



Highfield

Highfield Level 2 End-Point Assessment for ST0228 Commis Chef

End-Point Assessment Kit



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EPA Kit

Contents

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

Introduction	4
The Highfield approach	10
Gateway	11
The Commis Chef apprenticeship standard	13
Assessment summary	50
Assessing the simulated practical with questions	53
Assessing the interview underpinned by portfolio	58

Versions:

ST0228 / v1.4

CC v5.2

How to use this EPA Kit

Welcome to the Highfield End-Point Assessment Kit for the Commis Chef apprenticeship standard.

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

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

In this kit, you will find:

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

Introduction

Standard overview

A commis chef is responsible for preparing and cooking food items from fresh and finishing refined dishes. Commis chefs will follow directions from a senior chef to ensure that dishes are produced to order and time. They are responsible for implementing hygiene, health and safety and food safety legislation and local procedures, including allergen handling. They are responsible for stock control, following business practice for stock rotation and use and for maintaining food safety throughout receipt, storage, production, holding and further storage and reuse of cooked items. They are responsible for the safe and efficient handling and use of a range of specialist kitchen knives, manual tools and electric equipment.

The broad purpose of this occupation is to support the kitchen to provide a refined culinary offer. Commis chefs typically work in a brigade, large or small, to prepare, cook and finish a wide range of food items from fresh across all sections in a kitchen.

In their daily work, an employee in this occupation interacts with a team, sometimes known as a brigade, of chefs, the wider team, including front of house staff, suppliers and customers. A commis chef is typically directly managed by a chef de partie, a sous chef or a head chef, or in some cases, directly by a chef patron or executive chef.

Roles/occupations may include chef, commis chef, junior culinary chef or professional chef.

This occupation is found in the hospitality industry, largely in luxury, fine dining and gastro venue, for example, restaurants, hotels, inns, conference and events venues, pubs and cruise ships, including independent and branded establishments.

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 Commis Chef apprenticeship standard.

The on-programme assessment approach will be agreed between the training provider and employer. The assessment will give an ongoing indication of an apprentice's performance against the final outcomes defined in the standard. The training provider will need to prepare the apprentice for the end-point assessment, including preparation for

the interview and collation of the portfolio of evidence (such as a 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. Training, development and ongoing review activities should include:

- achievement of level 1 English and maths. If the apprentice began their apprenticeship training before their 19th birthday, they will still be subject to the mandatory requirement to study towards and achieve English and maths. The requirements for English and maths are optional for apprentices aged 19+ at the start of their apprenticeship training.
- completion of a portfolio through which the apprentice gathers evidence of their progress.

Portfolio of evidence

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

It will typically contain **20 discrete pieces of evidence**. Evidence may be used to demonstrate more than **1 knowledge, skill or behaviour** as a qualitative approach is suggested as opposed to a quantitative approach.

The portfolio must include the following evidence, typically as complete dishes, for example, plated fish with potatoes vegetables and sauce, rather than a piece of filleted and cooked fish on its own.

- 1 fish to include filleting the fish
- 1 poultry to include breaking down the bird
- 3 from meat, game or offal using 2 preparation methods from trim, devein, portion, debone and check for shot
- 1 shellfish
- 2 egg or egg-based dishes from batter, poached, boiled, fried, omelette, scrambled, in a dish or on its own
- 3 vegetables and 1 fruit using 2 of the listed preparation methods in **K5**
- 2 sauces 1 of which must be roux-based
- 2 soups 1 of which must be flour-based
- 1 pulse or grain
- 1 stock used in any dish
- 1 pasta or noodle-based dish, either fresh or convenience

- 2 doughs: 1 leavened and 1 unleavened
- 3 pastry-based dishes
- 3 plated desserts: 1 hot, 1 cold and 1 mousse-based
- 1 dish must be stuffed or filled and pane
- 1 dish must be gluten free using alternative ingredients, for example, gluten-free flour
- 1 dish must be plant based using alternative ingredients, for example, plant-based milk

The portfolio should also include evidence to support interview questions on the themes of:

- cooking with alternative ingredients
- identifying and resolving errors and issues
- self-management and professional development
- teamwork and communication
- equity, diversity and inclusion
- stock control

Evidence sources may include workplace documentation and records, for example:

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

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

The portfolio should not include reflective accounts or any methods of self-assessment. Any employer contributions should focus on direct observation of performance (for example, witness statements) rather than opinions.

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

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

Recipes

The apprentice must submit their recipes for the simulated practical with questions, alongside their portfolio. The recipes must meet the criteria outlined in the simulated practical with questions guidance.

Apprentices must prepare a starter, a main and a dessert.

- The main course must include at least 1 animal protein prepared from whole, a starch, a sauce and 2 vegetables
- The starter must have at least 3 elements to the dish
- The dessert must have at least 3 elements to the dish
- At least 1 dish must showcase seasonal ingredients

Apprentices can select recipes from their employer's menu or elsewhere. The sources of the recipes must be stated.

The seasonal dish, or dishes, to be prepared should be seasonal at the point at which the recipes are submitted.

A **recipe submission** should be completed by the apprentice and submitted at gateway, alongside their portfolio of evidence. This form is available to download from the Highfield Assessment website. Highfield will then review it and either approve it or provide specific feedback on any adjustments that need to be made.

Use of artificial intelligence (AI) in the EPA

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

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

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

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

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

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

Readiness for end-point assessment

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

- the apprentice must have achieved level 1 English and maths. The requirements for English and maths are mandatory for all apprentices aged between 16-18 at the start of their apprenticeship training. The requirements for English and maths are optional for apprentices aged 19+ at the start of their apprenticeship training.
- the apprentice must have gathered a **portfolio of evidence** against the required elements to be put forward to be used as the basis for the interview.
- the apprentice must have submitted their **recipes** required for the simulated practical with questions.
- the apprentice must have gathered their organisation's policies and procedures as requested by Highfield. For guidance, a list of examples has been provided below.
 - Equity, diversity and inclusion
 - Hygiene management techniques
 - Health and safety
 - Delivery of service
 - Food safety and allergens
 - Stock control

This list is not definitive. The policies and procedures may already be included as part of the portfolio of evidence.

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

If you have any queries regarding the gateway requirements, please contact your EPA customer engagement manager at Highfield Assessment.

Order of end-point assessments

There is no stipulated order of assessment methods. This will be discussed with the apprentice, training provider and/or employer with our scheduling team when scheduling the assessments to ensure that the learner is provided with the best opportunity to attempt the assessment.

[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.

Specific considerations

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

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

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

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

The gateway meeting

The gateway meeting should be attended by the apprentice and a representative from the employer and training provider.

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

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

Reasonable adjustments

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

ID requirements

Highfield Assessment will complete an identification check before starting any assessment and will accept the following as proof of an apprentice's identity:

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

[Click here to return to contents](#)

The Commis 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 upon the KSBs and the associated assessment criteria are used to assess and grade the apprentice within each assessment method.

Select and prepare ingredients	
Knowledge	Skills
K1 Correct knife for task and how to use effectively and efficiently K2 Quality indicators in and seasonality of ingredients K3 Methods of weighing, measuring, and scaling K17 Methods of reducing waste and improving sustainability by maximising the use of ingredients K18 Flavour ingredients using seasoning, spices, rubs and marinades K22 Principles of portion control and yield and how it impacts profitability and sustainability	S1 Selects correct knife for task S2 Uses knives effectively and efficiently S3 Selects ingredients of the right quality that support sustainability and seasonality S4 Weighs, measures, and scales ingredients S19 Prepares fresh ingredients, including from whole, using them across a menu to reduce waste and improve sustainability S20 Uses seasoning, spices, rubs, and marinades to flavour ingredients S23 Exercises portion control and acts to maximise yield
Simulated practical with questions	
Pass criteria	Distinction criteria
SPI1 Selects ingredients of the appropriate quality and seasonality, and explains how they can be used in a way that reduces waste (K2, K17, S3, S19)	SPI5 <i>Uses knives with dexterity and skill to efficiently prepare ingredients from whole, maximising yield and portioning accuracy (K1, S2, S23)</i>

