Highfield Level 2 End-Point Assessment for ST1488 Food and Beverage Team Member

End-Point Assessment Kit

Highfield Level 2 End-Point Assessment for ST1488 Food and Beverage Team Member

EPA Kit

Contents

Please click on the headings below to navigate to the associated section of the EPA Kit.

Versions:

ST1488 / v1.0

FBTM v1.3

How to use this EPA Kit

Welcome to the Highfield End-Point Assessment Kit for the Food and Beverage Team Member apprenticeship standard.

Highfield is an end-point assessment organisation that has been approved to offer and carry out end-point assessments for the Level 2 Food and Beverage Team Member apprenticeship standard.

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.

In this kit, you will find:

- an overview of the standard and any on-programme requirements
- a section focused on amplification
- 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 food and beverage team member assembles and serves a range of food and beverages to customers, ensuring a seamless and quality customer experience. General duties include making beverages such as cocktails, coffees and other drinks, serving food and beverages, managing bookings, greeting and serving customers, promoting items, managing groups of customers, taking payments and resolving any issues or complaints. In a restaurant, for example, food and beverage team members would be expected to perform a variety of daily activities, such as monitoring and managing customers to ensure customer needs are met, waiting tables, serving beverages and assisting customers, communicating efficiently and effectively and creating a positive and comfortable environment. Food and beverage team members would clean and sanitise work areas, utensils and equipment and make sure seating areas were cleared and ready for new customers. Team members are responsible for presenting promotions to customers and upselling items. Team members are expected to monitor and replenish stock front of house.

A food and beverage team member will be responsible for carrying out a range of food and beverage service activities, in restaurants, bars, pubs, counter service and coffee outlets and meeting quality, deadline, productivity, hygiene, financial and environmental requirements. They are largely responsible for timing of service, atmosphere and guest management front of house. Employees are responsible for applying legislation related to food safety as well as general health and safety. They are responsible for ensuring customer needs are met and acting to increase the popularity of the establishment and profitability of products, including promoting items and upselling to customers. They will contribute to stock management, proactive planning and risk management, meeting daily, weekly and monthly to provide innovative suggestions and ideas. They will ensure safe production of food, beverages and other products and a safe, calm and professional working environment for themselves and colleagues. Typically, they will report to a designated supervisor or manager.

Roles/occupations may include bar person, bartender, food and beverage assistant, food and beverage team member, waitress or waiter.

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 Food and Beverage Team Member 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 interview and collation of the portfolio of evidence (such as a provision of recordings of interview 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. Training, development and ongoing review activities should include:

- achievement of level 1 English and maths. If the apprentice began their apprenticeship training before their 19th birthday, they will still be subject to the mandatory requirement to study towards and achieve English and maths. The requirements for English and maths are optional for apprentices aged 19+ at the start of their apprenticeship training.
- completion of a portfolio through which the apprentice gathers evidence of their progress
- study days and training courses
- mentoring/buddy support
- regular performance reviews undertaken by the employer
- structured one-to-one reviews of their progress with their employer and/or training provider

Portfolio of evidence

The apprentice must compile a portfolio of evidence during their time on-programme that is mapped against the knowledge, skills and behaviours assessed in the interview underpinned by a portfolio of evidence.

It will typically contain **10 discrete pieces of evidence**. Evidence may be used to demonstrate more than **1 knowledge, skill or behaviour** as a qualitative approach is suggested as opposed to a quantitative approach.

Evidence sources for the portfolio may include:

- workplace documentation and records, for example:
  - workplace policies and procedures
- witness statements
- annotated photographs
- video clips with a maximum total duration 10 minutes - the apprentice must be in view and identifiable

This is not a definitive list and other evidence sources are possible. Given the breadth of context and roles in which this occupation works, the apprentice will select the most appropriate evidence based on the context of their practice against the relevant knowledge, skills and behaviours.

The portfolio 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 portfolio must be accompanied by a Portfolio Matrix. This can be downloaded from our website. The Portfolio Matrix must be fully completed including a declaration by the employer and the apprentice to confirm that the portfolio is valid and attributable to the apprentice.

The portfolio of evidence must be submitted to Highfield at gateway. It is not directly assessed but underpins the interview.

Use of artificial intelligence (AI) in the EPA

Assessments must be carried out in accordance with the published assessment plan and all work submitted must be the apprentice’s own. AI tools must not be used to generate evidence in its entirety or to replace the apprentice’s own judgement, performance or competence. Any use of AI must be transparent, limited and properly referenced.

Where AI has been used by the apprentice as part of normal work activity (for example, drafting a document, worksheet or PowerPoint) this may form part of the portfolio provided that:

The apprentice has materially authored, verified and taken responsibility for the content:

- AI use is clearly declared and referenced within the work (include tool name, purpose and how outputs were verified)
- Source prompts, system settings and the portions influenced by AI are retained and available for review
- AI outputs must not substitute for authentic demonstration of competence against the standard

If an AI tool is used at any stage of an assessment method (for example, to prepare a presentation outline or to organise notes), its use must be fully referenced in the submission or assessor records, and must not compromise authenticity, validity or security. Assessors must be satisfied that decisions remain rooted in the apprentice's knowledge, skills and behaviours, and in direct evidence gathered through observation, questioning and professional discussion.

AI tools must not be used to produce assessment evidence end-to-end, to fabricate logs/records or to simulate performance.

Additional, relevant on-programme qualification

There are no mandatory qualifications for apprentices for this standard.

Readiness for end-point assessment

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

- the apprentice must have achieved level 1 English and maths. The requirements for English and maths are mandatory for all apprentices aged between 16-18 at the start of their apprenticeship training. The requirements for English and maths are optional for apprentices aged 19+ at the start of their apprenticeship training.
- the apprentice must have gathered a **portfolio of evidence** against the required elements to be put forward to be used as the basis for the interview.
- the apprentice must have gathered their organisation's policies and procedures as requested by Highfield. For guidance, a list of examples has been provided below.
    - Health and safety
    - Food safety and allergens
    - Use of technology and equipment
    - Fixing or escalating technology faults
    - Dealing with or escalating feedback, complaints or issues
    - Maintaining and rotating stock

  This list is not definitive. The policies and procedures may already be included as part of the portfolio of evidence.
- 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 a plan and schedule for each assessment activity to ensure all components can be

completed within a **mandated** 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 stipulated order of assessment methods. This will be discussed with the apprentice, training provider and/or employer with our scheduling team when scheduling the assessments to ensure that the learner is provided with the best opportunity to attempt the assessment.

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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.

Specific considerations

Highfield's approach does not deviate from the assessment plan.

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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 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 completed the following. The requirements for English and maths listed below are mandatory for all apprentices aged between 16-18 at the start of their apprenticeship training. The requirements for English and maths listed below are optional for apprentices aged 19+ at the start of their apprenticeship training.

