

PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES

Commis chef standard: Assessment plan

April 2016

Index

1. Introduction	2
2. Readiness for Independent End Assessment (IEA)	3
3. Summary of assessment process	5
4. Reliability, validity and consistency	6
5. Roles and responsibilities	7
6. External quality assurance of end point assessment for the commis chef apprenticeship standard	10
7. Grading	13
Annex A – Assessment method by element of the commis chef standard	15
Annex B – Preparation and cooking range	18
Annex C – On demand test specification	23
Annex D – Practical observation specification	24
Annex E – Culinary challenge observation specification	26
Annex F – Recipe log and professional discussion specification	27
Annex G – Grading criteria	29

1. Introduction

This document sets out the requirements and process for independent end assessment of the commis chef apprenticeship standard approved by the Government (Department of Business, Innovation & Skills (BIS)). 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 commis chef apprenticeship standard. The assessment period for the commis chef 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 commis chef apprentice's training and development journey is available at 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 commis chef. 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. 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 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.

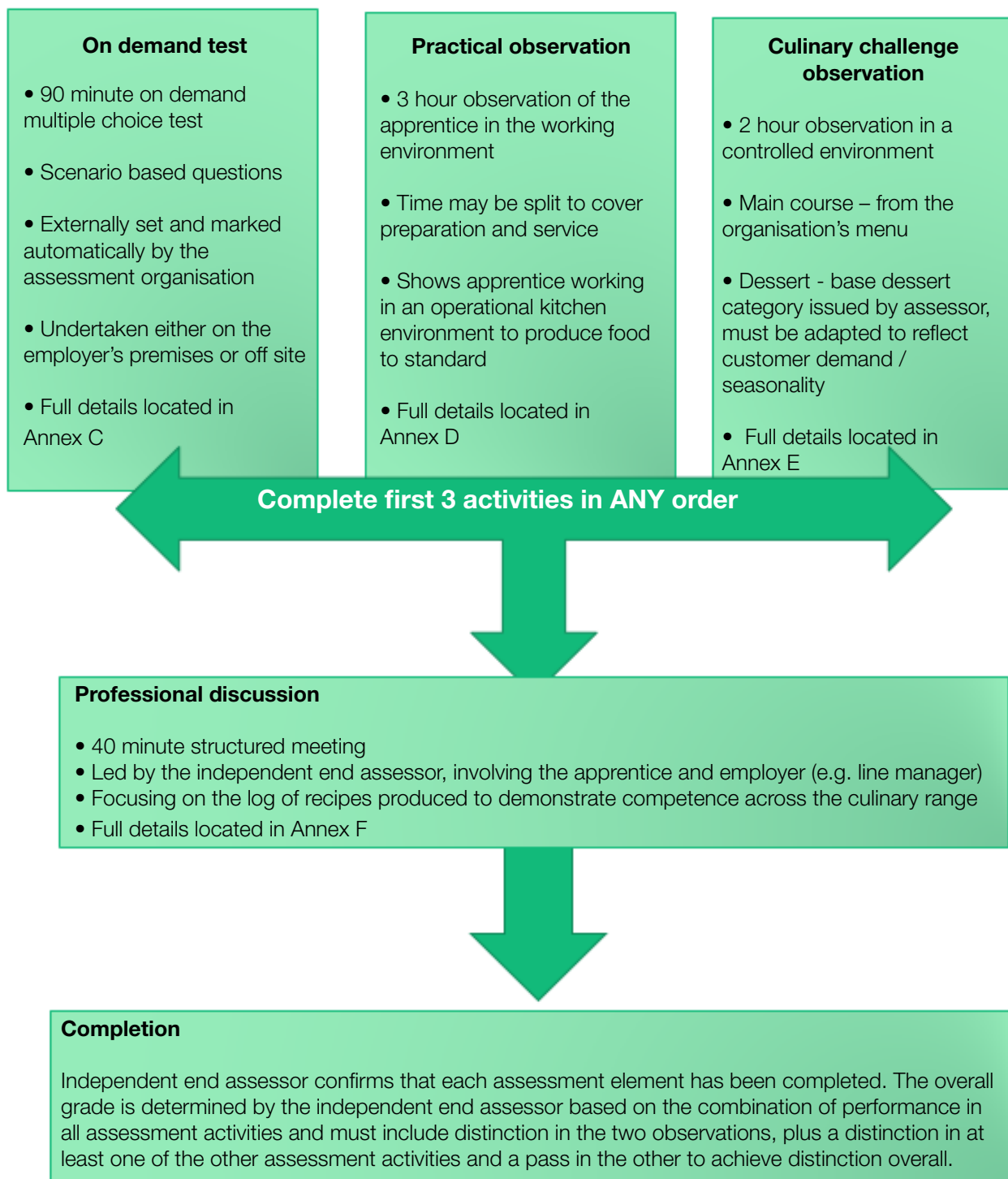
iii. Order and timings of the end assessment

There are four assessment activities for the commis chef 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.

