

# Highfield Level 2 End-Point Assessment for ST0228 Commis 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 Commis 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 2 Commis 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

<b>Apprenticeship standard:</b>	Commis Chef
<b>Level:</b>	2
<b>On Programme Duration:</b>	Minimum of 12 months
<b>End-Point Assessment Window:</b>	Typically 4 months
<b>Grading:</b>	Pass/distinction
<b>End-Point Assessment methods:</b>	Knowledge test Practical assessment with questions Professional discussion underpinned by portfolio of evidence

**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

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This occupation is found in the Hospitality industry across a range of sectors including hospitality, aviation and care. Commis chefs may work in different types of organisations and employers such as restaurants, hotels, care homes/hospitals, military establishments and cruise ships. The broad purpose of the occupation is to support the kitchen in providing the culinary offer by preparing, cooking and finishing a range of food items whilst rotating around each section of the kitchen. Commis chefs will work as part of a kitchen brigade to ensure the quality of the food items produced meet brand, organisational and legislative requirements including the completion of food safety management documentation. They receive, check and correctly store deliveries as well as checking and reporting food items and stock levels. Commis chefs contribute to improving the culinary offer of their organisation. In their daily work, an employee in this occupation interacts with a team (brigade) of chefs, the wider team including front of house staff, suppliers and customers. Commis chefs may work unsociable hours, including early mornings, late evenings, weekends and holidays. An employee in this occupation will be responsible for maintaining high standards of personal, food and kitchen hygiene in their section. A commis chef is supervised in their work and reports to a senior chef. In a smaller establishment this may be the Head Chef or Chef Patron or may be a Chef de Partie in a larger organisation using the kitchen hierarchy system.

## On-programme requirements

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Although learning, development and on-programme assessment are 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 Commis 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 knowledge test, practical assessment with questions and the professional discussion underpinned by the portfolio of evidence (e.g., workplace documentation, witness statements, annotated photographs, video clips, etc.).

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. It is recommended, but not required, that the on-programme assessment includes:

- regular performance reviews undertaken by the employer
- development of a portfolio of evidence including workplace documentation, witness statements, annotated photographs, video clips, etc.
- observations (recorded by the training provider) \*
- ongoing professional discussions between apprentice and training provider relating to projects and assignments (recorded by the training provider) \*
- feedback from line manager, peers and direct reports (including 180/360-degree feedback or equivalent)

\*It is recommended that where possible the evidence collected makes use of video or audio technologies.

## **Use of Artificial Intelligence (AI) in the EPA**

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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.

## **Additional, relevant on-programme qualification**

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There is no mandatory on-programme qualification for apprentices for this standard. Employers may wish to choose the Highfield Level 2 Diploma for Commis Chefs (RQF) to help structure the on-programme delivery.

## **Readiness for end-point assessment**

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

- the apprentice must have achieved level 1 English and maths.
- the apprentice must have gathered a portfolio of evidence against the required standards to be put forward to underpin the professional discussion component of the end-point assessment.
- the 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 employer must submit six recipes (three main courses, three starters/desserts) for the assessor to set the dishes for the practical assessment.

- 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 4-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.

### Portfolio of evidence

Apprentices must compile a portfolio of evidence during the on-programme period of the apprenticeship. It must contain evidence related to the KSBs that will be assessed by the professional discussion.

The portfolio will typically contain **20 discrete pieces of evidence**. All evidence must be mapped against the knowledge, skills and behaviours that will be assessed by the professional discussion. All food groups referred to in the relevant KSBs must be evidenced within the portfolio. Apprentices should demonstrate the range of food groups and techniques detailed in their portfolio of evidence.

Evidence sources may include:

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

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

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

Food group	Group range	Preparation methods	Cooking methods
Fish	2	5 including filleting (K13)	4 (K25)
Shellfish	2	3 (K13)	3 (K25)
Meat	2	6 including boning (K10)	7 (K24)

Poultry	2	6 including cutting down a whole bird into portions (K10)	6 (K24)
Game	1	2 (K10)	2 (K24)
Offal	2	3 (K10)	4 (K24)
Vegetables	6	6 (K16)	6 (K26)
Sauces	5	5 including making a roux (K17)	2 (K27)
Stock	2	4 (K17)	
Soup	3	5 (K17)	
Rice	2	1 (K18)	2 (K28)
Pasta	2		3 (K28)
Egg dishes	1	1 (K19)	3 (K28)
Vegetable protein	1	2 (K18)	2 (K28)
Bread and dough	2	3 (K21)	2 (K29)
Pastry	2	4 (K22)	2 (K29)
Cakes, sponges, biscuits, scones	2	14 (K23)	3 (K29)
Cold and hot desserts	4	7 (K23)	6 (K29)

\*all food groups referred to in the relevant KSBs must be evidenced within the portfolio.

