complete practical observation if it is intended to be a complete mock observation covering all relevant standards. However, it is permissible to split the observation into 2 sections to allow best the observation of preparation and service, although this will normally be carried out on the same day.
- consider a video recording of the mock assessment and allow it to be observed by other apprentices, especially if it is not practicable for the employer/training provider to carry out a separate mock assessment with each apprentice

- ensure that the apprentice's performance is assessed by a competent trainer/assessor and that feedback is shared with the apprentice to complete the learning experience. Mock assessment sheets are available to download from the Highfield Assessment website and may be used for this purpose.

Practical observation - example questions

The following are example questions to demonstrate the sort of questions apprentices can expect to encounter at the end of the observation with questions and answers.

- tell me about a time that the use of kitchen equipment helped you to carry out of your role
- what steps did you follow when using the food safety management system
- tell me about a time that you took part in a marketing campaign. How do you feel this impacted your organisation
- tell me about a time that you helped to foster productive working relationships amongst the other members of your team
- how important is good communication when supervising a production kitchen
- tell me about a time your supervision lead to the fulfilment of a customer's needs

Practical observation criteria

During the 4-hour practical observation, the following standards should be evidenced. Apprentices should prepare for the practical observation by considering how the criteria can be met.

Kitchen operations

KO 1.1 Monitors the efficient, safe use of kitchen tools, equipment and technology ensuring productivity and business objectives are met (S1, S2, S3, B1)

Nutrition

NT 2.1 Can supervise the production of quality food items with passion and enthusiasm while maintaining organisational/brand standards, and procedures and ensuring clients' needs are met (S1)

Legal and governance

LG 3.1 Manages the food safety management system (monitoring correct delivery, storage, cooking, and service of food), ensuring legislative compliance and the completion of due diligence documentation (S5, S6)

People

PP 4.1 Supports individuals and leads the team to ensure harmonious relationships are maintained with all stakeholders and the best outcomes are achieved for customers and the business (S7, S8, S9)

PP 4.2 Acts as a role model to the team applying communication skills to demonstrate fairness and empathy within a customer-centric culture (S7, S8, S9)

Business/commercial

BC 5.1 Demonstrates commercial understanding by producing food which supports revenue targets, cost reduction, improved performance and maintains profit margins (S11, S13, S14, S16)

BC 5.2 Demonstrates pride in self and organisation by displaying a professional approach to all activities and positively encouraging marketing activities to maintain business competitiveness (S11, S13, S14, S16)

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Assessing the professional discussion

The professional discussion will be a two-way discussion which involves both the end-point assessor and apprentice actively listening and participating in a formal conversation. It will give the apprentice the opportunity to make detailed and proactive contributions to affirm their competency across the knowledge, skills, and behaviours on this assessment method.

The professional discussion must be held in a suitable environment and should last for approximately 60 minutes. The total duration of the discussion can be shortened or extended by up to 10% at the discretion of the assessor, in order to allow the apprentice to finish their last point, or to end the assessment should the assessor feel that the apprentice has met the distinction criteria.

A minimum of 10 open response questions will be asked of the apprentice, whose responses will be assessed against the criteria listed in the next section. The end-point assessor may ask follow-up questions where clarification is required.

The professional discussion will take place either in person or via videoconference. This will be organised by Highfield's scheduling team once the apprentice has been submitted for gateway.

The employer may be present but must remain passive during the discussion. The employer will not be allowed to add any further information or examples to what the apprentice has stated or lead them in any way. Highfield would encourage the employer/training provider and the apprentice to plan for the professional discussion and consider what resources they may bring with them to support them during their professional discussion. This must be their own work and will only be used to support their discussion.

Employers will be allowed to be present during the assessment, however, in the interests of standardisation, they will **not** be permitted to ask questions or contribute to the assessment process. They may assist by allowing support in contextualising or using terminology that the apprentice better understands.

The professional discussion may be conducted using technology, as long as fair assessment conditions can be maintained. Acceptable means of remote assessment include video conferencing/video calling and must include a two-way visual and audio link.

Grading

Learners can achieve either a fail, pass or distinction for this assessment method.

- To achieve a **pass**, all pass criteria must be achieved
- To achieve a **distinction**, all pass and all distinction criteria must be achieved
- Apprentices will **fail** if they do not meet all of the pass criteria

Before the assessment

Employers/training providers should:

- plan the professional discussion to allow the apprentice the opportunity to demonstrate each of the required standards
- ensure the apprentice knows the date, time and location of the assessment
- ensure the apprentice knows which criteria will be assessed (outlined on the following pages)
- encourage the apprentice to reflect on their experience and learning on-programme to understand what is required to meet the standard
- be prepared to provide clarification to the apprentice, and signpost them to relevant parts of their on-programme experience as preparation for this assessment

Professional discussion mock assessment

It is the employer/training provider's responsibility to prepare apprentices for their end-point assessment and Highfield recommends that they experience a mock professional discussion in preparation for the real thing. The most appropriate form of mock assessment will depend on the apprentice's setting and the resources available at the time.

