



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

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

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

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

On-programme requirements

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

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

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

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

Use of artificial intelligence (AI) in the EPA

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

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

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

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

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

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

Readiness for end-point assessment

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

- the apprentice must have achieved level 1 English and maths. The requirements for English and maths are mandatory for all apprentices aged between 16-18 at the start of their apprenticeship training. The requirements for English and maths are optional for apprentices aged 19+ at the start of their apprenticeship training.
- the line manager (employer) must be confident that the apprentice has developed all the knowledge, skills and behaviours defined in the apprenticeship standard and that the apprentice is competent in performing their role. To ensure this, the apprentice must attend a formal meeting with their employer to complete the Gateway Readiness Report.
- the apprentice and the employer should then engage with Highfield to agree a plan and schedule for each assessment activity to ensure all components can be completed within a mandated end-assessment window. Further information about the gateway process is covered later in this kit.

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

Order of end-point assessments

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

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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

Whilst the assessment plan states that the criteria for all 3 assessment methods are to be drawn from Annex A, the practical observation and the professional discussion will be assessed against the criteria listed in the grading tables found on pages 10-11. As the subject areas these criteria are intended to assess are not clearly listed in the assessment plan, they have been aggregated into the subject areas Highfield have deemed most appropriate.

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

- customer feedback
- recordings
- manager statements
- witness statements

As well as evidence from others, such as:

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

In advance of gateway, apprentices will need to have 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

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

The gateway meeting

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

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

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

Reasonable adjustments

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

ID requirements

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

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

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The Production Chef apprenticeship standard

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

Kitchen operations	
Knowledge	Skills
K1 Techniques for the preparation, assembly, cooking, regeneration, and presentation of food K2 The importance of organisational/brand specifications and consistency in food production K3 How to check fresh, frozen, and ambient foods are fit for purpose K4 Procedures for the safe handling and use of tools and equipment K5 The importance of following correct setting up and closing down procedures K6 Specific standards and operating procedures for organisations	S1 Check, prepare, assemble, cook, regenerate, hold and present food meeting the needs of the customers and maintaining organisational standards and procedures S2 Use kitchen tools and equipment correctly to produce consistently high-quality dishes according to specifications S3 Take responsibility for the cleanliness, organisation, and smooth running of the work area
On-demand test	
The knowledge statements K1-K5 are used to assess the apprentice's knowledge in the on-demand test	
Practical observation	
Pass criteria	
KO1 Can produce food maintaining organisational standards and procedures (S1, S2, S3) KO2 Uses kitchen tools and equipment correctly to produce consistently high-quality dishes according to specifications (S1, S2, S3) KO3 Work area is clean and organised (S1, S2, S3)	

Professional discussion	
Pass criteria	Distinction criteria
KO4 Describes procedures for the safe handling and use of tools and equipment and specific standards/operating procedures for organisation (K4, K6)	KO5 <i>Relates organisational procedures to examples of own work (K4, K6)</i>
Amplification and guidance	
• Techniques for the preparation, assembly, cooking, regeneration, and presentation of food could include: ○ preparation is the process of getting ingredients ready for cooking: ▪ washing ▪ peeling ▪ cutting ▪ slicing ▪ grating ▪ filleting ▪ chopping ▪ portioning ▪ marinating ○ assembly is the process of putting ingredients together to create a dish: ▪ layering ingredients ▪ assembling a plated meal ▪ portioning ○ cooking is the process of using heat to transform raw ingredients into a finished dish: ▪ boiling ▪ grilling ▪ poaching ▪ braising	

- roasting
- frying
- searing
- baking
- stewing
- simmering
- regeneration is the process of reheating pre-cooked food safely while maintaining quality and texture:
 - microwaving or using a Merrychef oven
 - rehydration
 - defrosting
 - boiling
 - steaming
- presentation is the final appearance of the dish when served:
 - plating styles
 - portion control
 - using colour and contrasts
 - arrangement of ingredients
 - garnishes
- **Organisational/brand specifications** are the set standards and guidelines that a business follows to ensure food is prepared and presented correctly to maintain its brand identity and reputation. These could include:
 - portion sizes
 - ingredient quality
 - plating guidelines
 - food looks, tastes and is presented the same way across all locations for consistency across the brand
 - meeting hygiene rating

