



Highfield Level 2 End-Point Assessment for ST0228 Commis Chef

End-Point Assessment Kit



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EPA Kit

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How to use this EPA Kit

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

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

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

In this kit, you will find:

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

Introduction

Standard overview

This occupation is found in the hospitality industry across a range of sectors including hospitality, aviation and care. Commis chefs may work in different types of organisations and employers such as restaurants, hotels, care homes/hospitals, military establishments and cruise ships. The broad purpose of the occupation is to support the kitchen in providing the culinary offer by preparing, cooking and finishing a range of food items whilst rotating around each section of the kitchen. Commis chefs will work as part of a kitchen brigade to ensure the quality of the food items produced meet brand, organisational and legislative requirements including the completion of food safety management documentation. They receive, check and correctly store deliveries as well as checking and reporting food items and stock levels. Commis chefs contribute to improving the culinary offer of their organisation. In their daily work, an employee in this occupation interacts with a team (brigade) of chefs, the wider team including front of house staff, suppliers and customers. Commis chefs may work unsociable hours, including early mornings, late evenings, weekends and holidays. An employee in this occupation will be responsible for maintaining high standards of personal, food and kitchen hygiene in their section. A commis chef is supervised in their work and reports to a senior chef. In a smaller establishment this may be the Head Chef or Chef Patron or may be a Chef de Partie in a larger organisation using the kitchen hierarchy system.

On-programme requirements

Although learning, development and on-programme assessment are flexible, and the process is not prescribed, the following is the recommended baseline expectation for an apprentice to achieve full competence in line with the Commis Chef apprenticeship standard.

The on-programme assessment approach will be agreed between the training provider and employer. The assessment will give an ongoing indication of an apprentice's performance against the final outcomes defined in the standard. The training provider will need to prepare the apprentice for the end-point assessment, including preparation for the knowledge test, practical assessment with questions and the professional discussion underpinned by the portfolio of evidence (for example, workplace documentation, witness statements, annotated photographs or video clips).

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. It is recommended, but not required, that the on-programme assessment includes:

- 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.
- regular performance reviews undertaken by the employer.
- development of a portfolio of evidence including workplace documentation, witness statements, annotated photographs, video clips, etc.
- observations (recorded by the training provider). *
- ongoing professional discussions between apprentice and training provider relating to projects and assignments (recorded by the training provider). *
- feedback from line manager, peers and direct reports (including 180/360-degree feedback or equivalent).

*It is recommended that where possible the evidence collected makes use of video or audio technologies.

Portfolio of evidence

Apprentices must compile a portfolio of evidence during the on-programme period of the apprenticeship. It must contain evidence related to the KSBs that will be assessed by the professional discussion.

The portfolio will typically contain **20 discrete pieces of evidence**. All evidence must be mapped against the knowledge, skills and behaviours that will be assessed by the professional discussion. All food groups referred to in the relevant KSBs must be evidenced within the portfolio. Apprentices should demonstrate the range of food groups and techniques detailed in their portfolio of evidence.

Evidence sources may include:

- workplace documentation/records, for example, workplace policies/procedures, records
- witness statements
- annotated photographs
- video clips (maximum total duration 10 minutes); the apprentice must be in view and identifiable

This is not a definitive list; other evidence sources are possible.

- It should not include reflective accounts or any methods of self-assessment

- Any employer contributions should focus on direct observation of performance (for example, witness statements) rather than opinions
- The evidence provided must be valid and attributable to the apprentice; the portfolio of evidence must contain a statement from the employer and apprentice confirming this
- The portfolio of evidence must be submitted to the EPAO at the gateway

Food group	Group range	Preparation methods	Cooking methods
Fish	2	5 including filleting (K13)	4 (K25)
Shellfish	2	3 (K13)	3 (K25)
Meat	2	6 including boning (K10)	7 (K24)
Poultry	2	6 including cutting down a whole bird into portions (K10)	6 (K24)
Game	1	2 (K10)	2 (K24)
Offal	2	3 (K10)	4 (K24)
Vegetables	6	6 (K16)	6 (K26)
Sauces	5	5 including making a roux (K17)	2 (K27)
Stock	2	4 (K17)	
Soup	3	5 (K17)	
Rice	2	1 (K18)	2 (K28)
Pasta	2		3 (K28)
Egg dishes	1	1 (K19)	3 (K28)
Vegetable protein	1	2 (K18)	2 (K28)
Bread and dough	2	3 (K21)	2 (K29)
Pastry	2	4 (K22)	2 (K29)
Cakes, sponges, biscuits, scones	2	14 (K23)	3 (K29)
Cold and hot desserts	4	7 (K23)	6 (K29)

*all food groups referred to in the relevant KSBs must be evidenced within the portfolio.

All evidence **must** be mapped to the professional discussion criteria outlined within this document. Evidence may be used to demonstrate multiple criteria; a qualitative approach is suggested.

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

The portfolio of evidence must be submitted to Highfield at gateway. It is not directly assessed but underpins the professional discussion. The assessor will review the portfolio of evidence in preparation for the professional discussion but is not required to provide feedback after this review of the portfolio.

Use of artificial intelligence (AI) in the EPA

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

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

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

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

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

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

Additional, relevant on-programme qualification

There is no mandatory on-programme qualification for apprentices for this standard. Employers may wish to choose the Highfield Level 2 Diploma for Commis Chefs (RQF) to help structure the on-programme delivery.

Readiness for end-point assessment

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

- the apprentice must have achieved level 1 English and maths. The requirements for English and maths are mandatory for all apprentices aged between 16-18 at the start of their apprenticeship training. The requirements for English and maths are optional for apprentices aged 19+ at the start of their apprenticeship training.
- the apprentice must have gathered a portfolio of evidence against the required standards to be put forward to underpin the professional discussion component of the end-point assessment.
- the employer must be confident that the apprentice has developed all the knowledge, skills and behaviours defined in the apprenticeship standard and that the apprentice is competent in performing their role. To ensure this, the apprentice must attend a formal meeting with their employer to complete the gateway readiness report.
- the employer must submit six recipes (three main courses, three starters/desserts) for the assessor to set the dishes for the practical assessment.
- the apprentice and the employer should then engage with Highfield to agree a plan and schedule for each assessment activity to ensure all components can be completed within a mandated end-assessment window. Further information about the gateway process is covered later in this kit.

