

## **Highfield Level 2 End-Point Assessment for ST0589 Production Chef**

End-Point Assessment Kit



# Highfield Level 2 End-Point Assessment for ST0589 Production Chef

EPA-Kit

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# How to Use this EPA Kit

Welcome to the Highfield End-Point Assessment Kit for the Production Chef Apprenticeship Standard.

Highfield is an independent end-point assessment organisation that has been approved to offer and carry out the independent end-point assessments for the Level 2 Production Chef Apprenticeship Standard. Highfield internally quality assures all end-point assessments in accordance with its IQA process, and additionally, all end-point assessments are externally quality assured by the relevant EQA organisation.

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

## Key facts

<b>Apprenticeship standard:</b>	Production Chef
<b>Level:</b>	2
<b>On Programme Duration:</b>	Minimum of 12 months
<b>EPA Window:</b>	3 months
<b>Grading:</b>	Pass / Distinction
<b>End-Point Assessment methods:</b>	On-Demand Test Practical observation Professional discussion

## In this kit, you will find:

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

# Introduction

## Standard overview

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Production chefs work as part of a team in time-bound and often challenging kitchen environments, for example, schools, hospitals, the armed forces, care homes and high street casual dining or pub kitchens. They report to the senior production chef or appropriate line manager. Production chefs are likely to work with centrally developed standardised recipes and menus, producing food often in high volumes. They apply highly methodical organisational skills, energy, accuracy and attention to detail and are mindful of the importance of sustainability and protecting the environment.

Key responsibilities are likely to include maintaining excellent standards of personal, food and kitchen hygiene; ensuring compliance with procedures, menu specifications and recipes; producing food meeting portion controls, and budgetary constraints; adapting and producing dishes to meet special dietary, religious and allergenic requirements as well as following, completing and maintaining production schedules, legislative and quality standard documentation.

Completion of this standard will allow those wishing to pursue, and/or advance a career as a Production Chef to do so. Learners will also be in an advantageous position to progress to Senior Production Chef.

## 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 Production Chef Apprenticeship Standard.

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

The training programme leading to end-point assessment should cover the breadth and depth of the standard using suggested on-programme assessment methods that integrate the knowledge, skills, and behaviour components, and which ensure that the apprentice is sufficiently prepared to undertake the end-point assessment.

## 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.

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

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

- the apprentice must have achieved level 1 English and maths.
- the line manager (employer) must be confident that the apprentice has developed all the knowledge, skills and behaviours defined in the apprenticeship standard and that the apprentice is competent in performing their role. To ensure this, the apprentice must attend a formal meeting with their employer to complete the gateway readiness report.
- the apprentice and the employer should then engage with Highfield to agree on a plan and schedule for each assessment activity to ensure all components can be completed within a 3-month end-assessment window. Further information about the gateway process is covered later in this kit.

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

## **Order of end-point assessments**

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

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# The Highfield Approach

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

## Documents used in developing this end-point assessment

Standard (2018)

<https://www.instituteforapprenticeships.org/apprenticeship-standards/production-chef-v1-1>

End-point assessment plan (2018 ST0589/AP02)

[https://www.instituteforapprenticeships.org/media/7363/st0589-\\_production-chef\\_l2\\_-ap-for-publication-23012023-1em.pdf](https://www.instituteforapprenticeships.org/media/7363/st0589-_production-chef_l2_-ap-for-publication-23012023-1em.pdf)

## Specific considerations

Whilst the Assessment plan states that the criteria for all three assessment methods are to be drawn from Annex A, the practical observation and the professional discussion will be assessed against the criteria listed in the grading tables found on pages 10-11. As the subject areas these criteria are intended to assess are not clearly listed in the Assessment Plan, they have been aggregated into the subject areas Highfield have deemed most appropriate.

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

The assessment plan states on pages 5 and 8 that the duration of the professional discussion is a maximum of 40 minutes (+/- 10% at the discretion of the independent assessor). The agreed Highfield approach is that if the assessor feels the entirety of the allotted time of 40 minutes is not needed, they are able to end the discussion early. If the maximum time is not used, the assessor must provide a comment to support their decision. This comment will evidence that the learner has not been disadvantaged by the decision of the assessor.

