

# Highfield Level 3 End-Point Assessment for ST0230 Hospitality Supervisor

End-Point Assessment Kit



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Pathway:

**Food and Beverage Supervisor**

# Highfield Level 3 End-Point Assessment for ST0230 Hospitality Supervisor – Food and Beverage Supervisor Pathway

EPA Kit

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# How to use this EPA kit

Welcome to the Highfield end-point assessment kit for the Hospitality Supervisor Apprenticeship Standard.

Highfield is an independent end-point assessment organisation that has been approved to offer and carry out the independent end-point assessments for the Level 3 Hospitality Supervisor Apprenticeship Standard. Highfield internally quality assures all end-point assessments in accordance with its IQA process; 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 ways in which an apprentice may be prepared for their assessments, but trainers may find them helpful as a starting point.

Highfield also offers the Highfield Hospitality Supervisor Apprenti-kit that is a comprehensive learning resource and is designed to be used on-programme.

For more information, please go to:

<https://www.highfieldproducts.com/products/item/396/level-3-hospitality-supervisor>

Please note that the use of this kit is not a prerequisite for apprentices undertaking the hospitality supervisor end-point assessment.

For employers/training providers that use the Apprenti-kit, a criteria mapping document is available from Highfield if required.

## Key facts

<b>Apprenticeship standard:</b>	Hospitality Supervisor
<b>Level:</b>	3
<b>On-programme duration:</b>	Minimum of 12 months
<b>Grading:</b>	Pass/distinction
<b>End-point assessment duration:</b>	Maximum of 2 months
<b>End-point assessment methods:</b>	On-demand test, practical observation, business project, professional discussion

**In this kit, you will find:**

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

# Introduction

## Standard overview

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Hospitality supervisors work across a wide variety of businesses including bars, restaurants, cafés, conference centres, banqueting venues, hotels and contract caterers. They provide vital support to management teams and are capable of independently supervising hospitality services and running shifts. They typically work under pressure delivering fantastic customer service and motivating a team is essential to their role. The majority of supervisors' skills and knowledge are the same, but supervisors may specialise in specific functions or work across a variety of functions, which reflects the multi-functional nature of the industry.

## Specialist function overview

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Food and beverage supervisors maintain standards in a range of settings from pubs, clubs and bars, restaurants, cafés, conference centres, banqueting venues, hotel restaurants and contract caterers. Their work can involve coordinating a range of dining experiences and styles and adapting to the ever-increasing diversity in both food and beverage menus.

## On-programme requirements

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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 hospitality supervisor standard.

Throughout the period of learning and development, and at least every 2 months, the apprentice should meet with the on-programme assessor to record their progress against the standard using on-programme progression documentation. At these reviews, evidence should be discussed and recorded by the apprentice. Once the apprentice is deemed competent, the relevant section(s) of the standard should be signed off by the on-programme assessor and/or the employer with the support of those involved in the learning and development.

The on-programme records and reviews are important to support the apprentice, on-programme assessor and employer in monitoring the progress of learning and development and to determine when the apprentice has achieved full competence in their job role and is ready for independent end-point assessment. A minimum of 6 meetings and completed records are recommended to show ongoing competence across the entire standard, over a minimum of a 12-month period, prior to starting the independent end-point assessment.

### **Business project proposal**

The apprentice required to prepare a business project proposal while on-programme. Once this has been identified by the apprentice, it should be discussed with their employer/training provider. The employer/training provider will then determine whether the proposed project has the potential to meet the criteria of the business project. The apprentice will then prepare a 2-page synopsis of their proposed project to bring to the formal gateway meeting. The proposal must be made available to Highfield Assessment at gateway. Once agreed, this proposal forms the basis for the apprentice's project. For further guidance, see page 43.

Further guidance and support on planning and managing a hospitality supervisor apprentice's training and development journey is available from the Hospitality Apprenticeship Board via [People1st.co.uk](http://People1st.co.uk).

## **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 are no mandatory qualifications for apprentices for this standard. Employers may wish to choose the Highfield Level 3 Diploma in Hospitality Supervision (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:

- they must have achieved level 2 English and maths and it is recommended that they are digitally literate where this is important to their role.
- They will be required to bring to the gateway meeting a 2-page synopsis of their proposed business research project that will be agreed by the employer representative and put forward as a research proposal at gateway.  
The independent end assessor and apprentice will review the proposal for the business project and the apprentice will make any necessary amendments during the first week of the assessment window, then the project may commence.
- 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 2-month end-assessment window. Further information about the gateway process is covered later in this kit.

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

## Order of end-point assessments

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There are 4 assessment activities for the hospitality supervisor end-point assessment. The on-demand test, practical observation and business project may be undertaken in any order; however, the professional discussion must be the last activity completed. All assessment activities must be completed within 2 months.

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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 (2015)

<https://www.instituteforapprenticeships.org/apprenticeship-standards/hospitality-supervisor/>

End-point assessment plan (2016 ST0230/AP01)

[https://www.instituteforapprenticeships.org/media/1182/hospitality\\_supervisor.pdf](https://www.instituteforapprenticeships.org/media/1182/hospitality_supervisor.pdf)

Common approach                      People 1<sup>st</sup> – Edition 2, September 2017

## Specific considerations

The on-demand tests consist of 52 questions and have been evenly split into 2 equally weighted sections: 50% (26) of the questions are dedicated to the core subject areas and 50% (26) are on the pathway content. To gain a pass on the test, apprentices will have to achieve a mark of at least 18/26 (approx. 70%) on each section of the exam. To achieve a distinction, apprentices will need to achieve a mark of at least 44/52 (approx. 85%) across the whole exam.

During the practical observation, where possible, situations and evidence should be naturally occurring. While simulation is not permitted, the practical observation should be carefully planned to allow the learners the opportunity to demonstrate all criteria. This may involve planning opportunities for the learner to demonstrate competence against all criteria, e.g. moving to another area of the business to perform a different part of the job role or setting up a situation that allows them to demonstrate a certain skill, produce a sufficient range of products or cover a sufficient range of tasks.

There is an opportunity within the professional discussion for any outstanding pass or distinction criteria that were not demonstrated within the practical observation and business project (and accompanying presentation) to be carried over for assessment in the professional discussion; however, re-assessment must not take place.