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

Order of end-point assessments

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

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The Highfield approach

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

Specific considerations

Grading the practical assessment

The following interpretation will be applied for the grading of the practical assessment, which has been agreed with People 1st: In order for a learner to achieve a pass, all pass criteria must be met. In order for a learner to achieve a distinction, all pass and distinction criteria must be met.

Timings for the professional discussion

During the professional discussion, the learner will be given up to 60 minutes (plus 10% to complete their last answer). If the assessor feels they have reached the relevant criteria in under 60 minutes (not including the 10% allowance) the duration may be less.

Submission and selection of specification for the practical assessment

In preparation for the practical assessment, the employer will submit six recipes at the point of gateway (three main courses and three desserts/starters). The employer must confirm on each specification the methods used, and the special requirement met. The assessor will then select two of the recipe specifications (one main and one dessert/starter) two weeks prior to the practical assessment, which will allow the learner to demonstrate the requirements over the two dishes and meet the time requirements. This will allow the learner/employer to obtain the necessary ingredients and ensure the necessary equipment and environment is available.

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:

Assessment Method three - Professional discussion

The independent assessor will pick a minimum of four 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.

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Gateway

How to prepare for gateway

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

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

- customer feedback
- recordings
- manager statements
- witness statements

As well as evidence from others, such as:

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

In advance of gateway, apprentices will need to have 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
- Produced a portfolio of evidence to underpin the professional discussion

In advance of gateway, employers will need to submit:

- six recipes (three main courses and three desserts/starters). A Commis Chef specification template can be found on the Highfield Assessment website.

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

The gateway meeting

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

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

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

Reasonable adjustments

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

ID requirements

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

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

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The Commis Chef apprenticeship standard

Below are the knowledge, skills and behaviours (KSBs) from the standard and related assessment criteria from the assessment plan. On-programme learning will be based upon the KSBs and the associated assessment criteria are used to assess and grade the apprentice within each assessment method.

Knowledge Test
Knowledge
K2 How technology supports the development and production of dishes and menu items K4 How to undertake set up, preparation and cleaning tasks to organisational standard whilst working in a challenging, timebound environment K6 The principles of basic food preparation and cooking; taste, allergens (including intolerances), diet (including religious, cultural and medical) and nutrition K7 Commonly used knives and kitchen equipment and their specific function K8 Sources and quality points of common food groups including meat, poultry, game, offal, fish, shellfish, vegetables, sauces, soups, stocks, rice, pasta/noodles, eggs, vegetable protein, dough, pastry, cakes, sponges, biscuits and scones, hot and cold desserts K9 Traditional cuts of meat and poultry K11 Categories of fish including white fish round and flat, oily fish K12 Traditional cuts of fish including darne, tronçon, goujon, supreme, délice, paupiette K14 Categories of vegetables including roots, bulbs, flower heads, fungi, seeds and pods, tubers, leaves, stems, vegetable fruits K15 Traditional cuts of vegetables including Julienne, Brunoise, Macédoine, Jardinière, Paysanne K20 Categories of dough, for example, bread, enriched, soda, naan, pitta, pizza K31 The impact of seasonality on the availability, quality and price of ingredients K32 The relevant legislation, regulations and responsibilities pertinent to this occupation

K33 The importance of following legislation and regulations and consequences of failing to meet them

K38 How all teams are dependent on each other and the importance of **teamwork** both back and front of house

K39 Basic costing and yield of dishes and the meaning of **gross profit**

K40 The principles of supply chain and **waste management**

Knowledge test

The knowledge statements above are used to assess the apprentice's knowledge in the knowledge test.

Amplification and guidance

- **How technology supports the development and production of dishes and menu items** could include:
 - digital probe thermometer - used to check that food is cooked, cooled or held at safe temperatures to ensure compliance with food safety rules and prevents undercooking
 - blast chiller - rapidly cools hot food to safe storage temperatures through various settings, reducing the risk of bacterial growth and maintaining quality
 - scales of either analogue or digital - provides accurate measurements of ingredients, which is vital when testing or following recipes
 - kitchen display system (KDS) or tablet - used to display recipes, instructions and cooking times, helping chefs stay consistent
 - combi oven - offers multiple cooking methods such as steaming, roasting or baking with pre-set programmes for consistency
 - vacuum-packing machine - used to seal food in airtight bags for safe storage, extended shelf-life and portion control
 - sous-vide machine (water bath) - used for cooking vacuum-packed food in a precisely controlled water bath at a consistent low temperature to produce evenly cooked, tender and flavourful dishes
 - timers on ovens or fryers - helps maintain consistency, prevent overcooking and support time management in a busy kitchen
 - supplier ordering systems - provides access to seasonal ingredients and allow efficient ordering of stock
 - allergen information systems - gives accurate details about ingredients and allergens, supporting safe preparation for customers with dietary needs
 - label printing machines - used to produce clear labels with dates and allergen information for food storage, helping chefs follow stock rotation and food safety rules
 - induction hobs - are energy-efficient cooking surfaces that heat pans quickly and provide precise temperature control

- microwave ovens - commonly used for reheating dishes safely and consistently when service is busy
- stock control software - helps track inventory, reduce waste and manage costs by showing what ingredients are available
- **How to undertake set up, preparation and cleaning tasks** could include:
 - set up is the process of preparing the workstation, tools and equipment before food production begins:
 - collecting knives, chopping boards, pans and utensils before service begins to ensure efficiency
 - checking ovens, grills and fryers are switched on and pre-heated to the correct temperature
 - stocking the workstation with ingredients needed for the day's menu items
 - laying out cleaning cloths, sanitiser spray and bins ready for use during the shift
 - preparation are the tasks involved in getting ingredients and equipment ready for cooking and service:
 - washing, peeling and chopping vegetables to the required size and specification
 - portioning meat, fish or poultry into standard sizes for consistency
 - making sauces, soups or stocks in advance of service to save time later
 - weighing and measuring ingredients accurately for recipes
 - cleaning tasks are the processes used to maintain hygiene and food safety in the kitchen environment:
 - wiping and sanitising work surfaces before and after food preparation
 - washing utensils, chopping boards and equipment between different tasks to prevent cross-contamination
 - sweeping or mopping floors regularly to maintain hygiene and reduce slip hazards
 - disposing of food waste correctly and emptying bins as needed during service
- **Principles of basic food preparation and cooking** could include:
 - organisation (mise en place) - preparing ingredients, tools and equipment before cooking begins to ensure efficiency and consistency
 - accuracy - measuring and weighing ingredients correctly to achieve consistent results
 - knife skills - using the correct knife and technique to cut food safely and evenly for consistent cooking
 - hygiene and safety - washing hands, cleaning equipment, and preventing cross-contamination between raw and cooked foods
 - temperature control - storing, cooking and cooling foods at safe temperatures to reduce the risk of foodborne illness