- healthy eating guidelines and policies
- health and safety procedures
- following recipes and food production methods
- **How to check fresh, frozen, and ambient foods are fit for purpose** could include:
 - fresh meat:
 - colour - bright and appropriate for the type of meat, for example, red for beef and pink for poultry. Avoid grey, green or brown patches.
 - smell - neutral or slightly metallic. A strong, sour or rotten smell indicates spoilage.
 - texture - firm and slightly moist, not slimy or sticky.
 - packaging - intact, with no leaks or excess liquid, which can indicate spoilage.
 - expiry date - within the use-by date and stored at the correct temperature (0–5°C).
 - fresh fish or seafood:
 - eyes - clear and bright, not sunken or cloudy.
 - smell - mild and briny. A strong fishy or ammonia-like odour indicates spoilage.
 - scales and skin - shiny, moist and firmly attached, not dry or flaky.
 - gills - bright red or pink, not brown or grey.
 - flesh - firm and springs back when pressed, not mushy or soft.
 - fresh fruit and vegetables:
 - colour - vibrant and free from browning, yellowing or unusual spots.
 - texture - firm and crisp. Avoid soft, mushy or shrivelled produce.
 - smell - fresh and has characteristics of the specific fruit/vegetable. A sour or fermented smell indicates spoilage.
 - signs of mould or rot - no visible mould, bruises or signs of decay.
 - skin - intact, without cuts or breaks that can lead to bacterial contamination.
 - dairy products:
 - smell - should be fresh and slightly sweet. Sour or unpleasant odours indicate spoilage.
 - texture - cheese should not be excessively dry or slimy. Yoghurt and cream should be smooth, not lumpy or curdled.

- appearance - no signs of mould, discolouration or separation (unless natural for the product).
 - expiry date - be within the use-by date and stored at the correct temperature (0-5°C).
- ambient foods:
 - packaging - no dents, bulges, rust or leaks in tins or jars, as these can indicate contamination.
 - lid/safety seal - the lid should not be loose or popped up, which may indicate spoilage.
 - smell and appearance - contents should have the expected colour, consistency and smell when opened.
 - pest - no signs of insects, webbing, droppings, greasy marks or urine in or around the packaging.
 - texture - dry and free-flowing, not clumped, damp or mouldy.
- frozen foods:
 - packaging - fully sealed with no rips, holes or signs of damage.
 - temperature - stored at -18°C or below to prevent spoilage and no excessive ice crystals inside the packaging, which indicates thawing and refreezing.
 - appearance - no signs of freezer burn, which can affect texture and taste. Colour should be natural and not dull, grey or faded.
 - smell - no noticeable or unusual odour when removed from packaging after thawing.
- **Safe handling** could include:
 - following manufacturer instructions for correct use and maintenance
 - using tools and equipment for their intended purpose, for example, knives for cutting or not opening packaging
 - carrying knives with the blade pointing down and away from the body
 - storing tools safely after use, such as in designated racks or drawers
 - using personal protective equipment (PPE) if required, such as cut-resistant gloves
- **Tools and equipment** can relate to anything used within a kitchen environment during the production of food, such as manual or electrical cooking tools, equipment, machinery and technology. This could include:
 - manual food preparation and cooking tools, equipment and machinery:
 - knives

- peelers
- graters
- mandolins
- measuring spoons and cups
- tongs
- whisks
- rolling pins
- colanders, strainers and spiders
- cutting boards
- sifters
- ladles
- electrical food preparation and cooking tools, equipment and technology could include:
 - blenders
 - food processors and thermomixers
 - ovens (conventional, convection or combination oven)
 - grills
 - digital food safety equipment
 - regeneration ovens
 - fryers (deep fryers or air fryers)
 - microwaves
 - mixers (hand or stand mixers)
 - slow cookers
 - electric kettles
 - steamers
 - vacuum packers
 - juicers

- rice cookers
 - coffee machines
 - sous-vide machines
 - digital timers
 - temperature monitoring systems
 - automated portioning machines
 - temperature probes
 - decarboniser equipment
- **Setting up and closing down procedures:**
 - preparing an area for service could include:
 - ensuring all appliances are operational, knives are sharpened and work surfaces are clean
 - stocking ingredients involves verifying that fresh, dried and frozen ingredients are available in appropriate quantities
 - setting up stations involves prepping ingredients, sauces and garnishes to ensure smooth service
 - food safety checks involve confirming correct storage temperatures and following food safety procedures
 - communication with team involves reviewing the menu, daily specials and expected customer demand
 - health and safety checks of the area, ensuring fire exits are clear, floors are dry and personal protective equipment (PPE) is available
 - closing down following service could include:
 - cleaning and sanitising, which involves ensuring the work surfaces, chopping boards, utensils and equipment are thoroughly cleaned
 - stock rotation and storage involves ensuring unused ingredients are stored correctly, following First-in, First-out (FIFO) principles
 - disposing of waste involves ensuring food waste is separated from recycling and disposed of according to organisational policies
 - equipment maintenance involves cleaning grills, fryers and ovens and turning them off as required
 - end-of-shift handovers involves communicating with the next team about stock levels, maintenance issues or prep requirements
 - doing a stock check and recording low stock levels, so that these can be reported to the manager for the next shift
 - importance of following these procedures could include:
 - food safety - prevents contamination and ensures food is stored safely