SPI2 Selects knives appropriate to the task and uses them effectively to prepare fresh ingredients from whole, producing accurate portions and acting to maximise yield (K1, K22, S1, S2, S23) SPI3 Flavours ingredients using seasoning, or spices, or rubs, or marinades (K18, S20) SPI4 Accurately weighs, measures and scales ingredients (K3, S4)	
Amplification and guidance	
• Correct knife for task could include: ○ chef's knife - a versatile knife used for chopping, slicing, dicing and mincing. It should be used for tasks requiring precision, such as cutting vegetables, meat and herbs. ○ paring knife - a small knife, ideal for delicate tasks such as peeling, trimming or deveining. It should be selected for fine work that requires accuracy. ○ serrated knife - used for cutting through foods with a hard exterior and soft interior, such as bread or tomatoes. The serrated edge helps maintain clean cuts without crushing. ○ boning knife - used for removing bones from meat, poultry or fish. Its flexible blade allows for detailed work around bones. ○ carving knife - used for slicing cooked meats. It has a long, thin blade to create clean slices, especially for roasts or large cuts of meat. ○ filleting knife - a flexible blade used to fillet meat or fish. ○ cleaver - used for hacking at bone, such as in beef or lamb. • Quality indicators could include: ○ whole fish: ▪ should have a fresh, sea-like smell (not fishy or sour) ▪ scales intact, no tears or punctures to the skin ▪ skin should be clean, not slimy ▪ firm texture when pressed ▪ bright red gills, not dull or brown	

- eyes clear and bulging, not sunken or cloudy
- fish fillet:
 - should have no unpleasant or sour odour
 - cut to specification, for example, size and thickness as required
 - firm flesh, not mushy
 - white fish should appear bright and glossy, not grey
 - no signs of having been previously frozen, such as excess moisture or discolouration
 - fish such as tuna should be a musty pink
 - salmon/sea trout should have vibrant orange flesh and be free of odour
- chicken:
 - skin should be intact with no bruising, tears or cuts
 - breast should be plump and the breastbone pliable, indicating freshness
 - legs should be short and well-fleshed, with small scales at the ends
 - skin should be dry to the touch, not sticky or slimy
 - should have no odour - any sour or strong smell indicates spoilage
 - skin colour may range from white to yellow, depending on the bird, but should be even and not blotchy
- root vegetables:
 - should be firm, of expected size and shape
 - no bruising, blemishes or mould
- leafy vegetables:
 - should have a vibrant colour, not dull or faded
 - no yellowing or browning on leaves
 - leaves should be crisp, not wilted or limp
 - no strong or sour smell, which may indicate spoilage
 - no visible damage, for example, tearing or insect holes
- dairy products:

- smooth texture
- fresh smell
- within use-by date
- no signs of separation or curdling unless appropriate
- cheese products:
 - soft cheeses, such as brie, should have a clean white rind and no visible fur
 - blue cheeses should have a vibrant blue vein through the main body and not green
 - hard cheeses shouldn't have visible white blemishes
- **Methods of weighing, measuring, and scaling** could include:
 - weighing - determining the weight of ingredients using calibrated equipment:
 - digital scales - highly accurate and commonly used in professional kitchens
 - analogue scales - manual scales with a dial
 - balance scales - traditional two-pan scales used in some training kitchens
 - portion control scales - used to weigh consistent portion sizes quickly
 - measuring - determining the volume or quantity of liquid or dry ingredients using standard units:
 - measuring jugs - used for liquid ingredients, marked in millilitres or litres
 - measuring spoons - used for small amounts of dry or liquid ingredients
 - ladles - standard ladles hold specific volumes
 - scoops and portioners - colour-coded scoops help with consistent quantities
 - piping bags with volume marks - used to control quantities for purées or desserts
 - scaling - adjusting quantities in a recipe to suit a different number of portions or batch sizes:
 - manual recipe scaling (maths) - using multiplication or division
 - recipe conversion chart - a pre-prepared chart with scaled quantities
 - digital recipe management systems - used in larger or chain kitchens
 - portion cost cards/standard recipe cards - used when preparing large quantities

- **Methods of reducing waste** could include:
 - following portion control guidelines - using portioning tools, such as ladles, scoops or scales to ensure consistent serving sizes and prevent over-serving, helping to reduce plate waste and controlling food costs
 - using the first in, first out (FIFO) method - storing food items so that older stock is used before newer stock, reducing spoilage and prevents ingredients from passing their use-by date
 - careful knife skills and preparation - trimming vegetables and proteins with precision to avoid unnecessary offcuts, reducing the amount of usable food that is accidentally discarded
 - using prep lists or par levels - preparing only the quantity of ingredients needed for the service period, avoiding overproduction and leftover mise en place that may go to waste
 - labelling and dating stored items - clearly labelling containers with use-by dates and contents, ensuring food is used while still safe and fresh, reducing waste from forgotten or expired items
 - monitoring and reporting spoiled or damaged goods - identifying and flagging damaged produce or ingredients upon delivery or storage, preventing the use of poor-quality ingredients and helping managers improve ordering accuracy
 - using leftovers or surplus creatively - reworking unused cooked food items into soups/stock, staff meals or daily specials while fitting in with the business expectations
 - minimising packaging waste - choosing ingredients with reduced or recyclable packaging and flattening and separating packaging materials into the correct waste streams in line with the business waste management system
 - batch cooking when appropriate - cooking in controlled batches during service to avoid unused hot food, which is especially useful during quiet periods or unpredictable service patterns
 - keeping fridges and storage areas organised - storing ingredients in a logical, visible order to prevent loss or duplication, reducing forgotten or wasted stock and helping maintain hygiene standards

- **Sustainability** is the process of using ingredients and resources in ways that reduce environmental impact and promote long-term food system health. This could include:
 - using locally sourced or seasonal ingredients
 - minimising water and energy use during preparation, for example, turning off equipment when not needed

- recycling packaging waste correctly if bins are available in the simulated area
- using pre-measured ingredients or dry goods without unnecessary packaging
- showing care in using all the edible parts of ingredients, for example, using broccoli stalks or mushroom stems in soups or to rest roasting meats on a tray while cooking

Cook, plate and finish		
Knowledge	Skills	Behaviours
K20 Principles of seasoning and flavouring during cooking and finishing to create balanced dishes K21 Principles of portioning, plating, finishing, garnishing and presenting individual dishes K23 Quality indicators related to texture, flavour, and appearance of finished products	S5 Cooks from fresh producing complete dishes S22 Portions, plates, finishes, garnishes, and presents individual dishes S24 Achieves intended quality in terms of texture, flavour, and appearance	B3 Shows accuracy and attention to detail
Simulated practical with questions		
Pass criteria		Distinction criteria
CPF1 Produces finished dishes that are correctly cooked, seasoned and flavoured, achieve the intended texture, and are well proportioned and presented, showing accuracy and attention to detail (K20, K21, K23, S5, S22, S24, B3)		CPF2 Produces dishes that are cooked, seasoned, flavoured and presented with careful attention to detail and high levels of accuracy (K20, K21, K23, S5, S22, S24, B3)
Amplification and guidance		
Principles of seasoning and flavouring could include: - principles of seasoning - basic rules for enhancing a dish's natural flavour using ingredients, such as salt, pepper and acidic elements, for example, vinegar or lemon juice. This could include: - seasoning early to build depth of flavour, such as adding salt or other seasonings at the beginning of cooking to allow them to absorb into the ingredients and develop more naturally - layering seasonings gradually, in small amounts throughout the cooking process rather than all at once to help avoid over-seasoning and support flavour balance - choosing seasonings that can withstand heat, such as salt, pepper, dried herbs and some spices during longer cooking methods - tasting the dish at intervals helps the chef adjust seasoning as flavours develop		

- be mindful that some ingredients, such as stock, soy sauce or cheese are already salty or strong in flavour
- be aware of the methods of adapting when too much seasoning is used, for example, excess spice add dairy or when excess salt add potato
- principles of flavouring - the process of building and layering flavour in a dish through the use of herbs, spices, aromatics, stocks and sauces. This could include:
 - seasoning at the end allows fine-tuning of flavour based on tasting the finished dish
 - using finishing seasonings to lift or brighten the dish just before serving
 - finishing seasonings should complement, not dominate and be used in small amounts
 - ingredients, such as fresh herbs or citrus zest should be added just before serving to preserve their aroma and brightness
 - considering whether the dish needs a touch of saltiness, sweetness, acidity or bitterness (collectively known as umami) to feel complete
- **Principles of portioning, plating, finishing, garnishing and presenting individual dishes** could include:
 - portioning - dividing food into consistent and appropriate quantities for service:
 - consistency - each portion should be the same size to ensure fairness, customer satisfaction and kitchen standards
 - accuracy - use scales, ladles, scoops or standard utensils to control portions precisely
 - cost control - correct portioning helps reduce food waste and supports profit margins
 - suitability - portions should match the dish type (starter, main, side) and the menu description
 - visual balance - portion sizes should be in proportion to the plate and other elements
 - plating - arranging food attractively on the plate to enhance the dining experience
 - visual appeal - use colour contrast, shapes and clean lines to make the dish inviting
 - structure and height - layer or stack elements for a more dynamic appearance
 - focal point - place the main component in a prominent position on the plate
 - spacing - avoid overcrowding and give each element space to 'breathe'
 - consistency - plates should look the same for all portions of the same dish
 - finishing - completing a dish with final touches that enhance flavour, aroma or appearance:
 - final seasoning - taste and adjust seasoning before serving

