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Contents

Summary of Revisions to End-Point Assessment Guidance and Specification

Summary of Revisions	Revised Version Number	Date of Revision
Transfer of External Quality Assurance Provider (EQAP) from People 1st to Ofqual	n/a	From 31/12/2022

Part 1

Overview

The end-point assessment in this specification relates to the Senior Culinary Chef Standard ST0864 version AP01. The apprenticeship is at Level 4 and is for apprentices who are responsible for developing new recipes, products and product lines, and for the overall maintenance and development of the culinary offer or standard within an organisation.

A Senior Culinary Chef may work across a range of sectors such as hospitality, aviation, care and hospitals for organisations who provide food direct to the public/consumers or those who develop dishes for centralised distribution, care provision or retail. There is a significant leadership element to the role.

As part of the development of new recipes, products and product lines, the role should include:

➢ Researching, responsibly sourcing, developing and launching products to meet specification briefs in line with the organisation's vision, values and objectives.
➢ Maintaining high culinary standards, overseeing all food preparation and presentation to ensure quality and standards.
➢ Ordering and maintaining the inventory of food and supplies for developed dishes/menus.
➢ Maintaining compliance and due diligence documentation within the food safety management system to ensure a safe and hygienic kitchen.
➢ Monitoring of food and equipment suppliers.
➢ Developing of recipes from scratch or a brief.
➢ Determining the best presentation/packaging of food.
➢ Maintaining or raising the profit margins on food.
➢ Identifying and coordinating of training opportunities for staff.

A Senior Culinary Chef must interact with other stakeholders as part of their daily work, such as chef teams, restaurant teams, owners, senior managers, board members, suppliers or marketing. They will typically report to (or could also be) the patron of a restaurant, or they may report to the senior leadership team or owner of an organisation.

The typical duration for this apprenticeship is 24 months but this will depend on apprentices' previous experience and their access to opportunities to gain the full range of competences. The minimum duration of training for any apprenticeship is 366 days, before entering end-point assessment.

To achieve the apprenticeship certificate, apprentices are required to successfully complete their on-programme period of learning and development and the end-point assessment. The purpose of the end-point assessment is to confirm that apprentices have met the required level of knowledge, skills and behavioural standards set by employers.

The overall apprenticeship is graded as fail, pass or distinction.

To achieve the apprenticeship certificate, apprentices are required to successfully complete the:

➢ On-programme period of training and development, including achieving the required Level 2 mathematics and English qualifications.

➢ End-point assessment (EPA) - all components, within the assessment window.

The certificate for the apprenticeship is awarded by the Institute for Apprentices and Technical Education (IfATE) through a process administered by the Education and Skills Funding Agency (ESFA).

As the end-point assessment organisation, Professional Assessment Ltd will claim for the certificate on behalf of the apprentices. Certificates are sent to the nominated employer and it is the employer's responsibility to ensure the apprentice receives the certificate.

The standard and accompanying assessment plan can be accessed via the Institute for Apprenticeships and Technical Education website

Standard Title	Senior Culinary Chef
Level	4
Standard Number and Version	ST0864/AP01
LARS Number	546
Named EQA organisation	External quality assurance for the apprenticeship will be undertaken by Ofqual
Duration of Apprenticeship	Typically 24 months but the actual length of the apprenticeship will be decided by the employer. Within this are contained the development of the knowledge, skills and behaviours required to do the role, any on-programme assessment that the employer chooses to do, the gateway and the end-point assessment.
Duration of End-Point Assessment	6 months
Date the Assessment Plan scheduled is for review	This standard should be reviewed within 3 years of its approval date.
Mandatory Qualifications within the Standard	To meet the apprenticeship standards, apprentices must achieve: ➢ A minimum of Level 2 Maths and Level 2 English
End-Point Assessment Methods	The end-point assessment is designed to test the apprentice throughout the entire standard, the assessment methods used to achieve this are as follows: ➢ Project with presentation, practical demonstration and questioning ➢ Professional Discussion underpinned by a portfolio

Introduction

This handbook contains the relevant information and guidance required of apprentices to achieve the end-point assessment for the Senior Culinary Chef Apprenticeship and should be used in conjunction with the Senior Culinary Chef ST0864/AP01 Padlet[1] – End-Point Assessment Information for Apprentices, Providers and Employers.

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[1] A Padlet is an on-line wiki-based resource, made available to all PAL clients. Resources are updated centrally, so the latest information can be accessed via the Padlet

The overarching aim of the end-point assessment is to ensure that the apprentice meets the standard set out by employers of the relevant sector and that they are fully competent within their job roles. An apprentice must successfully complete all the end-point assessment components to receive the apprenticeship certificate.

References to third-party material made in this specification are made in good faith. Professional Assessment Ltd does not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites).

All information in this specification is correct at time of publication.

Professional Assessment Ltd (PAL) has worked in close collaboration with employers, other assessment organisations and experts from professional bodies and providers in developing the assessment tools for this end-point assessment. We are grateful to all who have generously shared their time and expertise to help us in the development process.

The end-point assessment (EPA) is a synoptic assessment of the knowledge, skills and behaviours outlined in the apprenticeship standard, which have been learned throughout the apprenticeship programme. The purpose of the end-point assessment is to make sure that the apprentice meets the standard in its entirety.

All apprentices must undertake the independent end-point assessment at the end of the on-programme phase of training when their employer, and in some cases their provider, is satisfied that they have met the 'gateway' criteria to undertake the assessment. Apprentices will not be awarded the apprenticeship certificate until they have successfully completed the end-point assessment.

The end-point assessment can be delivered only by a registered assessment organisation, which must be independent of the employer or any party involved in the delivery of the on-programme phase of the apprenticeship. In this context, independence, means without influence or bias and the assessor assigned is not affiliated to the employer or any training partner involved, and notably the independent assessor has played no part in the training of the apprentice.

All assessment decisions for this standard's end-point assessment must be made by the independent assessment organisation.

