

# Highfield Level 2 End-Point Assessment for ST0233 Hospitality Team Member

End-Point Assessment Kit



© 2018 Highfield Recruit and Assessment Limited t/a Highfield Assessment.

Pathway:

**Food Production**

# Highfield Level 2 End-Point Assessment for ST0233 Hospitality Team Member – Food Production Pathway

EPA Kit

## Contents

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

<a href="#">Introduction</a>	<a href="#">5</a>
<a href="#">The Highfield approach</a>	<a href="#">8</a>
<a href="#">Gateway</a>	<a href="#">10</a>
<a href="#">The Hospitality Team Member Apprenticeship Standard</a>	<a href="#">12</a>
<a href="#">Assessment summary</a>	<a href="#">33</a>
<a href="#">Assessing the on-demand test</a>	<a href="#">37</a>
<a href="#">Assessing the practical observation</a>	<a href="#">42</a>
<a href="#">Assessing the business project</a>	<a href="#">47</a>
<a href="#">Assessing the professional discussion</a>	<a href="#">52</a>

# How to use this EPA kit

Welcome to the Highfield end-point assessment kit for the Hospitality Team Member 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 Hospitality Team Member 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 Team Member Apprenti-kit that is a comprehensive learning resource and is designed to be used on-programme.

For more information, please go to:

<https://www.highfield.co.uk/products/item/385/level-2-hospitality-team-member/>

Please note that the use of this kit is not a prerequisite for apprentices undertaking the hospitality team member 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 Team Member
<b>Level:</b>	2
<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

---

A hospitality team member can work in a range of establishments, for example, bars, restaurants, cafés, conference centres, banqueting venues or hotels. The role is very varied and although hospitality team members tend to specialise in a particular area, they have to be adaptable and ready to support team members across the business, for example, during busy periods. Specialist areas in hospitality include food and beverage service, serving alcoholic beverages, barista, food preparation, housekeeping, concierge and guest services, reception, reservations and conference and banqueting. The most important part of the role is developing fantastic hospitality skills and knowledge such as recognising customers' needs, knowing how to match them to the products and services of the business and working as part of a team to ensure that every customer, whether they are eating in a restaurant, drinking cocktails in a bar, ordering room service in a hotel or attending a business conference, feels welcomed and looked after.

## On-programme requirements

---

Although learning, development and on-programme assessment is flexible, and the process is not prescribed, the following is the recommended baseline expectation for an apprentice to achieve full competence in line with the hospitality team member 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 record 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. The on-programme progression template is **not** a portfolio of evidence, but a record of what the apprentice can do following periods of training, development and 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.

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

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

---

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

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

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

---

There are no mandatory qualifications for apprentices for this standard. Employers may wish to choose the Highfield Level 2 Diploma in Hospitality (RQF) to help structure the on-programme delivery.

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

---

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

- they must have achieved level 1 English and maths and it is recommended that the apprentice is digitally literate where this is important to their role.
- they will be required to bring to the gateway meeting a 200 to 300-word synopsis of their proposed business research project, which will be agreed by the employer's 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 apprentice must also prepare a 1-page brief on the business's operations and how it fits into the wider hospitality industry. This brief covers the 'Introduction to the hospitality industry' section of the standards and will be discussed in the professional discussion. The brief should be made available to Highfield Assessment at gateway.
- 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

---

There are 4 assessment activities for the hospitality team member 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.

[Click here to return to contents](#)

# 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 (2016)

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

End-point assessment plan (2016 ST0233/AP01)

[https://www.instituteforapprenticeships.org/media/1143/hospitality\\_team\\_member.pdf](https://www.instituteforapprenticeships.org/media/1143/hospitality_team_member.pdf)

Common approach

People 1<sup>st</sup> – Edition 3, February 2018

## 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 to be carried over for assessment in the professional discussion; however, reassessment must not take place.

Highfield has identified areas of the standard not covered in the on-demand test, observation and business project, and has used these to form the basis for the pass criteria in the professional discussion. Distinction criteria for the professional discussion are taken directly from the People 1<sup>st</sup> Common Approach document.

If any professional discussion pass criteria have been met in either the observation or business project, reassessment 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 member standard assessment plan, Annex A and F and the common approach document, Appendix A, B and C.

[Click here to return to contents](#)

# 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 1 English
- achieved level 1 maths
- produced the business project proposal
- produced the 1-page hospitality industry brief

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.

[Click here to return to contents](#)

# The Hospitality Team Member Apprenticeship Standard

The following pages contain the Level 2 Hospitality Team Member Apprenticeship Standard and the assessment criteria in a format that is suitable for delivery.

<b>Introduction to the hospitality industry</b>
<b>Industry knowledge: to pass, all hospitality team members must have the following introductory knowledge</b>
IN1. The culture of the industry and why delivering a customer experience to meet and exceed customer's expectations is so important to hospitality businesses
IN2. Appreciate the importance of hospitality behaviours such as personal conduct, being adaptable, using initiative and communicating with a diverse range of people
IN3. Know the range of businesses and establishments that make up the hospitality industry, their differences and similarities and the variety of job roles and progression opportunities that are available
<b>Hospitality industry brief and professional discussion</b>
The brief presented at the planning meeting and subsequent discussion will show a clear understanding of the organisation's place in the wider hospitality industry, along with a clear understanding of the apprentice's potential career pathway. The brief and 5-minute discussion of the brief in the professional discussion must enable criteria IN1-IN3 to be met.

