

# Chef de partie Level 3 Apprenticeship Assessment Plan



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## Introduction

This document sets out the requirements and process for independent end assessment of the chef de partie apprenticeship standard approved by the Government (Department for Education). 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 chef de partie apprenticeship standard. The assessment period for the chef de partie standard can commence at any point once the apprentice is competent after the twelve-month minimum period of learning and development.

## 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](http://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 chef de partie apprentice's training and development journey is available at [People1st.co.uk](http://People1st.co.uk).

### 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 chef de partie. 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. It is essential that all stakeholders in the meeting are clear that all aspects of the apprenticeship have been completed prior to the end point assessor process commencing. To support employers and on programme assessors a 'readiness for independent end assessment record' has been produced and is freely available at

people1st.co.uk for those who wish to utilise it. This record provides a structure and checklist to guide stakeholders through the process of determining readiness and is a useful tool for independent end assessors to review prior to the planning meeting.

Once the employer (supported by the on-programme assessor) is satisfied that the apprentice has achieved full competence a planning meeting must take place that includes an independent end assessor. 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. 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. At this meeting the apprentice must present their log of complex dishes (Annex F) which will be assessed prior to and discussed during the professional discussion. 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.

#### **Defining complex dishes:**

At the chef de partie level apprentices are expected to prepare, cook and serve complex dishes in their observations and record complex dishes in their log. The complexity may manifest itself in any or all of the following:

- The raw ingredient and the preparation methods required, for example advanced butchery
- The number or combination of preparation, cooking and finishing methods
- The combinations of flavours, tastes and ingredients
- The preparation and care taken to avoid errors with technical processes, for example ensuring a Béarnaise sauce does not split
- The precision with which preparation, cooking and service is executed
- The tools and equipment required to produce the dish to the required standard

This detail can be found in the employer occupational brief for the standard, which is freely available at [www.people1st.co.uk](http://www.people1st.co.uk).

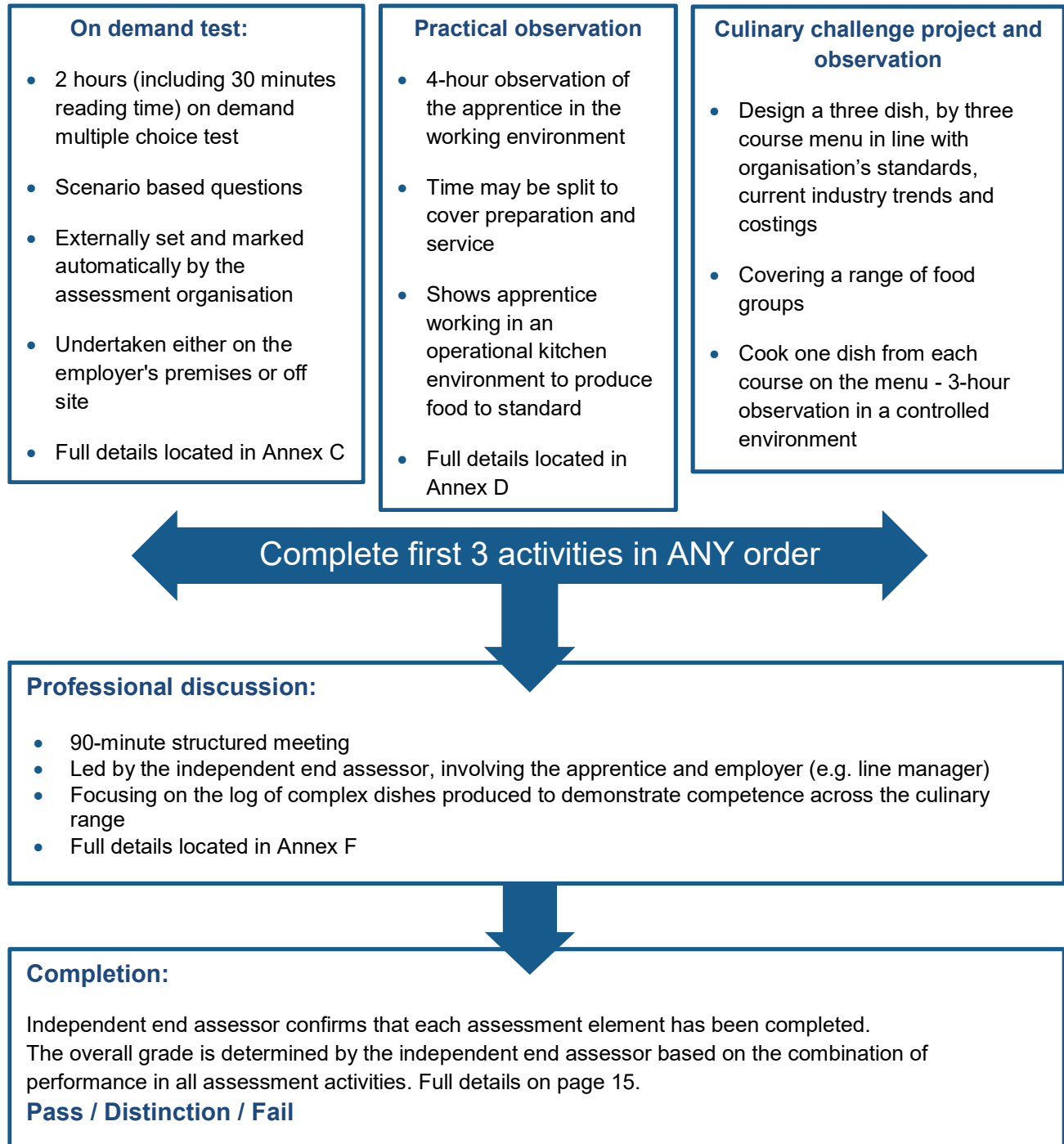
## Order and timings of the end assessment

There are four assessment activities for the chef de partie independent end assessment. The on-demand test, practical observation and culinary challenge 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.

