



Senior chef production cooking standard: Assessment plan

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1. Introduction

This document sets out the requirements and process for independent end assessment of the senior chef production cooking apprenticeship standard approved by the Government (Department for Education (DfE)). All apprenticeship standards must include independent end assessment to check the apprentice's overall performance against the standard. It is designed for employers, apprentices, education and training providers and assessment organisations.

Independent end assessment occurs when the employer is satisfied that the apprentice is working consistently at or above the level set out in the senior chef production cooking apprenticeship standard. The assessment period for the senior chef production cooking standard can commence at any point once the apprentice is competent after the twelve-month minimum period of learning and development.

2. Apprentice's readiness for independent end assessment

i. Achieving full competence

The period of learning, development and continuous assessment is managed by the employer, in most cases with the service of an education or training provider. 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 standard:

Throughout the period of learning and development, and at least every two months, the apprentice should meet with the on-programme assessor to review and record their progress against the standard using the on-programme progression template (freely available at People1st.co.uk). At these reviews evidence should be discussed and recorded by the apprentice. Once the apprentice is deemed competent the relevant section(s) of the standard should be signed off by the employer with the support of those involved in the learning and development.

The on-programme reviews and 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 ready for independent end assessment. The on-programme progression template is NOT a portfolio of evidence, but a record of what the apprentice can do following periods of training, development and assessment. A minimum of six meetings and completed records are recommended, to show ongoing competence across the entire standard, over a minimum of a twelve-month period prior to starting the independent end assessment.

Further guidance and support on planning and managing a senior chef production cooking apprentice's training and development journey is available at www.people1st.co.uk.

This assessment plan covers each specialist function of the senior chef production cooking standard. Regardless of the function selected the same assessment methodology will apply, with the content altered to the correct specialism.

ii. Readiness for end assessment

The independent end assessment is synoptic, which means it takes an overview of the apprentices' competence. The end assessment should only commence once the employer is confident that the apprentice has developed all the knowledge, skills and behaviours defined in the apprenticeship standard which, as a best practice recommendation, could be clearly evidenced by the on-programme progression review meetings and records. The independent end assessment ensures that all apprentices consistently achieve the industry set professional standard for a senior chef production cooking. Prior to independent end assessment the English and maths components of the apprenticeship must be successfully completed.

A structured meeting will be held and must include the relevant people that have responsibility and accountability for the completion of the apprenticeship, such as: the line manager, on-programme assessor and /or a senior manager as appropriate to the business. It is recommended that the on-programme records, if utilised, are brought to this meeting. The outcomes of the meeting must be recorded on the readiness for independent end assessment record (freely available from People1st.co.uk) to ensure judgements are appropriate, consistent and fair.

Once the employer (supported by the on-programme assessor) is satisfied that the apprentice has achieved full competence a further meeting must take place that includes an independent end assessor, who must be provided with the completed readiness for independent end assessment record at least one week in advance. This meeting may be conducted remotely – e.g. a virtual meeting using technology such as Skype, as its aim is to secure the plan for the assessment activities, but does not contribute to any assessment decisions.

At the meeting the apprentice is required to supply a two-page synopsis of their proposed business project. This should be a written or typed proposal for discussion and approval. (If for any reason the proposal is not approved at this meeting a revised proposal should be sent to the employer and independent end assessor within one week).

The independent end assessor will agree a plan and schedule for each assessment activity with the apprentice and employer representative to ensure all components can be completed within a two-month end assessment window. Assessment organisations must inform People 1st of the independent end assessments prior to commencement to ensure external quality assurance activity can be planned and implemented. It should be noted that the on programme assessor is not involved in this planning activity as this forms the next step of the apprenticeship journey, moving from the on-programme phase to the end point assessment.

iii. Order and timings of the end assessment

There are four assessment activities for the senior chef production cooking independent end assessment. The on-demand test, observation and business project may be undertaken in any order and the professional discussion must be the last activity completed. All assessment activities must be completed within two months.

3. Summary of independent end assessment process

The apprentice will be assessed to the apprenticeship standard using four complementary assessment methods. The assessment is synoptic, i.e. takes a view of the overall performance of the apprentice in their job. The assessment activities will be completed by the independent end assessor as follows:

On demand test:

- 2 hour (including 30 minutes reading time) on demand multiple choice test
- Covers a range of knowledge from across the standard
- Scenario based questions
- Externally set and marked automatically by the assessment organisation
- Undertaken either on the employer's premises or off site
- Full details located in Annex B

Practical observation:

- 4 hour observation of the apprentice in the working environment
- Time may be split to cover preparation and service
- Shows apprentice covering a range of tasks across the standard
- Full details located in Annex C

Business project:

- Project to look at an opportunity / challenge / idea to make an improvement to the food production operation
- E.g. efficiency, improved ways of working, reducing wastage
- Research and write up within two months and then presented to employer and independent end assessor in formal 30 minute presentation with question and answer session
- Full details located in Annex D

Complete the first 3 activities in ANY order

Professional discussion:

- 1.5 hour structured meeting
- Led by the independent end assessor, involving the apprentice and employer (e.g. line manager)
- Focusing on the areas of the standard identified in Annex A
- Full details located in Annex E

Completion:

Independent end assessor confirms that each assessment element has been completed. The overall grade is determined by the independent end assessor based on the combination of performance in all assessment activities and must include distinction in the observation and business project, plus a distinction in at least one of the other assessment activities and a pass in the other to achieve distinction overall.

4. Reliability, Validity and Consistency

Independent end assessment is a culmination of a learning and development journey resulting in external confirmation of an apprentice meeting the industry defined standard. The assessments are conducted by an independent end assessor approved and appointed by an assessment organisation, which is quality assured to ensure consistent, reliable and valid judgements.