3. 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:



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 quality assurance by the assessment organisation and external quality assurance by the agent licenced awarding organisation, including the use of the **readiness for independent end** assessment record (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 commis chef 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 externally set and marked on demand tests ensuring a consistent approach regardless of the apprentice's workplace.
- ✓ Four complementary assessment methods 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 commis chef independent end assessors

The requirements set out below relate to all commis chef 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 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 licenced awarding organisation.
- ✓ Have sufficient resources to carry out the role of independent end assessor i.e. time and budget

b) Continuous professional development for commis chef 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*
- ✓ Assessments are planned 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
- ✓ Ensures 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. This exception to the standard constraints for end point assessment was granted by the Skills Minister for the hospitality standards in September 2015

* 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 commis chef 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 commis chef 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 commis chef apprenticeship remains fit for purpose and advising on matters of performance which may impact on external quality assurance
- Reviewing and addressing complaints against commis chef 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.

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 commis chef 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 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.

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 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 **observations** the apprentice must demonstrate competence against all of the assessment criteria in Annex G (ii and iii) respectively. Any assessment criteria in Annex E(iii) 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 **professional discussion** the apprentice must demonstrate competence against all of the assessment criteria in 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 **observations** 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 **professional discussion** the apprentice must demonstrate competence against all of the assessment criteria in Annex G(v) 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:		
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 end point assessment will cost approximately 13-18% of the total available funding for the commis chef standard, based on a 2015/16 cap 3 allocation.

Annex A – Assessment method by element of the commis chef standard

A commis chef is the most common starting position in many kitchens and in principal the most junior culinary role. A commis chef prepares food and carries out basic cooking tasks under the supervision of a more senior chef. The primary objective of the commis chef is to learn and understand how to carry out the basic functions in every section of the kitchen. Therefore having the opportunity to experience, consider and value each section with a view to choosing an area where they feel most inspired. The learning journey of any chef will vary considerably from one individual to the next; however it is necessary to understand and have experience in the basics that this role provides in order to progress to any future senior chef role.

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

	Knowledge and Understanding (Know it)	EA	Skills (Show it)	IEA	Behaviours (Live it)	IEA
Culinary	Identify the factors which influence the types of dishes and menus offered by the business	T/ PD/ CC	Contribute to reviewing and refreshing menus in line with business and customer requirements	O / PD	Show enthusiasm for keeping up to date with business and industry trends	CC/ PD
	Recognise how technology supports the development and production of dishes and menu items in own kitchen	T	Use available technology in line with business procedures and guidelines to achieve the best result	O / PD	Use technology and equipment in line with training	O / PD
	Recognise the importance of checking food stocks and keeping the storage areas in good order, know the procedures to carry out and how to deal with identified shortages and food close to expiry date	T	Check food stocks, report on shortages, prioritise food that is close to expiry and keep the storage areas in good order	PD	Has the confidence to promptly deal with sub-standard ingredients, or those nearing their sell by date	PD
	Know how to undertake set up, preparation and cleaning tasks to standard whilst working in a challenging, time-bound environment	T/ CC	Work methodically to prioritise tasks, ensuring they are completed at the right moment and to the required standard	O / CC	Demonstrate the ability to identify when tasks are not going to plan and has the confidence to request support when needed	O / PD
	Identify correct ingredients and portion sizes for each dish in line with recipe specifications	PD/ O/ CC	Measure dish ingredients and portion sizes accurately	O / CC	Pay attention to detail and work consistently to achieve standards	O / PD
	Identify the principles of basic food preparation and cooking; taste; allergens; diet and nutrition	T	Demonstrate a range of craft preparation and basic cooking skills and techniques to prepare, produce and present dishes and menu items in line with business requirements	O / CC	Show commitment to developing skills and knowledge; trying out new ingredients and dishes; practicing and reflecting on different preparation and cooking techniques	PD
	Identify commonly used knives and kitchen equipment and their specific function	T	Use correct knives and knife skills when preparing food and use the correct equipment when preparing, cooking and presenting food	O / CC	Demonstrate care and attention when using knives and equipment	O / CC
	Recognise and understand sources and quality points of common food groups and commodities	T	Correctly store and use food commodities when preparing dishes	O	Consistently use the correct volume and quality of commodities in each dish, maintaining attention to detail	O / PD
	Identify traditional cuts of; and basic preparation methods for, meat, poultry, fish and vegetables	T	Apply correct preparation and selection methods when using meat, poultry, fish and vegetables in dishes	O/ CC	Utilise the correct cuts and preparation methods to produce high quality, technically sound dishes	O/ CC/ PD
	Recognise the impact of seasonality on the availability, quality and price of ingredients	T/ CC	Complete preparation and cooking tasks to a high standard, delivered on time and presented as described within the recipe specification	O/ CC	Has an appreciation of ingredients	PD