<b>Customer</b>		
<b>Knowledge</b>	<b>Skills</b>	<b>Behaviour</b>
Recognise customer profiles in hospitality and how customers have different needs	Use clear and engaging communication to establish a good rapport with customers and ask relevant questions to determine their needs	Use own initiative and have confidence in determining customers' needs
Understand the importance of meeting, and where possible, exceeding customer expectations in line with the business/brand standards	Deliver excellent customer service in line with the business/brand standards with the aim of exceeding customer expectations.	Take an enthusiastic and positive approach to providing excellent customer service
Understand the importance of receiving and dealing with customer feedback to support the improvement of products and services and provide value for money	Check that customers are satisfied with products and services and act on feedback in line with business procedures	Take feedback from customers seriously and actively improve own customer service in line with business/brand standards
<b>On-demand test</b>		
<b><i>Criteria covered in on-demand test</i></b>		
<p>CU1. The <b>principles of hospitality</b></p> <p>CU2. <b>Customer types, needs and expectations</b> and their impact upon hospitality products and services</p> <p>CU3. Types of customer and their <b>needs in different hospitality situations</b></p> <p>CU4. The <b>principles of customer service</b></p> <p>CU5. Principles of <b>business/brand standards</b>, why they are implemented and why consistency and compliance is important</p> <p>CU6. <b>Principles of meeting and exceeding customer needs and resultant impact</b> on self and organisation</p> <p>CU7. <b>Principles of dealing with customer incidents, issues and complaints</b></p>		

<b>Practical observation</b>	
<b><i>To pass, the following must be evidenced</i></b>	<b><i>To gain a distinction</i></b>
<p>CU8. Demonstrate <b>effective, two-way communication</b></p> <p>CU9. <b>Establish needs through questioning</b>, confirm understanding of needs</p> <p>CU10. Act on information</p> <p>CU11. Deliver excellent service to the customer, meeting their needs or explaining why their needs cannot be met</p>	<p>CU12. <i>Genuine rapport with colleagues and customers</i></p> <p>CU13. <i>Accurately determine the needs of others speedily</i></p> <p>CU14. <i>Go beyond customers' expectations giving at least one example: how, what, where, when, e.g. turned a complaint into an opportunity to retain customer</i></p> <p>CU15. <i>Use initiative to improve customer service</i></p>
<b>Professional discussion</b>	
<b><i>Indicative assessment criteria for pass</i></b>	<b><i>To gain a distinction</i></b>
<p>CU16. Use own initiative and have confidence in determining customers' needs</p> <p>CU17. Take feedback from customers seriously and actively improve own customer service in line with business/brand standards</p>	<p>CU18. <i>Looks for opportunities to influence improvements in departmental performance in line with new trends and developments</i></p> <p>CU19. <i>Takes appropriate opportunities to recommend new techniques/procedures/products/services</i></p> <p>CU20. <i>Evaluates procedures to seek improvement/modernisation</i></p>

## Amplification and guidance

### Principles of hospitality:

- what hospitality means
- the culture of the industry
- why meeting and exceeding customer needs is so important

### Customer types, needs and expectations:

- types of customer, e.g. new, potential, discount, loyal
- internal and external customers

**Customer needs in different hospitality situations** - e.g. leisure guest in a hotel may want relaxation, whereas in a city centre the guests may want tourist information; cultural preferences; accessibility for disabled persons.

**Principles of customer service** - characteristics of excellent customer service, e.g. behaviour, quality of service, product knowledge, timing, value, problem-solving, teamwork, listening skills, asking open questions etc.

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

### Principles of meeting and exceeding customer expectations and the impact:

- benefits of providing excellent customer service - e.g. increased spend, repeat business, loyalty, feedback - word of mouth, reputation

### Principles of dealing with customer incidents, issues and complaints:

- understanding **delivery gap** – the gap between the customer’s expectations of services and the actual services provided – and how this can lead to complaints
- understand how to identify options to resolve complaints, issues and problems

- understand authority to deal with issues and when to refer problems or complaints on to another member of staff
- importance of negotiating with others to resolve problems

**Effective, two-way communication:**

- appropriate methods of communication for situation, e.g. verbal, non-verbal, written
- positive body language, e.g. facial expression, body posture, gestures, eye contact
- active listening
- tailoring style of communication and the level of information given to the needs of your customers
- establish rapport with customers by providing a friendly greeting, ensuring customers feel valued, treating customers courteously and helpfully and keeping customers informed and reassured

**Establish needs through questioning**

- using relevant questions to establish customer needs and requirements using open questions, deep dive questions, confirmation questions



<b>Business</b>		
<b>Knowledge</b>	<b>Skills</b>	<b>Behaviour</b>
Know the business vision and values, its main competitors, how it fits into the wider hospitality industry and how own area of work contributes to achieving business targets	Perform activities to positively promote business/brand standards and identify opportunities to increase sales and achieve customer loyalty	Proactively support the reputation of the business and be aware of how it compares with its competitors
Know how own role can minimise unnecessary financial loss to the business	Carefully handle payments, transactions, stock and packaging to minimise unnecessary financial loss	Carry out activities with consideration of their cost and value
Understand how personal discipline in approach to work, for example timekeeping, attendance, personal appearance, personal presentation and conduct can all have an impact on the business/brand reputation	Prepare and organise own work for example promptly arriving for shifts, communicating information at team meetings/briefings, following business/brand guidelines and procedures, meeting agreed deadlines	Organise own work and have the confidence to ask for guidance, fully participate in performance reviews and training and act on feedback relating to personal performance
Know the products/services that are offered by the business, their prices and special offers and how to match them to customers' needs	Clearly communicate relevant and useful information on products and services based on a clear understanding of customers' needs	Confidently demonstrate a belief in the products/services the business offers
Know how the business aims to increase its market share and compete against its main competitors, for example its unique selling points, promotions and marketing campaigns	Actively promote the unique selling points of the business and special offers available and promotions to customers	Keep up to date with how the business positions itself within the wider hospitality industry

