Highfield Level 3 End-Point Assessment for ST0227 Chef de Partie

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 Chef de Partie apprenticeship standard.

Highfield is an independent end-point assessment organisation that has been approved to offer and carry out the independent end-point assessments for the Level 3 Chef de Partie apprenticeship standard. Highfield internally quality assures all end-point assessments in accordance with its IQA process, and additionally all end-point assessments are externally quality assured by the relevant EQA organisation.

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

Key facts

Apprenticeship standard:	Chef de Partie
Level:	3
On programme duration:	Minimum duration of **12 months**. Typical duration of **18 months**
End-point assessment window:	**4 months**
Grading:	Pass/Distinction
End-point assessment methods:	Knowledge test
	Observation with questions
	Professional discussion underpinned by a portfolio of evidence

In this kit, you will find:

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

Introduction

Standard overview

A Chef de Partie is a supervisory role with an organisational focus, and typically involves the management of a small team of commis chefs. They must ensure that the team they oversee functions effectively, and that their section remains clean and orderly. The role involves the preparation, cooking and finishing of complex dishes, alongside the supervision of a subsection of the kitchen, to support their organisation in delivering their menu. As part of their role, they will also assist the sous and head chefs in the review and refinement of new dishes and menus, while contributing to their organisation's compliance with food safety regulations. Chefs de Partie also liaise with the wider team, including the front of house staff, suppliers and customers.

The Chef de Partie will oversee and monitor the quality and safety of food, while maximising yield and quality ensuring that waste is minimised. By meeting the required operational standards, chefs de partie will deliver the customer experience, leading to desired revenue and profit margins thereby increasing business performance and competitiveness within the market. The Chef de Partie reports to a senior chef, such as a sous chef, head chef and chef patron, depending on the hierarchy of the establishment and holds a crucial role in any kitchen.

On completion of this standard, apprentices will be able to pursue roles/ occupations such as Head Chef, Sous Chef, Senior Culinary Chef and Hospitality Manager.

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 Chef de Partie apprenticeship standard.

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

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.

Throughout the period of learning and development, and at least every **2 months**, the apprentice should meet with the on-programme assessor to record their progress against the standard. At these reviews, evidence should be discussed and recorded by the apprentice. The maintenance of an on-programme record is important to support the apprentice, on-programme assessor and employer in monitoring the progress of learning and development and to determine when the apprentice has achieved full competence in their job role and is therefore ready for end-point assessment.

The apprentice must complete a minimum of **12 months** of on-programme training (the on-programme training period typically lasts for **18 months**), during which time they will work to meet the knowledge, skills and behaviours outlined in this EPA kit. The apprentice is required to spend **20%** of their time on-programme undertaking off-the-job training.

Use of Artificial Intelligence (AI) in the EPA

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

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

Readiness for end-point assessment

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

- the apprentice must have achieved Level 2 English and maths.
- the apprentice must have gathered a portfolio of evidence against the required standards to be put forward as a component of the end-point assessment. (The material required in the portfolio of evidence is covered in the section below).
- 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 the end-point assessment window. **The end-point assessment window has a minimum duration of 1 week, and a maximum duration of 4 months**. 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.

Portfolio of evidence requirements

The apprentice must compile a portfolio of evidence during their time on-programme that is mapped against the knowledge, skills and behaviours assessed in the professional discussion. The purpose of the portfolio is to create a log of the complex dishes made by the apprentice during their time on-programme, which will then be used as the basis for the **professional discussion**.

Evidence sources for the portfolio may include:
- workplace documentation/records (for example, workplace policies/procedures or records)
- a log of complex preparation, cooking and finishing techniques or a variety of basic methods combined in a complex manner, preferably submitted in a **video format**
- witness statements
- annotated photographs
- video clips with a **maximum** total duration of **10 minutes**, in which the apprentice must be in view and clearly identifiable

This is not a definitive list and other evidence sources are possible. The portfolio should not include reflective accounts or any methods of self-assessment. Any employer contributions should focus on **direct observation of performance** rather than opinions.

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

The portfolio of evidence will typically contain **20 discrete pieces of evidence.** Evidence may be used to demonstrate **more than 1** knowledge, skill or behaviour, so it is suggested that apprentices aim to create pieces of evidence **that cover as many of the knowledge, skills and behaviours criteria as possible**. **All food groups outlined in the knowledge, skills and behaviours criteria must be evidenced within the portfolio**. The range of food groups that will have to be evidenced is displayed in the following table.

Food Group	Group Range	Preparation method	Cooking and finishing method
Meat, poultry and game dishes	2 meat 2 poultry 1 game	15	10
Fish and shellfish dishes	2 fish 5 shellfish	9	10
Vegetable and vegetable protein dishes	6 vegetables 3 vegetable protein	5 preparation methods 3 other ingredients	10
Soups and Sauces	4 soups 4 sauces	10 across Preparation and Cooking	
Dough and batter products	3	6	6
Hot cold and frozen desserts	4 cold 2 hot	7	12
Biscuits, cakes sponge and scones	3 biscuits 6 cakes / sponges/ scones	10	3
Paste and patisserie products	5	9	6

For example, if an apprentice was to produce a roast dinner from start to finish comprised of a roast chicken, roast potatoes, carrots and parsnips, they would cover **1 preparation** and **1 cooking and finishing method** from the **meat, poultry and game dishes** food group and **3 preparation** and **3 cooking and finishing methods** from the **vegetable and vegetable protein dishes** food group.

The portfolio of evidence must **not** include any reflective accounts or other forms of self-assessment. Any employer contributions should focus on direct observations of the apprentice, in the form of witness statements, rather than providing an opinion on their performance.

The portfolio of evidence must be submitted to Highfield at gateway. It is not directly assessed but underpins the professional discussion. The independent assessor will review the portfolio in preparation for the assessment. Feedback on the content of the portfolio will not be provided.

Order of end-point assessments

The assessment methods can be delivered in any order. The result of **1** assessment method does not need to be known before starting the next.

The Highfield approach

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

Documents used in developing this end-point assessment

Standard (2021)

[Chef de partie / Institute for Apprenticeships and Technical Education](#)

End-point assessment plan (2022 ST0227/AP05)

[Chef de Partie / Institute for Apprenticeships and Technical Education](#)

Specific considerations

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

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:

- achieved Level 2 English
- achieved Level 2 maths
- submitted a suitable portfolio of evidence to be used as the basis for the professional discussion

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

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

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

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

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

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

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

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

Chef de Partie apprenticeship standard

Below are the knowledge, skills, and behaviours from the standard and related assessment criteria from the assessment plan. On-programme learning will be based on the knowledge, skills and behaviours and the associated assessment criteria are used to assess and grade the apprentice within each assessment method. These are grouped into learning areas.

Knowledge test
Knowledge
K2: How **technology** supports the development and production of **complex dishes** and menu items in the kitchen environment
K3: The **principles of advanced food preparation** and cooking; traditional and modern cuisine; **taste**; **allergens**; **diet and nutrition** to produce complex dishes and menu items that meet **business and customer requirements**
K26: The food safety **practices and procedures** to ensure the safe preparation and cooking of food
K27: What to look for in ingredients and how to handle and store them to maintain quality, in line with **food safety legislation**
K30: How to work with people from a wide range of **backgrounds and cultures** and recognise how local demographics may impact on the product range of the business
K31: The methods available (for example, **instructor-led, virtual, web-based, coaching, discussion, simulation and role-play**) and importance of, training and development to maximise the performance of self and team
K33: The principles of **profit and loss**, and recognise how to support the overall financial performance of the business through **operating efficiently** to reduce **wastage** and deliver **profit margins**
K34: The relevant **legislation regulations** and responsibilities pertinent to this occupation
K35: The principles of **risk assessment** and how to identify, plan for and minimise **risks** to the service and operation
S14: Use **sustainable working practices** and encourage and support others to do the same
S15: Comply with **legal requirements** and inspire confidence by maintaining the **safety and security** at all times

S16: **Risk assess situations**, identifying and isolating matters of concern, by establishing the cause and intervening accordingly to minimise any risk to people and comply with **legislation**
Amplification and guidance
K2: How technology supports the development and production of complex dishes and menu items in the kitchen environment General items of **technology** used to support the development and production of dishes can vary, but are likely to include: - manual appliances and electrical appliances   - pasta machine   - mincer   - coffee mill/spice grinder   - air fryer   - deep fat fryer   - food processor   - free-standing mixer   - freezer   - fridge   - sous-vide machine   - oven (combi, rationale)   - hand-held blender   - thermomixer   - digital scales   - vacuum packer   - water bath   Depending on the organisation, specific processes relating to the development and production of dishes may vary. However, **complex dishes** include: - dishes which require multiple ingredients and involve several complex preparation and cooking methods to entail their completion, including: - ones which require more than 1 preparation method/process (for example, blended forcemeat which is stuffed into a chicken thigh)   - ones which require more than 1 cooking method/process (for example, stuffed chicken thigh which is poached then pan fried)

K3: The principles of advanced food preparation and cooking; traditional and modern cuisine; taste; allergens; diet and nutrition to produce complex dishes and menu items that meet business and customer requirements

Individual customer **taste** profiles (palate) will vary and dishes will need to accommodate a number of requests. However, more general requests are likely to include variations to take account of the following customer palate requirements:
- requests to refrain from adding any spice
- requests to increase the spice factor within a dish
- requests to omit all salt
- requests to omit all sugar
- requests to omit all types of vegetables (such as onion or garlic) from a dish

Allergens include**:**
- celery
- gluten
- cereals
- crustaceans
- eggs
- fish
- lupine
- milk
- molluscs
- mustard
- nuts
- sesame
- soy
- sulphates (for example, sulphur dioxide)

Individual customer **diet** requirements will vary, and dishes will need to accommodate a number of requests. However, more general requests are likely to include the following:
- Crohn's Disease / Colitis
- Vegan / vegetarian

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- Pescatarian (for example, mostly fish, but may eat poultry, grains and vegetables in addition to a high fish diet)
- Soft food (pureed)
- Low salt
- Low sugar
- Low carbohydrate
- Kosher only diet
- Halal only diet
- Jainism only diet

Individual customer **nutritional** requirements will vary, and dishes will need to accommodate a number of requests. **Complex dishes** are made up of 2 or more elements. However, more general nutrient requirements include factors which take into account the following major groups:
- carbohydrates
- fats
- proteins
- water
- dietary fibre
- vitamins
- minerals

Depending on the needs of the business, specific **business and customer requirements** may vary. However, more general approaches include:
- referring to policies, procedures, processes, standard operating procedures (SOPs) and key performance indicators (KPIs) to determine parameters in which business and customer requirements are to be met
- knowing the limitations of own authority within the department and wider business in being able to meet specific business needs in relation to meeting specific customer requirements
- displaying a sound understanding and critical oversight of the business strategy, including awareness of business goals and objectives

K26: The food safety practices and procedures to ensure the safe preparation and cooking of food

Depending on the organisation, specific food safety **practice and procedures** regarding the safe preparation and cooking of food may vary. However, more general approaches are listed below:

- **food safety practices** include:
  - maintaining clean work surfaces
  - using the appropriate utensils and tools
  - keeping separate preparation areas for raw and cooked food
  - ensuring food safety temperatures are taken at suitable intervals
  - safe use of potable water
  - ensuring fresh vegetables are thoroughly washed before use
  - ensuring traceable supply of raw materials

- **food safety procedures** include:
  - managing Hazard Analysis Critical Control Point (HACCP) principles
  - implementing, monitoring and evaluating food hygiene protocols
  - ensuring robust protocols for informing customers of allergens
  - ensuring suitable packaging and labelling principles are in place and well maintained
  - maintaining traceability records
  - keeping updated and detailed supplier records
  - maintaining updated staff training records

- **safe food preparation practices**
  - include ensuring raw and cooked foods are kept separate
  - ensuring staff maintain effective personal hygiene approaches
  - ensuring training is carried out to enable staff to remain informed as to their food handling responsibilities
  - ensuring staff always maintain effective food handling approaches

- **safe cooking practices** include
  - food being cooked to a minimum of 63 $^{\circ}$ C (best practices requires foods to be cooked to a minimum of 70 $^{\circ}$ C and being held at that temperature for at least 2 minutes)
  - food being cooked in well maintained and suitably calibrated cooking machinery

K27: What to look for in ingredients and how to handle and store them to maintain quality, in line with food safety legislation

- quality points to look for in fish should include:

- whole fish should have plenty of scales, no tears or punctures, fresh smell. No visible signs of slime on the skin. Firm body, bright red gills and eyes should be clear and bulging.
  - fish fillets should have no unpleasant smell, cut as specifications, firm flesh, white fish should be bright and not grey, there should be no sign of fish being previously frozen
- quality points to look for in fresh chicken should include:
  - no bruising or tears to the skin, breast should be plump, and breastbone should be pliable, legs should be short, well fleshed with small scales at the ends, skin should be dry and not slimy, odourless, skin should be white to yellow
- quality points in fresh vegetables should include:
  - root vegetables, bulbs and tubers should be firm, even size and shape, no bruising blemishes or mould
  - leafed vegetables should be of vibrant colour no yellowing of leaves, correct size, no wilting or evident damage and no offensive smell (decay)

Depending on the organisation, specific approaches to working in line with **food safety legislation** will vary. However, more general approaches relating to the handling and storage of ingredients to maintain their quality are likely to include:
- **handling protocols** include allowing food to be handled, during the preparation and/or cooking stages for as little as possible. Where food is being handled, it should only be handled by those in gloves to prevent cross-contamination (gloves should be changed at regular intervals).
- **ensuring ingredients are of the appropriate quality** before being used, including freshness, smell, appearance, shelf-life, colour and texture.
- **storage of ingredient protocols** include:
  - chilled food being stored at below 8°C (although best practice is to hold chilled food at between 1°C and 5°C)
  - frozen food being held at -18°C to –23°C
  - ambient food being held at room temperature (between 15°C and 25°C)
  - hot food being held at a minimum of 63°C (although best practice suggests holding at + 70°C, depending on the type of food)
- **managing the control of food waste** (for example, using the Waste Hierarchy, prevent, re-use, recovery, safe disposal and recycle) and ensuring economic and safe use of ingredients to maintain their quality.
- **ensuring a strong system of documented checks and record keeping** is in place, for example, HACCP, cleaning schedules and temperature checks, to ensure food is safe for customer consumption.