- saucing - apply sauces carefully using spoons or squeeze bottles for precision
- shine and texture - use glazes, oils or butter to add richness and visual appeal
- cleanliness - wipe the plate edges to remove any spills or smudges
- timing - finishing should be done just before service to ensure freshness and temperature control
- garnishing - adding decorative or flavour-enhancing elements to a dish:
 - complementary - garnishes should add to the flavour or aroma of the dish, not distract from it
 - edible - only use ingredients that are safe and pleasant to eat
 - minimalist - garnishes should be subtle and refined, not excessive
 - colour and texture - use garnishes to introduce contrast and highlight key ingredients
 - seasonal relevance - choose fresh, in-season garnishes where possible
- presenting - ensuring each dish is served in a complete, attractive and consistent way:
 - clean crockery - plates or bowls must be spotless and suitable for the food served
 - correct temperature - serve hot food on warm plates and cold food on chilled plates
 - uniformity - dishes of the same type must look and taste the same for every guest
 - neatness - final presentation should be tidy, well-arranged and free from drips or smudges
 - timeliness - dishes should be presented promptly to maintain temperature and quality
- **Quality indicators related to texture, flavour, and appearance of finished products** could include:
 - texture:
 - crisp - roasted potatoes or pastry should be crisp on the outside and not soggy
 - tender - cooked meat should be easy to cut and chew, not tough or rubbery
 - al dente - pasta should be firm to the bite, not soft or mushy
 - smooth - purées or sauces should be free from lumps or graininess
 - moist - sponge cake should be light and moist, not dry or dense
 - flavour:
 - balanced seasoning - salt, pepper, herbs and acids should enhance and not overpower the dish

- freshness - herbs and spices should taste vibrant, not dull or stale
- complementary ingredients - flavours should work well together, for example, lemon with fish or mint with lamb
- correct intensity - spices should be noticeable but not too strong for the dish
- aftertaste - the finish on the palate should be pleasant and aligned with the dish style
- appearance:
 - colour - cooked meat should have a golden-brown crust and vegetables should retain their natural colour
 - uniformity - portions should be evenly sized and consistently plated
 - neat presentation - sauces should be applied cleanly, with no smudges or spills on the plate rim
 - garnish - appropriately used to enhance visual appeal, not cover faults
 - plate balance - each element should be placed with intention, allowing space and symmetry if required

Use of kitchen equipment	
Knowledge	Skills
K26 Safe preparation, cleaning and efficient use of manual and electrical tools and specialist equipment	S27 Prepares, cleans and uses manual and electrical food-preparation and cooking equipment and machinery safely, correctly and efficiently
Simulated practical with questions	
Pass criteria	<i>Distinction criteria</i>
UKE1 Uses manual and electrical tools and specialist equipment safely, correctly and efficiently (K26, S27)	<i>No distinction criteria.</i>
Amplification and guidance	
• Safe preparation, cleaning and efficient use of manual and electrical tools and specialist equipment could include: ○ safe preparation - using equipment correctly and responsibly to prevent injury, avoid contamination and maintain a safe working environment. This could include: ▪ using the correct tool for the task - use the appropriate knife, attachment or setting to avoid accidents or damage, for example, using a paring knife for peeling rather than a chef's knife ▪ safe handling - carry knives with blades pointing down, secure chopping boards with non-slip mats and operate electrical equipment away from water ▪ pre-use checks - inspect cables, plugs and blades for damage before using electrical equipment, ensuring guards or lids are in place ▪ personal safety - keep hands and utensils away from moving parts, for example, the use of guards with mandolins, and always turn off and unplug equipment before cleaning or maintenance ○ cleaning - correctly washing and sanitising tools and equipment to maintain hygiene and prevent cross-contamination. This could include: ▪ clean as you go - wipe down surfaces and rinse tools between tasks, especially when switching between raw and ready-to-eat food ▪ use of sanitiser - apply approved food-safe cleaning products on work surfaces, utensils and contact areas ▪ disassembly for cleaning - take apart food processors, mixers or blenders to ensure all parts are thoroughly cleaned ▪ storage - store knives in racks or guards, not loose in drawers, and keep electrical tools dry and stored according to kitchen procedure ○ efficient use - using tools in a way that saves time, reduces waste and ensures high-quality results. This could include:	

- preparation - gather and set up the correct equipment before starting a task to avoid delays
- productivity - use time-saving tools appropriately and avoid overcomplicating simple tasks
- avoiding waste - use the correct cutting techniques to avoid wasting usable product, preheat ovens and measure ingredients accurately to avoid rework
- energy and resource use - avoid running equipment when not needed and don't overfill blenders or mixers which can lead to spills or inconsistent results

- **Manual and electrical tools and specialist equipment:**

- manual tools could include:
 - knives
 - peelers
 - graters
 - mandolins
 - measuring spoons and cups
 - tongs
 - whisks
 - rolling pins
 - colanders and strainers
 - cutting boards
 - sifters
 - ladles
- electrical tools and specialist equipment could include:
 - blenders
 - food processors
 - ovens (conventional, convection or combination ovens)
 - grills

- digital food safety equipment
- regeneration ovens
- fryers (deep fryers or air fryers)
- microwaves
- mixers (hand or stand mixers)
- slow cookers
- electric kettles
- steamers
- vacuum packers
- juicers
- rice cookers
- thermomixers
- sous vide machines
- digital timers
- temperature monitoring systems
- automated portioning machines
- temperature probes

Maintaining a safe and hygienic working environment		
Knowledge	Skills	Behaviours
K27 Methods to apply food safety and allergen procedures , including monitoring temperatures, during preparation, cooking, and holding K28 Hygiene management techniques to maintain a safe clean work environment, including personal hygiene and PPE and uniform K29 Health and safety legislation, regulations, guidelines and procedures relevant to own role	S28 Applies food safety and allergen procedures, including monitoring temperatures, during preparation, cooking, and holding S29 Selects and applies hygiene management techniques to maintain a safe clean work environment, including personal hygiene, PPE, and uniform S30 Complies with health and safety legislation, regulations, guidelines and procedures	B2 Prioritises hygiene and safety in working practise
Simulated practical with questions		
Pass criteria	Distinction criteria	
MSH1 Prioritises hygiene and food safety, monitors temperatures, and manages allergens during preparation, cooking, and holding, in line with food safety legislation (K27, S28, B2) MSH2 Selects and applies hygiene management techniques and health and safety procedures, to maintain a safe, clean working environment (K28, K29, S29, S30)	No distinction criteria.	
Amplification and guidance		
• Methods to apply food safety and allergen procedures could include: ○ food safety: ▪ washing hands before and after handling food, especially after touching raw meat ▪ using separate chopping boards for raw and ready-to-eat foods		

- covering and labelling food containers with date labels for traceability
 - storing raw meat below ready-to-eat foods in the fridge to prevent drip contamination
- allergen procedures:
 - following allergen information provided on prep sheets or recipe cards
 - using separate utensils, boards and pans for allergen-free dishes
 - clearly labelling containers with allergen contents
 - cleaning surfaces thoroughly before preparing allergen-free meals
 - communicating allergen concerns clearly to the team and checking with supervisors or chefs if unsure
- monitoring temperatures:
 - poultry should be cooked at a minimum of 75°C at the thickest part of the meat
 - ground meat should be cooked at a minimum of 75°C throughout
 - fish and shellfish should be cooked at a minimum of 63°C or until flesh is opaque and flakes easily
 - hot-hold food should be held at a minimum of 63°C to prevent bacteria growth
 - cold food should be stored at 8°C or below to prevent microbial growth
 - ensure chilled ingredients stay below 5°C before cooking
 - log readings on the temperature sheets for legal compliance and traceability
- **Hygiene management techniques** could include:
 - Personal hygiene:
 - the importance of regular and thorough handwashing, especially before handling food, after handling raw meat, after using the toilet or after touching waste
 - the importance of uniforms and protective clothing such as wearing clean aprons, hats and gloves
 - ensuring personal grooming is addressed, such as keeping nails short and clean, avoiding wearing jewellery, which can harbour bacteria and keeping their hair tied back
 - Cleaning and sanitising:
 - cleaning schedules for different areas, such as worktops, floor, equipment and high-touch and contact areas