PAL has been working closely with occupational experts, employers and providers in the development of end-point assessment tools to ensure that they are:

➢ Valid and appropriate to assess occupational competence in the relevant industry and will deliver reliable outcomes.
➢ Fair to all apprentices and help them to make progress in their lives.
➢ Manageable for apprentices and the industry, and can be delivered effectively and efficiently in the vocational setting.

Apprenticeship Standard Objective

The overall goal of the end-point assessment is to ensure that the apprentice has met the required level of knowledge, skills and behavioural standards set by employers and approved by the Institute and that they are confident and competent in their role to take on responsibilities to deliver clearly defined business outcomes.

Progression

On completion of the apprenticeship, the apprentice could progress into a more senior role such as a chef patron or a senior leadership role.

Who are Professional Assessment (PAL)?

Professional Assessment Ltd provides services for providers to include colleges and employers involved in the delivery of apprenticeships and adult learning. Our offer includes:

➢ End-point assessment for a wide range of apprenticeship standards. Our dedicated team offers national coverage and has built up extensive experience in administering the latest end-point assessments.
➢ Compliance and audit services. Our funding compliance team tailor their support to meet your specific needs; from ad-hoc advice and support to full ESFA-style audits.

The link to our website can be located by clicking here.

What is needed prior to end-point assessment?

The employer and provider must confirm that the apprentice has met the on-programme requirements and the apprentice is ready to undertake the end-point assessment.

The employer and provider must hold a 'Gateway' review to agree that the apprentice has gained the required level of knowledge, skills and behaviours, along with an English and maths qualification at a level 2 as set by the apprenticeship standard. *For those with an education, health and care plan or a legacy statement the apprenticeship's English and maths minimum requirement is Entry Level 3 and British Sign Language qualifications are an alternative to English qualifications for those whom this is their primary language.*

Please check with the EPA team via info@professionalassessment.co.uk if you do not know which qualifications are accepted. Evidence of qualifications must be in the form of a certificate.

The apprentice must submit their completed and mapped portfolio of evidence with employer validation to PAL which is used to underpin the professional discussion.

The employer must submit an overview/brief of their business (the nature, scope and type of the business, typical clientele and target market) in preparation for the project brief being agreed by themselves and PAL.

Templates for the portfolio of evidence mapping and validation, and the employer overview are provided on the Senior Culinary Chef Padlet.

To confirm this review has taken place, the employer, provider and apprentice are required to complete a Gateway Review Record, an example of which is included in the Appendix of this handbook[2], alternatively, providers and employers can use their documentation, with the caveat, that the document must record the information as stipulated on the Professional Assessment Gateway record.

Professional Assessment will not confirm an end-point assessment booking until the required evidence is submitted. For auditing purposes, the Gateway Review Record should either be signed or dated by all parties, or email/DVR confirmation provided that all parties have agreed on readiness.

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[2] The gateway record may change in design and content based, on revisions to standards - for the latest document please refer to the relevant Padlet that PAL will have provided training providers or can provide directly to employers and apprentices.

Ideally, we also ask for the PAL apprenticeship certificate consent form, apprentice ID form and authentication of evidence form (where applicable) to be completed at the Gateway review and submitted. If the three documents are not made available at the gateway review, the independent end-point assessor will collect these documents, as part of the assessment planning process.

If the planning meeting is completed on-line, these documents will need to be shared as part of the assessment planning process and emailed to epasupportservices@professionalassessment.co.uk.

The recommended approach during the on-programme assessment (month 1-24) to ensure that the apprentice is on track is based on the employer's performance management process with the following key elements:

- Line manager uses the formal performance management process and regular 1:1s to discuss progress in the apprenticeship, provide feedback and guide development.
- The provider can support this (if required) by ensuring that the requirements of the apprenticeship are reflected in the performance management process and filling any gaps through their work with the apprentice.
- The provider can also support the apprentice on understanding the learning journey, providing advice and guidance on learning strategies and tools that will support the apprentice's preferred learning style and improve their learning agility.
- Regular check points between the line manager and provider (aligned with the performance management process) to ensure that the apprentice is on track and agree how any issues will be addressed.
- Apprentices should be strongly encouraged to create a learning record that contains examples of their learning and areas for development/action points as they go through the apprenticeship.
- The provider can carry out mock end-point assessments with the apprentice.

The Gateway decision regarding readiness will be taken by the line manager (or appropriate employer) representative and apprentice with input from the provider.

Language of assessment

All components of the end-point assessment will be conducted in English.

Apprentices may be assessed in British Sign Language where it is permitted for the purpose of reasonable adjustment.

Further information on special considerations and reasonable adjustments can be found in our Special Considerations and Reasonable Adjustments policy.

How is end-point assessment delivered?

The apprentice will be assessed to the apprenticeship standard using two discrete assessment methods. Each assessment method should directly assess the required knowledge, skills and behaviours of the standard.

The assessment activities will be completed by the end-point assessor as follows:

➢ Project with presentation, practical demonstration and questioning.
➢ Professional Discussion underpinned by a portfolio.

There is no mandated assessment sequence. PAL's preferred method of delivery is as follows:

1. Professional discussion take place remotely typically at week 5 of the end-point assessment window.
2. Project presentation and questioning, and practical demonstration and questioning to take place on site (face to face) at week 11 of the end-point assessment window (following project and presentation material submission at week 8 as stipulated by the assessment plan, and the issuing of the 4 dishes for the practical demonstration to the apprentice by week 9).

The content and structure of the assessment methods is provided by PAL to ensure consistency across all apprentices. The employer, with the support of the provider where appropriate, will work with the apprentice to agree how the apprentice goes about completing the components of the end-point assessment and will provide guidance along the way as required. The provider will ensure that the evidence presented for end-point assessment meets the assessment plan requirements, but does not have a role in the formal end-point assessment or grade decision.

In order to pass apprentices must achieve a pass in all assessment methods; apprentices who fail one or more method will fail the end-point assessment.

In order to achieve a distinction apprentices must achieve a distinction in all methods of assessment.