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

## Summary of 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:



## 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 chef de partie 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.



## 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.

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 chef de partie Independent End Assessors

The requirements set out below relate to all chef de partie 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 G)
- ✓ Hold a recognised current workplace assessment qualification. The list of approved qualifications will be published at [www.people1st.co.uk](http://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 chef de partie 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 (culinary) industry which develops/up-dates 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 / social media platforms
- 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

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.

## External quality assurance (EQA) of the end point assessment for the chef de partie 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](http://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
- Appointed by an independent panel including representative apprenticeship stakeholders, including industry/trade associations and an employer from complementary industries that are familiar with the standards and apprenticeship provision. The panel will consider all applications to the board following the open nominations process

The Board also includes a nominated representative for private training provider, a college and assessment organisation (who must not have delivered end point assessment for the particular standard, whose membership runs for a period of one year before re-election. The college, provider and assessment organisation are non-voting members, invited to contribute where there are matters for consideration relating to the content and process of end point assessment, providing their expert technical knowledge to look at these matters in an operational context. Additionally, they can share non-confidential priorities of the board to their provider / assessment organisation networks ensuring full dissemination and two way communication for all stakeholders.

#### In relation to quality the responsibilities of the Board include:

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- A full knowledge and understanding of the:
  - content of the chef de partie 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 1<sup>st</sup> 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 chef de partie apprenticeship remains fit for purpose and advising on matters of performance which may impact on external quality assurance
- Reviewing and addressing complaints against chef de partie apprenticeship and external quality assurance results

### Process for initiating external quality assurance

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/epa](http://www.people1st.co.uk/epa).

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 onsite 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 chef de partie 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 1<sup>st</sup> 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 and production) 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.

## 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 below – 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 G(i).

In the **practical observation** the apprentice must demonstrate competence against **all** of the assessment criteria in Annex G (ii). Any assessment criteria in the pass section of Annex G(ii) not covered in the observation need to be covered in the **professional discussion**. The apprentice will perform each task required to the correct standard in a logical order adhering to food safety and organisational requirements.

In the **culinary challenge** the apprentice will demonstrate effective research, planning and costing of their menu and prepare, cook and serve the dishes selected by the independent end assessor to a good standard within the designated time meeting the criteria set out in the pass section of Annex G(iii).

In the **professional discussion** the apprentice must demonstrate competence against **all** of the assessment criteria in the pass section of Annex G(iv), unless they have previously been covered in the observations. The apprentice will explain, and provide requested evidence to prove, how they have met the relevant assessment criteria.

### 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 G(i).

In the **practical observation** the apprentice must demonstrate excellence in their approach, working efficiently and effectively, prioritising tasks and using appropriate communication. Food preparation, cooking and finishing tasks will be executed to an excellent standard, dishes will be accurately presented and flavour / taste profile fully to the required standard. In the culinary challenge effective planning will demonstrate detailed research into the adapted dish and the apprentice will work within planned timescales to maximise productivity and produce a high quality end result. The apprentice must adhere to food safety and organisational requirements throughout.

In the **culinary challenge** the apprentice will demonstrate effective research, planning and costing of their menu and prepare, cook and serve the dishes selected by the independent



end assessor to an excellent standard within the designated time meeting the criteria set out in the pass and distinction sections of Annex G(iii).

In the **professional discussion** the apprentice must demonstrate competence against **all** of the assessment criteria in the pass and distinction sections of Annex G(iv) and will explain, and provide requested evidence to prove, how they have met the relevant assessment criteria, including effective communication, 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 observations, covering a minimum proportion of the range detailed in Annex B, with a range of performance in the other assessment methods contributing to the overall grade. To reflect this, the scores available for the observations 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:		
Culinary challenge observation:		
<b>Total section A:</b>		

Section B:	Grade	Score (Pass=1, Distinction=2)
On demand test:		
Professional discussion:		
<b>Total section B:</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 chef de partie end-point assessment will be approximately 13-18% of the total external costs of training and assessment required for the apprenticeship and that there will be up to 2,500 apprentices completing this standard each year.

## Annex A: Assessment method by element of the chef de partie standard

A chef de partie is responsible for running a specific section of the kitchen. This type of chef usually manages a small team of workers, which they must keep organised so that dishes go out on time and the work area remains clean and orderly. However, in smaller kitchens a chef de partie may work independently as the only person in their section. Also known as a station or section chef, the chef de partie reports to the senior chef and has a very important role in any kitchen.