If any professional discussion pass criteria have been met in either the observation or business project, re-assessment should not take place in the professional discussion. Professional discussion distinction criteria must all be met as part of the professional discussion.



All of the evidence criteria used within this end-point assessment have been taken directly from the hospitality team supervisor standard: assessment plan, Annex A and F and the common approach document, Appendix A, B and C.

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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:

- achieved level 2 English
- achieved level 2 maths
- produced the business project proposal

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

## The gateway meeting

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

During the meeting, the apprentice, employer and training provider will discuss the apprentice's progress to date and confirm if the apprentice has met the full criteria of the apprenticeship standard during their on-programme training. The **Gateway Readiness Report** should be used to log the outcomes of the meeting and agreed 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 Hospitality Supervisor Apprenticeship Standard

The following pages contain the Level 3 Hospitality Supervisor Apprenticeship Standard and the assessment criteria in a format that is suitable for delivery.

<b>Business</b>		
<b>Knowledge</b>	<b>Skills</b>	<b>Behaviour</b>
Understand own role in motivating the team to work according to the business vision and values and to achieve business targets, always focusing on the importance of providing the best service for customers	Contribute to and monitor operational procedures, working practices and team performance and make recommendations for business improvements	Demonstrate a personal drive to achieve the business values, vision and objectives
Understand the financial operations of hospitality businesses and know how to source and use financial information relating to own area of work	Operate within budget, exercising strict resource control and minimising wastage, using appropriate techniques to manage and control costs	Operate astutely and credibly on all matters that affect business finance
Understand how own business area interacts with others and the organisation as a whole	Supervise the delivery of a quality service that supports the department in achieving overall business objectives	Operate with a quality focus to achieve the best for the business
Know the standard business operating procedures	Monitor the team to ensure they follow processes and procedures in line with business/brand standards at all times	Positively support the benefits of working within standard business operating procedures
Understand how to identify, plan for and minimise risks to the business and service	Identify and isolate matters of concern, establish the cause and intervene	Be solution focussed and remain calm under pressure, adopting a constructive attitude to

	accordingly to minimise disruption to the service and risk to people	dealing with problems and driving a positive outcome
Understand how a variety of technologies support the delivery of hospitality products and services	Use available technology effectively in all work activities and performance	Champion the responsible use of technology
Understand legislative requirements, their implications and applications in hospitality businesses	Monitor and ensure compliance to legislative requirements in all work activities	Advocate and adhere to the importance of working safely and legally in the best interest of all people
<b>On-demand test</b>		
<b><i>Criteria covered in on-demand test</i></b>		
<p>BU1. Principles of <b>key performance indicators, brand standards</b> and service level agreements</p> <p>BU2. Principles of <b>departmental budgets, planning for expenditure and controlling costs</b></p> <p>BU3. Common categories of costs and their relative proportions in the hospitality industry</p> <p>BU4. Principles of waste management</p> <p>BU5. Principles of <b>hazard analysis and risk management</b></p> <p>BU6. How to identify trends in levels of demand which may influence resource requirements</p> <p>BU7. <b>Legislation</b> affecting hospitality operations</p>		

<b>Practical observation</b>	
<b><i>To pass, the following must be evidenced</i></b>	<b><i>To gain a distinction</i></b>
BU8. Ensure all actions are in line with business/brand standard BU9. Ensure all activities comply with legal requirements, industry regulations, social responsibility, professional codes and organisational policies/standards BU10. Monitor the team during activities to ensure correct performance levels are achieved	BU11. Actively promote business/brand standard when briefing team members and monitoring service BU12. Minimise potential disruption by proactively addressing the activities and identifying and addressing issues in advance
<b>Professional discussion</b>	
<b><i>To pass, the following must be evidenced</i></b>	<b><i>To gain a distinction</i></b>
BU13. Explain the importance of keeping up to date with current industry trends and provide examples of how this has been achieved BU14. Explain why it is essential to instil the importance of company vision, values, empowerment and following procedures to staff and how you can achieve this BU15. Provide reasoned examples of how the hospitality department operates efficiently BU16. Evidence effective day to day supervision of the team/department and how this leads to customer satisfaction and ensures business performance BU17. Describe how the hospitality department meets regulatory requirements BU18. Clearly articulate examples from the workplace relevant to evidencing competence across the standard	BU19. Proactively keeps up to date with industry developments, trends and business objectives BU20. Describe how recommendations for the improvement of quality, cost, value or efficiency have been made in the organisation BU21. Explain how effective hospitality supervision, contingency planning, motivation and adherence to company/brand standard have been developed and implemented and how this

	<p>has decreased waste and increased overall team/departmental performance</p> <p>BU22. Demonstrate how a proactive approach to planning and supervision has been implemented, including proactively educating and monitoring staff on customer service, brand standards, health and safety and risk matters beyond the legislative minimum</p>
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<b>Amplification and guidance</b>
<p><b>Key performance indicators which support the profitability of the business</b> – quantifiable measures used to evaluate the success of the business/business area in meeting objectives e.g. labour costs, food costs, stock value, customer satisfaction, sales per head, take per staff hour – TPSH, guest spend per head, gross profit on sales, marketing and advertising costs, bookings</p> <p><b>Business/brand standards</b> – standards applied across the organisation or brand to ensure guests and customers experience a consistent and uniform experience</p> <p><b>Methods of financial control (departmental budgets, planning for expenditure and controlling costs)</b> – the procedures an organisation has in place to manage, track and report on financial data, resources and transactions; methods of financial control may include cash flow and income statements, budget sheets, profit and loss sheets (P&amp;L) and accounting systems</p> <p><b>Hazard analysis/risk assessment</b> – the process of identifying different types of hazards that may arise, as well as their possible causes and consequences; assessing the risk of harm occurring from hazards, and putting in place appropriate controls to minimise risks from hazards</p>

**Legislation** affecting hospitality operations – may include requirements from various relevant legislation, including trades description, consumer rights legislation, data protection and confidentiality, weights and measures, licensing and age-related sales, Health and Safety Act, Food Safety Act and their implications and applications