- Achieved level 1 English
- Achieved level 1 maths
- Submitted a suitable portfolio of evidence to be used as the basis for the interview (see the Portfolio Matrix)
- Submitted their organisation's policies and procedures as requested by Highfield

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 be attended by the apprentice and a representative from the employer and training provider.

The **Gateway Readiness Report** should be used to log the outcomes of the meeting and agreed by all 3 parties. This report is available to download from the Highfield Assessment website.

The report should then be submitted to Highfield. If you require any support completing the Gateway Readiness Report, please contact your EPA customer engagement manager at Highfield Assessment.

Reasonable adjustments
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 complete an identification check before starting any assessment and 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 Food and Beverage Team Member 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 upon the KSBs and the associated assessment criteria are used to assess and grade the apprentice within each assessment method.

<table>
<tr><th colspan="2">Assemble and serve food and beverages</th></tr>
<tr><th>Knowledge</th><th>Skills</th></tr>
<tr><td>K1 Business standards for the service of food and beverages.</td><td>S1 Serve food and beverages to individual business standards.

S15 Check customers are satisfied with products and services through questioning and act on feedback in line with business procedures.</td></tr>
<tr><th colspan="2">Observation with questions</th></tr>
<tr><th>Pass criteria</th><th>Disitnciton criteria</th></tr>
<tr><td>AS1 Serves food and beverages to business standards, checking that customers are satisfied with products and services through questioning and acting on feedback as required. (K1, S1, S15)</td><td>No distinction criteria</td></tr>
<tr><th colspan="2">Amplification and guidance</th></tr>
<tr><td colspan="2">

Business standards refer to the procedures and expectations set by a business for delivering a high level of service when serving food and beverages. This is to ensure consistency, quality and a positive customer experience.

This may include:

having a clear and coherent understanding of serving food and beverages in line with the company expectations
demonstrating the customer journey or service cycles in line with brand standards
understanding the styles of service required for the business when dealing with individuals or groups
understanding the correct handling of food and drinks, such as avoiding cross-contamination and ensuring that hot or cold items are served at the right temperature

</td></tr>
</table>

        - presenting food and drink in one with company standards, including portion sizes, garnishing and layout
        - ensuring food and beverages are served within the expected time frame, both for the customer's convenience and to maintain quality

- **Check customers are satisfied with products and services** may include:
    - actively checking back with customers
    - knowing when to ask customers if they are satisfied, such as after their food has been served or partway through their meal
    - understanding when to use open-ended and closed questions to get useful feedback
    - observing reactions such as, non-verbal and verbal cues from customers that might indicate satisfaction
    - dealing with issues swiftly if any arise in a polite and professional manner
    - being able to respond and address feedback from customers to ensure they feel valued

Sales and customer experience		
Knowledge	**Skills**	**Behaviours**
K2 Range of food and beverages, their price, and any pairings, deals or offers. **K3 Techniques to maximise sales and improve customer experience**; cross selling, upselling.	**S2** Identify opportunities and apply techniques to increase sales and improve customer experience.	**B2 Commercially aware**.

Observation with questions	
Pass criteria	**Disitnciton criteria**
SCE1 Utilises sales techniques and knowledge of the range of food and beverages available and any pairings, deals or offers, to increase sales and improve customer experience. (K2, K3, S2, B2)	***SCE2*** *Takes every opportunity to maximise sales and improve customer experience, tailoring techniques to suit each customer. (K3, S2, B2*)

Amplification and guidance

- **Range of food and beverages, their price, and any pairings, deals or offers** may include:
  - being familiar with the entire menu and understanding the food and drink offered in the business
  - being aware of any promotions or special offers available and actively promoting these, such as set menus and discounts
  - understanding the pricing structure for various menu items
  - knowing which foods and beverages complement each other, such as wine with specific meals or recommended side dishes

- **Techniques to maximise sales and improve customer experience** may include:
  - cross selling encourages customers to purchase additional items that complement their order and offer products that match a customer's request in line with business expectations
  - upselling refers to being able to utilise knowledge of the business standard and communication with team members to sell products to increase profit, for example, upselling to appropriately complement the customer experience such as shared appetisers or bread for the table
  - encouraging customers to return by offering loyalty cards, discounts for future visits or exclusive access to new menu items

- creating a personalised experience by engaging with customers and asking about their preferences or dietary needs and tailoring recommendations accordingly
- customer engagement uses positive and knowledgeable communication to enhance the experience of the customer, ensuring suggestions are tailored to the customer's preferences
- balancing sales with service ensures that aiming to maximise sales, the customer still feels valued and not pressured into buying more than they want
- creating urgency around specific items, especially time-limited specials or items that are running low
- displaying a personality that actively promotes the business by means of verbal and non-verbal communication with the purpose to increase sales where it is available to do so

- **Commercially aware** refers to being able to understand how your role impacts the business's overall performance and profitability. It involves recognising how daily actions, customer interactions and sales decisions can affect the business financially. This could include:
  - managing costs
  - maximising revenue
  - delivering excellent customer service to retain customers
  - taking action to reduce waste within the scope of their role

<table>
<tr><th colspan="6">Communication</th></tr>
<tr><th colspan="2">Knowledge</th><th colspan="2">Skills</th><th colspan="2">Behaviours</th></tr>
<tr><td colspan="2">K4 Methods of communication with customers and how to tailor communication to different situations and customer needs.

K22 Customer types and how their specific needs and customer journeys differ.</td><td colspan="2">S3 Tailors communication techniques to meet customer needs and build rapport.</td><td colspan="2">B3 Customer focused.</td></tr>
<tr><th colspan="6">Observation with questions</th></tr>
<tr><th colspan="3">Pass criteria</th><th colspan="3">Disitnciton criteria</th></tr>
<tr><td colspan="3">C1 Demonstrates a customer focused approach by tailoring their communication to meet different customer types and needs. (K4, K22, S3, B3)</td><td colspan="3">C2 Anticipates customers' needs, and tailors communication to build rapport and increase satisfaction. (K4, K22, S3, B3)</td></tr>
<tr><th colspan="6">Amplification and guidance</th></tr>
<tr><td colspan="6">

Tailor communication to different situations and customer needs:

assess the customer’s mood
consider the customer’s preferences
adapt different contexts, such as in busy environments use efficient communication to relay information quickly, whereas in quieter settings, can engage in longer conversations
understand allergens and dietary options to be able to communicate this to customers
be aware of cultural differences in communication styles and preferences
tailor communications based on the age of the customer, such as younger customers may prefer a more casual tone

Customer types and how their specific needs and customer journeys differ:

internal customers:
team members

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        - managers
        - supervisors
        - human resources (HR) department
    - external customers:
        - suppliers
        - local community
        - tourists

- **Build rapport** refers to establishing a connection with customers to encourage loyalty and positive interactions. This may include:
    - promote self in a positive and friendly manner to all customers and staff members
    - use the customer's name when speaking to them - this small gesture can create a more personal connection
    - find common ground or ask open-ended questions about their preferences or experiences
    - acknowledge any concerns or feedback with understanding and offer solutions
    - make recommendations based on knowledge of the customer

- **Customer focused** approach means understanding and responding to the needs and expectations of customers while ensuring they feel valued and appreciated. This may include:
    - understanding customer needs:
        - pay attention to what customers say, both verbally and non-verbally. This includes their preferences, feedback and any specific requests they may have.
        - consider what customers might need before they ask. This could involve recognising signs of discomfort or confusion and helping proactively.
    - delivering exceptional service:
        - tailor your service to individual customers. For instance, if you know a regular customer prefers a certain dish or drink, make a note to recommend it when they visit again.