Key to assessment method identification	
IEA	This chart provides an overview of what an apprentice can expect to be covered in each assessment method and the detailed assessment criteria that must be met can be found in Annex G Independent End Assessment activity – identifies which assessment method will be used for that section of the standard.
T	Assessment will be through the on-demand test
O	Assessment will be through the practical observation
CC	Assessment will be through the culinary challenge
PD	Assessment will be through the professional discussion
2 methods	Some sections of the standard are assessed by more than one method. Specific assessment criteria are set against assessment activities in Annex G

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	Knowledge and Understanding (Know it)	IEA	Skills (Show it)	IEA	Behaviours (Live it)	IEA
Culinary	Identify how industry and food trends, customer preferences, seasonality, provenance and global environmental factors influence the development of dishes and menus	T	Support the development of and contribute to reviewing and refreshing menus and dishes in line with business requirements and influencing factors	O/C C	Is proactive in researching and developing own skills and knowledge of industry and food trends and other influencing factors	O
	Determine how technology supports the development and production of dishes and menu items in own kitchen	PD	Use available technology in line with business procedures and guidelines to achieve the best result	O	Use technology and equipment responsibly following reporting procedures and use training and supervision to ensure safe use of equipment	PD
	Understand the principles of food preparation and cooking; traditional and modern cuisine; taste; allergens; diet and nutrition to produce dishes and menu items that meet business and customer requirements	T	Demonstrate a range of advanced craft preparation and cooking skills and techniques to develop and produce quality dishes and menu items in line with business requirements	T/O	Show commitment to developing skills and knowledge; trying and improving new ingredients and dishes; practicing and reflecting on a different preparation and cooking techniques	CC
	Understand, for each of the food groups below, the preparation, cooking and finishing methods used to produce advanced dishes. Preparation, cooking and finishing methods to include (as appropriate to each food group) construction, traditional, classical and modern skills and techniques, culinary science and contemporary styles, including the effects of preparation, cooking and finishing methods on the end product: <ul style="list-style-type: none"> <li>meat, poultry and game, including associated products such as terrines, pates and sausages</li> <li>fish and shellfish dishes and products such as quenelles, mousselines and panadas</li> <li>vegetables and vegetarian dishes, including vegetarian protein sources and specific dietary considerations and needs</li> <li>dough and batter products, including fermented dough and batter products</li> <li>paste and patisserie products</li> <li>hot, cold and frozen desserts</li> </ul>	T/O	Demonstrate advanced skills and techniques in producing the following to dish and / or recipe specifications: <ul style="list-style-type: none"> <li>meat, poultry and game dishes</li> <li>fish and shellfish dishes</li> <li>vegetable and vegetarian dishes</li> <li>dough and batter products</li> <li>hot, cold and frozen desserts</li> <li>biscuits, cakes and sponges</li> <li>Paste and patisserie products</li> </ul>	T/O	Produce dishes and associated products that show skills, imagination and flair	CC

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	Knowledge and Understanding (Know it)	IEA	Skills (Show it)	IEA	Behaviours (Live it)	IEA
	<ul style="list-style-type: none"> <li>biscuits, cakes and sponges</li> </ul>					
	Identify how to maximise yield and quality, and minimise wastage of ingredients and other resources	T	Develop and use effective plans which reflect the most appropriate methods for maximising yield and minimising waste when producing quality dishes and menu items in line with business requirements	CC	Promote efficient ways of working to team	O/CC
	Know how to produce dishes and menu items to standard whilst working in a challenging, time-bound environment	T	Work methodically handling many tasks at once, directing others as appropriate, and ensuring they are completed at the right moment and to the required standard	O/CC	Remain calm under pressure to deliver the required outcome	O/CC
<b>Food Safety</b>	Know the food safety practices and procedures to ensure the safe preparation and cooking of food	T/O	Prepare, cook and present 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	T/O	Take responsible decisions that support high standards of food safety practices	T/O
	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	T/O	Use a considered approach to managing ingredients to maintain their quality and safety	T
<b>People</b>	Know how to brief, coach and motivate others positively to deliver high quality dishes and menu items	T/O	Brief, coach and motivate others to produce high quality dishes and menu items which are delivered on time and to standard	T/O	Challenge personal methods of working and seek methods for improvement, recognising the impact that personal performance has on achieving efficient and effective results	O/CC
	Understand own role in building teams and inter-team relationships, and how to influence behaviours of team members both back and front of house	T	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	T/O	Be solution focussed to achieve the required outcome and support positive, open communications that help achieve the best result for colleagues, customers and the business	OPD
	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	Use effective methods of communication and operate in a fair and empathic manner that achieves the desired result and demonstrates a flexible customer centric culture	T/O/ PD	Promote a fair, non-discriminatory and equal working environment, actively listen and empathise with other peoples' point of view and respond politely	T/PD
	Understand the methods available and importance of training and development to maximise the performance of self and team	PD	Actively develop own skills and knowledge, and those of the team, through training and experiences	O	Take ownership and responsibility for own learning and development, as well as that of the team, provide, welcome and act on feedback to improve own performance	T/O/ PD