In summary, the following controls must be adhered to:

- ✓ A formal structure to plan the end point assessment, allowing planning of internal and external quality assurance, including the use of the readiness for independent end assessment record (freely available from People1st.co.uk).
- ✓ A common approach to assessment tools and procedures for independent end assessment, which will be freely available. The common approach will help ensure that end assessment tools and procedures are consistent in meeting the requirements for fair, accurate and reliable assessment decisions, against the senior chef production cooking apprenticeship standard.
- ✓ The mandating of both technical and assessment competence and continuing professional development (CPD) for independent end assessors to ensure that they have the right tools, qualifications, training and experience to make reliable judgements.
- ✓ An end point assessor from an independent assessment organisation, who has had no prior involvement with the apprentice, providing an objective independent view
- ✓ The internal quality assurance of individuals conducting independent end assessments and of independent end assessment outcomes and results, by an SFA registered assessment organisation.
- ✓ Requirements for standardisation of independent end assessments across assessment organisations.
- ✓ The use of on demand tests with automated marking ensuring a consistent approach regardless of the apprentice's workplace.
- ✓ Four complementary assessment methods that provide a clear structure for synoptic assessment across the standard.

5. Roles and responsibilities

Independent end assessor

An independent end assessor must be someone who has nothing to gain from the outcome of the assessment and must not have been involved in training or line management of the apprentice. They must be approved and appointed by the assessment organisation to undertake the independent end assessment of the apprentice.

The employer led approach to end assessment allows assessors to originate from the employer's workforce to assess apprentices in their own organisation as long as independence from the apprentice can be demonstrated (i.e. they must not have been involved in either the learning and development or line management of the apprentice). During independent end assessment they are acting on behalf of, and responsible to, the assessment organisation.

To ensure consistent and reliable judgements are made, independent end assessors will be subject to rigorous quality assurance and must take part in regular standardisation activities. The mandatory criteria for independent end assessors is set out below:

a) Occupational Expertise of Senior chef production cooking Independent End Assessors

The requirements set out below relate to all aviation independent end assessors. Independent end assessors must:

- ✓ Have excellent knowledge and understanding of the apprenticeship standard as set out in the industry set Grading Criteria (Annex F)
- ✓ Hold a recognised current workplace assessment qualification. The list of approved qualifications will be published at www.people1st.co.uk and updated as new, appropriate qualifications are released.
- ✓ Have current, relevant occupational expertise and knowledge, at the relevant level of the occupational area(s) they are assessing, which has been gained through 'hands on' experience in the industry.
- ✓ Practice standardised assessment principles set out by the assessment organisation.
- ✓ Have sufficient resources to carry out the role of independent end assessor i.e. time and budget.

b) Continuous Professional Development for Senior chef production cooking Independent End Assessors

It is necessary for independent end assessors to maintain a record of evidence of their continuous professional development (CPD). This is necessary to ensure currency of skills and understanding of the occupational area(s) being assessed, and can be achieved in a variety of ways. It should be a planned process, reviewed on an annual basis, for example as part of an individual's performance review.

Independent assessors should select CPD methods that are appropriate to meeting their development needs. Within a twelve-month period an Independent End Assessor will be required to demonstrate they have gained practical experience in the hospitality industry which develops/updates their knowledge/skills. The following provides an example of a variety of methods that can be utilised for CPD purposes, a multiple of which need to be experienced/adopted on an annual basis.

Updating occupational expertise

- ✓ Internal and external work placements to gain 'hands on' experience
- ✓ Work experience and shadowing
- ✓ External visits to other organisations
- ✓ Updated and new training and qualifications
- ✓ Training sessions to update skills, techniques and methods
- ✓ Visits to educational establishments
- ✓ Trade fairs / shows

Keeping up to date with sector developments and new legislation

- ✓ Relevant sector websites and twitter feeds
- ✓ Membership of professional bodies and trade associations
- ✓ Papers and documents on legislative change
- ✓ Seminars, conferences, workshops, membership of committees/working parties
- ✓ Development days

Standardising and best practice in assessment

- ✓ Regular standardisation meetings with colleagues
- ✓ Sharing best practice through internal meetings, news-letters, email circulars, social media
- ✓ Comparison of assessment and verification in other sectors

Assessment organisations

Assessment organisations are registered on the SFA Register of apprenticeship assessment organisations. Assessment organisations are responsible for ensuring assessments are conducted fairly and that assessments are valid, reliable and consistent. It is essential that assessment organisations:

- ✓ Ensure independent end assessors are competent in meeting both occupational and assessment criteria requirements
- ✓ Approve and appoint independent end assessors*
- ✓ Ensure assessments are planned, communicated and executed fairly
- ✓ Quality assure independent end assessments
 - With planned internal quality assurance activity
 - Including both desk based and 'live' quality assurance activity
 - This must be performed on a risk basis, i.e. new or poorly performing assessors must have every element of every assessment quality assured, but established, high performing assessors can be quality assured on a sampling basis, with at least one assessment activity being subject to either desk based or live internal quality assurance activity
- ✓ Ensure on-demand tests are correctly invigilated (Annex C)
- ✓ Ensure standardisation of all assessors occurs on a regular basis, including but not limited to:
 - Review of annual adherence to CPD requirements
 - Regular standardisation meetings – usually quarterly but required frequency to depend on internal and external quality assurance outcomes of each assessment organisation
 - Assessment and verification training sessions
 - Shadowing and cross checking of other assessors

- ✓ Address poor performance from assessors to ensure high standards of end assessment
- ✓ Obtain and review feedback / satisfaction results from apprentices and employers, taking appropriate actions for improvement
- ✓ Address and administer any appeals and grievances fairly and in line with the consistent approach

Employers wishing to conduct end point assessment, either in their own organisation or for other organisations, must register as an assessment organisation on the Register of Apprentice Assessment Organisations in the same way any assessment organisation is required to do. All assessment organisations are required to check the independence of the end point assessor from the apprentice, ensuring that the end point assessor has not been involved in the learning, development or line management of the apprentice. All assessment organisations are subject to external quality assurance.