<b>People</b>		
<b>Knowledge</b>	<b>Skills</b>	<b>Behaviour</b>
Understand how to effectively organise and coordinate a team to provide required levels of service to meet customer demand	Plan, resource and organise the team to meet expected levels of customer demand within business constraints	Contribute to the review process, being aware of the individual needs of the team
Understand how to work with hospitality team members to achieve targets and support business objectives	Set realistic but challenging objectives with the team and work continuously to accomplish the best results	Encourage team to demonstrate personal pride in their role through a consistently positive and professional approach
Know how to select the best methods of communication to motivate and support team members in a hospitality environment	Demonstrate effective methods of communication that achieve the desired results, taking action to correct poor communication within the team	Strive to continuously improve the effectiveness of personal communications
Identify the knowledge and skills required of hospitality teams; know how own team fits within the wider business and how to maximise team members' potential to drive the best results for the business	Actively support team members to maximise potential in their role and identify opportunities for development	Encourage team members to see the importance of their role within the wider business and opportunities for development



<b>On-demand test</b>	
<b>Criteria covered in on-demand test</b>	
PE1. <b>Principles of an effective team</b> , roles and responsibilities of team members and how <b>team dynamics</b> can affect the success of the team PE2. Principles of staff resource planning and supervision PE3. Principles of motivation PE4. <b>Motivational techniques</b> and the importance of fulfilling agreements to your team PE5. Principles of effective <b>communication</b>	
<b>Practical observation</b>	
<i>To pass, the following must be evidenced</i>	<i>To gain a distinction</i>
PE6. Brief the team on required activities, setting realistic work objectives PE7. Communicate effectively with team, customers and other departments/ <b>stakeholders</b>	PE8. Plan activities to maximise time and available resources PE9. Ensure communications are efficient, understood and resultant actions undertaken at the appropriate time
<b>Professional discussion</b>	
<i>To pass, the following must be evidenced</i>	<i>To gain a distinction</i>
PE10. Provide examples of how staff are managed effectively in line with legal requirements and organisation's policies and procedures, including motivation, training and development of teams and individuals PE11. Provide evidence to show you have been part of the effective planning and review in the team	PE12. Provides mentorship to team members with measurable improvements to the performance of individuals and the team

### Amplification and guidance

**Principles of an effective team** – may include for example, common goals and approach, complementary skills and knowledge, good communication, listening and conflict management skills, effective leadership

**Team dynamics** – invisible forces that operate between different people within a team influenced by various factors such as personality styles, team roles, business layout, organisation culture

**Motivational techniques** – e.g. setting clear objectives and monitoring progress, providing supportive feedback, providing opportunity for self-development, recognising and rewarding successes

**Communication** – including effective communication methods and how these can be used to motivate and support team members – e.g. written – staff magazines and newsletters, posters, notice boards; verbal – telephone conversations; face-to-face – staff forums, meetings, team briefings, presentations; online – intranet, internal staff emails

**Stakeholders** – anyone either internal or external to an organisation that has an interest in, may be affected by, or can have an effect on, its objectives, actions or policies; this may include directors, shareholders, employees, suppliers, customers, the local community and creditors.

<b>Customers</b>		
<b>Knowledge</b>	<b>Skills</b>	<b>Behaviour</b>
Understand the importance of customer profiles, how to build them and understand how this enables the business to meet their needs profitably and in line with business/brand standards	Coordinate the team to deliver to customers according to their needs in line with business/brand standards, enhancing their experience where appropriate	Proactively encourage a customer centric culture
Understand the requirements of the product and brand standards of the business	Actively promote the brand and product; and consistently maintain the highest standards	Demonstrate a belief in the brand and product the business offers
<b>On-demand test</b>		
<b>Criteria covered in on-demand test</b>		
CU1. Principles of <b>customer profiling</b> , its importance and impact on hospitality operations		
CU2. The importance of consistency of products/services and adhering to organisational/ <b>brand standard</b>		
<b>Professional discussion</b>		
<b>To pass, the following must be evidenced</b>		<b>To gain a distinction</b>
CU3. Provide an overview of how the hospitality department meets the needs of the business and customer		<i>There are no distinction criteria for this component.</i>

### Amplification and guidance

**Customer profiling** – types or profiles that represent a typical customer that uses a product or service. Profiles are based on customer research into what type of goals or characteristics different groups of customers may share and how they prefer to spend their money.

**Business/brand standards** – standards applied across the organisation or brand to ensure guests and customers experience a consistent and uniform experience.

## Leadership

Knowledge	Skills	Behaviour
Identify the different leadership styles and supervisory management skills which are effective in hospitality businesses	Use leadership styles and supervisory management skills appropriate to the business and situation	Lead by example to maximise performance
Understand how to work fairly with individuals that have diverse needs	Ensure team members are aware of and follow policy relating to diversity	Act as a role model operating in an empathic, fair and consistent professional manner
<b>On-demand test</b>		
<b>Criteria covered in on-demand test</b>		
TL1. Principles of effective supervision		
TL2. <b>Theories, models and styles of leadership</b> and supervisory management skills		
<b>Practical observation</b>		
<b>To pass, the following must be evidenced</b>		<b>To gain a distinction</b>

TL3. Provide leadership, supervision and support to the team and its members as required, leading by example to maximise performance	TL4. Identify opportunities to 'go the extra mile' with either customers or in supporting team
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Professional discussion	
<i>To pass, the following must be evidenced</i>	<i>To gain a distinction</i>
<p>TL5. Provide an effective evaluation of own performance, including behaviours, identifying where opportunities for improvement have been taken and results there of evaluated</p> <p>TL6. Demonstrate how <b>feedback</b> has been sought from managers and customers and how this has been effectively dealt with</p>	<p>TL7. Provide examples of when improvement activities have been actively sought to develop own performance to raise standards in team performance, reaching objectives and customer service</p> <p>TL8. Proactively invite feedback from all <b>stakeholders</b> and use this to develop and implement measurable improvements in performance of self and team</p>
Amplification and guidance	
<p><b>Theories, models and styles of leadership</b> – e.g. theories may include modern trait theory, behavioural theory, contingency theory, full range theory; leadership styles may include autocratic; democratic; transformational, laissez-faire, transactional</p> <p><b>Feedback</b> – obtained, for example, through in-person discussion, comment cards, questionnaires, internet sites and social media (Trip Advisor, Facebook, Twitter), performance reviews</p> <p><b>Stakeholders</b> – anyone either internal or external to an organisation that has an interest in, may be affected by, or can have an effect on, its objectives, actions or policies; this may include directors, shareholders, employees, suppliers, customers, the local community and creditors</p>	