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# Gateway

## How to prepare for gateway

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

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

- customer feedback
- recordings
- manager statements
- witness statements

As well as evidence from others, such as:

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

In advance of gateway, apprentices will need to have:

- achieved level 1 English
- achieved level 1 maths

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

## The gateway meeting

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

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

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

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

### Reasonable adjustments and special considerations

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

### ID requirements

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

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

- a valid passport (any nationality)
- a signed UK photocard driving licence
- a valid warrant card issued by HM forces or the police
- another photographic ID card, e.g., employee ID card, travel card, etc.

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## The Production Chef Apprenticeship Standard

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

Kitchen Operations	
Knowledge	Skills
<p><b>K1</b> Techniques for the preparation, assembly, cooking, regeneration, and presentation of food</p> <p><b>K2</b> The importance of organisational/brand specifications and consistency in food production</p> <p><b>K3</b> How to check fresh, frozen, and ambient foods are fit for purpose</p> <p><b>K4</b> Procedures for the <b>safe handling</b> and use of <b>tools and equipment</b></p> <p><b>K5</b> The importance of following correct setting up and closing down procedures</p> <p><b>K6</b> Specific standards and operating procedures for organisations</p>	<p><b>S1</b> Check, prepare, assemble, cook, regenerate, hold and present food meeting the needs of the customers and maintaining <b>organisational standards and procedures</b></p> <p><b>S2</b> Use kitchen <b>tools and equipment</b> correctly to produce consistently high-quality dishes according to specifications</p> <p><b>S3</b> Take responsibility for the cleanliness, organisation, and smooth running of the work area</p>
On-Demand Test	
The knowledge statements K1-K5 are used to assess the apprentice's knowledge in the On-Demand Test	

Practical Observation	
<b>To pass, the following must be evidenced</b>	
<p><b>KO 1.1</b> Can produce food maintaining <b>organisational standards and procedures</b> (S1, S2, S3)</p> <p><b>KO 1.2</b> Uses kitchen <b>tools and equipment</b> correctly to produce consistently high-quality dishes according to specifications (S1, S2, S3)</p> <p><b>KO 1.3</b> Work area is clean and organised (S1, S2, S3)</p>	
Professional Discussion	
To pass, the following must be evidenced	To gain a distinction, the following must be evidenced
<p><b>KO 1.4</b> Describes procedures for the <b>safe handling</b> and use of <b>tools and equipment</b> and specific standards/operating procedures for organisation (K4, K6)</p>	<p><i><b>KO 1.5</b> Relates organisational procedures to examples of own work (K4, K6)</i></p>
Amplification and Guidance	
<ul style="list-style-type: none"> <li>• <b>Safe handling of equipment</b> should relate to that which has been identified for the tools and equipment. Any risk assessment documentation or SOP booklets could also be referred to. Tools and equipment should: <ul style="list-style-type: none"> <li>○ not broken or faulty</li> <li>○ be clean and suitable for use</li> <li>○ be appropriate for use</li> <li>○ only used by those fully trained, competent and permitted</li> </ul> </li>   <li>• <b>Tools and Equipment</b> relates also to any utensil specific to a task. These may include: <ul style="list-style-type: none"> <li>○ Chinois, colanders, sieves and strainers</li> <li>○ Peelers and graters</li> <li>○ Spatulas, whisks, tongs, spoons and ladles</li> <li>○ Chopping Boards</li> <li>○ Cookware:</li> </ul> </li> </ul>	

- Pots
- Pans
- Trays
- Correct knife for correct task:
  - Chef
  - Bread
  - Boning
  - Filleting
  - Paring
- Large equipment and appliances:
  - Air Fryers
  - Combination oven
  - Digital food safety equipment
  - Regeneration ovens
  - Regeneration trolleys
  - Blenders
  - Fryers
  - Microwaves
  - Sous Vide
  - Stand Mixers
  - Thermo-mixers
  - Water Baths
- **Organisational procedures** could include:
  - Meeting and/or exceeding the hygiene rating
  - Meeting and/or exceeding reviews and ratings from critics/journalists and customers
  - Meeting healthy eating guidelines and policies

- Following health and safety procedures
- Following recipes and food production methods