If any assessment activity is failed it must be retaken. Apprentices cannot achieve the apprenticeship without gaining at least a pass in every assessment activity.

The following chart sets out the sequences of the Gateway review and end-point assessment.

Note – the assessments can be taken in any order, however PAL's preferred approach is for the professional discussion to take place first.

Table 1 – Sequence of Gateway and End-Point Assessment

Apprentice/Employer/Training Provider		PAL
Apprentice registered with PAL prior to the Gateway review.	→	▪ ESFA advised of EPAO. ▪ EPAPro log-in credentials provided. ▪ Access to a range of assessment guidance materials available.
Gateway review held between training provider, employer and apprentice to confirm assessment readiness. • Evidence provided that English and maths requirements have been achieved.	→	▪ Declaration received that the apprentice is ready for assessment. ▪ Gateway evidence received. ▪ PAL approves or rejects the Gateway evidence. If rejected, the provider to resubmit as required.

Apprentice/Employer/Training Provider		PAL
• A completed portfolio is a requirement at Gateway. • An employer overview/brief of their organisation to inform the choice of project is a requirement at Gateway.		
PAL contacts employer* and apprentice. PAL undertakes assessment planning meeting and agrees assessment schedule. *Note, prior to the planning meeting, it may be necessary for PAL to contact the employer to discuss the project brief.	→	▪ Assessment plan completed. Dates will be agreed for all methods of assessment to meet with the Senior Culinary Chef assessment plan and to allow for reasonable resit or retake activities within the assessment window, wherever possible. ▪ ID and certificate request confirmation confirmed. ▪ As part of the planning meeting, PAL will agree a suitable project brief with the employer. The apprentice has a maximum of 8 weeks to submit their project and presentation materials to PAL following the brief being agreed.
Apprentice undertakes the professional discussion.	→	▪ Portfolio submitted at Gateway reviewed by the independent assessor and discussion agenda prepared. Assessment date agreed at the planning meeting. ▪ Professional discussion assessment duration is 60 minutes (with a variance of 10% at the independent assessor's discretion to allow the apprentice to finish their last point). ▪ Professional discussion completed, responses to questions assessed. Assessment graded.
Apprentice submits project and presentation materials to PAL a maximum of 8 weeks following the planning meeting. Apprentice undertakes the project presentation with questioning. Apprentice undertakes the practical demonstration with questioning.	→ ←	▪ Independent assessor provides apprentice with the four dishes for the practical demonstration. ▪ Presentation assessment with questioning undertaken. The presentation will typically take 15 minutes, followed by 30 minutes of questioning. ▪ Practical demonstration with questioning assessment undertaken. The duration of the demonstration and questioning is 3 hours (+10% at. the discretion of the independent assessor)

Apprentice/Employer/Training Provider		PAL
		Project, presentation and practical demonstration with questioning assessed holistically. Assessment graded.
	⬇	- Overall grading undertaken - assessor confirms to PAL grades for all assessment elements and overall grade using grade descriptors and weighting as detailed in the assessment plan. - QA undertaken. - Assessment outcome provided within the assessment window timeframe.
Employer informed of the outcome of end-point assessment via email from epasupportservices@professionalassessment.co.uk. Apprentice and provider are copied into the communication.	⬅	- Assessment reports will record decisions and grades. If a resit or retake is required, it is important the relevant parties refer to the summary record. - Assessment decision data collated and used to inform standardisations processes and quality assurance. - Assessment outcome provided to the provider and Apprenticeship service. - Certificate requested where a pass or higher grade for all aspects of end-point assessment are achieved. - Data provided to the regulator as necessary.

Who can carry out end-point assessment?

Independent assessors/the end-point assessment organisation for this standard are required to:

➢ Have knowledge and understanding of the Senior Culinary Chef apprenticeship standard.
➢ Hold a recognised workplace assessment qualification or suitable alternative (for example, Level 3 award in assessing competence in the work environment/Level 3 certificate in assessing vocational achievement).
➢ Have current, relevant and verifiable occupational expertise and knowledge, at the level of the occupational area(s) they are assessing, which has been gained through 'hands on' experience in the industry - practices standardised assessment principles set out by PAL.
➢ Have recent relevant experience of the occupation/sector at least the same level as the apprentice gained in the last three years or significant experience of the occupation/sector.
➢ Are competent to deliver the end-point assessment.
➢ Attend standardisation events on an ongoing basis and at least once per year.

All independent assessors that meet the above criteria are trained and approved by PAL to ensure that they are capable of carrying out end-point assessments in a fair and consistent manner to make reliable judgments.

Professional Assessment Ltd will be responsible for all aspects of the end-point assessment for this standard and will review the evidence against the standard to ensure that the grading criteria have been met for each method of assessment.

Internal Quality Assurance Requirements

Professional Assessment Ltd requires all quality assurance staff to hold a recognised internal quality assurance qualification. IQA staff are subject to the requirements of an end-point assessor as outlined above and must show competence in subject specialist areas to be approved in internal quality assurance. Quality assurers are monitored to undertake Continuous Professional Development, to ensure the currency of their industry specific knowledge and practice.

PAL implements validation and quality assurance policies and processes to ensure that all assessments are robust, fully align with the independent end-point assessment requirements, and are assessed consistently, reliably and fairly by all assessors. Policies can be shared upon request, please contact info@professionalassessment.co.uk. Essential policies are also available via the Padlet and our website.

In accordance with these policies Professional Assessment Ltd will:

➢ Develop and maintain a set of assessment tools, to be used by all independent assessors when carrying out assessments.
➢ Ensure independent assessors for this standard, meet with the assessment plan competency requirements.
➢ Train and develop all independent assessors to ensure reliable and consistent assessment of the standard.
➢ Apply robust quality assurance and verification processes to assessments, e.g. the use of standard formats, moderation and standardisation of marking and assessment decisions.
➢ Apply and follow the appeals and disputes policy and procedure in response to any legitimate appeal or dispute.
➢ Produce exemplar materials, which can be used to add further clarity and establish guidelines for assessment against the stated criteria of the standard.
➢ Hold standardisation and moderation activities of assessment process.
➢ Communicate with third parties any concerns or issues that may impact on assessment activities or outcomes.