- cleaning products such as disinfectants and specialised cleaners for ovens, fridges or freezers
- sanitising equipment, such as knives, chopping boards and utensils, to ensure they are clean after each use, especially when switching between raw meats and vegetables, to prevent cross-contamination
- Pest control:
 - ensuring all food is stored in sealed containers, cleaning up food debris immediately and closing any gaps or cracks where pests might enter
 - checking for signs of pests regularly, such as droppings or damage to packaging, and how to report any concerns to management
- Control of Substances Hazardous to Health (COSHH) Regulations:
 - handling and storing cleaning chemicals (for example, detergents, disinfectants and bleach) according to COSHH guidelines
 - knowing the safety data sheets for the chemicals they use, ensuring chemicals are properly labelled and using them in well-ventilated areas
 - wearing appropriate personal protective equipment (PPE), for example, gloves, aprons or goggles, when handling hazardous substances to prevent skin contact or inhalation of fumes
 - how to store chemicals safely and in designated areas to avoid cross-contamination with food products while ensuring the correct disposal procedures are used for hazardous waste
- **Health and safety legislation, regulations, guidelines and procedures** could include:
 - Health and Safety at Work etc. Act
 - Food Safety Act
 - UK Food Information Amendment (Natasha's Law)
 - Food Hygiene (England) Regulations
 - Control of Substances Hazardous to Health (COSHH) Regulations
 - Hazard Analysis and Critical Control Points (HACCP)
 - Manual Handling Operations Regulations
 - Risk assessments
 - Personal protective equipment (PPE) procedures

- Food allergen management
- Food Information (Amendment) (England) Regulations

Managing own workload	
Knowledge	Skills
K36 Methods of planning own workload and prioritising tasks	S38 Manages own time to ensure tasks are completed
Simulated practical with questions	
Pass criteria	Distinction criteria
MOW1 Manages own workload and time to ensure tasks are completed (K36, S38)	MOW2 <i>Prioritises and sequences tasks efficiently to ensure completed dishes come together on time (K36, S38)</i>
Amplification and guidance	
• Planning own workload and prioritising tasks - effective workload planning and task prioritisation helps to complete tasks efficiently, maintain food quality and meet service deadlines. Good organisation reduces stress, improves teamwork and ensures smooth kitchen operations. Methods could include: ○ reviewing daily requirements and identifying key tasks based on service times and customer demands ○ breaking down tasks into manageable steps ○ using time management techniques and setting clear deadlines ○ prioritising tasks based on urgency and importance, adjusting plans as needed ○ co-ordinating with colleagues to manage the workload ○ being proactive with the workload ○ replanning and reprioritising tasks that are dependent upon changing circumstances in concert with colleagues ○ formulating a task list	

Prepare, cook and finish dishes

Knowledge	Skills
K4 Methods of preparing meat, offal, game, poultry, fish, and shellfish from whole; trim, de vein, portion, break down, bone, skin, fillet, shell K5 Methods of preparing fruit and vegetables e.g. julienne or matchsticks, mirepoix or rough cut, macédoine or large dice, Brunoise or fine dice, paysanne or neat cuts, and jardinière or batons K6 Methods of preparing, cooking and finishing sauces; roux based, emulsified, stock, hot and cold sweet and savoury sauces including plant based and gluten free K7 Methods of preparing, cooking and finishing pureed and cream soup, and stock based dishes K8 Methods of preparing and cooking noodles and fresh or convenience pasta K9 Methods of preparing and cooking pulses and grains, including long and short grain rice K10 Methods of preparing and cooking eggs or egg based dishes; batter, poached, boiled, fried, omelette, scrambled K11 Prepares, cooks and finishes leavened and unleavened dough products K12 Methods of preparing, cooking, and finishing sweet and savoury pastry products using short, sweet, and choux K13 Methods of preparing cooking and finishing scones, biscuits, sponge cakes, and non-sponge cakes	S6 Prepares, cooks, and finishes meat, offal, game, poultry, fish, and shellfish from whole; trim, de-vein, portion, break down, bone, skin, fillet, shell S7 Prepares, cooks, and finishes fruit vegetables S8 Prepares, cooks, and finishes sauces S9 Prepares, cooks and finishes pureed and cream soup and stock based dishes S10 Prepares and cooks noodles, and fresh or convenience pasta S11 Prepares and cooks pulses and grains, including long and short grain rice S12 Prepares, cooks and finishes eggs or egg based dishes S13 Prepares, cooks and finishes leavened and unleavened dough products S14 Prepares, cooks and finishes sweet and savoury pastry products using short, sweet, and choux S15 Prepares, cooks, and finishes scones, biscuits, sponge cakes, and non-sponge cakes S16 Prepares, produces, and finishes hot and cold desserts S17 Stuffs fills and panés across food types S21 Sears, grills, deep fries, shallow fries, stir fries, sautés, braises, stews, bakes, roasts, boils, poaches across food types

K14 Methods of preparing, producing, and finishing hot and cold desserts K15 Methods of stuffing, filling and pané across food types K19 Methods of sealing, grilling, deep frying, shallow frying, stir frying, sauté, braising, stewing, baking, roasting, boiling, and poaching across food types	
Interview underpinned by portfolio	
Pass criteria	Distinction criteria
PCF1 Describes appropriate preparation, cooking and finishing methods (K4, K5, K6, K7, K8, K9, K10, K11, K12, K13, K14, K15, K19, S6, S7, S8, S9, S10, S11, S12, S13, S14, S15, S16, S17, S21)	PCF2 Explains preparation, cooking and finishing choices made to achieve the best outcome (K4, K5, K6, K7, K8, K9, K10, K11, K12, K13, K14, K15, K19, S6, S7, S8, S9, S10, S11, S12, S13, S14, S15, S16, S17, S21)
Amplification and guidance	
• Methods of preparing, cooking and finishing pureed and cream soup, and stock based dishes could include: ○ preparing puréed or cream soups: ▪ washing, peeling and chopping vegetables ▪ preparing aromatics, such as garlic and onions ▪ weighing ingredients and preparing mise en place for consistency ○ preparing stock-based dishes: ▪ cutting vegetables to size, for example, paysanne for broth or mirepoix for stock ▪ dicing proteins or preparing bones for a flavour base ▪ assembling herbs or spice sachets (bouquet garni) for simmering ○ cooking puréed or cream soups: ▪ sweating vegetables to release the sweetness without browning ▪ simmering ingredients in stock or water until soft ▪ blending with a stick blender or food processor until smooth ▪ adding cream or dairy alternatives near the end for a smooth finish	

- simmering and adjusting the thickness with more liquid or reduction
- cooking stock-based dishes:
 - simmering bones and mirepoix for several hours for stock
 - cooking rice slowly in stock for risotto, adding liquid in stages
 - skimming fat or impurities off a clear soup or consommé
 - poaching meat or fish in a flavoured broth or court bouillon
- finishing puréed or cream soups:
 - straining through a sieve for extra smoothness
 - adjusting the seasoning with salt, pepper or acidity
 - garnishing with herbs, croutons, a cream swirl or oil drizzle
 - ensuring soup is served at the correct temperature
- finishing stock-based dishes:
 - adjusting consistency, for example, reducing the broth slightly or adding a liaison for a velvety texture
 - finishing risotto with butter and Parmesan or plant-based alternatives
 - garnishing soups with fresh herbs or a quenelle of cream
 - ensuring clear soups are served without floating fat or debris
- **Methods of preparing and cooking noodles and fresh or convenience pasta** could include:
 - preparing noodles and pasta:
 - weighing portions of dried noodles or pasta before service to maintain consistency and control waste
 - separating fresh egg noodles and dusting them lightly with flour or oil to prevent sticking
 - soaking rice noodles in cold or warm water before cooking, depending on the variety
 - checking the freshness of fresh pasta, for example, ensuring ravioli or tagliatelle is not dried out or cracked
 - cooking noodles:
 - most noodles are cooked in boiling water or stock for a set time depending on the type, for example, egg noodles, soba or udon
 - pre-cooked noodles may be stir-fried with vegetables, sauce or protein