All evidence **must** be mapped to the professional discussion criteria outlined within this document. Evidence may be used to demonstrate multiple criteria, a qualitative approach is suggested.

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 professional discussion. The assessor will review the portfolio of evidence in preparation for the professional discussion but is not required to provide feedback after this review of the portfolio.

## 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.

## Documents used in developing this end-point assessment

### Standard (2021)

<https://www.instituteforapprenticeships.org/apprenticeship-standards/commis-chef-v1-2>

### End-point assessment plan (2021 ST0228/AP02)

[https://www.instituteforapprenticeships.org/media/5559/st0228\\_commis\\_chef\\_l2\\_ap-for-publication\\_20210514.pdf](https://www.instituteforapprenticeships.org/media/5559/st0228_commis_chef_l2_ap-for-publication_20210514.pdf)

## Specific considerations

### Grading the practical assessment

The following interpretation will be applied for the grading of the practical assessment, which has been agreed with People 1<sup>st</sup>:

In order for a learner to achieve a pass, all pass criteria must be met.

In order for a learner to achieve a distinction, all pass and distinction criteria must be met.

### Timings for the professional discussion

During the professional discussion, the learner will be given up to 60 minutes (plus 10% to complete their last answer). If the assessor feels they have reached the relevant criteria in under 60 minutes (not including the 10% allowance) the duration may be less.

### Submission and selection of specification for the practical assessment

In preparation for the practical assessment, the employer will submit six recipes at the point of gateway (three main courses and three desserts/starters). The employer must confirm on each specification the methods used and the special requirement met. The assessor will then select two of the recipe specifications (one main and one dessert/starter) two weeks prior to the practical assessment, which will allow the learner to demonstrate the requirements over the two dishes and meet the time requirements. This will allow the learner/employer to obtain the necessary ingredients and ensure the necessary equipment and environment is available.

### Temporary dispensation

A temporary dispensation has been applied to the assessment plan for this apprenticeship. The dispensation will last until all apprentices on the current version have completed. It covers all previous versions of the EPA plan.

The key changes are:

### Assessment Method 3 – Professional discussion

The independent assessor will pick a minimum of 4 preparation and cooking techniques to discuss during the professional discussion.

Apprentices should not be told which techniques they will be assessed on before the professional discussion.

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# Gateway

## How to prepare for gateway

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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:

- achieved level 1 English
- achieved level 1 maths
- produced a portfolio of evidence to underpin the professional discussion

In advance of gateway, employers will need to submit:

six recipes (three main courses and three desserts/starters). A Commis Chef specification template can be found on the Highfield Assessment website.

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

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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 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, e.g., employee ID card, travel card, etc.

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# The Commis Chef Apprenticeship Standard

The following pages contain the Commis Chef apprenticeship standard and the assessment criteria in a format that is suitable for delivery.

Knowledge Test
Knowledge
<p><b>K2:</b> How technology supports the development and production of dishes and menu items</p> <p><b>K4:</b> How to undertake set up, preparation and cleaning tasks to organisational standard whilst working in a challenging, timebound environment</p> <p><b>K6:</b> The principles of basic food preparation and cooking; taste, allergens (including intolerances), diet (including <b>religious</b>, cultural and medical) and <b>nutrition</b></p> <p><b>K7:</b> Commonly used knives and kitchen equipment and their specific function</p> <p><b>K8:</b> Sources and <b>quality points</b> of common food groups including meat, poultry, game, offal, fish, shellfish, vegetables, sauces, soups, stocks, rice, pasta/noodles, eggs, vegetable protein, dough, pastry, cakes, sponges, biscuits and scones, hot and cold desserts</p> <p><b>K9:</b> Traditional cuts of meat and poultry</p> <p><b>K11:</b> Categories of fish including white fish round and flat, oily fish</p> <p><b>K12:</b> Traditional cuts of fish including darne, tronçon, goujon, supreme, délice, paupiette</p> <p><b>K14:</b> Categories of vegetables including roots, bulbs, flower heads, fungi, seeds and pods, tubers, leaves, stems, vegetable fruits</p> <p><b>K15:</b> Traditional cuts of vegetables including Julienne, Brunoise, Macédoine, Jardinière, Paysanne</p> <p><b>K20:</b> Categories of dough, for example, bread, enriched, soda, naan, pitta, pizza</p> <p><b>K31:</b> The impact of <b>seasonality</b> on the availability, quality and price of ingredients</p> <p><b>K32:</b> The relevant legislation, regulations and responsibilities pertinent to this occupation</p> <p><b>K33:</b> The importance of following legislation and regulations and consequences of failing to meet them</p> <p><b>K38:</b> How all teams are dependent on each other and the importance of teamwork both back and front of house</p> <p><b>K39:</b> Basic costing and yield of dishes and the meaning of <b>gross profit</b></p> <p><b>K40:</b> The principles of supply chain and waste management</p>
Knowledge test
The knowledge statements above are used to assess the apprentice’s knowledge in the knowledge test