External Quality Assurance Requirements

External quality assurance for the Senior Culinary Chef Standard is undertaken by Ofqual.

Standardisation and Moderation

All independent assessors are required to attend standardisation and moderation activities, to ensure the consistency of the assessment approach and to ensure assessment grading is aligned to the relevant assessment plan requirements. Standardisation activities are carried out on an on-going basis such meetings can be in the format of traditional meetings or via hangouts.

IQAs may accompany or 'remote in' with independent assessors carrying out end-point assessment to ensure that it is being administered safely, securely and in line with Professional Assessment Ltd guidance.

For further information on quality assurance, standardisation and moderation please see our policies, or contact our quality team via info@professionalassessment.co.uk.

Part 3

Grading

This apprenticeship includes pass and distinction grades with the final grade based on the apprentice's combined performance in each assessment activity.

To achieve a pass overall, the apprentice must achieve a pass in all assessment methods by meeting all of the pass criteria.

To achieve a distinction overall, the apprentice must achieve all the pass and distinction criteria in all assessment methods.

Grades from each method of assessment will be combined as follows.

Project with presentation, practical demonstration and questioning	Professional discussion underpinned by portfolio	Overall grading
Fail	Any grade	Fail
Any grade	Fail	Fail
Pass	Pass	Pass
Pass	Distinction	Pass
Distinction	Pass	Pass
Distinction	Distinction	Distinction

Preparing apprentices for end-point assessment

To ensure that apprentices develop the knowledge, skills and behaviours that underpin occupational competence, it is recommended that they follow a structured programme of training and development. The period of training and development must include a minimum of 20 per cent off-the-job training, away from the day-to-day job. Please refer to ESFA guidance and funding rules regarding the definition of what training interventions are permissible under the ruling and responsibilities for recording and evidencing off-job training activities.

To prepare apprentices effectively, it is recommended that employers and/or providers should:

➢ Have a good understanding of the apprenticeship standard and the structure and format of the end-point assessment.
➢ Plan and implement a learning and development programme based on the apprenticeship standard, with regular reviews of progress and readiness, to ensure apprentices develop the required knowledge, skills and behaviours.
➢ Use formative assessments and mock assessments to help prepare apprentices for the end-point assessment.

It is recommended, but not required, that the on-programme assessment includes:

➢ Registration with a relevant professional body to provide access to management resources, wider networks, and CPD activities.
➢ Regular performance reviews between the apprentice and a senior manager.
➢ Opportunities given and evidence generated to cover all assessment criteria.
➢ Feedback from line manager, peers and direct reports.

End-point assessment planning and scheduling

Employers and/or providers[3] must have an agreement in place to conduct end-point assessments with PAL, we regularly check the ESFA portal to review pipeline business and ensure that providers who wish to work with us, are attached to us, as EPAO for the relevant standard(s).

Apprentices must be registered and booked on to their end-point assessment in sufficient time to allow adequate planning and scheduling of the assessments. PAL encourages communication with all parties, in respect of apprenticeship progress and status and our accounts team will periodically communicate directly with other stakeholders, to seek clarification and updates regarding apprentices' assessment readiness. Once the employer or provider has confirmed a gateway date, PAL will arrange a planning meeting on receipt and validation of the gateway evidence.

The planning meeting is attended by the employer, apprentice and PAL. The purpose of the planning meeting is to share information with PAL, in order to support the assessment process and to agree a plan for the upcoming assessment activities for the apprentices. The independent assessor/PAL representative will agree a plan and schedule for each assessment activity to ensure that all assessment components can be completed within the end-point assessment time. The meeting can be conducted remotely using appropriate technology.

The end-point assessment will be conducted over a period of 6 months at the end of the apprenticeship. Assessments cannot take place if the apprentice has not served the minimum time in training and we require employers and providers to check this requirement has been met, before submitting gateway evidence.

Reassessment

PAL's Resit and Retake policy will apply in the event of reassessments and we will discuss arrangements for such activities with all concerned parties.

Reassessments do incur a charge. All fees are detailed in PAL's Pricing policy and outlined in the contracting process.

Reassessments wherever possible will be carried out by the original assessor, but if this is not possible PAL reserves the right to assign a different assessor.

Resits and Retakes

Apprentices who fail one or more assessment methods will be offered the opportunity to take a resit or a retake. A resit does not require further learning, whereas a retake does. Apprentices should have a supportive action plan to prepare for a resit or a retake. The apprentice's employer will need to agree with PAL that either a resit or retake is an appropriate course of action.

An apprentice who fails an assessment method, and therefore end-point assessment in the first instance, will be required to resit or retake any failed assessment method only.

Any assessment method resit or retake must be taken within the maximum end-point assessment period, otherwise the entire end-point assessment must be taken again, unless in the opinion of PAL exceptional circumstances apply outside the control of the apprentice or their employer.

Resits and retakes are not offered to apprentices wishing to move from pass to distinction.

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[3] Note PAL endeavours to have agreements with both employers and training providers, to ensure all parties are aware of our service offer and role in the apprenticeship journey.

Reassessment requirements for each component

For component 1 – project with presentation, practical demonstration and questioning: if the apprentice's evidence does not meet the requirements to achieve the pass descriptors for the project with presentation, practical demonstration and questioning in their first assessment attempt, the apprentice **must use a different project** with presentation and practical demonstration.

For component 2 – professional discussion: if the apprentice's evidence does not meet the requirements to achieve the pass descriptors for the professional discussion in their first assessment attempt, a further, different full professional discussion assessment of the apprentice will be carried out. The same portfolio evidence can be used (note, additional evidence cannot be submitted).

Capping

Where any assessment method has to be resat or retaken, the apprentice will be awarded a maximum end-point assessment grade of pass, unless PAL determines there are exceptional circumstances requiring a resit or retake.