- cooking methods - applying the correct method, such as boiling, roasting, grilling, frying, steaming or poaching, to achieve the desired texture and flavour
 - timing - cooking food for the correct length of time to ensure it is safe to eat and of the right quality
 - taste and seasoning - balancing flavours through correct use of herbs, spices, salt, sugar, acids and fats
 - texture and presentation - preparing and cooking food so that it is visually appealing and has the right consistency
 - portion control - serving the correct amount of food to reduce waste and meet customer expectations
 - nutritional balance - preparing dishes that contribute to a balanced diet, with consideration for health and dietary needs
- **Taste** is the sensory qualities of food, such as sweetness, sourness, bitterness, saltiness and umami. Understanding taste helps chefs balance flavours and create appealing dishes.
 - Principles of seasoning - basic rules for enhancing a dish's natural flavour using ingredients, such as salt, pepper and acidic elements, for example, vinegar or lemon juice. This could include:
 - seasoning early to build depth of flavour, such as adding salt or other seasonings at the beginning of cooking to allow them to absorb into the ingredients and develop more naturally
 - layering seasonings gradually, in small amounts throughout the cooking process rather than all at once to help avoid over-seasoning and support flavour balance
 - choosing seasonings that can withstand heat, such as salt, pepper, dried herbs and some spices during longer cooking methods
 - tasting the dish at intervals helps the chef adjust seasoning as flavours develop
 - being mindful that some ingredients, such as stock, soy sauce or cheese are already salty or strong in flavour
 - being aware of the methods of adapting when too much seasoning is used, for example, for excess spice add dairy or for excess salt add potato
 - Principles of flavouring - the process of building and layering flavour in a dish through the use of herbs, spices, aromatics, stocks and sauces. This could include:
 - seasoning at the end allows fine-tuning of flavour based on tasting the finished dish
 - using finishing seasonings to lift or brighten the dish just before serving
 - finishing seasonings should complement, not dominate and be used in small amounts
 - ingredients, such as fresh herbs or citrus zest should be added just before serving to preserve their aroma and brightness

- considering whether the dish needs a touch of saltiness, sweetness, acidity or bitterness (collectively known as umami) to feel complete
- **Allergens** are the ingredients that can cause allergic reactions (such as nuts, milk, eggs or gluten) or intolerances (such as lactose or gluten intolerance). Chefs must understand allergens to keep customers safe and follow legal requirements.
 - Recognising and managing common allergens:
 - being aware of the 14 named allergens listed in the United Kingdom food safety law, including gluten, nuts, dairy, shellfish and eggs
 - checking food labels on delivery for allergen information, and reporting any missing or unclear details to a supervisor
 - labelling all food products correctly when storing, including allergen content and use-by dates
 - being aware of the development of an allergen matrix in line with menu procedures
 - Preventing allergen cross-contamination:
 - segregating allergen-containing products in storage
 - using colour-coded equipment as per kitchen allergen procedures
 - washing hands and changing gloves after handling allergenic foods before touching other ingredients
 - cleaning and sanitising equipment and surfaces after allergen use
 - Understanding legal compliance:
 - staying aware of allergen laws, including Natasha's Law, which requires clear allergen labelling for pre-packed food
 - following kitchen policies to ensure compliance with legal and organisational allergen management procedures
- **Commonly used knives and kitchen equipment** could include:
 - commonly used knives:
 - chef's knife - a versatile knife used for chopping, slicing, dicing and mincing. It is suitable for tasks requiring precision, such as cutting vegetables, meat and herbs.
 - paring knife - a small knife, ideal for delicate tasks such as peeling, trimming or deveining. It is used for fine work that requires accuracy.
 - serrated knife - designed for cutting through foods with a hard exterior and soft interior, such as bread or tomatoes. The serrated edge helps maintain clean cuts without crushing.
 - boning knife - used for removing bones from meat, poultry or fish. Its flexible blade allows for detailed work around bones.
 - carving knife - used for slicing cooked meats. Its long, thin blade creates clean slices, especially for roasts or large cuts of meat.

- filleting knife - a flexible blade used to fillet meat or fish, giving clean cuts and reducing waste.
- cleaver - a heavy knife used for chopping through bones, such as in beef or lamb.
- commonly used kitchen equipment:
 - chopping boards - used to provide a safe, stable surface for cutting ingredients. Colour-coded boards help prevent cross-contamination
 - mixers (hand or stand) - used for whisking, beating and combining ingredients such as batters, doughs and creams
 - food processors - versatile machines used for chopping, slicing, grating and blending large quantities of ingredients quickly
 - blenders - used to puree or blend ingredients into smooth liquids, such as soups, sauces or smoothies
 - ovens (conventional and combi) - used for baking, roasting and steaming, with combi ovens offering pre-set programmes for consistency
 - grills - used for cooking foods under direct heat, such as toasting bread or searing meat
 - fryers - used for deep-frying foods, such as chips or battered fish, at controlled temperatures
 - saucepans and stockpots - used for boiling, simmering and preparing soups, sauces or stocks
 - bain-marie (hot-holding equipment) - used to keep sauces or cooked dishes warm without burning or drying out (either dry or wet variations are available)
 - scales - used to weigh ingredients accurately for consistency in recipes and portion control
 - thermometers - used to check cooking, cooling and holding temperatures to meet food safety standards
 - salamanders - used for browning, grilling or melting food items at high temperatures
- **Quality points of common food groups** could include:
 - whole fish:
 - should have a fresh, sea-like smell (not fishy or sour)
 - scales intact, no tears or punctures to the skin
 - skin should be clean, not slimy
 - firm texture when pressed
 - bright red gills, not dull or brown
 - eyes clear and bulging, not sunken or cloudy
 - fish fillet:
 - should have no unpleasant or sour odour

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

- cheese products:
 - soft cheeses, such as brie, should have a clean white rind and no visible fur
 - blue cheeses should have a vibrant blue vein through the main body and not green
 - hard cheeses shouldn't have visible white blemishes

