

Highfield Level 2 End-Point Assessment for ST0228 Commis Chef

End-Point Assessment Kit



Highfield Level 2 End-Point Assessment for ST0228 Commis Chef

EPA Kit

Contents

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

<u>Introduction</u>	<u>5</u>
<u>The Highfield approach</u>	<u>9</u>
<u>Gateway</u>	<u>11</u>
<u>The Commis Chef apprenticeship standard</u>	<u>12</u>
<u>Assessment summary</u>	<u>35</u>
<u>Assessing the on-demand test</u>	<u>39</u>
<u>Assessing the culinary challenge</u>	<u>42</u>
<u>Assessing the practical observation</u>	<u>48</u>
<u>Assessing the professional discussion</u>	<u>54</u>
<u>Annex A: The food groups – for culinary challenge and practical observation</u>	<u>61</u>
<u>Annex B: Preparation and cooking range</u>	<u>62</u>
<u>Annex C: Recipe log range</u>	<u>67</u>

How to use this EPA Kit

Welcome to the Highfield end-point assessment kit for the Level 2 Commis Chef Apprenticeship Standard.

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

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

Highfield also offers the Highfield Commis Chef Apprenti-kit that is a comprehensive learning resource, which is designed to be used on-programme.

For more information, please go to the Highfield Products website. Please note that the use of this kit is not a prerequisite for apprentices undertaking the Commis Chef end-point assessment.

Key facts

Apprenticeship standard:	Commis Chef
Level:	2
On-programme duration:	Minimum of 12 months
End-point assessment window:	Maximum of 2 months
Grading:	Pass/Distinction
End-point assessment methods:	On-demand test Culinary challenge Practical observation Professional discussion

In this kit, you will find:

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

Introduction

Standard overview

A commis chef is the most common starting position in many kitchens and in principle, the most junior culinary role. A commis chef prepares food and carries out basic cooking tasks under the supervision of a more senior chef. The primary objective of the commis chef is to learn and understand how to carry out the basic functions in every section of the kitchen, therefore having the opportunity to experience, consider and value each section with a view to choosing an area where they feel most inspired. The learning journey of any chef will vary considerably from one individual to the next, however it is necessary to understand and have experience in the basics that this role provides in order to progress to any future senior chef role.

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 standard.

The on-programme reviews and records are important to support the apprentice, on-programme assessor and employer in monitoring the progress of learning and development and to determine when the apprentice has achieved full competence in their job role and is ready for independent end assessment. The on-programme progression template is **not** a portfolio of evidence, but a record of what the apprentice can do following periods of training, development and assessment. A minimum of 6 meetings and completed records are recommended to show ongoing competence across the entire standard, over a minimum of a 12-month period prior to starting the independent end assessment.

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.

Recipe log

While on programme, the apprentice must produce a log of their work (recipe log), which must be made available to the end-point assessor after the gateway review meeting. The log is an important document that must be referred to during the professional discussion. A recipe log template is available to download from the Highfield Assessment website.

The log of dishes gives the apprentice an opportunity to present the variety of dishes they have prepared in their setting (as per setting's menu(s)), with full recipes, time plans, food safety controls and photos. Employer endorsement of the quality of the finished dish on each recipe should be sought.

The log is to reflect dishes produced, not to record individual stages of preparation and cooking. For example, a steak pie would be a valid inclusion, whereas diced beef would not.

This log may only contain dishes prepared independently by the apprentice during their programme*. **Annex C lists the minimum requirements for the recipe log.** It is anticipated that for new entrants to the kitchen environment, this will usually be after the first 6 months on-programme, but flexibility is given to employers to authorise the inclusion of dishes prepared before this time as long as they are prepared entirely independently by the apprentice; for example, where an employee has experience as a kitchen assistant prior to undertaking the commis chef apprenticeship.

Timeline for recipe log:	
On-programme	The apprentice develops their recipe log
Gateway review meeting	The recipe log is available at the gateway meeting
End-point assessor review	The end-point assessor reviews the recipe log and checks it meets the requirements set out in Annex C. This meeting can be face to face or remote.
Professional discussion	The log is discussed during the professional discussion

A recipe log template is available as a download from the Highfield Assessment website for apprentices to use.

- * Dishes that have been prepared within a controlled environment outside of the workplace (such as a training kitchen) may also be included within the recipe log. However, **all** dishes included within the log must be prepared in full by the apprentice and validated by the employer, regardless of where the preparation took place.

Use of Artificial Intelligence (AI) in the EPA

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

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

Additional, relevant on-programme qualification

Highfield Level 2 Diploma for Commis Chefs (RQF) is available as an additional qualification that may be taken alongside the commis chef apprenticeship while on-programme if required.

Readiness for end-point assessment

In order 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 employer must be confident that the apprentice has developed all the knowledge, skills and behaviours defined in the apprenticeship standard. To ensure this, the apprentice must attend a formal meeting with their employer to complete the gateway readiness report.
- the apprentice and the employer should then engage with Highfield to agree on a plan and schedule for each assessment activity to ensure all components can be completed within a 2-month end-assessment window. Further information about the gateway process is covered later in this guide.
- the apprentice must have produced a recipe log that covers the requirements listed in Annex C (note: the apprentice must share the recipe log with the independent end-point assessor in a meeting to take place after the gateway review meeting).

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

Order of end-point assessments

There are 4 assessment activities for the commis chef independent end assessment. The on-demand test, practical observation and culinary challenge may be undertaken in any order, however, the professional discussion must be the last activity completed. All assessment activities must be completed within 2 months.

It is a requirement that apprentices have adequate time to prepare for and recuperate from each assessment activity prior to commencing the next. Assessments may occur over a minimum of 2 days and a maximum of 2 months within the assessment window, with no one day containing both observations or more than 2 assessment activities.

[Click here to return to contents](#)

The Highfield approach

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

Documents used in developing this end-point assessment

Standard (2015)

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

End-point assessment plan (2017 ST 0228/AP01)

https://www.instituteforapprenticeships.org/media/1140/commis_chef.pdf

Common approach (2017)

Specific considerations

On-demand tests - Highfield has used 52 questions and a pass mark of 70% for the on-demand test, in line with the common approach document issued by People1st.

In accordance with the commis chef assessment plan, Highfield has detailed which criteria **must** be covered within the culinary challenge and the practical observation respectively at the end of this guide. Additionally, there are some criteria within the assessment plan that had been open for assessment either by culinary challenge, practical observation or professional discussion, within this kit, Highfield has determined which assessment method these criteria will fall within. Wherever possible, all criteria detailed within the culinary challenge or practical observation should be covered within those assessments. However, in some circumstances, some criteria may be 'carried over' to the professional discussion (if they have not been achieved within the culinary challenge).

The assessment plan states that the: 'Apprentice will be given a base 'category' of cold and hot dessert range by the independent end assessor at the initial meeting with the independent end assessor, such as egg based dessert', however, Highfield have taken the decision to distribute this information to apprentices at the time of scheduling.

For the Culinary Challenge, the assessment plan states that the: 'apprentice will prepare a full recipe with a time plan prior to the assessment. The plan does not need to be supplied to the independent end assessor in advance of the assessment but will contribute towards the assessment', however, Highfield ask that the main course recipe is submitted at gateway.

During the practical observation, wherever possible, situations and evidence should be naturally occurring. However, to ensure that all criteria can be covered, some simulation

will be allowed to ensure total coverage of the standards. This can be arranged before the assessment takes place to give the best opportunity for all criteria to be met.

All of the evidence criteria used within this end-point assessment have been taken directly from the commis chef standard assessment plan.

Temporary dispensation

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

The key changes are:

Professional discussion

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

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

[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

Additionally, apprentices must bring:

- their organisation's menu
- their culinary challenge main course proposal

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

The gateway meeting

The gateway meeting should last around 1 hour and must be completed on or after the apprenticeship on-programme end date. It should be attended by the apprentice and the relevant people who have worked with the apprentice on-programme, such as the line manager/employer or mentor, the on-programme trainer/training provider and/or a senior manager (as appropriate to the business).

During the meeting, the apprentice, employer and training provider will discuss the apprentice's progress to date and confirm if the apprentice has met the full criteria of the apprenticeship standard during their on-programme training. The following gateway readiness report should be used to log the outcomes of the meeting and should be agreed by all 3 parties. The report should then be submitted to Highfield to initiate the end-point assessment process. If you require any support completing the gateway readiness report, please contact your EPA Customer Engagement Manager at Highfield Assessment.

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

Reasonable adjustments and special considerations

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

ID requirements

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

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

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

[Click here to return to contents](#)

The Commis Chef apprenticeship standard

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

Culinary		
Knowledge	Skills	Behaviour
Identify the factors which influence the types of dishes and menus offered by the business	Contribute to reviewing and refreshing menus in line with business and customer requirements	Show enthusiasm for keeping up to date with business and industry trends
Recognise how technology supports the development and production of dishes and menu items in own kitchen	Use available technology in line with business procedures and guidelines to achieve the best result	Use technology and equipment in line with training
Recognise the importance of checking food stocks and keeping the storage areas in good order, know the procedures to carry out and how to deal with identified shortages and food close to expiry date	Checking of food stocks, report on shortages, prioritise food that is close to expiry and keep the storage areas in good order	Has the confidence to promptly deal with sub-standard ingredients, or those nearing their sell by date
Know how to undertake set up, preparation and cleaning tasks to standard whilst working in a challenging, time-bound environment	Work methodically to prioritise tasks, ensuring they are completed at the right moment and to the required standard	Demonstrate the ability to identify when tasks are not going to plan and has the confidence to request support when needed
Identify correct ingredients and portion sizes for each dish in line with recipe specifications	Measure dish ingredients and portion sizes accurately	Pay attention to detail and consistent working to achieve standards
	Demonstrate a range of craft preparation and basic cooking skills and techniques to	Show commitment to developing skills and knowledge; trying out new ingredients and dishes; practicing and reflecting on different preparation and cooking techniques