- adding noodles directly to soups to allow them to simmer in a broth to cook and absorb flavour, for example, ramen
- cooking fresh or convenience pasta:
 - cook fresh pasta quickly (2–4 minutes) and it must be monitored closely to avoid overcooking
 - convenience pasta (dried or frozen) is cooked in boiling salted water according to manufacturer instructions
 - pasta may be cooked directly in sauces or baked with other ingredients, for example, macaroni cheese and lasagne
- finishing techniques:
 - draining and tossing noodles with oil or sauce to prevent sticking
 - saving some pasta cooking water to loosen and bind sauces (especially in Italian-style dishes)
 - tossing pasta with a sauce to coat it evenly before serving
 - plating noodles with garnishes such as spring onion, sesame seeds or herbs for presentation
- **Methods of preparing and cooking pulses and grains, including long and short grain rice** could include:
 - preparing pulses:
 - removing debris or stones and rinsing pulses before cooking to clean and reduce bitterness
 - larger pulses, such as chickpeas or kidney beans, are soaked in cold water for several hours or overnight to reduce the cooking time and improve digestibility
 - preparing grains:
 - quinoa and similar grains are rinsed to remove bitterness or dust
 - dry toasting some grains, such as couscous or bulgur, before hydrating can enhance flavour
 - cooking pulses:
 - gently cooking pulses until tender, which may take 20 minutes for lentils or over an hour for soaked beans
 - removing scum during cooking to improve clarity and taste
 - adding salt toward the end of cooking to avoid toughening the skin
 - cooking grains:
 - cooking in water or stock until the grain is soft but retains texture
 - for grains, such as couscous, pouring over hot liquid and covering to steam

- preparing and cooking long-grain rice:
 - removing excess starch to prevent sticking
 - adding a measured amount of water, typically a 2:1 ratio, bringing to a boil, covering and simmering until the water is absorbed
 - letting rice rest, covered, off the heat to finish cooking gently and improve its texture
- preparing and cooking short-grain rice:
 - rinsing lightly for sushi rice to remove excess starch but maintain some stickiness
 - for risotto rice, gradually adding hot stock and stirring to release starch
 - using the precise water measurement and post-stock seasoning
- **Prepares, cooks and finishes leavened and unleavened dough products** could include:
 - preparing leavened dough:
 - weighing ingredients accurately to ensure balance between flour, yeast, water, salt and sugar/fat
 - kneading the dough to develop gluten, which gives structure
 - proving (proofing) in a warm area to allow yeast to ferment and expand the dough
 - knocking back the dough after the first prove to remove large air bubbles
 - cooking leavened dough:
 - baking in an oven, typically used for bread, brioche or pizza
 - grilling or tandoor baking, typically used for naan bread
 - finishing leavened dough:
 - egg washing for a golden crust
 - scoring before baking for presentation and control of expansion
 - sprinkling with seeds or herbs, for example sesame, poppy or rosemary
 - preparing unleavened dough:
 - bringing ingredients together to form a dough, typically used for flour, water, oil or sometimes egg)
 - resting the dough to relax the gluten, typically used for pastry or pasta
 - rolling and shaping evenly for uniform cooking

- cooking unleavened dough:
 - baking, typically used for tart shells or crackers
 - griddling or pan-cooking, typically used for tortillas or chapatis
 - boiling or steaming, typically used for fresh pasta
- finishing unleavened dough:
 - docking pastry to prevent bubbling
 - brushing with oil or butter post-cooking
 - crimping edges of pies for presentation and seal
- **Methods of preparing, cooking, and finishing sweet and savoury pastry products using short, sweet, and choux** could include:
 - preparing pastry:
 - weighing ingredients accurately to maintain consistency and texture
 - keeping ingredients cold, especially fats, to prevent melting and ensure the correct crumb or rise
 - resting dough to relax gluten and prevent shrinkage during baking
 - rolling evenly to the correct thickness for uniform cooking
 - preparing shortcrust pastry:
 - minimal handling to avoid toughness
 - chilling before rolling and after lining tins
 - cooking shortcrust pastry:
 - blind baking with baking beans to set the shape before filling
 - ensuring even baking and a golden colour
 - finishing shortcrust pastry:
 - glazing with egg or milk for colour
 - dusting with sugar or adding decorative crimping
 - preparing sweet pastry:
 - often includes egg yolks and butter for richness

- chilled thoroughly before rolling to reduce stickiness
- cooking sweet pastry:
 - baked blind and then finished with filling
 - baked at a lower temperature than shortcrust to prevent burning the sugar
- finishing sweet pastry:
 - often filled with set custard, ganache or fruits
 - glazing with neutral gel or dusting with icing sugar for presentation
- **Methods of preparing cooking and finishing scones, biscuits, sponge cakes, and non-sponge cakes** could include:
 - preparing scones:
 - rubbing fat into the flour until the mixture resembles breadcrumbs
 - adding liquid and mixing lightly to avoid overworking
 - resting and cutting evenly for consistent rise
 - cooking scones:
 - baked at a high temperature to achieve a rapid rise and golden top
 - placed close together on the tray for softer sides or spaced apart for crispier sides
 - finishing scones:
 - brushed with egg wash or milk for a golden crust
 - served plain or with fruit, often with cream and jam
 - preparing biscuits:
 - combining butter and sugar for short, crisp biscuits
 - cutting or shaping dough evenly for portion control
 - chilling dough before baking to help hold shape
 - cooking biscuits:
 - baked on trays until firm and evenly coloured
 - requires careful timing to avoid overbaking and drying out

- finishing biscuits:
 - can be dusted with sugar, iced, chocolate-dipped or sandwiched with filling
 - savoury biscuits may be topped with seeds or herbs
- preparing sponge cakes:
 - creaming or whisking methods to trap air
 - sifting flour to ensure a light texture
 - folding gently to maintain aeration
- cooking sponge cakes:
 - baked evenly at a moderate temperature
 - cakes should spring back lightly to the touch when cooked
- finishing sponge cakes:
 - filled with jam, cream, buttercream or fruit
 - dusting with icing sugar or glazing and decorating for presentation
- preparing non-sponge cakes:
 - mixing by hand or folding, not overbeating
 - adding grated vegetables, fruits or nuts for moisture and flavour
 - ensuring the even distribution of ingredients
- cooking non-sponges:
 - longer baking times at lower temperatures
 - testing with a skewer to ensure the centre is cooked
- finishing non-sponge cakes:
 - topped with frosting, fondant, buttercream or fruit glaze
 - may be layered, iced or simply dusted depending on the style

Cooking with alternative ingredients	
Knowledge	Skills
K16 Techniques for preparation and cooking when using alternative ingredients e.g. plant based, gluten free	S18 Prepares and cooks dishes using alternative ingredients e.g. plant based, gluten free
Interview underpinned by portfolio	
Pass criteria	Distinction criteria
CAI1 Describes appropriate preparation and cooking methods when using alternative ingredients to make dishes plant based or gluten free (K16, S18)	<i>No distinction criteria.</i>
Amplification and guidance	
• Techniques for preparation and cooking when using alternative ingredients could include: ○ preparation techniques: ▪ reading labels and checking ingredients - carefully reviewing packaging to ensure products are free from allergens and verifying that substitutes meet the required dietary need ▪ preventing cross-contamination - using separate chopping boards, knives and utensils when preparing allergen-free or plant-based dishes, cleaning work surfaces thoroughly before handling alternative ingredients and labelling containers and dishes clearly ▪ handling plant-based ingredients with care - pressing and draining tofu before cooking to improve the texture and remove excess water, and preparing jackfruit, mushrooms or pulses to mimic the texture of meat in vegan dishes ▪ adjusting dough and batter mixing - mixing gluten-free dough more gently and resting it where needed as it can be more fragile than traditional doughs and adding binders, such as xanthan gum, chia seeds or flaxseed, in gluten-free baking to help hold the structure ▪ replacing animal-based ingredients - swapping eggs with mashed banana, applesauce, aquafaba (chickpea water) or commercial egg replacers in baking and using dairy-free alternatives, such as almond or oat milk and vegan cheese, in preparation ○ cooking techniques: ▪ cooking at lower temperatures or for different times - baking plant-based or gluten-free cakes slightly longer at a lower temperature to avoid burning or collapsing and cooking plant-based proteins more slowly to avoid a raw centre	

- moisture and fat management - adding extra moisture in dairy-free baking to prevent dryness and using coconut milk or cashew cream in sauces to create richness in dairy-free/vegan dishes
- binding and thickening alternatives - thickening sauces with cornflour or arrowroot instead of wheat flour and binding ingredients in veggie burgers or patties using lentils, oats or flaxseed
- enhancing flavour with herbs and spices - using fresh herbs, smoked paprika or nutritional yeast to replace the depth of flavour typically provided by meat or cheese