- **Traditional cuts of meat and poultry**

- beef:
 - sirloin - tender cut used for steaks or roasting
 - ribeye - marbled cut suited to grilling or frying
 - fillet - very tender cut used for premium steaks
 - rump - flavourful cut used for grilling or roasting
 - brisket - tougher cut suited to slow cooking
 - shin - used for stews and braises
- lamb:
 - leg - large cut used for roasting
 - shoulder - suited to slow cooking or braising
 - lamb chops (loin or cutlets) - used for grilling or pan-frying
 - rack of lamb - roasted or grilled, often served as cutlets
 - shank - lower leg, suited to slow braising
- pork:
 - loin - lean cut used for roasting or chops
 - belly - fatty cut suited to slow cooking or roasting
 - shoulder - used for roasting or pulled pork
 - ham (hind leg) - cured, roasted or sliced
 - ribs - cooked by roasting, grilling or barbecuing
- poultry:
 - breast - lean cut used for grilling, frying or roasting

- thigh - flavourful cut suited to braising, roasting or curries
 - leg (drumstick) - used for roasting or slow cooking
 - wing - used for roasting, frying or barbecuing
 - crown (especially turkey) - breast meat left on the bone, suited to roasting
- **Categories of fish** could include:
 - white fish - round:
 - fish with a round body shape, lean flesh and low-fat content
 - examples include cod, haddock, pollock and bass
 - white fish - flat:
 - fish with a flat, oval body shape, usually filleted into two or four portions
 - examples include plaice, sole, halibut and turbot
 - oily fish:
 - fish with a higher fat content, darker flesh and rich flavour
 - examples include salmon, mackerel, trout, sardines and herring
 - **Traditional cuts of fish** could include:
 - Darne - a thick steak cut taken across the bone from a round fish, such as salmon
 - Tronçon - a steak cut from a large flat fish such as turbot or halibut, taken across the bone
 - Goujon - a small strip of fish cut from a fillet, usually of white fish
 - Suprême - a fillet cut on a slant from a large fillet of fish, often boneless and skinless
 - Délice - a folded fillet of fish, often trimmed into a neat shape before cooking
 - Paupiette - a thin slice or fillet of fish rolled around a stuffing
 - **Categories of vegetables** could include:
 - roots - vegetables that grow underground and store nutrients in their roots, for example, carrots, parsnips, beetroot and turnips
 - bulbs - vegetables made up of layers that form at the base of a stem, for example, onions, garlic, shallots and fennel

- flower heads - vegetables where the edible part is the flowering head of the plant, for example, cauliflower, broccoli and globe artichoke
 - fungi - edible fungi, such as mushrooms and truffles
 - seeds and pods - vegetables where the seeds or pods are eaten, for example, peas, beans and sweetcorn
 - tubers - vegetables that grow underground as swollen stems storing energy, for example, potatoes, sweet potatoes and Jerusalem artichokes
 - leaves - vegetables where the edible part is the leaf, for example, lettuce, spinach, cabbage and kale
 - stems - vegetables where the edible part is the stem or stalk of the plant, for example, celery, asparagus and rhubarb
 - vegetable fruits - vegetables that are technically fruits because they contain seeds but are used in savoury cooking, for example, tomatoes, courgettes, aubergines and peppers
- **Traditional cuts of vegetables** could include:
 - Julienne - vegetables cut into long, thin matchstick-sized strips (about 4-5cm long and 1-2mm thick)
 - Brunoise - very small dice of vegetables (about 2mm cubes), usually made from Julienne strips
 - Macédoine - medium-sized dice of vegetables (about 5mm cubes)
 - Jardinière - vegetables cut into batons or sticks (about 4cm long and 4mm thick)
 - Paysanne - vegetables cut into thin, flat slices or shapes, often square, round or triangular, about 1mm thick
- **Categories of dough** could include:
 - bread dough - a basic dough made with flour, water, yeast and salt, often proved to develop gluten and texture
 - enriched dough - a dough that contains extra ingredients such as butter, eggs, milk or sugar, making it richer and softer
 - soda dough - a quick dough made without yeast, using bicarbonate of soda (baking soda) and an acid such as buttermilk as a raising agent
 - naan dough - a leavened flatbread dough traditionally cooked in a tandoor oven, often enriched with yoghurt or milk
 - pitta dough - a flatbread dough that puffs up when baked at a high temperature, creating a pocket inside
 - pizza dough - a yeast-leavened dough made with flour, water, yeast and olive oil, stretched thin and baked at a high temperature
- **Seasonality** refers to the times of year when specific foods are naturally at their best, either because they are being harvested locally or are at peak ripeness and flavour. Using ingredients in season helps chefs prepare dishes with better flavour, colour and freshness. Examples could include:
 - Asparagus (in season May to June)

- Jersey Royal potatoes (in season May to June)
- Peaches (in season July to September)
- Butternut squash (in season September to November)

- **Relevant legislation, regulations and responsibilities** could include:

- Health and Safety at Work etc. Act - requires employers and employees to maintain a safe working environment. Chefs must follow safe practices to protect themselves and others.
- Food Safety Act - ensures that food is safe to eat, accurately described and of the quality expected. Chefs have a duty to handle food safely and not misrepresent dishes.
- Food Hygiene (England) Regulations - sets the requirements for food hygiene, cleanliness, temperature control and record-keeping. These rules guide how food is prepared, cooked, stored and displayed in kitchens.
- Control of Substances Hazardous to Health (COSHH) Regulations - rules about safe handling, use and storage of hazardous substances such as cleaning chemicals. Chefs are responsible for using cleaning products safely and as instructed.
- Allergen labelling legislation (Food Information Regulations and Natasha's Law) - requires food businesses to provide clear information on allergens in food. Natasha's Law makes it mandatory for pre-packed foods for direct sale to list full ingredients and allergens. Chefs must be aware of allergens in dishes and prevent cross-contamination.
- Personal hygiene responsibility - the duty of food handlers to maintain high standards of cleanliness to avoid contamination. Chefs must follow strict hygiene rules.
- Record-keeping responsibilities - ensures accurate food safety records are maintained as required by law and organisational policy. Good record-keeping helps demonstrate compliance with regulations.