        - look for opportunities to exceed customer expectations. This might include offering complimentary items, providing special recommendations, or resolving issues quickly and efficiently.
    - effective communication:
        - use clear, polite and professional language when interacting with customers. Ensure they understand your recommendations and answers to their questions.
        - engage customers in conversation to make them feel comfortable and valued. Ask open-ended questions about their preferences or experiences to build rapport.
    - handling feedback and complaints:
        - encourage customers to share their thoughts on their experience. Show appreciation for their input and view it as a chance to improve.
        - address any complaints or concerns with empathy and a willingness to help. For example, if a customer is dissatisfied with their meal, listen carefully, apologise sincerely, and offer a solution, such as a replacement dish or a discount.
    - creating a positive atmosphere:
        - contribute to a friendly and inviting atmosphere, whether through your smile, body language or the way you interact with colleagues and customers.
        - collaborate with your colleagues to ensure a smooth service and a positive experience for all customers. Supporting each other can enhance the overall service quality.

Health and safety		
Knowledge	**Skills**	**Behaviours**
K5 Methods for **maintaining a hygienic, safe, and secure working environment**. **K6 Health and safety legislation, regulations, guidelines and procedures** relevant to own role. **K7 Food safety and allergen legislation and procedures** applicable to own role.	**S4** Maintain a safe, hygienic, and secure working environment. **S5** Comply with **health and safety legislation, regulations, guidelines and procedures**. **S6** Follow **food safety and allergen legislation and procedures** applicable to own role.	**B4 Be diligent in safe and hygienic working practices**.

Observation with questions	
Pass criteria	**Disitnciton criteria**
HS1 Selects and applies appropriate methods to ensure that safety, security and hygiene are maintained and prioritised in the working environment. (K5, S4, B4) **HS2** Complies with **health and safety legislation, regulations, guidelines and procedures** relevant to own role. (K6, S5) **HS3** Follows **food safety and allergen legislation and procedures** relevant to own role. (K7, S6)	*No distinction criteria*

Amplification and guidance

- **Maintaining a hygienic, safe, and secure working environment** is essential for ensuring the wellbeing of both staff and customers. It also protects the reputation of the business and ensures compliance with health and safety regulations.
  - This may include:
    - understanding the opening and closing checks of the business and how they promote a safe working environment
    - identifying when a customer should not be served alcohol, for example, due to age to avoid over intoxication
    - understanding the need to have staff training and why it needs to remain up to date

        - implementing good personal hygiene practices such as regular hand washing, wearing clean uniforms and using gloves and masks when appropriate
        - keeping work areas clean and tidy to prevent cross-contamination and maintain a pleasant environment
        - disposing of waste correctly
        - understanding security protocols to protect staff and customers by monitoring access to restricted areas and being vigilant of suspicious behaviour
        - keep food and drink service areas organised and free of clutter or waste
        - ensure dining and customer areas are free of any hazards or if any are found that those hazards are easily identified, for example, a spill on the floor is cleared and a wet floor sign is put up
        - ensuring all exits are free and clear and all hazard signs are easy to access

- **Health and safety legislation, regulations, guidelines and procedures** may include:
    - health and safety for on-site visitors and remain vigilant of potential hazards when interacting with others
    - fire safety systems in place and what to do in the situation, such as evacuations
    - how to identify potential hazards
    - legislation may include:
        - Health and Safety at Work etc. Act
        - Food Safety Act
        - Food Hygiene Regulations
        - Control of Substances Hazardous to Health (COSHH)
        - Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR)

- **Food safety and allergen legislation and procedures** may include:
    - Natasha's Law
    - Food Safety Act
    - Food Information Regulations

- Allergen Labelling and Consumer Protections (Amendment)
- Knowledge of the location of the allergy matrix and the rights of the customers in an encouraging manner, for example, when they ask to review a recipe for allergens or intolerances allow them to do so

- **Be diligent in safe and hygienic working practices** may include:
  - establish and follow safe communication with others when something doesn't seem right
  - wear clean and correct uniform in line with business standards
  - long hair tied back and neat and all jewellery to be studded (not loose) or hanging
  - ensure that safety is maintained when delivering food and drinks to customers
  - ensure that hands and clothes are clean and fit for purpose when serving
  - only use equipment safely and when received the appropriate training

Equipment and technology	
Knowledge	**Skills**
K8 Functions and procedures for **safe and correct use of equipment and technology** relevant to own role.	**S7** Use technology and equipment in line with business policy to meet customer needs.
Observation with questions	
Pass criteria	**Disitnciton criteria**
ET1 Uses technology and equipment relevant to own role in line with policies and procedures, to meet customer needs. (K8, S7)	*No distinction criteria*
Amplification and guidance	

- **Safe and correct use of equipment and technology** helps ensure not only your safety but also the safety of other team members and customers, while also maintaining a high-quality service. This may include:
  - familiarising with the different types of equipment used daily and understanding the purpose of each piece of equipment. Examples of equipment and technology may include:
    - ovens
    - fryers
    - blenders
    - point-of-sale systems
    - coffee machines
    - hot water dispensers
    - serving tools, for example, tablets, computers and handheld devices
  - referencing training regarding the safe use of all technology available in the business
  - following safety guidelines when using equipment. This may include:
    - wearing personal protective equipment (PPE) such as gloves, aprons and hairnets
    - understanding the correct operation procedures such as how to start, stop and clean the equipment
    - where to find safety manuals if required

▪ being aware of the potential hazards such as hot surfaces, sharp blades or electrical risks ○ display and maintain the use of technology safely in line with business practices ○ able to report any damaged or non-functioning equipment