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	Knowledge and Understanding (Know it)	IEA	Skills (Show it)	IEA	Behaviours (Live it)	IEA
<b>Business</b>	Identify how the business strategy, customer profile, culture and constraints influence the development of creative, profitable and competitive menus	T/PD	Use techniques that help improve competitiveness, business performance, revenue, profit margins and customers' experience	T/C C	Demonstrate a keen business sense, producing dishes and menu items in line with business and customer requirements	T/C C
	Understand 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	T/PD	Contribute to the costing of dishes, monitor the use of ingredients and other resources, yield, wastage and portion sizes to control costs	T/C C	Be financially aware in approach to all aspects of work	T/C C
	Understand the principles of supply chain management, sustainable procurement and working practices in the kitchen	PD	Use sustainable working practices and encourage and support others to do the same	PD	Keep waste to a minimum, promote initiatives to improve sustainability in the kitchen	CC /PD
	Recognise and understand legislative responsibilities and the importance of protecting peoples' health, safety and security	T	Comply with legal requirements and inspire confidence by maintaining the safety and security at all times	T/P D	Advocate the importance of working safely and legally in the best interest of all people	O
	Know the principles of risk assessment and how to identify, plan for and minimise risks to the service and operation	O	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	Think and act promptly to address problems as they arise and keep customers satisfied and operations flowing smoothly	O

## Annex B: Preparation and cooking range

Food group	Group range	Preparation methods	Cooking and finishing methods
<b>Meat, poultry and game dishes</b>	<p><b>Meat</b></p> <ul style="list-style-type: none"> <li>• beef</li> <li>• lamb</li> <li>• pork</li> <li>• veal</li> </ul> <p><b>Poultry</b></p> <ul style="list-style-type: none"> <li>• duck</li> <li>• guinea fowl</li> <li>• goose</li> <li>• chicken</li> <li>• turkey</li> <li>• poussin</li> </ul> <p><b>Game</b></p> <ul style="list-style-type: none"> <li>• in fur</li> <li>• in feather</li> </ul>	<ul style="list-style-type: none"> <li>• hanging</li> <li>• skinning</li> <li>• plucking</li> <li>• checking for and removing shot</li> <li>• washing</li> <li>• boning</li> <li>• stuffing / filling</li> <li>• tying / trussing</li> <li>• trimming</li> <li>• rolling</li> <li>• tenderising</li> <li>• chining</li> <li>• tying</li> <li>• larding / barding</li> <li>• portioning by weight</li> <li>• portioning for dish</li> <li>• slicing</li> <li>• mincing</li> <li>• seasoning / marinating</li> <li>• checking and preparing the cavity</li> <li>• cutting</li> <li>• ballotine</li> <li>• blending</li> <li>• sieving</li> <li>• galantine</li> <li>• smoking (hot and cold)</li> </ul>	<p><b>Cooking methods</b></p> <ul style="list-style-type: none"> <li>• grilling (over and under heat)</li> <li>• frying (deep / shallow / stir)</li> <li>• boiling</li> <li>• braising</li> <li>• steaming</li> <li>• stewing</li> <li>• roasting</li> <li>• pot roasting</li> <li>• sous vide</li> <li>• grilling / griddling</li> <li>• sautéing</li> <li>• poaching</li> <li>• baking</li> <li>• en papillote</li> <li>• spatchcock</li> <li>• smoking</li> <li>• confit</li> <li>• sous vide</li> <li>• combining cooking methods</li> </ul> <p><b>Finishing methods</b></p> <ul style="list-style-type: none"> <li>• garnishing</li> <li>• saucing / glazing / dressing</li> <li>• presenting</li> </ul>
<b>Fish and shellfish dishes</b>	<p><b>Fish</b></p> <ul style="list-style-type: none"> <li>• white fish – round</li> <li>• white fish – flat</li> <li>• oily</li> </ul>	<ul style="list-style-type: none"> <li>• gutting</li> <li>• filleting</li> <li>• cutting</li> <li>➤ darne</li> </ul>	<p><b>Cooking methods</b></p> <ul style="list-style-type: none"> <li>• frying (deep / shallow)</li> <li>• grilling</li> <li>• en papillote</li> </ul>

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	<ul style="list-style-type: none"> <li>• exotic</li> <li>• <b>Shellfish</b></li> <li>• oysters</li> <li>• crabs</li> <li>• prawns / shrimps</li> <li>• langoustines</li> <li>• lobsters</li> <li>• crayfish</li> <li>• scampi / Dublin Bay prawns</li> <li>• mussels</li> <li>• scallops</li> <li>• squid</li> <li>• octopus</li> </ul>	<ul style="list-style-type: none"> <li>➤ goujons</li> <li>➤ plait</li> <li>➤ paupiette</li> <li>➤ supreme</li> <li>➤ tronçon</li> <li>• trimming</li> <li>• skinning</li> <li>• marinating</li> <li>• coating</li> <li>• topping</li> <li>• covering</li> <li>• portioning</li> <li>• cleaning</li> <li>• shelling</li> <li>• washing</li> <li>• blending</li> </ul>	<ul style="list-style-type: none"> <li>• baking</li> <li>• steaming</li> <li>• poaching</li> <li>• sous vide</li> <li>• confit</li> <li>• smoking</li> <li>• boiling</li> <li>• sautéing</li> <li>• stewing</li> <li>• en papillote</li> <li>• combination of cooking methods</li> <li>• <b>Finishing methods</b></li> <li>• garnishing</li> <li>• dressing</li> <li>• saucing</li> <li>• presenting</li> </ul>
Vegetable and vegetarian dishes	<p><b>Vegetables</b></p> <ul style="list-style-type: none"> <li>• roots</li> <li>• bulbs</li> <li>• flower heads</li> <li>• fungi</li> <li>• seeds and pods</li> <li>• tubers</li> <li>• leaves</li> <li>• stems</li> <li>• vegetable fruits</li> </ul> <p><b>Vegetable proteins</b></p> <ul style="list-style-type: none"> <li>• soya</li> <li>• Quorn</li> <li>• seitan</li> <li>• firm tofu</li> <li>• soft tofu</li> </ul>	<ul style="list-style-type: none"> <li>• washing</li> <li>• peeling</li> <li>• re-washing</li> <li>• chopping</li> <li>• traditional French cuts including – Julienne, Brunoise, Macédoine, Jardinière and Paysanne</li> <li>• slicing</li> <li>• trimming</li> <li>• grating</li> <li>• turning</li> <li>• <b>Adding other ingredients</b></li> <li>• nuts</li> <li>• meat substitutes</li> <li>• pulses</li> <li>• pastry</li> <li>• rice</li> </ul>	<p><b>Cooking methods</b></p> <ul style="list-style-type: none"> <li>• blanching</li> <li>• boiling</li> <li>• roasting</li> <li>• baking</li> <li>• grilling</li> <li>• braising</li> <li>• frying (deep / shallow / stir)</li> <li>• steaming</li> <li>• stewing</li> <li>• confit</li> <li>• sous vide</li> <li>• smoking</li> <li>• pickling</li> <li>• ceviche</li> <li>• combining cooking methods</li> <li>• <b>Finishing methods</b></li> </ul>