Food and beverage supervisor		
Knowledge	Skills	Behaviours
Understand the basic principles of menu design, layout and presentation; know the specifications of menu items, how to match food and beverages and how to keep up to date with trends in food and beverages	Ensure menus and promotional materials are up to date and presented accurately to the customer by the team in line with business/brand standards and customer needs. Brief team on menu items and ensure customers are provided with helpful information and recommendations on food and beverages	Demonstrate passion for high quality food and drink products and service
Know how to keep up to date, source information and brief the team on service requirements, special requests that will impact on service, promotions and details on specials, dish content and beverage product features	Prepare food and beverage service areas in good time ensuring all resources are available and ready for use; ensure team provide efficient, accurate and effective service in line with service style meeting customer needs and business/brand standards	
On-demand test		
<i>Criteria covered in on-demand test</i>		
FB1. <b>Legislation and regulations</b> relevant to food and beverage supervision FB2. Common <b>menu styles</b> and the <b>factors which impact menu planning and design</b> FB3. Information which must be included on a menu FB4. Principles of effective menu and <b>dish composition</b> FB5. <b>Benefits of menu knowledge</b> for self and team members FB6. <b>Principles of food and beverage pairing</b> FB7. Principles of customer service and loyalty		

Practical observation	
<i>To pass, the following must be evidenced</i>	<i>To gain a distinction</i>
FB8. Prepare the food/beverage area for service, ensuring business/brand standards are maintained and menus/promotional materials are up to date and presented accurately FB9. Ensure stock/resources are ready for service FB10. Ensure customers are met, given the correct information and receive food and beverage service in line with business/brand standard FB11. Process payments and record consumption and keep all records (manual or electronic) up to date and supplied to the correct person	<i>There are no distinction criteria for this component.</i>
Professional discussion	
<i>To pass, the following must be evidenced</i>	<i>To gain a distinction</i>
<i>There are no pass criteria for this component.</i>	<i>There are no distinction criteria for this component.</i>
Amplification and guidance	
<p><b>Legislation and regulations</b> – may include trades description, consumer rights, weights and measures, licensing and age-related sales, health and safety and food safety related legislation</p> <p><b>Menu styles</b> – e.g. may include menu design, layout and presentation for different styles of menu, for example, d’hôte menu, á la carte menu, static menu, wine menu, dessert menu, du jour menu, fine dining, casual, fast casual, fast food, take away</p> <p><b>Factors which impact menu planning and design</b> – e.g. facilities, staff and time available, cost implications, time of year and availability of ingredients, occasion, types of customer, complexity of cooking and skill requirement</p> <p><b>Dish composition (principles of)</b> – e.g. ingredients, cooking methods, dietary needs</p>	

**Benefits of menu knowledge** – benefits of knowledge in terms of ingredients, cooking methods, allergens and dietary needs

**Principles of food and beverage pairing** – may include: the complementary principle e.g. light bodied wine to go with light dish; contrasting principle e.g. selecting a wine that adds a contrasting flavour that works with the overall meal; acidic wines paired with acidic foods; wines high in tannins paired with meals containing fat; spicy food paired with sweeter or sparkling wines

Business project	
Pass criteria	Distinction criteria
<b>Introduction and background</b>	
BP1. Give a general introduction and background to department, team or area of work, including how this relates to the rest of the business unit (if applicable)	BP14. <i>Give a detailed introduction and background of the department, team or working area wider business unit (e.g. other departments, head office, local community / customer profile)</i>
BP2. Explain how the business fits into the hospitality industry	
<b>Focus, aims and objectives</b>	
BP3. Outline the problem, challenge or opportunity identified	BP15. <i>Outline the current situation which has led to the identification of a challenge or opportunity</i>
BP4. State the aims and objectives of the project	BP16. <i>Provide detailed aims and objectives for the project, linking to the current situation</i>
<b>Research</b>	
BP5. Consult relevant stakeholders (e.g. customers, team members, managers) to inform the results and recommendations	BP17. <i>Show a range of research has been used effectively, including obtaining information from stakeholders, such as team members, management, suppliers or customers</i>
BP6. How the apprentice keeps up to date with trends and the changing industry	
BP7. Provide research methodology to demonstrate a logical, coherent approach	BP18. <i>Show a range of qualitative and quantitative research has been used effectively</i>
<b>Findings</b>	



BP8. Identify how the potential changes would lead to measurable improvements and benefits to the department, team or area of working	BP19. <i>Identification of measurable improvements and benefits to the organisation</i>
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<b>Conclusion and recommendations</b>	
BP9. Make clear recommendations for implementation	BP20. <i>Make detailed recommendations for implementation, including timings and potential costs</i>
BP10. Provide an indication of costs associated with the proposed recommendations	
BP11. Concise validation and justification of recommendation	BP21. <i>Provide detailed validation and justification of recommendations</i>
BP12. Identify applicable legislation and ensure the proposal complies where necessary	BP22. <i>Review the project to ensure it meets organisational and legal requirements</i>
BP13. Demonstrate an awareness of and understanding for the need for deadlines	BP23. <i>Proposed timeframes for implementation</i>

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## Assessment summary

The end-point assessment for hospitality supervisor is made up of the following 4 components:

1. 90-minute on-demand test consisting of 52 scenario-based questions. 30 minutes of reading time will be given to apprentices before they attempt to provide answers, meaning in total, the apprentice has 2 hours in the test situation.
2. 4-hour practical observation. The observation may be split into two, 2-hour observations, if required, to cover preparation and service.
3. Business project consisting of 2,000 to 5,000 words.
4. 90-minute professional discussion.

The on-demand test, observation and business project may be undertaken in any order; however, the professional discussion must be the last activity completed.

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 component.