* Where independent end assessors are sourced from the employer's workforce they must be able to demonstrate independence from the apprentice (i.e. they must not have been involved in either the learning and development or line management of the apprentice) and will act under the remit of the assessment organisation during the period of the assessment.

Assessment organisations will be subject to external quality assurance in order to deliver national consistency across the hospitality sector which is overseen by the Hospitality Apprenticeship Board and managed by People 1st.

6. External quality assurance (EQA) of the end point assessment for the senior chef production cooking apprenticeship standard

All assessment organisations listed on the Register of Apprentice Assessment Organisations (RoAAO) must follow the external quality assurance process in this plan. The external quality assurance will be overseen by a Hospitality Apprenticeship Board and conducted and managed by People 1st on a non-profit making basis. Supporting information on the external quality assurance can be found at www.people1st.co.uk.

Hospitality Apprenticeship Board

Membership to the Board is via a fair and open public nomination and selection process, with input from key industry, education and training organisations. Membership is open to all types and sizes of businesses, including representation from SMEs and organisations that are new to the apprenticeship process. When a vacancy arises, hospitality employers are invited to apply for a seat on the board, demonstrating support from at least two industry and/or education and training organisations, which may include charitable organisations. Nominees will be judged on their experience, knowledge, qualifications and commitment to ensuring that apprentices consistently achieve the apprenticeship standard. Where a nominee does not immediately secure a place on the board, they will be retained on a list of prospective members for future vacancies.

A Board of 15 members:

- Represent the views of their business and industry networks
- Are subject to re-election after a period of 2 years (requiring the support of two organisations). Re-election is not automatic in order to give opportunities for other employers to be part of the board
- Work openly, challenge, innovate and drive the industry's apprenticeship commitment to quality
- Contribute their specific experience and expertise
- Actively communicate and engage other employers and partners to achieve high quality apprenticeships

The Board also includes a nominated representative from a private training provider, a college and an assessment organisation, whose membership runs for a period of one year before re-election.

In relation to quality the responsibilities of the Board include:

- A full knowledge and understanding of the:
 - Content of the senior chef production cooking assessment plan
 - External quality assurance arrangements and methodology
 - Infrastructure and processes used to manage and operate the external quality assurance
- Agreeing measures to benchmark external quality assurance results set by People 1st
- Overseeing external quality assurance results based on the provision of quarterly reports provided by People 1st and agreeing corrective action as necessary
- Working collaboratively with training providers and assessment organisations, to identify and address matters relating to the external quality assurance process and results
- Reviewing evaluation results to ensure that the senior chef production cooking apprenticeship remains fit for purpose and advising on matters of performance which may impact on external quality assurance
- Reviewing and addressing complaints against senior chef production cooking apprenticeship and external quality assurance results

Process for initiating external quality assurance

An independent end assessor must be someone who has nothing to gain from the outcome of the assessment. Once an employer is confident that an apprentice has consistently reached full competence against the knowledge, skills and behaviours in the apprenticeship standard they will contact an assessment organisation to engage with an independent end assessor. In order to start the external quality assurance process, the assessment organisation will notify People 1st online at www.people1st.co.uk.

External quality assurance visits will be completed regularly on each assessment organisation, and may include more than one visit/activity where an assessment organisation operates in more than one region, or uses multiple assessment centres. External quality assurance will comprise a range of activities, examples of which are detailed below and will include on-site visits to assessment organisations.

External quality assurance activities

External quality assurance will focus on four defined areas to ensure compliance, including: consistency of assessment materials, competence and performance of staff, the internal quality assurance checks and the overall planning and reporting of the apprenticeship end point assessment process.

- **Ensuring consistency of assessment tools**
 - Design of the assessment materials
 - Consistent application and internal quality assurance of assessment materials during end point assessments
- **Competence of staff – EQA activity will check**
 - Occupational competence of assessment and internal verification staff
 - That assessment and internal quality assurance staff have been trained on end point assessment for the senior chef production cooking standard
 - That continuous professional development of both occupational and assessment competence is occurring to the prescribed standard
- **Internal quality assurance – EQA activity will check**
 - Independent assessment organisations have implemented internal quality assurance procedures as set out in the assessment plan
- **Reporting and management of information – EQA activity will check**
 - Timely and accurate registration of the apprentice and notification of results
 - Accuracy of internal data against registrations in the People 1st system
 - Full, accurate and legible records

Sampling size and frequency

An assessment organisation's sample size will vary due to a number of considerations. Each assessment 'centre' (i.e. if an assessment organisation provides remote centres or operates multiple teams of assessors) will be sampled regularly. The baseline sample for the first external quality assurance visit will be 10%. At the end of each EQA visit the assessment organisation's performance will be graded (e.g. excellent, adequate, poor) and future EQA activity levels will be planned accordingly. Assessment organisations receiving excellent EQA results can expect future samples to be less than 10% and assessment organisations receiving poor EQA results can expect increased frequency of activity and size of EQA sample. At each EQA visit the sample required will include:

- Apprentices who are currently in the assessment window and those who have completed their end point assessment since the previous full external quality assurance visit.

- Assessment centres conducting end point assessments on multiple linked standards (i.e. commis chef, chef de partie and senior chef, culinary arts may have external quality assurance activity combined for efficiency).

It is expected that EQA activity will typically occur every six months, but this frequency may be adjusted in accordance with the volume of apprentices completing end point assessment and the past performance of the assessment organisation.

Prior to an external quality assurance visit, assessment organisations will be contacted to provide and confirm relevant information regarding apprentices. From this information a sample will be selected and names of apprentices for whom evidence and activity are to be quality assured will be notified to the assessment organisation prior to the visit.