### Amplification and Guidance

- **Religious** - e.g., 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.
- **Nutrition** – providing vital nutrients for health and growth
- **Quality points** – food quality points may include:
  - appearance
    - size
    - shape
    - gloss
    - colour
    - consistency
  - texture
  - flavour
  - nutritional content
- **Seasonality** - referring to the times of year when a given type of food is at its peak, either in terms of harvest or its flavour. This is usually the time when the item is the cheapest and the freshest on the market. Examples may include:
  - asparagus (in season May to June)
  - Jersey Royal potatoes (May to June)
  - peaches (July to September)
  - butternut squash (September to November)

**Gross profit** – the profit an organisation will make after subtracting costs associated with making and selling a product.

Safety		
Knowledge	Skills	Behaviour
<p><b>K3:</b> The importance of checking food, equipment, chemical and commodity stocks and keeping the storage areas in good order, know the procedures to carry out and how to deal with identified shortages and food close to expiry date</p> <p><b>K41:</b> Potential risks in the working environment, how to address them and the potential consequences of those risks</p>	<p><b>S3:</b> Check food stocks, report on shortages, prioritise food that is close to expiry and keep the storage areas in good order</p> <p><b>S7:</b> Use correct knives and knife skills when preparing food and use the correct equipment when preparing, cooking and finishing food</p> <p><b>S8:</b> Correctly store and use food items and <b>commodities</b> when preparing, cooking and finishing dishes to deliver a quality product that is safe for the consumer</p> <p><b>S11:</b> Maintain a clean and <b>hygienic kitchen</b> environment at all times, complete kitchen documentation as required</p> <p><b>S17:</b> Follow <b>safe systems</b> of work reporting <b>risks</b> in the appropriate manner</p>	<p><b>B2:</b> Has a food safety approach at all times</p>
<b>Practical demonstration with questions</b>		
<b>Pass criteria</b>		<b>Distinction criteria</b>



<p><b>PA1</b> Demonstrates stock/equipment checking for expiry dates and/or availability and maintains work/storage areas according to organisational food safety policies and procedures (K3, S3)</p> <p><b>PA2</b> Demonstrates knife skills and the use of specialist equipment to produce and store food products that are safe for the consumer (S7, S8)</p> <p><b>PA3</b> Applies prescribed safe systems of work, identifies/reports risks and maintains their kitchen environment and documentation according to the food safety policies and procedures set out by the organisation (S11, S17, B2)</p>	<p><b>PA4</b> Justifies their choice of knife and/or specialist equipment for a preparation, cooking and/or finishing a task (S7, S8)</p> <p><b>PA5</b> Describes the need to follow safe systems of work when preparing, cooking, and finishing food for consumption (S17, B2)</p>
<b>Profession discussion underpinned by a portfolio of evidence</b>	
<b>Pass criteria</b>	<b>Distinction criteria</b>
<p><b>PD1</b> Outlines areas or sources of risk in the kitchen environment, how they have actioned those risks and the potential consequences they may cause (K41)</p>	<p><b>PD2</b> Explains different actions to take to control or prevent risk in the kitchen environment (K41)</p>
<b>Amplification and Guidance</b>	
<ul style="list-style-type: none"> <li>• <b>Commodities</b> may include: <ul style="list-style-type: none"> <li>○ merchandise/produce</li> <li>○ understanding their supply and demand</li> <li>○ reporting issues to a supervisor</li> </ul> </li>   <li>• <b>Hygienic kitchen</b> may include: <ul style="list-style-type: none"> <li>○ handwashing</li> <li>○ personal cleanliness</li> <li>○ protective clothing</li> <li>○ reporting illnesses</li> </ul> </li> </ul>	