Nutrition	
Knowledge	Skills
<b>K7</b> Key nutrient groups, their function and main food sources	<b>S4</b> Produce dishes to suit individuals' <b>specific dietary, religious and allergenic needs</b> as required
<b>K8</b> The scope and methods of adapting dishes to meet the <b>specific dietary, religious and allergenic needs</b> of individuals	
On-Demand Test	
The knowledge statements K7-K8 are used to assess the apprentice's knowledge in the On-Demand Test	
Practical Observation	
To pass, the following must be evidenced	
<b>NT 2.1</b> Produces dishes to suit individuals' <b>specific dietary, religious and allergenic needs</b> as required (S4)	
Professional Discussion	
To pass, the following must be evidenced	To gain a distinction, the following must be evidenced
<b>NT 2.2</b> Describes how dishes are adapted to suit <b>individuals' specific dietary, religious and allergenic needs</b> as required. (S4)	<b>NT 2.3</b> <i>Justifies why adaptations have been made to dishes based on a sound understanding of the specific individual requirements (S4)</i>
Amplification and Guidance	
<ul style="list-style-type: none"> <li>● <b>Specific dietary, religious and allergenic needs</b> relate to the restriction customers may have that prevents them from eating certain foods or food products. These may include: <ul style="list-style-type: none"> <li>○ <b>Dietary needs:</b></li> </ul> </li> </ul>	

- Crohn's Disease
- Colitis
- Vegan
- Vegetarian
- Pescatarian
- Soft food (Pureed)
- **Religious needs:**
  - Halal
  - Hinduism
  - Kosher
  - Sikhism
- **Allergenic needs:**
  - Celery
  - Celiac (gluten)
  - Cereals
  - Crustaceans
  - Eggs
  - Fish
  - Milk
  - Mollusca
  - Mustard
  - Nuts
  - Sesame
  - Soy
  - Sulphates

Legal and Governance	
Knowledge	Skills
<p><b>K9</b> Allergens and the legal requirements regarding them</p> <p><b>K10</b> Relevant industry-specific <b>regulations, legislation</b>, and procedures regarding food safety, HACCP, health and safety appropriate to the organisation</p> <p><b>K11</b> The importance of following legislation and the completion of legal <b>documentation</b></p>	<p><b>S5</b> Comply with all <b>regulations, legislation</b>, and procedural requirements</p> <p><b>S6</b> Complete and maintain <b>documentation</b> to meet current legislative guidelines</p>
On-Demand Test	
The knowledge statements K9-K11 are used to assess the apprentice's knowledge in the On-Demand Test	
Practical Observation	
<b>To pass, the following must be evidenced</b>	
<b>LG 3.1</b> All <b>regulations, legislation</b> and procedural requirements are complied with, and all required <b>documentation</b> is completed (S5, S6)	
Professional Discussion	
<b>To pass, the following must be evidenced</b>	<b>To gain a distinction, the following must be evidenced</b>
<b>LG 3.2</b> Describes how to complete documentation to meet current legislative guidelines (S6)	<b>LG 3.3</b> <i>Explains the importance of completing required <b>procedures and documentation</b> and can give examples of its application (S6)</i>
Amplification and Guidance	
<ul style="list-style-type: none"> <li>• <b>Regulations and legislation</b> within the catering sector may include: <ul style="list-style-type: none"> <li>○ Codes of Practice</li> <li>○ Food Standards Act 1999</li> </ul> </li> </ul>	

- Food Safety Act 1990
- The Food Safety Order 1991
- General Food Law
- Food Information Regulation 2014
- Natasha's Law
  
- **Procedures** may include:
  - Food Storage
  - Food Handling
  - Personal Hygiene
  - Pest Control
  - Waste Control
  - Checks and Record Keeping
  
- **Documentation** may include:
  - Food Delivery Record
  - Fridge/Cold room/Display Chill Temperature Records
  - Cooking/Cooling/Reheating Records
  - Hot Hold/Display Records
  - Hygiene Inspection Checklist
  - Hygiene Training Records
  - Fitness to Work Assessment Form
  - All-in-one Record
  - Customer Delivery Record