<p>Identify the principles of basic food preparation and cooking; taste; allergens; diet and nutrition</p> <p>Identify commonly used knives and kitchen equipment and their specific function</p> <p>Recognise and understand sources and quality points of common food groups and commodities</p> <p>Identify traditional cuts of; and basic preparation methods for, meat, poultry, fish and vegetables</p> <p>Recognise the impact of seasonality on the availability, quality and price of ingredients</p>	<p>prepare, produce and present dishes and menu items in line with business requirements</p> <p>Use correct knives and knife skills when preparing food as well as the correct equipment when preparing, cooking and presenting food</p> <p>Correctly store and use food commodities when preparing dishes</p> <p>Apply correct application of preparation and selection methods when using meat, poultry, fish and vegetables in dishes</p> <p>Complete preparation and cooking tasks to a high standard, delivered on time and presented as described within the recipe specification</p>	<p>Demonstrate care and attention when using knives and equipment</p> <p>Consistently use the correct volume and quality of commodities in each dish, maintaining attention to detail</p> <p>Utilise the correct cuts and preparation methods to produce high quality, technically sound dishes</p> <p>Has an appreciation of ingredients</p>
On-demand test		
Criteria covered in the on-demand test		
<p>CU01 The seasonal calendar of food (fish, meat, game and vegetables) and its impact on cost, quality and flavour</p> <p>CU02 Technology and its application within food preparation area</p> <p>CU03 The benefits in terms of cost savings, efficient working practices and end results of technological application in the area of food preparation/production in terms of producing food, food procurement and monitoring of food storage - within the context the wider</p>		

sector. Technology to include: Equipment; social media and apps and software in terms of SOPs and training; stock control and ordering	
CU04	Food safety and knowledge/temperature and storage conditions ambient chilled and frozen
CU05	The consequences of not checking in terms of self, others and the business
CU06	Principles of safe food handling/COSHH and the need to clean as you go
CU07	The importance of undertaking mise-en place
CU08	Taste - basic flavour profile , seasoning, herbs and spices
CU09	Common food groups and basic requirements for a balanced diet
CU10	Basic dietary variations such as vegetarian, vegan, religious diets
CU11	The key allergens, how to find information about dish content, and the reasons they must be identified
CU12	Common knives and their correct uses with each food group – cooks knives, boning, filleting, paring, pallete, peeler
CU13	Commonly used kitchen equipment for cooking, processing and finishing dishes
CU14	The correct use of techniques, tools, knives, and equipment when preparing, cooking and presenting food and why using these correctly is important
Culinary challenge	
To pass, the following must be evidenced	
CU17	Customer profile of the organisation and how this affects menu design and costing
CU18	Availability of food
CU19	Mise en place undertaken in a timely fashion and ensure all food preparation allows for requirements of service
CU20	Follow and adhere to cleaning schedules
CU21	How to find a dish specification / recipe for prescribed dish
CU22	How to read and understand the specification / recipe for the dishes and ingredients
CU23	Weigh and measure ingredients using accurately functioning tools or equipment
To gain a distinction	
CU42	<i>Complete detailed research into the 'base dessert'</i>
CU43	<i>Execute food preparation and finishing tasks speedily and to an excellent standard, including making changes throughout the process, where necessary</i>
CU44	<i>Present dishes to the exact required standard - colour, consistency, texture and temperature</i>
CU45	<i>Present flavour balance/taste profiles to the exact required standard</i>
CU46	<i>Work accurately to their previously prepared time plan</i>

<p>CU24 Ensure the correct volume or number of components</p> <p>CU25 Ensure consistent portions are prepared and served</p> <p>CU26 Pay attention to detail and work consistently to achieve standards</p> <p>CU27 Follow specifications/brand standards to prepare and produce dishes and menu items, on time, ensuring consistency of the finished product as per Annex B</p> <p>CU28 Identify correct knives and equipment for preparation, cooking and finishing of dishes and menu items as identified in Annex B</p> <p>CU29 Correct settings and use of equipment when preparing, cooking and finishing dishes and menu items</p> <p>CU30 Adhere to company specifications/brands when preparing and cooking dishes</p> <p>CU31 Demonstrate care and attention when using knives and equipment</p> <p>CU32 Correctly store and use food commodities when preparing dishes</p> <p>CU33 Ambient, chilled and frozen storage used correctly</p> <p>CU34 Correct labelling of food – dates, ingredients, allergens</p> <p>CU35 Stock rotation</p> <p>CU36 Colour coding, following food safety systems</p> <p>CU37 Adhere to company/brand standard/menu specification</p> <p>CU38 Consistently use the correct volume and quality of commodities in each dish, maintaining attention to detail</p> <p>CU39 Apply correct preparation and selection methods when using meat, poultry, fish and vegetables in dishes</p>	<p>CU47 <i>Work efficiently and effectively with ease, tasks prioritised and sequenced, accurate use of materials, well organised, fast, continuously keeping work area clean and tidy</i></p> <p>CU48 <i>Adhere to organisational requirements at all times</i></p> <p>CU49 <i>Demonstrate consistent professional communication as required</i></p>
---	--

<p>CU40 Utilise the correct cuts and preparation methods to produce high quality, technically sound dishes</p> <p>CU41 Complete preparation and cooking tasks to a high standard, delivered on time and presented as described within the recipe specification</p>	
Practical observation	
To pass, the following must be evidenced	To gain a distinction
<p>CU50 Mise en place undertaken in a timely fashion and ensure all food preparation allows for requirements of service</p> <p>CU51 Follow and adhere to cleaning schedules</p> <p>CU52 How to find a dish specification/recipe for prescribed dish</p> <p>CU53 How to read and understand the specification/recipe for the dishes and ingredients</p> <p>CU54 Weigh and measure ingredients using accurately functioning tools or equipment</p> <p>CU55 Ensure the correct volume/number of components</p> <p>CU56 Ensure consistent portions prepared and served</p> <p>CU57 Pay attention to detail and work consistently to achieve standards</p> <p>CU58 Follow specifications/brand standards to prepare and produce dishes and menu items, on time, ensuring consistency of the finished product as per Annex B</p> <p>CU59 Identify correct knives and equipment for preparation, cooking and finishing of dishes and menu items as identified in Annex B</p> <p>CU60 Correct settings and use of equipment when preparing, cooking and finishing dishes and menu items</p>	<p>CU79 <i>Execute food preparation and finishing tasks speedily and to an excellent standard, including making changes throughout the process, where necessary</i></p> <p>CU80 <i>Present dishes to the exact required standard - colour, consistency, texture and temperature</i></p> <p>CU81 <i>Present flavour balance/taste profiles to the exact required standard</i></p> <p>CU82 <i>Work efficiently and effectively with ease, tasks prioritised and sequenced, accurate use of materials, well organised, fast, continuously keeping work area clean and tidy</i></p>

<p>CU61 Adhere to company specifications/brands when preparing and cooking dishes</p> <p>CU62 Demonstrate care and attention when using knives and equipment</p> <p>CU63 Correctly store and use food commodities when preparing dishes</p> <p>CU64 Ambient, chilled and frozen storage used correctly</p> <p>CU65 Correct labelling of food – dates, ingredients, allergens</p> <p>CU66 Stock rotation</p> <p>CU67 Colour coding, following food safety systems</p> <p>CU68 Adhere to company/brand standard/menu specification</p> <p>CU69 Consistently use the correct volume and quality of commodities in each dish, maintaining attention to detail</p> <p>CU70 Apply correct preparation and selection methods when using meat, poultry, fish and vegetables in dishes</p> <p>CU71 Utilise the correct cuts and preparation methods to produce high quality, technically sound dishes</p> <p>CU72 Complete preparation and cooking tasks to a high standard, delivered on time and presented as described within the recipe specification</p> <p>CU73 Demonstrate working to menus in line with business requirements and advising of issues in terms of menu item availabilities and popularity of menu items and cooking to establishment standards- adhering to any nutritional requirements</p> <p>CU74 Turn up on time</p> <p>CU75 Wear uniform correctly</p>	
---	--

<p>CU76 Use technology in own kitchen as per manufacturers' instructions and in accordance with health and safety regulations</p> <p>CU77 Use technology appropriately and as required by the establishment in respect of cooking stated menu items</p> <p>CU78 Work safely, efficiently and confidently in use of technology</p>	
Professional discussion	
To pass, the following must be evidenced	To gain a distinction
<p>CU83 Identify correct knives and equipment for the preparation, cooking and finishing of dishes and menu items as identified in Annex B</p> <p>CU84 Correct settings and use of equipment when preparing, cooking and finishing dishes and menu items</p> <p>CU85 Adhere to company specifications/brands when preparing and cooking dishes</p> <p>CU86 Consistently use the correct volume and quality of commodities in each dish, maintaining attention to detail</p> <p>CU87 Utilise the correct cuts and preparation methods to produce high quality, technically sound dishes</p> <p>CU88 Complete preparation and cooking tasks to a high standard, delivered on time and presented as described within the recipe specification</p> <p>CU89 Demonstrate working to menus in line with business requirements and advising of issues in terms of menu item availabilities and popularity of menu items and cooking to establishment standards- adhering to any nutritional requirements</p>	<p>CU102 <i>Evaluate own performance and take development opportunities to improve in food preparation, cooking and service</i></p> <p>CU103 <i>Evaluate dishes to seek improvement/modernisation</i></p> <p>CU104 <i>Proactively keep up to date with industry developments, food trends and business objectives through trade publications, social media platforms, colleagues and peers</i></p> <p>CU105 <i>Looking for opportunities to influence improvements in culinary performance</i></p> <p>CU106 <i>Demonstrate a passion for cooking by preparing, cooking and serving creative, technically sound dishes</i></p> <p>CU107 <i>Take appropriate opportunities to experiment with new techniques/food items/methods and dishes</i></p>

<p>CU90 Use technology in own kitchen as per manufacturers' instructions and in accordance with health and safety regulations</p> <p>CU91 Use technology appropriately and as required by the establishment in respect of cooking stated menu items</p> <p>CU92 Work safely, efficiently and confidently in use of technology</p> <p>CU93 Understand brand standards and basic food costs in relation to quality of produce</p> <p>CU94 Respond to feedback from line manager and any customer feedback provided, including complaints</p> <p>CU95 Undertake professional development as requested or self-managed</p> <p>CU96 Check, report and carry out stock checks, demonstrating stock rotation and recording of activities on appropriate documentation</p> <p>CU97 Communicate to appropriate personnel of stock levels and shortages</p> <p>CU98 Identify when tasks are not going to plan and have the confidence to request support when needed</p> <p>CU99 Contribute to the development of menu items, and follow a structured development plan</p> <p>CU100 Work with a mentor to make recommendations for a dish/try out new ideas/skills</p> <p>CU101 Reflect on ingredients, dishes and seasons, looking at menu and performance and making recommendations</p>	
--	--

Amplification and guidance

- **Seasonal** - referring to the times of year when a given type food is at its peak, either in terms of harvest or its flavour. This is usually the time when the item is the cheapest and the freshest on the market. Examples may include:
 - asparagus (in season May to June)
 - Jersey Royal potatoes (May to June)
 - peaches (July to September)
 - butternut squash (September to November)
- **Flavour profile** - includes seasoning, herbs and spices, umami, sweet, salt, sour, bitter, texture, temperature.
- **Balanced diet** - a balance of nutrients, flavours and accompaniments.
- **Religious diets** - e.g. Hinduism prohibits the consumption of beef. Sensitivity and care should be exercised when catering for those who follow religious dietary practices and this is particularly important where those being served are unable to eat elsewhere.
- **Mise en place** - a French term (literally meaning 'setting in place') for having all ingredients measured, cut, peeled, sliced, grated, etc. before cooking. Pans are prepared, mixing bowls, tools and equipment set out. This allows for meals to be assembled quickly and effortlessly.
- **Brand/standards** - e.g. standards applied across the organisation or brand to ensure guests and customers experience a consistent and uniform experience.
- **Commodities** - merchandise/produce. Understanding their supply and demand, reporting issues to a supervisor.
- **Colour-coding** - prevents contamination and cross-contamination and makes daily operations easier. E.g. red knives and chopping boards for raw meat, blue for raw fish, yellow for cooked meats, green for salad and fruit, brown for vegetable and white for dairy products.