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		<ul style="list-style-type: none"> <li>• pasta</li> <li>• grains</li> </ul>	<ul style="list-style-type: none"> <li>• garnishing</li> <li>• saucing / glazing / dressing / presenting</li> </ul>
<b>Soups and sauces</b>	<p><b>Soups</b></p> <ul style="list-style-type: none"> <li>• consommé</li> <li>• bisque</li> <li>• chowder</li> <li>• velouté</li> <li>• complex cream soups</li> <li>• cold soups</li> </ul> <p><b>Sauces</b></p> <ul style="list-style-type: none"> <li>• compound butter sauces</li> <li>• other roux-based sauces (for example, beurre manié or cold roux)</li> <li>• emulsified sauces (for example, beurre blanc or hollandaise)</li> <li>• cream thickening sauces</li> <li>• white / brown sauce derivatives</li> <li>• reduced sauces</li> </ul>	<ul style="list-style-type: none"> <li>• weighing / measuring</li> <li>• chopping</li> <li>• simmering</li> <li>• reducing</li> <li>• clarifying</li> <li>• boiling</li> <li>• whisking</li> <li>• make a roux</li> <li>• passing / straining / blending</li> <li>• skimming</li> <li>• chilling</li> <li>• liaison</li> <li>• adding cream</li> <li>• adding thickening agents</li> <li>• purée</li> <li>• accompaniment / garnish</li> </ul>	
<b>Dough and batter products</b>	<ul style="list-style-type: none"> <li>• enriched dough</li> <li>• laminated dough</li> <li>• bread dough</li> <li>• fermented dough</li> </ul>	<ul style="list-style-type: none"> <li>• weighing / measuring</li> <li>• sieving</li> <li>• mixing / kneading</li> <li>• proving</li> <li>• knocking back</li> <li>• shaping</li> <li>• laminating</li> <li>• folding</li> </ul>	<p><b>Cooking methods</b></p> <ul style="list-style-type: none"> <li>• baking</li> <li>• frying</li> </ul> <p><b>Finishing methods</b></p> <ul style="list-style-type: none"> <li>• glazing</li> <li>• icing</li> <li>• filling</li> <li>• decorating</li> </ul>

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<b>Hot, cold and frozen desserts</b>	<ul style="list-style-type: none"> <li>• egg based set</li> <li>• mousses / cold soufflés</li> <li>• meringue based</li> <li>• cheesecake</li> <li>• paste based goods</li> <li>• fruit / crème bavarois</li> <li>• ice cream / sorbet based</li> <li>• hot soufflés</li> <li>• hot paste based</li> <li>• hot fruit based</li> <li>• hot sponge based</li> </ul>	<ul style="list-style-type: none"> <li>• creaming</li> <li>• aeration</li> <li>• combining</li> <li>• sieving / passing</li> <li>• pureeing</li> <li>• folding</li> <li>• addition of colours / flavours</li> <li>• straining</li> <li>• use of moulds</li> <li>• incorporating fat</li> <li>• separation / combining of colours / flavours / ingredients</li> </ul>	<b>Cooking methods</b> <ul style="list-style-type: none"> <li>• poaching</li> <li>• baking</li> <li>• boiling</li> <li>• steaming</li> <li>• deep fat frying</li> <li>• bain-marie</li> <li>• microwaving</li> </ul> <b>Processing methods</b> <ul style="list-style-type: none"> <li>• de-moulding</li> <li>• freezing</li> <li>• refrigeration</li> <li>• chilling</li> </ul> <b>Finishing methods</b> <ul style="list-style-type: none"> <li>• gratinating</li> <li>• cooling</li> <li>• de-moulding</li> <li>• stacking</li> <li>• glazing</li> <li>• filling</li> <li>• portioning</li> <li>• cutting</li> <li>• piping</li> </ul>
<b>Biscuits, cakes and sponges</b>	<b>Biscuits</b> <ul style="list-style-type: none"> <li>• tuiles</li> <li>• sable</li> <li>• Viennese</li> <li>• Japonaise</li> <li>• Dutch</li> </ul> <b>Cakes / sponges / scones</b> <ul style="list-style-type: none"> <li>• sugar batter</li> <li>• flour batter</li> </ul>	<ul style="list-style-type: none"> <li>• weighing / measuring</li> <li>• creaming / beating</li> <li>• whisking</li> <li>• folding</li> <li>• rubbing in</li> <li>• greasing</li> <li>• glazing</li> <li>• portioning</li> <li>• piping</li> <li>• shaping</li> </ul>	<ul style="list-style-type: none"> <li>• baking</li> <li>• trimming / icing</li> <li>• dusting / dredging / sprinkling</li> </ul>