	Knowledge and Understanding (Know it)	EA	Skills (Show it)	IEA	Behaviours (Live it)	IEA
Food safety	Identify the personal hygiene standards, food safety practices and procedures required, understand the importance of following them and consequences of failing to meet them	T	Maintain a clean and hygienic kitchen environment at all times, complete kitchen documentation as required	O / CC	Demonstrate high personal hygiene standards	O / CC
	Know how to store, prepare and cook ingredients to maintain quality, in line with food safety legislation	T	Store, prepare and cook ingredients correctly to deliver a quality product that is safe for the consumer	O / CC	Follow safe working practices when storing, preparing and cooking ingredients to maintain their quality and safety	O / CC
People	Understand how personal and team performance impact on the successful production of dishes and menu items	T / PD	Work effectively with others to ensure dishes produced are of high quality, delivered on time and to the standard required	O	Take pride in own role through an enthusiastic and professional approach to tasks	O / CC
	Know how to communicate with colleagues and team members from a diverse range of backgrounds and cultures	PD	Use suitable methods of communication and operate in a fair and equal manner that demonstrates effective team working	O / PD	Listen to and respect other peoples' point of view and respond politely	O / PD
	Understand the importance of training and development to maximise own performance	PD	Develop own skills and knowledge through training and experiences	PD	Welcome and act on feedback to improve personal methods of working, recognising the impact that personal performance has on the team. Recognise own personal growth and achievement	PD
	Know how to support team members when the need arises	T	Support team members to produce dishes and menu items on time to quality standards	PD	Respond positively to instruction and be aware of team members who may need support to get menu items out on time without compromising quality	PD
	Have an understanding of professional behaviours and organisational culture	T	Perform role to the best of own ability in line with the business values and culture	O	Behave in a manner in line with the values and culture of the business	O
	Recognise how all teams are dependent on each other and understand the importance of teamwork both back and front of house	PD	Develop good working relationships across the team and with colleagues in other parts of the organisation, and deal with challenges and problems constructively to drive a positive outcome	PD	Communicate and behave effectively to help team members achieve the best result for the customers and the business	PD
Business	Understand the basic costing and yield of dishes and the meaning of gross profit	T / PD	Follow instruction to meet targets and effectively control resources	O	Be financially aware in approach to all aspects of work	CC / O / PD
	Understand the principles of supply chain and waste management	T	Follow procedures regarding usage and waste of resources	O	Set an example to others by working in ways which minimise waste	PD
	Recognise potential risks in the working environment, how to address them and the potential consequences of those risks	T	Undertake all tasks with due care and attention, reporting risks in the appropriate manner	O / PD	Is vigilant and aware of potential risks within the kitchen environment and takes action to prevent them	O / PD

Annex B: On demand test specification

Food group	Group range	Preparation methods	Cooking methods
Fish	<ul style="list-style-type: none"> white fish – round (for example, cod, whiting or hake) white fish – flat (for example, plaice, sole or turbot) oily (for example, salmon or mackerel) 	<ul style="list-style-type: none"> filleting (removing pin bones, rib bones and spine) cutting (darne, goujon, suprême, tronçon, délice, paupiette) skinning trimming coating (for example, with flour, breadcrumbs or batter) marinating/adding dry rubs descaling 	<ul style="list-style-type: none"> frying (deep and shallow) grilling poaching baking steaming stewing
Shellfish	<ul style="list-style-type: none"> prawns shrimp mussels clams 	<ul style="list-style-type: none"> cleaning shelling washing coating cutting 	<ul style="list-style-type: none"> boiling frying (deep and shallow) grilling steaming poaching
Meat	<ul style="list-style-type: none"> Beef Lamb Pork 	<ul style="list-style-type: none"> cutting (slicing and dicing) seasoning/marinating trimming boning tying tenderising portioning marinating/adding dry rubs stuffing/filling 	<ul style="list-style-type: none"> sealing grilling (over fire/under fire) griddling frying (shallow and stir) braising stewing roasting steaming boiling resting
Poultry	<ul style="list-style-type: none"> Chicken Duck Turkey 	<ul style="list-style-type: none"> checking and preparing the cavity seasoning/marinating trimming cutting (portion, dice and cut) stuffing/filling coating 	<ul style="list-style-type: none"> grilling (over fire and under heat) griddling roasting poaching frying (deep, shallow, sauté and stir) steaming

		<ul style="list-style-type: none"> • tying and trussing • battering out • brining 	<ul style="list-style-type: none"> • braising • confit • combining cooking methods
Game	<ul style="list-style-type: none"> • furred – e.g. venison, rabbit • feathered – e.g. pheasant, pigeon 	<ul style="list-style-type: none"> • checking and preparing the cavity • seasoning • cutting (portion and dice) • stuffing/filling • trussing 	<ul style="list-style-type: none"> • sealing • grilling • griddling • sautéing • roasting • frying (shallow and deep) • braising • stewing • combining cooking methods
Offal	<ul style="list-style-type: none"> • liver • kidney • sweetbread • cheek 	<ul style="list-style-type: none"> • cutting and slicing • marinating/seasoning • coating with flour • skinning • trimming • blending and mincing 	<ul style="list-style-type: none"> • grilling • griddling • shallow frying • boiling • braising • poaching • combined cooking methods • baking • steaming • 'bain marie' • sautéing
Vegetables	<ul style="list-style-type: none"> • roots • bulbs • flower heads • fungi • seeds and pods • tubers • leaves • stems • vegetable fruits 	<ul style="list-style-type: none"> • washing • peeling • re-washing • chopping • traditional French cuts including - Julienne, Brunoise, Macédoine, Jardinière and Paysanne • slicing • trimming • grating • turning 	<ul style="list-style-type: none"> • blanching • boiling • roasting • baking • grilling • braising • frying (deep, shallow and stir) • steaming • stewing • combining cooking methods