- **Menu specification** - ensures consistency with cooking, presenting and budgeting.
- **Nutritional requirements** – by law, information on allergenic ingredients must be provided. Food served must accurately reflect what the menu pertains it to be.
- **Social media platforms** - e.g. Facebook or Twitter. Interacting with customers, replying to comments and reviews, sending out updates and promotions, etc. Maintaining a good reputation to the public.

Food safety		
Knowledge	Skills	Behaviours
<p>Identify the personal hygiene standards, food safety practices and procedures required, understand the importance of following personal hygiene standards, food safety practices and procedures and the consequences of failing to meet them</p> <p>Know how to store, prepare and cook ingredients to maintain quality, in line with food safety legislation</p>	<p>Maintain the keeping of a clean and hygienic kitchen environment at all times, complete kitchen documentation as required</p> <p>Store, prepare and cook ingredients correctly to deliver a quality product that is safe for the consumer</p>	<p>Demonstrate high personal hygiene standards</p> <p>Follow safe working practices when storing, preparing and cooking ingredients to maintain their quality and safety</p>
On-demand test		
Criteria covered in the on-demand test		
<p>FS01 Risks to food safety</p> <p>FS02 Types of contamination and cross-contamination of food and surfaces and how they can occur</p> <p>FS03 Vehicles of contamination, including surfaces</p> <p>FS04 The types of food poisoning and how food poisoning organisms can contaminate food</p> <p>FS05 The common symptoms of food poisoning</p> <p>FS06 The factors which enable the growth of food poisoning organisms</p> <p>FS07 The effect of personal hygiene and behaviour on the safety of food</p> <p>FS08 Own role in spotting and dealing with hazards, and in reducing the risk of contamination</p> <p>FS09 The importance of identifying food hazards promptly</p> <p>FS10 The potential impact on health if hazards are not spotted and dealt with promptly</p> <p>FS11 The importance of risk assessments</p>		

FS12	Types of unsafe behaviour that may impact on the safety of food and why it is important to avoid this type of behaviour when working with food
FS13	The legal and regulatory requirements for food safety, the importance of complying with them, the implications of noncompliance and the role of enforcement officers
FS14	Control of risks to food safety
FS15	The importance of, and methods for, the separation of raw and cooked foods and separation of finished dishes
FS16	Identify the temperature danger zone , why food needs to be kept at specified temperatures and how to ensure this
FS17	Procedures to follow when dealing with stock including deliveries, storage, date marking and stock rotation, and why it is important to consistently follow them
FS18	The importance of keeping work areas and environment clean and tidy, and tools, utensils and equipment in good order, clean condition and stored correctly
FS19	Methods and frequency of cleaning and maintenance of equipment, surfaces and environment and how they affect food safety in the workplace
FS20	The actions that should be taken in response to spotting a potential hazard
FS21	The types of food waste which can occur in the workplace and how it should be safely handled in the workplace
FS22	The main types of pests and infestation that may pose a risk to the safety of food, how they can occur, how to recognise them and how to prevent them
FS23	The consequences and main symptoms of allergen and intolerant contamination
FS24	The legal requirements for a food business to apply a food safety management system based on the codex principles of HACCP, and allergen control management
Culinary challenge	
To pass, the following must be evidenced	
FS25	Reduce contamination risks associated with workflow procedures
FS26	Use storage procedures to prevent cross-contamination
FS27	Make sure surfaces and equipment are clean and in good condition
To gain a distinction	
FS36	<i>Consistently follows best practice in adhering to all food safety processes</i>

FS28 Use clean and suitable cloths and equipment for wiping and cleaning between tasks FS29 Dispose of waste promptly, hygienically and appropriately FS30 Avoid unsafe behaviour that could contaminate the food you are working with FS31 Keep necessary records up-to-date FS32 Prepare, cook and hold food safely FS33 Check food before and during operations for any hazards, and follow the correct procedures for dealing with these FS34 Prevent cross-contamination, such as between raw foods, foods already cooking/reheating and ready-to-eat foods FS35 Use methods, times, temperatures and checks to make sure food is safe	
Practical observation	
To pass, the following must be evidenced	To gain a distinction
FS37 Reduce contamination risks associated with workflow procedures FS38 Use storage procedures to prevent cross-contamination FS39 Make sure surfaces and equipment are clean and in good condition FS40 Use clean and suitable cloths and equipment for wiping and cleaning between tasks FS41 Dispose of waste promptly, hygienically and appropriately FS42 Avoid unsafe behaviour that could contaminate the food you are working with FS43 Keep necessary records up-to-date FS44 Prepare, cook and hold food safely	<p><i>No distinction criteria</i></p>

<p>FS45 Check food before and during operations for any hazards, and follow the correct procedures for dealing with these</p> <p>FS46 Prevent cross-contamination, such as between raw foods, foods already cooking/reheating and ready-to-eat foods</p> <p>FS47 Use methods, times, temperatures and checks to make sure food is safe</p>	
Professional discussion	
To pass, the following must be evidenced	To gain a distinction
<p>FS48 Understand and interpret labels, recording the presence of allergens and intolerants</p> <p>FS49 Identify and analyse potential hazards of cross-contamination</p> <p>FS50 Provide accurate information to customers</p> <p>FS51 Control deliveries, storage, stock rotation and supplier specifications to protect against allergen and intolerant contamination</p> <p>FS52 Approach allergen control responsibly</p> <p>FS53 Maintain up-to-date records and instructions</p> <p>FS54 Use safe food handling practices and procedures for preparing and serving both “specific allergen” free and “intolerant” free food</p> <p>FS55 Adhere to organisation’s procedures for items that may cause allergic reactions</p> <p>FS56 Check that food is undamaged, is at the appropriate temperature and within its ‘use-by date’ on delivery</p> <p>FS57 Prepare food for storage and store within correct timescales and conditions</p> <p>FS58 Clean and maintain storage areas, including assurance of the correct temperature for the type of food</p>	<p><i>No distinction criteria</i></p>

FS59 Store food so that cross-contamination is prevented FS60 Separate and correctly store ready-to-eat foods and common allergenic foods such as nuts (e.g. sealed containers) FS61 Follow stock rotation procedures FS62 Safely dispose of food that is beyond its 'use-by date'	
Amplification and guidance	
<ul style="list-style-type: none"> • Contamination - best described as the presence of harmful or objectionable matter in food. Types of contamination include chemical, physical, allergenic and microbial. • Cross-contamination - the transferring of microorganisms from contaminated food and contaminated areas to cooked or ready to eat food. • Food poisoning organisms - cause illnesses including salmonella, norovirus, campylobacter, <i>E. coli</i> and listeria. • Personal hygiene – including handwashing, personal cleanliness, protective clothing, reporting illnesses and healthy carriers. • Hazards - something with the potential to cause harm, e.g., chemical, physical, allergenic and microbial. • Enforcement officers - roles include limiting the spread of any food poisoning outbreaks, making recommendations, providing guidance and issuing notices. • Temperature danger zone - when food is kept between 5°C and 63°C. • Infestation - the state of being invaded or overrun by pests or parasites such as rodents, cockroaches and silverfish. 	

- **Allergen** - examples of what allergens can cause include rashes, swelling of the throat and death. Triggers the immune system. Common allergens include gluten, nuts, shellfish and eggs.
- **Intolerant** - symptoms caused are usually gut symptoms, such as bloating, diarrhoea, constipation and IBS. Common intolerants include gluten, wheat and lactose.
- **Codex principles** - the 7 basic principles of HACCP are implemented into the system through the 12 steps, based on Codex Alimentarius:
 - Assemble HACCP team
 - Describe product
 - Identify intended use
 - Construct flow diagram
 - On-site confirmation of flow diagram
 - List all potential hazards associated with each step, conduct a hazard analysis, and consider any measures to control identified hazards (Principle 1)
 - Determine critical control points (Principles 2)
 - Establish critical limits for each CCP (Principle 3)
 - Establish a monitoring system for each CCP (Principle 4)
 - Establish corrective actions (Principle 5)
 - Establish verification procedures (Principle 6)
 - Establish documentation and record-keeping (Principle 7)

People		
Knowledge	Skills	Behaviour
Understand how personal and team performance impact on the successful production of dishes and menu items	Work effectively with others to ensure dishes produced are of high quality, delivered on time and to the standard required	Take pride in own role through an enthusiastic and professional approach to tasks
Know how to communicate with colleagues and team members from a diverse range of backgrounds and cultures	Use suitable communication methods and operate in a fair and equal manner that demonstrates effective team working	listen to and respect other peoples' point of view and responding politely
Understand the importance of training and development to maximise own performance	Develop of own skills and knowledge through training and experiences	Welcome and act on feedback to improve personal methods of working, recognising the impact that personal performance has on the team. Recognise own personal growth and achievement
Know how to support team members when the need arises	Support team members to produce dishes and menu items on time to quality standards	Respond positively to instruction and be aware of team members who may need support to get menu items out on time without compromising quality
Have an understanding of professional behaviours and organisational culture	Perform the role to the best of own ability in line with the business values and culture	Behave in a manner in line with the values and culture of the business
Recognise how all teams are dependent on each other and understand the importance of teamwork both back and front of house	Develop good working relationships across the team and with colleagues in other parts of the organization and deal with challenges and problems constructively to drive a positive outcome	Communicate and behave effectively to help team members achieve the best result for the customers and the business