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	<ul style="list-style-type: none"> <li>• melted method</li> <li>• fatless sponge</li> <li>• separated egg</li> <li>• whole egg foams</li> <li>• aerated egg white method</li> <li>• miscellaneous</li> <li>• scones</li> </ul>	<ul style="list-style-type: none"> <li>• filling</li> <li>• rolling</li> <li>• lining</li> <li>• spreading / smoothing</li> <li>• kneading</li> <li>• proving</li> <li>• mixing</li> <li>• stacking</li> <li>• coating</li> <li>• slicing</li> </ul>	
<b>Paste and patisserie products</b>	<ul style="list-style-type: none"> <li>• short</li> <li>• sweet</li> <li>• suet</li> <li>• choux</li> <li>• puff / flaky</li> <li>• sable</li> <li>• convenience</li> <li>• hot water paste</li> </ul>	<ul style="list-style-type: none"> <li>• weighing / measuring</li> <li>• sifting</li> <li>• rubbing in</li> <li>• creaming</li> <li>• kneading</li> <li>• resting</li> <li>• aerating</li> <li>• conditioning / chilling</li> <li>• piping</li> <li>• laminating</li> <li>• rolling</li> <li>• folding</li> <li>• lining / moulding</li> <li>• trimming</li> </ul>	<p><b>Cooking methods</b></p> <ul style="list-style-type: none"> <li>• baking</li> <li>• combining cooking methods</li> </ul> <p><b>Finishing methods</b></p> <ul style="list-style-type: none"> <li>• glazing</li> <li>• lattice</li> <li>• piping</li> <li>• quadrillage</li> <li>• scoring</li> <li>• moulding</li> <li>• filling</li> </ul>

## Annex C: On demand test specification

### Key facts:

- 2 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 2 hour test will include questions covering a representative sample of the grading criteria identified in Annex G.

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.

### Assessment Organisations

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](http://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 D: Practical observation specification

### Key facts:

- 4 hour observation of the apprentice in the workplace
- Must include observation of preparation and service in a working kitchen
- Provides excellent opportunity to assess the apprentice synoptically working in line with requirements for health, safety and hygiene whilst also demonstrating culinary skills.
- Must maximise the apprentice's opportunity to demonstrate competence across the required range of food groups, preparation and cooking methods.

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 kitchen environment and must include customer interaction. During the four hour observation the apprentice should have the opportunity to demonstrate competence in preparation, cooking and service of dishes 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.

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 apprentice must be able to prepare and cook sufficient food groups, preparation and cooking methods)
- 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. It is permissible to split the observation into two sections to allow best observation of preparation and cooking, although this will normally be carried out on the same day. Observations must be planned in advance to allow for quality assurance activity.

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

## Annex E: Culinary challenge observation specification

### Key facts:

- 3 hour observation of the apprentice in a controlled environment
- May be off site in an appropriate facility, or on site if the kitchen (or suitable section) is closed off for the duration of the assessment
- The apprentice cannot have support from other team members during the observation
- Will cover observation of the apprentice across all four sections of the standard focussing on skills and creativity whilst demonstrating working to the organisation's standards

The apprentice will use the culinary challenge to display both precision and creativity. The challenge requires the apprentice to design and cost a menu, comprising three starters, three main courses and three desserts. They will then produce a three course meal for two people in three hours, comprising one starter, one main course and one dessert from their menu. The apprentice will prepare a full recipe with time plan prior to the assessment. The plan does not need to be supplied to the independent end assessor in advance of the assessment but will contribute towards the assessment. Apprentices must submit the menu to the independent end assessor no less than two weeks prior to the observation, and the independent end assessor will select the three dishes to be prepared, informing the apprentice and employer no less than one week prior to the observation, ensuring time to prepare the food order in sufficient time for the employer or assessment centre to supply the ingredients for the assessment.

### Menu design:

- A three course menu comprising three starters, three main courses and three desserts
- The menu should reflect current trends and should link to customer expectations and, where appropriate, organisation's style
- The apprentice must design the menu independently and should not incorporate any dishes from the organisation's menu
- The menu must be balanced in terms of dish composition and style, for example a range of meat, fish and vegetarian dishes (including at least one vegetarian starter and main course)
- Dishes should be 'complex' (for example a consommé not a broth) in line with the definition provided on page 4
- The selection of starters should include hot and cold dishes
- Main courses must have a protein, vegetable and starch element
- The selection of desserts should include hot and cold dishes
- Allergens must be identified either on, or with the menu
- The menu must be fully costed. This may be in the 'table d'hôte' style or à la Carte pricing, but must be in line with the organisation's standard approach (e.g. average cost on set price menu, GP% on individual dishes). The apprentice will be required to discuss the costings with the independent end assessor during the professional discussion

### Culinary challenge observation:

- Prepare, cook and serve two portions of each course (starter, main course, dessert) within a three hour time window.