Typically, an external quality assurance visit will involve:

- Meetings between the external quality assurance representatives and apprentices, assessors and internal quality assurance staff.
- A desk review of assessment documentation, covering each assessment activity and usually covering the range of results from distinction, pass and fail, validating the internal quality assurance activity.
- Review of records relating to the planning of internal quality assurance and feedback from end point assessments.
- Review of records relating to the multiple choice test administration.
- Review of records relating to appeals and grievances.
- Review of competence and CPD for assessment and internal quality assurance staff.
- Review evidence of satisfaction measures for apprentices and employers.
- External quality assurance activity will normally include an opportunity to observe part of a practical assessment, professional discussion or conduct of an examination. All four forms of assessment will be observed over time during the course of external quality assurance visits.

Reporting and recommendations

Within 15 working days after the visit a draft report will be supplied to the independent assessment organisation, including recommendations, actions and a provisional risk grading. The assessment organisation will be given a further 15 working days to provide any feedback, as necessary, after which the final edition of the report, including final grade, will be sent to them.

Subsequent external quality assurance activity will be appropriate to the findings, recommendations and actions and may include interim EQA activity prior to the next full visit.

The EQA reports will not be made publically available, but may be shared, in whole or in part, with the employers on the Hospitality Apprenticeship Board to inform evaluations and improvements. Identifying information will be removed so that board members cannot identify the assessment organisation or individual apprentice.

7. Grading

The apprenticeship includes Pass and Distinction grades with the final grade based on the apprentice's combined performance in each assessment activity. In order to pass the apprentice is required to pass each of the four assessments. In order to achieve a distinction, the apprentice needs to gain the required number of points as set out in the table on the following page – gaining a distinction in both activities in section A and at least one activity in section B, with a pass in the other.

In order to pass:

In the **on demand test** the apprentice must achieve the correct percentage (e.g. 70%) of correct answers to pass the assessment activity. The on demand test will feature a sample of questions, based on a representative sample of the assessment criteria in Annex F(i).

In the **observation** the apprentice must demonstrate competence against **all** of the assessment criteria in Annex F(ii). The apprentice will be observed in their normal working environment performing their job. Observations need to be carefully planned to ensure adequate opportunity to cover the criteria. To pass, the observation will recognise competence in achieving objectives on time and to standard.

In the **business project** the apprentice must demonstrate competence against all of the assessment criteria for a pass in Annex F(iii).

In the **professional discussion** the apprentice must demonstrate competence against all of the assessment criteria in Annex F(iv).

In order to achieve a distinction:

In the **on demand test** the apprentice must achieve a higher (e.g. 85%) percentage of correct answers to gain a distinction in the assessment activity. The on demand test will feature a sample of questions, based on a representative sample of the assessment criteria in Annex F(i).

In the **observation** the apprentice must demonstrate competence against **all** of the assessment criteria in Annex F(ii). In addition to completing tasks on time to the required standard, to obtain a distinction apprentices must demonstrate excellence in their approach, working efficiently and effectively, prioritising tasks and using appropriate communication. Tasks will be executed to an excellent standard and the apprentice will work within planned timescales to maximise productivity and produce a high quality end result. The apprentice must ensure adherence to legal and organisational requirements throughout. Assessment organisations will design observation templates clearly distinguishing the pass and distinction requirements.

In the **business project** the apprentice must demonstrate competence against all of the assessment criteria for a pass and a distinction in Annex F(iii).

In the **professional discussion** the apprentice must demonstrate competence against **all** of the assessment criteria for a pass in Annex F(iv) and a distinction in Annex F(v) and will explain, and provide requested evidence to prove, how they have met the relevant assessment criteria, including effective communication, leadership, team work, self-evaluation and the detailed behavioural elements of the standard.

The independent end assessor will use the assessment tools and processes of their assessment organisation to determine whether the pass and distinction grades have been achieved. Tools will dictate, in detail, how each grade is achieved and their use will be internally and externally quality assured to further ensure assessment of apprentices across the sector is consistent, fair and reliable.

The assessment activities are not 'weighted' in percentage terms as they are all important to demonstrating the apprentice's synoptic performance; however, employers have been clear that in order to achieve a distinction overall the apprentice must perform to distinction level in the practical observation and business project, with a range of performance in the other assessment methods contributing to the overall grade. To reflect this, the scores available for the observation and business project are higher at distinction level. In order to achieve this, a simple 'Section A / Section B' approach should be taken, set out for each standard as follows:

Section A	Grade	Score (Pass=1, Distinction=3)
Practical observation		
Business project		
Total section A		

Section B	Grade	Score (Pass=1, Distinction=2)
On demand test		
Professional discussion		
Total section B		

If any assessment activity is failed it must be retaken. Apprentices cannot achieve the apprenticeship without gaining at least a pass in every assessment method. Once the apprentice has achieved at least a pass in each assessment activity the final grade will be calculated as follows:

Total score	Overall grade
4-8	Pass
9+	Distinction

The independent end assessor will be notified of successful completion of the on demand test (results of which will usually be computer generated and validated by the assessment organisation, or if not computer generated but paper based, must use automated marking by the assessment organisation and results notified), and then aggregate performance to determine the overall assessment outcome of refer, pass or distinction using a clearly defined, evidence-based process as prescribed by the assessment organisation.

Should an apprentice fail one assessment activity this should be retaken as soon as the apprentice is ready and when practicable for the business. Should they fail two or more activities a period of further training and development lasting between one and three months must take place before a resit. When retaking an assessment activity the maximum grade that can be achieved for that activity is a pass.

Affordability

It is anticipated that the cost of the senior chef production cooking end-point assessment will be approximately 15-20% of the total external costs of training and assessment required for the apprenticeship and that there will be up to 1,000 apprentices completing this standard per year.

Annex A – Assessment method by element of the senior chef production cooking standard

Senior production chefs strive to produce customers' meals consistently to perfection according to predetermined specifications. They have the ability to work independently and lead a team in often hot and highly challenging kitchen environments. Production Chefs are likely to work in organisations where brands, recipes and menus have been created by a central development team. Production chefs and their teams work quickly and efficiently, producing food often in high volumes, which is repeated day after day, requiring energy, highly methodical organisational skills and attention to detail.