On-demand test	
Criteria covered in the on-demand test	
PP01 The impact of poor individual performance from an individual on a team PP02 The impact of poor team performance on the business and the customer experience PP03 The benefits and impact of a high performing team in respect of food production and meeting customers' expectations of the food experience PP04 How to respond to requests of assistance from colleagues PP05 The importance of being supportive - whilst ensuring own work priorities are met PP06 Professional behaviours such as timekeeping; need for full attendance; following company standards along the lines of reporting illness and absence; booking holidays, wearing of company uniform; attending agreed events such as arranged training PP07 The impact of own behaviours on the team and the impact of unprofessional/negative behaviours on team working	
Culinary challenge	
To pass, the following must be evidenced	To gain a distinction
PP08 Take pride in own role through an enthusiastic and professional approach to tasks	<i>No distinction criteria</i>
Practical observation	
To pass, the following must be evidenced	To gain a distinction
PP09 Take pride in own role through an enthusiastic and professional approach to tasks PP10 Work effectively with others to ensure dishes produced are of high quality, delivered on time and to the standard required PP11 Demonstrate team work - as seen by working well with colleagues and professional conduct and good time-keeping and willingness to cover for others and respond flexibly to rota requirements	PP18 <i>Use appropriate communication: role model for professionalism: manner, clear and timely information, encouraging feedback, listening actively, striving for excellence in professional relationships</i>

<p>PP12 Listen to and respect other peoples' point of view and respond politely</p> <p>PP13 Demonstrate team working and professional conduct - checking attendance at work; behaviours in team activities such as team meetings</p> <p>PP14 Demonstrate appropriate responses to instructions, request information when required and ask questions to seek clarification and further guidance</p> <p>PP15 Demonstrate support to others by asking where help is required when own tasks are completed</p> <p>PP16 Can accelerate work pace when required and go the extra mile</p> <p>PP17 Behave in a manner in line with the values and culture of the business</p>	
Professional discussion	
To pass, the following must be evidenced	To gain a distinction
<p>PP19 Listen to and respect other peoples' point of view and respond politely</p> <p>PP20 How own working practices and that of team impact on food production and service and the customer experience</p> <p>PP21 Effective communication methods and how to communicate with colleagues and team members</p> <p>PP22 Team work- as seen by working well with colleagues</p> <p>PP23 What training is and the importance of personal development in terms of improving knowledge and skills</p> <p>PP24 Current levels of performance, identifying areas of development and what they require to address skills and knowledge gaps</p>	<p>PP31 Encourage and facilitate good team and working relationships</p> <p>PP32 Demonstrate a high level of consideration for other people's opinions</p> <p>PP33 Act as a role model to other team members, providing support and guidance when required</p> <p>PP34 Taking responsibility for identifying possible development opportunities for self and team members</p> <p>PP35 Evaluating own skills and performance, seeking feedback from others and proactively engaging with performance reviews and development planning</p>

<p>PP25 Effective team work and support by evidencing from peer feedback and questioning that preparation and service timelines are met on a consistent basis</p> <p>PP26 Basic team roles and state own job role requirements, the job role requirements of others and how adhering to role responsibilities and targets impact on the team and work productivity in a positive way</p> <p>PP27 The relationship with other departments and the requirement to communicate across departments</p> <p>PP28 Levels of communication with other departments, and what they need to know about the work of the other departments in order to deliver a good service to the customer/service user</p> <p>PP29 Specific examples where they have developed/augmented good working relationships</p> <p>PP30 Potential challenges pinch points in the working environment and how they can overcome such challenges</p>	
Amplification and guidance	
<p>Work productivity - the amount of goods and services that a worker produces in a given amount of time</p> <p>Good working relationships - focusing on what was done, why it was done, what the outcome was and how the situation would be approached if there wasn't a positive outcome</p>	

Business		
Knowledge	Skills	Behaviour
Understand the basic costing and yield of dishes and the meaning of gross profit	Follow instructions to meet targets and effectively control resources	Be financially aware in the approach to all aspects of work
Understand the principles of supply chain and waste management	Follow procedures regarding usage and waste of resources	Set an example to others by working in ways which minimise waste
Recognise potential risks in the working environment, how to address them and the potential consequences of those risks	Undertake all tasks with due care and attention, reporting risks in the appropriate manner	Is vigilant and aware of potential risks within the kitchen environment, taking action to prevent them
On-demand test		
Criteria covered in the on-demand test		
BN01 Why menu items need to be costed and the importance of working to budgets BN02 The terms yield and gross profit and describe their relevance to planning food production operations BN03 The supply chain in terms of basic principles and that of the establishment they are working in BN04 Providence and the importance of working with nominated suppliers and tendering for suppliers on a regular basis BN05 The impact of wastage on p&l and not making full use of produce by creative and efficient menu planning BN06 Principles of waste management and recycling BN07 Potential hazards within food preparation areas BN08 Risks in work environment and how to mitigate such risks		
Culinary challenge		
To pass, the following must be evidenced	To gain a distinction	
BN09 Be financially aware in approach to all aspects of work	No distinction criteria	

BN10 Demonstrate following of specifications and correct food production techniques to meet GP requirements BN11 Provide evidence of appropriate documentation being completed	
Practical observation	
<i>To pass, the following must be evidenced</i>	<i>To gain a distinction</i>
BN12 Work to specified standards - following establishment standards in terms of preparing menu items in accordance with business/customer needs BN13 Adhere to recipes/specifications as required BN14 Maintain any appropriate documentation such as wastage records BN15 Demonstrate effective waste management BN16 Be financially aware in approach to all aspects of work BN17 Works efficiently and safely throughout work shifts BN18 Is vigilant and aware of potential risks within the kitchen environment and takes action to prevent them	<p style="text-align: center;"><i>No distinction criteria</i></p>
Professional discussion	
<i>To pass, the following must be evidenced</i>	<i>To gain a distinction</i>
BN19 What targets they are expected to meet in terms of portion control and wastage BN20 Work site GP% targets and what the impact is of not meeting GP BN21 Waste management BN22 Undertake any recycling and correct disposal of waste	BN25 <i>Considering factors that may affect performance and responding effectively in line with the job role</i> BN26 <i>Setting an example to team members on efficient ways of working to organisational standards</i> BN27 <i>Having a working knowledge of costs in the kitchen environment and why their control is important to meet team and organisational needs</i>

<p>BN23 Note what contingency planning is in place where certain ingredients are not available, and what the suitable alternatives and substitutes are</p> <p>BN24 Where risks have been identified, report as per standard requirements, meeting legal requirements</p>	<p>BN28 <i>Approaching tasks/solving problems with a methodical, considered approach, taking into account potential consequences of own actions</i></p>
<p style="text-align: center;">Amplification and guidance</p>	
<ul style="list-style-type: none"> • Providence - links to seasonality. Having the foresight and knowledge to know when produce is coming into season. Can save supply costs and give the business an edge over competitors. • P&L - profit and loss. The less spent on commodities to produce a specific amount of meals, the more the business earns when the meals are sold. Using the correct amount of ingredients in the right way will reduce wastage and improve gross profit (GP) which impacts the P&L positively. • Waste management - via poor production and ruination of food items and wastage as a result of poor stock. Related to efficient working practices and yield. • Hazards - something with the potential to cause harm e.g. chemical, physical, allergenic and microbial. • Contingency planning - preparing a food business to respond effectively to an unplanned event - being prepared, responding to an event and post-event recovery or even a power cut. • Alternatives and substitutes – e.g. cocoa and butter in place of unsweetened chocolate, garlic powder for gloves or different types of rice to substitute for one another. 	

[Click here to return to contents](#)

Assessment summary

The end-point assessment for the commis chef apprenticeship standard is made up of 4 components:

1. A 90-minute on-demand test consisting of 52 questions
2. A 2-hour culinary challenge
3. A 3-hour practical observation
4. A 40-minute professional discussion with recipe log

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

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

On-demand test

- To achieve a pass in the on-demand test, apprentices must score 70%, which equates to 36 out of 52
- To achieve a distinction in the on-demand test, apprentices must score 85%, which equates to 44 out of 52

Culinary challenge observation

To achieve a pass in the culinary challenge observation:

- wherever possible, all pass criteria should be covered

To achieve a distinction in the culinary challenge observation:

- all pass and all distinction criteria should be covered

Practical observation

To achieve a pass in the practical observation:

- wherever possible, all pass criteria should be covered

To achieve a distinction in the practical observation:

- all pass and all distinction criteria should be covered

Professional discussion

To achieve a pass in the professional discussion with recipe log:

- all pass criteria should be covered

To achieve a distinction in the professional discussion:

- all pass and all distinction criteria should be covered

In exceptional circumstances, some criteria found within the culinary challenge observation and practical observation may be picked up within the professional discussion, and further guidance on this is contained within the criteria pages of this document.

Grading

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

On-demand test	Culinary challenge	Practical observation	Professional discussion	Overall score
Pass	Pass	Pass	Pass	Pass
Distinction	Pass	Pass	Pass	Pass
Pass	Pass	Pass	Distinction	Pass
Pass	Distinction	Pass	Pass	Pass
Pass	Pass	Distinction	Pass	Pass
Distinction	Pass	Pass	Distinction	Pass
Pass	Pass	Distinction	Distinction	Pass
Distinction	Distinction	Pass	Pass	Pass
Distinction	Pass	Distinction	Pass	Pass
Pass	Distinction	Pass	Distinction	Pass
Pass	Distinction	Distinction	Pass	Pass
Distinction	Pass	Distinction	Distinction	Pass
Distinction	Distinction	Pass	Distinction	Pass
Pass	Distinction	Distinction	Distinction	Distinction
Distinction	Distinction	Distinction	Pass	Distinction
Distinction	Distinction	Distinction	Distinction	Distinction

In summary, to achieve a pass overall, apprentices must achieve at least a pass grade in all 4 assessments (on-demand test, culinary challenge, practical observation and professional discussion).

To achieve a distinction overall, apprentices must:

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

Retake and Resit information

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

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

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

When resitting or retaking any assessment activity, the maximum grade that can be achieved for that activity is a pass.

[Click here to return to contents](#)

Assessing the on-demand test

The test consists of **52 scenario-based questions** and will last **90 minutes**. The **pass** mark is 36 out of 52 (70%) and the **distinction** mark is 44 out of 52 (85%).