K30: How to work with people from a wide range of backgrounds and cultures and recognise how local demographics may impact on the product range of the business

Depending on the organisation, specific approaches to working with people from a range of **backgrounds and cultures** will vary. However, they are likely to include:

- **customs observed:**
  - being mindful of differences in customs practiced by both team members and customers
  - logging festivals and holidays in diaries and on notice boards
  - sharing good practice with the rest of the team
  - carrying out research into customs
  - being aware of different greetings customs
- **language(s) spoken:**
  - remaining aware of other languages being spoken
  - speaking clearly
  - making use of translation apps
  - utilising multilingual staff members
- **level of education:**
  - levels of education can vary depending on local demographics, which will be noticeable when new staff are recruited
  - migrant workers may not have had the expected level of education, which may affect reading, writing and basic maths skills
  - there may be a need to offer extra training to members of the kitchen team who struggle in these areas
- **social and economic factors:**
  - high unemployment
  - shortage of skilled staff
  - rising household costs
  - rising food and energy costs
  - difficulty in accessing transport
- **traditions observed and the practising of religious beliefs:**
  - recognising different faiths
  - being aware of certain staff members not being able to eat until sundown which could affect their ability to work
  - ensure that all foodstuffs required as part of religious celebrations are provided
  - certain foods not permitted for consumption due to religious reasons
  - not discriminating against people for their beliefs
  - provide prayer rooms so that staff can observe their religious practices

- personal protective equipment (PPE) that can be adapted to meet health and safety for certain religions (e.g., beard snoods, hijabs, and turbans)

Local demographics refers to the population of the local community, who is in it and their characterisations. Local demographics influence the product range of a business by exercising their choice when patronising a restaurant, which impacts the performance of menu items. The factors that are used to define a demographic include, but are not limited to:
- age
- cultural background
- economic background
- ethnicity
- gender
- occupation
- relationship status (single, married)
- social status
- belief system
  - An example of a religious belief system that prohibits the consumption of beef is Hinduism. Sensitivity and care should be exercised when catering for those who follow religious dietary practices and this is particularly important where those being served are unable to eat elsewhere.

K31: The methods available (for example, instructor-led, virtual, web-based, coaching, discussion, simulation and role-play) and importance of, training and development to maximise the performance of self and team

Training is a practice in which individuals or groups improve their performance in specific areas using trainers who impart knowledge, competencies and skills in a structured and systematic way. Depending on the organisation, specific methods for training and development activities may vary. Training programmes often combine:
- instruction
- practice
- assessment

The aim of training is to ensure that the trainees acquire knowledge and skills on:
- specific theories
- procedures

- techniques

However, general approaches may include:
- **instructor led –** training instruction session which is facilitated by a practitioner (or group of practitioners) against a specific rubric
- **virtual / web-based –** training instruction session which is delivered via an online training platform
- **coaching –** usually conducted in a one-to-one situation which seeks to enhance performance and improvement within a work context
- **discussion –** verbal interplay whether it is within a one-to-one situation or a group situation and key issues are discussed
- **simulation –** the imitation of a work-based situation which is recreated in order to determine the knowledge and understanding of a situation
- **role play –** where a scene is created and acted out within a group training session by employees to test the knowledge, skills and behaviours of a team
- **secondment –** a practice in which an employee is assigned to a new role outside of their organisation to further their development
- **induction –** the process of introducing a new starter to their role, and to the company more broadly

Training and development are important as:
- appropriate training helps to enhance culinary skills, ensure adherence to safety standards, and foster continuous improvement in food preparation and service

Maximising the performance of the team:
- involves promoting effective communication, providing ongoing training and coaching, fostering a positive work environment, setting clear goals, and recognising and rewarding achievements.

K33: The principles of profit and loss, and recognise how to support the overall financial performance of the business through operating efficiently to reduce wastage and deliver profit margins

Depending on the organisation, the principles of managing financial performance will vary. However, general approaches may include:
- **profit and loss –** financial statement which set out the extent to which a business has generated sales (revenue) while managing its expenses (outgoings) over a defined period of time (known as a financial period).
- **operating efficiently –** the ability of a business to work in line with its financial objectives in order to meet a defined budgetary forecast. Additionally, performing regular stock takes to ensure that food costs are in line with budgetary demands and working to ensure waste is minimised by using leftovers creatively but safely.

- **reducing wastage –** the emphasis is on ensuring ingredients and leftovers are maximised to their full effect, thereby reducing cost, maximising profit and meeting business requirements.
- **delivering profit margins –** to ensure the business meets its financial forecasts, profitability, revenue projections and allow the department to contribute to the success of the business.

K34: The relevant legislation regulations and responsibilities pertinent to this occupation
Depending on the organisation, **legislation and regulations** will vary. However, general legislation and regulations are likely to include:

- the **Food Safety Act 1990** governs the environmental regulations involved when preparing, cooking, and selling food. This includes:
  - ensuring food meets customers' expectations
  - food labelling
  - food hygiene
  - safe use of equipment
  - maintaining records
  - showing due diligence through training
  - sharing good practice and risk assessments

- the **Food Standards Act 1999** is a legal requirement intended to provide chefs and managers with functions in relation to food safety. Its main goal is to protect public health in relation to food. This legislation governs:
  - food allergies
  - correct labelling
  - keeping food safe through its journey from supplier to plate
  - the implementation of 4 C's food safety
  - cleaning
  - cooking
  - chilling
  - keeping up to date with training
  - maintaining relevant records
  - reporting problems
  - due diligence
  - ensuring there is a safer food better business system available to support business
  - ensuring records are up to date and correct

- the **Food Hygiene (England) Regulations 2006,** the **Food Information Regulations 2014** and the **Food Information (Amendment) (England) Regulations 2019** were designed to give further refinement to the legislation introduced by the EU, and to prevent the spread of food borne illnesses. Amendments are made when there are changes or additions to the original regulations, e.g. food allergen awareness, and the modes of transmission of a food borne illness

- the **Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013 (RIDDOR)** are the laws that govern the reporting of serious workplace injuries and deaths

- the **Hazard Analysis and Critical Control Point (HACCP)** principles are a set of guidelines designed to identify health hazards, and put strategies in place to mitigate them

K35: The principles of risk assessment and how to identify, plan for and minimise risks to the service and operation

The principles of **risk assessment** will vary. However, general principles for identifying, planning and minimising **risk** will include:

Hazard Identification - involves identifying and recognizing potential hazards that could cause harm or damage. Hazards can be physical (such as slippery floors), chemical (such as exposure to harmful substances), biological (such as exposure to infectious agents), ergonomic (such as poor workstation setup), or psychosocial (such as work-related stress).

Risk Assessment - involves evaluating the likelihood of harm occurring and the potential severity of the consequences if the hazard is realised. Risk assessment often utilises a risk matrix or scoring system to determine the level of risk, considering factors such as the frequency of exposure, potential harm, and the number of people affected.

Risk Control - involves implementing control measures. Control measures can include engineering controls (such as installing safety guards), administrative controls (such as implementing work procedures), or personal protective equipment (such as providing gloves or helmets). The goal is to reduce the risks to an acceptable level.

Record Keeping - involves maintaining records of the hazards identified, risk assessments conducted, and control measures implemented. This documentation helps demonstrate compliance, monitor the effectiveness of control measures, and allows for future review and improvement.

Review and Update - includes assessing new hazards, evaluating the effectiveness of existing control measures, and implementing necessary revisions to improve safety continuously.

Communication and Training - includes ensuring that all employees are aware of the risks associated with their work and understand the control measures in place. Clear instructions, signage, training sessions, and information dissemination help raise awareness and promote a safety culture within the organisation.

- **risk assessment** – is a process undertaken by businesses which determines the extent (in terms of likelihood and severity) to which:
    - internal and external customers are exposed to physical risks, issues, hazards or potential instances which may cause harm
    - commercial systems, processes and internal activities are affected by events (for example, reduction in revenue, serious customer complaints or bad publicity in the national media)
- a **risk assessment** is usually documented (in terms of risk identification, risk analysis and risk evaluation) and maintained by senior management within the business. Undertaking a risk assessment demonstrates an element of due diligence.
- **risks** – this includes a situation which may cause danger, harm and/or distress to an individual. Risks are categorised in terms of reputation, financial/economic, operational, compliance/regulatory and security/fraud (these depend on the type of business).
- **risks** can be minimised in a number of ways, including:
    - providing additional training to ensure staff members are able to safely use equipment
    - updating procedures in line with up-to-date safety guidance

S14: Use sustainable working practices and encourage and support others to do the same

The use of **sustainable working practices** across businesses will vary. However, general principles will include:
- ways to enhance and improve internal working arrangements to make them more efficient, effective and in line with the aim and objectives of the business plan
- encouraging sustainable working through:
    - monitoring the use of gas
    - monitoring the use of electricity
    - monitoring the use of resources
    - encouraging staff to turn off lights in areas no longer being used
    - encouraging staff to turn off the oven/hob when no longer in use
- sustainable practices which involve:
    - energy saving devices such as solar-energy
    - smart meters (for gas and electric)
    - ways to offset carbon footprints (such as planting of trees in workspaces)

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- reducing the amount of paper used across the business
- reduction in the use of disposable plastic items (such as cutlery)
- enhanced use of eco-friendly cleaning chemicals
- use of sustainably sourced ingredients

S15: Comply with legal requirements and inspire confidence by maintaining the safety and security at all times

The compliance with **legal requirements** in order to maintain **safety and security** will vary from one business to another. However, general principles will include:

- roles and responsibilities being assigned to ensure they adhere to specified policies, processes and procedures (for example, the responsible person, the fire warden and first-aiders).
- ensuring that all appliances, equipment, signage and amenities meet with the relevant pieces of legislation
- implementation of safety and security checks being carried out, at periodic intervals, all of which are captured (in writing) and reviewed at timely meetings to ensure they are monitored with action taken to prevent and remedy any breaches.
- the maintenance of a legal register, by senior designated management, which categorises and allows for legislation, policy and regulations to be managed across the business. Examples include health and safety, food safety, security of premises and individuals (for example, staff, visitors, customers and contractors).
- instilling confidence in team members' that they are able to comply with legal requirements by:
  - encouraging learning
  - providing opportunities for additional training and understanding
  - offering awards for exemplary performance
  - providing the opportunity to attain industry recognised qualifications
  - mentoring
  - celebrating good practice
  - regular group and 1-to-1 meetings
  - updating posters and notice boards
  - SWOT analysis

S16: Risk assess situations, identifying and isolating matters of concern, by establishing the cause and intervening accordingly to minimise any risk to people and comply with legislation

The principles in which a business will **risk assess** situations will vary. However, the identification of risk may include:

- risk assessing situations
  - thoroughly inspecting the work area in order to identify all hazards
  - asking other team members for a second opinion
  - checking the accident book for any historical hazards
  - considering long term hazards to health (e.g. heat stress, manual handling related disorders and work related mental ill health)
- identifying and isolating matters of concern
  - breaking down and isolating each matter of concern
  - being clear on who might be affected by the hazard
  - assigning a hazard as low, medium or high risk
  - ascertaining whether vulnerable people are more at risk
  - considering what is already being done to mitigate the hazard
- establishing the cause and intervening accordingly
  - implementing improved cleaning programmes
  - better communication with staff to ensure that hazards are resolved
  - a programme of internal works decoration or improvement
  - removal of dangerous equipment
  - suggesting techniques to minimise the risk posed to members of the team (e.g. good handling technique)
  - instruction manuals available for all to use
  - better signage, people or places to go for support
  - clearly documented risk assessment that shows responsibility
- minimise any risk to people and comply with legislation
  - practicing due diligence and ensuring clear communication to all staff and customers to minimise risk
  - maintaining clear and appropriate signage and helpful documentation
  - sharing good practice
  - listening and taking advice
  - understanding the legal requirements and who to go to for further advice

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Assessment

Observation with questions criteria
Prepare cook and finish advanced dishes

Knowledge	Skills	Behaviours
K24: How to **maximise yield** and quality, and minimise **wastage** of ingredients and other resources	S3: Use a range of **advanced preparation and cooking skills and techniques** to prepare, cook and finish complex dishes and menu items in line with **business requirements** S4: Use **standard operating procedures** which reflect the most appropriate methods for maximising yield and minimising waste when producing **quality dishes** and menu items in line with **business requirements** S5: Prioritise tasks, directing others as appropriate, and ensuring they are completed timely and to the required standard S13: Monitor the use of ingredients and other resources, yield, wastage and portion sizes to control costs	B4: Remain calm under pressure to deliver the required outcomes

Pass	Distinction
PC1 Produces advanced menu items and dishes to standard ensuring quality is maintained and **wastage** of ingredients and other resources are minimised (K24, S3, S4, S13) PC2 Prioritise tasks, remaining calm and directing others to deliver the required outcomes (S5, B4)	PC3 *Justifies the preparation and cooking techniques to produce the complex dishes and menu items in line with business requirements (S3)*

Amplification and guidance

K24: How to maximise yield and quality, and minimise wastage of ingredients and other resources

The principles of maximising yield and minimising waste will vary. However, general principles will include:

- in **maximising yield** the emphasis will be on ensuring allocated ingredients are capable of producing a sufficient quantity of dishes which meet internal quality and recipe specifications (for example, SOPs).
- in **minimising waste** the emphasis will be on ensuring ingredients and leftovers are maximised to their full effect, thereby reducing cost, maximising profit and meeting business requirements. Leftovers will be used in ways which are deemed safe and efficient.