Key to assessment method identification

IEA	Independent End Assessment activity – identifies which assessment method will be used for that section of the standard.
B	Business project – the project could cover any combination of sections on the standard and is not limited to, or noted against set sections below. The project must meet the criteria in Annex D
T	Assessment will be through the On demand test
O	Assessment will be through the observation
PD	Assessment will be through the professional discussion
2+	Some areas of the standard require multiple assessment methods. When assessment tools are designed they must identify which details behind each section must be covered by each method

	Knowledge and Understanding (Know it)	IEA	Skills (Show it)	IEA	Behaviours (Live it)	IEA
Culinary	Understand the principles of food preparation and cooking, knife selection and handling, taste, diet and nutrition, and how to bring these together in a challenging and time bound environment	T	Demonstrate a range of food preparation, knife and cooking skills and techniques to produce quality dishes in line with business requirements	O	Remain calm under pressure and handle many tasks at once ensuring they are completed at the right moment and to the agreed standard	O
	Know the business or brand specifications and understand how to use them to create standardised menu items and dishes	PD	Produce profitable menu items and dishes according to business specifications	O	Take a flexible and adaptable approach to meet business requirements	O

	Knowledge and Understanding (Know it)	IEA	Skills (Show it)	IEA	Behaviours (Live it)	IEA
Culinary	Understand how technology supports the preparation and production of menu items and dishes	T	Use technology appropriately and efficiently to support the production of food and ensure maintenance issues and malfunctions are dealt with promptly	O	Use technology and equipment responsibly to ensure it is maintained in good working order	T
	Know how to recognise malfunctions or hazards and work to agreed practices and guidelines to ensure a safe, clean and hygienic kitchen environment	T	Support team to deal with unexpected malfunctions or hazards that disrupt work activities	T	Be solution focussed when dealing with unexpected challenges	T
	Understand how personal approach and performance impacts on the successful production of menu items and dishes	T / PD	Ensure positive business or brand image is upheld in work activities and the delivery of products at all times	O / B	Demonstrate a belief in the value of products and services the business offers	PD
	Keep up to date knowledge of product range, brand development, promotions and current trends	PD	Exceed customer satisfaction by maintaining consistency in product and service quality	O / PD	Take ownership for keeping up to date with the business offer and brand developments	O / PD
Food Safety	Know the food safety practices and procedures to ensure the safe preparation and cooking of food	T / PD	Prepare, cook and present food to agreed food safety practices and guidelines, ensuring a clean and hygienic kitchen environment is maintained at all times	O	Take responsible decisions that support high standards of food safety practices	O / PD
	Know what to look for in ingredients and how to handle and store them to maintain quality, in line with food safety legislation	T	Ensure ingredients are stored, prepared, cooked and presented to deliver a quality product that is safe for the consumer	O / PD / T	Use a considered approach to managing ingredients to maintain their quality and safety	O / PD
People	Know how to support and influence the team positively to deliver a high quality product	T / PD	Support team members and ensure the food produced is of high quality, delivered on time and to specification	O	Encourage the team to take a pride in their role through a consistently positive and professional approach	O / PD
	Recognise how all staff and teams are dependent on each other and understand the importance of teamwork both back and front of house in achieving business objectives	T / PD	Maintain harmony across the team and with colleagues in other parts of the organisation, identifying and dealing with problems constructively to drive a positive outcome	O / PD	Be solution focussed to achieve the required outcome and support positive, open communications that help team members achieve the best result for customers and the business	O / PD

	Knowledge and Understanding (Know it)	IEA	Skills (Show it)	IEA	Behaviours (Live it)	IEA
People	Understand 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	T / PD	Use effective methods of communication and operate in a fair and empathic manner that achieves the desired result and demonstrates a customer centric culture	O / PD	Actively listen and empathise with other peoples' point of view, respond politely and promote a fair, non-discriminatory and equal working environment	O / PD
	Know how to communicate knowledge and experience to the team and support individuals' development	T / PD	Identify development needs and actively encourage and support individuals to enhance their skills and knowledge	O / PD	Celebrate personal growth and achievement of team members	T / PD
Business	Know the business vision and objectives and brand standards and the principles of business success by growing sales, reducing costs and maximising profit	PD	Effectively use techniques that support cost reduction and improve performance, revenue, profit margins and customers' experience	T / O / PD	Demonstrate a keen business sense, producing food to brand standards efficiently and cost effectively	O / PD
	Understand how to operate efficiently to deliver profit margins, reduce wastage and support the overall financial performance of the business	T / PD	Monitor costs, using forecasting to set realistic targets with the team; effectively control resource allocation; minimise wastage and use sustainable working practices	PD / O	Actively discourage waste and work to avoid complaint related wastage; demonstrating commitment to sustainable working practices	PD / O
	Recognise and understand legislative responsibilities and the importance of protecting peoples' health, safety and security	T / O / PD	Comply with legal requirements and inspire customer confidence by maintaining the safety and security of people at all times	O / PD	Advocate the importance of working safely and legally in the best interest of all people	T / PD
	Know how to identify, plan for and minimise risks to the service and operation	T / PD	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	O / PD / T	Think and act quickly to address problems as they arise and keep customers satisfied and operations flowing smoothly	PD / O / T
	Know the customer profile of the business, who its main competitors are and the business growth strategy	PD / O	Carry out activities in line with business and brand values that actively market the business, support competitiveness and help meet business objectives	O / PD	Visibly and authentically live the brand, culture and values of the business through a passionate enthusiasm to provide everyone with the best possible experience	O / PD

Annex B: On demand test specification

Key facts:

- ✓ Two hour on demand multiple choice test (including 30 minutes reading time)
- ✓ Scenario based questions
- ✓ Externally set and marked by an assessment organisation
- ✓ Undertaken either on the employer's premises or off site

The assessment will be an objective on demand test and will be in multiple-choice format ensuring validity and reliability and which allows for consistent, efficient and timely allocation of marks / grades. It is expected that the on demand tests will be on-screen and computer marked, with validated results notified to the independent end assessor. If on demand tests are paper based, they must be sent back to the assessment organisation for automated marking and the independent end assessor will be notified of the results. The question banks will cover the knowledge and skills identified on the standard (Annex A). Some questions will require the apprentice to consider a course of action or solution to a situation / problem based on a 'real-life' workplace activity in line with the identified requirements of the standard. The questions will be scenario based requiring the apprentice to demonstrate reasoning and joined up thinking, demonstrating synoptic performance against the key elements of the standard. The two hour test will be structured around the grading criteria identified in Annex F(i).