Booking Reassessments

The timescale for any reassessment will be agreed on a case-by-case basis, with PAL. As part of that agreement, any reassessments must not provide an apprentice with an unfair advantage over others.

Part 4

Portfolio of Evidence

A completed portfolio of evidence is required to be submitted to PAL as part of the Gateway review.

The portfolio **is not directly assessed** as part of end-point assessment, it provides a structure for the professional discussion. A poorly constructed portfolio of evidence may impact the prospect of a distinction as the agenda points will be based on the evidence content.

The independent assessor will review the portfolio evidence and use it to identity areas for the professional discussion, and it is the <u>professional discussion</u> that will assess the apprentice's knowledge, skills and behaviours. PAL will not provide feedback on the portfolio of evidence.

The portfolio should be produced over a period from the commencement of the apprenticeship, showcasing competence by the apprentice having first learned and applied the knowledge, skills and behaviours set out in the standard. It is of paramount importance that all the work submitted in the portfolio has been generated by the apprentice or relates directly to the named apprentice. The independent assessor will undertake authenticity checks regarding portfolio evidence as part of the professional discussion assessment.

What is the format of the portfolio of evidence?

The employer and training provider will assist the apprentice in selecting their portfolio evidence to ensure that it covers all standards outlined in the assessment plan for the professional discussion method of assessment (**see Table 3**).

The intention is to give a source of evidence to the independent assessor providing examples of how the apprentice has met and applied the relevant knowledge, skills and behaviour criteria to their working practice.

PAL has provided a portfolio of evidence mapping and employer validation record which can be accessed from the Senior Culinary Chef Padlet. Alternatively, training providers can use their own version, however **it is a mandatory requirement that a mapping document and employer validation are submitted with the completed portfolio as part of the Gateway evidence.**

How can a senior culinary chef prepare for and complete their portfolio of evidence?

The apprentice should be involved and encouraged to take ownership of their portfolio of evidence.

The portfolio will typically contain 20 pieces of evidence - each piece of evidence can be referenced against more than one knowledge, skills, or behavioural requirement for a more holistic and qualitative approach.

Evidence should comply with data protection and GDPR. Ideally, the portfolio evidence should be presented electronically.

The portfolio **must contain**:

- A mapping document which clearly shows how the evidence is mapped against the relevant knowledge, skills and behaviours that will be assessed by the professional discussion.
- A statement to confirm that the evidence provided is valid and attributable to the apprentice from the employer.

PAL has provided a mapping document - please refer to the Senior Culinary Chef Padlet.

Please note - PAL will not accept a portfolio submitted without a completed mapping document and an employer statement of validity.

The portfolio **cannot contain:**

- Any methods of self-assessment or self-reflection by the apprentice.

The portfolio **may contain** the following items as evidence:

- Written statements by the apprentice (not reflective).
- Reports created by the apprentice or evidence of reports the apprentice uses to support their function such as project plans, reports, minutes of meetings.
- Annotated photographs, storyboards to show the stages of product development.
- Video clips (with a maximum TOTAL duration of 10 minutes in which the apprentice must be in view and identifiable).
- Professional discussions held between the apprentice and the training provider around tasks the apprentice has been involved or use of workplace policies, procedures and records. Audio recordings should have a maximum durations of 20 minutes).
- Presentations delivered by the apprentice in briefings, training sessions, client meetings or in-house meetings.
- Performance reviews or appraisals between the apprentice and their line manager or apprentice and their team members.
- Witness testimonies from employer or other relevant colleagues at the place of work to confirm performance in relation to the standard.
- Client or customer feedback and/or witness testimonies that endorse the work of the apprentice.
- Feedback from the line manager, direct reports and peers.
- CPD log or personal development plan.

This is not a definitive list, other evidence sources are allowable and not all of the above are required to be used.

It is not required that the apprentice has evidence in all the described formats. However, the apprentice and employer in conjunction with their training provider are advised to apply the following guidelines:

➢ Confirm that the portfolio evidence maps to the all of the criteria as defined in **Table 3**. Each piece of evidence can be referenced against more than one knowledge, skills, or behavioural requirement for a more holistic approach.
➢ Ideally, the portfolio evidence should be presented electronically.
➢ All evidence to be completed to the highest standard achievable by the apprentice to showcase the apprentice's skills, knowledge and behaviours and ensure sufficient examples provided.
➢ Evidence to contain annotation and description of the behaviours, skills and competence shown by the apprentice.
➢ The apprentice can refer to their portfolio of evidence during the professional discussion end-point assessment. To aid recall of the content of audio and/or video recordings during end-point assessment PAL recommends that the apprentice writes a summary of the evidence. A summary record is available on the Senior Culinary Chef Padlet.
➢ Information to be correctly cited where research has been utilised.
➢ Portfolio to include feedback and testimonies from relevant stakeholders to confirm apprentice competence and show how they have acted on feedback and developed throughout their apprenticeship programme.
➢ The gateway meeting should establish the rigour of the portfolio evidence as a final check, with the support of the training provider.
➢ It is of paramount importance that all of the work submitted in the portfolio has been generated by the apprentice or relates directly to the named apprentice.