S3: Use a range of advanced preparation and cooking skills and techniques to prepare, cook and finish complex dishes and menu items in line with business requirements

The use of advanced preparation and cooking skills, techniques and business requirements will vary. However, general principles will include:

- **advanced preparation techniques** relate to dishes which require more than 1 preparation method/process (for example, blended forcemeat which is stuffed into a chicken thigh) or where a complex technique has been used in the preparation of certain commodities (for example, turning potatoes, or shaping a pate/mousse into quenelles)
- **advanced cooking skills** relate to dishes which require more than 1 cooking method/process (for example, stuffed chicken thigh, which is wrapped in clingfilm and poached then pan fried or stuffed lamb saddle which is cooked via the sous-vide method)
- **business requirements** relate to procedures, processes and standard operating procedures which are set by the business in the preparation, cooking and finishing of complex dishes

S4: Use standard operating procedures which reflect the most appropriate methods for maximising yield and minimising waste when producing quality dishes and menu items in line with business requirements

The use of **standard operating procedures** when producing **quality dishes** in line with **business requirements** will vary. However, general principles will include:

- **standard operating procedures** relate to specific and detailed written work instructions as to how complex/advanced dishes are to be produced, cooked, finished and presented
- **quality dishes** relate to complex menu items produced to a high technical standard in line with recipe and product specifications
- **business requirements** relate to procedures and processes which are set by the business in the preparation, cooking and finishing of complex dishes

Technology

Skills
S2 Use **technology** in line with **business procedures and guidelines** to achieve the best result

Pass	Distinction
T1 Demonstrates the use of **technology** when preparing, cooking, and presenting advanced menu items and dishes (S2)	T2 *Evaluates their use of **technology** to produce dishes following business procedures and guidelines (S2)*

Amplification and guidance

S2: Use technology in line with business procedures and guidelines to achieve the best result

The use of technology to support **business procedures and guidelines** will vary. However, general principles will include:
- referring to policies, processes and standard operating procedures when utilising technology in the preparation, cooking and presentation of advanced dishes
- knowing the importance of following manufacturer's guidelines when using technology in the preparation, cooking and presentation of advanced dishes

General items of **technology** used to support the development and production of dishes can vary, but are likely to include:
- manual appliances and electrical appliances
- pasta machine
- mincer
- coffee mill/spice grinder
- air fryer
- deep fat fryer
- food processor
- free-standing mixer
- freezer
- fridge
- sous-vide machine

- oven (combi, rationale)
- hand-held blenders
- thermomixer
- vacuum packer
- water bath

Health and safety

Skills

S6 Prepare, cook and finish food to agreed food safety practices and guidelines, ensuring a clean and hygienic kitchen environment is maintained at all times and **food safety management procedures** followed and recorded

S7 Ensure ingredients are stored, prepared, cooked and presented to deliver a quality product that is safe for the consumer

Pass	Distinction
HS1 Demonstrates food safety practices in the production and storage of advanced menu items and dishes (S6, S7)	HS2 *Identifies **potential risks** in the storage, preparation, cooking and presentation of food for consumers (S7)*

Amplification and guidance

S6: Prepare, cook and finish food to agreed food safety practices and guidelines, ensuring a clean and hygienic kitchen environment is maintained at all times and food safety management procedures followed and recorded

The adherence to **food safety management procedures** relating to the preparation, cooking and finishing of dishes will vary from business to business. However, general principles will include:
- devise, implement, manage and maintain the application of a sound and robust set of HACCP (from delivery to serving) principles. These should be evaluated over time to ensure they remain fit for purpose and suitable for the changing needs of the business.
- implement, monitor and evaluate a series of food hygiene protocols which meet the needs of the business over time, depending on the variety of dishes being offered by the business.
- ensure robust protocols are in place for informing customers of allergens, ensure signage is visible and staff have a deep and commensurate level of knowledge.

- ensure suitable packaging and labelling principles are maintained to ensure customers know the contents of dishes and their respective shelf-lives.
- introduce robust, reliable and suitably maintained traceability records, which are kept updated with all relevant supplier details along with ways in which commodities were sourced, purchased, prepared, cooked and finished.
- update staff training and development records which relate to all forms of knowledge and skill development relayed to staff members in relation to food safety management.

HS2: Identifies potential risks in the storage, preparation, cooking and presentation of food for consumers

Potential risks may include, but are not limited to:
- slip, trips and falls
- exposure to dangerous chemicals
- electrical hazards
- fire hazards

Supervision

Knowledge	Skills	Behaviours
K28 How to **brief, coach and motivate** others positively to deliver quality dishes and menu items	S8 Brief, coach and motivate others to produce high quality dishes and menu items which are delivered on time and to standard S10 Use **methods of communication** that achieves the desired result and demonstrates a **flexible customer centric culture**	B2 Support colleagues, customers and the business

Pass	Distinction
SV1 Demonstrates coaching and motivating techniques when briefing the team to deliver dishes/menu items on time to a prescribed standard for consumers (K28, S8, B2)	SV3 *Justifies the methods of communication used and explain why they have been more effective in achieving the desired result (S10)*

SV2	Communicates with customers and co-workers ensuring their chosen methods of communication achieve the desired result and reflect a customer centric (S10)	

Amplification and guidance

K28: How to brief, coach and motivate others positively to deliver quality dishes and menu items

Depending on the organisation, specific processes relating to the delivery of quality dishes and menu items may vary. However, more general approaches for **briefing, coaching and motivating others positively** could include:
- providing confidential support and advice
- through mentoring, coaching and/or secondment opportunities
- through one-to-one meetings / professional development sessions / training and development workshops
- through encouragement and praise during on-the-job training opportunities
- through group meetings, staff development days, team development meetings and online group forums

S10: Use methods of communication that achieves the desired result and demonstrates a flexible customer centric culture

Depending on the organisation, methods of communication may vary. However, more general approaches when communicating to demonstrate a **flexible customer centric culture** could include:
- when communicating with customers verbally (such as spoken, face-to-face, telephone, voicemail messaging or via meetings), ensure meaning is clearly conveyed throughout. Check the customer's understanding at suitable intervals.
- when communicating with customers non-verbally (via body language, including facial gestures and posture), ensure to maintain eye contact and ensure non-verbal body language remains positive and non-confrontational.
- when communicating with customers in writing (such as via email, memo, letter, poster, official signage, handbook, policies, procedures or processes), ensure your message is relayed in line with business standards.
- when communicating with customers, ensure you are aware of your own limitations and seek confirmation, if required, before offering incentives, discounts or other rewards.

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Assessment

Professional discussion underpinned by a portfolio of evidence criteria

Industry and food trends

Knowledge	Skills
K1 How **industry and food trends**, **customer preferences**, **seasonality, provenance and global environmental factors** influence the development of dishes and menus K23 How **traditional, classical and modern skills and techniques, culinary science and contemporary styles** affect the advanced preparation, cooking and finishing methods of the **complex dishes** and menu items	S1 **Review and refresh menus and dishes** in line with business requirements and **influencing factors**

Pass	Distinction
IFT1 Explains the factors which influence the development of dishes and menus (K1) IFT2 Describes how the preparation, cooking and finishing of complex dishes are influenced by different skills and techniques, culinary science and contemporary styles (K23, S1)	IFT3 *Compares the **factors which influence the development of dishes and menus and identify those factors that have the most influence** (K1)*

Amplification and guidance

K1: How industry and food trends, customer preferences, seasonality, provenance and global environmental factors influence the development of dishes and menus

Depending on the organisation, specific influences relating to the development of dishes and menus may vary. However, **industry and food trends, customer preferences, seasonality, provenance and global environmental factors** are likely to include the following considerations:
- **industry and food trends** – relates to:
    - **industry trends -** foods that are organically grown/produced, sustainable farming and fishing to ensure foods are available for longer and for a greater number of customers, specific requirements regarding the labelling of foods with contents that may cause an allergic reaction in some customers (for example, allergen notification requirements in line with the Food Information Amendment Regulations 2019)

- o **food trends –** relates to types of food, preparation and cooking methods which are healthier and diets suitable for a range of different customers. Examples include vegan / vegetarian, pescatarian (they may eat poultry, grains and vegetables in addition to a high fish diet), low salt and/or sugar or low carbohydrates. Use of plant-based products (such as soya or almond milk). Use of social media to promote brands of certain food types.
- **customer preferences** - relates to how customers want their dishes prepared, cooked and served. Examples may include requests for no salt, extra spice, low carbohydrates or high protein.
- **seasonality** - relates to selecting ingredients that are in season for the time of year. This will minimise cost, increase flavour due to the use of fresh ingredients and maximise product yield.
- **provenance** - relates to the origin of the food stuffs (ingredients). This enables the business to trace the supply of goods from farm to plate/fork.
- **global environmental factors** - relates to how food sources may (over time) become polluted in terms of air and water. Wildlife and its habitat may be contaminated and sustainability may hinder the availability of fish/shellfish, meat, poultry or offal.

K23: How traditional, classical and modern skills and techniques, culinary science and contemporary styles affect the advanced preparation, cooking and finishing methods of the complex dishes and menu items

Depending on the organisation, specific methods relating to the advanced preparation, cooking and finishing of complex dishes and menu items may vary. However, traditional, classical and modern skills and techniques, culinary science and contemporary styles are likely to take account of the following factors:
- **traditional and classical skills and techniques:**
    - o relate to the use of well-practised and established style methods of preparation
    - o cooking and finishing of complex dishes in determining the suitability of certain dishes
    - o examples include the use of forcemeat within meat, offal or poultry to add bulk to the dish, increase the yield and maximise the flavour, or dipping foods in egg wash, flour and breadcrumbs to seal in the juices while adding a different texture
    - o the creation of classic French dishes may include tarte Tatin, soufflé, crepes Suzette and beef bourguignon.
- **modern skills and techniques:**
    - o relates to the scientific use of techniques in the creative, imaginative and use of flair within dishes
    - o modern dishes are likely to include spices, herbs, seasonings, coatings and the use of alcohol, all of which provide depth of flavour.
- **culinary science**
    - o relates to molecular gastronomy and the way in which certain ingredients are used
    - o examples include methods of tempering chocolate, use of ingredients (such as baking powder and bicarbonate of soda), methods for cooking and manipulating sugar (such as bubble sugar and spun sugar). In some forms of bakery, the use of isomalt

- **contemporary styles**
    - relates to up to date, modern, creative and innovative approaches to the preparation, cooking and finishing of complex dishes
    - examples include dishes being served on slate plates or wooden boards, dishes being de-constructed, dishes being built/layered, the use of different textures, colours, flavours or different shapes being used in the creation and presentation of the dish
- **complex dishes** - relates to dishes which require multiple ingredients and involve several complex preparation and cooking methods to entail their completion, including:
    - ones which require more than 1 preparation method/process (such as blended forcemeat which is stuffed into a chicken thigh)
    - ones which require more than 1 cooking method/process (such as stuffed chicken thigh which is poached then pan fried)

S1: Review and refresh menus and dishes in line with business requirements and influencing factors

Depending on the organisation, specific business requirements may vary. However, approaches to how menus and dishes are **reviewed and refreshed** along with **influencing factors** include:
- **reviewing and refreshing menus and dishes** – relate to menu items appealing to different types of customers, costs of ingredients resulting in items being changed, items no longer having customer appeal, changing menu items to align with seasonal produce or healthier items being made available
- **influencing factors** – relate to style of the business, cost restrictions, customer requirements, access to supplies, goods and resources, customer demographics and the business's aim and objectives