Apprentices will complete their tests on-screen unless individual assessment needs dictate a suitable alternative method, such as paper based, away from the day to day pressures of work and in a 'controlled' environment, which may be on or off the employers' premises.

The assessment organisation will identify a suitable person to invigilate the on demand test. As this test is externally set and marked it may be invigilated by the on-programme assessor, alternatively it may, but does not have to be, the assessor conducting the observation and professional discussion. Tests will be invigilated in line with the requirements set out by the assessment organisation.

Test specifications will be available from People1st.co.uk and all assessment organisations must comply with the common approach contained therein.

Questions will be written using the language, tone and style expected for the level of standard. Apprentices taking the tests will be given a proportional sample of these questions which reflect general coverage of the standards to demonstrate competence within the given time constraints. Test specifications will include a clear rationale for pass and distinction levels.

The definition of a 'controlled environment' will be clearly defined and explained by the assessment organisations prior to scheduling the test and will include environmental requirements such as lighting, space, privacy and the requirements for an invigilator to follow a best practice process.

Annex C: Practical observation specification

Key facts:

- ✓ Four hours observation of the apprentice in the workplace
- ✓ May be split into two, two hour observations to cover preparation and service
- ✓ Covers a range of areas on the standard as identified in Annex A
- ✓ Must maximise the apprentice's opportunity to demonstrate competence

This assessment brings together all aspects of the standard, as identified in Annex A. The practical assessment is an observation of the apprentice in the production kitchen environment. During the four hour observation the apprentice should have the opportunity, if required, to move from one area / function of the business to another in order to best demonstrate how they have applied their knowledge, skills and behaviours in a real-work environment to achieve genuine and demanding work objectives. Observation requirements can be found with the grading criteria in Annex F.

The practical observation provides the opportunity for substantial synoptic assessment against the relevant elements of the standard. The observation must be scheduled when the apprentice will be working in their normal place of work and will also:

- ✓ Be conducted at a time which reflects typical working conditions and avoids seasonal periods of low levels of trading
- ✓ Allow the apprentice to demonstrate all aspects of the standard being observed (e.g. the kitchen must be open with customers ordering in order to demonstrate supervision in the kitchen during service)
- ✓ Take a synoptic approach to observing the overall competence

The apprentice and employer are required to provide a two week working schedule, including business levels, for the independent end assessor to determine when to carry out observations. The independent end assessor will plan the observation in conjunction with the apprentice and employer and use the assessment tools and procedures that are set by the assessment organisation, which will be subject to internal and external quality assurance. The observation may be split into two, two hour sessions to cover preparation and service and will normally be carried out on one day, except in exceptional circumstances (such as a business operating different functions across two sites), requirements for which will form part of the assessment tools and procedures prescribed by the assessment organisation. Observations must be planned in advance to allow for quality assurance activity.

The grading criteria for all assessment activities are contained in Annex F.

Annex D: Business Project Specification

Key facts:

- ✓ 2,000 – 5,000 words
- ✓ Focussing on an opportunity/challenge/idea which the apprentice considers will make an improvement to the business they are working in
- ✓ Involves gathering / reviewing information and making recommendations to management
- ✓ Written report submitted, followed by a 30 minute presentation of the project and question and answer session

The project is designed to give the apprentice the opportunity to demonstrate their wider understanding of the business they are working in and in particular identify and 'think through' how an improvement could be made to the way it operates. The project must be based within the food production operation.

At the first meeting with the independent end assessor and employer the apprentice is required to take with them a written or typed proposal for discussion and approval. (If for any reason the proposal is not approved at this meeting a revised proposal should be sent to the employer and independent end assessor within one week)

The project will contain the following:

- Introduction and background
- Outline of challenge or opportunity
- Aims and objectives
- Identification of measurable improvements and benefits to the organisation
- Evidence of consultation and engagement of stakeholders
- Analysis of costs and commercial context
- Legislative requirements explained and adhered to
- Evidence of effective research
- Justified recommendations for implementation
- Proposed timeframes for implementation

The project should follow a basic structure (a template will be provided by the assessment organisation). The length of the project should be between 2,000 and 5,000 words, but flexibility is given on word count, for instance if the apprentices presents information in different formats. The apprentice should be given sufficient time to undertake the research and writing/typing of the project and allocated a quiet room with IT facilities (if required) within or away from the workplace. (It will be necessary for the apprentice to sign a statement confirming that they have been the author of the project using a standard template available at www.people1st.co.uk).

Once the project is completed, the apprentice is required to submit the report to the independent end assessor and employer no less than seven days in advance of the presentation. The presentation will take place in a controlled environment either on or off-site. A 'controlled environment' is defined as a quiet room, away from the normal place of work with access to all the equipment the apprentice requires to deliver the presentation.

Apprentices may choose the most appropriate method to present their project to the assessor, e.g. PowerPoint presentation or an interactive demonstration. The apprentice will have 30 minutes to deliver the presentation to include time for questions and answers at the end. An employer representative can be present during the presentation as an observer only and will not interact with the assessment activity.

The independent end assessor will make their judgement on the delivery of the business project assessment using the criteria for assessment in Annex F. The independent end assessor should note particular aspects of the business project delivery that they wish to discuss with the apprentice during the question and answer session at the end of the presentation, either to confirm their judgement and/or provide further information on which to base the grading decision.