The multiple-choice test may be delivered online or be paper-based and should be taken in a 'controlled' and invigilated environment. The test is closed book which means that the apprentice cannot refer to reference books or materials.

The topics covered within the test are listed below.

- Culinary
- Food safety
- People
- Business

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

Before the assessment

The employer/training provider should:

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

On-demand test criteria

Culinary	
CU01	The seasonal calendar of food (fish, meat, game and vegetables) and its impact on cost, quality and flavour
CU02	Technology and its application within food preparation area
CU03	the benefits in terms of cost savings, efficient working practices and end results of technological application in the area of food preparation/production in terms of producing food, food procurement and monitoring of food storage - within the context the wider sector. Technology to include: Equipment; social media and apps and software in terms of SOPs and training; stock control and ordering
CU04	Food safety and knowledge/temperature and storage conditions ambient chilled and frozen
CU05	The consequences of not checking in terms of self, others and the business
CU06	Principles of safe food handling/COSHH and the need to clean as you go
CU07	The importance of undertaking mise-en place
CU08	Taste - basic flavour profile, seasoning, herbs and spices
CU09	Common food groups and basic requirements for a balanced diet
CU10	Basic dietary variations such as vegetarian, vegan, religious diets
CU11	The key allergens, how to find information about dish content, and the reasons they must be identified
CU12	Common knives and their correct uses with each food group – cooks knives, boning, filleting, paring, pallete, peeler
CU13	Commonly used kitchen equipment for cooking, processing and finishing dishes
CU14	The correct use of techniques, tools, knives, and equipment when preparing, cooking and presenting food and why using these correctly is important
CU15	What quality points to look for in: <ul style="list-style-type: none"> ○ fresh vegetables, including roots, bulbs, flower heads, fungi, seeds and pods, tubers, leaves, stems, vegetable fruits ○ a range of fresh poultry including duck, chicken and turkey ○ fresh meat, including beef, lamb, pork ○ fresh fish, including white fish (round), white fish (flat), oily fish ○ pre-packaged and dry goods ○ frozen and chilled (temperature controlled) foods including dairy
CU16	Traditional cuts of, and basic preparation methods for, meat, poultry, fish and vegetables: <ul style="list-style-type: none"> ○ Meat: Primary (fillet, loin, rib, chops, T-bone) and secondary cuts (neck, skirt, shoulder, leg, cheek), offal: trim, dice, portion, mince, tie, bone, marinate, lard, bard ○ Poultry: breast, leg, wing, whole bird: filleting, butterfly, spatchcock, cut for sauté (classical), trimming ○ Fish: Darne, goujon, suprême, tronçon, délice, paupiette descaling, skinning, boning, pin boning, marinating (wet & dry), trimming (using shears / filleting knife), gutting, butterflying

Culinary

- Vegetables: French cuts - julienne, mirepoix, macedoine, paysane, brunoise, baton, jadinere

Food safety

- FS01** Risks to food safety
- FS02** Types of contamination and cross-contamination of food and surfaces and how they can occur
- FS03** Vehicles of contamination, including surfaces
- FS04** The types of food poisoning and how food poisoning organisms can contaminate food
- FS05** The common symptoms of food poisoning
- FS06** The factors which enable the growth of food poisoning organisms
- FS07** The effect of personal hygiene and behaviour on the safety of food
- FS08** Own role in spotting and dealing with hazards, and in reducing the risk of contamination
- FS09** The importance of identifying food hazards promptly
- FS10** The potential impact on health if hazards are not spotted and dealt with promptly
- FS11** The importance of risk assessments
- FS12** Types of unsafe behaviour that may impact on the safety of food and why it is important to avoid this type of behaviour when working with food
- FS13** Outline the legal and regulatory requirements for food safety, the importance of complying with them, the implications of noncompliance and the role of enforcement officers
- FS18** Explain the importance of keeping work areas and environment clean and tidy, and tools, utensils and equipment in good order, clean condition and stored correctly
- FS19** Methods and frequency of cleaning and maintenance of equipment, surfaces and environment and how they affect food safety in the workplace
- FS20** The actions that should be taken in response to spotting a potential hazard
- FS21** The types of food waste which can occur in the workplace and how it should be safely handled in the workplace
- FS22** The main types of pests and infestation that may pose a risk to the safety of food, how they can occur, how to recognise them and how to prevent them
- FS23** The consequences and main symptoms of allergen and intolerant contamination
- FS24** The legal requirements for a food business to apply a food safety management system based on the codex principles of HACCP, and allergen control management
- FS14** Control of risks to food safety
- FS15** The importance of, and methods for, the separation of raw and cooked foods and separation of finished dishes
- FS16** Identify the temperature danger zone, why food needs to be kept at specified temperatures and how to ensure this
- FS17** Procedures to follow when dealing with stock including deliveries, storage, date marking and stock rotation, and why it is important to consistently follow them

People

- PP01** The impact of poor individual performance from an individual on a team
- PP02** The impact of poor team performance on the business and the customer experience
- PP03** The benefits and impact of a high performing team in respect of food production and meeting customers' expectations of the food experience
- PP04** How to respond to requests of assistance from colleagues
- PP05** The importance of being supportive - whilst ensuring own work priorities are met
- PP06** Professional behaviours such as timekeeping; need for full attendance; following company standards along the lines of reporting illness and absence; booking holidays, wearing of company uniform; attending agreed events such as arranged training
- PP07** The impact of own behaviours on the team and the impact of unprofessional/negative behaviours on team working

Business

- BN01** why menu items need to be costed and the importance of working to budgets
- BN02** the terms yield and gross profit and describe their relevance to planning food production operations
- BN03** The supply chain in terms of basic principles and that of the establishment they are working in
- BN04** Providence and the importance of working with nominated suppliers and tendering for suppliers on a regular basis
- BN05** The impact of wastage on P&L and not making full use of produce by creative and efficient menu planning
- BN06** Principles of waste management and recycling
- BN07** Potential hazards within food preparation areas
- BN08** Risks in work environment and how to mitigate such risks

[Click here to return to contents](#)

Assessing the culinary challenge

The **2-hour** practical assessment is an observation of the apprentice in a controlled environment which may be off-site or on-site if the kitchen (or suitable section) is closed for the duration of the assessment. Food service or preparation can still be taking place in the kitchen as long as the apprentice is not part of the service or preparation and is working in a partially closed kitchen.

The apprentice will be working under 'test conditions', thus they must not be given any support from anyone during the assessment.

The 2-hour culinary challenge has a +/- 10%-time allowance to be applied at the discretion of the end-point assessor.

Before the assessment:

The challenge requires the apprentice to produce a 2-course meal for 2 people in 2 hours. **It is an opportunity for the apprentice to demonstrate creativity** and precision while working to their organisation's 'house style'. **If necessary, the 'house style' should be 'flexed' to enable the apprentice to demonstrate creativity.**

The apprentice will prepare a full recipe with a time plan prior to the assessment. The plan for the main course should be submitted at gateway and will contribute towards the assessment. The desert course will be chosen by the assessor in advance of the assessment day.

Apprentices must prepare the food order in sufficient time for the employer or assessment centre to supply the ingredients for the assessment. The requirements for the dishes are as follows:

- main course:
 - must be prepared from meat, fish or poultry and must be prepared from 'whole' – e.g., whole chicken, whole trout or whole leg of lamb*
 - must have at least 1 vegetable accompaniment appropriate to the dish
 - must have at least 1 starch appropriate to the dish
 - must have a sauce appropriate to the dish
 - must be based on a dish from the apprentice's organisation
- dessert:
 - the apprentice will be given a base 'category' of cold and hot desserts, e.g. an egg-based dessert
 - the apprentice must research options to customise the dessert to make it suitable for the organisation and its clients, and they should also seek to incorporate seasonality and latest food trends
 - the dessert must have an appropriate garnish from one of the following food groups:

- cakes, sponges, biscuits and scones
- pastry
- secondary cold or hot dessert range

*Meat/poultry are interchangeable for game as long as the bird/animal is whole and the requirement to cover the same number of additional ingredients is met.

The 2 dishes for the culinary challenge can either be served in service order or be served as they are completed and ready. This is up to the discretion of the end-point assessor.

All elements of each dish must be prepared, cooked and served by the apprentice. The apprentice is allowed time prior to the commencement of the culinary challenge for equipment set-up and section organisation but food preparation must not take place.

Regarding the ratio of independent end assessors to apprentices required for a culinary challenge observation, the expectation is that this will normally be 1:1. There may be kitchen environments, however, where it is possible to fairly assess more than one apprentice during the same 2-hour period. The focus must be on ensuring that the apprentices are not disadvantaged in any way and have the maximum opportunity to perform to the best of their abilities.

Employers/training providers should:

- ensure the apprentice knows the date, time and location of the assessment
- brief the apprentice on the activities to be carried out and the duration of the assessment (a minimum of 1 hour)
- ensure the apprentice knows which commis chef criteria will be assessed (outlined on the following pages)
- ensure that the apprentice has access to the relevant the resources, such as the correct ingredients and equipment, to carry out the observation as per the submitted main course proposal and base desert category given
- encourage the apprentice to reflect on their experience and learning on-programme to understand what is required to meet the standard
- be prepared to provide clarification to the apprentice and signpost them to relevant parts of their on-programme experience in preparation for their assessment

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

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

Apprentices meeting all pass criteria will be awarded a pass, if all pass and all distinction criteria are met, then the result will be a distinction.

Culinary challenge mock assessment

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

When designing a mock assessment, the employer/training provider should include the following elements:

- the mock culinary challenge observation should take place in a controlled environment, either off-site in an appropriate facility or on-site if the kitchen (or suitable section) is closed off for the duration of the assessment.
- a 2-hour time slot should be available for the complete culinary challenge, if it is intended to be a complete mock observation covering all relevant standards. However, this time may be split up to allow for progressive learning.
- 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.

Culinary challenge criteria

During the 2-hour culinary challenge, the following standards should be evidenced when producing the 2 courses.