- workplace efficiency - a clean and well-organised kitchen allows for smooth service
- equipment maintenance - prevents damage and prolongs the lifespan of tools and machinery
- health and safety compliance - reduces risks of accidents, such as fires or slips

Nutrition	
Knowledge	Skills
K7 Key nutrient groups , their function and main food sources K8 The scope and methods of adapting dishes to meet the specific dietary, religious and allergenic needs of individuals	S4 Produce dishes to suit individuals' specific dietary, religious and allergenic needs as required
On-demand test	
The knowledge statements K7-K8 are used to assess the apprentice's knowledge in the on-demand test	
Practical observation	
Pass criteria	
N1 Produces dishes to suit individuals' specific dietary, religious and allergenic needs as required (S4)	
Professional discussion	
Pass criteria	Distinction criteria
N2 Describes how dishes are adapted to suit individuals' specific dietary, religious and allergenic needs as required (S4)	N3 <i>Justifies why adaptations have been made to dishes based on a sound understanding of the specific individual requirements (S4)</i>
Amplification and guidance	
• Key nutrient groups could include: ○ carbohydrates provide energy for daily activities and bodily functions: ▪ bread ▪ pasta	

- rice
- potatoes
- cereals
- fruits
- proteins are essential for growth, repair and maintenance of bodily functions:
 - meat
 - fish
 - eggs
 - dairy
 - beans
 - lentils
 - tofu
 - nuts
- fats provide long-term energy, support cell function and help absorb fat-soluble vitamins:
 - oily fish
 - nuts
 - seeds
 - avocados
 - butter
 - cooking oils
- vitamins support various body functions, including immunity, vision and bone health:
 - vitamin A - supports vision and skin health, such as carrots, dairy and liver
 - vitamin C - boosts immunity and helps absorb iron, such as citrus fruits, peppers and tomatoes
 - vitamin D - supports bone health, such as fish, eggs and fortified foods
- minerals help to maintain strong bones, nerves and muscles:
 - calcium - strengthens bones and teeth, such as milk, cheese and leafy greens

- iron - supports red blood cell production, such as red meat, spinach and fortified cereals
 - potassium - maintains fluid balance and muscle function, such as bananas, potatoes and beans
- fibre aids digestions and promotes gut health:
 - whole grains
 - fruits
 - vegetables
 - nuts
 - seeds
- **Specific dietary, religious and allergenic needs** relate to the restriction customers may have that prevents them from eating certain foods or food products. This could include:
 - dietary needs:
 - Crohn's disease
 - Colitis
 - Vegan
 - Lactose intolerance
 - Vegetarian
 - Pescatarian
 - Dysphagia
 - religious needs:
 - Halal
 - Hinduism
 - Kosher
 - Sikhism
 - allergenic needs:
 - celery

- cereals containing gluten
- crustaceans
- eggs
- fish
- lupin
- milk
- mollusca
- mustard
- peanuts
- sesame
- soybeans
- sulphur dioxide/sulphites
- tree nuts

Legal and governance	
Knowledge	Skills
K9 Allergens and the legal requirements regarding them K10 Relevant industry-specific regulations, legislation, and procedures regarding food safety, HACCP, health and safety appropriate to the organisation K11 The importance of following legislation and the completion of legal documentation	S5 Comply with all regulations, legislation, and procedural requirements S6 Complete and maintain documentation to meet current legislative guidelines
On-demand test	
The knowledge statements K9-K11 are used to assess the apprentice's knowledge in the on-demand test	
Practical observation	
Pass criteria	
LG1 All regulations, legislation and procedural requirements are complied with, and all required documentation is completed (S5, S6)	
Professional discussion	
Pass criteria	Distinction criteria
LG2 Describes how to complete documentation to meet current legislative guidelines (S6)	LG3 <i>Explains the importance of completing required procedures and documentation and can give examples of its application (S6)</i>
Amplification and guidance	
• Allergens and the legal requirements are the substances in food that can cause an allergic reaction in some individuals. ○ There are 14 legally recognised allergens that must be identified and controlled in food preparation. These include: ▪ celery ▪ cereals containing gluten (wheat, rye, barley and oats) ▪ crustaceans (prawns, crabs and lobster)	