Transactions and payments	
Knowledge	**Skills**
K9 Processes for handling transactions and payments securely.	**S8** Handle transactions and payments securely.
Observation with questions	
Pass criteria	**Disitnciton criteria**
TP1 Handles transactions and payments securely and in line with company processes. (K9, S8)	*No distinction criteria*
Amplification and guidance	
• **Handles transactions and payments securely and in line with company processes** may include: ○ understanding how the business takes payments and if that system fails, what back-ups are in place ○ handles transactions confidently while taking payments of any or all of the following: ▪ cash ▪ card ▪ phone ▪ app ○ takes payments from customers and know the process for failed transactions and utilising another payment method while maintaining good communication with the customer ○ knowledge of how to 'split the bill' when a customer wants to use several payment methods from others in the party ○ understanding the 'tab' system and the benefits and drawbacks of opening a tab for a customer within the business guidelines ○ knowing when to ask if the customer would like a copy of their receipt	

Teamwork		
Knowledge	**Skills**	**Behaviours**
K10 The importance of teamwork and the impact on service delivery. **K12** Professional **methods of communication**, verbal, non-verbal, and written, between team members in a hospitality environment. **K13** Methods of planning own workload and prioritising tasks.	**S9 Work as part of a team** to ensure that the products and services are delivered on time and in line with business needs. **S11** Use professional **methods of communication** that are tailored to different situations, and individual and team needs. **S12 Manages own time and workload**, prioritising tasks.	**B5 Be team focused, working collaboratively with colleagues and other professionals.**

Observation with questions	
Pass criteria	**Disitnciton criteria**
T1 Works collaboratively as part of a team, using and tailoring professional communication methods to the context, to deliver products and services on time and in line with business needs. (K10, K12, S9, S11, B5) **T2** Manages own time and prioritises tasks, to meet business needs. (K13, S12)	***T3*** *Explains how their approach to teamwork positively impacts on service delivery. (K10, S9, B5)*

Amplification and guidance

- **The importance of teamwork** refers to how the effective collaboration between team members can significantly enhance service delivery and customer satisfaction. When team members work together harmoniously, they can provide a smoother, more efficient service experience for customers.
  - Key aspects of teamwork may include:
    - working as part of a team allows individuals to share responsibilities and support each other, leading to more effective task completion. When team members collaborate, they can combine their strengths and skills, resulting in improved service.

        - open and clear communication among team members helps to ensure everyone is on the same page. This is vital for co-ordinating tasks, sharing important information and addressing any issues that arise quickly.
        - teamwork facilitates better problem-solving. When challenges occur, working together allows the team to brainstorm solutions and implement them more effectively than an individual might be able to do alone.
        - being part of a team provides emotional and professional support. Team members can motivate each other, which can lead to higher morale and a more positive working environment, ultimately reflecting in the service provided to customers.
        - a well-co-ordinated team can deliver service more efficiently, reducing wait times and enhancing the overall customer experience. Understanding each team member's role and responsibilities allows for smoother operations and better service delivery.

- **Methods of communication** refer to displaying a working knowledge of when to use verbal, non-verbal or written communication between team members is required or necessary. This may include:
    - verbal communication:
        - face-to-face conversations
        - phone calls
        - discussions during service
        - tone of voice
    - non-verbal communication:
        - body language
        - facial expressions
        - gestures
        - smiling
        - nodding
    - written communication:
        - Emails
        - Workplace apps
        - WhatsApp groups

        - Social media
        - Memos
        - Written instructions
        - Posters
    - it is important to understand when to tailor these communication methods and how depending on the situation. This could include:
        - being kind and courteous with colleagues
        - adapting communication methods as and when the need arises
        - describing the various ways you communicate with different levels of staff members, managers, supervisors and teammates, and the key communication differences between FOH (Front of House) and BOH (Back of House) team members

- **Work as part of a team** refers to displaying effective teamwork and going the extra mile with your team to ensure you follow health and safety guidelines while maintaining the most professional standards for your business. In this instance, going the extra mile means assisting in laying tables if required or taking food or beverages to parties of over 3 people where it is more efficient to do so.

- **Manages own time and workload** may include:
    - managing breaks in line with company procedures.
    - volunteering assistance and finding things to do when it is quiet.
    - identifying daily tasks and responsibilities. This could include serving customers, restocking supplies, cleaning or preparing food and beverages. Break these tasks down into smaller, manageable steps.
    - using tools such as to-do lists, schedules or digital apps to keep track of what needs to be done.
    - planning workload during shifts including any extra ways you can maintain the work area during service or 'quiet periods' by handling extra cleaning or organising in line with business standards.
    - displaying efficient working methods to manage time while at work, including when to arrive, how to compose yourself and cultivate a work/life balance.

• **Be team focused, working collaboratively with colleagues and other professionals:**
  ○ promote the business standards with your colleagues and others within the business
  ○ engage in formal or informal conversations allowing the cultivation of a positive work ethic
  ○ ensure that you and others are safe while completing tasks and give assistance if it is required

Professional standards	
Knowledge	**Behaviours**
K19 Professional standards including behaviour, appearance, timekeeping and efficient delivery of expected tasks.	**B6 Observe professional standards in own role** eg time keeping and appearance.
Observation with questions	
Pass criteria	**Disitnciton criteria**
PS1 Observes professional standards in own role to meet the needs and expectations of the business. (K19, B6)	*No distinction criteria*
Amplification and guidance	

• **Professional standards** refer to how to maintain conduct while on the business premises and how this directly impacts customer experience and workplace efficiency.
  ○ This may include:
    ▪ demonstrating a positive attitude, being respectful to colleagues and customers, and showing willingness to help are essential aspects of professional behaviour.
    ▪ wearing the appropriate uniform, ensuring it is clean and presentable, and maintaining good personal hygiene contribute to a professional image.
    ▪ arriving on time for shifts and being punctual for meetings or scheduled tasks demonstrates reliability and respect for colleagues' time.
    ▪ completing tasks efficiently and to a high standard is a key component of professionalism. This includes prioritising your workload, being organised and seeking help when necessary to ensure that tasks are completed correctly and on time.	

- clear and effective communication with team members and customers is important. This includes both verbal and non-verbal communication and is vital for fostering teamwork and ensuring customer satisfaction.

- **Observe professional standards in own role** refers to working to the fullest of their own ability and doing what is safe and necessary to ensure the business is promoted in the most positive light, and to address both internal and external customers with respect and decorum.