Errors and issues	
Knowledge	Skills
K24 Signs of common errors in production and how to rectify K25 Principles of handling feedback and complaints and identifying and raising issues	S25 Identifies and resolves errors during the production process S26 Assists in the resolution of feedback, complaints, and issues
Interview underpinned by portfolio	
Pass criteria	Distinction criteria
E11 Explains how to identify and resolve a common production error (K24, S25) E12 Describes how they have helped resolve feedback, or a complaint, or an issue (K25, S26)	E13 <i>Evaluates their input in assisting with the resolution of feedback, complaints, or issues. (K25, S26)</i>
Amplification and guidance	
• Signs of common errors are visual, textural, or taste-related indicators that something has gone wrong during the preparation, cooking or assembly of food. Examples and signs to look for could include: ○ undercooked food - raw texture, cool centre or unsafe core temperature, for example, chicken breast being pink ○ overcooked food - dry, tough, burnt edges or loss of flavour, for example a fish fillet being dry and flaking apart ○ incorrect seasoning - too salty, bland or overly spicy and how to rectify this ○ split sauce - fat separated from liquid or the sauce having an oily appearance ○ curled mixture - lumps in a sauce or custard ○ uneven cooking - partially raw or burnt areas, for example, stir-fried vegetables with burnt edges that are raw in the centre ○ collapsed baked goods - sinking in the middle or having an undercooked interior, for example, a sponge cake collapses after being taken out early	

- **Identifies and resolves errors during the production process** refers to the action taken to correct or prevent errors during or after production to ensure the dish meets quality and safety standards. This could include:
 - undercooked meat - return to oven or pan and probe again to check it reaches a safe temperature
 - overcooked vegetables - adjust cooking time or blanch and refresh in ice water to retain colour and texture
 - bland soup - taste and adjust with appropriate seasonings, for example, salt, herbs or acid
 - split sauce - stabilise by whisking in a small amount of cold water, butter or cream
 - uneven baking - check the oven temperature and rotation, avoiding overcrowding trays
 - curled custard - strain through a fine sieve and cook over a lower heat next time
 - lumpy mash - pass through a ricer or mash more thoroughly while hot
 - burnt edges on meat - trim edges and cook at a lower heat or with more fat/liquid

Self management and professional development		
Knowledge	Skills	Behaviours
K33 Techniques for maintaining good mental health and wellbeing , including asking for help with daily tasks K37 Methods for using feedback to improve own performance	S34 Uses techniques for maintaining good mental health and wellbeing to support self and others, including asking for and giving help with daily tasks S37 Uses feedback to improve own performance	B5 Maintains a professional image and attitude that represents the values of the business
Interview underpinned by portfolio		
Pass criteria	Distinction criteria	
SMPD1 Describes how they follow professional standards and maintain a professional attitude, using feedback to improve own performance (K37, S37, B5) SMPD2 Describes how they ask for help with daily tasks and employ techniques to support their own and others' mental health and wellbeing at work (K33, S34)	SMPD3 <i>Evaluates how they have used feedback to improve their performance over time (K37, S37)</i>	
Amplification and guidance		
• Mental health and wellbeing refer to a person’s emotional, psychological and social wellbeing. Maintaining good mental health is essential for managing stress, staying productive and working effectively as part of a team. Techniques could include: ○ effective communication: ▪ speaking openly with colleagues and managers about workload, stress or concerns ▪ expressing when help is needed with daily tasks to prevent feeling overwhelmed ▪ actively listening to colleagues and offering support where possible ○ time management and organisation: ▪ prioritising tasks to avoid last-minute stress ▪ keeping workstations clean and organised to reduce frustration and confusion		

- taking short, appropriate breaks to maintain focus and avoid burnout
- stress management techniques:
 - practising deep breathing or mindfulness techniques during breaks
 - taking a moment to step away from a high-pressure situation to reset
 - staying hydrated and eating properly to maintain energy and focus
- seeking support and asking for help:
 - recognising when tasks are unmanageable and asking a colleague or supervisor for support
 - speaking to a manager about workload adjustments if stress becomes excessive
 - using employer-provided mental health resources if available
- building positive workplace relationships:
 - supporting colleagues to create a friendly and collaborative work environment
 - giving and receiving constructive feedback in a positive manner
- **Using feedback to improve own performance** helps identify strengths and areas for improvement to refine skills, improve efficiency and enhance food quality.
 - Types of feedback could include:
 - constructive feedback
 - formal feedback
 - informal feedback
 - self-reflection
 - Ways to use feedback to improve performance could include:
 - listening actively
 - accepting constructive criticism professionally
 - asking for clarification if unsure about feedback
 - making changes by applying suggested improvements into daily tasks
 - following up to see if changes have improved performance

- checking progress by seeking further feedback

Teamwork and communication		
Knowledge	Skills	Behaviours
K34 Principles of professional communication and conduct with colleagues, manager and other stakeholders K35 Principles of teamwork within and between teams and the impact on service delivery	S35 Communicates with colleagues, manager and other stakeholders in a professional manner S36 Works as part of a team to support service delivery	B4 Takes responsibility when completing individual and team tasks to expected standards, helping resolve operational issues that arise
Interview underpinned by portfolio		
Pass criteria	Distinction criteria	
TC1 Outlines the professional communication principles they use with internal colleagues and stakeholders (K34, S35) TC2 Describes how they collaborate with colleagues to support service delivery (K35, S36, B4)	TC3 <i>Justifies their choice of communication style or method when dealing with colleagues, line managers, stakeholders and customers (K34, S35)</i> TC4 <i>Evaluates how they have worked with colleagues to support the delivery of service in line with organisational standards (K35, S36)</i>	
Amplification and guidance		
• Professional communication could include: ○ using verbal communication appropriately: ▪ speaking clearly ▪ speaking at an appropriate volume ▪ using polite and respectful language when addressing individuals ▪ confirming understanding by repeating back key information ▪ asking clarifying questions ○ using non-verbal communication appropriately:		

- using positive body language, such as eye contact and nodding to show engagement
 - maintaining calm and professional behaviours, even in busy kitchen environments
 - avoiding negative gestures, such as eye-rolling or crossing arms, which may seem unprofessional
 - using written communication appropriately:
 - writing clear and legible notes, ensuring it is accurate to avoid misunderstandings
 - using the correct terminology when completing documentation
 - actively listening and responding appropriately
 - acknowledging and acting on feedback in a constructive manner
 - adapting the communication style depending on the audience or individual
 - remaining calm and professional when dealing with complaints or difficult situations
- **Principles of teamwork** could include:
 - interdepartmental co-ordination - teams from different departments must co-ordinate efforts to meet service delivery standards. For example, kitchen staff must communicate effectively with front-of-house staff to ensure orders are accurate and delivered on time.
 - shared goals and mutual support - teams working together toward a common objective, such as delivering quality meals in a timely manner, is fundamental to successful service delivery. Team members should support each other by offering assistance, covering for absences and sharing responsibilities when necessary.
 - problem-solving and conflict resolution - effective teamwork includes addressing and resolving problems quickly and professionally to prevent them from impacting service. Team members should be proactive in identifying issues and working together to find solutions.
 - trust and respect - building trust and respect among team members is crucial for effective teamwork. When team members trust one another, they can work more efficiently and are more likely to offer help and support.
 - accountability - team members must take responsibility for their individual tasks and contribute to the overall success of the team. This ensures that all team members are contributing fairly to the workload.
 - encouraging collaboration - encouraging collaboration among team members helps to tap into diverse skills, leading to more creative solutions and more efficient problem-solving.

Equity, diversity and inclusion		
Knowledge	Skills	Behaviours
K32 Legislation and organisational policies relating to equity, diversity and inclusion in the workplace	S33 Follows equity, diversity and inclusion legislation and organisational policies	B1 Advocates equality and respect , working positively with colleagues, managers and stakeholders
Interview underpinned by portfolio		
Pass criteria	Distinction criteria	
EDI1 Describes how they have advocated for equality and respect, working positively with colleagues, managers, and stakeholders, to meet the expectations of equity, diversity, and inclusion legislation or organisational policies (K32, S33, B1)	No distinction criteria.	
Amplification and guidance		
• Legislation and organisational policies could include: ○ Equality legislation - protects individuals from discrimination based on the 9 protected characteristics, including age, disability, gender reassignment, marriage/civil partnership, pregnancy/maternity, race, religion/belief and sexual orientation ○ Health and Safety at Work etc. Act - requires employers to provide a safe and inclusive working environment ○ Human Rights Act - protects basic rights, such as freedom from discrimination and the right to work in a fair environment ○ Employment Rights Act - ensures the fair treatment of employees in terms of contracts, pay and working conditions ○ Equal opportunities policy - ensures all employees have the same opportunities for training, promotion and career progression ○ Anti-discrimination and harassment policy - prevents bullying, harassment or unfair treatment in the workplace ○ Reasonable adjustments policy - supports employees with disabilities or specific needs by making workplace adjustments ○ Cultural and religious inclusion policy - recognises and respects different cultural and religious beliefs, including dress codes, dietary requirements and religious observances • Advocates equality and respect could include:		