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

Culinary
<i>To pass, the following must be evidenced</i>
CU17 Customer profile of the organisation and how this affects menu design and costing
CU18 Availability of food
CU19 Mise en place undertaken in a timely fashion and ensure all food preparation allows for requirements of service
CU20 Follow and adhere to cleaning schedules
CU21 How to find a dish specification / recipe for prescribed dish
CU22 How to read and understand the specification / recipe for the dishes and ingredients
CU23 Weigh and measure ingredients using accurately functioning tools or equipment
CU24 Ensure the correct volume or number of components
CU25 Ensure consistent portions are prepared and served
CU26 Pay attention to detail and work consistently to achieve standards
CU27 Follow specifications/brand standards to prepare and produce dishes and menu items, on time, ensuring consistency of the finished product as per Annex B
CU28 Identify correct knives and equipment for preparation, cooking and finishing of dishes and menu items as identified in Annex B
CU29 Correct settings and use of equipment when preparing, cooking and finishing dishes and menu items
CU30 Adhere to company specifications/brands when preparing and cooking dishes
CU31 Demonstrate care and attention when using knives and equipment
CU32 Correctly store and use food commodities when preparing dishes
CU33 Ambient, chilled and frozen storage used correctly
CU34 Correct labelling of food – dates, ingredients, allergens
CU35 Stock rotation
CU36 Colour coding, following food safety systems
CU37 Adhere to company/brand standard/menu specification
CU38 Consistently use the correct volume and quality of commodities in each dish, maintaining attention to detail
CU39 Apply correct preparation and selection methods when using meat, poultry, fish and vegetables in dishes

Culinary
<i>To pass, the following must be evidenced</i>
CU40 Utilise the correct cuts and preparation methods to produce high quality, technically sound dishes
CU41 Complete preparation and cooking tasks to a high standard, delivered on time and presented as described within the recipe specification
<i>To gain a distinction the following must be evidenced</i>
CU42 Complete detailed research into the 'base dessert'
CU43 Execute food preparation and finishing tasks speedily and to an excellent standard, including making changes throughout the process, where necessary
CU44 Present dishes to the exact required standard - colour, consistency, texture and temperature
CU45 Present flavour balance/taste profiles to the exact required standard
CU46 Work accurately to their previously prepared time plan
CU47 Work efficiently and effectively with ease, tasks prioritised and sequenced, accurate use of materials, well organised, fast, continuously keeping work area clean and tidy
CU48 Adhere to organisational requirements at all times
CU49 Demonstrate consistent professional communication as required

Food safety
<i>To pass, the following must be evidenced</i>
FS25 Reduce contamination risks associated with workflow procedures
FS26 Use storage procedures to prevent cross-contamination
FS27 Make sure surfaces and equipment are clean and in good condition
FS28 Use clean and suitable cloths and equipment for wiping and cleaning between tasks
FS29 Dispose of waste promptly, hygienically and appropriately
FS30 Avoid unsafe behaviour that could contaminate the food you are working with
FS31 Keep necessary records up-to-date
FS32 Prepare, cook and hold food safely
FS34 Check food before and during operations for any hazards, and follow the correct procedures for dealing with these
FS35 Prevent cross-contamination, such as between raw foods, foods already cooking/reheating and ready-to-eat foods
FS36 Use methods, times, temperatures and checks to make sure food is safe
<i>To gain a distinction the following must be evidenced</i>
FS37 Consistently follows best practice in adhering to all food safety processes

People
<i>To pass, the following must be evidenced</i>
PP08 Take pride in own role through an enthusiastic and professional approach to tasks
<i>To gain a distinction the following must be evidenced</i>
<i>There are no distinction criteria for this component</i>

Business
<i>To pass, the following must be evidenced</i>
BN09 Be financially aware in approach to all aspects of work
BN10 Demonstrate following of specifications and correct food production techniques to meet GP requirements
BN11 Provide evidence of appropriate documentation being completed
<i>To gain a distinction the following must be evidenced</i>
<i>There are no distinction criteria for this component</i>

[Click here to return to contents](#)

Assessing the practical observation

The end-point assessment plan states that the practical observation should be no longer than **3 hours**. The observation will be pre-planned and scheduled at a time when the apprentice will be in their normal place of work, at a time which reflects typical working conditions and avoids seasonal periods of low levels of trading. The end-point assessor will carry out the practical observation, which should enable the apprentice to evidence their skills, knowledge and behaviour from across these standards to demonstrate genuine and demanding work objectives.

Before the assessment

- Employers/training providers should plan a relevant observation activity or series of activities that provide the apprentice with the opportunity to demonstrate each of the required standards outlined in the following pages. The practical observation activities must provide the apprentice with opportunities to:
 - prepare and cook sufficient food groups using preparation and cooking methods as presented in the table at the end of this document, including:
 - **at least 6 preparation methods** as appropriate to the food groups
 - **at least 6 cooking methods** as appropriate to the food groups
 - show contact with team members
 - make decisions

During the practical observation, where possible, situations and evidence should be naturally occurring. However, to ensure that all criteria can be covered, some simulation will be allowed to ensure total coverage of the standards. This can be arranged before the assessment takes place to give the best opportunity for all criteria to be met.

Regarding the ratio of independent end assessors to apprentices required for a workplace observation, the expectation is that this will normally be 1:1. There may be work environments, however, where it is possible to fairly assess more than one apprentice during the same 3-hour period. The focus must be on ensuring that the apprentices are not disadvantaged in any way and have the maximum opportunity to perform to the best of their abilities.

Employers/training providers should:

- ensure the apprentice knows the date, time and location of the assessment
- brief the apprentice on the activities to be carried out and the duration of the assessment (a minimum of 1 hour)

- 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
- be prepared to provide clarification to the apprentice and signpost them to relevant parts of their on-programme experience in preparation for their assessment

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

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

Apprentices meeting all pass criteria will be awarded a pass, if all pass and all distinction criteria are met, then the result will be a distinction.

Practical observation mock assessment

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

When designing a mock assessment, the employer/training provider should include the following elements:

- the mock observation should take place in a real workplace or a realistic simulation if the real workplace does not present all the required assessment opportunities.
- the participation of other personnel to play the parts of customers and team members:
 - it is strongly recommended that the mock observation has been practised beforehand and all personnel involved are properly briefed on their roles
 - the roles should provide the opportunity for the apprentice to demonstrate both the 'pass' level and the 'distinction' level criteria.
- a 3-hour time slot should be available for the complete practical observation if it is intended to be a complete mock observation covering all relevant standards. However, it is permissible to split the observation into two sections

to allow best observation of preparation and cooking, although this will normally be carried out on the same day.

- consider a video recording of the mock assessment and allow it to be observed by other apprentices, especially if it is not practicable for the employer/training provider to carry out a separate mock assessment with each apprentice.
- ensure that the apprentice's performance is assessed by a competent trainer/assessor and that feedback is shared with the apprentice to complete the learning experience. Mock assessment sheets are available to download from the Highfield Assessment website and may be used for this purpose.

Practical observation criteria

During the 3-hour practical observation, the following standards should be evidenced. Apprentices should prepare for the practical observation by considering how the criteria can be met. The apprentice can only achieve a distinction by covering all pass and all of the distinction criteria listed.

Culinary
<i>To pass, the following must be evidenced</i>
CU50 Mise en place undertaken in a timely fashion and ensure all food preparation allows for requirements of service
CU51 Follow and adhere to cleaning schedules
CU52 How to find a dish specification/recipe for prescribed dish
CU53 How to read and understand the specification/recipe for the dishes and ingredients
CU54 Weigh and measure ingredients using accurately functioning tools or equipment
CU55 Ensure the correct volume/number of components
CU56 Ensure consistent portions prepared and served
CU57 Pay attention to detail and work consistently to achieve standards
CU58 Follow specifications/brand standards to prepare and produce dishes and menu items, on time, ensuring consistency of the finished product as per Annex B
CU59 Identify correct knives and equipment for preparation, cooking and finishing of dishes and menu items as identified in Annex B
CU60 Correct settings and use of equipment when preparing, cooking and finishing dishes and menu items
CU61 Adhere to company specifications/brands when preparing and cooking dishes
CU62 Demonstrate care and attention when using knives and equipment
CU63 Correctly store and use food commodities when preparing dishes
CU64 Ambient, chilled and frozen storage used correctly
CU65 Correct labelling of food – dates, ingredients, allergens
CU66 Stock rotation
CU67 Colour coding, following food safety systems
CU68 Adhere to company/brand standard/menu specification
CU69 Consistently use the correct volume and quality of commodities in each dish, maintaining attention to detail
CU70 Apply correct preparation and selection methods when using meat, poultry, fish and vegetables in dishes
CU71 Utilise the correct cuts and preparation methods to produce high quality, technically sound dishes
CU72 Complete preparation and cooking tasks to a high standard, delivered on time and presented as described within the recipe specification
CU73 Demonstrate working to menus in line with business requirements and advising of issues in terms of menu item availabilities and popularity of menu items and cooking to establishment standards- adhering to any nutritional requirements
CU74 Turn up on time
CU75 Wear uniform correctly

Culinary
<i>To pass, the following must be evidenced</i>
CU76 Use technology in own kitchen as per manufacturers' instructions and in accordance with health and safety regulations
CU77 Use technology appropriately and as required by the establishment in respect of cooking stated menu items
CU78 Work safely, efficiently and confidently in use of technology
<i>To gain a distinction the following must be evidenced</i>
CU79 <i>Execute food preparation and finishing tasks speedily and to an excellent standard, including making changes throughout the process, where necessary</i>
CU80 <i>Present dishes to the exact required standard - colour, consistency, texture and temperature</i>
CU81 <i>Present flavour balance/taste profiles to the exact required standard</i>
CU82 <i>Work efficiently and effectively with ease, tasks prioritised and sequenced, accurate use of materials, well organised, fast, continuously keeping work area clean and tidy</i>

Food safety
<i>To pass, the following must be evidenced</i>
FS38 Reduce contamination risks associated with workflow procedures
FS39 Use storage procedures to prevent cross-contamination
FS40 Make sure surfaces and equipment are clean and in good condition
FS41 Use clean and suitable cloths and equipment for wiping and cleaning between tasks
FS42 Dispose of waste promptly, hygienically and appropriately
FS43 Avoid unsafe behaviour that could contaminate the food you are working with
FS44 Keep necessary records up-to-date
FS45 Prepare, cook and hold food safely
FS46 Check food before and during operations for any hazards, and follow the correct procedures for dealing with these
FS47 Prevent cross-contamination, such as between raw foods, foods already cooking/reheating and ready-to-eat foods
FS48 Use methods, times, temperatures and checks to make sure food is safe
<i>To gain a distinction the following must be evidenced</i>
<i>There are no distinction criteria for this component</i>