Issues and complaints	
Knowledge	**Skills**
K11 Company procedures for **fixing or escalating equipment or technology faults and maintenance issues**. Limits of own role. **K16 Methods of dealing with or escalating feedback, complaints or issues that impact service and customer experience**, to business standards.	**S10** Deal with or escalate issues that impact service and customer experience, and implement any instructions given by supervisor. **S14** Ensure equipment and technology faults and maintenance issues are reported promptly.
Interview underpinned by a portfolio of evidence	
Pass criteria	**Disitnciton criteria**
IC1 Describes how they have dealt with or escalated customer complaints, feedback or issues, implementing correct business procedures or instructions given by a supervisor, to meet the needs of the business. (K16, S10) **IC2** Describes how they have followed procedures and stayed within the limits of their own role when fixing or reporting equipment or technology faults and maintenance issues, to meet the needs of the customer and business. (K11, S14)	***IC3** Explains how they have maintained customer focus whilst escalating or resolving issues that affect service. (K16, S10)*
Amplification and guidance	
• **Fixing or escalating equipment or technology faults and maintenance issues** refers to understanding how to address equipment or technology faults to maintain a smooth operation. This may include:	

- knowing the appropriate procedures for fixing or escalating issues ensures that problems are resolved efficiently and effectively, minimising downtime and disruption to service.
- recognising when equipment or technology is not functioning correctly. This might include observing unusual noises, error messages or equipment that fails to operate as expected.
- familiarising yourself with the specific procedures the company has in place for reporting faults. This may involve notifying a supervisor or using a formal reporting system.
- being aware of basic troubleshooting techniques that can help resolve minor issues. This might include checking power sources, ensuring connections are secure or following a quick reset process.
- keeping a record of any faults and actions taken can be valuable for future reference and helps in identifying recurring issues.
- understanding the means within the business when equipment or technology fails and how the issues are raised or brought to the attention of a manager/supervisor.
- being aware of any training or resources available to help understand equipment operation and maintenance better. This could include manuals, online training modules or in-house workshops.

- **Methods of dealing with or escalating feedback, complaints or issues that impact service and customer experience** may include:
  - effectively managing feedback and complaints is important, as it directly affects customer satisfaction and the overall experience.
  - understanding how to address issues promptly and appropriately can help maintain a positive atmosphere and build customer loyalty.
  - understanding the tactics behind confrontation control – knowing who to report to and what language to use to diffuse situations before they escalate.
  - taking complaints or issues and ensuring the needs of the business and customer are met.
  - taking control in service when dealing with the aftermath of a conflict.
  - actively listening when a customer raises a concern to show their opinion is valued and a commitment to resolving the issue.
  - when dealing with the issues which lead to an impact on the customer experience, easily identify when to approach a supervisor on duty, or communicating with someone in authority who has the knowledge required for an answer.
  - understanding and identifying own authority when dealing with issues.

○ keeping a record of complaints and how they were handled. This information can be useful for identifying patterns and improving service in the future.

Stock control	
Knowledge	**Skills**
K14 Impact of full stock availability on the customer and the financial performance of the business. **K15 Principles of stock management and rotation**; first in, first out.	**S13 Maintain and rotate stock according to life cycle and business processes.**
Interview underpinned by a portfolio of evidence	
Pass criteria	**Disitnciton criteria**
SC1 Explains how to manage, maintain and rotate stock, and the impact of stock control on customer satisfaction and financial performance of the business. (K14, K15, S13)	*No distinction criteria*
Amplification and guidance	

- **Impact of full stock availability** may include:
  - having an accurate stock count is beneficial to the business and limited stock affects customer satisfaction
  - overstocking certain items can have financial implications on the business including but not exclusively those pertaining to wastage

- **Principles of stock management and rotation** may include:
  - first in, first out (FIFO) ensures that older stock is used before newer stock to help prevent spoilage and waste by ensuring food items are used in the order they were received
  - regular stock checks allow for the monitoring of inventory levels, identifying discrepancies and ensuring products are stored and used appropriately to help prevent over-ordering and stock shortages
  - knowing how to store different types of food and beverages is important in maintaining product quality and safety

- clearly labelling products with expiration dates helps ensure stock is used in a timely manner and reduces risk of serving expired items to customers
- using inventory management software or tools can help streamline stock tracking and ordering processes making it easier to manage inventory effectively

- **Maintain and rotate stock according to life cycle and business processes** may include:
  - understands how stock levels are maintained within the business. This can include:
    - setting up the bar fridges
    - laying dining areas
    - checking the condiment levels are acceptable for the business, including salt and pepper
    - monitoring the stock levels of all consumable items

Personal development		
Knowledge	**Skills**	**Behaviours**
K17 Where to go to access information about new products and processes within the business. **K18 Principles of using feedback to maximise own performance**.	**S16** Keep up to date with changes to products and processes. **S17** Uses **feedback** to improve own performance. **S20** Participate in team briefings, implementing instructions, and offering input or **feedback** where relevant.	**B1 Takes responsibility for own health, wellbeing and professional development, seeking support when appropriate**.

Interview underpinned by a portfolio of evidence	
Pass criteria	**Disitnciton criteria**
PD1 Describes how they keep up to date with changes to products and processes to meet the needs of the business. (K17, S16) **PD2** Explains how they take responsibility for their own health, wellbeing and professional development, using **feedback** from managers and available support, training and development resources, to maximise own performance. (K18, S17, B1) **PD3** Participates in team briefings, implementing instructions and offering input or **feedback**, in order to meet the needs of the business and the team. (S20)	***PD4*** *Describes the impact that being up to date with knowledge of products and processes has on their own performance and customer experience. (K17, S16)* ***PD5*** *Explains the impact of* ***feedback*** *from managers and development opportunities on their own performance. (K18, S17, B1)*

Amplification and guidance

- **Where to go to access information about new products and processes** this may include:
  - through internal communications such as company newsletters, emails or announcements from management
  - regular training sessions or workshops to help introduce staff to new products and processes
  - manuals or digital resources detailing new products and their features, benefits and usage

- engaging with other team members and supervisors
- displaying an active understanding of how they keep in touch with trends in the industry and their business

- **Principles of using feedback to maximise own performance** may include:
  - understanding how to effectively use feedback can help enhance skills, improve service and contribute positively to the team and overall customer experience.
  - being open to receiving constructive criticism and recognising that it is an opportunity for improvement. This means listening actively and reflecting on what has been said without becoming defensive.
  - implementing changes based on the feedback received. This could involve adjusting service style, improving communication or learning new skills relevant to the role.
  - actively asking for feedback from colleagues, supervisors and customers. This shows your commitment to growth and helps identify areas for improvement.
  - using feedback to set specific, measurable goals. This could include targets for improving efficiency, enhancing customer service or developing new skills.
  - understanding the different ways of gaining feedback and how to use both customer feedback and business feedback.