Understand how the use of technology can enhance customer service and productivity in hospitality businesses	Use technology appropriately and efficiently in line with company policy in a way that supports customer service and ensure that faults and maintenance issues are reported promptly	Use technology responsibly and take an interest in new developments that relate to own job role
Recognise and understand legislative responsibilities relating to the business and the products and/or services it offers	Comply with legal requirements to avoid risks, minimise disruption to the business and to maintain the safety and security of people at all times	Work with integrity in a safe, honest and trustworthy manner putting personal safety and that of others first
Know how the activities in hospitality businesses can have a negative effect on the environment	Work in a way that minimises negative effects on the environment for example by managing wastage in line with business procedures	Demonstrate personal commitment to minimising the negative affect on the environment caused by work activities
<b>On-demand test</b>		
<b><i>Criteria covered in on-demand test</i></b>		
<p>BU1. The range of businesses and establishments that make up the hospitality industry, their differences and similarities and the variety of job roles and progression opportunities that are available.</p> <p>BU2. <b>Principles of upselling</b></p> <p>BU3. Principles of effective resource use, waste reduction and <b>cost saving measures</b></p> <p>BU4. The principles and importance of <b>personal conduct, behaviours and personal performance</b></p> <p>BU5. The importance of reputation and impact on the business</p> <p>BU6. <b>Health, safety and security</b></p> <p>BU7. Current <b>legislative requirements and responsibilities</b> that relate to the products and services of the business</p> <p>BU8. <b>Current environmental issues</b> within hospitality</p>		

Practical observation	
<i>To pass, the following must be evidenced</i>	<i>To gain a distinction</i>
BU9. Actively deliver according to the <b>business/brand standards</b> BU10. Demonstrate the ability to meet deadlines BU11. Demonstrate ability to <b>take responsibility for self and work requirements</b> BU12. Work within legislative guidelines BU13. Maintain organisational standards BU14. <b>Work within required standards and procedures</b>	BU15. <i>Consistent representation of the <b>business/brand standards</b></i> BU16. <i>Work efficiently and effectively with ease, tasks prioritised and sequenced, well organised and fast</i>
Professional discussion	
<i>Indicative assessment criteria for pass</i>	<i>To gain a distinction</i>
BU17. Proactively support the reputation of the business and be aware of how it compares with its competitors BU18. Know the products/services that are offered by the business, their prices and special offers and how to match them to customers' needs BU19. Know how the business aims to increase its market share and compete against its main competitors, for example its unique selling points, promotions and marketing campaigns BU20. Perform activities to positively promote <b>business/brand standards</b> and identify opportunities to increase sales and achieve customer loyalty BU21. Carefully handle payments, transactions, stock and packaging to minimise unnecessary financial loss BU22. Actively promote the unique selling points of the business and special offers available and promotions to customers	BU27. <i>Proactively keeps up to date with industry developments, trends and business objectives</i> BU28. <i>Approaches tasks/solves problems with a methodical, considered approach taking into account potential consequences of own actions</i> BU29. <i>Has a working knowledge of costs in the department and why their control is important to meet team and organisational needs</i> BU30. <i>Evaluates own performance and takes development opportunities to improve in own job role</i>

<p>BU23. Use <b>technology</b> appropriately, efficiently and responsibly in line with company policy in a way that supports customer service and ensure that faults and maintenance issues are reported promptly</p> <p>BU24. Take an interest in new technology developments that relate to own job role</p> <p>BU25. Demonstrate personal commitment to minimising the negative effect on the environment caused by work activities</p> <p>BU26. Fully participate in performance reviews and training and act on feedback relating to personal performance</p>	<p><i>BU31. Evaluates own skills and performance, seeks feedback from others and proactively engages with performance reviews and development planning</i></p> <p><i>BU32. Considers factors that may affect performance and responds effectively in line with the job role</i></p>
<b>Amplification and guidance</b>	
<p><b>Principles of upselling:</b></p> <ul style="list-style-type: none"> <li>• importance of choosing best method of communication, best time to inform customer of additional services and products, and ensuring products suggested are appropriate to customers' needs</li> <li>• importance of giving information to enable customers to decide on additional services and products and allowing time to ask questions</li> </ul> <p><b>Cost-saving measures:</b></p> <ul style="list-style-type: none"> <li>• recycling, efficient use of resources, switching off lights/aircon where not required, portion control</li> <li>• importance of a responsible approach to the preparation, sale and service of products</li> </ul> <p><b>Personal conduct, behaviours and personal performance</b> – e.g. timekeeping, attendance, personal appearance, presentation, communication and behaviour and why this is important (e.g. negative behaviours could impact on the business' reputation).</p> <p><b>Health, safety and security:</b></p> <ul style="list-style-type: none"> <li>• common hazards and how to deal with them</li> <li>• fire safety procedures</li> </ul>	

- appropriate standards in relation to appearance, health and hygiene of employees
- how to deal with risks, accidents and emergencies
- importance of safe systems of work and security measures

**Legislative requirements and responsibilities** – may include knowledge of requirements and responsibilities relating to different legislation, including trade description, consumer rights, data protection and confidentiality, weights and measures, licensing and age-related sales, health and safety and food safety

**Current environmental issues:**

- ways in which hospitality businesses can negatively affect the environment, e.g. energy consumption, use of resources and waste production, water consumption
- ways hospitality businesses can decrease negative effects on environment, e.g. methods of managing energy consumption, methods of managing use of resources and disposal of waste, methods of managing water consumption

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

**Take responsibility for self and own work requirements** – including timekeeping and attendance, communicating information to colleagues and maintaining working relationships, preparation and organisation skills, being proactive and productive.

**Work within required standards and procedures**

- following safe systems of work, e.g. procedures developed from review of a current process that identify hazards and specify methods of work that will eliminate hazards or control risks arising from them
- adhering to organisational policies and procedures

**Technology** used in the hospitality industry, e.g. booking and payment systems, online bookings, smartphone apps, email confirmations, handheld devices etc.