- eggs
- fish
- lupin
- milk
- mollusca (mussels, squid and oysters)
- mustard
- nuts (almonds, hazelnuts, walnuts, cashews, pecans, Brazil nuts, pistachios and macadamia nuts)
- peanuts
- sesame
- soybeans
- sulphur dioxide/sulphites (used in dried fruits and some wines)
- legal requirements could include:
 - Food Information Regulations (FIR) - requires businesses to provide clear allergen information for unpackaged and pre-packed food
 - Natasha's Law - requires pre-packed for direct sale (PPDS) food to have a full ingredient list with allergens highlighted
 - Food Safety Act - makes it illegal to sell food that is unsafe or incorrectly labelled
- **Industry-specific regulations, legislation, and procedures** could include:
 - Codes of Practice
 - Food Standards Act
 - Food Safety Act
 - The Food Safety Order
 - General Food Law
 - Food Information Regulations
 - Natasha's Law
 - Health and Safety at Work etc. Act
 - Working Time Directive

- Food Hygiene (England) Regulations
- Control of Substances Hazardous to Health (COSHH)
- Hazard Analysis and Critical Control Points (HACCP)
- Manual Handling Operations Regulations
- Risk assessments including fire risk
- Personal protective equipment (PPE) procedures
- Food storage
- Food handling
- Cleaning and sanitising
- Personal hygiene
- Pest control
- Waste control
- Checks and record keeping
- **Documentation** may include:
 - Food Delivery Record
 - Fridge/Cold room/Display Chill Temperature Records
 - Cooking/Cooling/Reheating Records
 - Hot Hold/Display Records
 - Hygiene Inspection Checklist / internal or external audits
 - Hygiene Training Records
 - Fitness to Work Assessment Form
 - All-in-one Record
 - Customer Delivery Record

People	
Knowledge	Skills
K12 How to communicate with colleagues, line managers and customers effectively K13 Principles of customer service and how individuals impact customer experience K14 How and why to support team members in own area and across the organisation	S7 Use effective methods of communication with all colleagues, managers, and customers to promote a positive image of yourself and the organisation S8 Work in a fair and empathetic manner to support team members while offering a quality provision S9 Work to ensure customer expectations are met
On-demand test	
The knowledge statements K12-K13 are used to assess the apprentice's knowledge in the on-demand test	
Practical observation	
To pass, the following must be evidenced	
P1 Communicates with colleagues, managers, and customers to promote a positive image of self and the organisation (S7, S8, S9) P2 Leads by example, working respectfully to support team members and ensures customer expectations are met (S7, S8, S9)	
Professional discussion	
Pass criteria	Distinction criteria
P3 Describes how and why to support team members in own area and across the organisation (K14)	<i>No distinction criteria</i>
Amplification and guidance	
• Communicate with colleagues, line managers and customers effectively involves clearly exchanging information, ideas or feelings so that the message is understood by others. It is essential in the kitchen environment to ensure smooth operations and avoid misunderstandings. This could include: ○ verbal communication:	

- speaking clearly
- speaking at an appropriate volume
- using polite and respectful language when addressing individuals
- confirming understanding by repeating back key information
- asking clarifying questions
- non-verbal communication appropriately:
 - using positive body language, such as eye contact and nodding to show engagement
 - remaining calm and professional in their behaviours, even in busy kitchen environments
 - avoiding negative gestures, such as eye-rolling or crossed arms, which may seem unprofessional
- written communication appropriately:
 - writing clear and legible notes, ensuring it is accurate to avoid misunderstanding
 - using correct terminology when completing documentation
- actively listening and responding appropriately
- acknowledging and acting on feedback in a constructive manner
- adapting the communication style depending on the audience or individual
- remaining calm and professional when dealing with complaints or difficult situations
- **Principles of customer service**
 - courtesy - being polite, respectful and considerate towards customers at all times
 - professionalism - displaying a high level of competence, skill and ethical behaviour in all customer interactions
 - responsiveness - responding quickly and effectively to customer needs, concerns or questions
 - effective communication - clearly and efficiently conveying information to customers, making sure they understand what's being offered and addressing their concerns
 - empathy - understanding and being sensitive to the customer's emotions, needs and concerns, demonstrating emotional intelligence
 - consistency - delivering the same high level of service every time, ensuring customers have a predictable experience
 - personalisation - tailoring the service to meet the individual needs and preferences of each customer

- efficiency - providing a high standard of service while making the best use of time and resources
 - problem-solving - effectively addressing and resolving customer issues or complaints to ensure customer satisfaction
 - customer feedback - actively seeking, listening to and acting upon customer feedback to improve service
 - anticipating needs - predicting and addressing customer needs before they have to ask
 - respect for diversity - valuing customers from all backgrounds and making them feel welcomed, regardless of their race, gender, age or cultural background
-
- **Support team members** refers to the act of providing help, assistance and encouragement to colleagues in the workplace to enable them to perform their tasks effectively and efficiently. This could include:
 - offering guidance
 - sharing knowledge or job shadowing
 - providing resources
 - giving constructive feedback
 - assisting with tasks when needed
 - creating a positive working environment
 - encouraging teamwork and collaboration