- **Feedback** may include:
  - constructive feedback offers specific suggestions for improvement
  - positive feedback acknowledges and reinforces food performance and behaviours
  - negative feedback points out the failures or shortcoming in performance
  - peer feedback is provided by colleagues
  - self-feedback is the reflection on one's own performance
  - customer feedback is information received directly from customers about their experience
  - formal feedback is delivered through structured processes, such as performance reviews
  - informal feedback is causal and spontaneous feedback given during normal day-to-day interactions

- **Takes responsibility for own health, wellbeing and professional development, seeking support when appropriate** may include:
    - knows when to stop and slow down if they require
    - knows who to communicate with if they are unsure
    - knows the ways to access the systems to aid their wellbeing
    - proactively monitors their own development and identifies areas for development and improvement

Sustainability	
Knowledge	**Skills**
K20 Methods to sustainably reduce the waste of resources, in line with business standards.	**S18** Reduces the waste of resources, taking sustainability into account, in line with business expectations.
Interview underpinned by a portfolio of evidence	
Pass criteria	**Disitnciton criteria**
S1 Describes how they have reduced the waste of resources using appropriate methods, in line with business expectations. (K20, S18)	***S2*** *Justifies their use of sustainability methods and techniques in reducing waste of resources. (K20, S18)*
Amplification and guidance	

- **Methods to sustainably reduce the waste of resources** may include:
  - understands the methods of waste management and how their role supports the implementation of these
  - understands how the business reduces or is planning to reduce its carbon footprint
  - understands business decisions of preventing waste within the business
  - implementing food waste management practices such as:
    - portion control
    - reusing ingredients
    - donating surplus food
  - implementing recycling programmes to recycle glass, paper and plastics, as well as using reusable containers and utensils
  - taking steps to conserve energy, such as switching off equipment when not in use

Legislation	
Knowledge	**Skills**
K21 Legislation and principles relating to **equity, diversity and inclusion in the workplace**. **K23** Responsibilities of a server under **the licensing act**. **K24** Legislation related to **weights and measures when serving alcohol**. **K25 Food safety inspections**, relevance to own role, and penalties for non-compliance with legislation.	**S19** Follows and supports equity, diversity and inclusion legislation and principles.
Interview underpinned by a portfolio of evidence	
Pass criteria	**Disitnciton criteria**
L1 Explains how they have applied equity, diversity and inclusion legislation and principles in the workplace. (K21, S19) **L2** Identifies the responsibilities of a server under **the licensing act** and describes the legislation related to **weights and measures when serving alcohol**. (K23, K24) **L3** Explains **food safety inspections**, how they relate to own role and the penalties for non-compliance. (K25)	***L4*** *Discusses the impact of their approach to supporting **equity, diversity and inclusion in the workplace**. (K21, S19)*
Amplification and guidance	

- **Equity, diversity and inclusion in the workplace**:
  - understanding equity, diversity, and inclusion (EDI) in the workplace is essential to creating a respectful and fair environment for both employees and customers:
    - equity makes sure that everyone has access to the same opportunities by providing fair treatment and necessary accommodations where needed, such as supporting someone with a disability to perform their role effectively

    - diversity recognises and celebrates the differences between people and understanding that diverse perspectives contribute to a stronger, more innovative workplace
    - inclusion ensures that everyone feels valued, respected and included, regardless of their background or characteristics
  - key principles ensure that everyone is treated fairly and has equal opportunities, regardless of characteristics such as race, gender, age, disability or religion
  - legislations regarding equality protects people from discrimination in the workplace and in wider society:
    - understanding how this act affects the business when dealing with internal and external customers
    - protects people from discrimination on the basis of 9 protected characteristics, including age, disability, gender reassignment, race, religion or belief, sex and sexual orientation
  - serving customers from a diverse range of backgrounds and working amicably with people from a diverse range of backgrounds

- **The licensing act** governs the sale and supply of alcohol. Key responsibilities under this act may include:
  - ensuring that alcohol is not sold to anyone under the age of 18. This involved checking valid identification such as a driver's licence.
  - understanding the law for serving alcohol and citing examples in which the business supports this, for example, Challenge 25.
  - refusing service to intoxicated customers as continuing to serve could lead to legal penalties for the team member and business.
  - awareness of the licensing hours and when alcohol sales are permitted, ensuring that no alcohol is served outside of these hours.
  - responsible drinking promotions and avoiding irresponsible promotions that encourage excessive drinking.

- **Weights and measures when serving alcohol** is governed by the Weights and Measures Act, which outlines the legal requirements for measuring and serving alcoholic beverages. This helps to ensure customers receive the correct quantity of alcohol they pay for and promotes fairness in trade. Key responsibilities may include:
  - understanding the standard measures as alcoholic drinks must be served in standard measures, such as half pints or pints, or specific measures for spirits, for example, 25ml or 35ml
  - ensuring that drinks are served in the correct measure and that any equipment used for measuring is calibrated correctly
  - understanding it is illegal to serve customers less than the stated measure they have paid for
  - ensuring labelling and pricing for alcoholic is correct to avoid misleading customers

- **Food safety inspections** are important in the hospitality industry to ensure that food is handled, prepared and stored safely. These inspections are conducted by local authorities to check compliance with food safety legislations. Key responsibilities could include:
  - knowledge of the Food Safety Act and Food Hygiene Regulations.
  - understanding of how to conduct themselves in line with business standards when food safety inspections occur.
  - knowledge on how their role is perceived and affected by an inspection.
  - ensuring procedures for food preparation, storage and serving are followed to ensure that the food served to customers is safe to eat.
  - failing to comply with food safety regulations can lead to serious consequences, including fines, closure of the business and legal action. Employees may also face disciplinary actions if they do not adhere to food safety practices.

Wider industry	
Knowledge	
K26 Different types of organisation that make up the wider hospitality industry.	
Interview underpinned by a portfolio of evidence	
Pass criteria	**Disitnciton criteria**
WI1 Describes the **different types of organisation that make up the wider hospitality industry**. (K26)	*No distinction criteria*
Amplification and guidance	

- **Different types of organisations that make up the wider hospitality industry:**
  - the different businesses that make up the hospitality industry may include:
    - restaurants
    - cafes
    - hotels and accommodation providers
    - pubs and bars
    - catering companies
    - event and leisure venues
    - contract catering
  - understanding the difference in each business's style and set up
  - knowledge on how their business is affected by the wider hospitality industry
  - the local and national competitors to the business
  - understanding the differences and similarities between operations and the level of customer service

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Assessment summary

The end-point assessment for the Food and Beverage Team Member apprenticeship standard is made up of 2 assessment methods:

1. A 2-hour observation with questions
2. A 60-minute interview underpinned by a portfolio of evidence

As an employer/training provider, you should agree 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, which will be used to determine a grade for each individual. The grade will be determined using the combined grades.

Observation with questions

All assessment methods are weighted equally. Apprentices will be graded against the pass and distinction criteria outlined in this kit.

- To achieve a **pass**, apprentices must achieve all of the pass criteria
- To achieve a **distinction**, apprentices must achieve all of the pass criteria **and** all of the distinction criteria
- **Unsuccessful** apprentices will not have achieved all of the pass criteria

The observation will be conducted in the apprentice's normal place of work.

Interview underpinned by a portfolio of evidence

All assessment methods are weighted equally. Apprentices will be graded against the pass and distinction criteria outlined in this kit.

- To achieve a **pass**, apprentices must achieve all of the pass criteria
- To achieve a **distinction**, apprentices must achieve all of the pass criteria **and** all of the distinction criteria
- **Unsuccessful** apprentices will not have achieved all of the pass criteria

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

Grading

The apprenticeship includes pass and distinction grades, with the final grade based on the apprentice's combined performance in each assessment method.