- **Importance of following legislation and regulations and consequences of failing to meet them** could include:

- importance of following legislation and regulations:
 - food safety
 - allergen control
 - health and safety
 - personal hygiene

- consequences of failing to meet them:
 - customer illness or injury
 - legal actions and fines
 - business closure or loss of reputation
 - disciplinary action for staff
- **Teamwork** could include:
 - interdepartmental co-ordination - teams from different departments must co-ordinate efforts to meet service delivery standards. For example, kitchen staff must communicate effectively with front-of-house staff to ensure orders are accurate and delivered on time.
 - shared goals and mutual support - teams working together toward a common objective, such as delivering quality meals in a timely manner, is fundamental to successful service delivery. Team members should support each other by offering assistance, covering for absences and sharing responsibilities when necessary.
 - problem-solving and conflict resolution - effective teamwork includes addressing and resolving problems quickly and professionally to prevent them from impacting service. Team members should be proactive in identifying issues and working together to find solutions.
 - trust and respect - building trust and respect among team members is crucial for effective teamwork. When team members trust one another, they can work more efficiently and are more likely to offer help and support.
 - accountability - team members must take responsibility for their individual tasks and contribute to the overall success of the team. This ensures that all team members are contributing fairly to the workload.
 - encouraging collaboration - encouraging collaboration among team members helps to tap into diverse skills, leading to more creative solutions and more efficient problem-solving.
- **Basic costing** refers to working out how much it costs to make a dish, including ingredients and portion sizes. Costing helps the business set menu prices and control waste.
- **Yield** refers to the usable amount of an ingredient after preparation, trimming or cooking. Understanding yield helps chefs order the right quantity of ingredients and reduce waste.

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

Safety		
Knowledge	Skills	Behaviour
K3 The importance of checking food, equipment, chemical and commodity 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 K41 Potential risks in the working environment, how to address them and the potential consequences of those risks	S3 Check food stocks, report on shortages, prioritise food that is close to expiry and keep the storage areas in good order S7 Use correct knives and knife skills when preparing food and use the correct equipment when preparing, cooking and finishing food S8 Correctly store and use food items and commodities when preparing, cooking and finishing dishes to deliver a quality product that is safe for the consumer S11 Maintain a clean and hygienic kitchen environment at all times, complete kitchen documentation as required S17 Follow safe systems of work reporting risks in the appropriate manner	B2 Has a food safety approach at all times
Practical demonstration with questions		
Pass criteria	Distinction criteria	
PA1 Demonstrates stock/equipment checking for expiry dates and/or availability and maintains work/storage areas according to organisational food safety policies and procedures (K3, S3) PA2 Demonstrates knife skills and the use of specialist equipment to produce and store food products that are safe for the consumer (S7, S8)	PA4 Justifies their choice of knife and/or specialist equipment for a preparation, cooking and/or finishing a task (S7, S8) PA5 Describes the need to follow safe systems of work when preparing, cooking, and finishing food for consumption (S17, B2)	

PA3 Applies prescribed safe systems of work, identifies/reports risks and maintains their kitchen environment and documentation according to the food safety policies and procedures set out by the organisation (S11, S17, B2)	
Profession discussion underpinned by a portfolio of evidence	
Pass criteria	Distinction criteria
PD1 Outlines areas or sources of risk in the kitchen environment, how they have actioned those risks and the potential consequences they may cause (K41)	PD2 <i>Explains different actions to take to control or prevent risk in the kitchen environment (K41)</i>
Amplification and guidance	
• Commodities could include: ○ merchandise/produce ○ understanding their supply and demand ○ reporting issues to a supervisor • Hygienic kitchen could include: ○ handwashing ○ personal cleanliness ○ protective clothing ○ reporting illnesses ○ healthy carriers • Safe systems - formal procedures that must be carried out to identify and reduce hazards and risks. • Risks - a situation where someone or something is exposed to danger	

Specifications, standards and quality		
Knowledge	Skills	Behaviour
K5 Correct ingredients and portion sizes for each dish in line with recipe specifications K30 Finishing methods for all food groups including resting, garnishing, adding sauce, glazing, gratinating, piping, filling, decorating, dusting, dredging	S4 Prioritise tasks, ensuring food items meet the required quality standard and in the required time frame S5 Measure dish ingredients and portion sizes accurately S6 Use a range of craft preparation and basic cooking skills and techniques to prepare, cook and finish dishes and menu items in line with business requirements S9 Apply correct preparation and selection methods when using fresh produce in dishes S10 Complete preparation and cooking tasks to a high standard, delivered on time and presented as described within the recipe specification S16 Effectively manage resources to meet specifications and control waste	B3 Shows accuracy and attention to detail B4 Works according to the values and culture of the organisation
Practical demonstration with questions		
Pass criteria	Distinction criteria	
PA6 Identifies and measures the correct ingredients and portion sizes for each dish/recipe/specification and applies the appropriate finishing methods (K5, K30, S5) PA7 Prioritises tasks to produce dishes which reflect the given specification/recipe, and which meet quality control standards and are finished within a specified time (S4, S10, B3)	PA11 Describes how their dishes meet quality control standards (S4) PA12 Reviews their presentation of dishes with that described in the recipe specification (S10) PA13 Suggests alternative methods to manage/reduce waste when producing dishes for consumption (S16)	

PA8 Demonstrates craft and basic cooking techniques for dishes in line with specifications and applies appropriate selection and preparation methods when fresh produce is required (S6, S9) PA9 Manages resources to meet the given specifications for preparation, cooking and finishing and minimises waste at each stage (S16) PA10 Demonstrates the production of dishes which reflect the values and culture of the organisation (B4)	
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Preparation and cooking methods by food group

Knowledge	Skills
K10 Preparation methods for meat, poultry, game and offal including cutting, slicing, dicing, mincing, trimming, boning, tying, checking and preparing cavities, skinning, tenderising, marinating, seasoning, applying dry rubs, stuffing, filling, trussing, coating and portioning K13 Preparation methods for fish and shellfish including cleaning, descaling, skinning, trimming, filleting, removing bones, shelling, cutting, marinating, coating K16 Preparation methods for vegetables including washing, peeling, chopping, slicing, trimming, grating, turning K17 Preparation methods for sauces, stocks and soups including weighing, measuring, chopping, roux, skimming, passing, straining, blending, whisking K18 Preparation methods for rice, pasta/noodles and vegetable proteins including washing, soaking, straining K19 Preparation methods for eggs (duck, chicken, quail) including beating whisking K21 Preparation methods for dough including weighing, measuring, sieving, mixing, kneading, proving, knocking back, shaping, resting, chilling, piping, rolling, cutting, trimming, glazing, portioning K22 Preparation methods for pastry (including short, sweet, suet, choux, convenience) including weighing, measuring, sieving, mixing, shaping, resting, chilling, piping, rolling, cutting, trimming, glazing, portioning K23 Preparation methods for cakes, sponges, biscuits, scones, hot and cold desserts (including ice-cream, mousse, egg-based, batter-	S2 Use technology for the development and production of dishes and menu items in line with business procedures and guidelines to achieve the best result