<b>People</b>		
<b>Knowledge</b>	<b>Skills</b>	<b>Behaviour</b>
Understand the importance of using appropriate methods of communication that are suitable for different situations and individuals' needs in a variety of hospitality contexts	Communicate accurately and effectively with others in line with the business culture to achieve the best result according to the situation	Take a friendly and outgoing approach and enjoy talking and interacting with others, and communicating according to the business/brand standard
Know how to support and influence the team positively, recognising how team members are dependent on each other to meet business objectives	Support team members to ensure that the products and services delivered are of a high quality, on time and meet customer expectations in line with business needs	Demonstrate pride in own role through a consistently positive and professional approach, and be aware of the impact of personal behaviour within the team
Understand how to work with people from a wide range of backgrounds and cultures	Put people at ease in all matters, adapt products and services as necessary, helping them to feel welcome and supported and provide them with information that is relevant to their needs	Operate in a fair and professional manner
<b>On-demand test</b>		
<b><i>Criteria covered in on-demand test</i></b>		
PE1. <b>Principles of communication</b> with customers and team members PE2. <b>Team dynamics</b> and roles within a team PE3. The <b>principles of diversity</b> in hospitality		

Practical observation	
<i>To pass, the following must be evidenced</i>	<i>To gain a distinction</i>
PE4. Welcome and support colleagues and customers to ensure required information, goods and services are given	<i>There are no distinction criteria for this component</i>
Professional discussion	
<i>Indicative assessment criteria for pass</i>	<i>To gain a distinction</i>
PE5. Understand how to work with people from a wide range of backgrounds and cultures	<p><i>PE6. Acts as a role model to other team members, providing support and guidance when required</i></p> <p><i>PE7. Encourages and facilitates good team and working relationships</i></p> <p><i>PE8. Demonstrates a high level of consideration for people's opinions</i></p> <p><i>PE9. Sets an example to team members on efficient ways of working to organisational standards</i></p>
Amplification and guidance	
<p><b>Principles of communication:</b></p> <ul style="list-style-type: none"> <li>• appropriate methods of communication for situation, e.g. verbal, non-verbal, written</li> <li>• positive body language, e.g. facial expression, body posture, gestures, eye contact</li> <li>• active listening</li> <li>• importance of tailoring style of communication and the level of information given to the needs of your customers or team members</li> </ul>	

**Team dynamics:**

- invisible forces that operate between different people within a team influenced by various factors such as personality styles, team roles, office layout, organisation culture
- behaviours (that contribute to positive team dynamic), e.g. supporting other team members, use of effective negotiation, communication and listening skills, sharing information, valuing difference of opinion

**Principles of diversity:**

- understanding equality and diversity and your own responsibilities
- understanding how to work with, and provide services to, people from a wide range of backgrounds and cultures

**Welcome and support colleagues and customers to ensure required information, goods and services are given:**

- putting people at ease in all matters
- helping people to feel welcome and supported and providing them with information that is relevant to their needs
- supporting team members to ensure that the products and services delivered are of a high quality



<b>First-line supervision/team leading</b>		
<b>Knowledge</b>	<b>Skills</b>	<b>Behaviour</b>
Understand how to support the supervision of team members for example new and junior employees to assist line manager	Contribute to meetings and planning shifts, support shift briefings and assist in the monitoring of standards to help ensure quality is maintained	Demonstrate the ability and confidence to deputise for the line manager when necessary
<b>On-demand test</b>		
<b>Criteria covered in on-demand test</b>		
FL1. How to contribute to the objectives of a team FL2. <b>Principles of first line supervision</b>		
<b>Practical observation</b>		
<b>To pass, the following must be evidenced</b>		<b>To gain a distinction</b>
FL3. Demonstrate <b>positive and encouraging behaviours</b> to maintain professionalism FL4. Demonstrate the ability to maintain personal and other team members' safety		FL5. <i>Demonstrate pride in the delivery of products and services</i>
<b>Professional discussion</b>		
<b>Indicative assessment criteria for pass</b>		<b>To gain a distinction</b>
FL6. Contribute to meetings and planning shifts, support shift briefings and assist in the monitoring of standards to help ensure quality is maintained FL7. Demonstrate the ability and confidence to deputise for the line manager when necessary		FL8. <i>Takes responsibility for identifying possible development opportunities for self and team members</i>

### Amplification and guidance

**Principles of first-line supervision** – including communication, organisation skills, adapting and implementing change, team-building skills, promoting key values and **skills and behaviours required to deputise for line manager** – e.g. leadership skills, responsibility, decision-making capability, ability to take ownership, communication skills.

**Positive and encouraging behaviours:**

- demonstrating correct level of service and standard of behaviour
- supporting team members
- monitoring standards to ensure quality is maintained

## Food production

Knowledge	Skills	Behaviour
<p>Know how to perform simple food preparation/regeneration in line with business/brand specifications and identify how to follow kitchen procedures to maintain food safety and quality. Know how to maintain excellent standards of hygiene and how to use equipment correctly and store food safely</p>	<p>Perform basic cleaning, washing up, simple food preparation/regeneration tasks and maintain food safety and quality (basic food preparation includes for example sandwiches, simple bar snacks, light bites, compiling desserts, toasted items) Present dishes to brand/organisation standard</p>	<p>Demonstrate high personal hygiene standards and clean workstation ethic at all times</p>
<b>On-demand test</b>		
<b><i>Criteria covered in on-demand test</i></b>		
<p>FP1. The different <b>food groups</b> commonly used in food production</p> <p>FP2. <b>Allergens</b> and dietary requirements</p> <p>FP3. The optimum storage conditions for different food commodities, including time, preparation and temperatures</p> <p>FP4. The current legislation regarding weights and measures, trades description and sale of goods</p> <p>FP5. Safe and hygienic working practices when preparing areas, equipment and stock and when producing food</p> <p>FP6. Why it is important to follow food safety requirements when producing food</p> <p>FP7. Why it is important to ensure the correct quality and quantity of ingredients prior to producing food</p> <p>FP8. The types of unexpected situations that may occur when preparing the area and equipment for serving food production</p> <p>FP9. Why it is important to give customers (directly or through team members) accurate information about special offers, promotions, the ingredients, basic characteristics and allergens in food</p> <p>FP10. <b>Common preparation, processing and cooking techniques</b> and methods in food production</p> <p>FP11. The types of unexpected situations that may occur when producing food and how to deal with these</p>		