<b>People</b>	
<b>Knowledge</b>	<b>Skills</b>
<b>K12</b> How to communicate with colleagues, line managers and customers effectively	<b>S7</b> Use effective methods of communication with all colleagues, managers, and customers to promote a positive image of yourself and the organisation  <b>S8</b> Work in a fair and empathetic manner to support team members while offering a quality provision  <b>S9</b> Work to ensure customer expectations lines
<b>K13</b> Principles of customer service and how individuals impact customer experience	
<b>K14</b> How and why to support team members in own area and across the organisation	
<b>On-Demand Test</b>	
The knowledge statements K12-K13 are used to assess the apprentice's knowledge in the On-Demand Test	
<b>Practical Observation</b>	
<b>To pass, the following must be evidenced</b>	
<b>PP 4.1</b> Communicates with colleagues, managers, and customers to promote a positive image of self and the organisation (S7, S8, S9) <b>PP 4.2</b> Leads by example, working respectfully to support team members and ensures customer expectations are met (S7, S8, S9)	
<b>Professional Discussion</b>	
<b>To pass, the following must be evidenced</b>	<b>To gain a distinction, the following must be evidenced</b>
<b>PP4.3</b> Describes how and why to support team members in own area and across the organisation (K14)	<i>No distinction criteria</i>



Business/Commercial	
Knowledge	Skills
<p><b>K15</b> The role of the individual in upholding the organisation’s <b>vision, values, objectives</b> and reputation</p> <p><b>K16</b> The financial impact of portion and waste control</p> <p><b>K17</b> How <b>technology</b> can support food production organisations</p> <p><b>K18</b> The importance of sustainability and working to protect the environment</p>	<p><b>S10</b> Work collaboratively to uphold the <b>vision, values, and objectives</b> of the organisation</p> <p><b>S11</b> Use <b>technology</b> appropriately</p> <p><b>S12</b> Maximise quality and consistency in food production by using <b>resources</b> in line with organisations’ <b>financial constraints, style, specifications, and ethos</b></p>
On-Demand Test	
The knowledge statements K16-K18 are used to assess the apprentice’s knowledge in the On-Demand Test	
Practical Observation	
To pass, the following must be evidenced	
<p><b>BC5.1</b> Uses <b>resources</b> and <b>technology</b> in line with organisations’ <b>financial constraints, style, specifications, and ethos</b> (S10, S11, S12)</p> <p><b>BC5.2</b> Demonstrates a professional approach upholding the <b>vision, values, and objectives</b> of the organisation (S10, S11, S12)</p>	
Professional Discussion	
To pass, the following must be evidenced	To gain a distinction, the following must be evidenced
<p><b>BC5.3</b> Describes the role of the individual in upholding the organisation’s <b>vision, values, objectives</b> and reputation (K15, K16, S11)</p> <p><b>BC5.4</b> Describes the appropriate use of <b>technology</b> and details how <b>technology</b> supports food production organisations (K15, K16, S11)</p>	<p><b>BC5.5</b> Can compare the <b>technology</b> available in the organisation to <b>emerging industry-related technologies</b> (K15, K16, S11)</p>

## Amplification and Guidance

- **Vision** may include:
  - The type of food produced, and service provided:
    - Fast food
    - Healthy/superfood only
    - High-end fine dining
    - Gastro/gourmet/comfort
  - Financial growth
  - Expansion:
    - Larger premises
    - Additional premises/locations
    - More staff
    - Market expansion
  
- **Values** may include:
  - Excellent customer service
  - Ethically and responsibly sourced produce
  - Healthy eating
  - Reduced food wastage
  - Clean and safe cooking and eating environment
  
- **Objectives** may include:
  - Producing excellent quality food
  - Provide excellent customer service
  - Ensuring value for money

- **Technology** may include:
  - Manual appliances
    - Pasta machine
    - Mincer
    - Coffee Mill/Grinder
  - Electric appliance
    - Air Fryer
    - Deep Fat Fryer
    - Food Processor
    - Free-Standing Mixer
    - Freezer / Fridge
    - Induction cookers
    - Oven
    - Thermo-mixers
  
- **Financial constraints** refers to the budget the kitchen and chefs have to work to, in order to produce meals. Chefs must not exceed this budget and must make sure purchases are cost-effective and not wasteful.
  
- **Specifications** may refer to a recipe specification. Learners are expected to appropriately use the resources and technology available to them to successfully meet the specification and follow the recipe.
  