Depending on the organisation, specific **factors which influence the development of dishes and menus and identify those factors that have the most influence** may vary. However, general factors are likely to include:
- **influencing factors** – relate to the availability of goods, supplies and resources, the menu and its accompaniments, energy costs which may provide restrictions on the preparation, cooking and finishing techniques, changes in how customers perceive the availability of certain dishes (such as vegan or vegetarian options) and how dishes align with the menu, skills and attributes of the culinary staff (such as ideas of the head chef)

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Assessment

Problem solving

Knowledge

K25 **Problem-solving techniques** when **maintaining standards** whilst working in a challenging, time bound environment

Pass	Distinction
PS1 Describes problem-solving techniques to maintain standards within a time constrained working environment (K25)	PS2 *Reflects on what level of success their use of problem-solving techniques have had in maintaining standards (K25)*

Amplification and guidance

K25: Problem-solving techniques when maintaining standards whilst working in a challenging, time bound environment

Depending on the organisation, specific processes relating to problem solving may vary. However, more general approaches for **problem solving techniques** when **maintaining standards** could include:
- seeking advice from senior colleagues / line management / senior management
- referring to policies, procedures, processes, standard operating procedures or key performance indicators to determine parameters in which problem-solving techniques can be approached
- using sound judgement based on experience, verification and collaboration (within the limitations of own authority) with other colleagues, as and when deemed necessary

Teamwork

Knowledge	Skills	Behaviour
K29 Their role in **building teams** and **inter-team relationships**, and how to influence behaviours of team members both **back and front of house**	S9 Work collaboratively across the team and with colleagues in other parts of the organisation, identifying and dealing with problems constructively to drive a positive outcome S11 Develop own skills and knowledge, and those of the team, through training and experiences	B1 Be **solution focused** to achieve the required outcome B3 Promote **efficient ways** of working to the team B6 Advocate the importance of **working safely and legally** in the best interest of all people B7 Commit to and reflect on own and team **professional development** and learning

Pass	Distinction
TW1 Demonstrates working collaboratively with co-workers and teams, adhering to **policies and procedures** set out by the organisation to be solution focused when resolving problems by mutual agreement (S9, B1) TW2 Demonstrates **responsibility for developing their own skills and knowledge** and shares expertise gained to build the capability of colleagues within their team (S11, B7) TW3 Establishes an approach to work tasks which follows the organisations safe working practices and legal guidelines (B6) TW4 Describes their role in building and working in a team and give examples of how to promote **efficient ways of working** (K29, B3)	TW5 *Reflects on their solution focused approach to working with teams (S9, B1)*

Amplification and guidance
K29: Their role in building teams and inter-team relationships, and how to influence behaviours of team members both back and front of house

Depending on the organisation, specific requirements relating to **building teams and inter-team relationships** may vary. However, more general approaches include:

- effective delegation of tasks to staff across the department
- providing a hands-on, lead by example style of team leading approach at all times
- treating staff with courtesy, respect and dignity at all times
- supporting, motivating, encouraging and leading teams with passion, pride and commitment
- working well with colleagues from other departments to ensure business goals are met

Back and **front of house** includes:

- back of house – kitchen, stores, cellar and office administration
- front of house – bar, reception and restaurant (includes those responsible for meeting and greeting customers)

B1: Be solution focused to achieve the required outcome

Being **solution focused** includes:

- knowing the aim, mission statement, objectives and key performance indicators of own department
- knowing the range of products and services offered within the business/department
- realising what the customer wants and needs and remaining focused on those goals/objectives
- knowing how to maximise the resources within own availability to meet the objectives of the department
- knowing own limitations within the context of contributing to the aim and objectives of own department
- being pragmatic, considerate and discrete in dealing with high risk or challenging situations
- knowing when and how to liaise with senior management / departmental managers or cross-company colleagues (such as HR and finance)

B3: Promote efficient ways of working to the team

Promoting efficient ways of working includes:

- leading by example in practically demonstrating (where required) the needs and goals of the department
- knowing how to maximise the use of resources within own limitations and departmental budgets to get the most of out of the team
- realising the expectations in terms of yield from resources (for instance, ingredients) and how to maximise them to their full effect
- using skills, knowledge and initiative in order to work efficiently at all times

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B7: Commit to and reflect on own and team professional development and learning

Being committed to and reflecting own and team **professional development** includes:
- ensuring own continuous professional development (CPD) aligns with the requirements of the business
- knowing the benefits and limitations of own knowledge, experience, skills and understanding
- making use of more experienced colleagues to gain knowledge, insight and to enhance own working practices

S9: Working collaboratively with co-workers and teams, adhering to policies and procedures set out by the organisation to be solution focused when resolving problems by mutual agreement

Depending on the organisation, **policies and procedures** relating to working practices are likely to vary. However, more general approaches include:
- working in line with stipulated conditions and laid down written specifications
- working within the limitations of own authority or within a delegated authority framework
- ensuring a win-win scenario in which the colleagues and own department achieve a mutually satisfactory outcome
- working in accordance with best practice, industry conditions and/or industry guidelines

S11: Develop own skills and knowledge, and those of the team, through training and experiences

Depending on the organisation, specific requirements relating to **responsibility for developing their own skills and knowledge** may vary. However, more general approaches include:
- knowing the importance of taking ownership for developing personal skills, knowledge and understanding
- knowing the limitations of own authority within the department and wider business
- knowing from whom to seek advice, guidance (internally or externally) and support in developing own skills and knowledge

TW4: Describes their role in building and working in a team and give examples of how to promote efficient ways of working

Depending on the organisation, specific requirements relating to **how to promote efficient ways of working** may vary. However, more general approaches include:
- demonstrating a practical ability to other colleagues (both junior and senior) for working efficiently at all times
- knowing from whom to seek advice, guidance and support in furthering own ability to work efficiently

- knowing how to work in line with prescribed procedures and processes in support of efficient working practices
- knowing the importance of budgetary control and realising the expectations of working within own budgets at all times

Promotion, business growth and customers

Knowledge	Skills	Behaviours
K32 How the **business strategy, customer profile, culture and constraints** influence the development of creative, profitable, and competitive menus	S12 **Apply techniques** that help improve competitiveness, business performance, **revenue**, profit margins and customers' experience	B5 Be **commercially aware** in approach to all aspects of work B8 Promote a customer centric culture

Pass	Distinction
PB1 Describes how the organisations' business strategy, customer profile, customer centric culture and constraints influence the development of creative, profitable, and competitive menus (K32, B8) PB2 Describes how they **apply techniques** to improve competitiveness, business performance, revenue, profit margins and customers' experience (S12) PB3 Describe how they establish interaction with all parts of the business and solutions that reflect current trends in the hospitality sector as a whole (B5)	PB4 *Evaluates the factors which influence the development of one of the following creative, profitable, and competitive menus (K32)* PB5 *Justifies techniques they have used to improve one of the following competitiveness, business performance, revenue, profit margins and customers' experience (S12)*

Amplification and guidance
K32: How the business strategy, customer profile, culture and constraints influence the development of creative, profitable, and competitive menus Depending on the organisation, specific influences may vary. However, more general approaches for how the **business strategy, customer profile and culture and constraints** influence the development of creative, profitable, and competitive menus could include: • **customer profile:**

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- o demographic breakdown of a customer's level of activity across a business in order to identify trends and/or spending patterns across menu items
- o means by which customer behaviour can be predicted in order to generate a new line of sales and/or maintain interest within a customer's product/service range
- o characteristics of a customer profile may include some of the following: name, age, address, occupation, dishes purchased over a period of time, ethnicity, gender, credit rating, annual income and credit available (if applicable)
- **culture and constraints:**
  - o culture relates to a set of procedural behaviours which occur within a business, and may relate to its ethics, values, norms, beliefs, behaviours, goals, attitudes, codes of conduct, policies, procedures and processes
  - o constraints relate to issues, risks, concerns and lack of resources (such as people, plant, machinery, income, time and ingredients) which prevent a business from realising its goals, objectives or business aims

S12: Apply techniques that help improve competitiveness, business performance, revenue, profit margins and customers' experience

Depending on the organisation, the process of **applying techniques** may vary. However, more general approaches could include:
- increasing sales by implementing enhanced and dedicated marketing activities within a range of menu items / across menu items
- undertaking marketing and sales (trend) analysis of current products / future products in order to increase business performance
- undertaking mystery shopping audits across competitor business outlets to review products available and conduct taste tests across menu items

Revenue relates to:
- income
- earnings
- capital
- wages/salary
- dividends

B5: Be commercially aware in approach to all aspects of work

Being **commercially aware** includes:
- displaying acute understanding and insightful familiarity of business strategy realisation, including knowing the key performance indicators, business goals and objectives and standard operating procedures of own work (including range of menu items)

- knowing limitations of own understanding and knowing when to upskill/upgrade own knowledge, skill and understanding in order to enhance commercial knowledge and understanding

Complex preparation, cooking and finishing techniques

Knowledge

K4 Advanced preparation methods or a variety of basic methods combined in a complex manner for meat, poultry, game and offal dishes and menu items (for example, **hanging, skinning, plucking, checking for and removing shot, boning, stuffing, filling, tying, trussing, trimming, rolling, tenderising, chining, larding, barding, portioning, seasoning, marinating, ballotine, galantine, smoking**)

K5 Advanced preparation methods or a variety of basic methods combined in a complex manner for fish dishes and menu items (including white fish round and flat, oily fish, exotic fish categories) and shellfish dishes and menu items including **gutting, cleaning, descaling, skinning, trimming, filleting, removing bones, shelling, cutting, marinating, coating**

K6 Advanced preparation methods, or a variety of basic methods combined in a complex manner, for vegetable dishes and menu items (including roots, bulbs, flower heads, fungi, seeds and pods, tubers, leaves, stems, vegetable fruit categories) dishes and menu items including **washing, peeling, chopping, slicing, trimming, grating, turning, combining further ingredients**

K7 Advanced preparation methods, or a variety of basic methods combined in a complex manner, for vegetable protein (for example, **soya, Quorn, seitan, tofu) dishes and menu items including rehydrating, chopping, slicing, trimming, grating, combining further ingredients**

K8 Advanced preparation methods for sauces, or a variety of basic methods combined in a complex manner, (for example, **compound butter, beurre manié, cold roux, emulsified, cream thickened, white/brown sauce derivatives, reduced**) including **weighing, measuring, chopping, roux, skimming, passing, straining, blending, whisking, clarifying, reducing, chilling, addition of a liaison, puréeing**

K9 Advanced preparation methods for soups or a variety of basic methods combined in a complex manner (for example, **consommé, bisque, chowder, velouté, cold**) including **weighing, measuring, chopping, roux, skimming, passing, straining, blending, whisking, clarifying, reducing, chilling, addition of a liaison, puréeing**

K10 Advanced preparation methods for dough and batter products (**including laminated and fermented**), or a variety of basic methods combined in a complex manner, including **weighing, measuring, sieving, mixing, kneading, proving, knocking back, shaping, laminating, folding**

K11 Advanced preparation methods for paste products, or a variety of basic methods combined in a complex manner, (including **short, sweet, suet, choux, puff, flaky, sable, hot water, convenience**) including **weighing, measuring, sifting, rubbing in, kneading, creaming, resting, aerating, conditioning/chilling, piping, laminating, rolling, folding, lining, moulding, trimming**

K12 Advanced preparation methods for hot, cold and frozen desserts, or a variety of basic methods combined in a complex manner, (for example, **ice-cream / sorbet-based, mousse, soufflés, egg-based set, bavarois, hot sponge-based, fruitbased, paste-based**) including, **sieving, mixing, creaming, aeration, adding flavours/colours, puréeing, combining, use of moulds, combining**

K13 Advanced preparation methods for biscuits, or a variety of basic methods combined in a complex manner, (for example, **tuiles, sable, Viennese, Japonaise, Dutch**), advanced preparation methods for cakes and sponges (for example, **sugar batter, flour batter, melted method, fatless sponge, separated egg method, whole egg foams, aerated egg white method, scones**) or a variety of basic methods combined in a complex manner including **weighing, measuring, creaming, beating, whisking, folding, rubbing in, greasing, glazing, portioning, piping, shaping, filling, rolling, lining, spreading, smoothing, mixing, stacking, coating, slicing**

K14 Advanced cooking methods for meat, poultry, game and offal dishes and menu items, or a variety of basic methods combined in a complex manner, including **searing, grilling, griddling, frying (deep, shallow, sauté and stir**), **braising, stewing, baking, roasting, pot roasting, steaming, boiling, poaching, bain-marie, sous-vide, en papillote, spatchcock, smoking, confit, combination**

K15 Advanced cooking methods for fish and shellfish dishes and menu items, or a variety of basic methods combined in a complex manner including frying (**deep, sauté and shallow**), **grilling, poaching, baking, steaming, stewing, boiling, en papillote, sous-vide, confit, smoking, ceviche, combination**

K16 Advanced cooking methods for vegetables dishes and menu items, or a variety of basic methods combined in a complex manner and vegetable protein dishes and menu items including **blanching, boiling, roasting, baking, grilling, braising, frying (deep, shallow and stir), steaming, stewing, confit, sousvide, smoking, pickling, ceviche, combination**