### On-demand test

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- The 52-question test is divided into 2 sections – core content and pathway content, each of which contains 26 questions
- In order to achieve a pass, apprentices must achieve a mark of at least 18/26 (approx. 70%) in **each** section
- To achieve a distinction, apprentices must achieve a mark of at least 44/52 across the whole test (approx. 85%)

## Practical observation

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In order to achieve a pass in the practical observation:

- all pass criteria should be covered for both core and specialist function areas
- there is a further opportunity to carry over any pass criteria not achieved in the practical observation for assessment within the professional discussion, if required

To achieve a distinction in the practical observation:

- all pass and all distinction criteria should be covered for both core and specialist function areas
- there is a further opportunity to carry over any pass or distinction criteria not achieved in the practical observation for assessment within the professional discussion, if required

## Business project

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To achieve a pass in the business project:

- the project must meet all pass criteria (either within the written project itself, or within the 30-minute presentation and Q&A)
- there is a further opportunity to carry over any pass criteria not achieved in the business project for assessment within the professional discussion, if required

To achieve a distinction in the business project:

- the project must meet all pass and distinction criteria (either within the written project itself, or within the 30-minute presentation and Q&A)
- there is a further opportunity to carry over any pass or distinction criteria not achieved in the business project for assessment within the professional discussion, if required

## Professional discussion

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To achieve a pass in the professional discussion:

- all pass criteria must be covered for all relevant areas. Any professional discussion pass criteria that have already been met in the observation or business project do not need to be reassessed.

To achieve a distinction in the professional discussion:

- all pass criteria and all distinction criteria must be covered for all relevant areas. Professional discussion distinction criteria should all be covered in the professional discussion itself.

## Grading

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

On-demand test	Business project	Practical observation	Professional discussion	Overall outcome
Pass	Pass	Pass	Pass	Pass
Pass	Pass	Pass	Distinction	Pass
Pass	Pass	Distinction	Pass	Pass
Pass	Distinction	Pass	Pass	Pass
Distinction	Pass	Pass	Pass	Pass
Pass	Pass	Distinction	Distinction	Pass
Pass	Distinction	Distinction	Pass	Pass
Distinction	Pass	Pass	Distinction	Pass
Distinction	Pass	Distinction	Pass	Pass
Pass	Distinction	Pass	Distinction	Pass
Distinction	Distinction	Pass	Pass	Pass
Distinction	Distinction	Pass	Distinction	Pass
Distinction	Pass	Distinction	Distinction	Pass
Pass	Distinction	Distinction	Distinction	Distinction
Distinction	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 4 assessments (on-demand test, practical observation, business project and professional discussion).

To achieve a distinction overall, apprentices must:

- achieve a distinction in all 4 assessment activities, or;
- achieve a distinction in 3 assessment activities (which **must** include **both** the business project and practical observation) and a pass in the 4th assessment activity (on demand test **or** professional discussion)

## Retake and Resit information

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### Resits

Should an apprentice fail 1 assessment activity **only** on the first attempt (or during a subsequent retake), a resit of that activity should be scheduled as soon as the apprentice is ready, when practicable for the business and in line with the policies, practices and procedures of Highfield.

The resit is normally expected to take place after all the required assessments have been taken and the individual assessment results and overall apprenticeship result has been given to the apprentice. There is no limit on the amount of times an apprentice can resit a single failed activity.

### Retakes

Should an apprentice fail 2 or more activities, a retake must take place. A period of further training and development lasting between 1 and 3 months must take place before the retake is scheduled and a new assessment window will be agreed following the period of additional learning. The decision on how much time is required is based on a discussion between the apprentice, their employer and end-point assessor. This further training can begin as soon as a learner's result has been released.

There is no limit on the number of retakes that can take place should the apprentice fail 2 or more activities during subsequent retakes. In the event an apprentice fails 1 activity **only** as part of a retake, a resit of that activity should be scheduled in line with the guidance in the resit section above. 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.

When undertaking a resit or retake, the assessment method(s) will need to be re-attempted in full, regardless of any individual assessment criteria that were passed on any prior attempt. It may be necessary to also re-attempt a 'pre-assessment' activity such as a project submission or proposal, we will advise this on the EPA Report and during the scheduling call. The EPA Report will contain feedback on areas for development and resit or retake guidance.

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

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## Assessing the on-demand test

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The following areas (knowledge) of the hospitality supervisor standard will be assessed by a 2-hour (including 30 minutes of reading time) on-demand test consisting of 52 questions, which will be broken down into 2 parts.

Part A will consist of:

- Business
- People
- Customers
- Leadership

Part B will cover:

- Food and beverage supervisor

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

The test is divided into 2 sections, each of which contains 26 questions.

In order to achieve a pass, apprentices must achieve a mark of at least 18/26 (approx. 70%) in **each** section.

To achieve a distinction, apprentices must achieve a mark of at least 44/52 across the whole test (approx. 85%).

### Before the assessment

- While on-programme, the employer/training provider should brief the apprentice on the areas to be assessed by the on-demand test
- In readiness for end-point assessment, the apprentice should complete a sample test; a mock test is available for download from the Highfield Assessment website for this purpose.

## On-demand test criteria

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The following pages include the criteria that are covered by the on-demand test.

The apprentice will	Criteria covered in the on-demand test
<b>Business</b>	
Understand own role in motivating the team to work according to the business vision and values and to achieve business targets, always focusing on the importance of providing the best service for customers	BU1. Principles of key performance indicators, brand standards and service level agreements
Understand the financial operations of hospitality businesses and know how to source and use financial information relating to own area of work	BU2. Principles of departmental budgets, planning for expenditure and controlling costs BU3. Common categories of costs and their relative proportions in the hospitality industry BU4. Principles of waste management
Understand how to identify, plan for and minimise risks to the business and service	BU5. Principles of hazard analysis and risk management BU6. How to identify trends in levels of demand which may influence resource requirements
Understand legislative requirements, their implications and applications in hospitality businesses	BU7. Legislation affecting hospitality operations



The apprentice will	Criteria covered in the on-demand test
<b>People</b>	
Understand how to effectively organise and coordinate a team to provide required levels of service to meet customer demand	PE1. Principles of an effective team, roles and responsibilities of team members and how team dynamics can affect the success of the team PE2. Principles of staff resource planning and supervision
Know how to select the best methods of communication to motivate and support team members in a hospitality environment	PE3. Principles of motivation PE4. Motivational techniques and the importance of fulfilling agreements to your team PE5. Principles of effective communication

The apprentice will	Criteria covered in the on-demand test
<b>Customers</b>	
Understand the importance of customer profiles, how to build them and understand how this enables the business to meet their needs profitably and in line with business/brand standards	CU1. Principles of customer profiling, its importance and impact on hospitality operations CU2. The importance of consistency of products/services and adhering to organisational/brand standard