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

To achieve a merit, the apprentice must achieve a pass in 1 assessment method and a distinction in the other assessment method.

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

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

Observation with questions	Interview	Overall grade awarded
Fail	Any grade	**Fail**
Any grade	Fail	**Fail**
Pass	Pass	**Pass**
Pass	Distinction	**Merit**
Distinction	Pass	**Merit**
Distinction	Distinction	**Distinction**

Retake and resit information

If the apprentice fails 1 assessment method or more, they can take a resit or a retake at their employer's discretion. The apprentice's employer needs to agree that a resit or retake is appropriate. A resit does not need further learning, whereas a retake does. 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.

A resit is typically taken within 2 months of the EPA outcome notification. The timescale for a retake will be dependent on how much retraining is required but is typically taken within 3 months of the EPA outcome notification.

When undertaking a resit or retake, the assessment method(s) will need to be reattempted 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.

Any EPA component resit/retake must be taken within a 6-month period from the EPA outcome notification, otherwise, the entire EPA must be retaken in full. Apprentices should have a supportive action plan to prepare for the resit/retake.

Apprentices who achieve a pass grade cannot resit or retake the EPA to achieve a higher grade.

Where any assessment method has to be resat or retaken, the apprentice will be awarded a maximum grade of pass, unless there are exceptional circumstances that are beyond the control of the apprentice as determined by Highfield.

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Assessing the observation with questions

The assessor will observe the apprentice in their workplace and ask questions. The apprentice completed their day-to-day duties under normal working conditions. Simulation is not allowed. The assessor will only observe 1 apprentice at any 1 time. The apprentice must have 2 weeks' notice of the observation with questions.

The observation with questions must take **2 hours**, with **90 minutes** for the observation element followed by **30 minutes** allocated for the questions. The assessor can increase the time by up to 10%. This time is to allow the apprentice to complete a task or respond to a question if necessary.

The assessor must explain to the apprentice the format and timescales of the observation with questions before it starts. This does not count towards the assessment time.

The observation with questions may be split into discrete sections held on the same working day.

The observation with questions must take place in the apprentice's normal place of work, for example, their employer's premises or a customer's premises. Equipment and resources needed for the observation must be confirmed to be available by Highfield, who can liaise with the employer to provide these. They must be in good and safe working conditions. Additional venue requirements that must be in place include:

- a quiet space to ask the questions relating to the observation

The following activities must be observed during the observation:

- assemble and serve food and beverages to business standards
- take opportunities to maximise sales and improve customer experience and satisfaction
- communicate effectively with customers
- maintain a safe and hygienic working environment
- comply with health and safety and food safety legislation including allergens
- use equipment and technology relevant to the role
- handle transactions and payments
- work in a team to deliver allocated tasks
- comply with professional standards

These activities provide the apprentice with the opportunity to demonstrate the KSBs mapped to this assessment method.

Questions must be asked after the observation. The assessor must ask at least **3 questions**. Follow-up questions are allowed where clarification is required. The assessor must ask questions about the KSBs that were not observed to gather assessment evidence. These questions are in addition to the set number of questions for the observation with questions and should be kept to a minimum.

Before the assessment

Employers/training providers should:

- ensure the apprentice knows the date, time and location of the assessment
- ensure the apprentice knows which food and beverage team member 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 and identify real-life examples
- be prepared to provide clarification to the apprentice, and signpost them to relevant parts of their on-programme experience as preparation for this assessment

Grading the observation with questions

Apprentices will be marked against the pass and distinction criteria included in the tables on the following pages (under 'Observations with questions criteria').

- To achieve a **pass**, apprentices must achieve all of the pass criteria
- To achieve a **distinction**, apprentices must achieve all of the pass criteria **and** the distinction criteria
- **Unsuccessful** apprentices will have not achieved all of the pass criteria

Observation with questions mock assessment

It is the employer/training provider's responsibility to prepare apprentices for their end-point assessment. Highfield recommends that the apprentice experiences a mock observation with questions in advance of the end-point assessment, with the training provider/employer giving feedback on any areas for improvement.

In designing a mock assessment, the employer/training provider should include the following elements in its planning:

- the mock observation with questions should take place in a suitable location.
- a **90-minute** time slot should be available for the observation, if it is intended to be a complete mock observation covering all relevant standards (outlined in the following pages). However, this time may be split up to allow for progressive learning.
- a **30-minute** time slot should be available at the end of the observation for the questions to cover the assessment criteria not covered in the observation.
- consider a video or audio recording of the mock observation with questions and allow it to be available to other apprentices, especially if it is not practicable for the employer/training provider to carry out a separate mock observation with questions 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.
- use a minimum of **3 structured**, **'open' questions** that do not lead the apprentice but allows them to give examples for how they have met each area in the standard. For example:
    - assemble and serve food and beverages
        - Can you explain how you check that customers are satisfied with the food and drinks you serve and what you do with the feedback they give you?
    - sales and customer experience
        - Can you explain how you personalise your approach when recommending food or drinks to different customers?
    - communication
        - How do you build rapport with customers through your communication?

Observation with questions criteria

Throughout the **2-hour** observation with questions, the assessor will review the apprentice's competence in the criteria outlined below.

Apprentices should prepare for the observation with questions by considering how the criteria can be met.

Assemble and serve food and beverages
To pass, the following must be evidenced.
AS1 Serves food and beverages to business standards, checking that customers are satisfied with products and services through questioning and acting on feedback as required. (K1, S1, S15)
To gain a distinction, the following must be evidenced.
No distinction criteria

Sales and customer experience
To pass, the following must be evidenced.
SCE1 Utilises sales techniques and knowledge of the range of food and beverages available and any pairings, deals or offers, to increase sales and improve customer experience. (K2, K3, S2, B2)
To gain a distinction, the following must be evidenced.
SCE2 *Takes every opportunity to maximise sales and improve customer experience, tailoring techniques to suit each customer. (K3, S2, B2)*

Communication
To pass, the following must be evidenced.
C1 Demonstrates a customer focused approach by tailoring their communication to meet different customer types and needs. (K4, K22, S3, B3)
To gain a distinction, the following must be evidenced.
C2 *Anticipates customers' needs, and tailors communication to build rapport and increase satisfaction. (K4, K22, S3, B3)*

Health and safety
To pass, the following must be evidenced.
HS1 Selects and applies appropriate methods to ensure that safety, security and hygiene are maintained and prioritised in the working environment. (K5, S4, B4) **HS2** Complies with health and safety legislation, regulations, guidelines and procedures relevant to own role. (K6, S5) **HS3** Follows food safety and allergen legislation and procedures relevant to own role. (K7, S6)
To gain a distinction, the following must be evidenced.
No distinction criteria