K17 Cooking methods for advanced sauces and soups, or a variety of basic methods combined in a complex manner, including **boiling, simmering, reducing, thickening, flavouring, addition of a liaison**

K18	Cooking methods for advanced dough and batter products, or a variety of basic methods combined in a complex manner including **baking and frying**
K19	Cooking methods for advanced paste products, or a variety of basic methods combined in a complex manner, including **baking, combination cooking**
K20	Cooking method for advanced biscuits, cakes and sponges or a variety of basic methods combined in a complex manner, (for example, **sugar batter, flour batter, melted method, fatless sponge, separated egg method, whole egg foams, aerated egg white method, scones**) – baking
K21	Cooking methods for advanced hot, cold and frozen desserts, or a variety of basic methods combined in a complex manner, including, **poaching, baking, boiling, steaming, deep frying, bain-marie, microwaving**
K22	Advanced finishing methods for all food groups including **resting, garnishing, adding sauce, dressing, glazing, gratinating, piping, icing, filling, decorating, dusting, dredging, decorating, moulding, de-moulding, cooling, stacking, portioning, cutting, sprinkling, lattice, quadrillage, scoring and why each method is applied**

Pass	Distinction
CPC1 Reviews the log / **portfolio of complex dishes** that demonstrate **styles, skills and techniques** that meet business, operational need and customer requirements (K4, K5, K6, K7, K8, K9, K10, K11, K12, K13, K14, K15, K16, K17, K18, K19, K20, K21, K22)	CPC2 *Analyses the impact of using specific techniques on the dishes produced and finished* (K4, K5, K6, K7, K8, K9, K10, K11, K12, K13, K14, K15, K16, K17, K18, K19, K20, K21, K22)

Amplification and guidance
K4: Advanced preparation methods for meat, or a variety of basic methods combined in a complex manner for poultry, game and offal dishes and menu items include: • **hanging –** suspending meat/poultry/game for a period of time in order to tenderise the animal and develop the flavour. • **skinning –** removing excess layers of outer skin from meat, poultry, game and/or offal. Sometimes referred to as dressing. • **plucking –** removing the feathers from poultry prior to its preparation with or without the assistance of a scalding process. • **checking for and removing shot –** removing/checking for shotgun pellets or residue on/from the flesh of the meat, poultry, game and/or offal. • **boning –** detaching the flesh/meat from the carcass/bones by use of a boning knife in order to segment different sections of the animal. • **stuffing –** mixture consisting of ground meat/poultry (forcemeat), seasoning, herbs and spices (in line with recipe specification). • **filling –** placing a stuffing mixture with meat, poultry, game and/or offal in order to enhance its flavour and yield.

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- **tying -** securing meat, poultry, game and/or offal by tying the animal before it is cooked in order to maintain its shape during the cooking process.
- **trussing –** securing poultry/game by fastening the legs and wings to the body of the animal to maintain its shape during the cooking process.
- **trimming –** removing excess fat or sinew from the meat, poultry, game and/or offal while still maximising the yield from the animal.
- **rolling –** flattened meat, poultry, game and/or offal which is then filled with a stuffing before being rolled and tied (or secured via toothpicks).
- **tenderising –** making the meat, poultry, game and/or offal more palatable by breaking down connective tissues within the animal.
- **chining –** semi-detaching the backbone from the rib portion of a carcass of meat, thereby making it easier to carve.
- **larding –** threading strips of fat through meat, poultry, game and/or offal in order to internally baste the animal during the cooking process.
- **barding –** covering the meat, poultry, game and/or offal in a layer of fat, prior to cooking, so that it bastes the animal during the cooking process.
- **portioning –** splitting the meat, poultry, game and/or offal into pre-determined sizes (often by weight) to ensure yield and profitability considerations are met.
- **seasoning –** adding salt, pepper, herbs and spices (in line with recipe specification) before and during cooking and prior to being served to customers.
- **marinating –** immersing meat, poultry, game and/or offal into an acidic and seasoned solution in order to tenderise and enhance the flavour.
- **ballotine –** de-boned thigh of poultry which is filled with a forcemeat stuffing before being rolled, tied/trussed before it is cooked.
- **galantine –** boned and stuffed meat or poultry which is filled with a forcemeat stuffing being pressed into a round/cylindrical shape.
- **smoking (hot) –** process of slow cooking meat, poultry, game and/or offal in an air and temperature-controlled (between 80 °C and 120 °C) smoker which imparts flavour while fully cooking the animal.
- **smoking (cold) -** process of preserving meat, poultry, game and/or offal in an air and temperature-controlled (between 21 °C and 71 °C) smoker which imparts flavour without actually cooking the animal.

K5: Advanced preparation methods, or a variety of basic methods combined in a complex manner, for fish dishes and menu items (including white, round, flat, oily and exotic fish categories) and shellfish dishes and menu items, include:
- **gutting** – removing the innards of the fish as part of the preparation process.
- **cleaning** - ensuring the inside and outside of the fish is cleaned thoroughly to remove excess scales, skin and fish residue.
- **scaling** – removing the scales from the outside of a fish in order to make it easier to clean, gut and fillet.
- **skinning** – removing the skin from the outside of the fish without tearing or disfiguring the flesh of the fish.
- **trimming** - removing excess flesh from the outer part of the fish while still maximising the expected yield.
- **filleting** – removing the fish from the bones to achieve boneless fillets. This is usually carried out after the fish has been skinned.
- **removing bones** – removing small bones, usually with fish bone tweezers, from the fillet of the fish, without tearing or disfiguring the flesh.
- **shelling** - involves removing the outside layer/ shell of an ingredient and is normally done by hand (for example, this is done with nuts, eggs, broad beans, peas and shellfish).

- **cutting** – slicing/chopping pieces into pre-agreed pieces to assist the cooking process.
- **marinating** - immersing fish into an acidic and seasoned solution in order to enhance the flavour.
- **coating** – dipping the product in flour, egg wash and breadcrumbs (or another coating) in line with a recipe specification.

K6: Advanced preparation methods, or a variety of basic methods combined in a complex manner, for vegetable dishes and menu items, include:
- **washing** – carefully washing vegetables, in a designated sink or area, to remove dirt, foreign bodies and other materials prior to preparation
- **peeling –** peeling the outer layer of skin from vegetables to remove blemishes and thereby ensure vegetables are ready for preparation
- **chopping** – cutting vegetables into pre-agreed cuts (of specified sizes) in order to prepare them for cooking
- **slicing** – finely slicing vegetables in order to enhance presentation and reduce the cooking time
- **trimming** – removing excess parts of the vegetable while still maximising the yield
- **combining further ingredients** – including other ingredients, in line with the recipe specification, in order to maximise yield and/or increase flavour

K7: Types of vegetable protein include:
- **Soya** – a legume which is derived from the soya bean
- **Quorn** – is the brand name of a plant-based mycoprotein
- **Seitan** – is a plant-based protein made of gluten and water
- **Tofu** – is a soy-based product which is formed by pressing the curds from coagulated soy milk

K7: Advanced preparation methods, or a variety of basic methods combined in a complex manner, for vegetable protein dishes and menu items, include:
- **rehydrating** – extracting all liquid from the vegetable protein, over many hours, by way of a leaving to air-dry in a low temperature oven or by way of a dehydrator machine
- **chopping** - cutting vegetable protein into pre-agreed cuts (of specified sizes) in order to prepare them for cooking
- **slicing** - finely slicing vegetable protein commodities prior to preparation or cooking
- **trimming** – removing any excess vegetable protein while still maximising its yield
- **grating** – using a grater, in line with recipe specifications, to create fine shreds of vegetable protein prior to cooking or preparation
- **combining further ingredients** - including other ingredients, in line with the recipe specification, in order to maximise yield and/or increase flavour

K8: Types of complex sauces include:
- **compound butter** – a butter to which herbs, spices and other ingredients have been added in order to enrich the flavour of a chosen dish.

- **beurre manié** – a French technique used in recipes and kitchens widely. It means making a thick paste using equal parts of soft butter and plain flour. This is kneaded together and then added in small amounts to thicken sauces and soups giving a rich, smooth texture and flavour.
- **cold roux** – an equal amount of fat and flour which is mixed and then cooked (to a specified level – white, blonde or brown) and is used to finish dishes.
- **emulsified** – a sauce which is made with egg in order to bind, combine and emulsify into a smooth product, such as mayonnaise.
- **cream thickened** – a sauce to which cream, usually double, is added to enrich and thicken the sauce. The cream is cooked slowly to ensure it does not split.
- **white/brown sauce derivatives** – other sauces include white sauce (bechamel) and brown sauce (espagnole) from which other sauces, known as derivatives, can be produced.
- **reduced** – a sauce which is reduced (to a specified level) in order to intensify the flavour, often resulting in a viscous appearance.

K8: Advanced preparation methods, or a variety of basic methods combined in a complex manner, for sauces include:
- **weighing** – using calibrated weighing devices to ensure correct allocation of ingredients are used for making sauces
- **measuring** – using pre-determined measuring utensils to ensure correct allocation of ingredients are used for making sauces
- **chopping** – cutting vegetables or other ingredients ready to be added to the sauce before or after cooking
- **roux** – an equal amount of fat and flour which is mixed and then cooked (to a specified level – white, blonde or brown) and is used to thicken sauces
- **skimming** – removing sediment or scum residue from the surface of a sauce after a period of boiling/simmering
- **passing** – by way of sieve or chinois decant the sauce from the pan to remove lumps
- **straining** – to pass a sauce through cheesecloth/clean t-towel/muslin cloth to achieve a finer texture in sauce
- **blending** – to combine, usually by electronic blending machine, ingredients into the sauce until a desired consistency has been achieved
- **whisking** – vigorously incorporate ingredients into a sauce
- **clarifying** – by whisking egg white into the sauce, any impurities will be brought to the surface which can then be removed
- **chilling** – cooling the sauce to a safe temperature (circa 5 °C) for a specified period of time
- **addition of a liaison** – a cream and egg yolk mixture which is incorporated into a sauce to give a shine and enhanced flavour
- **pureeing** – to blend a sauce until all lumps are removed

K9: Types of soups include:
- **consommé** – an intensely flavoured soup which has been clarified until it is clear (such as a beef consommé)
- **bisque** – crustacean based soup (for example, lobster bisque)
- **chowder** – a rich, thick soup, often containing shellfish (such as clams) or poultry (such as chicken)

- **velouté** – a soup which is made with a roux base, flavoured with stock and may include an egg yolk liaison (such as chicken and mushroom velouté)
- **cold** – a soup which is served chilled (such as gazpacho or vichyssoise)

K9: Advanced preparation methods or a variety of basic methods combined in a complex manner for soups include:
- **weighing** – using calibrated weighing devices to ensure correct allocation of ingredients are used for making soups
- **measuring** – using pre-determined measuring utensils to ensure correct allocation of ingredients are used for making soups
- **chopping** – cutting vegetables or other ingredients ready to be added to the soups before or after cooking
- **roux** – an equal amount of fat and flour which is mixed and then cooked (to a specified level – white, blonde or brown) and is used to finish soups
- **skimming** – removing sediment or scum residue from the surface of a soup after a period of boiling/simmering
- **passing** – by way of sieve or chinois decant the soup from the pan to remove lumps
- **straining** – to pass a soup through cheesecloth/clean t-towel/muslin cloth to achieve a finer texture in soup
- **blending** – to combine, usually by electronic blending machine, until a desired consistency has been achieved
- **whisking** – vigorously incorporate ingredients into a soup
- **clarifying** – by whisking egg white into the soup (for example, via consommé), will bring any impurities to the surface which can then be removed
- **chilling** – cooling the soup to a safe temperature (circa 5 $^{\circ}$C) for a specified period of time
- **addition of a liaison** – a cream and egg yolk mixture which is incorporated into a soup (such as velouté) to give a shine and enhanced flavour
- **pureeing** - to blend a soup until all lumps are removed

K10: Type of dough and batter include:
- **laminated** – products which have fat (usually butter) folded throughout. Examples include puff pastry and flaky pastry
- **fermented -** products that include yeast which activates with sugar and expels gas to increase the rise within the product

K10: Advanced preparation methods, or a variety of basic methods combined in a complex manner, for dough and batter products include:
- **weighing** – using calibrated weighing devices to ensure correct allocation of ingredients are used for making dough and batter products. Incorrect weights will cause an imbalance in the appearance, flavour and texture of the final product.
- **measuring** – using pre-determined measuring utensils to ensure correct allocation of ingredients are used for making dough and batter products. Incorrect measurements will cause an imbalance in the appearance, flavour and texture of the final product.
- **sieving** – using a fine mesh sieve to remove unwanted particles (wet or dry) from the dough or batter mix.
- **mixing** – incorporating the ingredients, in a bowl, to ensure they are properly combined as part of the preparation process.
- **kneading** – manually working the dough by hand once it has formed. This allows the dough to be stretched, thereby distributing ingredients evenly and allowing the gluten to form within the dough.