The apprentice will	Criteria covered in the on-demand test
<b>Leadership</b>	
Identify the different leadership styles and supervisory management skills which are effective in hospitality businesses	TL1. Principles of effective supervision TL2. Theories, models and styles of leadership and supervisory management skills

The apprentice will	Criteria covered in the on-demand test
<b>Food and beverage supervisor</b>	
<p>Understand the basic principles of menu design, layout and presentation; know the specifications of menu items, how to match food and beverages and how to keep up to date with trends in food and beverages</p>	<p>FB1. Legislation and regulations relevant to food and beverage supervision            FB2. Common menu styles and the factors which impact menu planning and design            FB3. Information which must be included on a menu            FB4. Principles of effective menu and dish composition</p>
<p>Know how to keep up to date, source information and brief the team on service requirements, special requests that will impact on service, promotions and details on specials, dish content and beverage product features</p>	<p>FB5. Benefits of menu knowledge for self and team members            FB6. Principles of food and beverage pairing            FB7. Principles of customer service and loyalty</p>

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## Assessing the practical observation

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The practical observation should be no longer than 4 hours and be pre-planned and scheduled at a time when the apprentice will be in their normal place of work. The observation may be split into 2 sessions of 2 hours each to cover preparation and service, but should normally be carried out in 1 day, except in exceptional circumstances (where an organisation's operating functions are split across 2 sites). Observations must be planned in advance to allow for quality assurance activity.

The end-point assessor will carry out the practical observation, which should enable the apprentice to evidence their skills and behaviour from across the standards to demonstrate genuine and demanding work objectives. Examples of observed practice include handling a general enquiry, dealing with a customer's complaint or a need for further information or detail.

### Before the assessment

- The apprentice and employer should provide a 2-week working schedule, including business levels, for the independent end assessor to determine when to carry out observations.
- The independent end assessor will plan the observation in conjunction with the apprentice and employer. The planned observation activity, or series of activities should provide the apprentice with the opportunity to demonstrate each of the required standards have been met. For this standard, this includes, for example:
  - supervision, and provision of service
  - contact with/supervision of team members
  - direct customer contact.
- During the practical observation, where possible, situations and evidence should be naturally occurring. While simulation is not permitted, the practical observation should be carefully planned to allow the learners the opportunity to demonstrate all criteria. This may involve planning opportunities for the learner to demonstrate competence against all criteria e.g. moving to another area of the business to perform a different part of the job role or setting up a situation that allows them to demonstrate a certain skill, produce a sufficient range of products or cover a sufficient range of tasks.

**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 (4 hours)
- ensure the apprentice knows which hospitality supervisor 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 in preparation for their assessment

It is suggested that a mock assessment is carried out by the apprentice in advance of the end-point assessment with the training provider/employer giving feedback on any areas for improvement.

Apprentices will be marked against the pass and distinction criteria included in the tables on the following pages.

Apprentices meeting all pass criteria will be awarded a pass, if all pass and all distinction criteria are met then the result will be a distinction. There is a further opportunity to carry over any outstanding pass or distinction criteria not achieved in the practical observation for assessment within the professional discussion, if required. However, reassessment must not take place.

The professional discussion is time limited, so it is recommended that wherever possible every effort is taken to provide the apprentice with the opportunity to demonstrate how they have met the pass/distinction criteria for the practical observation within the observation itself.

## Practical observation 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 practical observation in preparation for the real thing. The most appropriate form of mock assessment will depend on the apprentice's setting and the resources available at the time. In designing a mock assessment, the employer/training provider should include the following elements in its planning:

- the mock observation should take place in a real workplace or a realistic simulation if the real workplace does not present all the required assessment opportunities
- the participation of other personnel to play the parts of customers and team members:
  - it is strongly recommended that the mock observation has been practised beforehand and all personnel involved are properly briefed on their roles
  - the roles should provide the opportunity for the apprentice to demonstrate both the 'pass' level and the 'distinction' level criteria
- a 4-hour time slot should be available for the complete practical observation, if it is intended to be a complete mock observation covering all relevant standards; however, this time may be split up to allow for progressive learning
- consider a video recording of the mock assessment, and allow it to be observed by other apprentices, especially if it is not practicable for the employer/training provider to carry out a separate mock assessment with each apprentice
- ensure that the apprentice's performance is assessed by a competent trainer/assessor and that feedback is shared with the apprentice to complete the learning experience; mock assessment sheets are available to download from the Highfield Assessment website and may be used for this purpose.

A suggestion on the split of the 4-hour time slot could be:

- 2 hours to cover preparation, which may include elements of:
  - Business
  - People
  - Customers
  - Leadership
  - Pathway content

- 2 hours to cover service, which may include elements of:
  - Business
  - People
  - Customers
  - Leadership
  - Pathway content

## Practical observation criteria

During the practical observation, which will last for 4 hours, the following standards should be evidenced. Apprentices should prepare for the practical observation 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.

To pass, the following must be evidenced	To gain a distinction
<b>Business</b>	
BU8. Ensure all actions are in line with business/brand standard	BU11. Actively promote business/brand standard when briefing team members and monitoring service BU12. Minimise potential disruption by proactively addressing the activities and identifying and addressing issues in advance
BU9. Ensure all activities comply with legal requirements, industry regulations, social responsibility, professional codes and organisational policies/standards	
BU10. Monitor the team during activities to ensure correct performance levels are achieved	

To pass, the following must be evidenced	To gain a distinction
<b>People</b>	
PE6. Brief the team on required activities, setting realistic work objectives	PE8. Plan activities to maximise time and available resources PE9. Ensure communications are efficient, understood and resultant actions undertaken at the appropriate time
PE7. Communicate effectively with team, customers and other departments/stakeholders	

To pass, the following must be evidenced	To gain a distinction
<b>Leadership</b>	
TL3. Provide leadership, supervision and support to the team and its members as required, leading by example to maximise performance	TL4. Identify opportunities to 'go the extra mile' with either customers or in supporting team

To pass, the following must be evidenced	To gain a distinction
<b>Food and beverage supervisor</b>	
<p>FB8. Prepare the food/beverage area for service, ensuring business/brand standards are maintained and menus/promotional materials are up to date and presented accurately</p> <p>FB9. Ensure stock/resources are ready for service</p> <p>FB10. Ensure customers are met, given the correct information and receive food and beverage service in line with business/brand standard</p> <p>FB11. Process payments and record consumption and keep all records (manual or electronic) up to date and supplied to the correct person</p>	<p><i>There are no distinction criteria for this component.</i></p>

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## Assessing the business project

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The purpose of the business project is to give the apprentice the opportunity to demonstrate their wider understanding of the business they are working in and identify and 'think through' how an improvement could be made to the way it operates.