People
<i>To pass, the following must be evidenced</i>
PP09 Take pride in own role through an enthusiastic and professional approach to tasks
PP10 Work effectively with others to ensure dishes produced are of high quality, delivered on time and to the standard required
PP11 Demonstrate team work - as seen by working well with colleagues and professional conduct and good time-keeping and willingness to cover for others and respond flexibly to rota requirements
PP12 Listen to and respect other peoples' point of view and respond politely
PP13 Demonstrate team working and professional conduct - checking attendance at work; behaviours in team activities such as team meetings
PP14 Demonstrate appropriate responses to instructions, request information when required and ask questions to seek clarification and further guidance
PP15 Demonstrate support to others by asking where help is required when own tasks are completed
PP16 Can accelerate work pace when required and go the extra mile
PP17 Behave in a manner in line with the values and culture of the business
<i>To gain a distinction the following must be evidenced</i>
<i>PP18 Use appropriate communication: role model for professionalism: manner, clear and timely information, encouraging feedback, listening actively, striving for excellence in professional relationships</i>

Business
<i>To pass, the following must be evidenced</i>
BN12 Work to specified standards - following establishment standards in terms of preparing menu items in accordance with business/customer needs
BN13 Adhere to recipes/specifications as required
BN14 Maintain any appropriate documentation such as wastage records
BN15 Demonstrate effective waste management
BN16 Be financially aware in approach to all aspects of work
BN17 Works efficiently and safely throughout work shifts
BN18 Is vigilant and aware of potential risks within the kitchen environment and takes action to prevent them
<i>To gain a distinction the following must be evidenced</i>
<i>There are no distinction criteria for this component</i>

[Click here to return to contents](#)

Assessing the professional discussion

The end-point assessment plan states that the professional discussion will be a structured discussion between the apprentice and the end-point assessor. The employer should be present to support, but not lead, the apprentice and to confirm information. The professional discussion should take place after the practical observation, to establish the apprentice's understanding and application of the remaining knowledge, skills and behaviours.

The professional discussion will need to take place in a suitable environment and should last for **40 minutes**, including 10 minutes for the review of the apprentice's recipe log. The discussion will be against the set criteria that are outlined in the following pages and it will be appropriately structured to draw out the best of the apprentice's energy, enthusiasm, competence and excellence.

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

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

Before the assessment:

Employers/training providers should:

- plan the professional discussion to allow the apprentice the opportunity to demonstrate each of the required standards
- ensure the apprentice knows the date, time and location of the assessment
- ensure the apprentice knows which 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

The recipe log

Commonly, chefs applying for vacancies will present a log of their previous achievements at interview, often including the range of dishes they have previously prepared. This assessment aims to replicate this industry practice and develop it so that the independent end assessor can assess the apprentice's performance over a range of food groups, preparation and cooking methods to build on what is seen in the observations.

The 10 minutes of the allocated time given for the professional discussion will be dedicated to the review of the recipe log and will be referenced throughout the discussion, in order to provide evidence of range of competence and application of other areas of the standard, such as dish evaluation.

For further information about the recipe log, please refer to the on-programme requirements section.

Professional discussion mock assessment

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

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

- the mock professional discussion should take place in a suitable location.
- a 40-minute time slot should be available to complete the professional discussion, if it is intended to be a complete professional discussion covering all relevant standards. However, this time may be split up to allow for progressive learning.
- consider a video or audio recording of the mock professional discussion and allow it to be available to other apprentices, especially if it is not practicable for the employer/training provider to carry out a separate mock assessment with each apprentice.
- ensure that the apprentice's performance is assessed by a competent trainer/assessor, and that feedback is shared with the apprentice to complete the learning experience. Mock assessment sheets are available to download from the Highfield Assessment website and may be used for this purpose.
- use structured 'open' questions that do not lead the apprentice but allows them to express their knowledge and experience in a calm and comfortable manner. For example:

- Culinary:
 - what is the most popular dish on your current menu right now?
 - why do you think this dish so popular, and how do you make sure you do not run out of the ingredients for it?
- Food safety:
 - what is the maximum legal temperature you can accept a fresh food delivery/frozen food delivery?
 - what other checks do you make for all deliveries coming into the kitchen?
- People:
 - what does effective communication mean to you?
 - what does effective communication look like in your place of work?
- Business:
 - define the main areas of recycling undertaken here at your place of work.
 - what part does your role play in the recycling undertaken on-site?

Professional discussion criteria

Throughout the 40-minute professional discussion (which includes 10 minutes to review the recipe log), the assessor will review the apprentice's competence in all of the pass criteria outlined below as a minimum, therefore apprentices should prepare for the professional discussion by considering how the criteria can be met. The apprentice can only achieve a distinction by covering all of the distinction criteria, which is outlined in the distinction column.

Culinary
<i>To pass, the following must be evidenced</i>
CU83 Identify correct knives and equipment for the preparation, cooking and finishing of dishes and menu items as identified in Annex B
CU84 Correct settings and use of equipment when preparing, cooking and finishing dishes and menu items
CU85 Adhere to company specifications/brands when preparing and cooking dishes
CU86 Consistently use the correct volume and quality of commodities in each dish, maintaining attention to detail
CU87 Utilise the correct cuts and preparation methods to produce high quality, technically sound dishes
CU89 Complete preparation and cooking tasks to a high standard, delivered on time and presented as described within the recipe specification
CU90 Demonstrate working to menus in line with business requirements and advising of issues in terms of menu item availabilities and popularity of menu items and cooking to establishment standards- adhering to any nutritional requirements
CU91 Use technology in own kitchen as per manufacturers' instructions and in accordance with health and safety regulations
CU92 Use technology appropriately and as required by the establishment in respect of cooking stated menu items
CU93 Work safely, efficiently and confidently in use of technology
CU94 Understand brand standards and basic food costs in relation to quality of produce
CU95 Respond to feedback from line manager and any customer feedback provided, including complaints
CU96 Undertake professional development as requested or self-managed
CU97 Check, report and carry out stock checks, demonstrating stock rotation and recording of activities on appropriate documentation
CU98 Communicate to appropriate personnel of stock levels and shortages
CU99 Identify when tasks are not going to plan and have the confidence to request support when needed
CU100 Contribute to the development of menu items, and follow a structured development plan

Culinary
<i>To pass, the following must be evidenced</i>
CU101 Work with a mentor to make recommendations for a dish/try out new ideas/skills
CU102 Reflect on ingredients, dishes and seasons, looking at menu and performance and making recommendations
<i>To gain a distinction the following must be evidenced</i>
CU103 <i>Evaluate own performance and take development opportunities to improve in food preparation, cooking and service</i>
CU104 <i>Evaluate dishes to seek improvement/modernisation</i>
CU105 <i>Proactively keep up to date with industry developments, food trends and business objectives through trade publications, social media platforms, colleagues and peers</i>
CU106 <i>Looking for opportunities to influence improvements in culinary performance</i>
CU107 <i>Demonstrate a passion for cooking by preparing, cooking and serving creative, technically sound dishes</i>
CU108 <i>Take appropriate opportunities to experiment with new techniques/food items/methods and dishes</i>

Food safety
<i>To pass, the following must be evidenced</i>
FS49 Understand and interpret labels, recording the presence of allergens and intolerants
FS50 Identify and analyse potential hazards of cross-contamination
FS51 Provide accurate information to customers
FS52 Control deliveries, storage, stock rotation and supplier specifications to protect against allergen and intolerant contamination
FS53 Approach allergen control responsibly
FS54 Maintain up-to-date records and instructions
FS55 Use safe food handling practices and procedures for preparing and serving both “specific allergen” free and “intolerant” free food
FS56 Adhere to organisation’s procedures for items that may cause allergic reactions
FS57 Check that food is undamaged, is at the appropriate temperature and within its ‘use-by date’ on delivery
FS68 Prepare food for storage and store within correct timescales and conditions
FS69 Clean and maintain storage areas, including assurance of the correct temperature for the type of food
FS70 Store food so that cross-contamination is prevented

Food safety
<i>To pass, the following must be evidenced</i>
FS71 Separate and correctly store ready-to-eat foods and common allergenic foods such as nuts (e.g. sealed containers)
FS72 Follow stock rotation procedures
FS73 Safely dispose of food that is beyond its 'use-by date'
<i>To gain a distinction the following must be evidenced</i>
<i>There are no distinction criteria for this component</i>

People
<i>To pass, the following must be evidenced</i>
PP19 Listen to and respect other peoples' point of view and respond politely
PP20 How own working practices and that of team impact on food production and service and the customer experience
PP21 Effective communication methods and how to communicate with colleagues and team members
PP22 Team work- as seen by working well with colleagues
PP23 What training is and the importance of personal development in terms of improving knowledge and skills
PP24 Current levels of performance, identifying areas of development and what they require to address skills and knowledge gaps
PP25 Effective team work and support by evidencing from peer feedback and questioning that preparation and service timelines are met on a consistent basis
PP26 Basic team roles and state own job role requirements, the job role requirements of others and how adhering to role responsibilities and targets impact on the team and work productivity in a positive way
PP27 The relationship with other departments and the requirement to communicate across departments
PP28 Levels of communication with other departments, and what they need to know about the work of the other departments in order to deliver a good service to the customer/service user
PP29 Specific examples where they have developed/augmented good working relationships
PP30 Potential challenges pinch points in the working environment and how they can overcome such challenges

To gain a distinction the following must be evidenced

PP31 Encourage and facilitate good team and working relationships

PP32 Demonstrate a high level of consideration for other people's opinions

PP33 Act as a role model to other team members, providing support and guidance when required

PP34 Taking responsibility for identifying possible development opportunities for self and team members

PP35 Evaluating own skills and performance, seeking feedback from others and proactively engaging with performance reviews and development planning

Business

To pass, the following must be evidenced

BN19 What targets they are expected to meet in terms of portion control and wastage

BN20 Work site GP% targets and what the impact is of not meeting GP

BN21 Waste management

BN22 Undertake any recycling and correct disposal of waste

BN23 Note what contingency planning is in place where certain ingredients are not available, and what the suitable alternatives and substitutes are

BN24 Where risks have been identified, report as per standard requirements, meeting legal requirements

To gain a distinction the following must be evidenced

BN25 Considering factors that may affect performance and responding effectively in line with the job role

BN26 Setting an example to team members on efficient ways of working to organisational standards

BN27 Having a working knowledge of costs in the kitchen environment and why their control is important to meet team and organisational needs

BN28 Approaching tasks/solving problems with a methodical, considered approach, taking into account potential consequences of own actions

[Click here to return to contents](#)

Annex A: The food groups – for culinary challenge and practical observation

The food groups may be assessed in either the practical or culinary challenge observation, but the total number (detailed in the chart below) must be achieved between the 2 assessments. As the culinary challenge observation is more prescriptive regarding the food groups that must be included, it is recommended that the culinary challenge is undertaken before the workplace observation.