Business/commercial	
Knowledge	Skills
K15 The role of the individual in upholding the organisation's vision, values, objectives and reputation K16 The financial impact of portion and waste control K17 How technology can support food production organisations K18 The importance of sustainability and working to protect the environment	S10 Work collaboratively to uphold the vision, values, and objectives of the organisation S11 Use technology appropriately S12 Maximise quality and consistency in food production by using resources in line with organisations' financial constraints, style, specifications, and ethos
On-demand test	
The knowledge statements K16-K18 are used to assess the apprentice's knowledge in the on-demand test	
Practical observation	
To pass, the following must be evidenced	
BC1 Uses resources and technology in line with organisations' financial constraints, style, specifications, and ethos (S10, S11, S12)	
BC2 Demonstrates a professional approach upholding the vision, values, and objectives of the organisation (S10, S11, S12)	
Professional discussion	
Pass criteria	Distinction criteria
BC3 Describes the role of the individual in upholding the organisation's vision, values, objectives and reputation (K15, K17, S11) BC4 Describes the appropriate use of technology and details how technology supports food production organisations (K15, K17, S11)	BC5 <i>Can compare the technology available in the organisation to emerging industry-related technologies (K15, K17, S11)</i>
Amplification and guidance	
Vision is the long-term, overarching goal or purpose of the organisation. It is what the organisation strives to achieve and where it aims to be in the future. This could include:	

- the type of food produced and services provided:
 - fast food, budget and branded offers
 - healthy or superfood only
 - high-end fine dining
 - gastro, gourmet or comfort
- financial growth
- expansion:
 - larger premises
 - additional premises/locations
 - increased workforce
 - market expansion
- **Values** are the core principles or standards that guide behaviour within the organisation. These are the beliefs or ethical standards that the organisation upholds, such as integrity, sustainability and customer focus. This could include:
 - excellent customer service
 - ethically and responsibly sourced produce
 - healthy eating
 - reduced food wastage
 - clean and safe cooking and eating environment
- **Objectives** are the specific, measurable goals set by the organisation that help achieve its vision. Objectives are usually focused on performance, growth or service improvement. This could include:
 - producing excellent quality food
 - providing excellent customer service
 - ensuring value for money
- **Reputation** refers to the public's perception or opinion of the organisation based on its actions, reliability and quality of service. Upholding a positive reputation is vital for an organisation's success.

- **Financial impact of portion and waste control:**
 - portion control financial impact could include:
 - reduced food costs as portion control ensures that the right amount of food is served, helping to avoid overproduction and excessive use of ingredients.
 - increased profit margins because by controlling portion sizes, the business can sell meals at a price that covers the costs of production while still maintaining a good profit margin.
 - improved consistency because portion control ensures that every meal is the same size and quality, improving customer satisfaction and reducing the risk of refunds or complaints. This reduces costs associated with customer dissatisfaction and reputational damage.
 - lower waste as with portion control, food that would otherwise be discarded due to over-portioning can be minimised, leading to reduced waste disposal costs.
 - waste control financial impact could include:
 - lower waste disposal costs because reducing food waste means less discarded food, which can lower waste management and disposal costs.
 - maximisation of ingredient use as controlling waste, ingredients are used more efficiently, meaning less food is thrown away and the full value of purchased ingredients is realised.
 - reduced purchase costs as minimising waste allows a kitchen to reduce the frequency of ingredient orders, as the stock on hand is used more efficiently. This helps in reducing overall purchasing costs.
 - increased profitability because reducing food waste can contribute to higher profitability by ensuring that more of what is purchased is sold rather than discarded.
- **Technology** could include:
 - combi ovens
 - smart thermometers
 - sous-vide machines
 - point-of-sale (POS) systems
 - inventory management software
 - food safety monitoring systems
 - communication tools

- kitchen display systems (KDS)
- digital recipe management
- food waste monitoring systems
- emerging industry-related technologies:
 - robotics and automation
 - digital menus
 - cashless payment methods
 - self-service kiosks
 - digital food management and stock control
 - 3-D food printers
- food products:
 - alternative proteins (cultured meats/lab-grown foods)
 - genetically modified organisms (GMOs)
- **Sustainability** is the ability to meet present needs without compromising the ability of future generations to meet their own needs. In food production, this includes sourcing, processing and disposing of resources in a way that does not harm the environment. This could include:
 - using energy-efficient appliances
 - switching to LED lighting
 - optimising cooking times
 - food waste management strategies
 - composting
 - recycling
 - sourcing local ingredients and advertising this
 - ethical meat sourcing
 - installing low flow taps and dishwashers
 - reducing single-use plastic
 - ensuring training is kept up to date
- **Resources** may include:
 - utilities