The business project should focus around an opportunity, challenge or idea in line with the scope of the apprentice's day-to-day role. The project should be 2,000 to 5,000 words long and will involve gathering information and making recommendations to management.

The project should demonstrate how the apprentice has:

- understood the context of the business
- maintained an up-to-date knowledge of trends and developments in the hospitality industry/sector
- identified the need for the project, e.g. related to customer feedback, cost efficiency, reputation of the business, increasing market share, increased productivity, etc.
- gathered and reviewed information
- developed realistic business recommendations

### Business project proposal

Once the project has been identified by the apprentice, it should be discussed with their employer/training provider. The employer/training provider will then determine whether the proposed project has the potential to meet the criteria of the business project. The apprentice will then prepare a 2-page synopsis of their proposed project to bring to the formal gateway meeting. The proposal must be made available to Highfield Assessment at gateway.

The end-point assessor will subsequently review the proposal and approve it. If for any reason the proposal is not approved, the apprentice must re-submit a revised proposal within 1 week.

The end point assessor will make the following considerations to determine whether the project meets the requirements:

- Does the project focus on an immediate problem, opportunity or idea on which the candidate can develop realistic business recommendations for improvement?
- Does the project allow the apprentice to undertake research and consultation with stakeholders, including gathering and reviewing information?

- Will the apprentice be able to measure improvements and/or benefits to the organisation?

### **Written project**

The written business project must be 2000 to 5000 words in length, excluding any annexes.

End-point assessors will only mark projects up to 5000 words, at which point they will stop marking and only credit the criteria covered to that point. Projects which fall short of the word count will be marked in full, against all criteria.

The project must be accompanied by the written submission sheet which is available to download from the Highfield Assessment website.

The project should follow the structure below.

- Introduction and background:
  - introduction, including how business fit into the hospitality industry
- Focus, aims and objectives:
  - outline of the challenge or opportunity
  - aims and objectives of the project
- Research:
  - evidence of consultation and engagement of stakeholders
  - evidence of effective research
  - how apprentice keeps up to date with trends/changing industry
- Findings:
  - identification of measurable improvements and benefits to the organisation
- Conclusions and recommendations:
  - legislative requirements that have been explained and adhered to
  - an analysis of costs and commercial context
  - justified recommendations for implementation
  - proposed timeframes for implementation

The apprentice should be given sufficient time to undertake the research and writing of the project and allocated the required facilities either within or away from the workplace.

## Presentation

Once the written project is completed, it should be submitted to the end-point assessor and employer no less than 7 days before the presentation is scheduled to take place. The project can be submitted to Highfield in any format (uploaded to through e-portfolio) on the day before it is due to be assessed. If using e-portfolio, Highfield must only be able to access the learner's required EPA work (no other work or work from other learners should be accessible). The end-point assessor will review the project and identify any business project criteria that have not been met and need to be followed up in the presentation.

The presentation should take place in a controlled environment either on or off-site, e.g. a quiet room away from the normal place of work with suitable equipment.

Apprentices can choose the most appropriate method to present their project to the assessor, e.g. PowerPoint presentation or interactive demonstration. The apprentice can take supplementary material into the presentation, e.g. photos, video clips, figures and brochures to help them communicate their research and recommendations. Apprentices will have 30 minutes to deliver the presentation, which includes time for questions and answers at the end.

There is a further opportunity to carry over any outstanding pass or distinction criteria not achieved in the business project (and accompanying presentation) for assessment within the professional discussion, if required. However, reassessment must not take place.

The professional discussion is time limited, so it is recommended that wherever possible, every effort is taken to provide the apprentice with the opportunity to demonstrate how they have met the pass/distinction criteria for the business project within the project itself and the presentation with accompanying Q&A session.

## Business project criteria

The apprentice can achieve a pass grade in the business project by meeting all of the business project assessment criteria in the table below. A distinction can be achieved if all distinction assessment criteria outlined below are met, in addition to the pass criteria.

Business project	
Pass criteria	Distinction criteria
<b>Introduction and background</b>	
BP1. Give a general introduction and background to department, team or area of work, including how this relates to the rest of the business unit (if applicable)	BP14. <i>Give a detailed introduction and background of the department, team or working area wider business unit (e.g. other departments, head office, local community / customer profile)</i>
BP2. Explain how the business fits into the hospitality industry	
<b>Focus, aims and objectives</b>	
BP3. Outline the problem, challenge or opportunity identified	BP15. <i>Outline the current situation which has led to the identification of a challenge or opportunity</i>
BP4. State the aims and objectives of the project	BP16. <i>Provide detailed aims and objectives for the project, linking to the current situation</i>
<b>Research</b>	
BP5. Consult relevant stakeholders (e.g. customers, team members, managers) to inform the results and recommendations	BP17. <i>Show a range of research has been used effectively, including obtaining information from stakeholders, such as team members, management, suppliers or customers</i>
BP6. How the apprentice keeps up to date with trends and the changing industry	
BP7. Provide research methodology to demonstrate a logical, coherent approach	BP18. <i>Show a range of qualitative and quantitative research has been used effectively</i>
<b>Findings</b>	
BP8. Identify how the potential changes would lead to measurable improvements and benefits to the department, team or area of working	BP19. <i>Identification of measurable improvements and benefits to the organisation</i>

<b>Conclusion and recommendations</b>	
BP9. Make clear recommendations for implementation	BP20. <i>Make detailed recommendations for implementation, including timings and potential costs</i>
BP10. Provide an indication of costs associated with the proposed recommendations	
BP11. Concise validation and justification of recommendation	BP21. <i>Provide detailed validation and justification of recommendations</i>
BP12. Identify applicable legislation and ensure the proposal complies where necessary	BP22. <i>Review the project to ensure it meets organisational and legal requirements</i>
BP13. Demonstrate an awareness of and understanding for the need for deadlines	BP23. <i>Proposed timeframes for implementation</i>

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## Assessing the professional discussion

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The professional discussion will be a structured discussion between the apprentice and the end-point assessor. The employer should be present to support, but not lead, the apprentice and to confirm information. The professional discussion should take place after the practical observation to establish the apprentice's understanding and application of the remaining knowledge, skills and behaviours. The professional discussion will need to take place in a suitable environment and should last for 90 minutes.