- healthy carriers

- **Safe systems** – formal procedures that must be carried out to identify and reduce hazards and risks

- **Risks** – a situation where someone or something is exposed to danger

Specifications, standards and quality		
Knowledge	Skills	Behaviour
<p><b>K5:</b> Correct ingredients and portion sizes for each dish in line with recipe specifications</p> <p><b>K30:</b> Finishing methods for all food groups including resting, garnishing, adding sauce, glazing, gratinating, piping, filling, decorating, dusting, dredging</p>	<p><b>S4:</b> Prioritise tasks, ensuring food items meet the required quality standard and in the required time frame</p> <p><b>S5:</b> Measure dish ingredients and portion sizes accurately</p> <p><b>S6:</b> Use a range of craft preparation and basic cooking skills and techniques to prepare, cook and finish dishes and menu items in line with business requirements</p> <p><b>S9:</b> Apply correct preparation and selection methods when using fresh produce in dishes</p> <p><b>S10:</b> Complete preparation and cooking tasks to a high standard, delivered on time and presented as described within the recipe specification</p> <p><b>S16:</b> Effectively manage resources to meet specifications and control waste</p>	<p><b>B3:</b> Shows accuracy and attention to detail</p> <p><b>B4:</b> Works according to the values and culture of the organisation</p>
<b>Practical demonstration with questions</b>		
<b>Pass criteria</b>	<b>Distinction criteria</b>	

**PA6** Identifies and measures the correct ingredients and portion sizes for each dish/recipe/specification and applies the appropriate finishing methods (K5, K30, S5)

**PA7** Prioritises tasks to produce dishes which reflect the given specification/recipe, and which meet quality control standards and are finished within a specified time (S4, S10, B3)

**PA8** Demonstrates craft and basic cooking techniques for dishes in line with specifications and applies appropriate selection and preparation methods when fresh produce is required (S6, S9)

**PA9** Manages resources to meet the given specifications for preparation, cooking and finishing and minimises waste at each stage (S16)

**PA10** Demonstrates the production of dishes which reflect the values and culture of the organisation (B4)

**PA11** *Describes how their dishes meet quality control standards (S4)*

**PA12** *Reviews their presentation of dishes with that described in the recipe specification (S10)*

**PA13** *Suggests alternative methods to manage/reduce waste when producing dishes for consumption (S16)*

## Preparation and cooking methods by food group

Knowledge	Skills
<p><b>K10:</b> Preparation methods for meat, poultry, game and offal including cutting, slicing, dicing, mincing, trimming, boning, tying, checking and preparing cavities, skinning, tenderising, marinating, seasoning, applying dry rubs, stuffing, filling, trussing, coating and portioning</p> <p><b>K13:</b> Preparation methods for fish and shellfish including cleaning, descaling, skinning, trimming, filleting, removing bones, shelling, cutting, marinating, coating</p> <p><b>K16:</b> Preparation methods for vegetables including washing, peeling, chopping, slicing, trimming, grating, turning</p> <p><b>K17:</b> Preparation methods for sauces, stocks and soups including weighing, measuring, chopping, roux, skimming, passing, straining, blending, whisking</p> <p><b>K18:</b> Preparation methods for rice, pasta/noodles and vegetable proteins including washing, soaking, straining</p> <p><b>K19:</b> Preparation methods for eggs (duck, chicken, quail) including beating whisking</p> <p><b>K21:</b> Preparation methods for dough including weighing, measuring, sieving, mixing, kneading, proving, knocking back, shaping, resting, chilling, piping, rolling, cutting, trimming, glazing, portioning</p>	<p><b>S2:</b> Use technology for the development and production of dishes and menu items in line with business procedures and guidelines to achieve the best result</p>

**K22:** Preparation methods for pastry (including short, sweet, suet, choux, convenience) including weighing, measuring, sieving, mixing, shaping, resting, chilling, piping, rolling, cutting, trimming, glazing, portioning