- **Ethos** refers to the character and spirit of an organisation or establishment. This would include using traditional equipment, appliances, and cooking methods for specific traditional cultural dishes. This may include:
  - Wood-fired/Masonry ovens for pizzas in Italian restaurants
  - Tandoors for flatbread, and tandoori dishes in Western, Central and Southern Asian cuisine restaurants
  - Tagines for tagine dishes in Moroccan and North African cuisine restaurants

- **Resources** may include:
  - Utilities
    - Electricity
    - Gas
    - Water
  - Food and Produce
    - Oil
    - Meat
    - Fish
    - Vegetables
    - Grains
    - Cereals
    - Herbs and spices
    - Condiments
  - Equipment, Utensils and kitchenware
  - Packaging
    - Aluminum Foil
    - Baking/Grease Proof Paper
    - Cling Film
    - Green packaging and recycling
  
- **Emerging industry-related technologies** may include:
  - appliances, equipment and tools:
    - Robotics and automation
    - Digital menus

- Cashless payment methods
- Self-service kiosks
- Digital food management and stock control
- 3D food printers
- food products:
  - alternative proteins (cultured meats/ lab-grown foods)
  - Genetically Modified Organisms (GMOs)

Personal Development and Performance	
Knowledge	Skills
<p><b>K19</b> How <b>personal development</b> and <b>performance</b> contributes to the success of the individual, team and organisation</p> <p><b>K20</b> How to identify personal goals and development opportunities and the <b>support</b> and <b>resources</b> available to achieve these</p> <p><b>K21</b> Different learning styles</p>	<p><b>S13</b> Identify own learning style, <b>personal development</b> needs and opportunities and take action to meet those needs</p> <p><b>S14</b> Use feedback positively to improve performance</p>
On-Demand Test	
The knowledge statements K19 and K21 are used to assess the apprentice's knowledge in the On-Demand Test	
Professional Discussion	
To pass, the following must be evidenced	To gain a distinction, the following must be evidenced
<p><b>PD 6.1</b> States how <b>personal development</b> and <b>performance</b> contributes to the success of the individual, team, and organisation (K19, K20, S13, S14)</p> <p><b>PD 6.2</b> Indicates how to identify personal goals and development opportunities and the <b>support</b> and <b>resources</b> available to achieve these (K19, K20, S13, S14)</p> <p><b>PD 6.3</b> Can describe own learning style, <b>personal development</b> needs and opportunities and the action taken to meet those needs (K19, K20 S13, S14)</p> <p><b>PD 6.4</b> Describes the use of feedback positively to improve <b>performance</b> (K19, K20, S13, S14)</p>	<p><b>PD 6.5</b> <i>Can evaluate own performance (K19, K20, S13, S14)</i></p> <p><b>PD 6.6</b> <i>Illustrates how development plans have been formulated, implemented, and reviewed to meet individual and organisational objectives (K19, K20, S13, S14)</i></p>

### Amplification and Guidance

- **Personal development** refers to an individual gaining new skills and attributes as a result of training and first-hand experience as well as building and perfecting those they may already possess prior to beginning a task, job or educational course.
- **Performance** refers to how successfully an individual can achieve their goals and duties as well as meet expectations.
- Methods of **support** may include:
  - additional training
  - appraisals
  - mentoring
  - peer observations
  - performance reviews
  - team building exercises
  - team building days
  - 1-2-1s with managers and trainers
- **Resources** may include:
  - personal development plans
  - training materials
  - company policies, procedures, and guidance

<b>Behaviours (Show it)</b>
<b>Behaviours</b>
<b>B1</b> Lead by example working conscientiously and accurately at all times
<b>B2</b> Be diligent in safe and hygienic working practices
<b>B3</b> Take ownership of the impact of personal behaviours and communication by a consistent professional approach
<b>B4</b> Advocate equality and respect working positively with colleagues, managers, and customers
<b>B5</b> Actively promote self and the industry in a positive, professional manner
<b>B6</b> Challenge personal methods of working and actively implement improvements
<b>Practical Observation</b>
The behaviour statements B1-B5 are used to assess the apprentice in the practical observation
<b>Professional Discussion</b>
The behaviour statement B6 is used to assess the apprentice in the professional discussion

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# Assessment Summary

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

1. A 60-minute (including 10 minutes reading time) on-demand test
2. A 120-minute (+/-10% at the discretion of the independent assessor) practical observation followed by question and answer session
3. A 40-minute (+/- 10% at the discretion of the independent assessor) professional discussion

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

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

## On-demand test

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The On-demand test has a total mark of 30 and is graded fail, pass, distinction.