- Can have a stock pre-made prior to the observation to use as a base for a sauce. It is encouraged that the apprentices makes the stock themselves but this is not a mandatory requirement.
- Either the starter or main course must incorporate meat, fish or poultry, which must be prepared from 'whole' – e.g. whole duck, whole turbot or whole rabbit
- Starter must have garnish, sauce or accompaniment appropriate to the dish
- Main course must have at least two vegetable accompaniments appropriate to the dish
- Main course must contain a starch element appropriate to the dish
- Main course must have a sauce appropriate to the dish
- Dessert must have garnish, sauce or accompaniment appropriate to the dish
- All elements of each dish must be prepared, cooked and served by the apprentice
- Except for pre-made stock, no mise en place can be undertaken prior to the observation except ensuring raw ingredients and equipment are present and stored correctly for use

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. Observations must be planned in advance to allow for quality assurance activity. The grading criteria for all assessment activities are contained in Annex G.

## Annex F: Log of complex dishes and professional discussion specification

### Key facts:

- 90 minute discussion between the apprentice and the independent end assessor (includes 30 minutes for review of log of dishes and costings for culinary challenge)
- Log of complex dishes prepared in the workplace with accurate recipes and time plans to be referenced throughout the discussion providing evidence of range of competence and application of other areas of the standard, such as dish evaluation
- Employer present to support (but not lead) the apprentice and confirm information
- Will include areas of the standard not seen in the observation or culinary challenge 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 will be present at this discussion to provide further examples and support (but not lead) the apprentice. 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 culinary challenge. 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 culinary challenge 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 scored by the independent assessor using the standard template. The template will record full details of all marks applied (and evidence referenced) by the assessor.



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

The log of complex dishes is the apprentice's opportunity to present the variety of complex dishes they have prepared, with full recipes, time plans, food safety controls and photos. Employer endorsement of the quality of the finished dish on each recipe should be sought. The log is to reflect dishes produced, not to record individual stages of preparation and cooking, for example a cheese soufflé would be a valid inclusion, grating cheese would not. This log may contain dishes prepared any time during the apprentices learning and development as long as they reflect the complexity required, but must only be assessed by the independent end assessor.

Defining complex dishes:

At the chef de partie level apprentices are expected to prepare, cook and serve complex dishes in their observations and record complex dishes in their log. The complexity may manifest itself in any or all of the following:

- the raw ingredient and the preparation methods required, for example advanced butchery
- the number or combination of preparation, cooking and finishing methods
- the combinations of flavours, tastes and ingredients
- the preparation and care taken to avoid errors with technical processes, for example ensuring a Bearnaise sauce does not split
- the precision with which preparation, cooking and service is executed
- the tools and equipment required to produce the dish to the required standard

Guidance on the preparation, cooking and finishing methods for each food group can be found in the employer occupational brief for the chef de partie, freely available at [www.people1st.co.uk](http://www.people1st.co.uk).

The log must cover the following **minimum** range from the list in Annex B. At least **seven** food groups must be covered in the log of dishes from the **eight** listed below, which **must** include **both** of the first two food groups:

Food group	Group range	Preparation methods	Cooking and finishing methods
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 vegetarian dishes	6 vegetables 3 vegetable protein	5 preparation methods 3 other ingredients	10
Soups and sauces	4 soup 4 sauces	10	
Dough and batter products	3	6	5
Hot, cold and frozen desserts	4 cold 2 hot	7	12
Biscuits, cakes and sponges	3 biscuits 6 cakes / sponges / scones	10	3
Paste and patisserie products	5	9	6

## Annex G: 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. 0-59 fail, 60-79 pass, 80-100 distinction)
- Observation for both the culinary challenge and the practical 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 will have descriptors for performance, such as describe, explain (pass) and evaluate, review, recommend (distinction)

**Annex G(i)**

**In order to pass all apprentices will demonstrate knowledge and understanding of a representative proportion of the 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
- Equality and diversity legislation
- Customer preferences and customer profiling, including religious, medical and dietary requirements
- Demographics and their impact on business planning and operations
- 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 food waste control
- Principles of hazard analysis and control of risk
- 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
- 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
- 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 control 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
- Portion control, yield and profit and loss
- Menu engineering
- Information which must be included on a menu
- Importance of menu knowledge in terms of ingredients, seasonality, provenance, sustainability, cooking methods, allergens and dietary needs for self and team members
- Classical and modern techniques of food preparation, cooking and finishing
- Characteristics of primary and secondary cuts of meat and how that affects preparation, cooking and finishing methods
- The effects of preparation, cooking and finishing methods on the end product (for each of the seven food groups in Annex B)