Practical observation	
<i>To pass, the following must be evidenced</i>	<i>To gain a distinction</i>
FP12. Prepare ingredients, service areas, equipment for service FP13. Provide accurate information to team members/customers and effectively communicate about orders/customer requirements FP14. Prepare and present a <b>range of food items</b> for service FP15. Maintain the service area and stock during service	FP16. <i>Speedy preparation and service, exceeding customer expectations</i> FP17. <i>Area kept consistently clean and tidy</i>
Professional discussion	
<i>Indicative assessment criteria for pass</i>	<i>To gain a distinction</i>
FP18. Know kitchen procedures and how to follow them to maintain food safety and quality FP19. Know how to use <b>equipment</b> safely and correctly in the production of food	<i>There are no distinction criteria for this component</i>
Amplification and guidance	
<p><b>Food groups</b> – e.g. dairy, fruits, grains, meat, vegetables – foods that have similar biological classifications or nutritional properties</p> <p><b>Allergens</b> – e.g. substances or ingredients that may cause an allergic reaction e.g. milk, egg, peanuts, tree nuts, shellfish</p> <p><b>Common preparation, processing and cooking techniques and methods</b></p> <p>Preparation</p> <ul style="list-style-type: none"> <li>• Compiling (e.g. cold desserts and sandwiches)</li> <li>• Measuring and weighing</li> <li>• Cutting (e.g. paring, peeling, chopping, slicing, dicing)</li> <li>• Mixing and blending (e.g. mixing, beating, stirring, tossing, creaming)</li> </ul>	

### Cooking

- Grilling
- Pan-frying
- Deep-frying
- Boiling
- Roasting
- Baking
- Poaching
- Simmering
- Steaming
- Searing

### Regeneration

- Reheating
- Rehydrating
- Defrosting

### **A range of food items**

- This should include demonstration of correct preparation, cooking and/or regeneration of a variety of basic food products available on the organisation's menu. Basic food products may include:
  - hot or cold sandwiches
  - basic compiled desserts
  - toasted items
  - dried foods such as soups, sauces, cake mix, batter mix
  - frozen foods such as desserts
  - savoury products such as pies, quiches and sausage rolls
  - basic fresh meals/cooked items such as jacket potato, soups, vegetables, meats, eggs, salads

- canned foods such as soups

**Equipment** – e.g. knives and utensils, oven, grill, hobs, microwave, food processor

<b>Business project</b>	
<b>Pass criteria</b>	<b>Distinction criteria</b>
<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)	BP11. <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	BP12. <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	BP13. <i>Provide detailed aims and objectives for the project, linking to the current situation</i>
<b>Research</b>	
BP5. Explain how the research was undertaken	BP14. <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	
<b>Findings</b>	
BP7. Explain how suggested improvements will impact on customers and their experience, or improve business performance	BP15. <i>Identification of measurable improvements and benefits to the organisation</i>
<b>Conclusion and recommendations</b>	
BP8. Provide an indication of costs associated with the proposed recommendations	BP16. <i>Make detailed recommendations for implementation, including timings and potential costs</i>

BP9. Explain how the idea could be implemented	BP17. <i>Provide detailed validation and justification of recommendations</i>
	BP18. <i>Review the project to ensure it meets organisational and legal requirements</i>
BP10. Demonstrate an awareness of and understanding for the need for deadlines	BP19. <i>Proposed timeframes for implementation</i>

[Click here to return to contents](#)



## Assessment summary

The end-point assessment for hospitality team member 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 the apprentice has 2 hours in the test situation in total.
2. 2-hour practical observation (may be split into 2, 1-hour observations to cover preparation and service).
3. Business project, which consists of 800 to 1200 words.
4. 40-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

---

- 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

---

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

---

To achieve a pass in the business project:

- the project must meet all pass criteria (either within the written project itself, or within the 10-minute follow up opportunity that forms part of the professional discussion)

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 10-minute follow up opportunity that forms part of the professional discussion)

## Professional discussion

---

To achieve a pass in the professional discussion:

- all pass criteria must be covered for the hospitality industry brief discussion and the core and the specialist function 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

---

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

---

### 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 number 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 reattempted 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.

[Click here to return to contents](#)

## Assessing the on-demand test

---

The following areas (knowledge) of the hospitality team member standard will be assessed by a 90-minute on-demand test consisting of 52 scenario-based questions, which will be broken down into 2 parts. 30 minutes of reading time will be given to apprentices before they attempt to provide answers, meaning the apprentice has 2 hours in the test situation in total.