- **proving** – allowing the dough to rest, in between bouts of kneading, thereby allowing the dough to rise.
- **knocking back** – once the dough has proven, manually work by hand through kneading to release the air which has formed in the dough.
- **shaping** – after knocking back, and where additional proving has taken place, shape the dough into pre-determined sizes before cooking.
- **laminating** – incorporating layers in fat in the dough, which is folded, and repeated, until the desired effect is achieved.
- **folding** - folding the dough in line with a recipe specification.

K11: Types of pastes include:
- **short** – basic paste mix using flour and butter which is rubbed in and chilled before using.
- **sweet** – includes the use of caster sugar and egg yolks to make an enriched paste.
- **suet** – made with suet (animal fat rendered from the kidney) as part of its preparation.
- **choux** - made with egg yolks, flour, water and butter. This forms a batter type consistency.
- **puff** – laminated dough which has butter folded into layers, with the process often repeated.
- **flaky** – a thin and light unleavened paste which is made by rubbing fat into flour.
- **sable** – light crumbly paste with a high content of butter, made with egg yolks and is used for making shortbread.
- **hot water** – basic pliable paste using hot water which is often used for raised meat / game pies.
- **convenience** – pre-bought, often frozen, dough which can be stored for later use.

K11: Advanced preparation methods for paste products, or a variety of basic methods combined in a complex manner, include:
- **weighing –** involves using calibrated weighing devices to ensure correct allocation of ingredients are used for making paste products. Incorrect weights will cause an imbalance in the appearance, flavour and texture of the final product.
- **measuring -** involves using pre-determined measuring utensils to ensure correct allocation of ingredients are used for making paste products. Incorrect measurements will cause an imbalance in the appearance, flavour and texture of the final product.
- **sifting –** involves removing unwanted particles from dry ingredients before preparation.
- **rubbing in –** involves using fingers to work the butter into the flour.
- **kneading –** involves gently working the paste by hand to bring ingredients together into a ball before it is chilled.
- **creaming –** involves blending or hand-mixing the butter and sugar together (usually for sweet paste).
- **resting –** involves allowing the paste to rest before it is used. This allows the gluten to rest and the fat to harden within the paste.
- **aerating –** involves incorporating air pockets within the paste.
- **conditioning –** involves the use of ingredients into the paste which improves the quality of the finished dish.
- **chilling –** involves allowing the paste to cool down as part of the resting process.
  piping – involves piping paste prior to it being cooked (such as choix paste).

- **laminating –** involves incorporating layers of fat in the paste, which is folded and repeated until the desired effect is achieved.
- **rolling –** involves rolling the paste into a pre-determined shape (circle/rectangle/square) in line with a dish specification.
- **folding –** involves folding butter into the paste, folding over, depending on the number of turns required, and resting.
- **lining –** involves lining the paste tin/dish with greaseproof paper (or other product) prior to it being cooked.
- **moulding –** involves setting the paste within a mould, in line with a dish specification.
- **trimming –** involves cutting away excess paste prior to it being baked.

K12: Types of hot, cold and frozen desserts include:
- **ice cream / sorbet –** ice cream is made with eggs, cream and sugar, which is then frozen or mixed within an ice cream machine. Sorbets include the use of fruit and stock sugar solution, without cream or eggs.
- **mousse –** includes cream which is whipped until a desired consistency is achieved.
- **souffle –** is baked and includes eggs. This can be savoury or sweet.
- **egg-based set –** includes desserts such as crème caramel and crème.
- **bavarois –** gelatin-based dessert, often includes cream.
- **hot sponge –** made with battered sponge recipe (for example, treacle or sticky toffee).
- **fruit –** desserts made from fruit (such as jelly).
- **paste –** desserts made from paste (such as sweet, choux or puff).

K12: Advanced preparation methods for hot, cold and frozen desserts, or a variety of basic methods combined in a complex manner, include:
- **sieving -** using a fine mesh sieve to remove unwanted particles (wet or dry) from the dessert.
- **mixing -** incorporating the ingredients in a bowl to ensure they are properly combined as part of the preparation process.
- **creaming -** blending or hand-mixing the butter and sugar together (usually for sweet paste products).
- **aeration -** incorporates air pockets into the desserts.
- **adding flavours/colours –** adding flavourings such as lemon or vanilla to food. Adding colourings (such as cochineal) to icing to decorate desserts.
- **puréeing -** to blend the dessert until it has achieved the desired consistency. Pureed fruits are often added to mousses.
- **combining -** including other ingredients, in line with the recipe specification, in order to maximise yield and/or increase flavour.
- **use of moulds -** involves the use moulds (such as a silicone) to provide a structure/shape for the dessert.

K13: Advanced preparation methods for biscuits, or a variety of basic methods combined in a complex manner, include:
- **Tuiles –** a wafer type biscuit which is delicate
- **Sable –** such as shortbread

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- **Viennese –** shortbread consistency made with icing sugar and is piped
- **Japonaise –** made with almonds
- **Dutch –** has a waffle type consistency and can sometimes include a lattice pattern

K13: Types of cakes and sponges:
- **sugar batter method –** where the fat and sugar are creamed together before flour is added.
- **flour batter method –** where the flour and fat are blended together - a raising agent is often used before eggs are added.
- **melted method –** where the fat and sugar are melted together before other ingredients are added.
- **fatless sponge –** where no fat is used, as in roulades and Swiss rolls.
- **separated egg method –** where eggs are split between yolks and whites, before being added at different stages.
- **whole egg foam –** often includes no (or little amounts of) fat but has a large proportion of eggs.
- **aerated egg white –** egg whites are separated from their yolks and beaten to increase volume. The egg white foam is then added to the cake mixture.
- **scones –** are baked and can include fruit, cheese or be served plain.

K13: Advanced preparation methods, or a variety of basic methods combined in a complex manner for cakes and sponges:
- **weighing -** involves using calibrated weighing devices to ensure correct allocation of ingredients are used for making cakes and sponges. Incorrect weights will cause an imbalance in the appearance, flavour and texture of the final product.
- **measuring -** involves using pre-determined measuring utensils to ensure correct allocation of ingredients are used for making cakes and sponges. Incorrect measurements will cause an imbalance in the appearance, flavour and texture of the final product.
- **creaming -** involves blending or hand-mixing the butter and sugar together.
- **beating –** involves thoroughly combining wet ingredients until the desired consistency has been met.
- **whisking -** involves vigorously incorporating ingredients into cakes or sponge mixtures.
- **folding –** involves folding ingredients for cakes and sponge into a mixture.
- **rubbing in -** involves using fingers to work the butter into the flour.
- **greasing –** involves applying a layer of fat to the baking tin to ensure the cake or sponge does not stick to the side of the tin during the cooking process.
- **glazing –** involves applying a shine to the cake or sponge as part of the finishing process.
- **portioning –** involves cutting the cake or sponge into the desired amounts.
- **piping -** involves piping cream or a topping to the final cake or sponge.

- **shaping –** involves shaping the cakes or sponges prior to cooking. Could also involve shaping decorative items (such as marzipan) to be used as a decorative item.
- **filling –** involves filling the centre of cakes or sponges with buttercream, fruit puree or fruit.
- **rolling -** involves rolling a decorative item (such as fondant) onto a finished cake or sponge.
- **lining –** involves lining the inside of baking tins with fat and / or greaseproof paper to prevent the cake or sponge from sticking to it during the cooking process.
- **spreading –** involves spreading icing, buttercream or a decorative glaze onto cakes or sponges.
- **smoothing –** involves the use of a spatula or palette knife to create a smooth finish to the surface of cakes or sponges.
- **mixing -** involves incorporating the ingredients in a bowl to ensure they are properly combined as part of the preparation process.
- **stacking -** involves arranging the cake/sponge in layers as part of the construction of the final product.
- **coating –** involves applying a finishing coating (such as ganache) to the surface of cakes or sponges.
- **slicing –** involves slicing fruit for decorating the surface of cakes or sponges.

K14: Advanced cooking methods for meat, poultry, game and offal dishes and menu items, or a variety of basic methods combined in a complex manner, includes:
- **searing –** is carried out on meat, poultry, game and offal prior to it being cooked. Searing adds a brown crust to the surface of the item which adds flavour and seals in the juices during the cooking process.
- **grilling –** is a dry form of cooking whereby meat, poultry, game or offal is cooked via radiated heat.
- **griddling –** is a dry form of cooking where the meat, poultry, game and offal is placed onto a heated surface.
- **frying (deep, shallow, sauté and stir**) – are dry forms of cooking whereby meat, poultry, game and offal is placed into amounts of oil, depending on the cooking method.
- **braising –** is a wet form of cooking whereby meat, poultry, game and offal are placed into small amounts of liquid and cooked for a sustained period of time. Braising is often carried out on the stovetop rather than in the oven, although this varies depending on the commodity.
- **stewing –** is a wet form of cooking whereby meat, poultry, game and offal is immersed in a liquid and cooked in the oven for a sustained period of time.
- **baking –** is a dry form of cooking whereby meat, poultry, game or offal is cooked, without oil, in the oven, at a high temperature (circa 175 $^{\circ}$C to 200 $^{\circ}$ C).
- **roasting –** is a dry form of cooking whereby meat, poultry, game and offal is placed in the oven, with oil and cooked at a high temperature (circa 175 $^{\circ}$C to 190 $^{\circ}$C).
- **pot roasting –** is a form of combination cooking in which meat, poultry, game and offal is placed in a liquid and cooked for a sustained period of time.

- **steaming –** is a wet form of cooking whereby meat, poultry, game and offal is placed over boiling water or via vapour in order to cook.
- **boiling –** is a wet form of cooking whereby meat, poultry, game and offal is placed into a large quantity of liquid, often water, and cooked vigorously to 100 °C.
- **poaching –** is a wet form of cooking whereby meat, poultry, game and offal is placed into a liquid and is cooked. Temperature of the liquid is circa 75 °C to 85 °C.
- **bain-marie –** involves meat, poultry, game and offal being cooked (or reheated) in a water bath.
- **sous-vide –** involves meat, poultry, game and offal being placed in a sealed pouch, from which the air is removed, and the food being cooked for a sustained period of time at a carefully controlled temperature.
- **en papillote –** involves meat, poultry, game and offal being sealed in parchment and baked in the oven. Steam within the parcel often causes a combination cooking approach.
- **spatchcock -** is a preparation method for a whole chicken. It involves removing the backbone and opening out the bird and flattening it. This reduces the cooking time and allows the bird to be cooked via quicker methods, for instance, grilling, BBQ or pan frying. It can also ensure the finished dish is moist. This method is also called 'butterflying'.
- **smoking -** the process of slow cooking meat, poultry, game and/or offal in an air and temperature-controlled (between 80 °C and 120 °C) smoker which imparts flavour while fully cooking the animal.
- **confit –** involves poultry (such as duck or chicken) being placed in a large amount of rendered duck fat which is then cooked for a period of time.
- **combination –** involves 2 or more processes of cooking (see en papillote and pot roasting).

K15: Advanced cooking methods, or a variety of basic methods combined in a complex manner, for fish and shellfish dishes and menu items includes:
- **deep frying -** is a dry form of cooking whereby fish or shellfish is immersed in hot oil (circa 160 °C to 190 °C) until it is cooked.
- **sauté -** is a dry form of cooking whereby fish or shellfish is cooked in minimal oil to brown the surface and conducted heat cooks the product throughout.
- **shallow frying -** is a dry form of cooking whereby fish or shellfish is cooked in a moderate amount of oil/fat to cook the food throughout.
- **grilling -** is a dry form of cooking whereby fish or shellfish is cooked via radiated heat.
- **poaching -** is a wet form of cooking whereby fish or shellfish is placed into a liquid and is cooked. Temperature of the liquid is circa 75 °C to 85 °C.
- **baking -** is a dry form of cooking whereby fish or shellfish is cooked, without oil, in the oven.
- **steaming -** is a wet form of cooking whereby fish or shellfish is placed over boiling water or via vapour to cook the item.
- **stewing -** is a wet form of cooking whereby fish or shellfish is immersed in a liquid and cooked in the oven for a sustained period of time.
- **boiling -** is a wet form of cooking whereby fish or shellfish is placed into a large quantity of liquid, often water, and cooked vigorously to 100 °C.

- **en papillote -** involves fish or shellfish being sealed in parchment and baked in the oven. Steam within the parcel often causes a combination cooking method approach.
- **sous-vide -** involves fish or shellfish being placed in a sealed pouch, from which the air is removed, and the food being cooked for a sustained period of time at a low and carefully controlled temperature.
- **confit -** involves fish or shellfish (such as cod) being placed in a large amount of rendered duck fat which is then cooked for a period of time.
- **smoking -** the process of slow cooking fish or shellfish in an air and temperature-controlled (between 80°C and 120°C) smoker which imparts flavour while fully cooking the animal.
- **ceviche –** involves curing small pieces of fresh raw fish in lemon or lime juice. Other ingredients can be added to adjust the flavour (such as onions, peppers, tomatoes and spices). The acid in the lime/lemon juice marinades and gently cures the raw fish, making it firm and opaque in texture.
- **combination –** involves 2 or more processes of cooking (see en papillote and pot roasting).