The discussion will be against the set criteria that is outlined in the following pages and it also provides an opportunity for any outstanding pass or distinction criteria that were not demonstrated within the practical observation and business project to be carried over for assessment in the professional discussion. It will be appropriately structured to draw out the best of the apprentice's energy, enthusiasm, competence and excellence.

The purpose of the professional discussion is to clarify any questions the end-point assessor has for specified standards:

- confirm and validate judgements about the quality of work
- explore aspects of the work, including how it was carried out, in more detail
- discuss how the apprentice would behave in specific scenarios, should they not have occurred within the practical observation
- ask questions in relation to personal development and reflection
- provide a basis for the end-point assessor to make a decision about the grade to be awarded

### Structure of professional discussion

- A review of the period of learning, development and continuous assessment (recommend 30 minutes). This should include a 15-minute summary of how the apprentice feels they have performed during their programme, the highlights and lowlights and any key lessons learned, followed by a further 15 minutes for questions and answers.
- Coverage of the specific areas of assessment for professional discussion and an opportunity for any outstanding pass/distinction criteria that were not demonstrated within the practical observation or business project to be carried over for assessment within the professional discussion (recommend 30 minutes).
- Personal development and self-reflection (recommend 30 minutes). This should focus on the personal development areas of the standard and is an opportunity

for the apprentice to sum up how they have developed their personal skills over the course of their apprenticeship and what they would like to do in future to continue their development.

### **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 hospitality supervisor 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

It is suggested that a mock assessment is carried out by the apprentice in advance of the end-point assessment with the training provider/employer giving feedback on any areas for improvement.

Apprentices will be marked against the pass and distinction criteria included in the tables on the following pages. Apprentices meeting all pass criteria will be awarded a pass, and if all of the distinction criteria are also met the result will be a distinction.

If any pass criteria have been met in either the observation or business project, reassessment should not take place in the professional discussion. Distinction criteria must all be met as part of the professional discussion.

## 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 they experience a mock professional discussion in preparation for the real thing. The most appropriate form of mock assessment will depend on the apprentice's setting and the resources available at the time.

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

- a 90-minute time slot should be available to complete the professional discussion, if it is intended to be a complete mock assessment covering all relevant standards, however, this time may be split up to allow for progressive learning
- consider an audio recording of the mock and allow the mock to be observed by other apprentices, especially if it is not practicable for the employer/training provider to carry out a separate mock assessment with each apprentice
- ensure that the apprentice's performance is assessed by a competent trainer/assessor and that feedback is shared with the apprentice to complete the learning experience; mock assessment sheets are available to download from the Highfield Assessment website and may be used for this purpose.
- structured 'open' questions should be used as part of the professional discussion that do not lead the candidate but allows them to express their knowledge in a calm and comfortable manner, some examples of this may include the following:
  - Business
    - How do you keep up to date with industry developments and trends?
  - People
    - Explain how you ensure effective management of team members
  - Customers
    - How do you support the development of a customer-centric culture?
  - Leadership
    - How do you evaluate own performance and identify and act upon areas for improvement?



## Professional discussion criteria

Throughout the 90-minute professional discussion, the assessor will review the apprentice's competence in all of the pass criteria outlined below as a minimum, therefore apprentices should prepare for the professional discussion by considering how the criteria can be met. The apprentice can only achieve a distinction by covering all of the distinction criteria, which are outlined in the distinction column. Apprentices should clearly articulate examples from the workplace relevant to evidencing competence across the standard.

To pass, the following must be evidenced	To gain a distinction
<b>Business</b>	
<p>BU13. Explain the importance of keeping up to date with current industry trends and provide examples of how this has been achieved</p> <p>BU14. Explain why it is essential to instil the importance of company vision, values, empowerment and following procedures to staff and how you can achieve this</p> <p>BU15. Provide reasoned examples of how the hospitality department operates efficiently</p> <p>BU16. Evidence effective day to day supervision of the team/department and how this leads to customer satisfaction and ensures business performance</p> <p>BU17. Describe how the hospitality department meets regulatory requirements</p> <p>BU18. Clearly articulate examples from the workplace relevant to evidencing competence across the standard</p>	<p>BU19. Proactively keeps up to date with industry developments, trends and business objectives</p> <p>BU20. Describe how recommendations for the improvement of quality, cost, value or efficiency have been made in the organisation</p> <p>BU21. Explain how effective hospitality supervision, contingency planning, motivation and adherence to company/brand standard have been developed and implemented and how this has decreased waste and increased overall team/departmental performance</p> <p>BU22. Demonstrate how a proactive approach to planning and supervision has been implemented, including proactively educating and monitoring staff on customer service, brand standards, health and safety and risk matters beyond the legislative minimum</p>

To pass, the following must be evidenced	To gain a distinction
<b>People</b>	
<p>PE10. Provide examples of how staff are managed effectively in line with legal requirements and organisation's policies and procedures, including motivation, training and development of teams and individuals,</p> <p>PE11. Provide evidence to show you have been part of the effective planning and review in the team</p>	<p>PE12. Provides mentorship to team members with measurable improvements to the performance of individuals and the team</p>

To pass, the following must be evidenced	To gain a distinction
<b>Customers</b>	
<p>CU3. Provide an overview of how the hospitality department meets the needs of the business and customer</p>	<p><i>There are no distinction criteria for this component.</i></p>

To pass, the following must be evidenced	To gain a distinction
<b>Leadership</b>	
<p>TL5. Provide an effective evaluation of own performance, including behaviours, identifying where opportunities for improvement have been taken and results there of evaluated</p> <p>TL6. Demonstrate how feedback has been sought from managers and customers and how this has been effectively dealt with</p>	<p>TL7. Provide examples of when improvement activities have been actively sought to develop own performance to raise standards in team performance, reaching objectives and customer service</p> <p>TL8. Proactively invite feedback from all stakeholders and use this to develop and implement measurable improvements in performance of self and team</p>

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