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

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

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

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

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

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

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

Profession discussion underpinned by a portfolio of evidence	
Pass criteria	Distinction criteria
<p><b>PD3</b> Describes the preparation methods for the type of food product (K10, K13, K16, K17, K18, K19, K21, K22, K23)</p> <p><b>PD4</b> Describes the cooking methods for the type of food product (K24, K25, K26, K27, K28, K29)</p> <p><b>PD5</b> Describes the safe use of technology when preparing dishes, according to organisational procedures/guidelines (S2)</p>	<p><b>PD6</b> <i>Justifies the preparation and use of specific equipment and cooking methods for specific food products (K10, K13, K16, K17, K18, K19, K21, K22, K23, K24, K25, K26, K27, K28, K29, S2)</i></p>

## Professional behaviour and organisational culture

Knowledge	Skills	Behaviour
<p><b>K1:</b> The factors which influence the types of food items and menus offered by the business</p> <p><b>K34:</b> How personal and team performance impact on the successful production of dishes and menu items</p> <p><b>K35:</b> How to communicate with colleagues and support team members</p> <p><b>K36:</b> The importance of training and development to maximise own performance</p> <p><b>K37: Professional behaviours and organisational culture</b></p>	<p><b>S1:</b> Contribute to reviewing and refreshing menus in line with business and customer requirements</p> <p><b>S12:</b> Work with others to ensure dishes produced are of high quality, delivered on time and to the standard required</p> <p><b>S13:</b> Choose methods of communication that achieve effective team working</p> <p><b>S14:</b> Develop own skills and knowledge through training and experiences</p> <p><b>S15:</b> Deal with team challenges and problems constructively to drive a positive outcome</p>	<p><b>B1:</b> Is enthusiastic and committed to improving and developing skills</p> <p><b>B5:</b> Is fair, consistent, reliable and respectful</p> <p><b>B6:</b> Leads by example to develop individual and team skills</p>
<b>Professional discussion underpinned by portfolio of evidence</b>		
<b>Pass criteria</b>		<b>Distinction criteria</b>



<p><b>PD7</b> Outlines factors influencing the foods offered by the business and demonstrates how they have contributed to reviewing and refreshing menus (K1, S1)</p> <p><b>PD8</b> Describes how their own and team performance influences the timely production of quality dishes and menu items (K34, S12)</p> <p><b>PD9</b> Explains how they choose communication methods to communicate with colleagues and support team members (K35, S13)</p> <p><b>PD10</b> Explains how their level of enthusiasm and commitment to personal training and development activities have helped with their performance within their role (K36, S14, B1)</p> <p><b>PD11</b> Outlines the expectations of their role in terms of professional behaviours and how this fits into the organisational culture (K37)</p> <p><b>PD12</b> Establishes an approach to work tasks which follows the guidelines as set out by the behavioural/ethical code of conduct for the sector/organisation' (B5)</p> <p><b>PD13</b> Establishes an approach to problem solving and shares these with individuals and or teams within the organisation (S15, B6)</p>	<p><i><b>PD14</b> Explains how their own individual/team performance influences the timely production of quality dishes and menu items (K34, S12, S15)</i></p>
<b>Amplification and Guidance</b>	
<p><b>Professional behaviours</b> – acting with respect for people and equipment around you and adhering to the rules set by your organisation.</p>	
<p><b>Organisational culture</b> – how an organisation structures itself, this could be the chain of command or the work processes in place.</p>	

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# Assessment Summary

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

1. A 75-minute knowledge test
2. A 3-hour practical assessment with questions
3. A 60-minute professional discussion 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 and a mark allocated. The overall grade will be determined using the combined grade.

## Knowledge test

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There are 50 marks available for the knowledge test.

- To achieve a **pass**, apprentices will score at least 30 out of 50
- To achieve a **distinction**, apprentices will score at least 40 out of 50
- **Unsuccessful** apprentices will have scored 29 or below

The test may be delivered online or be paper-based and should be in a 'controlled' environment.

## Practical assessment with questions

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- To achieve a **pass**, all pass criteria must have been met
- To achieve a **distinction**, all distinction criteria must have been met in addition to all the pass criteria
- **Unsuccessful** apprentices will have not met all pass criteria

## Professional discussion underpinned by a portfolio of evidence

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- To achieve a **pass**, all pass criteria must have been met
- To achieve a **distinction**, all distinction criteria must have been met in addition to all the pass criteria
- **Unsuccessful** apprentices will have not met all pass criteria

## Grading

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

Knowledge test	Practical assessment with questions	Professional discussion underpinned by a portfolio of evidence	Overall grade
Fail	Any grade	Any grade	Fail
Any grade	Fail	Any grade	Fail
Any grade	Any grade	Fail	Fail
Pass	Pass	Pass	Pass
Distinction	Pass	Pass	Pass
Pass	Distinction	Pass	Pass
Pass	Pass	Distinction	Pass
Pass	Distinction	Distinction	Distinction
Distinction	Distinction	Pass	Distinction
Distinction	Pass	Distinction	Distinction
Distinction	Distinction	Distinction	Distinction

In summary, to achieve a pass overall, apprentices must achieve at least a pass grade in all 3 assessments (knowledge test, practical assessment with questions and professional discussion).