When designing a mock assessment, the employer/training provider should consider the following elements:

- a 1-hour time slot should be available for the complete professional discussion, if it is intended to be a complete mock assessment covering all relevant standards, however, this time may be split up to allow for progressive learning
- consider an audio recording of the mock and consider allowing the mock to be observed by other apprentices, especially if it is not practicable for the employer/training provider to carry out a separate mock assessment with each apprentice
- ensure that the apprentice's performance is assessed by a competent trainer/assessor and that feedback is shared with the apprentice to complete the learning experience; mock assessment sheets are available to download from the Highfield Assessment website and may be used for this purpose
- structured 'open' questions should be used as part of the professional discussion, which do not lead the candidate but allow them to express their knowledge in a calm and comfortable manner
- at least 10 questions must be asked to cover all the criteria requirements and give full opportunity for the apprentice to demonstrate all the requirements for a distinction

Professional discussion - example questions

The following are example questions to demonstrate the sort of questions apprentices can expect to encounter during the professional discussion.

- Describe some of the steps you have taken to ensure that produce was used efficiently.
- Tell me about a time that the use of food production technology helped you to carry out your role.
- How did you demonstrate the value of teamwork to the other members of your team?

- Why is it important to stay up to date on things like promotional campaigns and product ranges?
- How did you go about meeting your development needs?
- How did your support ensure that your team members met their development needs?

Professional discussion criteria

Throughout the 1-hour professional discussion, the assessor will review the apprentice's competence in all of the pass criteria outlined below as a minimum, therefore, apprentices should prepare for the professional discussion by considering how the criteria can be met. The apprentice can only achieve a distinction by covering all of the distinction criteria, which are outlined in the distinction rows.

Kitchen operations	
Assessment criteria (Pass)	
KO 1.2	Shows awareness of the benefits of food production technology and can relate this to products, services and processes in own kitchen (S4)

Legal and governance	
Assessment criteria (Pass)	
LG 3.2	Highlights areas of risk offering solutions to challenges to ensure the health and safety of people and the organisation (K5, K6, S5, S6)
Assessment criteria (Distinction)	
LG 3.3	Proposes measures to support due diligence of kitchen legislation (K5, K6, S5, S6)

People	
Assessment criteria (Pass)	
PP 4.3	Correctly identifies professional values that contribute to building and developing high-performing teams (K8, S8, S10)
PP 4.4	Describes how they have developed good working relationships within own team and across the business to support objectives and celebrate success (K8, S8, S10)
PP 4.5	Shows how development needs for team and self have been achieved and the support given to individuals and team (K8, S8, S10)
Assessment criteria (Distinction)	
PP 4.6	Shows evidence of pro-active leadership, anticipating outcomes and offering solutions to challenges (K8, S8, S10)
PP 4.7	Analyses methods used to develop a positive team-working environment, applying actions supporting the team, organisation and stakeholders (K8, S8, S10)

Business/commercial	
Assessment criteria (Pass)	
BC 5.3	Correctly identifies the organisation's vision, values and brand standards and can relate them to food production (K11, K12, S12, S14, S15, S16)
BC 5.4	Explains the importance of upholding organisational standards and keeping up with product ranges, promotions and current trends (K11, K12, S12, S14, S15, S16)

BC 5.5	Identifies customer profiles and main competitors and how these affect food production, market position and the growth strategy of the organisation (K11, K12, S12, S14, S15, S16)
BC 5.6	Can explain efficient operating methods to deliver profit margins, reduce wastage and support the financial performance of the business and how to implement them (K11, K12, S12, S14, S15, S16)
BC 5.7	Demonstrates the use of forecasting, targets and methods of monitoring costs (K11, K12, S12, S14, S15, S16)
BC 5.8	Explains activities which actively market the business and support competitiveness (K11, K12, S12, S14, S15, S16)
BC 5.9	Relates the sharing of information regarding product range, brand development, promotions and current trends to the team (K11, K12, S12, S14, S15, S16)
Assessment criteria (Distinction)	
BC 5.10	Can confidently appraise team and business performance to support business objectives (K11, K12, S12, S14, S15, S16)
BC 5.11	Can generate data to justify profit margins, wastage reduction and cost savings (K11, K12, S12, S14, S15, S16)

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