Equipment and technology
To pass, the following must be evidenced.
ET1 Uses technology and equipment relevant to own role in line with policies and procedures, to meet customer needs. (K8, S7)
To gain a distinction, the following must be evidenced.
No distinction criteria

Transactions and payments
To pass, the following must be evidenced.
TP1 Handles transactions and payments securely and in line with company processes. (K9, S8)
To gain a distinction, the following must be evidenced.
No distinction criteria

Teamwork
To pass, the following must be evidenced.
T1 Works collaboratively as part of a team, using and tailoring professional communication methods to the context, to deliver products and services on time and in line with business needs. (K10, K12, S9, S11, B5) **T2** Manages own time and prioritises tasks, to meet business needs. (K13, S12)
To gain a distinction, the following must be evidenced.
***T3** Explains how they have maintained customer focus whilst escalating or resolving issues that affect service. (K10, S9, B5)*

Professional standards
To pass, the following must be evidenced.
PS1 Observes professional standards in own role to meet the needs and expectations of the business. (K19, B6)
To gain a distinction, the following must be evidenced.
No distinction criteria

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Assessing the interview underpinned by a portfolio of evidence

In the interview underpinned by a portfolio of evidence, the assessor asks the apprentice questions. The interview must be structured to give the apprentice the opportunity to demonstrate the KSBs mapped to the assessment method.

The purpose of the questions will be to assess the apprentice's competence against the following themes:

- issues and complaints
- stock control
- personal development
- sustainability
- legislation
- wider industry

Apprentices must have access to their portfolio of evidence during the interview. The apprentice can refer to and illustrate their answers with evidence from their portfolio of evidence during the interview. However, the portfolio of evidence is not directly assessed.

The apprentice must have at least 2 weeks' notice of the interview.

The interview must last for **60 minutes**. The independent assessor can increase the time of the interview by up to 10% to allow the apprentice to respond to a question if necessary.

The assessor must ask **at least 9 questions**. Follow-up questions are allowed where clarification is required.

The interview must take place in a suitable venue, for example, the employer's premises. The interview can be conducted by video conferencing. The interview should take place in a quiet room, free from distractions and influence.

Before the assessment

Employers/training providers should:

- 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

Grading the interview underpinned by a portfolio of evidence

Apprentices will be marked against the pass and distinction criteria included in the tables on the following pages (under 'Interview underpinned by a portfolio of evidence criteria').

- To achieve a **pass**, apprentices must achieve all of the pass criteria
- To achieve a **distinction**, apprentices must achieve all of the pass criteria **and** all of the distinction criteria
- **Unsuccessful** apprentices will have not achieved all of the pass criteria

Interview underpinned by a portfolio of evidence mock assessment

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

In designing a mock assessment, the employer/training provider should include the following elements in its planning:

- the mock interview underpinned by a portfolio of evidence should take place in a suitable location.
- a **60-minute** time slot should be available to complete the interview underpinned by a portfolio of evidence, if it is intended to be a complete interview covering all relevant standards. However, this time may be split up to allow for progressive learning.
- consider a video or audio recording of the mock interview underpinned by a portfolio of evidence and allow it to be available to 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.
- use a minimum of **9 structured**, **'open' questions** that do not lead the apprentice but allows them to express their knowledge and experience in a calm and comfortable manner. For example:
    - issues and complaints

        - Can you describe a time when you had to handle a customer complaint or issue and how you followed your business's procedures to resolve it?
        - Explain how you would escalate customer complaints or feedback to a supervisor.
    - stock control
        - How do you maintain stock levels to meet customer demand?
        - Tell me about a time when stock control affected your business's financial performance.
    - personal development
        - Describe how you keep up to date with any changes to products or processes within your role.
    - sustainability
        - Explain how you reduce waste in your role and what methods you use to meet your business's expectations.
    - legislation
        - Can you explain your responsibilities under the Licensing Act when serving alcohol?
        - Explain how food safety inspections relate to your role and what the consequences are of not following the required standards.
    - wider industry
        - Explain how the various sectors within the hospitality industry can influence each other.

Interview underpinned by a portfolio of evidence criteria

Throughout the **60-minute** interview underpinned by a portfolio of evidence, the assessor will review the apprentice's competence in the criteria outlined below.

Apprentices should prepare for the interview underpinned by a portfolio of evidence by considering how the criteria can be met.

Issues and complaints
To pass, the following must be evidenced.
IC1 Describes how they have dealt with or escalated customer complaints, feedback or issues, implementing correct business procedures or instructions given by a supervisor, to meet the needs of the business. (K16, S10) **IC2** Describes how they have followed procedures and stayed within the limits of their own role when fixing or reporting equipment or technology faults and maintenance issues, to meet the needs of the customer and business. (K11, S14)
To gain a distinction, the following must be evidenced.
IC3 *Explains how they have maintained customer focus whilst escalating or resolving issues that affect service. (K16, S10)*

Stock control
To pass, the following must be evidenced.
SC1 Explains how to manage, maintain and rotate stock, and the impact of stock control on customer satisfaction and financial performance of the business. (K14, K15, S13)
To gain a distinction, the following must be evidenced.
No distinction criteria

Personal development
To pass, the following must be evidenced.
PD1 Describes how they keep up to date with changes to products and processes to meet the needs of the business. (K17, S16) **PD2** Explains how they take responsibility for their own health, wellbeing and professional development, using feedback from managers and available support, training and development resources, to maximise own performance. (K18, S17, B1) **PD3** Participates in team briefings, implementing instructions and offering input or feedback, in order to meet the needs of the business and the team. (S20)
To gain a distinction, the following must be evidenced.
PD4 *Describes the impact that being up to date with knowledge of products and processes has on their own performance and customer experience. (K17, S16)* ***PD5*** *Explains the impact of feedback from managers and development opportunities on their own performance. (K18, S17, B1)*

Sustainability
To pass, the following must be evidenced.
S1 Describes how they have reduced the waste of resources using appropriate methods, in line with business expectations. (K20, S18)
To gain a distinction, the following must be evidenced.
S2 *Justifies their use of sustainability methods and techniques in reducing waste of resources. (K20, S18)*

Legislation
To pass, the following must be evidenced.
L1 Explains how they have applied equity, diversity and inclusion legislation and principles in the workplace. (K21, S19) **L2** Identifies the responsibilities of a server under the licensing act and describes the legislation related to weights and measures when serving alcohol. (K23, K24) **L3** Explains food safety inspections, how they relate to own role and the penalties for non-compliance. (K25)
To gain a distinction, the following must be evidenced.
L4 *Discusses the impact of their approach to supporting equity, diversity and inclusion in the workplace. (K21, S19)*

Wider industry
To pass, the following must be evidenced.
WI1 Describes the different types of organisation that make up the wider hospitality industry. (K26)
To gain a distinction, the following must be evidenced.
No distinction criteria

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