To achieve a distinction overall, apprentices must achieve distinction in at least two assessment methods.

## Retake and Re-sit information

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Apprentices who fail one or more assessment methods will be offered the opportunity to take a re-sit or a re-take at the employer's discretion. The apprentice's employer will need to agree that either a re-sit or re-take is an appropriate course of action. A re-sit does not require further learning, whereas a re-take does.

Apprentices should have a supportive action plan to prepare for a re-sit or a re-take. The timescale for a re-sit or a re-take is agreed between the employer and Highfield. A re-sit is typically taken within 2 months of the EPA outcome notification. The timescale for a re-take is dependent on how much re-training is required and is typically taken within 4 months of the EPA outcome notification. Feedback will be provided on the areas of failure and a retake checklist will need to be submitted when the professional review has taken place.

All assessment methods must be taken within a 6-month period, otherwise, the entire EPA will need to be re-taken. Re-sits and re-takes are not offered to apprentices wishing to move from pass to a higher grade. Where any assessment method has to be re-sat or re-taken, the apprentice will be awarded a maximum EPA grade of pass, unless the EPAO determines there are exceptional circumstances requiring a re-sit or re-take.

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## Assessing the knowledge test

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The following knowledge areas of the Commis Chef Standard will be assessed by a **75-minute** knowledge test consisting of **50 multiple-choice questions** with a pass mark of 60% (30 out of 50) and a distinction mark of 80% (40 out of 50).

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

Apprentices will take the test in a controlled environment that is a quiet space, free of distractions and influence in the presence of an invigilator. The invigilator may be the independent assessor or another external person employed by Highfield or a Highfield remote invigilator. The test will be invigilated in line with the Highfield Invigilation policy.

### Before the assessment

The employer/training provider should:

- brief the apprentice on the areas that will be assessed by the knowledge test
- in readiness for end-point assessment, set the apprentice a mock knowledge test. A 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.

## Knowledge test criteria

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### Knowledge test criteria

- K2:** How technology supports the development and production of dishes and menu items
- K4:** How to undertake set up, preparation and cleaning tasks to organisational standard whilst working in a challenging, timebound environment
- K6:** The principles of basic food preparation and cooking; taste, allergens (including intolerances), diet (including religious, cultural and medical) and nutrition
- K7:** Commonly used knives and kitchen equipment and their specific function
- K8:** Sources and quality points of common food groups including meat, poultry, game, offal, fish, shellfish, vegetables, sauces, soups, stocks, rice, pasta/noodles, eggs, vegetable protein, dough, pastry, cakes, sponges, biscuits and scones, hot and cold desserts
- K9:** Traditional cuts of meat and poultry
- K11:** Categories of fish including white fish round and flat, oily fish
- K12:** Traditional cuts of fish including darne, tronçon, goujon, supreme, délice, paupiette
- K14:** Categories of vegetables including roots, bulbs, flower heads, fungi, seeds and pods, tubers, leaves, stems, vegetable fruits
- K15:** Traditional cuts of vegetables including Julienne, Brunoise, Macédoine, Jardinière, Paysanne
- K20:** Categories of dough, for example, bread, enriched, soda, naan, pitta, pizza
- K31:** The impact of seasonality on the availability, quality and price of ingredients
- K32:** The relevant legislation, regulations and responsibilities pertinent to this occupation
- K33:** The importance of following legislation and regulations and consequences of failing to meet them
- K38:** How all teams are dependent on each other and the importance of teamwork both back and front of house
- K39:** Basic costing and yield of dishes and the meaning of gross profit
- K40:** The principles of supply chain and waste management

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## Assessing the practical assessment with questions

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

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

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

The practical assessment with questions must take **3 hours**. The practical assessment with questions may not be split, other than to allow comfort breaks as necessary or to allow the apprentice to move from one location to another as required. Where breaks occur, they will not count towards the total assessment time.