Sauces	<ul style="list-style-type: none"> • thickened gravy (jus lié) • roast gravy (jus rôti) • curry gravy • white sauce (béchamel) • brown sauce (demi glace) • velouté • purée • butter sauce (beurre blanc, beurre noisette) • emulsified sauce 	<ul style="list-style-type: none"> • weighing/measuring • chopping • simmering • boiling • ‘make roux’ • passing/straining/blending • skimming • whisking 	<ul style="list-style-type: none"> • adding cream • reducing • adding thickening agents • adding other ingredients (e.g. alcohol)
Stock	<ul style="list-style-type: none"> • vegetable • brown • white • fish 	<ul style="list-style-type: none"> • weighing/measuring • chopping • simmering • boiling • ‘make roux’ • passing/straining/blending • skimming • whisking 	<ul style="list-style-type: none"> • N/A
Soup	<ul style="list-style-type: none"> • puree • broth/potage • finished with cream • velouté 	<ul style="list-style-type: none"> • weighing/measuring • chopping • simmering • boiling • ‘make roux’ • passing/straining • blending/liquidising • sweating vegetable ingredients • skimming 	<ul style="list-style-type: none"> • adding cream • garnishing
Rice	<ul style="list-style-type: none"> • long • short • round • brown 	<ul style="list-style-type: none"> • washing/soaking 	<ul style="list-style-type: none"> • boiling • frying • braising • steaming • stewing • baking

Pasta / noodles	<ul style="list-style-type: none"> shaped pasta flat pasta dried pasta fresh pasta stuffed pasta 	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> Blanching Straining Mixing Boiling Baking combining cooking methods
Egg dishes	<ul style="list-style-type: none"> Chicken eggs Duck eggs Quail eggs 	<ul style="list-style-type: none"> beating 	<ul style="list-style-type: none"> blanching straining mixing boiling
Vegetable protein	<ul style="list-style-type: none"> soya Quorn seitan tofu - both firm and soft 	<ul style="list-style-type: none"> soaking washing stewing straining 	<ul style="list-style-type: none"> boiling braising steaming deep frying roasting baking frying sautéing
Bread and dough	<ul style="list-style-type: none"> enriched dough soda bread dough bread dough naan dough/pitta dough pizza dough 	<ul style="list-style-type: none"> weighing/measuring sieving mixing/kneading proving knocking back shaping 	<ul style="list-style-type: none"> baking frying glazing icing filling decorating
Pastry	<ul style="list-style-type: none"> short sweet suet choux convenience 	<ul style="list-style-type: none"> weighing/measuring sifting rubbing in creaming resting pipng rolling cutting/shaping/trimming lining 	<ul style="list-style-type: none"> baking steaming deep frying combining cooking methods

<p>Cakes, Sponges, Biscuits, Scones</p>	<ul style="list-style-type: none"> • Cakes • Sponges • Biscuits • Scones 	<ul style="list-style-type: none"> • Weighing/measuring • Creaming/beating • Whisking • Folding • Rubbing in • Greasing • Glazing • Portioning • Piping • Shaping • Filling • Rolling • Lining • Kneading 	<ul style="list-style-type: none"> • Baking • Trimming/Icing • Spreading/Smoothing • Dusting/Dredging/Sprinkling • Mixing
<p>Cold and hot desserts</p>	<ul style="list-style-type: none"> • ice cream • mousse • egg based • batter based • sponge based • fruit based • pastry based 	<ul style="list-style-type: none"> • slicing • creaming • folding • moulding • mixing • aeration • addition of flavours/colours • puréeing • combining • portioning • chilling 	<ul style="list-style-type: none"> • boiling/poaching • stewing • baking • combination cooking • steaming • frying • filling • glazing • piping • garnishing

Annex C: On demand test specification

Key facts:

- ✓ 90 minute on demand multiple choice test
- ✓ 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 90 minute 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 and all assessment organisation 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:

- ✓ 3 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 three hour observation, the apprentice should have the opportunity to demonstrate competence in preparation, cooking 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.

It is mandatory that across the practical observation and culinary challenge observation the apprentice covers, as a minimum, the following range from the list in Annex B:

	Food groups may be assessed in either the practical observation or the culinary challenge, but the total number detailed below must be achieved:
Food groups	<p>Mandatory: All apprentices MUST cover one of the group range from each of:</p> <ul style="list-style-type: none"> Fish Meat Poultry <p>Of which at least one must be prepared from 'whole' – e.g. whole chicken, whole trout, whole leg of lamb in the culinary challenge.</p> <p>Apprentices must also cover at least four of the following food groups:</p> <ul style="list-style-type: none"> Shellfish Game Offal Vegetables Sauces Stock Soup Rice Pasta Vegetable protein <p>And at least two of the following food groups:</p> <ul style="list-style-type: none"> Egg dishes Bread and dough Pastry Cakes, sponges, biscuits, scones Cold and hot desserts
Preparation methods	At least six preparation methods selected as appropriate to the groups (for example one method might be demonstrated on fish, another on stock etc.)
Cooking methods	At least six cooking methods selected as appropriate to the groups (for example one method might be demonstrated on fish, another on stock etc.)