- To achieve a **pass**, apprentices will score between 21-25 out of 30
- To achieve a **distinction**, apprentices will score between 26-30 out of 30
- **Unsuccessful** apprentices will have scored 20 or below

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

## Practical observation

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The practical observation is graded as fail or pass.

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

## Professional discussion

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The professional discussion is graded as either fail, pass or distinction.

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

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

## Grading

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

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

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

## Retake and Re-sit information

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The timescales for a resit/retake are agreed upon between the employer and Highfield. Should a resit or retake be required, the assessment window will be paused after the last assessment method and will resume upon the resit or retake assessment. The total time taken should not exceed 3 months in total unless there are exceptional circumstances, otherwise, the entire EPA will need to be resat/retaken.

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

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

When undertaking a resit or retake, the assessment method(s) will need to be re-attempted in full, regardless of any individual assessment criteria that were passed on any prior

attempt. The EPA Report will contain feedback on areas for development and resit or retake guidance.

There is no limit to the number of re-sits or re-takes.

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## Assessing the On-demand test

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The On-demand test will last 60-minutes and will be comprised of 30 multiple choice questions. Apprentices must achieve a mark of **21 out of 30** in order to **pass** the On-demand test, and **26 out of 30** in order to achieve a **distinction**. Apprentices who achieve a mark below 21 will be **unsuccessful**.

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

- Kitchen Operations
- Nutrition
- Legal and Governance
- People
- Business/Commercial
- Personal Development and Performance

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

### Grading:

- To achieve a **pass**, apprentices will score between 21-25 out of 30
- To achieve a **distinction**, apprentices will score between 26-30 out of 30
- **Unsuccessful** apprentices will have scored 20 or below

### Before the assessment

The employer/training provider should:

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

## On-Demand Test Assessment Criteria

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Kitchen Operations	
Assessment Criteria	
<b>K1</b>	Techniques for the preparation, assembly, cooking, regeneration and presentation of food
<b>K2</b>	The importance of organisational/brand specifications and consistency in food production
<b>K3</b>	How to check fresh, frozen and ambient foods are fit for purpose
<b>K4</b>	Procedures for the safe handling and use of tools and equipment
<b>K5</b>	The importance of following correct setting up and closing down procedures

Nutrition	
Assessment Criteria	
<b>K7</b>	Key nutrient groups, their function and main food source
<b>K8</b>	The scope and methods of adapting dishes to meet the specific dietary, religious and allergenic needs of individuals

Legal and Governance	
Assessment Criteria	
<b>K9</b>	Allergens and the legal requirements regarding them
<b>K10</b>	Relevant industry-specific regulations, legislation, and procedures regarding food safety, HACCP, health and safety appropriate to the organisation
<b>K11</b>	The importance of following legislation and the completion of legal documentation

People	
Assessment Criteria	
<b>K12</b>	How to communicate with colleagues, line managers and customers effectively
<b>K13</b>	Principles of customer service and how individuals impact customer experience
<b>K14</b>	How and why to support team members in own area and across the organisation

Business/Commercial	
Assessment Criteria	
<b>K15</b>	The role of the individual in upholding the organisation's visions, values, objectives and reputation
<b>K16</b>	The financial impact of portion and waste control
<b>K17</b>	How technology can support food production organisations
<b>K18</b>	The importance of sustainability and working to protect the environment

## Personal Development and Performance

### Assessment Criteria

**K19** How personal development and performance contributes to the success of the individual, team and organisation

**K21** Different learning styles

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## Assessing the Practical Observation

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

Assessors will observe the apprentice completing a job-specific role in their normal place of work, which includes the checking, preparing, assembling, cooking, regenerating, holding, and presenting of food. Further to these, the apprentice is expected to adhere to individual customer requirements, high levels of quality, the company brand and its organisational standards, and safe and hygienic practices. The observation may be split to cover organisational requirements, preparation and service.

The apprentice is expected to demonstrate all relevant skills and behaviours during the **120-minute** (+/- 10% at the discretion of the assessor) practical observation. This will be followed by a question-and-answer session, in which the assessor will ask a series of questions intended to assess the apprentice's understanding of the skills and behaviours that underpin the practical processes the apprentice will carry out as part of the assessment method. The assessor may also ask follow-up questions in order to clarify the responses provided.