based, sponge-based, fruit-based, pastry-based) including weighing, measuring, sieving, mixing, shaping, rubbing in, creaming, resting, piping, rolling, cutting, trimming, lining, beating, folding, greasing, glazing, portioning, aeration, adding flavours/colours, puréeing, combining, chilling K24 Cooking methods for meat, poultry, game and offal including searing, grilling, griddling, frying (deep, shallow, sauté and stir), braising, stewing, baking, roasting, steaming, boiling, poaching, bain-marie, combination K25 Cooking methods for fish and shellfish including frying (deep and shallow), grilling, poaching, baking, steaming, stewing, boiling K26 Cooking methods for vegetables including blanching, boiling, roasting, baking, grilling, braising, frying (deep, shallow and stir), steaming, stewing, combination K27 Cooking methods for sauces, stocks and soups including boiling, simmering, reducing, thickening, flavouring K28 Cooking methods for rice, pasta/noodles, eggs and vegetable proteins including blanching, boiling, frying (deep, sauté), scrambling, poaching, braising, steaming, stewing, baking, combination K29 Cooking methods for dough, pastry, cakes, sponges, biscuits, scones, hot and cold desserts including baking, boiling, poaching, stewing, steaming, frying, combination	
Profession discussion underpinned by a portfolio of evidence	
Pass criteria	Distinction criteria
PD3 Describes the preparation methods for the type of food product (K10, K13, K16, K17, K18, K19, K21, K22, K23) PD4 Describes the cooking methods for the type of food product (K24, K25, K26, K27, K28, K29)	PD6 <i>Justifies the preparation and use of specific equipment and cooking methods for specific food products (K10, K13, K16, K17, K18, K19, K21, K22, K23, K24, K25, K26, K27, K28, K29, S2)</i>

PD5 Describes the safe use of technology when preparing dishes, according to organisational procedures/guidelines (S2)	
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Professional behaviour and organisational culture		
Knowledge	Skills	Behaviour
K1 The factors which influence the types of food items and menus offered by the business K34 How personal and team performance impact on the successful production of dishes and menu items K35 How to communicate with colleagues and support team members K36 The importance of training and development to maximise own performance K37 Professional behaviours and organisational culture	S1 Contribute to reviewing and refreshing menus in line with business and customer requirements S12 Work with others to ensure dishes produced are of high quality, delivered on time and to the standard required S13 Choose methods of communication that achieve effective team working S14 Develop own skills and knowledge through training and experiences S15 Deal with team challenges and problems constructively to drive a positive outcome	B1 Is enthusiastic and committed to improving and developing skills B5 Is fair, consistent, reliable and respectful B6 Leads by example to develop individual and team skills
Professional discussion underpinned by portfolio of evidence		
Pass criteria	Distinction criteria	
PD7 Outlines factors influencing the foods offered by the business and demonstrates how they have contributed to reviewing and refreshing menus (K1, S1) PD8 Describes how their own and team performance influences the timely production of quality dishes and menu items (K34, S12) PD9 Explains how they choose communication methods to communicate with colleagues and support team members (K35, S13)	PD14 <i>Explains how their own individual/team performance influences the timely production of quality dishes and menu items (K34, S12, S15)</i>	

PD10 Explains how their level of enthusiasm and commitment to personal training and development activities have helped with their performance within their role (K36, S14, B1) PD11 Outlines the expectations of their role in terms of professional behaviours and how this fits into the organisational culture (K37) PD12 Establishes an approach to work tasks which follows the guidelines as set out by the behavioural/ethical code of conduct for the sector/organisation' (B5) PD13 Establishes an approach to problem solving and shares these with individuals and or teams within the organisation (S15, B6)	
Amplification and guidance	
• Professional behaviours - acting with respect for people and equipment around you and adhering to the rules set by your organisation. • Organisational culture - how an organisation structures itself, this could be the chain of command or the work processes in place.	

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Assessment summary

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

1. A 75-minute knowledge test
2. A 3-hour practical assessment with questions
3. A 60-minute professional discussion underpinned by a portfolio of evidence

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

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

Knowledge test

There are 50 marks available for the knowledge test.

- To achieve a **pass**, apprentices will score at least 30 out of 50
- To achieve a **distinction**, apprentices will score at least 40 out of 50
- **Unsuccessful** apprentices will have scored 29 or below

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

Practical assessment with questions

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

- To achieve a **pass**, all pass criteria must have been met
- To achieve a **distinction**, all distinction criteria must have been met in addition to all the pass criteria
- **Unsuccessful** apprentices will have not met all pass criteria

Professional discussion underpinned by a portfolio of evidence

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

- To achieve a **pass**, all pass criteria must have been met
- To achieve a **distinction**, all distinction criteria must have been met in addition to all the pass criteria
- **Unsuccessful** apprentices will have not met all pass criteria

Grading

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

Knowledge test	Practical assessment with questions	Professional discussion underpinned by a portfolio of evidence	Overall grade
Fail any of the three assessment methods			Fail
Pass	Pass	Pass	Pass
Distinction	Pass	Pass	Pass
Pass	Distinction	Pass	Pass
Pass	Pass	Distinction	Pass
Pass	Distinction	Distinction	Distinction
Distinction	Distinction	Pass	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 three assessments (knowledge test, practical assessment with questions and professional discussion).

To achieve a distinction overall, apprentices must achieve distinction in at least two assessment methods.

Retake and Resit information

Apprentices who fail one or more assessment methods will be offered the opportunity to take a resit or a retake at the employer's discretion. The apprentice's employer will need to agree that either a resit or retake is an appropriate course of action. A resit does not require further learning, whereas a retake does.

Apprentices should have a supportive action plan to prepare for a resit or a retake. The timescale for a resit or a retake is agreed between the employer and Highfield. A resit is typically taken within 2 months of the EPA outcome notification. The timescale for a retake is dependent on how much retraining is required and is typically taken within 4 months of the EPA outcome notification. Feedback will be provided on the areas of failure and a retake checklist will need to be submitted when the professional review has taken place.

All assessment methods must be taken within a 6-month period, otherwise, the entire EPA will need to be retaken. Resits and retakes are not offered to apprentices wishing to move from pass to a higher grade. Where any assessment method has to be resat or retaken, the apprentice will be awarded a maximum EPA grade of pass, unless the EPAO determines there are exceptional circumstances requiring a resit or retake.