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 licenced awarding 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:

- ✓ 2 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 produce a two course meal for two people in two hours. The apprentice will discuss and agree the dishes with the independent end assessor at the first meeting with the independent end assessor and 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 prepare the food order in sufficient time for the employer or assessment centre to supply the ingredients for the assessment. The requirements for the dishes are as follows:

Main course:

- Must be prepared from meat, fish or poultry and must be prepared from 'whole' – e.g. whole chicken, whole trout or whole leg of lamb
- Must have at least one vegetable accompaniment appropriate to the dish
- Must have at least one starch appropriate to the dish
- Must have a sauce appropriate to the dish
- Must be based on a dish from the apprentice's organisation
- All elements of the dish must be prepared, cooked and served by the apprentice

Dessert:

- Apprentice will be given a base 'category' of cold and hot dessert range by the independent end assessor at the initial meeting with the independent end, such as egg based dessert
- The apprentice must research options to customise the dessert to make it suitable for the organisation and its clients. They should also seek to incorporate seasonality and latest food trends.
- The dessert must have an appropriate garnish from one of the following food groups:
 - o Cakes, sponges, biscuits and scones
 - o Pastry
 - o Secondary cold or hot dessert range
- All elements of the dish must be prepared, cooked and served by the apprentice

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 must be carried out in one session, 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 G.

Annex F: Recipe log and professional discussion specification

Key facts:

- ✓ 40 minute discussion between the apprentice and the independent end assessor (includes 10 minutes for review of recipe log)
- ✓ Log of 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 30 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 dishes is the apprentice's opportunity to present the variety of 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 steak pie would be a valid inclusion, diced beef would not. This log may contain dishes prepared any time after the apprentice's sixth month on the apprenticeship but must only be assessed by the independent end assessor. The log must cover the following **minimum** range from the list in Annex B:

Food group	Group range	Preparation methods	Cooking methods
Fish	2	5 including filleting	4
Shellfish	2	3	3
Meat	2	6 including boning	7
Poultry	2	6 including cutting down a whole bird to portions	6
Game	1	2	2
Offal	2	3	4
Vegetables	6	6	6
Sauces	5	5 including 'make roux'	2
Stock	2	4	
Soup	3	5	
Rice	2	1	2
Pasta	2		3
Egg dishes	1	1	3
Vegetable protein	1	2	2
Bread and dough	2	3	2
Pastry	2	4	2
Cakes, sponges, biscuits, scones	2	14	3
Cold and hot desserts	4	7	6

Annex G: Grading criteria

N.B. Licenced awarding 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 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 following in the on demand test
Culinary	<ul style="list-style-type: none"> • The seasonal calendar of food (fish, meat, game and vegetables) and its impact on cost, quality and flavour • Technology and its application within food preparation area • The benefits in terms of cost savings, efficient working practices and end results of technological application in the area of food preparation/production in terms of producing food; food procurement and monitoring of food storage - within the context the wider sector. Technology to include: Equipment; social media and apps and software in terms of SOPs and training; stock control and ordering • Food safety and knowledge/ temperature and storage conditions ambient chilled and frozen • The consequences of not checking in terms of self, others and the business • Principles of safe food handling/COSHH and the need to clean as you go • The importance of undertaking mise-en place • Taste – basic flavour profile, seasoning, herbs and spices • Common food groups and basic requirements for a balanced diet. • Basic dietary variations such as vegetarian, vegan, religious diets • The key allergens, how to find information about dish content, and the reasons they must be identified • Common knives and their correct uses with each food group – cooks knives, boning, filleting, paring, palette, peeler • Commonly used kitchen equipment for cooking, processing and finishing dishes • The correct use of techniques, tools, knives, and equipment when preparing, cooking and presenting food and why using these correctly is important • What quality points to look for in: <ul style="list-style-type: none"> • fresh vegetables, including: roots, bulbs, flower heads, fungi, seeds and pods, tubers, leaves, stems, vegetable fruits • a range of fresh poultry including duck, chicken and turkey • fresh meat, including: beef, lamb, pork • fresh fish, including: white fish (round), white fish (flat), oily fish • Pre-packaged and dry goods • Frozen and chilled (temperature controlled) foods including dairy