- electricity
 - gas
 - water
- food and produce:
 - oil
 - meat
 - fish
 - vegetables
 - grains
 - cereals
 - herbs and spices
 - condiments
- equipment, utensils and kitchenware
- packaging:
 - aluminum foil
 - baking/greaseproof paper
 - cling film
 - green packaging and recycling
- **Ethos** refers to the character and spirit of an organisation or establishment. This would include using traditional equipment, appliances and cooking methods for specific traditional cultural dishes. This could include:
 - wood-fired/masonry ovens for pizzas in Italian restaurants
 - tandoors for flatbread and tandoori dishes in Western, Central and Southern Asian cuisine restaurants
 - tagines for tagine dishes in Moroccan and Northern African cuisine restaurants

Personal development and performance	
Knowledge	Skills
K19 How personal development and performance contributes to the success of the individual, team and organisation K20 How to identify personal goals and development opportunities and the support and resources available to achieve these K21 Different learning styles	S13 Identify own learning style, personal development needs and opportunities and take action to meet those needs S14 Use feedback positively to improve performance
On-demand test	
The knowledge statements K19 and K21 are used to assess the apprentice's knowledge in the on-demand test	
Professional discussion	
Pass criteria	Distinction criteria
PDP1 States how personal development and performance contributes to the success of the individual, team, and organisation (K19, K20, S13, S14) PDP2 Indicates how to identify personal goals and development opportunities and the support and resources available to achieve these (K19, K20, S13, S14) PDP3 Can describe own learning style, personal development needs and opportunities and the action taken to meet those needs (K19, K20, S13, S14) PDP4 Describes the use of feedback positively to improve performance (K19, K20, S13, S14)	PDP5 Can evaluate own performance (K19, K20, S13, S14) PDP6 Illustrates how development plans have been formulated, implemented, and reviewed to meet individual and organisational objectives (K19, K20, S13, S14)

Amplification and guidance

- **Personal development** refers to the ongoing process of improving one's skills, knowledge and abilities. This involves learning new things, developing expertise and enhancing personal growth to increase both personal and professional effectiveness. This could include:
 - culinary skills improvement
 - time management training
 - learning new cooking techniques
 - hygiene and food safety certifications
 - communication skills development
 - leadership and teamwork training
 - feedback acceptance and self-reflection
 - technology familiarisation
 - cross training in other kitchen roles and succession planning
 - improving stress management skills
- **Performance** refers to how well an individual carries out their duties and responsibilities. This is usually assessed through the quality and consistency of the work produced, efficiency and the ability to meet targets and expectations.
- **Support** could include:
 - additional training
 - appraisals and succession planning
 - mentoring
 - peer observations
 - performance reviews
 - team building exercises
 - team building days
 - one-to-ones with managers and trainers
- **Resources** may include:
 - Personal Development Plans (PDP)
 - Training materials

- Company policies, procedures and guidance

- **Learning styles**

- visual learners understand and retain information better when it is presented in a visual format, such as images, diagrams, videos or written instructions.
- auditory learners absorb information better through sound. They tend to excel when instructions are spoken or when they can hear the information aloud.
- reading/writing learners prefer to learn through written materials. They absorb information most effectively by reading and taking notes or writing out instructions and processes.
- Kinaesthetic/tactile learners are hands-on and learn best by physically engaging with the material or activity. They often find it difficult to learn through passive observation and prefer to be active participants.

- **Feedback** could include:

- constructive
- formal
- informal
- positive
- negative
- self-reflection
- peer
- 360-degree

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

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Assessment summary

The end-point assessment for the Production Chef apprenticeship standard is made up of 3 assessment methods:

1. A 60-minute on-demand test
2. A 120-minute practical observation including 20-minutes of questions
3. A 40-minute professional discussion

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

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

On-demand test

Total marks available are out of 30.

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

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

Practical observation

The practical observation is graded at pass only. Apprentices will be marked against the pass criteria outlined in this kit.

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

The observation will be conducted in the apprentice's normal place of work.

Professional discussion

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

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

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

Grading

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

To achieve a pass, the apprentice is required to pass each of the 3 assessment methods.

To achieve a distinction, the apprentice needs to gain a distinction in the professional discussion and the on-demand test as well as a pass in the observation.

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

On-demand test	Practical observation	Professional discussion	Overall grade awarded
Fail any of the 3 assessment methods			Fail
Pass	Pass	Pass	Pass
Pass	Pass	Distinction	Pass
Distinction	Pass	Pass	Pass
Distinction	Pass	Distinction	Distinction

Retake and resit information

Apprentices who fail 1 or more assessment method will be offered the opportunity to take a resit/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.

Apprentices should have a supportive action plan to prepare for the resit/retake. The apprentice's employer will need to agree that a resit/retake is an appropriate course of action.