<b>Annex G(ii)</b>	<b>In order to pass the practical observation apprentices will demonstrate 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):</b>
<b>Coverage</b>	<p>The apprentice's practical 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 work during a service on their relevant section of the kitchen, confirming their underpinning knowledge, skills and behaviours in practice. The situation of the section is more important than the number of food groups prepared and served; however, the apprentice should demonstrate a range of techniques and skills appropriate to the menu, service, dishes and level of the standard.</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>
<b>In order to pass apprentices must demonstrate the following competencies</b>	<ul style="list-style-type: none"> <li>• Ensure all actions are in line with business / brand standard / dish specification</li> <li>• Ensure activities comply with legal requirements, industry regulatory professional codes and organisational policies / standards</li> <li>• Communicate effectively with team, customers (internal and / or external) and other departments / stakeholders</li> <li>• Lead the work of the during activities to ensure correct performance levels are achieved</li> <li>• Provide support to the team as required, leading by example to maximise performance</li> <li>• Ensure the food and food production areas are prepared for service, ensuring business / brand standards are maintained and changes or additions to menus are informed to the correct person</li> <li>• Work in organised and systematic approach, ensuring deadlines are met before and during service</li> <li>• Produce dishes on time present in line with organisational standard</li> <li>• Ensure stock / resources are ready for service and address shortages or issues with stock accordingly</li> <li>• Ensure team are briefed on preparation and service requirements</li> <li>• Respond to requests for additional information accurately and promptly</li> <li>• Record consumption and keep all records (manual or electronic) up to date and supplied to the correct person</li> </ul>
<b>In addition to the pass criteria, apprentices can achieve a distinction by demonstrating</b>	<ul style="list-style-type: none"> <li>• Actively promote business / brand standard when briefing team members and monitoring service</li> <li>• Ensure communications are efficient, adapted to audience, understood and resultant actions undertaken at the appropriate time</li> <li>• Minimise potential disruption by proactively assessing the activities and identifying and addressing issues in advance</li> </ul>

**the following  
competencies**

- Consistently maintain standards, speed and precision under pressure

<b>Annex G(iii)</b>	In order to pass the culinary challenge apprentices will demonstrate ALL of the following during the submission of the menu and during the timed 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):
<b>Coverage</b>	The apprentice must complete the assessment activity as described in Annex E, researching and preparing a three choice, three course menu and presenting to the independent end assessor, and then preparing, cooking and serving the dishes selected by the assessor in a timed assessment
<b>In order to pass apprentices must demonstrate the following competencies</b>	<ul style="list-style-type: none"> <li>• Provide evidence of research into menu and dish options appropriate to the situation, e.g. organisation, season, local availability of ingredients</li> <li>• Produce a balanced menu with a range of dishes incorporating different skills and techniques for a range of foods</li> <li>• Produce costings for the dishes appropriate to the dish prices (this can be individually priced dishes or a set priced menu)</li> <li>• Ensure activities comply with legal requirements, industry regulatic professional codes and organisational policies / standards</li> <li>• Ensure the food preparation and cooking areas are prepared for the challenge</li> <li>• Work in organised and systematic approach, ensuring deadlines are met before and during service</li> <li>• Produce dishes on time present in line with menu specification / standard</li> </ul>
<b>In addition to the pass criteria, apprentices can achieve a distinction by demonstrating the following competencies</b>	<ul style="list-style-type: none"> <li>• Produce a well researched, thought out, balanced menu which incorporates the relevant influences and justifies the inclusion of the dishes in relation to these influences</li> <li>• Provided detailed costings which are accurate, include the organisation's required gross profit margin and comprehensive for each dish and linked to the selling price of the menu item (this can be individually priced dishes or a set priced menu)</li> <li>• Minimise potential disruption by proactively assessing the activities and identifying and addressing issues in advance</li> <li>• Consistently maintain standards, speed and precision under pressure</li> <li>• Produce dishes of high quality with excellent balance of flavour, seasoning, presentation, consistency and temperature</li> </ul>

<b>Annex G(iv)</b>	<b>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 culinary challenge has already demonstrated competence in which case it should not be reassessed.</b>
<b>Coverage</b>	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 chef de partie. 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.
<b>In order to pass apprentices must demonstrate the following competencies</b>	<ul style="list-style-type: none"> <li>• Clearly articulate examples from the workplace relevant to evidencing competence across the standard</li> <li>• Explain why it is essential to instil the importance of company vision, values, empowerment and following procedures to staff</li> <li>• Provide examples of how staff are managed effectively, including motivation and development of teams and individuals</li> <li>• Provide reasoned examples of how the food production operation operates efficiently</li> <li>• Explain the importance of keeping up to date with current industry trends and provide examples of how this has been achieved</li> <li>• 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</li> <li>• Provide evidence to show they have been part of the effective planning and review in the team</li> <li>• Describe how the food production operation meets regulatory requirements</li> <li>• Evidence effective day to day supervision of the team / department and how these lead to customer satisfaction and ensure business performance</li> <li>• Provide an effective evaluation of own performance, including behaviours, identifying where opportunities for improvement have been taken and results thereof evaluated</li> <li>• Demonstrate how feedback has been sought from managers and customers and how this has been effectively dealt with</li> </ul>
<b>In addition to the pass criteria, apprentices can achieve a distinction by demonstrating the following competencies</b>	<ul style="list-style-type: none"> <li>• Proactively keeps up to date with industry developments, trends and business objectives</li> <li>• 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</li> <li>• Describe how recommendations for the improvement of quality, cost, value or efficiency have been made in the organisation</li> <li>• 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</li> <li>• 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</li> <li>• Provides mentorship to team members with measurable improvements to the performance of individuals and the team</li> <li>• Proactively invite feedback from all stakeholders and use this to develop and implement measurable improvements in performance of self and team</li> </ul>