Part A will consist of:

- Customer
- Business
- People
- First-line supervision/team leading

Part B will cover:

- Food production

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

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

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

Customer	
The apprentice will	Criteria covered in the on-demand test
Recognise customer profiles in hospitality and how customers have different needs	CU1. The principles of hospitality CU2. Customer types, needs and expectations and their impact upon hospitality products and services CU3. Types of customer and their needs in different hospitality situations
Understand the importance of meeting, and where possible, exceeding customer expectations in line with the business/brand standards	CU4. The principles of customer service CU5. Principles of business/brand standards, why they are implemented and why consistency and compliance is important CU6. Principles of meeting and exceeding customer needs and resultant impact on self and organisation
Understand the importance of receiving and dealing with customer feedback to support the improvement of products and services and provide value for money	CU7. Principles of dealing with customer incidents, issues and complaints

Business	
The apprentice will	Criteria covered in the on-demand test
Know the business vision and values, its main competitors, how it fits into the wider hospitality industry and how own area of work contributes to achieving business targets	BU1. The range of businesses and establishments that make up the hospitality industry, their differences and similarities and the variety of job roles and progression opportunities that are available
Know how own role can minimise unnecessary financial loss to the business	BU2. Principles of upselling BU3. Principles of effective resource use, waste reduction and cost saving measures

<b>Business</b>	
<b>The apprentice will</b>	<b>Criteria covered in the on-demand test</b>
Understand how personal discipline in approach to work, for example timekeeping, attendance, personal appearance, personal presentation and conduct can all have an impact on the business/brand reputation	BU4. The principles and importance of personal conduct, behaviours and personal performance BU5. The importance of reputation and impact on the business
Recognise and understand legislative responsibilities relating to the business and the products and/or services it offers	BU6. Health, safety and security BU7. Current legislative requirements and responsibilities that relate to the products and services of the business
Know how the activities in hospitality businesses can have a negative effect on the environment	BU8. Current environmental issues within hospitality

<b>People</b>	
<b>The apprentice will</b>	<b>Criteria covered in the on-demand test</b>
Understand the importance of using appropriate methods of communication that are suitable for different situations and individuals' needs in a variety of hospitality contexts	PE1. Principles of communication with customers and team members
Know how to support and influence the team positively, recognising how team members are dependent on each other to meet business objectives	PE2. Team dynamics and roles within a team

<b>People</b>	
<b>The apprentice will</b>	<b>Criteria covered in the on-demand test</b>
Understand how to work with people from a wide range of backgrounds and cultures	PE3. The principles of diversity in hospitality

<b>First-line supervision/team leading</b>	
<b>The apprentice will</b>	<b>Criteria covered in the on-demand test</b>
Understand how to support the supervision of team members for example new and junior employees to assist line manager	FL1. How to contribute to the objectives of a team FL2. Principles of first line supervision

<b>Food production</b>	
<b>The apprentice will</b>	<b>Criteria covered in the on-demand test</b>
Know how to perform simple food preparation/regeneration in line with business/brand specifications and identify how to follow kitchen procedures to maintain food safety and quality. Know how to maintain excellent standards of hygiene and how to use equipment correctly and store food safely	FP1. The different food groups commonly used in food production FP2. Allergens and dietary requirements FP3. The optimum storage conditions for different food commodities, including time, preparation and temperatures FP4. The current legislation regarding weights and measures, trades description and sale of goods FP5. Safe and hygienic working practices when preparing areas, equipment and stock and when producing food FP6. Why it is important to follow food safety requirements when producing food FP7. Why it is important to ensure the correct quality and quantity of ingredients prior to producing food FP8. The types of unexpected situations that may occur when preparing the area and equipment for serving food production FP9. Why it is important to give customers (directly or through team members) accurate information



Food production	
The apprentice will	Criteria covered in the on-demand test
	<p>about special offers, promotions, the ingredients, basic characteristics and allergens in food</p> <p>FP10. Common preparation, processing and cooking techniques and methods in food production</p> <p>FP11. The types of unexpected situations that may occur when producing food and how to deal with these</p>

[Click here to return to contents](#)

## Assessing the practical observation

---

The practical observation should be no longer than 2 hours, will 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 1 hour 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 two 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:
  - preparation for and provision of service
  - effective methods of communication
  - contact with team members and customers.
- 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 (2 hours)

- ensure the apprentice knows which hospitality team member criteria will be assessed (outlined on the following pages)
- encourage the apprentice to reflect on their experience and learning on-programme to understand what is required to meet the standard
- 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

---

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 2-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 2-hour time slot could be:

- one hour to cover preparation, which may include elements of:
  - People
  - Pathway content
  - Customer
  - Business
  - First-line supervision/team leading
- one hour to cover service, which may include elements of:
  - People
  - Pathway content
  - Customer
  - Business
  - First-line supervision/team leading

## Practical observation criteria

During the 2-hour practical observation, 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.

Customer	
To pass, the following must be evidenced	To gain a distinction
CU8. Demonstrate effective, two-way communication	CU12. <i>Genuine rapport with colleagues and customers</i>
CU9. Establish needs through questioning, confirm understanding of needs	CU13. <i>Accurately determine the needs of others speedily</i>
CU10. Act on information	CU14. <i>Go beyond customers' expectations giving at least one example: how, what, where, when, e.g. turned a complaint into an opportunity to retain customer</i>
CU11. Deliver excellent service to the customer, meeting their needs or explaining why their needs cannot be met	CU15. <i>Use initiative to improve customer service</i>

Business	
To pass, the following must be evidenced	To gain a distinction
BU9. Actively deliver according to the business/brand standards	BU15. <i>Consistent representation of the business/brand standards</i>
BU10. Demonstrate the ability to meet deadlines	BU16. <i>Work efficiently and effectively with ease, tasks prioritised and sequenced, well organised and fast</i>
BU11. Demonstrate ability to take responsibility for self and work requirements	
BU12. Work within legislative guidelines	
BU13. Maintain organisational standards	
BU14. Work within required standards and procedures	

<b>People</b>	
<b>To pass, the following must be evidenced</b>	<b>To gain a distinction</b>
PE4. Welcome and support colleagues and customers to ensure required information, goods and services are given	<i>There are no distinction criteria for this component.</i>