Questioning should be conducted at the end of the observation and not interfere with the completion of the tasks being observed and must be asked within a time period not exceeding **20 minutes**. The questions should pertain only to the observation and the skills and behaviours being tested in this method.

### Grading:

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

- To gain a **pass**, apprentices must achieve all of the pass criteria
- Apprentices will **fail** if they do not meet all of the pass criteria

### Before the assessment:

Employers/training providers should:

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

## Practical Observation – mock assessment

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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 observation with questions and answers in preparation for the real assessment. The most appropriate form of mock assessment will depend on the apprentice's setting and the resources available at the time.

When designing a mock assessment, the employer/training provider should include the following elements 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 the pass, merit and distinction level criteria
- a 120-minute (+/- 10%) time slot should be available for the complete observation with questions and answers 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; the mock assessment sheets may be used for this purpose and are available to download from the Highfield Assessment website

### Practical Observation - example questions

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The following are example questions to demonstrate the sort of questions apprentices can expect to encounter at the end of the observation:

- How did you ensure that your work area remained clean and organised throughout the observation?
- What types of documents are you required to fill out as part of your role and which regulations do they correspond with?
- How have you ensured that all dishes served meet your organisation's presentation standards?
- Tell me about a time that you adjusted a menu item at the request of a customer.
- Why is communication so important in a food production setting?



## Practical Observation Assessment Criteria

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Kitchen Operations	
Assessment Criteria (Pass)	
<b>KO 1.1</b>	Can produce food maintaining organisational standards and procedures (S1, S2, S3)
<b>KO 1.2</b>	Uses kitchen tools and equipment correctly to produce consistently high-quality dishes according to specifications (S1, S2, S3)
<b>KO 1.3</b>	Work area is clean and organised (S1, S2, S3)

Nutrition	
Assessment Criteria (Pass)	
<b>NT 2.1</b>	Produces dishes to suit individuals' specific dietary, religious and allergenic needs as required (S4)

Legal and Governance	
Assessment Criteria (Pass)	
<b>LG 3.1</b>	All regulations, legislation and procedural requirements are complied with, and all required documentation is completed (S5, S6)

People	
Assessment Criteria (Pass)	
<b>PP 4.1</b>	Communicates with colleagues, managers, and customers to promote a positive image of self and the organisation (S7, S8, S9)
<b>PP 4.2</b>	Leads by example, working respectfully to support team members and ensures customer expectations are met (S7, S8, S9)

Business/Commercial	
Assessment Criteria (Pass)	
<b>BC 5.1</b>	Uses resources and technology in line with organisations' financial constraints, style, specifications, and ethos (S10, S11, S12)
<b>BC 5.2</b>	Demonstrates a professional approach upholding the vision, values, and objectives of the organisation (S10, S11, S12))

## Behaviours

- B1** Lead by example working conscientiously and accurately at all times
- B2** Be diligent in safe and hygienic working practices
- B3** Take ownership of the impact of personal behaviours and communication by a consistent professional approach
- B4** Advocate equality and respect working positively with colleagues, managers, and customers
- B5** Actively promote self and the industry in a positive, professional manner

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## Assessing the Professional Discussion

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

The professional discussion must be held in a suitable environment and will last for **40-minutes**. The total duration of the discussion can be shortened or extended by up to 10% at the discretion of the assessor, in order to allow the apprentice to finish their last point, or to end the assessment should the assessor feel that the apprentice has met the distinction criteria.

A minimum of **7 questions** will be asked of the apprentice, whose responses will be assessed against the criteria listed in the next section. The end-point assessor may ask follow-up questions where clarification is required.

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

The professional discussion will be conducted in a 'controlled environment' i.e. a quiet room, away from the normal place of work. The professional discussion may be conducted using technology, as long as fair assessment conditions can be maintained. Acceptable means of remote assessment include video conferencing/video calling and must include a two-way visual and audio link.