PAL has provided suggestions of potential portfolio evidence – **please note, this is not an exhaustive or mandatory list.**

Table 2 – Suggested Portfolio Evidence

Knowledge, Skills and Behaviours	Suggested Evidence:
Explains examples of how they have developed good working relationships within own team and across the business to support personal and team objectives and development, celebrating personal and the organisation's success and achievement (K9 K10 K12 S12 B5 B6)	➢ Product evidence with annotation to evidence undertaking review of targets and offering development opportunities to individuals and/or team. The annotation can take the form of a written document or a discussion between the apprentice and trainer. ➢ Examples of training interventions such as coaching, role modelling, budding systems or 1:1 training session(s). ➢ Product evidence with annotation to demonstrate achievement of objectives such as development plans, performance review, appraisals. The annotation can take the form of a written document or a discussion between the apprentice and trainer. ➢ Product evidence with annotation to demonstrate own personal targets and development such as personal development plan, appraisals. The annotation can take the form of a written document or a discussion between the apprentice and trainer. ➢ Observation record completed by the training provider. ➢ Video evidence, with annotation, of celebrating success such as social media posts. ➢ Witness testimony. The annotation can take the form of a written document or a discussion between the apprentice and trainer. ➢ Product evidence annotated such as meeting minutes. ➢ Professional discussion between the apprentice and the trainer where the apprentice explains how they build working

Knowledge, Skills and Behaviours	Suggested Evidence:
	relationships, providing examples of how they have supported the team and the wider business. ➢ Professional discussion between the apprentice and the trainer where the apprentice explains how they have celebrated success, including examples of the occasions.
Explains how they work with people from a wide range of backgrounds and cultures and uses an example of when local demographics may impact on the product range of the business (K11)	➢ Written account from apprentice to provide examples of how they work with different cultures and backgrounds. ➢ Witness testimony. ➢ Written account from apprentice to provide examples of how the local demographic has been taken into account. ➢ Professional discussion between the apprentice and the trainer where the apprentice provides examples of the different backgrounds and cultures they work with. ➢ Professional discussion between the apprentice and the trainer where the apprentice explains how the local demographic has impacted the product range and explains their involvement in this.
Explains the key operational processes in developing a culinary offer and how this delivers profit margins, reduces wastage and contributes to the overall success of the business (K13)	➢ Company policies/SOP's annotated to explain their involvement and how the apprentice adheres to these. ➢ Product evidence annotated to demonstrate how the apprentice achieves the required targets such as daily documentation, management reports. The annotation can take the form of a written document or a discussion between the apprentice and trainer. ➢ Witness testimony. ➢ Written account explaining the relevant processes as a senior chef they are responsible for adhering to and promoting, including their responsibilities and involvement. ➢ Professional discussion between the apprentice and the trainer where the apprentice explains how they are achieving the key processes, providing examples of their practice.
Explains the importance of and gives examples of leading the team to comply with legal requirements, business and brand standards (K14 K18 S14 B4)	➢ Written account of how apprentice has organised/led the team such as holding a briefing, coordinating and managing the shifts referencing the applicable legislations and brand standards. ➢ Annotation of SOP's to explain how apprentice achieves these. The annotation can take the form of a written document or a discussion between the apprentice and trainer. ➢ Product evidence annotated to explain apprentice involvement and how this is used to aid compliance, this could include daily due diligence documentation, daily checklists, training documentation, meeting minutes. The annotation can take the form of a written document or a discussion between the apprentice and trainer. ➢ Observation/video recording of a team briefing. ➢ Observation/video recording of a relevant training session. ➢ Written account of action taken to ensure compliance such as performance review, training sessions. ➢ Witness testimony. ➢ Professional discussion between the apprentice and the trainer where the apprentice provides examples of how they lead their team in relation to compliance with the relevant legal requirements, business and brand standards.

Knowledge, Skills and Behaviours	Suggested Evidence:
Explains the importance of and gives examples of how they have supported the team to achieve a positive outcome when faced with unexpected activities or hazards (S4 S10 S15)	➢ Witness testimony. ➢ Written accounts of unexpected situations that the apprentice has dealt with. ➢ Product evidence annotated to demonstrate how problems have been identified and dealt with such as risk assessment, daily checklists, maintenance log. The annotation can take the form of a written document or a discussion between the apprentice and trainer. ➢ Product evidence annotated to demonstrate how the apprentice has supported the team following a problem such as training documentation, meeting minutes. The annotation can take the form of a written document or a discussion between the apprentice and trainer. ➢ Professional discussion between the apprentice and the trainer where the apprentice provides examples of unexpected activities/hazards and explains how they have dealt with them.
Explains how the culinary offer addresses competitiveness and how this is marketed to show commitment to the culture, vision and values of the business (S16 B3)	➢ Social media posts annotated to demonstrate how they support competitiveness and meet the business culture, vision and values. ➢ Evidence of presentations/promotions of products that have been completed with annotations that explains how the culture, vision and values have been promoted. ➢ Witness testimony. ➢ Written account of real examples of how the apprentice demonstrates the cultures, vision and values in their daily role. ➢ Professional discussion between the apprentice and the trainer where the apprentice explains how they support competiveness in relation to the business culture, vision and values.

Table 3 – Mapping Criteria for the Portfolio Evidence

Knowledge (K), Skills (S) and Behaviours (B)
K9 How to support and influence the team positively to deliver a high quality product.
K10 How all staff and teams are dependent on each other and understand the importance of teamwork both back and front of house in achieving business objectives.
K11 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.
K12 How to communicate knowledge and experience to the team and support own and individuals' development.
K13 How to operate efficiently to deliver profit margins, reduce wastage and support the overall financial performance of the business.
K14 Understand legislative responsibilities and the importance of protecting peoples' health, safety and security.
K18 The processes policies and procedures of your organisation and a range of establishments relating to the culinary offer.
S4 Support team to deal with unexpected malfunctions or hazards that disrupt work activities.

Knowledge (K), Skills (S) and Behaviours (B)
S10 Adopt problem solving judgements to identify and deal with problems within the team and across the organization to drive a positive outcome.
S12 Identify skills development needs and actively encourage and support individuals and self to enhance their skills and knowledge.
S14 Comply with relevant legal requirements and maintain the safety and security of people at all times.
S15 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.
S16 apply business and brand values that actively market the business, support competitiveness and help meet business objectives.
B3 Be committed to the culture vision and values of the business.
B4 Lead by example.
B5 Commit to and reflect on own continuous professional development and learning.
B6 Celebrate personal and organisations achievement.

Assessment Methods

All end-point assessments should take place within the apprentice's usual working hours and will be planned by the PAL representative with the apprentice and line manager at the planning meeting to comply with the assessment plan and business requirements.