K16: Advanced cooking methods for vegetable and vegetable protein dishes and menu items, or a variety of basic methods combined in a complex manner, includes:
- **blanching –** involves pre-cooking vegetables by plunging them into boiling hot water for a minimal amount of time before placing in ice cold water. The vegetables are plunged into boiling water before service.
- **boiling -** is a wet form of cooking whereby vegetables are placed into a large quantity of liquid, often water, and cooked vigorously (boiling occurs at 100 °C).
- **roasting -** is a dry form of cooking whereby vegetables are placed in the oven, with oil, and cooked at a high temperature (oven temperature is circa 175 °C to 190 °C).
- **baking -** is a dry form of cooking whereby vegetables are cooked, without oil, in the oven, at a high temperature (oven temperature is circa 175 °C to 200 ° C).
- **grilling -** is a dry form of cooking whereby vegetables are cooked via radiated heat.
- **braising -** is a wet form of cooking whereby vegetables are placed into small amounts of liquid and cooked for a sustained period of time. Braising is often carried out on the stovetop rather than in the oven, although this varies depending on the commodity.
- **frying (deep, shallow and stir) -** are dry forms of cooking whereby vegetables are placed into amounts of oil, depending on the cooking method.
- **steaming -** is a wet form of cooking whereby vegetables are placed over boiling water or via vapour to cook.
- **stewing -** is a wet form of cooking whereby vegetables are immersed in a liquid and cooked in the oven for a sustained period of time.
- **confit -** involves vegetables (such as carrots or cauliflower) being placed in a large amount of rendered duck fat which is then cooked for a period of time.
- **sous-vide -** involves vegetables being placed in a sealed pouch, from which the air is removed, and the food being cooked for a sustained period of time at a low and carefully controlled temperature.

- **smoking -** process of slow cooking vegetables in an air and temperature-controlled (between 80 °C and 120 °C) smoker which imparts flavour while fully cooking the animal.
- **pickling -** is a process of preservation by immersion in vinegar or anaerobic fermentation in brine. It extends the life of the ingredient but can change its texture and flavour. It is used for a range of vegetables (such as cabbage, onions and cucumber). Fermented ingredients are kimchi and olives.
- **ceviche -** is traditionally a Latin American dish that could be used as a starter, side or amuse bouche. It consists of small pieces of fresh raw fish which has been marinated in lemon or lime juice, with the addition of onions, peppers, tomatoes and spices and could include avocado. The acid in the lime/lemon juice marinades and gently cures the raw fish, making it firm and opaque in texture.
- **combination -** involves 2 or more processes of cooking.

K17: Cooking methods for advanced sauces and soups, or a variety of basic methods combined in a complex manner, include:
- **boiling –** is a wet form of cooking whereby the sauce or soup is rapidly cooked to 100 °C for a set period of time
- **simmering –** involves allowing the soup or sauce to stay below boiling point to cook the roux or intensify the flavour
- **reducing –** is when after a sauce has been brought to a boil, it is then put on a lower heat and cooked down slowly to reduce its volume and give it a concentrated flavour, texture or colour
- **thickening –** is the process of making a sauce, soup, gravy or jus thicker by the addition of a suitable thickening agent (such as roux, cornflour, arrowroot, cream or egg)
- **flavouring –** involves the addition of products to give food and drink a different or stronger flavour (such as wine, spirits, spices, extracts, essences, oils, fruit zests, salt and pepper)
- **addition of a liaison -** a cream and egg yolk mixture which is incorporated into a soup (such as velouté) to give a shine and enhanced flavour

K18: Cooking methods for advanced dough and batter products, or a variety of basic methods combined in a complex manner, include:
- **baking -** is a dry form of cooking whereby dough or batter products are cooked, without oil, in the oven, at a high temperature (temperature range of oven is circa 175 °C to 200 °C)
- **frying -** is a dry form of cooking whereby dough or batter products are cooked, in various amounts of oil, depending on the cooking method

K19: Cooking methods for advanced paste products, or a variety of basic methods combined in a complex manner, include:
- **combination cooking –** involves 2 or more processes of cooking (for example, steaming then shallow frying)

K20: Cooking method for advanced biscuits, cakes and sponges, or a variety of basic methods combined in a complex manner, include:

- **baking -** is a dry form of cooking whereby biscuits, cakes or sponges are cooked, without oil, in the oven, at a high temperature (oven temperature is circa 175 $^{\circ}$C to 200 $^{\circ}$C)

K21: Cooking methods for advanced hot, cold and frozen desserts, or a variety of basic methods combined in a complex manner, include:

- **poaching -** is a wet form of cooking whereby the dessert is placed into a liquid and is cooked. Temperature range of poaching is 75 $^{\circ}$C to 85 $^{\circ}$C.
- **baking -** is a dry form of cooking whereby the dessert is cooked, without oil, in the oven, at a high temperature (oven temperature is circa 175 $^{\circ}$C to 200 $^{\circ}$C).
- **boiling -** is a wet form of cooking whereby the dessert is placed into a large quantity of liquid, often water, and cooked vigorously to 100 $^{\circ}$C.
- **steaming -** is a wet form of cooking whereby the dessert is placed over boiling water or via vapour to cook the item.
- **deep frying -** is a dry form of cooking whereby the dessert is immersed in hot oil (oil is heated to circa 160 $^{\circ}$C to 190 $^{\circ}$C) until it is cooked.
- **bain-marie -** involves the dessert being placed in a water bath to cook (or to be reheated).
- **microwaving –** involves cooking in a microwave oven where the food is cooked via the process of molecular disturbance.

K22: Advanced finishing methods for all food groups include:

- **resting –** this involves allowing a period of time to elapse before cooking or carving certain foods.
- **garnishing –** involves applying a suitable garnish arrangement to food before it is served.
- **adding sauce –** involves applying a sauce over or beside a final dish.
- **dressing –** involves arranging the final product to ensure it is ready for service. It can also include adding a liquid (of oil, vinegar, mustard and seasoning) to a salad.
- **glazing -** applying a shine to the final product as part of the finishing process.
- **gratinating –** whereby breadcrumbs and cheese are sprinkled over the product before it is browned in an oven or under a grill.
- **piping -** includes piping cream or to pipe out a product (such as choux paste).
- **icing –** involves applying an icing product (usually icing sugar or a solution such as royal icing or water icing).
- **filling –** involves filling a product with savoury or sweet product.
- **dusting -** involves sprinkling a dry product (such as cocoa powder, icing sugar or caster sugar) onto the finished product.
- **dredging -** involves placing food in a flour mix (may include seasonings) before it is cooked.
- **decorating –** involves applying a finishing decorative look to the product.
- **moulding –** involves moulding an item to enhance its decorative appearance.
- **de-moulding –** involves removing the item from its mould, usually before it is served to customers.
- **cooling –** involves chilling the food product before or after it is cooked.

- **stacking -** arranging the relevant food item in layers as part of the construction of the final product.
- **portioning –** arranging the relevant food item into the desired amount prior to it being served.
- **cutting -** cutting the relevant food item into the desired amounts.
- **sprinkling –** involves sprinkling a dry product (such as sprinkles) onto the finished product.
- **lattice –** involves the creation of a lattice pattern onto the final product.
- **quadrillage –** involves the use of charred lines being applied to a finished item.
- **scoring –** involves the scoring of lines which is cut into the flesh of the product, usually prior to its cooking.

CPC1: Depending on the organisation, specific approaches in meeting business, operational need and customer requirements may vary. However, more general approaches for styles, skills and techniques could include:

- **styles -** involves the use of flair, creativity and imagination, all of which culminates in the final dish being of a high technical standard and one which meets the yield requirements and overall specification.
- **skills -** involves the level of detail which has been applied, the way in which that skill has been demonstrated, both practically and with forethought of knowledge having been considered, thereby ensuring the final dish meets the pre-agreed specification.
- **techniques –** involves the application of an approach which enhances the complex dish. This could involve the approach used in the preparation, cooking or finishing of a technical dish.

The **portfolio of complex dishes** will be used to assess the apprentice during the professional discussion. The portfolio of complex dishes can include:
- workplace documentation/records (for example, workplace policies/procedures or records)
- a log of complex preparation, cooking and finishing techniques or a variety of basic methods combined in a complex manner, preferably submitted in a short video format
- witness statements
- annotated photographs
- video clips with a **maximum** total duration of **10 minutes**, in which the apprentice must be in view and clearly identifiable

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Assessment summary

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

1. A knowledge test consisting of **50 multiple-choice questions**, lasting **75 minutes**
2. An observation with questions lasting **3.5 hours**, including a **question-and-answer session** comprised of a minimum of **8 questions** with a duration **of 30 minutes**
3. A professional discussion underpinned by a portfolio of evidence, comprised of a minimum of **12 questions**, lasting **90 minutes**

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 grade will be determined using the combined mark.

Knowledge test

Total marks available are 50.

- To achieve a **pass**, apprentices will score at least **30 out of 50** (60%)
- To achieve a **distinction**, apprentices will score at least **40 out of 50** (80%)
- **Unsuccessful** apprentices will have scored **29 or below** (58%)

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

Observation with questions

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

The observation with questions **must** be conducted in the apprentice's normal work environment.

Professional discussion underpinned by a portfolio of evidence

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

Should the professional discussion be conducted using technology, such as a video link, the identity of apprentices being assessed via remote means must be verified by Highfield prior to the assessment taking place, in order to ensure fair assessment conditions are 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 pass overall, the apprentice is required to pass each of the 3 assessment methods.

To achieve a distinction overall, the apprentice must gain a distinction in all 3 assessment methods, or a distinction in 2 of the 3 assessment methods, and a pass in the third. For example, an apprentice who achieves a distinction in both the professional discussion and the knowledge test, as well as a pass in the observation with questions, will be awarded a distinction as their overall grade.

As all assessment activities are equally weighted, the apprentice will achieve a distinction overall regardless of which 2 assessment methods they achieve a distinction in, provided they achieve a pass in the third assessment method.

In circumstances where a distinction is achieved in 1 assessment and a pass in the other methods, an overall pass will be awarded.

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

Knowledge test	Observation with questions	Professional discussion underpinned by a portfolio of evidence	Overall grade awarded
Fail any of the 3 assessment methods			**Fail**
Pass	Pass	Pass	**Pass**
Pass	Pass	Distinction	**Pass**
Distinction	Pass	Pass	**Pass**
Pass	Distinction	Pass	**Pass**
Distinction	Distinction	Pass	**Distinction**
Pass	Distinction	Distinction	**Distinction**
Distinction	Pass	Distinction	**Distinction**
Distinction	Distinction	Distinction	**Distinction**

Retake and resit information

Should an apprentice fail an assessment activity on the first attempt, a resit should be scheduled as soon as the apprentice is ready, when practicable for the business and in line with the policies, practices and procedures of Highfield.

The resit is normally expected to take place after all the required assessments have been taken and within **2 months** of the individual assessment results and overall apprenticeship result being given to the apprentice. The total time taken should not exceed **6 months** unless there are exceptional circumstances, otherwise, the entire EPA will need to be resat/retaken.

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.

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

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

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

Assessing the knowledge test

Assessing the knowledge test

The knowledge requirements within the standard will be tested using a series of multiple-choice questions (MCQs) to assess the apprentice's knowledge. The knowledge test may be delivered online or be paper-based.

The following criteria of the Chef de Partie (CDP) apprenticeship standard will be assessed by a **75-minute** test consisting of **50** questions. Each question is worth **1 mark**, providing a potential overall score of **50** marks.

Grading the knowledge test

- **Unsuccessful** apprentices will have achieved an overall score of **29 or below**
- In order to achieve a **pass**, apprentices must achieve an overall minimum score of **30 out 50** (60%)
- In order to achieve a **distinction**, apprentices must achieve an overall minimum score of **40 out of 50** (80%)

The knowledge test assessment criteria are detailed in the following section.

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 mock test is available to download from the Highfield Assessment website. The mock tests are available as paper-based tests and also on the mock e-assessment system.

Highfield
Assessment

Knowledge test criteria

Assessment criteria
K2: How technology supports the development and production of complex dishes and menu items in the kitchen environment
K3: The principles of advanced food preparation and cooking; traditional and modern cuisine; taste; allergens; diet and nutrition to produce complex dishes and menu items that meet business and customer requirements
K26: The food safety practices and procedures to ensure the safe preparation and cooking of food
K27: What to look for in ingredients and how to handle and store them to maintain quality, in line with food safety legislation
K30: How to work with people from a wide range of backgrounds and cultures and recognise how local demographics may impact on the product range of the business
K31: The methods available (for example, instructor-led, virtual, web-based, coaching, discussion, simulation and role-play) and importance of, training and development to maximise the performance of self and team
K33: The principles of profit and loss, and recognise how to support the overall financial performance of the business through operating efficiently to reduce wastage and deliver profit margins
K34: The relevant legislation regulations and responsibilities pertinent to this occupation
K35: The principles of risk assessment and how to identify, plan for and minimise risks to the service and operation
S14: Use sustainable working practices and encourage and support others to do the same
S15: Comply with legal requirements and inspire confidence by maintaining the safety and security at all times
S16: Risk assess situations, identifying and isolating matters of concern, by establishing the cause and intervening accordingly to minimise any risk to people and comply with legislation

Highfield
Assessment

Assessing the observation with questions

The observation with questions will assess the knowledge, skills and behaviour criteria that make up the assessment criteria listed below. In order to demonstrate occupational competence, apprentices must demonstrate each of these criteria while performing the day-to-day tasks required of a Chef de Partie.