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

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

Apprentices must be provided with information on the tasks they must complete before the start of the practical assessment.

In preparation for the practical assessment, the employer will submit six recipes at the point of gateway (three main courses and three desserts/starters). The employer must confirm on each specification the methods used and the special requirement met. The assessor will then select two of the recipe specifications (one main and one dessert/starter) two weeks prior to the practical assessment, which will allow the learner to demonstrate the requirements over the two dishes and meet the time requirements. This will allow the learner/employer to obtain the necessary ingredients and ensure the necessary equipment and environment is available.

The following activities must be observed during the practical assessment:

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

The independent assessor must ask a minimum of **6 questions**. They may ask follow-up questions where clarification is required. The time for questions asked during the practical assessment is included in the overall assessment time.

Highfield would encourage the employer/training provider and the apprentice to plan for the practical assessment with questions by familiarising themselves with the criteria that will be assessed and reflecting on their experience.

#### **Before the assessment:**

Employers/training providers should:

- ensure the apprentice knows the date, time and location of the assessment
- brief the apprentice on the activities to be carried out and the duration of the assessment
- ensure the apprentice knows which Commis Chef criteria will be assessed (outlined on the following pages)
- ensure the apprentice has access to the relevant resources, such as the correct ingredients and equipment, to carry out the practical assessment
- 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



## Mock practical assessment

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It is the employer/training provider's responsibility to prepare apprentices for their end-point assessment, and Highfield recommends that the apprentice experiences a mock practical assessment 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 practical assessment should take place in a suitable location.
- a 3-hour time slot should be available for the practical assessment if it is intended to be a complete mock assessment covering all relevant criteria (outlined in the following pages). However, this time may be split up to allow for progressive learning.
- consider a video or audio recording of the mock practical assessment 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 interview 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 structured 'open' questions that do not lead the apprentice but allow them to give examples for how they have met each area in the standard. For example:
  - Safety:
    - What is the maximum legal temperature you can accept a fresh food delivery/frozen food delivery?
    - What other checks do you make for all deliveries coming into the kitchen?
    - How would you choose the appropriate knife for your task?
  - Specifications, standards and quality:
    - Explain the proper process for reporting a risk in your workplace.
    - What are the necessary checks to ensure food waste is kept to a minimum?
    - How would you ensure that dishes are finished to a professional standard within the given deadline?

## Practical assessment with questions criteria

Throughout the 3-hour practical assessment, the assessor will review the apprentice's competence in the criteria outlined below.

Apprentices should prepare for the practical assessment by considering how the criteria can be met. The apprentice can only achieve a distinction by covering all pass and all of the distinction criteria listed.

Safety
<b>To pass, the following must be evidenced.</b>
<b>PA1</b> Demonstrates stock/equipment checking for expiry dates and/or availability and maintains work/storage areas according to organisational food safety policies and procedures (K3, S3)
<b>PA2</b> Demonstrates knife skills and the use of specialist equipment to produce and store food products that are safe for the consumer (S7, S8)
<b>PA3</b> Applies prescribed safe systems of work, identifies/reports risks and maintains their kitchen environment and documentation according to the food safety policies and procedures set out by the organisation (S11, S17, B2)
<b>To gain a distinction, the following must be evidenced</b>
<b>PA4</b> <i>Justifies their choice of knife and/or specialist equipment for a preparation, cooking and/or finishing a task (S7, S8)</i>
<b>PA5</b> <i>Describes the need to follow safe systems of work when preparing, cooking, and finishing food for consumption (S17, B2)</i>

Specifications, standards and quality
<b>To pass, the following must be evidenced.</b>
<b>PA6</b> Identifies and measures the correct ingredients and portion sizes for each dish/recipe/specification and applies the appropriate finishing methods (K5, K30, S5)
<b>PA7</b> Prioritises tasks to produce dishes which reflect the given specification/recipe, and which meet quality control standards and are finished within a specified time (S4, S10, B3)
<b>PA8</b> Demonstrates craft and basic cooking techniques for dishes in line with specifications and applies appropriate selection and preparation methods when fresh produce is required (S6, S9)
<b>PA9</b> Manages resources to meet the given specifications for preparation, cooking and finishing and minimises waste at each stage (S16)

### Specifications, standards and quality

**To pass, the following must be evidenced.**

**PA10** Demonstrates the production of dishes which reflect the values and culture of the organisation (B4)

**To gain a distinction, the following must be evidenced**

**PA11** Describes how their dishes meet quality control standards (S4)

**PA12** Reviews their presentation of dishes with that described in the recipe specification (S10)

**PA13** Suggests alternative methods to manage/reduce waste when producing dishes for consumption (S16)

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## Assessing the professional discussion underpinned by portfolio of evidence

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

The professional discussion must be appropriately structured to draw out the best of the apprentice's competence and cover the KSBs assigned to this assessment method. It will involve questions that focus on safety, preparation and cooking methods by food group, professional behaviour and organisational culture.