Assessment decisions will not be communicated by the independent assessor straight away, they will document and record their assessment decisions. These decisions are then shared for internal quality assurance checks prior to being communicated to the apprentice, employer and provider. Employers can access a record of assessment by accessing EPAPro. User guides are available for providers and employers that detail how reports can be viewed.

Professional Discussion underpinned by a portfolio

Key facts about the professional discussion

The professional discussion is a meaningful, in-depth, and two-way dialogue designed to draw out the best of the apprentice's competence for the knowledge, skills and behaviours assigned to this method of assessment. The agenda points will act as a base for the apprentice to explore their practice and experiences to demonstrate occupational competence. The discussion is underpinned by a portfolio of evidence which is reviewed by the independent to identify areas for the discussion.

The professional discussion will last for 60 minutes (plus 10% at the discretion of the independent assessor).

The apprentice will be asked **a minimum of 8 open questions** so they will be able to provide contextualised evidence of their skills, knowledge and behaviours as a Senior Culinary Chef. Follow up questions are permitted to draw out further evidence. The independent assessor will utilise questions from PAL's question bank along with self-devised questions, tailored to the evidence presented in the portfolio.

It will involve questions that will focus on coverage of prior learning or activity and problem solving. It allows assessment of a range of knowledge, skills and behaviours that may not occur in every workplace, and the apprentice can draw upon supporting evidence in their portfolio and affectively confirm the authenticity of that supporting evidence.

To achieve a distinction in the professional discussion, the apprentice will need to evaluate their problem solving skills and team leadership.

What is the format of the professional discussion?

The apprentice and independent assessor will both have access to their own copies of the apprentice's portfolio of evidence throughout the discussion and both can refer to it as needed.

The professional discussion can be conducted using a range of media, as appropriate for the apprentice, either via online video conferencing or face to face. PALs preferred method is to use online video conferencing. Where the assessment is conducted using technology, fair assessment conditions must be maintained. Acceptable means of remote assessment include video conferencing/video calling and must include a two way visual and audio link. The video call will be recorded and submitted by the assessor for internal quality assurance.

The assessment must be undertaken in a controlled environment (a quiet area, free from distractions and influence) and the apprentice will be assessed on a one-to-one basis with the assessor. An employer representative is not required to be present.

It is the responsibility of the apprentice, employer, provider and PAL to ensure accessibility where required.

How can a senior culinary chef prepare for the professional discussion?

➢ Practice undertaking professional discussions with their training provider, employer, and line manager. Practice discussions which cover a range of topics and areas of the standard, ensuring that they can provide specific examples of tasks/situations they have been involved in.
➢ The apprentice will be expected to refer to their portfolio during the discussion. Make sure that the portfolio is set up so that evidence is quick and easy to find.
➢ Ensure they are clear and confident in explaining the evidence in their portfolio – make sure that they 'own' it.
➢ Take time to reflect on their performance and identify how knowledge, skills and behaviours have been applied.
➢ Ensure that the relevant KSBs in the portfolio are clearly mapped and understood.
➢ Practice reflecting and analysing performance to determine successes and areas for development.
➢ Review terminology in the assessment plan and consider how this links to their role.

How will the professional discussion be graded?

To achieve a pass, the apprentice must achieve ALL of the pass criteria for this method of assessment through their professional discussion responses.

To achieve a distinction, the apprentice must achieve ALL of the pass criteria and ALL of the distinction criteria for this method of assessment through their professional discussion responses.

Please see Table 4 for the pass and distinction grading criteria for this method of assessment.

Table 4 – Professional Discussion Pass and Distinction Criteria

Pass Criteria	Distinction Criteria
➢ Explains examples of how they have developed good working relationships within own team and across the business to support personal and team objectives and development, celebrating personal and the organisation's success and achievement. ➢ Explains how they work with people from a wide range of backgrounds and cultures and uses an example of when local demographics may impact on the product	➢ Evaluates an example of when they have resolved a real problem such as an issue with sourcing ingredients/equipment/technology/H&S/ personnel, giving details on how this has impacted on delivering the culinary offer highlighting opportunities for future change. ➢ Evaluates own team leadership to demonstrate positive outcomes.

Pass Criteria	Distinction Criteria
range of the business. ➢ Explains the key operational processes in developing a culinary offer and how this delivers profit margins, reduces wastage and contributes to the overall success of the business. ➢ Explains the importance of and gives examples of leading the team to comply with legal requirements, business and brand standards. ➢ Explains the importance of and gives examples of how they have supported the team to achieve a positive outcome when faced with unexpected activities or hazards. ➢ Explains how the culinary offer addresses competitiveness and how this is marketed to show commitment to the culture, vision and values of the business.	

Project with presentation, practical demonstration and questioning

Key Facts about the project with presentation, practical demonstration and questioning

The apprentice will research, design and launch a product line or menu from concept to presentation of dishes appropriate to the business.

This method of assessment will replicate the activities undertaken by a senior culinary chef in their day to day activities where the work cycle is too long to be observed as part of end-point assessment.

This method of assessment has three components:

1. Project
2. Presentation of project outcomes with questioning
3. Practical demonstration with questioning

The three components will be assessed holistically to provide one grade.

The project should allow the apprentice to evidence tasks such as researching a product range and demonstrating an understanding of the supply chain.

The presentation assesses certain skills and behaviours within the standard directly, such as the ability to use effective methods of communication, and being proactive and solution focused.

The practical demonstration will enable the apprentice to prepare, cook and present a selection of dishes to demonstrate how the brief has been met, and to evidence competence of how they apply a range of food preparation, knife and cooking skills and techniques.

As part of the Gateway evidence, the employer will provide PAL with a summary of their business context. This will enable the independent assessor to select a suitable project brief for the apprentice.

The summary does not have a word count and should contain the following information:

➢ The nature of the business, for example global brand, large chain, education establishment, small independent.
➢ The scope and type of business, for example
  ▪ Supermarket - designing and developing a product line (e.g. ready meals, healthy eating).
  ▪ Restaurant, hotel - menu design (e.g. seasonal, vegan).
  ▪ Education setting - a mixture both product line and menu design (observing nutritional requirements).
➢ Typical clientele, target market (e.g. public sector, educational establishments, hospitals, commercial e.g. family, fine dining, food trends, etc.)