Any assessment method resit/retake must be taken during the 3 month EPA period, otherwise the entire EPA must be retaken, unless there are exceptional circumstances that are beyond the control of the apprentice as determined by Highfield.

Resits/retakes are not offered to apprentices wishing to move from pass to distinction. Where any assessment method has to be resat/retaken, the apprentice may not be awarded a distinction, unless Highfield determines there are exceptional circumstances requiring a resit/retake. Under normal circumstances, only a pass is available to apprentices who have retaken or resat part of their EPA.

Apprentices who fail the on-demand test must complete a different test when resitting this assessment method.

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

There is no limit to the number of resits or retakes.

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Assessing the on-demand test

The on-demand test consists of **30 multiple-choice questions** and will last for **60 minutes**. The **pass** mark is 21 out of 30 and the **distinction** mark is 26 out of 30. Apprentices who achieve a mark below 21 will be **unsuccessful**.

The on-demand 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 on-demand test are listed below.

- Kitchen operations
- Nutrition
- Legal and governance
- People
- Business/commercial
- Personal development and performance

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

Before the assessment

The employer/training provider should:

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

On-demand test criteria

Kitchen operations

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

Nutrition

- K7** Key nutrient groups, their function and main food source
- K8** The scope and methods of adapting dishes to meet the specific dietary, religious and allergenic needs of individuals

Legal and governance

- K9** Allergens and the legal requirements regarding them
- K10** Relevant industry-specific regulations, legislation, and procedures regarding food safety, HACCP, health and safety appropriate to the organisation
- K11** The importance of following legislation and the completion of legal documentation

People

- K12** How to communicate with colleagues, line managers and customers effectively
- K13** Principles of customer service and how individuals impact customer experience
- K14** How and why to support team members in own area and across the organisation

Business/commercial

- K16** The financial impact of portion and waste control
- K17** How technology can support food production organisations
- K18** The importance of sustainability and working to protect the environment

Personal development and performance

- K19** How personal development and performance contributes to the success of the individual, team and organisation
- K21** Different learning styles

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Assessing the practical observation

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

A **120-minute** (+/- 10% at the discretion of the assessor) practical observation in the workplace by the independent assessor with verbal questioning permitted (on completion of the activity, within the allocated time) to clarify observations. Only one apprentice will be observed at any time.

The practical observation must be scheduled when the apprentice will be working in their normal place of work and will also allow the apprentice to demonstrate the skills and behaviours identified by carrying out the activities below:

- check
- prepare
- assemble
- cook
- regenerate
- hold and present food with adherence to individual customer requirements
- quality
- brand/organisational standards
- safe and hygienic practices

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

It may be split to cover organisational requirements, preparation and service.

Before the assessment

Employers/training providers should:

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

Grading the practical observation

Apprentices will be marked against the pass criteria included in the tables on the following pages (under 'Practical observation criteria').

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

Practical observation mock assessment

It is the employer/training provider's responsibility to prepare apprentices for their end-point assessment. Highfield recommends that the apprentice experiences a mock practical observation 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 observation should take place in a suitable location.
- a **120-minute** time slot should be available for the practical observation, if it is intended to be a complete mock practical observation covering all relevant standards (outlined in the following pages). However, this time may be split up to allow for progressive learning.
- consider a video or audio recording of the mock practical observation 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 practical observation 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 give examples for how they have met each area in the standard. For example:
 - kitchen operations
 - How do you ensure that your work area remains clean and organised?
 - nutrition
 - Tell me about a time that you adjusted a menu item at the request of a customer.
 - legal and governance
 - What types of documents are you required to fill out as part of your role and which regulations do they correspond with?

- o people
 - Why is communication so important in a food production setting?
- o business/commercial
 - How have you demonstrated a professional approach to uphold your business's vision?
- o behaviours
 - How have you lead by example?

Practical observation criteria

Throughout the **120-minute** practical observation, the assessor will review the apprentice's competence in the criteria outlined below.

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

Kitchen operations
To pass, the following must be evidenced.
KO1 Can produce food maintaining organisational standards and procedures (S1, S2, S3)
KO2 Uses kitchen tools and equipment correctly to produce consistently high-quality dishes according to specifications (S1, S2, S3)
KO3 Work area is clean and organised (S1, S2, S3)

Nutrition
To pass, the following must be evidenced.
N1 Produces dishes to suit individuals' specific dietary, religious and allergenic needs as required (S4)

Legal and governance
To pass, the following must be evidenced.
LG1 All regulations, legislation and procedural requirements are complied with, and all required documentation is completed (S5, S6)

People
To pass, the following must be evidenced.
P1 Communicates with colleagues, managers, and customers to promote a positive image of self and the organisation (S7, S8, S9)
P2 Leads by example, working respectfully to support team members and ensures customer expectations are met (S7, S8, S9)

Business/commercial
To pass, the following must be evidenced.
BC1 Uses resources and technology in line with organisations' financial constraints, style, specifications, and ethos (S10, S11, S12)
BC2 Demonstrates a professional approach upholding the vision, values, and objectives of the organisation (S10, S11, S12)

Behaviours (show it)

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

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Assessing the professional discussion

The professional discussion is a structured discussion between the apprentice and their end-point assessor. The discussion must be appropriately structured to draw out the best of the apprentice's energy, enthusiasm, competence and excellence.