	<ul style="list-style-type: none"> • Traditional cuts of; and basic preparation methods for, meat, poultry, fish and vegetables • Meat: Primary (fillet, loin, rib, chops, T-bone) and secondary cuts (neck, skirt, shoulder, leg, cheek), offal: trim, dice, portion, mince, tie, bone, marinate, lard, bard • Poultry: breast, leg, wing, whole bird: filleting, butterfly, spatchcock, cut for sauté (classical), trimming • Fish: Darne, darne, goujon, suprême, tronçon, délice, paupiette descaling, skinning, boning, pin boning, marinating (wet & dry), trimming (using shears / filleting knife), gutting, butterflying • Vegetables: French cuts - julienne, mirepoix, macedoine, paysane, brunoise, baton, jadinere
Food safety	<ul style="list-style-type: none"> • Risks to food safety • Types of contamination and cross-contamination of food and surfaces and how they can occur • Vehicles of contamination including surfaces • The types of food poisoning and how food poisoning organisms can contaminate food • The common symptoms of food poisoning • The factors which enable the growth of food poisoning organisms • The effect of personal hygiene and behaviour affect the safety of food • Own role in spotting and dealing with hazards, and in reducing the risk of contamination • The importance of identifying food hazards promptly • The potential impact on health if hazards are not spotted and dealt with promptly • The importance of risk assessments • Types of unsafe behaviour that may impact on the safety of food and why it is important to avoid this type of behaviour when working with food • The legal and regulatory requirements for food safety, the importance of complying with them, the implications of non-compliance and the role of enforcement officers • Control of risks to food safety • The importance of, and methods for, separation of raw and cooked foods, separation of finished dishes • The temperature danger zone, why food needs to be kept at specified temperatures and how to ensure this • Procedures to follow when dealing with stock including deliveries, • Storage, date marking and stock rotation, and why it is important to consistently follow them • The importance of keeping work areas and environment clean and tidy, and tools, utensils and equipment in good order, clean condition and stored correctly • Methods and frequency of cleaning and maintenance of equipment, surfaces and environment and how they affect food safety in the workplace • The actions that should be taken in response to spotting a potential hazard • The types of food waste which can occur in the workplace and how it should be safely handled in the workplace • The main types of pests and infestation that may pose a risk to the safety of food, how they can occur, how to recognise them, how to prevent them • The consequences and main symptoms of allergen and intolerant contamination

	<ul style="list-style-type: none"> The legal requirements for a food business to apply a food safety management system based on the Codex principles of HACCP, and allergen control management
People	<ul style="list-style-type: none"> The impact of poor individual performance from an individual on a team The impact of poor team performance on the business and the customer experience The benefits and impact of a high performing team in respect of food production and meeting customers' expectations of the food experience How to respond to requests of assistance from colleagues The importance of being supportive - whilst ensuring own work priorities are met Professional behaviours such as timekeeping; need for full attendance; following company standards along the lines of reporting illness and absence; booking holidays, wearing of company uniform; attending agreed events such as arranged training The impact of their behaviours on the team and the impact of unprofessional/negative behaviours on team working
Business	<ul style="list-style-type: none"> Why menu items need to be costed and the importance of working to budgets The terms yield and gross profit and their relevance to planning food production operations The supply chain in terms of basic principles and that of the establishment they are working in Providence and importance of working with nominated suppliers and tendering for suppliers on a regular basis Impact of wastage on P&L and not making full use of produce by creative and efficient menu planning Principles of waste management and recycling – waste management- need to be able to explain waste- via poor production and ruination of food items and wastage as a result of poor stock. Should be able to relate this subject to efficient working practices and yield Potential hazards within food preparation areas Risks in work environment and how to mitigate such risks
Annex G (ii)	In order to pass all apprentices will demonstrate ALL of the following during the practical observation:
Culinary	<ul style="list-style-type: none"> Demonstrate working to menus in line with business requirements and advising of issues in terms of menu item availabilities and popularity of menu items and cooking to establishment standards- adhering to any nutritional requirements Turn up on time Wear uniform correctly Use technology in own kitchen as per manufacturers' instructions and in accordance with health and safety regulations Use technology appropriately and as required by the establishment in respect of cooking stated menu items Work safely and efficiently and confident in use of technology Mise en place undertaken in a timely fashion and ensures all food preparation allows for requirements of service Follow and adhere to cleaning schedules How to find a dish specification / recipe for prescribed dish How to read and understand the specification / recipe for the dishes and ingredients Weigh and measure ingredients using accurately functioning tools or equipment

	<ul style="list-style-type: none"> • Ensure correct volume / number of components • Ensure consistent portions prepared and served • Pay attention to detail and work consistently to achieve standards • Follow specifications / brand standards to prepare and produce dishes and menu items, on time, ensuring consistency of the finished product as per Annex B • Identify correct knives and equipment for preparation, cooking and finishing of dishes and menu items identified in Annex B • The correct settings and use of equipment when preparing, cooking and finishing dishes and menu items • Adhere to company specifications / brands when preparing / cooking dishes • Demonstrate care and attention when using knives and equipment • Correctly store and use food commodities when preparing dishes • Ambient, chilled and frozen storage used correctly: • Correct labelling of food – dates, ingredients, allergens • Stock rotation • Colour coding, following food safety systems • Adhere to company / brand standard / menu specification • Consistently use the correct volume and quality of commodities in each dish, maintaining attention to detail • Apply correct preparation and selection methods when using meat, poultry, fish and vegetables in dishes • Utilise the correct cuts and preparation methods to produce high quality, technically sound dishes • Complete preparation and cooking tasks to a high standard, delivered on time and presented as described within the recipe specification
Food safety	<ul style="list-style-type: none"> • Reduce contamination risks associated with workflow procedures • Use storage procedures to prevent cross-contamination • Make sure surfaces and equipment are clean and in good condition use clean and suitable cloths and equipment for wiping and cleaning between tasks • Dispose of waste promptly, hygienically and appropriately • Avoid unsafe behaviour that could contaminate the food you are working with • Keep necessary records up-to-date • Prepare, cook and hold food safely • Check food before and during operations for any hazards, and follow the correct procedures for dealing with these • Prevent cross-contamination, such as between raw foods, foods already cooking/reheating and ready-to-eat foods • Use methods, times, temperatures and checks to make sure food is safe
People	<ul style="list-style-type: none"> • Work effectively with others to ensure dishes produced are of high quality, delivered on time and to the standard required • Take pride in own role through an enthusiastic and professional approach to tasks • Demonstrates team work- as seen by working well with colleagues and professional conduct and good time-keeping and willingness to cover for others and respond flexibly to rota requirements