<b>First-line supervision/team leading</b>	
<b>To pass, the following must be evidenced</b>	<b>To gain a distinction</b>
FL3. Demonstrate positive and encouraging behaviours to maintain professionalism FL4. Demonstrate the ability to maintain personal and other team members' safety	<i>FL5. Demonstrate pride in the delivery of products and services</i>

<b>Food production</b>	
<b>To pass, the following must be evidenced</b>	<b>To gain a distinction</b>
FP12. Prepare ingredients, service areas, equipment for service FP13. Provide accurate information to team members/customers and effectively communicate about orders/customer requirements FP14. Prepare and present a range of food items for service FP15. Maintain the service area and stock during service	<i>FP16. Speedy preparation and service, exceeding customer expectations FP17. Area kept consistently clean and tidy</i>

[Click here to return to contents](#)

## Assessing the business project

---

The purpose of the business project report is to give the apprentice the opportunity to demonstrate their wider understanding of the business they are working in. The apprentice should use the business project to identify and think through how an improvement could be made to the way the business operates. The business project **does not** need to be implemented in the apprentice's place of work.

The business project report should focus on an opportunity, challenge or idea that the apprentice has identified through the completion of their day-to-day role. The business project must be 800 to 1200 words in length 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 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 200 to 300-word 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 then complete the **business project - proposal approval form** to confirm the project meets the requirements. The learner **must not** proceed with writing the final business project until the approval has been received and the end-point assessment

## Written project

The written business project **must** be 800-1200 words in length, excluding any annexes.

End-point assessors will only mark projects up to 1200 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.

### Link to the professional discussion

The project must be submitted to the end-point assessor and employer 7 days in advance of the professional discussion to allow it to be marked. The project can be submitted to Highfield Assessment in any format (uploaded 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 project will be supported by a discussion element that forms part of the professional discussion. Learners will have a recommended 5 minutes to provide an overview of their project and there will be 5 further minutes available for the assessor to ask questions.



Questions should be focused on any assessment criteria that have not been fully met or covered in the written report.

The learner may take supplementary material into the professional discussion, e.g. photos, video clips, figures and brochures to help them to communicate their research and recommendations.

The business project (including the additional discussion as part of the professional discussion) must be completed within 2 months following the approval of the project synopsis.



## Business project criteria

The apprentice can achieve a pass grade by the business project meeting all of the business project assessment criteria in the table below. A distinction can be achieved if the project meets all distinction assessment criteria outlined below, in addition to the pass criteria. Apprentices will have further opportunity to meet any criteria outstanding during the discussion of the business project that takes place as part of the professional discussion.

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)	BP11. <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	BP12. <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	BP13. <i>Provide detailed aims and objectives for the project, linking to the current situation</i>
<b>Research</b>	
BP5. Explain how the research was undertaken	BP14. <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	
<b>Findings</b>	
BP7. Explain how suggested improvements will impact on customers and their experience, or improve business performance	BP15. <i>Identification of measurable improvements and benefits to the organisation</i>
<b>Conclusion and recommendations</b>	
BP8. Provide an indication of costs associated with the proposed recommendations	BP16. <i>Make detailed recommendations for implementation, including timings and potential costs</i>
BP9. Explain how the idea could be implemented	BP17. <i>Provide detailed validation and justification of recommendations</i>

	BP18. <i>Review the project to ensure it meets organisational and legal requirements</i>
BP10. Demonstrate an awareness of and understanding for the need for deadlines	BP19. <i>Proposed timeframes for implementation</i>

[Click here to return to contents](#)

## Assessing the professional discussion

---

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 is the final assessment component and must take place after all other assessments have been completed. The professional discussion will need to take place in a suitable environment and should last for 40 minutes. The discussion will be against the set criteria that is outlined in the following pages. There is also 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
- 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

At gateway, the apprentice should submit a 1-page brief that covers the criteria stipulated in the 'Introduction to the hospitality industry' section of the standard, which are set out later in this document.

### Structure of the professional discussion

- **Business project – 10 minutes available**  
It is recommended that apprentices use 5 minutes for apprentices to provide a summary of their project, and 5 minutes for questions. The assessor should focus questions on any criteria that were not fully covered within the written project. This discussion contributes to the outcome of the business project **only**, not the professional discussion.
- **Hospitality industry brief – 5 minutes available**  
The brief and subsequent discussion should enable the learner to meet the pass criteria in the 'Introduction to the hospitality industry' section of the standard.
- **Core and specialist function – 25 minutes available**  
This should provide the learner with the opportunity to meet the core and specialist function pass and distinction criteria outlined on the following pages. There is also an opportunity for any outstanding pass/distinction criteria that

were not demonstrated within the practical observation to be carried over for assessment within the professional discussion.

**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 team member criteria will be assessed (outlined on the following pages)
- encourage the apprentice to reflect on their experience and learning on-programme to understand what is required to meet the standard and identify real-life examples.
- be prepared to provide clarification to the apprentice, and signpost them to relevant parts of their on-programme experience as preparation for this assessment

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, re-assessment should not take place in the professional discussion. Distinction criteria must all be met as part of the professional discussion.

## Professional discussion mock assessment

---

It is the employer/training provider's responsibility to prepare apprentices for their end-point assessment. 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. In designing a mock assessment, the employer/training provider should consider the following elements in their planning:

- a 40-minute time slot should be available for the complete professional discussion, if it is intended to be a complete mock assessment covering all relevant standards, however this time may be split up to allow for progressive learning
- consider an audio recording of the mock, and to 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

A suggested structure for the discussion, including example questions, can be found below.

## **Professional discussion – suggested structure**

### **Business project – 10 mins**

Suggest 5 minutes for apprentice to summarise the project and 5 minutes for questions. Questions should focus around any pass or distinction criteria for the business project that have not been fully met.