The professional discussion will last **40 minutes** (+/- 10% at the discretion of the independent assessor).

The amount of questions asked during the professional discussion will vary according to the breadth and depth of the answers given (and how many follow-up questions are required). However, as a minimum, there must be **7 questions** asked to cover all the criteria requirements and give full opportunity for the apprentice to demonstrate all the requirements for a distinction.

The professional discussion will be conducted in a 'controlled environment', such as a quiet room, away from the normal place of work. If, for any reason, it is not possible to meet in the same place, the end-point assessor must ensure adequate controls are in place to maintain fair and accurate assessment. The professional discussion may be conducted using technology, as long as fair assessment conditions can be maintained. Acceptable means of remote assessment include video conferencing/video calling and must include a two-way visual and audio link.

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

Grading the professional discussion

Apprentices will be marked against the pass and distinction criteria included in the tables on the following pages (under 'Professional discussion criteria').

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

Professional discussion - mock assessment

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

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

- the mock professional discussion should take place in a suitable location.
- a **40-minute** 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 **7 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:
 - kitchen operations
 - How do you ensure the safe use of kitchen equipment during daily activities?
 - nutrition
 - How and why are dishes adapted to meet individual's specific dietary needs?
 - legal and governance

- Tell me about the last piece of documentation you filled out in the performance of your role and the procedures that you carried out along with it.
- people
 - How do you support the other team members in the kitchen?
- business/commercial
 - How does technology support food production in your business?
- personal development plans
 - Tell me about a time when achieving 1 of your personal development goals led to a positive outcome for yourself and your team.
- behaviours
 - How do you actively implement improvements to personal working methods?

Professional discussion criteria

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

Apprentices should prepare for the professional discussion by considering how the criteria can be met.

Kitchen operations
To pass, the following must be evidenced.
KO4 Describes procedures for the safe handling and use of tools and equipment and specific standards/operating procedures for organisation (K4, K6)
To gain a distinction, the following must be evidenced.
KO5 <i>Relates organisational procedures to examples of own work (K4, K6)</i>

Nutrition
To pass, the following must be evidenced.
N2 Describes how dishes are adapted to suit individuals' specific dietary, religious and allergenic needs as required (S4)
To gain a distinction, the following must be evidenced.
N3 <i>Justifies why adaptations have been made to dishes based on a sound understanding of the specific individual requirements (S4)</i>

Legal and governance
To pass, the following must be evidenced.
LG2 Describes how to complete documentation to meet current legislative guidelines (S6)
To gain a distinction, the following must be evidenced.
LG3 <i>Explains the importance of completing required procedures and documentation and can give examples of its application (S6)</i>

People
To pass, the following must be evidenced.
P3 Describes how and why to support team members in own area and across the organisation (K14)
To gain a distinction, the following must be evidenced.
<i>No distinction criteria</i>

Business/commercial
To pass, the following must be evidenced.
BC3 Describes the role of the individual in upholding the organisation's vision, values, objectives and reputation (K15, K17, S11)
BC4 Describes the appropriate use of technology and details how technology supports food production organisations (K15, K17, S11)
To gain a distinction, the following must be evidenced.
BC5 <i>Can compare the technology available in the organisation to emerging industry-related technologies (K15, K17, S11)</i>

Personal development and performance
To pass, the following must be evidenced.
PDP1 States how personal development and performance contributes to the success of the individual, team, and organisation (K19, K20, S13, S14)
PDP2 Indicates how to identify personal goals and development opportunities and the support and resources available to achieve these (K19, K20, S13, S14)
PDP3 Can describe own learning style, personal development needs and opportunities and the action taken to meet those needs (K19, K20, S13, S14)
PDP4 Describes the use of feedback positively to improve performance (K19, K20, S13, S14)
To gain a distinction, the following must be evidenced.
PDP5 <i>Can evaluate own performance (K19, K20, S13, S14)</i>
PDP6 <i>Illustrates how development plans have been formulated, implemented, and reviewed to meet individual and organisational objectives (K19, K20, S13, S14)</i>

Behaviours (show it)
B6 Challenge personal methods of working and actively implement improvements

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