People	<ul style="list-style-type: none"> • Listen to and respect other peoples' point of view and respond politely • Demonstrate team working and professional conduct- checking attendance at work; behaviours in team activities such as team meetings. • Demonstrate appropriate responses to instructions and show can request information when required and asks questions to seek clarification and further guidance • Demonstrate support to others by asking where help is required when own tasks are completed • Show can accelerate work pace when required and go the extra mile • Behave in a manner in line with the values and culture of the business
Business	<ul style="list-style-type: none"> • Work to specified standards- following establishment standards in terms of preparing menu items in accordance with business/customer needs • Adhere to recipes'/specifications as required • Maintain any appropriate documentation such as wastage records • Demonstrate effective waste management • Be financially aware in approach to all aspects of work • Works efficiently and safely throughout work shifts <p>Is vigilant and aware of potential risks within the kitchen environment and takes action to prevent them</p>
Annex G (iii) In order to pass all apprentices will demonstrate ALL of the following during the culinary challenge:	
Culinary	<ul style="list-style-type: none"> • Customer profile of the organisation and how this affects menu design and costing • Availability of food • Mise en place undertaken in a timely fashion and ensures all food preparation allows for requirements of service • Follow and adhere to cleaning schedules • How to find a dish specification / recipe for prescribed dish • How to read and understand the specification / recipe for the dishes and ingredients • Weigh and measure ingredients using accurately functioning tools or equipment • Ensure correct volume / number of components • Ensure consistent portions prepared and served • Pay attention to detail and work consistently to achieve standards • Follow specifications / brand standards to prepare and produce dishes and menu items, on time, ensuring consistency of the finished product as per Annex B • Identify correct knives and equipment for preparation, cooking and finishing of dishes and menu items as identified in Annex B • Know the correct settings and use of equipment when preparing, cooking and finishing dishes and menu items • Adhere to company specifications / brands when preparing / cooking dishes • Demonstrate care and attention when using knives and equipment • Correctly store and use food commodities when preparing dishes

	<ul style="list-style-type: none"> • Ambient, chilled and frozen storage used correctly: • Correct labelling of food – dates, ingredients, allergens • Stock rotation • Colour coding, following food safety systems • Adhere to company / brand standard / menu specification • Consistently use the correct volume and quality of commodities in each dish, maintaining attention to detail • Apply correct preparation and selection methods when using meat, poultry, fish and vegetables in dishes • Utilise the correct cuts and preparation methods to produce high quality, technically sound dishes • Complete preparation and cooking tasks to a high standard, delivered on time and presented as described within the recipe specification
Food safety	<ul style="list-style-type: none"> • Reduce contamination risks associated with workflow procedures • Use storage procedures to prevent cross-contamination • Make sure surfaces and equipment are clean and in good condition use clean and suitable cloths and equipment for wiping and cleaning between tasks • Dispose of waste promptly, hygienically and appropriately • Avoid unsafe behaviour that could contaminate the food you are working with • Keep necessary records up-to-date • Prepare, cook and hold food safely
	<ul style="list-style-type: none"> • Keep necessary records up-to-date • Prepare, cook and hold food safely • Check food before and during operations for any hazards, and follow the correct procedures for dealing with these • Prevent cross-contamination, such as between raw foods, foods already cooking/reheating and ready-to-eat foods • Use methods, times, temperatures and checks to make sure food is safe • Check food before and during operations for any hazards, and follow the correct procedures for dealing with these • Prevent cross-contamination, such as between raw foods, foods already cooking/reheating and ready-to-eat foods • Use methods, times, temperatures and checks to make sure food is safe
People	<ul style="list-style-type: none"> • Take pride in own role through an enthusiastic and professional approach to tasks
Business	<ul style="list-style-type: none"> • Be financially aware in approach to all aspects of work • Demonstrate following of specifications and correct food production techniques to meet GP requirements • Provide evidence of appropriate documentation being completed

Annex G(iv) In order to pass all apprentices will demonstrate ALL of the following during the professional discussion based on the log of recipes:
Areas already assessed in the practical observation or culinary challenge do not need to be reassessed in the discussion.