### Grading:

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

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

### Before the assessment:

Employers/training providers should:

- plan the professional discussion to allow the apprentice the opportunity to demonstrate each of the required standards
- ensure the apprentice knows the date, time and location of the assessment
- ensure the apprentice knows which criteria will be assessed (outlined on the following pages)

- encourage the apprentice to reflect on their experience and learning on-programme to understand what is required to meet the standard
- be prepared to provide clarification to the apprentice, and signpost them to relevant parts of their on-programme experience as preparation for this assessment

## Professional Discussion - mock assessment

---

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

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

- the mock professional discussion should take place in a suitable location.
- a 40-minute (+/- 10%) 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 heard 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. The mock assessment sheets may be used for this purpose and are available to download from the Highfield Assessment website.
- structured 'open' questions should be used as part of the professional discussion which do not lead the candidate but allows them to express their knowledge in a calm and comfortable manner. Example questions that you can use for a mock assessment are listed on the following pages.

## Professional Discussion - example questions

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

- How and why are dishes adapted to meet individual's specific dietary needs?
- Tell me about a time when achieving one of your personal development goals led to a positive outcome for yourself and your team.
- What kinds of development opportunities are available at your organisation?
- What kinds of support and resources are on offer to help you achieve them?
- Tell me about the last piece of documentation you filled out in the performance of your role, and the procedures that you carried out along with it.
- How were your development plans formulated, how did you implement them, and how well did they meet both your own, and the organisation's objectives?
- How did you formulate your personal development plans, and how did you go about implementing them?
- Tell me about the most memorable piece of feedback you've received, and how it affected your performance.

## Professional Discussion Assessment Criteria

Throughout the 40-minute professional discussion, the assessor will review the apprentice's competence in the criteria outlined below.

Kitchen Operations	
Assessment Criteria (Pass)	
<b>KO 1.4</b>	Describes procedures for the safe handling and use of tools and equipment and specific standards/operating procedures for organisation (K4, K6)
Assessment Criteria (Distinction)	
<b>KO 1.5</b>	<i>Relates organisational procedures to examples of own work (K4, K6)</i>

Nutrition	
Assessment Criteria (Pass)	
<b>NT 2.2</b>	Describes how dishes are adapted to suit individuals' specific dietary, religious and allergenic needs as required (S4)
Assessment Criteria (Distinction)	
<b>NT 2.3</b>	<i>Justifies why adaptations have been made to dishes based on a sound understanding of the specific individual requirements (S4)</i>

Legal and Governance	
Assessment Criteria (Pass)	
<b>LG 3.2</b>	Describes how to complete documentation to meet current legislative guidelines (S6)
Assessment Criteria (Distinction)	
<b>LG 3.3</b>	<i>Explains the importance of completing required procedures and documentation and can give examples of its application (S6)</i>

People	
Assessment Criteria (Pass)	
<b>PP 4.4</b>	Describes how and why to support team members in own area and across the organisation (K14)
Assessment Criteria (Distinction)	
<i>No distinction criteria</i>	

Business/Commercial	
Assessment Criteria (Pass)	
<b>BC 5.2</b>	Describes the role of the individual in upholding the organisation's vision, values, objectives and reputation (K15, K16, S11)
<b>BC 5.3</b>	Describes the appropriate use of technology and details how technology supports food production organisations (K15, K16, S11)
Assessment Criteria (Distinction)	
<b>BC 5.4</b>	<i>Can compare the technology available in the organisation to emerging industry-related technologies (K15, K16, S11)</i>

Personal Development and Performance	
Assessment Criteria (Pass)	
<b>PD 6.1</b>	States how personal development and performance contributes to the success of the individual, team, and organisation (K19, K20, S13, S14)
<b>PD 6.2</b>	Indicates how to identify personal goals and development opportunities and the support and resources available to achieve these (K19, K20, S13, S14)
<b>PD 6.3</b>	Can describe own learning style, personal development needs and opportunities and the action taken to meet those needs (K19, K20, S13, S14)
<b>PD 6.4</b>	Describes the use of feedback positively to improve performance (K19, K20, S13, S14)
Assessment Criteria (Distinction)	
<b>PD 6.5</b>	<i>Can evaluate own performance (K19, K20, S13, S14)</i>
<b>PD 6.6</b>	<i>Illustrates how development plans have been formulated, implemented, and reviewed to meet individual and organisational objectives (K19, K20, S13, S14)</i>

Behaviours
<b>B6</b> Challenge personal methods of working and actively implement improvements

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