### **Discussion of hospitality industry brief – 5 mins**

The brief and subsequent discussion should enable the learner to meet the pass criteria in the 'Introduction to the hospitality industry' section of the standards (IN1-3)

### **Core and specialist areas – 25 mins**

#### ***Customer***

How do you determine and meet customer needs in your day-to-day role?

How do you use feedback from customers to improve your own customer service?

Tell me about occasions where you have identified and suggested new techniques/products/services and improvements to departmental performance and procedures.

#### ***Business***

Tell me more about your organisation and its place in the market, including products and services offered, prices, unique selling points, promotions, marketing campaigns and main competitors. How do you keep up to date with industry or competitor trends?

How do you help to increase sales and customer loyalty and minimise financial loss on a day-to-day basis?

Tell me about how you use technology in your role?

What actions do you take in your role to help your organisation to be more environmentally friendly?

Tell me the process you went through to complete a task or solve problem and what the outcome was? How did you ensure your approach was methodical?

How do you evaluate your own skills and performance and what actions do you take to improve performance?

### ***People***

Tell me about how you work successfully with people from a range of cultures and backgrounds in your role.

Tell me about how you work successfully within a team, including how you support other team members, facilitate good working relationships and act as a role model.

### ***First-line supervision/team leading***

Tell me about actions you take in your role to support your supervisor's work, e.g. contributing to planning shifts or meetings, helping monitor standards, identifying development opportunities for self and others.

### ***Food production***

What procedures do you follow to ensure equipment is used safely and food produced is both safe and of the correct quality?



## Professional discussion criteria

Throughout the 40-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.

Introduction to the hospitality industry (linking to briefing paper)	
To pass, the following must be evidenced	To gain a distinction
<p>IN1. The culture of the industry and why delivering a customer experience to meet and exceed customer's expectations is so important to hospitality businesses</p> <p>IN2. Appreciate the importance of hospitality behaviours such as personal conduct, being adaptable, using initiative and communicating with a diverse range of people</p> <p>IN3. Know the range of businesses and establishments that make up the hospitality industry, their differences and similarities and the variety of job roles and progression opportunities that are available</p>	<p><i>There are no distinction criteria for this component.</i></p>

Customer	
Indicative assessment criteria for pass	To gain a distinction
<p>CU16. Use own initiative and have confidence in determining customers' needs</p> <p>CU17. Take feedback from customers seriously and actively improve own customer service in line with business/brand standards</p>	<p><i>CU18. Looks for opportunities to influence improvements in departmental performance in line with new trends and developments</i></p> <p><i>CU19. Takes appropriate opportunities to recommend new techniques/procedures/products/services</i></p> <p><i>CU20. Evaluates procedures to seek improvement/modernisation</i></p>

<b>Business</b>	
<b>Indicative assessment criteria for pass</b>	<b>To gain a distinction</b>
<p>BU17. Proactively support the reputation of the business and be aware of how it compares with its competitors</p> <p>BU18. Know the products/services that are offered by the business, their prices and special offers and how to match them to customers' needs</p> <p>BU19. Know how the business aims to increase its market share and compete against its main competitors, for example its unique selling points, promotions and marketing campaigns</p> <p>BU20. Perform activities to positively promote business/brand standards and identify opportunities to increase sales and achieve customer loyalty</p> <p>BU21. Carefully handle payments, transactions, stock and packaging to minimise unnecessary financial loss</p> <p>BU22. Actively promote the unique selling points of the business and special offers available and promotions to customers</p> <p>BU23. Use technology appropriately, efficiently and responsibly in line with company policy in a way that supports customer service and ensure that faults and maintenance issues are reported promptly</p> <p>BU24. Take an interest in new technology developments that relate to own job role</p> <p>BU25. Demonstrate personal commitment to minimising the negative effect on the environment caused by work activities</p> <p>BU26. Fully participate in performance reviews and training and act on feedback relating to personal performance</p>	<p><i>BU27. Proactively keeps up to date with industry developments, trends and business objectives</i></p> <p><i>BU28. Approaches tasks/solves problems with a methodical, considered approach taking into account potential consequences of own actions</i></p> <p><i>BU29. Has a working knowledge of costs in the department and why their control is important to meet team and organisational needs</i></p> <p><i>BU30. Evaluates own performance and takes development opportunities to improve in own job role</i></p> <p><i>BU31. Evaluates own skills and performance, seeks feedback from others and proactively engages with performance reviews and development planning</i></p> <p><i>BU32. Considers factors that may affect performance and responds effectively in line with the job role</i></p>

<b>People</b>	
<b>Indicative assessment criteria for pass</b>	<b>To gain a distinction</b>
<p>PE5. Understand how to work with people from a wide range of backgrounds and cultures</p>	<p><i>PE6. Acts as a role model to other team members, providing support and guidance when required</i></p> <p><i>PE7. Encourages and facilitates good team and working relationships</i></p> <p><i>PE8. Demonstrates a high level of consideration for people's opinions</i></p> <p><i>PE9. Sets an example to team members on efficient ways of working to organisational standards</i></p>

<b>First-line supervision/team leading</b>	
<b>Indicative assessment criteria for pass</b>	<b>To gain a distinction</b>
<p>FL6. Contribute to meetings and planning shifts, support shift briefings and assist in the monitoring of standards to help ensure quality is maintained</p> <p>FL7. Demonstrate the ability and confidence to deputise for the line manager when necessary</p>	<p><i>FL8. Takes responsibility for identifying possible development opportunities for self and team members</i></p>

<b>Food production</b>	
<b>Indicative assessment criteria for pass</b>	<b>To gain a distinction</b>
<p>FP18. Know kitchen procedures and how to follow them to maintain food safety and quality</p> <p>FP19. Know how to use equipment safely and correctly in the production of food</p>	<p><i>These are no distinction criteria for this component.</i></p>

[Click here to return to contents](#)