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Assessing the knowledge test

The following knowledge areas of the Commis Chef Standard will be assessed by a **75-minute** knowledge test consisting of **50 multiple-choice questions** with a pass mark of 60% (30 out of 50) and a distinction mark of 80% (40 out of 50).

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

Apprentices will take the test in a controlled environment that is a quiet space, free of distractions and influence in the presence of an invigilator. The invigilator may be the independent assessor or another external person employed by Highfield or a Highfield remote invigilator. The test will be invigilated in line with the Highfield Invigilation policy.

Before the assessment

The employer/training provider should:

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

Knowledge test criteria

Knowledge test
K2 How technology supports the development and production of dishes and menu items
K4 How to undertake set up, preparation and cleaning tasks to organisational standard whilst working in a challenging, timebound environment
K6 The principles of basic food preparation and cooking; taste, allergens (including intolerances), diet (including religious, cultural and medical) and nutrition
K7 Commonly used knives and kitchen equipment and their specific function
K8 Sources and quality points of common food groups including meat, poultry, game, offal, fish, shellfish, vegetables, sauces, soups, stocks, rice, pasta/noodles, eggs, vegetable protein, dough, pastry, cakes, sponges, biscuits and scones, hot and cold desserts
K9 Traditional cuts of meat and poultry
K11 Categories of fish including white fish round and flat, oily fish
K12 Traditional cuts of fish including darne, tronçon, goujon, supreme, délice, paupiette
K14 Categories of vegetables including roots, bulbs, flower heads, fungi, seeds and pods, tubers, leaves, stems, vegetable fruits
K15 Traditional cuts of vegetables including Julienne, Brunoise, Macédoine, Jardinière, Paysanne
K20 Categories of dough, for example, bread, enriched, soda, naan, pitta, pizza
K31 The impact of seasonality on the availability, quality and price of ingredients
K32 The relevant legislation, regulations and responsibilities pertinent to this occupation
K33 The importance of following legislation and regulations and consequences of failing to meet them
K38 How all teams are dependent on each other and the importance of teamwork both back and front of house
K39 Basic costing and yield of dishes and the meaning of gross profit
K40 The principles of supply chain and waste management

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Assessing the practical assessment with questions

The practical assessment with questions involves the independent assessor observing the apprentice undertaking a set task or a series of set tasks in a simulated environment and asking questions. The simulated environment must closely relate to the apprentice's natural working environment.

The end-point assessor will ask questions in relation to underpinning knowledge and/or skills and behaviours where an opportunity to observe them has not occurred or to seek clarification and further test coverage of the mapped KSBs to make assessment decisions.

This occupation involves practical activity best assessed through demonstration. The practical assessment enables the assessment of essential knowledge and skills in the preparation, cooking and finishing of food items and the application and use of equipment in a controlled environment. The scope of the practical assessment allows the apprentice to demonstrate a range of food preparation, cooking and finishing techniques that may not typically be observed during an observation of a service period in their place of work.

The practical assessment with questions must take **3 hours**. The practical assessment with questions may not be split, other than to allow comfort breaks as necessary or to allow the apprentice to move from one location to another as required. Where breaks occur, they will not count towards the total assessment time.

The independent assessor has the discretion to increase the time of the practical assessment with questions by up to 10% to allow the apprentice to complete a task or respond to a question.

The independent assessor may observe up to four apprentices during this assessment method to ensure quality and rigour.

Apprentices must be provided with information on the tasks they must complete before the start of the practical assessment.

In preparation for the practical assessment, the employer will submit six recipes at the point of gateway (three main courses and three desserts/starters). The employer must confirm on each specification the methods used, and the special requirement met. The assessor will then select two of the recipe specifications (one main and one dessert/starter) two weeks prior to the practical assessment, which will allow the learner to demonstrate the requirements over the two dishes and meet the time requirements. This will allow the learner/employer to obtain the necessary ingredients and ensure the necessary equipment and environment is available.

The following activities must be observed during the practical assessment:

- 1) three food preparation methods, three cooking methods and three finishing methods (chosen by Highfield and based on the specification provided by the employer at gateway)

- 2) two dishes (either starter and main or main and dessert) created from the food prepared, cooked and finished in bullet point one
- 3) dishes must meet a specific requirement (chosen by Highfield, prior to the assessment) from the following:
 - a. Food intolerances, allergens (may include coeliac, crones, 14 allergens)
 - b. Religious and cultural requirements (may include Jewish, Muslim)
 - c. Dietary (may include vegetarian, vegan)
 - d. Nutritional (may include children, older people, pregnant women, person recuperating from an illness)
- 4) safe and hygienic systems and practices
- 5) the dishes chosen and prepared by the apprentice to meet the criteria set by the assessor must also meet the recipe specification provided by the employer

The independent assessor must ask a minimum of **six questions**. They may ask follow-up questions where clarification is required. The time for questions asked during the practical assessment is included in the overall assessment time.

Highfield would encourage the employer/training provider and the apprentice to plan for the practical assessment with questions by familiarising themselves with the criteria that will be assessed and reflecting on their experience.

Before the assessment:

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
- ensure the apprentice knows which commis chef criteria will be assessed (outlined on the following pages)
- ensure the apprentice has access to the relevant resources, such as the correct ingredients and equipment, to carry out the practical assessment
- encourage the apprentice to reflect on their experience and learning on-programme to understand what is required to meet the standard
- be prepared to provide clarification to the apprentice, and signpost them to relevant parts of their on-programme experience as preparation for this assessment

Mock practical assessment with questions

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

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

- the mock practical assessment should take place in a suitable location.
- a **three-hour** time slot should be available for the practical assessment if it is intended to be a complete mock assessment covering all relevant criteria (outlined in the following pages). However, this time may be split up to allow for progressive learning.
- consider a video or audio recording of the mock practical assessment 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 interview with each apprentice.
- ensure that the apprentice's performance is assessed by a competent trainer/assessor, and that feedback is shared with the apprentice to complete the learning experience. Mock assessment sheets are available to download from the Highfield Assessment website and may be used for this purpose.
- use a **minimum of six** structured 'open' questions that do not lead the apprentice but allow them to give examples for how they have met each area in the standard.

For example:

- 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?
 - How would you choose the appropriate knife for your task?
- specifications, standards and quality:
 - Explain the proper process for reporting a risk in your workplace.
 - What are the necessary checks to ensure food waste is kept to a minimum?
 - How would you ensure that dishes are finished to a professional standard within the given deadline?

Practical assessment with questions criteria

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

Apprentices should prepare for the practical assessment 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.