Mandatory food groups	Optional food groups	Optional food groups
The apprentice must cover 1 of the group range from each of the following:	The apprentice must also cover 4 of the following food groups:	The apprentice must also cover 2 of the following food groups:
<ul style="list-style-type: none"> • Poultry 	<ul style="list-style-type: none"> ○ game 	<ul style="list-style-type: none"> ○ egg dishes
○ chicken	○ offal	○ bread and dough
○ duck	○ vegetables	○ pastry
○ turkey	○ vegetable protein	○ cakes, sponges, biscuits, scones
	○ shellfish	○ cold and hot desserts
<ul style="list-style-type: none"> • Fish 	○ sauces	
○ white fish – round (e.g. cod, whiting or hake)	○ stock	
○ white fish – flat (e.g. plaice, sole or turbot)	○ soup	
○ oily (e.g. salmon or mackerel)	○ rice	
	○ pasta	
<ul style="list-style-type: none"> • Meat 		
○ beef		
○ lamb		
○ pork		

[Click here to return to contents](#)

Annex B: Preparation and cooking range

Food group	Group range	Preparation methods		Cooking methods	
Fish	<ul style="list-style-type: none"> white fish – round (for example, cod, whiting or hake) white fish – flat (for example, plaice, sole or turbot) oily (for example, salmon or mackerel) 	<ul style="list-style-type: none"> filleting (removing pin bones, rib bones and spine) cutting (darne, goujon, suprême, tronçon, délice, paupiette) skinning trimming 	<ul style="list-style-type: none"> coating (for example, with flour, breadcrumbs or batter) marinating/adding dry rubs descaling 	<ul style="list-style-type: none"> frying (deep and shallow) grilling poaching 	<ul style="list-style-type: none"> baking steaming stewing
Shellfish	<ul style="list-style-type: none"> prawns shrimp mussels clams 	<ul style="list-style-type: none"> cleaning shelling washing 	<ul style="list-style-type: none"> coating cutting 	<ul style="list-style-type: none"> boiling frying (deep and shallow) grilling 	<ul style="list-style-type: none"> steaming poaching
Meat	<ul style="list-style-type: none"> beef lamb pork 	<ul style="list-style-type: none"> cutting (slicing and dicing) seasoning/marinating trimming boning tying 	<ul style="list-style-type: none"> tenderising portioning marinating/adding dry rubs stuffing/filling 	<ul style="list-style-type: none"> sealing grilling (over fire /under fire) griddling frying (shallow and stir) braising 	<ul style="list-style-type: none"> stewing roasting steaming boiling resting
Poultry	<ul style="list-style-type: none"> chicken duck turkey 	<ul style="list-style-type: none"> checking and preparing the cavity seasoning/marinating 	<ul style="list-style-type: none"> coating tying and trussing batting out brining 	<ul style="list-style-type: none"> grilling (over fire and under heat) griddling roasting poaching 	<ul style="list-style-type: none"> steaming braising confit

		<ul style="list-style-type: none"> ○ trimming ○ cutting (portion, dice and cut) ○ stuffing / filling 	<ul style="list-style-type: none"> ● frying (deep, shallow, sauté and stir) ● combining cooking methods
Game	<ul style="list-style-type: none"> ● furred – e.g. venison, rabbit ● feathered – e.g. pheasant, pigeon 	<ul style="list-style-type: none"> ○ checking and preparing the cavity ○ seasoning ○ cutting (portion and dice) ○ stuffing/filling ○ trussing 	<ul style="list-style-type: none"> ● sealing ● grilling ● griddling ● sautéing ● roasting ● frying (shallow and deep) ● braising ● stewing ● combining cooking methods
Offal	<ul style="list-style-type: none"> ● liver ● kidney ● sweetbread ● cheek 	<ul style="list-style-type: none"> ○ cutting and slicing ○ marinating/seasoning ○ coating with flour ○ skinning ○ trimming ○ blending and mincing 	<ul style="list-style-type: none"> ● grilling ● griddling ● shallow frying ● boiling ● braising ● poaching ● combined cooking methods ● baking ● steaming ● ‘bain-marie’ ● sautéing
Vegetables	<ul style="list-style-type: none"> ● roots ● bulbs ● flower heads ● fungi ● seeds and pods ● tubers ● leaves ● stems ● vegetable fruits 	<ul style="list-style-type: none"> ○ washing ○ peeling ○ re-washing ○ chopping ○ traditional French cuts, including ○ Julienne, Brunoise, Macédoine, Jardinière and Paysanne ○ slicing ○ trimming ○ grating ○ turning 	<ul style="list-style-type: none"> ● blanching ● boiling ● roasting ● baking ● grilling ● braising ● frying (deep, shallow and stir) ● steaming ● stewing ● combining cooking methods
Sauces	<ul style="list-style-type: none"> ● thickened gravy (jus lié) ● roast gravy (jus rôti) 	<ul style="list-style-type: none"> ○ weighing/measuring ○ ‘make roux’ 	<ul style="list-style-type: none"> ● adding cream ● reducing ● adding other ingredients (e.g.

	<ul style="list-style-type: none"> • curry gravy • white sauce (béchamel) • brown sauce (demi-glace) • velouté • purée • butter sauce (beurre blanc, beurre noisette) • emulsified sauce 	<ul style="list-style-type: none"> ○ chopping ○ simmering ○ boiling 	<ul style="list-style-type: none"> ○ passing/straining/blending ○ skimming ○ whisking 	<ul style="list-style-type: none"> • adding thickening agents • alcohol)
Stock	<ul style="list-style-type: none"> • vegetable • brown • white • fish 	<ul style="list-style-type: none"> ○ weighing/measuring ○ chopping ○ simmering ○ boiling 	<ul style="list-style-type: none"> ○ 'make roux' ○ passing/straining/blending ○ skimming ○ whisking 	N/A
Soup	<ul style="list-style-type: none"> • puree • broth/potage • finished with cream • velouté 	<ul style="list-style-type: none"> ○ weighing/measuring ○ chopping ○ simmering ○ boiling ○ 'make roux' 	<ul style="list-style-type: none"> ○ passing/straining ○ blending/liquidising ○ sweating vegetable ingredients ○ skimming 	<ul style="list-style-type: none"> • adding cream • garnishing
Rice	<ul style="list-style-type: none"> • long • short • round • brown 	<ul style="list-style-type: none"> ○ washing/soaking 		<ul style="list-style-type: none"> • boiling • frying • braising • steaming • stewing • baking
Pasta/noodles	<ul style="list-style-type: none"> • shaped pasta • flat pasta • dried pasta 	N/A		<ul style="list-style-type: none"> • blanching • straining • mixing • boiling • baking

	<ul style="list-style-type: none"> • fresh pasta • stuffed pasta 			<ul style="list-style-type: none"> • combining cooking methods
Egg dishes	<ul style="list-style-type: none"> • chicken eggs • duck eggs • quail eggs 	<ul style="list-style-type: none"> ○ beating 	<ul style="list-style-type: none"> • blanching • straining 	<ul style="list-style-type: none"> • mixing • boiling
Vegetable protein	<ul style="list-style-type: none"> • soya • Quorn • seitan • tofu (both firm and soft) 	<ul style="list-style-type: none"> ○ soaking ○ washing 	<ul style="list-style-type: none"> ○ stewing ○ straining 	<ul style="list-style-type: none"> • boiling • braising • steaming • deep frying • roasting • baking • frying • sautéing

Bread and dough	<ul style="list-style-type: none"> • enriched dough • soda bread dough • bread dough • naan dough/pitta dough • pizza dough 	<ul style="list-style-type: none"> ○ weighing/measuring ○ sieving ○ mixing/kneading 	<ul style="list-style-type: none"> ○ proving ○ knocking back ○ shaping 	<ul style="list-style-type: none"> • baking • frying • glazing 	<ul style="list-style-type: none"> • icing • filling • decorating
Pastry	<ul style="list-style-type: none"> • short • sweet • suet • choux • convenience 	<ul style="list-style-type: none"> ○ weighing/measuring ○ sifting ○ rubbing in ○ creaming ○ resting 	<ul style="list-style-type: none"> ○ piping ○ rolling ○ cutting/shaping/trimming ○ lining 	<ul style="list-style-type: none"> • baking • steaming 	<ul style="list-style-type: none"> • deep frying • combining cooking methods
Cakes, Sponges, Biscuits, Scones	<ul style="list-style-type: none"> • cakes • sponges • biscuits • scones 	<ul style="list-style-type: none"> ○ weighing/measuring ○ creaming/beating ○ whisking ○ folding ○ rubbing in ○ greasing ○ glazing 	<ul style="list-style-type: none"> ○ portioning ○ piping ○ shaping ○ filling ○ rolling ○ lining ○ kneading 	<ul style="list-style-type: none"> • baking • trimming/icing • spreading/smoothing 	<ul style="list-style-type: none"> • dusting/dredging/sprinkling • mixing
Cold and hot desserts	<ul style="list-style-type: none"> • ice cream • mousse • egg based • batter based • sponge based • fruit based • pastry based 	<ul style="list-style-type: none"> ○ slicing ○ creaming ○ folding ○ moulding ○ mixing ○ aeration 	<ul style="list-style-type: none"> ○ addition of flavours/colours ○ puréeing ○ combining ○ portioning ○ chilling 	<ul style="list-style-type: none"> • boiling/poaching • stewing • baking • combination cooking • steaming 	<ul style="list-style-type: none"> • frying • filling • glazing • piping • garnishing

[Click here to return to contents](#)

Annex C: Recipe log range

The log must cover the following **minimum** range from the list in Annex B:

Food group	Group range	Preparation methods	Cooking methods
Fish	2	5 including filleting	4
Shellfish	2	3	3
Meat	2	6 including boning	7
Poultry	2	6 including cutting down a whole bird to portions	6
Game	1	2	2
Offal	2	3	4
Vegetables	6	6	6
Sauces	5	5 including 'make roux'	2
Stock	2	4	
Soup	3	5	
Rice	2	1	2
Pasta	2		3
Egg dishes	1	1	3
Vegetable protein	1	2	2
Bread and dough	2	3	2
Pastry	2	4	2
Cakes, sponges, biscuits, scones	2	14	3
Cold and hot desserts	4	7	6

[Click here to return to contents](#)