Culinary	<ul style="list-style-type: none"> • Brand standards and basic food costs in relation to quality of produce • Responding to feedback from line manager and any customer feedback provided to include complaints • Working to menus in line with business requirements and advising of issues in terms of menu item availabilities and popularity of menu items and cooking to establishment standards- adhering to any nutritional requirements • Undertake professional development as requested or self – managed • Use technology in own kitchen as per manufacturers’ instructions and in accordance with health and safety regulations • Use technology appropriately and as required by the establishment in respect of cooking stated menu items • Working safely and efficiently and confident in use of technology • Checking, reporting and carrying out stock checks and demonstrating stock rotation and recording of activities on appropriate documentation • Communication to appropriate personnel of stock levels and shortages • Identification of when tasks are not going to plan and the confidence to request support when needed • Contribution to the development of menu items, and following a structured development plan • Work with mentor to make recommendations for a dish / try out new ideas / skills • Reflection on ingredients, dishes, seasons, look at menu and performance, recommendations made • Identification and use of correct knives and equipment for preparation, cooking and finishing of dishes and menu items as identified in Annex B • Correct settings and use of equipment when preparing, cooking and finishing dishes and menu items • Adherence to company specifications / brands when preparing / cooking dishes • Consistent use of the correct volume and quality of commodities in each dish, maintaining attention to detail • Utilisation of the correct cuts and preparation methods to produce high quality, technically sound dishes • Completion of preparation and cooking tasks to a high standard, delivered on time and presented as described within the recipe specification
Food safety	<ul style="list-style-type: none"> • Understanding and interpretation of labels, recording the presence of allergens and intolerants • Identification and analysis of potential hazards of cross-contamination • Provision of accurate information to customers • Control of deliveries, storage, stock rotation and supplier specifications to protect against allergen and intolerant contamination • A responsible approach to allergen control • Maintenance of up to date records and instructions • Use of safe food handling practices and procedures for preparing, and serving both “specific allergen” free and “intolerant” free food • Adherence to organisation’s procedures for items that may cause allergic reactions

	<ul style="list-style-type: none"> • Checks that food is undamaged, is at the appropriate temperature and within its `use- by date` on delivery • Preparation of food for storage and storage within correct timescales and conditions • Cleaning and maintenance of storage areas, including assurance of the correct temperature for the type of food • Storage of food so that cross contamination is prevented, e.g. keep raw and • Separation and correct storage of ready-to-eat foods and common allergenic foods such as nuts (e.g. sealed containers) • Follow stock rotation procedures • Safe disposal of food that is beyond its `use-by date`
People	<ul style="list-style-type: none"> • How own working practices and that of team impact on food production and service and the customer experience • Effective communication methods and how to communicate with colleagues and team members • Team work- as seen by working well with colleagues • Listen to and respect other peoples' point of view and respond politely • What training is and the importance of personal development in terms of improving knowledge and skills • Current levels of performance and identify areas of development and what they require to address skills and knowledge gaps • Effective team work and support by evidencing from peer feedback and questioning that preparation and service timelines are met on a consistent basis • Basic team roles and state own job role requirements and the job role requirements of others and how adhering to role responsibilities and targets impacts on the team and work productivity in a positive way • The relationship with other departments and the requirement to communicate across departments • Levels of communication with other departments- and what they need to know about the work of the other departments in order to deliver a good service to the customer/service user • Specific examples where they have developed/augmented good working relationships- what did they do? Why did they do that? What was the outcome? How would they approach that situation in the future if there wasn't a positive outcome • Potential challenges pinch points in the working environment and how they can overcome such challenges
Business	<ul style="list-style-type: none"> • What targets they are expected to meet in terms of portion control and wastage • Work site GP% targets and what the impact is of not meeting GP • Waste management • Undertake any recycling and correct disposal of waste • Note what contingency planning in place where certain ingredients are not available what are suitable alternatives and substitutes • Where risks have been identified- reports as per standard requirements meeting legal requirements

Annex G(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
Culinary	<ul style="list-style-type: none"> • Proactively keeps up to date with industry developments, food trends and business objectives • Looks for opportunities to influence improvements in culinary performance in line with new trends and developments • Evaluates own performance and takes development opportunities to improve in food preparation, cooking and service • Takes appropriate opportunities to experiment with new techniques / food items / methods and dishes • Evaluates dishes to seek improvement / modernisation • Demonstrates a passion for cooking by preparing, cooking and serving creative, technically sound dishes
People	<ul style="list-style-type: none"> • Acts as a role model to other team members, providing support and guidance when required • Encourages and facilitates good team and working relationships • Demonstrates a high level of consideration for people's opinions • Takes responsibility for identifying possible development opportunities for self and team members • Evaluates own skills and performance, seeks feedback from others and proactively engages with performance reviews and development planning
Business	<ul style="list-style-type: none"> • Approaches tasks / solves problems with a methodical, considered approach taking into account potential consequences of own actions • Sets an example to team members on efficient ways of working to organisational standards • Considers factors that may affect performance and responds effectively in line with the job role • Has a working knowledge of costs in the kitchen environment and why their control is important to meet team and organisational needs



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)203 074 1222

E-mail: info@people1st.co.uk

Website: www.people1st.co.uk