Safety
To pass, the following must be evidenced.
PA1 Demonstrates stock/equipment checking for expiry dates and/or availability and maintains work/storage areas according to organisational food safety policies and procedures (K3, S3)
PA2 Demonstrates knife skills and the use of specialist equipment to produce and store food products that are safe for the consumer (S7, S8)
PA3 Applies prescribed safe systems of work, identifies/reports risks and maintains their kitchen environment and documentation according to the food safety policies and procedures set out by the organisation (S11, S17, B2)
To gain a distinction, the following must be evidenced
PA4 <i>Justifies their choice of knife and/or specialist equipment for a preparation, cooking and/or finishing a task (S7, S8)</i>
PA5 <i>Describes the need to follow safe systems of work when preparing, cooking, and finishing food for consumption (S17, B2)</i>

Specifications, standards and quality

To pass, the following must be evidenced.

- PA6** Identifies and measures the correct ingredients and portion sizes for each dish/recipe/specification and applies the appropriate finishing methods (K5, K30, S5)
- PA7** Prioritises tasks to produce dishes which reflect the given specification/ recipe, and which meet quality control standards and are finished within a specified time (S4, S10, B3)
- PA8** Demonstrates craft and basic cooking techniques for dishes in line with specifications and applies appropriate selection and preparation methods when fresh produce is required (S6, S9)
- PA9** Manages resources to meet the given specifications for preparation, cooking and finishing and minimises waste at each stage (S16)
- PA10** Demonstrates the production of dishes which reflect the values and culture of the organisation (B4)

To gain a distinction, the following must be evidenced

- PA11** *Describes how their dishes meet quality control standards (S4)*
- PA12** *Reviews their presentation of dishes with that described in the recipe specification (S10)*
- PA13** *Suggests alternative methods to manage/reduce waste when producing dishes for consumption (S16)*

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Assessing the professional discussion underpinned by portfolio of evidence

The professional discussion is a two-way discussion that involves both the independent assessor and the apprentice actively listening and participating in a formal conversation. It gives the apprentice the opportunity to make detailed and proactive contributions to confirm their competency across the KSBs mapped to this method.

The professional discussion must be appropriately structured to draw out the best of the apprentice's competence and cover the KSBs assigned to this assessment method. It will involve questions that focus on safety, preparation and cooking methods by food group, professional behaviour and organisational culture.

The professional discussion must last for **60-minutes**. The independent assessor has the discretion to increase the time of the professional discussion by up to 10% to allow the apprentice to complete their last answer.

As a temporary discretion, the independent assessor will pick a minimum of 4 preparation and cooking techniques to discuss during the professional discussion.

The professional discussion will have a minimum of **12 questions**. Apprentices will be expected to use their portfolio of evidence to support their answers.

Apprentices will be expected to use their portfolio of evidence to support their answers.

The professional discussion should take place in a quiet room, free from distractions and influence. The professional discussion may be conducted using technology such as video link, as long as fair assessment conditions can be maintained.

Before the assessment:

Employers/training providers should:

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

Professional discussion mock assessment

It is the employer/training provider's responsibility to prepare apprentices for their end-point assessment, and Highfield recommends that 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 **60-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 a **minimum of 12** structured 'open' questions that do not lead the apprentice but allow them to express their knowledge and experience in a calm and comfortable manner. For example:
 - safety:
 - What risks have you identified in the kitchen, how did you address them, and what could have happened if you had not acted?
 - Can you explain an example of a risk you managed in the kitchen and the possible consequences if it was ignored?
 - What actions do you take to control risks in the kitchen, and how do these keep the environment safe?
 - Can you explain how you prevent risks in the kitchen and why these actions are important?
 - preparation and cooking methods by food group:
 - Can you describe how you prepare a specific type of food product, and explain the methods you use?
 - What cooking methods do you apply to a chosen food product, and how do they affect the finished dish?
 - How do you use kitchen technology safely when preparing dishes, and what procedures do you follow?

- Can you explain which equipment and cooking methods you used for a specific food product, and why they were the most suitable?
- professional behaviours and organisational culture:
 - Can you explain an example of when your own actions and teamwork influenced the timely production of menu items?
 - How has your enthusiasm and commitment to training and development improved your performance in your role?
 - How do you usually approach solving problems in the kitchen, and how do you communicate your solutions to the team?
 - Can you give an example of when your actions and teamwork influenced the timely production of menu items?

Professional discussion criteria

Throughout the **60-minute** professional discussion, the assessor will review the apprentice's competence in the criteria outlined below.

Safety
To pass, the following must be evidenced.
PD1 Outlines areas or sources of risk in the kitchen environment, how they have actioned those risks and the potential consequences they may cause (K41)
To gain a distinction, the following must be evidenced
P2D Explains different actions to take control or prevent risk in the kitchen environment (K41)

Preparation and cooking methods by food group
To pass, the following must be evidenced.
PD3 Describes the preparation methods for the type of food product (K10, K13, K16, K17, K18, K19, K21, K22, K23)
PD4 Describes the cooking methods for the type of food product (K24, K25, K26, K27, K28, K29)
PD5 Describes the safe use of technology when preparing dishes, according to organisational procedures/guidelines (S2)
To gain a distinction, the following must be evidenced
PD6 Justifies the preparation and use of specific equipment and cooking methods for specific food products (K10, K13, K16, K17, K18, K19, K21, K22, K23, K24, K25, K26, K27, K28, K29, S2)

Professional behaviour and organisational culture
To pass, the following must be evidenced.
PD7 Outlines factors influencing the foods offered by the business and demonstrates how they have contributed to reviewing and refreshing menus (K1, S1)
PD8 Describes how their own and team performance influences the timely production of quality dishes and menu items (K34, S12)
PD9 Explains how they choose communication methods to communicate with colleagues and support team members (K35, S13)
PD10 Explains how their level of enthusiasm and commitment to personal training and development activities have helped with their performance within their role (K36, S14, B1)
PD11 Outlines the expectations of their role in terms of professional behaviours and how this fits into the organisational culture (K37)
PD12 Establishes an approach to work tasks which follows the guidelines as set out by the behavioural/ethical code of conduct for the sector/organisation' (B5)
PD13 Establishes an approach to problem solving and shares these with individuals and or teams within the organisation (S15, B6)
To gain a distinction, the following must be evidenced
PD14 <i>Explains how their own individual/team performance influences the timely production of quality dishes and menu items (K34, S12, S15)</i>

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