The professional discussion must last for **60-minutes**. The independent assessor has the discretion to increase the time of the professional discussion by up to 10% to allow the apprentice to complete their last answer.

As a temporary discretion, the independent assessor will pick a minimum of 4 preparation and cooking techniques to discuss during the professional discussion.

The professional discussion will have a minimum of **12 questions**. Apprentices will be expected to use their portfolio of evidence to support their answers.

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

The professional discussion should take place in a quiet room, free from distractions and influence. The professional discussion may be conducted using technology such as video link, as long as fair assessment conditions can be maintained.

### 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

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It is the employer/training provider's responsibility to prepare apprentices for their end-point assessment, and Highfield recommends that the apprentice experiences a mock professional discussion in preparation for the real thing. The most appropriate form of mock professional discussion 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 professional discussion should take place in a suitable location.
- a 60-minute time slot should be available to complete the professional discussion if it is intended to be a complete professional discussion 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 professional discussion 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 structured 'open' questions that do not lead the apprentice but allow them to express their knowledge and experience in a calm and comfortable manner.

For example:

- Preparation and cooking methods by food group:
  - Describe cooking methods for fish
  - Describe preparation methods for dough
- Safety:
  - What are possible areas of risk in the kitchen?
  - How might these risks impact staff and customers?
- Professional behaviours and organisational culture:
  - What methods of communication are most effective in a team?
  - What factors might influence the organisation's menu?

## Professional Discussion Criteria

Throughout the 60-minute professional discussion, the assessor will review the apprentice's competence in the criteria outlined below.

Safety
<b>To pass, the following must be evidenced.</b>
<b>PD1</b> Outlines areas or sources of risk in the kitchen environment, how they have actioned those risks and the potential consequences they may cause (K41)
<b>To gain a distinction, the following must be evidenced</b>
<b>PD2</b> Explains different actions to take control or prevent risk in the kitchen environment (K41)

Preparation and cooking methods by food group
<b>To pass, the following must be evidenced.</b>
<b>PD3</b> Describes the preparation methods for the type of food product (K10, K13, K16, K17, K18, K19, K21, K22, K23)
<b>PD4</b> Describes the cooking methods for the type of food product (K24, K25, K26, K27, K28, K29)
<b>PD5</b> Describes the safe use of technology when preparing dishes, according to organisational procedures/guidelines (S2)
<b>To gain a distinction, the following must be evidenced</b>
<b>PD6</b> Justifies the preparation and use of specific equipment and cooking methods for specific food products (K10, K13, K16, K17, K18, K19, K21, K22, K23, K24, K25, K26, K27, K28, K29, S2)

Professional behaviour and organisational culture
<b>To pass, the following must be evidenced.</b>
<b>PD7</b> Outlines factors influencing the foods offered by the business and demonstrates how they have contributed to reviewing and refreshing menus (K1, S1)
<b>PD8</b> Describes how their own and team performance influences the timely production of quality dishes and menu items (K34, S12)
<b>PD9</b> Explains how they choose communication methods to communicate with colleagues and support team members (K35, S13)
<b>PD10</b> Explains how their level of enthusiasm and commitment to personal training and development activities have helped with their performance within their role (K36, S14, B1)

## Professional behaviour and organisational culture

### To pass, the following must be evidenced.

**PD11** Outlines the expectations of their role in terms of professional behaviours and how this fits into the organisational culture (K37)

**PD12** Establishes an approach to work tasks which follows the guidelines as set out by the behavioural/ethical code of conduct for the sector/organisation' (B5)

**PD13** Establishes an approach to problem solving and shares these with individuals and or teams within the organisation (S15, B6)

### To gain a distinction, the following must be evidenced

**PD14** Explains how their own individual/team performance influences the timely production of quality dishes and menu items (K34, S12, S15)

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