The research, report submission and presentation must all be completed within the two month end assessment window.

Assessment criteria for the business project can be found in Annex F.

Annex E: Professional discussion specification

Key facts:

- ✓ 90 minute discussion between the apprentice and the independent end assessor
- ✓ Employer present to support (but not lead) the apprentice and confirm information
- ✓ Will include areas of the standard not seen in the observation or business project plus key additional areas identified in Annex A
- ✓ Planned in advance to allow the apprentice to prepare fully for the discussion

The professional discussion is a structured discussion between the apprentice and their independent end assessor. The employer may be present at this discussion to provide further examples and support (but not lead) the apprentice, or may provide them following a review of an audio or video recording or transcript of the discussion after it occurs and before the independent end assessor makes a decision on grading. The employer does not score the discussion. The independent end assessor conducting the professional discussion should normally be the same person who conducted the practical observation and marked the business project. It allows the independent end assessor to ask the apprentice questions in relation to:

- ✓ The period of learning, development and continuous assessment
- ✓ Coverage of the standard
- ✓ Personal development and reflection

The apprentice will be informed of the requirements prior to the discussion at least five days in advance and may bring additional materials to assist them to demonstrate their competence. The discussion must be appropriately structured to draw out the best of the apprentice's energy, enthusiasm, competence and excellence.

The professional discussion will be conducted in a 'controlled environment' i.e. a quiet room, away from the normal place of work. If for any reason it is not possible for all involved to meet in the same place end assessors must ensure adequate controls are in place to maintain fair and accurate assessment. The professional discussion may be conducted using technology, as long as fair assessment conditions can be maintained. Acceptable means of remote assessment include video conferencing / video calling and must include a two way visual and audio link. A standard template, provided by the assessment organisation, which can be contextualised will be used, to ensure that standards are secure but interviewers are able to focus on key areas for confirmation of performance and effective appraisal of the evidence base. This will ensure that consistent approaches are taken and that all key areas are appropriately explored. The professional discussion will be planned in advance to allow for quality assurance activity in line with sampling requirements and will cover the key elements of the standard identified in Annex A.

The professional discussion will recognise areas which have already been covered in the observation and business project so as not to re-assess an area in which the apprentice has already demonstrated competence. The professional discussion will typically last 90 minutes and will be marked by the independent assessor using the standard template. The template will record full details of all marks applied (and evidence referenced) by the assessor.

Annex F: Grading criteria

N.B. Assessment organisations will clearly identify performance requirements above a pass for apprentices to achieve the distinction grade in each assessment activity. These criteria will be appropriate to the assessment method.

For example:

- On-demand test will have grade boundaries (e.g. 0-69 fail, 70-84 pass, 85-100 distinction)
- Observation will recognise competence in achieving tasks on time and to standard (pass) but will recognise efficient, coordinated working to exceed timescales, standards or ways of working (distinction)
- Professional discussion and business project will have descriptors for performance, such as describe, explain (pass) and evaluate, review, recommend (distinction)

Each apprentice must complete the assessment activities and cover the assessment criteria below. Assessment organisations must ensure they address the assessment criteria with a 'common sense' approach, ensuring that an apprentice clearly demonstrating competence that may not have covered every single bullet point due to, for example, working operational limitations during the observation. Assessment organisations may also take into account evidence identified in other assessment activities in order not to reassess areas of the standard unnecessarily, for example if competence has been demonstrated in the business project it should not be reassessed in the professional discussion. The criteria should be read in conjunction with the employer occupational brief to give further detail of required coverage. The brief can be found at people1st.co.uk.

Annex F(i)

In order to pass all apprentices will demonstrate knowledge and understanding of a representative proportion of the core and relevant specialist function criteria following in the on demand test:

- Principles of an effective team, roles and responsibilities of team members and how team dynamics can affect the success of the team
- Motivational techniques and the importance of fulfilling agreements to your team
- Principles of key performance indicators, brand standards and service level agreements
- Principles of departmental budgets, planning for expenditure and controlling costs
- Common categories of costs and their relative proportions in the food production industry
- Principles of implementing and supervising HACCP based food safety management systems
- Principles of waste management
- Principles of hazard analysis and risk management
- Legislation affecting food production operations
- Principles of staff resource planning and supervision
- Principles of effective communication
- Principles of effective supervision
- Principles of customer profiling, its importance and impact on hospitality operations
- Theories, models and styles of leadership and supervisory management skills
- How to identify trends in levels of demand which may influence resource requirements
- Legislation and regulations relevant to food production operations, including weights and measures, food safety, consumer rights, allergens and trades description
- The requirements for and importance of providing accurate information to staff and customers, particularly in relation to ingredients, special offers and promotions
- The need to adhere to budgets and why the accurate recording of information is important
- Principles of ordering resources to ensure an efficient operation and in consideration of fluctuation in requirements
- Principles of stock rotation, how to tell if stock is out of condition or out of date and why this is important
- Principles of efficient use of resources, environmental impact and waste reduction
- Correct storage conditions for chilled, ambient and frozen products and ingredients
- Quality points to look for in a range of food products
- Understand the importance of maintaining brand standards and business reputation
- Information which must be included on a menu
- Benefits of menu knowledge in terms of ingredients, cooking methods, allergens and dietary needs for self and team members