- demonstrating inclusive behaviour by treating all individuals with fairness, regardless of background or personal characteristics
- respectful communication by speaking to others politely and professionally
- promoting teamwork and cooperation by supporting colleagues and working collaboratively to complete tasks efficiently
- challenging disrespectful behaviour by reporting or addressing inappropriate comments, discrimination or unfair treatment
- following organisational policies and equality and diversity by understanding and following workplace policies that promote fair treatment
- providing excellent customer service by treating customers with courtesy and respect, ensuring they feel valued

Stock control	
Knowledge	Skills
K30 Stock control methods and processes including storage and rotation that take environmental sustainability into account K31 Methods to apply food safety and allergen procedures, including monitoring and recording food temperatures, on delivery and in storage	S31 Undertakes stock control, storage, and rotation S32 Applies food safety and allergen procedures, and monitors and records food temperatures, on delivery and in storage
Interview underpinned by portfolio	
Pass criteria	Distinction criteria
SC1 Describes methods to manage food safety and allergens, including monitoring and recording food temperatures, on delivery and in storage (K31, S32) SC2 Applies stock control methods and processes taking environmental sustainability into account (K30, S31)	SC3 Explains the relationship between stock control, storage and rotation, and environmental sustainability. (K30, S31)
Amplification and guidance	
• Stock control includes using systems to manage the ordering, receiving, storing, using and replenishing of food and ingredients in the kitchen. This could include: ○ first-in, first-out - the oldest stock (first in) is used before newer deliveries (last in) ○ checking deliveries - ensuring deliveries are checked against order sheets to confirm the correct quantity and quality ○ date labelling - labelling all items with delivery or opening dates and use-by or best-before dates ○ stock rotation - reorganising shelves or fridges so the older or soon-to-expire products are used first ○ daily or weekly stock checks - counting stock regularly to check for low, expired or excess items ○ recording waste and spoilage - keeping a log of items that are disposed of due to expiry, damage or spoilage ○ portion control - using standard portions to help monitor ingredient usage and forecast needs ○ using periodic automatic replacement (PAR) levels - keeping stock levels within a minimum and maximum range ○ stock recording systems - using manual stock sheets or digital systems to record inventory levels	

- **Food safety and allergen procedures** - managing allergens is a vital part of ensuring food safety and preventing cross-contamination. Apprentices must understand and apply practices that manage allergens effectively during food delivery, storage and preparation. This could include:
 - recognising and managing common allergens:
 - being aware of the 14 allergens listed in the United Kingdom food safety law, including gluten, nuts, dairy, shellfish and eggs
 - checking food labels on delivery for allergen information, and reporting any missing or unclear details to a supervisor
 - labelling all food products correctly when storing, including allergen content and use-by dates
 - being aware of the development of an allergen matrix in line with menu procedures
 - preventing allergen cross-contamination:
 - segregating allergen-containing products in storage
 - using colour-coded equipment as per kitchen allergen procedures
 - washing hands and changing gloves after handling allergenic foods before touching other ingredients
 - cleaning and sanitising equipment and surfaces after allergen use
 - safe storage and labelling:
 - labelling storage containers with allergen information clearly
 - storing allergenic ingredients away from non-allergenic foods to avoid cross-contact
 - ensuring that the allergen-free food prepared for customers is stored and held separately with clear identification
 - monitoring and recording food safety:
 - using a temperature probe to check that chilled allergen-containing deliveries are at/or below 5°C and frozen items are at/or below -18°C
 - recording delivery and storage temperatures as part of food safety checks
 - rejecting items that are damaged, incorrectly labelled or outside of safe temperature ranges
 - understanding legal compliance:
 - staying aware of allergen laws, including Natasha's Law, which requires clear allergen labelling for pre-packed food
 - following kitchen policies to ensure compliance with legal and organisational allergen management procedures

[Click here to return to contents](#)

Assessment summary

The end-point assessment for the Commis Chef apprenticeship standard is made up of 2 assessment methods:

1. A 3-hour simulated practical with questions
2. A 60-minute interview underpinned by portfolio

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

Each component of the end-point assessment will be assessed against the appropriate criteria laid out in this kit, which will be used to determine a grade for each individual. The grade will be determined using the combined grades.

Simulated practical with questions

Apprentices will be marked against the pass and distinction criteria outlined in this kit.

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

The simulated practical with questions will be conducted in a simulated environment, which represents the apprentice's natural work environment.

Interview underpinned by portfolio

Apprentices will be marked against the pass and distinction criteria outlined in this kit.

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

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

Grading

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

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

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

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

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

Simulated practical with questions	Interview underpinned by portfolio	Overall grade
Fail any of the 2 assessment methods		Fail
Pass	Pass	Pass
Distinction	Pass	Merit
Pass	Distinction	Merit
Distinction	Distinction	Distinction

Retake and resit information

If an apprentice fails 1 assessment method or more, they can take a resit or retake at their employer's discretion. The apprentice's employer needs to agree that a resit or retake is appropriate. If a resit is chosen, please call the Highfield scheduling team to arrange the resit. If a retake is chosen, the apprentice will require a period of further learning and will need to complete a retake checklist. Once this is completed, please call the Highfield scheduling team to arrange the retake.

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

When undertaking a resit or retake, the assessment method(s) will need to be reattempted in full, regardless of any individual assessment criteria that were passed on any prior attempt. The EPA Report will contain feedback on areas for development and resit or retake guidance.

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

Resits and retakes are not offered to an apprentice wishing to move from pass to a higher grade.

The apprentice will get a maximum EPA grade of a pass if they need to resit or retake 1 or more assessment methods, unless there are exceptional circumstances that are beyond the control of the apprentice as determined by Highfield.

[Click here to return to contents](#)

Assessing the simulated practical with questions

The independent assessor observes the apprentice completing a task or series of tasks set by Highfield. The assessment environment chosen must closely relate to the apprentice's natural working environment. The independent assessor can observe up to 4 apprentices at the same time. The apprentice must be given 2 weeks' notice of the simulated practical with questions.

The simulated practical with questions must take **3 hours**. The independent assessor can increase the time of the simulated practical with questions by up to 10%. This time is to allow the apprentice to complete a task or respond to a question if necessary.

The simulated practical with questions cannot be split, other than for comfort breaks or to allow apprentices to move from 1 location to another. Where breaks occur, they will not count towards the total EPA time.

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

Apprentices must prepare a starter, a main and a dessert.

- The main course must include at least 1 animal protein prepared from whole, a starch, a sauce and 2 vegetables.
- The starter must have at least 3 elements to the dish
- The dessert must have at least 3 elements to the dish
- At least 1 dish must showcase seasonal ingredients

Apprentices can select recipes from their employer's menu or elsewhere. The sources of the recipes should be stated.

The following activities must be observed:

- the selection and preparation of ingredients
- the cooking, plating and finishing of dishes
- the use of kitchen equipment
- maintaining a safe and hygienic working environment
- managing own workload

The independent assessor must ask questions to check the understanding of the knowledge and skills applied in the simulated practical and to explore how waste can be minimised. Questioning must occur during the practical assessment. The time for questioning is included in the overall assessment time.

The independent assessor must ask at least **4 questions** during the practical assessment. To remain as unobtrusive as possible, the independent assessor should ask questions during natural breaks in work rather than disrupting the apprentice's flow. The independent assessor can ask follow-up questions to clarify answers given by the apprentice. These questions are in addition to the above set number of questions for the simulated practical with questions.

The simulated practical with questions must take place in a simulated environment selected by Highfield, for example, Highfield's premises, a training provider's premises, a training facility in the employer's premises, a test centre or a similar simulated environment. This simulated environment must relate to the apprentice's natural work environment. Additional venue requirements that must be in place include:

- a professional kitchen, including necessary equipment required

Before the assessment

Employers/training providers should:

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

Grading the simulated practical with questions

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

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

Simulated practical with questions mock assessment

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

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

- the mock simulated practical with questions should take place in a suitable location.
- a **3-hour** time slot should be available for the simulated practical with questions, if it is intended to be a complete mock simulated practical with questions covering all relevant standards (outlined in the following pages). However, this time may be split up to allow for progressive learning.
- consider a video or audio recording of the mock simulated practical with questions and allow it to be available to other apprentices, especially if it is not practicable for the employer/training provider to carry out a separate mock simulated practical with questions with each apprentice.
- ensure that the apprentice's performance is assessed by a competent trainer/assessor, and that feedback is shared with the apprentice to complete the learning experience. Mock assessment sheets are available to download from the Highfield Assessment website and may be used for this purpose.
- use a **minimum of 4, structured, 'open' questions** that do not lead the apprentice but allows them to give examples for how they have met each area in the standard. For example:
 - select and prepare ingredients
 - Can you explain the steps you took during ingredient preparation to reduce waste and maximise the usable yield?
 - cook, plate and finish
 - What steps did you take to portion, plate and finish the dish to ensure it met the required presentation and quality standards?
 - use of kitchen equipment
 - How did you make sure you used the tools and equipment efficiently and appropriately for the task you were completing?
 - maintaining a safe and hygienic working environment
 - How did you monitor and control food temperatures during preparation and why is this important?
 - managing own workload
 - What challenges did you face in managing your time during the task, and how did you deal with them?