End-point assessors will observe the apprentice completing a job-specific role in their normal place of work, where they will be expected to demonstrate:

- safe and hygienic practices in the selection, preparation, cooking, presentation and storage of food
- communication techniques in the supervision of the production of quality food products to the specifications required and on time
- advanced food preparation and cooking techniques or a variety of basic methods combined in a complex manner
- the application of standard procedures to maximise yield and minimise food waste when producing dishes

The observation may only be split to allow comfort breaks, or to allow the apprentice to move from one location to another. Where breaks occur, they will not count towards the total assessment time.

The apprentice is expected to demonstrate all areas of the standard during the **3.5-hour** observation with questions, which is comprised of **3 hours** of practical activities, followed by a **30-minute** questions and answers session. The time allocated for the question-and-answer session is included in the overall assessment time. The duration of the observation may be extended by **+10%** at the discretion of the end-point assessor, to allow the apprentice to finish their answer.

This will be followed by a questions-and-answers session, in which the end-point assessor will ask a minimum of **8 questions** intended to assess the apprentice's understanding of the knowledge, skills and behaviours that underpin the practical processes the apprentice will carry out as part of the assessment method. As only naturally occurring work is observed, those knowledge, skills and behaviours that the apprentice did not have the opportunity to demonstrate can be assessed via questioning, although these should be kept to a minimum. The end-point assessor may also ask follow-up questions to clarify the responses provided.

The questions will be asked within the **3.5-hour** allowance and follow the completion of the practical activities. The observation with questions assessment criteria are detailed in the following section.

Grading the observation with questions

- To achieve a **pass**, all pass criteria must be achieved
- To achieve a **distinction**, all pass and distinction criteria must be achieved
- Apprentices will **fail** if they do not meet all of the pass criteria

Before the assessment

Employers/training providers should:

- ensure the apprentice knows the date, time and location of the assessment
- ensure the apprentice knows which Chef de Partie criteria will be assessed
- 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

Observation with questions – mock assessment

It is the employer/training provider's responsibility to prepare apprentices for their end-point assessment. Highfield recommends that the apprentice experiences a full mock observation with **8 questions** in preparation for the real assessment. The most appropriate form of mock assessment will depend on the apprentice's setting and the resources available at the time.

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

- the mock observation should take place in a real workplace, or a realistic simulation if the real workplace does not present all the required assessment opportunities
- the participation of other personnel to play the parts of customers and team members:
  - o it is strongly recommended that the mock observation has been practised beforehand and all personnel involved are properly briefed on their roles
  - o the roles should provide the opportunity for the apprentice to demonstrate the pass, and distinction level criteria
- a **3.5-hour**) time slot should be available for the complete observation with questions if it is intended to be a complete mock observation covering all relevant standards and activities, however, this time may be split up to allow for progressive learning
- consider a video recording of the mock assessment, and allow it to be observed by other apprentices, especially if it is not practicable for the employer/training provider to carry out a separate mock assessment with each apprentice

- ensure that the apprentice's performance is assessed by a competent trainer/assessor, and that feedback is shared with the apprentice to complete the learning experience; the mock assessment sheets may be used for this purpose and are available to download from the Highfield Assessment website

Observation with questions - example questions

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

- pass criteria

  - Explain how you prioritised each of the tasks you undertook during the observation, and how this helped to ensure that your team completed what was asked of them. (S5/B4)
  - Discuss the food safety practices you followed when producing and storing menu items. (S6/S7)
  - How did the procedures you undertook ensure that the dishes produced were of a high quality, while minimising food wastage? (K24/S3/S4/S13)
  - Explain the coaching and motivating techniques you made use of while briefing the team, and explain how they helped you to deliver items on time and to the required standard. (K28/S8/B2)

- distinction criteria

  - Explain how the use of technology helped you to prepare, cook and present the required dishes. (S2)
  - Which preparation and cooking techniques did you use, and explain why you felt that these were the most suitable? (S3)
  - Describe the methods of communication you made use of during the service, and justify why you felt that these were the most likely to achieve the desired result. (S10)
  - Describe the process you undertook that posed the greatest risk of cross-contamination to the customer. How did you minimise this risk? (S7)

Observation with questions criteria

During the **3.5-hour** observation with questions, the following assessment criteria should be evidenced. Apprentices should prepare for the observation with questions by considering how the criteria can be met.

Prepare cook and finish advanced dishes
Assessment criteria (Pass)
PC1 Produces advanced menu items and dishes to standard ensuring quality is maintained and wastage of ingredients and other resources are minimised (K24, S3, S4, S13)   PC2 Prioritise tasks, remaining calm and directing others to deliver the required outcomes (S5, B4)
Assessment criteria (Distinction)
PC3 Justifies the preparation and cooking techniques to produce the complex dishes and menu items in line with business requirements (S3)

Technology
Assessment criteria (Pass)
T1 Demonstrates the use of technology when preparing, cooking, and presenting advanced menu items and dishes (S2)
Assessment criteria (Distinction)
T2 Evaluates their use of technology to produce dishes following business procedures and guidelines (S2)

Health and safety
Assessment criteria (Pass)
HS1 Demonstrates food safety practices in the production and storage of advanced menu items and dishes (S6, S7)
Assessment criteria (Distinction)
HS2 Identifies potential risks in the storage, preparation, cooking and presentation of food for consumers (S7)

Supervision
Assessment criteria (Pass)
SV1 Demonstrates coaching and motivating techniques when briefing the team to deliver dishes/menu items on time to a prescribed standard for consumers (K28, S8, B2)   SV2 Communicates with customers and co-workers ensuring their chosen methods of communication achieve the desired result and reflect a customer centric (S10)
Assessment criteria (Distinction)
SV3 Justifies the methods of communication used and explain why they have been more effective in achieving the desired result (S10)

Highfield
Assessment

Assessing the professional discussion underpinned by a portfolio of evidence

The professional discussion will be a 2-way discussion which involves both the end-point assessor and apprentice actively listening and participating in a formal conversation. It will give the apprentice the opportunity to make detailed and proactive contributions to affirm their competency across the knowledge, skills and behaviours on this assessment method.

The professional discussion must be held in a suitable environment and should last for approximately **90 minutes**. The total duration of the discussion can be extended by up to 10% at the discretion of the end-point assessor, to allow the apprentice to finish their last point.

A minimum of **12 questions** will be asked of the apprentice. All food group responses will be assessed against the criteria listed in the next section. The end-point assessor may ask follow-up questions where clarification is required.

The professional discussion will take place either in person or via video conference. This will be organised by Highfield's scheduling team once the apprentice has been submitted for gateway. Should the professional discussion be conducted using technology, fair assessment conditions must be maintained. The identity of apprentices being assessed via remote means must be verified by Highfield prior to the assessment taking place. Acceptable means of remote assessment include video conferencing/video calling and must include a 2-way visual and audio link.

The employer may be present during the assessment, however, in the interests of standardisation, they will **not** be permitted to ask questions or contribute to the assessment process. They may assist by allowing support in contextualising or using terminology that the apprentice better understands. Highfield would encourage the employer/training provider and the apprentice to plan for the professional discussion and familiarise themselves with the portfolio of evidence prior to beginning the assessment.

Grading the professional discussion underpinned by a portfolio of evidence

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

- To achieve a **pass**, all pass criteria must be achieved
- To achieve a **distinction**, all pass and all distinction criteria must be achieved
- Apprentices will **fail** if they do not meet all of the pass criteria

Before the assessment

Employers/training providers should:

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

Professional discussion underpinned by a portfolio of evidence - 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 **90-minute** (+10%) time slot should be available for the complete professional discussion if it is intended to be a complete mock assessment covering all relevant standards, however, this time may be split up to allow for progressive learning. The mock assessment should be comprised of a minimum of **12 questions** to thoroughly prepare the apprentice for their end-point assessment.
- consider an audio recording of the mock, and to allow the mock to be heard by other apprentices, especially if it is not practicable for the employer/training provider to carry out a separate mock assessment with each apprentice.
- ensure that the apprentice's performance is assessed by a competent trainer/assessor, and that feedback is shared with the apprentice, to complete the learning experience. The mock assessment sheets may be used for this purpose and are available to download from the Highfield Assessment website.
- structured 'open' questions should be used as part of the professional discussion which do not lead the apprentice but allows them to express their knowledge in a calm and comfortable manner. Example questions that you can use for a mock assessment are listed on the following page.

Professional discussion underpinned by a portfolio of evidence - example questions

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

- pass criteria:

  o Discuss the factors that influence your decisions when reworking a menu. (K1)
  o Explain how your knowledge of a variety of skills and techniques has influenced how you prepare, cook and finish complex dishes. (K23/S1)
  o Describe the steps you have taken to build a team, and how you promote efficient ways of working within this team. (K29/B3)
  o Explain how you establish effective interaction with the teams in other parts of the business. (B5)
  o Describe some of the solutions you put in place that reflect current trends in the hospitality industry. (B5)
  o How does your approach to work follow the organisation's safe working practices and legal guidelines? (B6)
  o Discuss the portfolio of complex dishes, and the skills and techniques that helped you to meet business needs and customer requirements. (K4/K5/K6/K7/K8/K9/K10/K11/K12/K13/K14/K15/K16/K17/K18/K19/K20/K21/K22)

- distinction criteria

  o Describe a time you had to employ problem solving techniques to ensure that quality standards were met, and that customers were served in a timely fashion. (K25)
  o Describe one of the techniques you applied in order to ensure that the business remained competitive, and how it helped to achieve the desired outcome. (S12)
  o Evaluate the impact of using specific techniques on the dishes produced in the portfolio of complex dishes. (K4/K5/K6/K7/K8/K9/K10/K11/K12/K13/K14/K15/K16/K17/K18/K19/K20/K21/K22)
  o Which factors contribute to the creation of a creative, profitable and competitive menu? (K32)
  o Describe the techniques you made use of to improve business performance, and why you selected them. (S12)

Highfield
Assessment

Professional discussion underpinned by a portfolio of evidence criteria

Throughout the **90 minute (+10%)** professional discussion, the end-point assessor will review the apprentice's competence in all of the pass criteria outlined below as a minimum, therefore, apprentices should prepare for the professional discussion by considering how the criteria can be met. The apprentice can only achieve a distinction by covering all of the distinction criteria, which are outlined in the distinction rows.

Industry and food trends	
Assessment criteria (Pass)	
IFT1	Explains the factors which influence the development of dishes and menus (K1)
IFT2	Describes how the preparation, cooking and finishing of complex dishes are influenced by different skills and techniques, culinary science and contemporary styles (K23, S1)
Assessment criteria (Distinction)	
IFT3	*Compares the factors which influence the development of dishes and menus and identify those factors that have the most influence (K1)*

Problem solving	
Assessment criteria (Pass)	
PS1	Describes problem-solving techniques to maintain standards within a time constrained working environment (K25)
Assessment criteria (Distinction)	
PS2	*Reflects on what level of success their use of problem-solving techniques have had in maintaining standards (K25)*

Teamwork	
Assessment criteria (Pass)	
TW1	Demonstrates working collaboratively with co-workers and teams, adhering to policies and procedures set out by the organisation to be solution focused when resolving problems by mutual agreement (S9, B1)
TW2	Demonstrates responsibility for developing their own skills and knowledge and shares expertise gained to build the capability of colleagues within their team (S11, B7)
TW3	Establishes an approach to work tasks which follows the organisations safe working practices and legal guidelines (B6)
TW4	Describes their role in building and working in a team and give examples of how to promote efficient ways of working (K29, B3)
Assessment criteria (Distinction)	
TW5	*Reflects on their solution focused approach to working with teams (S9, B1)*

Promotion, business growth and customers
Assessment criteria (Pass)
PB1   Describes how the organisations' business strategy, customer profile, customer centric culture and constraints influence the development of creative, profitable, and competitive menus (K32, B8)
PB2   Describes how they apply techniques to improve competitiveness, business performance, revenue, profit margins and customers' experience (S12)
PB3   Describes how they establish interaction with all parts of the business and solutions that reflect current trends in the hospitality sector as a whole (B5)
Assessment criteria (Distinction)
PB4   *Evaluates the factors which influence the development of one of the following creative, profitable, and competitive menus (K32)*
PB5   *Justifies techniques they have used to improve one of the following competitiveness, business performance, revenue, profit margins and customers' experience (S12)*

Complex preparation, cooking and finishing techniques
Assessment criteria (Pass)
CPC1   Reviews the log / portfolio of complex dishes that demonstrate styles, skills and techniques that meet business, operational need and customer requirements *(K4, K5, K6, K7, K8, K9, K10, K11, K12, K13, K14, K15, K16, K17, K18, K19, K20, K21, K22)*
Assessment criteria (Distinction)
CPC2   *Analyses the impact of using specific techniques on the dishes produced and finished (K4, K5, K6, K7, K8, K9, K10, K11, K12, K13, K14, K15, K16, K17, K18, K19, K20, K21, K22)*