Annex F(ii)	In order to pass the observation apprentices will demonstrate ALL of the following during the practical observation, assessment organisations will design observation templates distinguishing between performing at pass level (competence in achieving tasks on time and to standard) and distinction (efficient, coordinated working to exceed timescales, standards or ways of working):
Coverage	<p>The apprentice's observation should focus on the elements of the standard identified in Annex A and be observed in the normal working environment. In order to pass the apprentice will prepare for and then supervise a food production operation, confirming their underpinning knowledge, skills and behaviours in practice.</p> <p>The observation must include the apprentice working a 'normal' shift covering the range of competencies listed on the standard, from preparation to service, with a genuine and adequate level of customers and team members.</p> <p>The employer occupational brief provides additional detail to guide assessment requirements.</p>
In order to pass apprentices must demonstrate the following competencies	<ul style="list-style-type: none"> • Ensure all actions are in line with business / brand standard • Ensure activities comply with legal requirements, industry regulations, social responsibility, professional codes and organisational policies / standards • Brief the team on required activities, setting realistic work objectives • Communicate effectively with team, customers and other departments / stakeholders • Monitor the team during activities to ensure correct performance levels are achieved • Provide leadership, supervision and support to the team and its members as required, leading by example to maximise performance • Prepare the food and food production area for service, ensuring business / brand standards are maintained and changes or additions to menus / promotional materials are informed to the correct person • Ensure stock / resources are ready for service • Ensure team are briefed on preparation and service requirements • Respond to requests for additional information accurately and promptly • Record consumption and keep all records (manual or electronic) up to date and supplied to the correct person
In addition to the pass criteria, apprentices can achieve a distinction by demonstrating the following competencies	<ul style="list-style-type: none"> • Plan activities to maximise time and available resources • Identify opportunities to 'go the extra mile' with either customers or in supporting team • Actively promote business / brand standard when briefing team members and monitoring service • Ensure communications are efficient, understood and resultant actions undertaken at the appropriate time • Minimise potential disruption by proactively assessing the activities and identifying and addressing issues in advance

Annex F(iii)	The following competencies must form the basis for the business project:
<p>In order to pass an apprentice will:</p>	<ul style="list-style-type: none"> • Give a general introduction and background to department, team or area of work, including how this relates to the rest of the business unit (if applicable) • Explain how the business fits into the hospitality industry • Demonstrate an awareness of and understanding for the need for deadlines • How the apprentice keeps up to date with trends and the changing industry • Outline the problem, challenge or opportunity identified • State the aims and objectives of the project • Identify how the potential changes would lead to measurable improvements and benefits to the department, team or area of working • Consult relevant stakeholders (e.g. customers, team members, managers) to inform the results and recommendations • Provide an indication of costs associated with the proposed recommendations • Identify applicable legislation and ensure the proposal complies where necessary • Provide research methodology to demonstrate a logical, coherent approach • Make clear recommendations for implementation • Concise validation and justification of recommendation
<p>In order to achieve a distinction apprentices must, in addition to achieving all pass criteria:</p>	<ul style="list-style-type: none"> • Give a detailed introduction and background of the department, team or working area / wider business unit (e.g. other departments, head office, local community / customer profile) • Outline the current situation which has led to the identification of a challenge or opportunity • Provide detailed aims and objectives for the project, linking to the current situation • Identification of measurable improvements and benefits to the organisation • Review the project to ensure it meets organisational and legal requirements • Show a range of research has been used effectively, including obtaining information from stakeholders, such as team members, management, suppliers or customers • Make detailed recommendations for implementation, including timings and potential costs • Show a range of qualitative and quantitative research has been used effectively • Detailed recommendations for implementation • Detailed validation and justification of recommendations • Proposed timeframes for implementation

Annex F(iv)	In order to pass the professional discussion apprentices will demonstrate ALL of the following during the professional discussion, unless naturally occurring evidence in the observation or business project has already demonstrated competence in which case it should not be reassessed.
Coverage	The apprentice's professional discussion should focus on the elements of the standard identified in Annex A and reference the detail contained within the employer occupational brief for the senior chef production cooking. In order to pass the apprentice will explain, using examples, how they perform to the standards required. This may incorporate the use of additional documentation / working examples.
In order to pass an apprentice will:	<ul style="list-style-type: none"> • Clearly articulate examples from the workplace relevant to evidencing competence across the standard • Explain why it is essential to instil the importance of company vision, values, empowerment and following procedures to staff • Provide examples of how staff are managed effectively, including motivation and development of teams and individuals • Provide reasoned examples of how the food production operation operates efficiently • Explain the importance of keeping up to date with current industry trends and provide examples of how this has been achieved • Provide an overview of how the food production operation meets the needs of the business and customer, including adherence to brand standards and control of food safety and allergens • Provide evidence to show they have been part of the effective planning and review in the team • Describe how the food production operation meets regulatory requirements • Evidence effective day to day supervision of the team / department and how these lead to customer satisfaction and ensure business performance • Provide an effective evaluation of own performance, including behaviours, identifying where opportunities for improvement have been taken and results thereof evaluated • Demonstrate how feedback has been sought from managers and customers and how this has been effectively dealt with
Annex F(v)	In order to obtain distinction in the professional discussion apprentices will, in addition to achieving all pass criteria, demonstrate ALL of the following during the professional discussion
Across the standard – both core and specialist function	<ul style="list-style-type: none"> • Proactively keeps up to date with industry developments, trends and business objectives • Explains how effective supervision of food production operation, contingency planning, motivation and adherence to company / brand standard have been developed and implemented and how this has decreased waste and increased overall team / departmental performance • Describe how recommendations for the improvement of quality, cost, value or efficiency have been made in the organisation • Demonstrate how a proactive approach to planning and supervision has been implemented, including proactively educating and monitoring staff on food production, brand standards, food safety, health and safety and risk matters beyond the legislative minimum • Provide examples of when improvement activities have been actively sought to develop own performance to raise standards in team performance, reaching objectives and food production operation • Provides mentorship to team members with measurable improvements to the performance of individuals and the team • Proactively invite feedback from all stakeholders and use this to develop and implement measurable improvements in performance of self and team



If you would like to receive further information about our programmes and services, contact us:

People 1st
First Floor, Hospitality House
11-59 High Road
London N2 8AB
United Kingdom

Telephone: +44 (0)20 3074 1222

E-mail: info@people1st.co.uk

LinkedIn: People 1st

Website: www.people1st.co.uk