Simulated practical with questions criteria

Throughout the **3-hour** simulated practical with questions, the assessor will review the apprentice's competence in the criteria outlined below.

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

Select and prepare ingredients
To pass, the following must be evidenced.
SPI1 Selects ingredients of the appropriate quality and seasonality, and explains how they can be used in a way that reduces waste (K2, K17, S3, S19)
SPI2 Selects knives appropriate to the task and uses them effectively to prepare fresh ingredients from whole, producing accurate portions and acting to maximise yield (K1, K22, S1, S2, S23)
SPI3 Flavours ingredients using seasoning, or spices, or rubs, or marinades (K18, S20)
SPI4 Accurately weighs, measures and scales ingredients (K3, S4)
To gain a distinction, the following must be evidenced.
SPI5 <i>Uses knives with dexterity and skill to efficiently prepare ingredients from whole, maximising yield and portioning accuracy (K1, S2, S23)</i>

Cook, plate and finish
To pass, the following must be evidenced.
CPF1 Produces finished dishes that are correctly cooked, seasoned and flavoured, achieve the intended texture, and are well proportioned and presented, showing accuracy and attention to detail (K20, K21, K23, S5, S22, S24, B3)
To gain a distinction, the following must be evidenced.
CPF2 <i>Produces dishes that are cooked, seasoned, flavoured and presented with careful attention to detail and high levels of accuracy (K20, K21, K23, S5, S22, S24, B3)</i>

Use of kitchen equipment
To pass, the following must be evidenced.
UKE1 Uses manual and electrical tools and specialist equipment safely, correctly and efficiently (K26, S27)
To gain a distinction, the following must be evidenced.
<i>No distinction criteria.</i>

Maintaining a safe and hygienic working environment
To pass, the following must be evidenced.
MSH1 Prioritises hygiene and food safety, monitors temperatures, and manages allergens during preparation, cooking, and holding, in line with food safety legislation (K27, S28, B2)
MSH2 Selects and applies hygiene management techniques and health and safety procedures, to maintain a safe, clean working environment (K28, K29, S29, S30)
<i>To gain a distinction, the following must be evidenced.</i>
<i>No distinction criteria.</i>

Managing own workload
To pass, the following must be evidenced.
MOW1 Manages own workload and time to ensure tasks are completed (K36, S38)
<i>To gain a distinction, the following must be evidenced.</i>
<i>MOW2</i> <i>Prioritises and sequences tasks efficiently to ensure completed dishes come together on time (K36, S38)</i>

[Click here to return to contents](#)

Assessing the interview underpinned by portfolio

In the interview, an independent assessor asks the apprentice questions. Highfield must give the apprentice 2 weeks' notice of the interview. The purpose of the independent assessor's questions will be to assess the apprentice's competence against the following themes:

- prepare, cook, and finish dishes
- cooking with alternative ingredients
- errors and issues
- self-management and professional development
- teamwork and communication
- equity, diversity and inclusion
- stock control

The independent assessor must focus on **4 completed dishes or plates of food** submitted within the portfolio, each from a different food group, each using different preparation and cooking methods. Dishes observed in the practical should be excluded from questions in the interview.

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

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

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

The independent assessor must ask at least **10 questions**. Follow-up questions are allowed where clarification is required.

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

Before the assessment

Employers/training providers should:

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

Grading the interview underpinned by portfolio

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

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

Interview underpinned by portfolio mock assessment

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

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

- the mock interview underpinned by portfolio should take place in a suitable location.
- a **60-minute** time slot should be available to complete the interview underpinned by portfolio, if it is intended to be a complete interview covering all relevant standards. However, this time may be split up to allow for progressive learning.
- consider a video or audio recording of the mock interview underpinned by portfolio and allow it to be available to other apprentices, especially if it is not practicable for the employer/training provider to carry out a separate mock assessment with each apprentice.
- ensure that the apprentice's performance is assessed by a competent trainer/assessor, and that feedback is shared with the apprentice to complete the learning experience. Mock assessment sheets are available to download from the Highfield Assessment website and may be used for this purpose.
- use a **minimum of 10, structured, 'open' questions** that do not lead the apprentice but allows them to express their knowledge and experience in a calm and comfortable manner. For example:
 - prepare cook and finish dishes
 - How did you manage different methods when preparing multiple components for a single dish?
 - cooking with alternative ingredients
 - Can you describe a dish you prepared using plant-based or gluten-free ingredients and explain why those alternatives were chosen?
 - errors and issues
 - Can you describe a time you helped resolve a customer complaint or issue?
 - self-management and professional development
 - How do you make sure you maintain professional standards and behaviour in the kitchen?

- What do you do to support your own learning and development at work?
- teamwork and communication
 - Can you give an example of how you communicated clearly with others to support service or kitchen operations?
 - How do you adapt your communication depending on who you are speaking to?
- equity, diversity and inclusion
 - How do you show respect for others and support equality and inclusion in the kitchen?
- stock control
 - What steps do you take to manage allergens when receiving and storing ingredients?
 - Can you describe how you make sure food is stored safely and in line with food safety guidelines?

Interview underpinned by portfolio criteria

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

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

Prepare, cook and finish dishes
To pass, the following must be evidenced.
PCF1 Describes appropriate preparation, cooking and finishing methods (K4, K5, K6, K7, K8, K9, K10, K11, K12, K13, K14, K15, K19, S6, S7, S8, S9, S10, S11, S12, S13, S14, S15, S16, S17, S21)
To gain a distinction, the following must be evidenced.
PCF2 Explains preparation, cooking and finishing choices made to achieve the best outcome (K4, K5, K6, K7, K8, K9, K10, K11, K12, K13, K14, K15, K19, S6, S7, S8, S9, S10, S11, S12, S13, S14, S15, S16, S17, S21)

Cooking with alternative ingredients
To pass, the following must be evidenced.
CAI1 Describes appropriate preparation and cooking methods when using alternative ingredients to make dishes plant based or gluten free (K16, S18)
To gain a distinction, the following must be evidenced.
<i>No distinction criteria.</i>

Errors and issues
To pass, the following must be evidenced.
EI1 Explains how to identify and resolve a common production error (K24, S25)
EI2 Describes how they have helped resolve feedback, or a complaint, or an issue (K25, S26)
To gain a distinction, the following must be evidenced.
EI3 Evaluates their input in assisting with the resolution of feedback, complaints, or issues (K25, S26)

Self management and professional development
To pass, the following must be evidenced.
SMPD1 Describes how they follow professional standards and maintain a professional attitude, using feedback to improve own performance (K37, S37, B5)
SMPD2 Describes how they ask for help with daily tasks and employ techniques to support their own and others' mental health and wellbeing at work (K33, S34)
To gain a distinction, the following must be evidenced.
SMPD3 <i>Evaluates how they have used feedback to improve their performance over time (K37, S37)</i>

Teamwork and communication
To pass, the following must be evidenced.
TC1 Outlines the professional communication principles they use with internal colleagues and stakeholders (K34, S35)
TC2 Describes how they collaborate with colleagues to support service delivery (K35, S36, B4)
To gain a distinction, the following must be evidenced.
TC3 <i>Justifies their choice of communication style or method when dealing with colleagues, line managers, stakeholders and customers (K34, S35)</i>
TC4 <i>Evaluates how they have worked with colleagues to support the delivery of service in line with organisational standards (K35, S36)</i>

Equity, diversity and inclusion
To pass, the following must be evidenced.
EDI1 Describes how they have advocated for equality and respect, working positively with colleagues, managers, and stakeholders, to meet the expectations of equity, diversity, and inclusion legislation or organisational policies (K32, S33, B1)
To gain a distinction, the following must be evidenced.
<i>No distinction criteria.</i>

Stock control
To pass, the following must be evidenced.
SC1 Describes methods to manage food safety and allergens, including monitoring and recording food temperatures, on delivery and in storage (K31, S32)
SC2 Applies stock control methods and processes taking environmental sustainability into account (K30, S31)
To gain a distinction, the following must be evidenced.
SC3 Explains the relationship between stock control, storage and rotation, and environmental sustainability (K30, S31)

[Click here to return to contents](#)