The independent assessor will agree the project brief with the employer as part of the planning meeting. The employer will need to ensure that the project brief has a real business application. PAL will ensure that the project brief is sufficient to meet the requirements of knowledge, skills and behaviours for this method of assessment.

The following page sets out the sequence for the project, presentation and practical demonstration timeline.

Project, Presentation and Practical Demonstration Timeline

Employer Summary

The employer provides PAL with a summary of their business context to enable PAL to select a suitable project for the apprentice as part of the Gateway evidence.

Project Brief

The independent assessor and the employer agree a suitable project brief at the end-point assessment planning meeeting which should take place within 5 days of the Gateway acceptance by PAL.

The apprentice is provided with the project brief.

Project

The apprentice researches and completes their project to meet the requirements of the brief and submits to PAL. The presenatation materials are also submitted at this stage.

The apprentice has a maximum of 8 weeks from receiving their brief to submission of their project and presentation materials.

Presentation

At least two weeks after submission of the project and presentation materials, the apprentice presents their project outcomes to the independent assessor. The independent assessor will ask the apprentice questions about the project following their presentation. The presentation will take place at their employer's premises or another suitable venue typically on the same day as the practical demonstration.

Practical Demonstration Brief

Following submission of the project and presentation materials, the independent assessor will select four of the nine dishes identified in the project for the apprentice to demonstrate.

The apprentice will have two weeks notice of the dish choices prior to the practical demonstration.

Practical Demonstration

The apprentice will be observed producing and presenting the 4 dishes chosen in advance by their independent assessor at their employer's premises or another suitable venue on the same day as and following the presentation.

The independent assessor will ask the apprentice questions during and after the demonstration.

What is the format of project?

The apprentice will be provided with their project brief at the planning meeting by PAL. As noted earlier, the brief must have a real business application which has been agreed with the employer. The project cannot be compiled until the apprentice has been provided with their brief.

Once the brief has been provided, the apprentice has a **maximum of 8 weeks in which to complete their project and presentation materials and submit them to PAL.**

The employer must ensure that the apprentice has sufficient time and the necessary resources within the 8 week period to plan and undertake the project. Whilst completing the project the apprentice should be subject to normal workplace supervision and support.

The project has a maximum word limit of 5,000 words. A tolerance of +/- 10% is allowed. Recipes, appendices, references and diagrams will not be included in this total.

The project will be based on an idea or opportunity which allows the mapped knowledge, skills and behaviours to be evidenced. All projects must allow for the inclusion of 9 identified dishes for development.

The following are examples of project ideas taken directly from the Assessment Plan:

➢ Creating a seasonal menu or product range.
➢ Creating grab and go concept products.
➢ Creating a new menu or product line (e.g. vegan offer).

PAL has provided a further range of ideas as follows:

➢ Creating a take away/delivery menu.
➢ Creating a limited contact menu offering.
➢ Creating an allergen free daytime menu offering.
➢ Creating a 100% sustainable/carbon neutral food offer.
➢ Creating a 100% plant based menu offering.
➢ Creating a new themed afternoon tea offer including service style.
➢ Creating a small plates menu.
➢ Creating a mobile dining offer that can be served from a food truck/off site location.
➢ Creating a picnic/grazing box concept for outdoor dining.
➢ Creating a virtual meal kit offering to bring your brand to households.
➢ Creating an immune boosting menu offering.
➢ Creating a mental health awareness menu offering – all linked to mindfulness and wellness.
➢ Creating a zero waste menu offering.

The apprentice will need to consider the availability of resources required to complete the project. They must also ensure they are fully aware of the KSBs the project intends to assess.

The apprentice must map their project to show how it evidences the relevant KSBs for this assessment method. The mapping document must be in the appendix. When the project is submitted, the employer and the apprentice must verify the submitted work is that of the apprentice.

Once submitted, the independent assessor has a minimum of 2 weeks to review the project, prior to the presentation and practical assessment. At this stage they will identify the 4 dishes to be prepared during the practical demonstration. The apprentice will receive 2 weeks' notice of the dishes, and their presentation and practical demonstration assessment date (the date is typically agreed at the planning meeting).

Table 5 – Project Guidance

As a minimum all projects must include:	What this entails	PAL Guidance for Apprentices
An introduction	➢ The introduction is the initial outline and overview that sets the scene, tone and process of the project.	➢ Ensure that your independent assessor fully understands what you are going to do. Why are you doing it – what's the purpose, why is it needed, where did the idea come from, where was the inspiration from?
The scope of the project (including key performance indicators)	➢ The scope sets out the different elements that will be covered such as specific goals/deliverables, key performance indicators, tasks, deadlines, costs. The scope should clearly outline what the project is aiming to achieve and who will be involved.	➢ When you do a scope treat it like a recipe – all the bits are integral to the final dish. Explain what you are looking to achieve and what "good" looks like. What are you going to cover, what are you not going to cover (and why), what will your milestones be and how will you know and celebrate them?
A project plan	➢ The project plan needs to bring the introduction and scope together and provide detail/evidence of your planning.	➢ A project plan is your time plan and without it, it will be very difficult to keep on track meaning that vital areas that need attention may be missed or not covered as well as you would have. Your project plan sets the tone, keeps you on track and lets others see that you are on track. It's a sense check of where you are, what you've completed, what's left to do and identifies any speed humps along the way.
Research and findings	➢ All research needs to be documented. Consider customer profiling, brand standards, business objectives, growth strategy sector trends, budgeting/finance, procurement policies and procedures, traceability, provenance, diet, taste, nutrition, quality monitoring, feedback from stakeholders, where and how information was gathered, analysed and evaluated.	➢ Remember that the research starts with your first thought about your project from the brief you have been assigned. Remember who you speak to about your ideas and plans and get those documented along the way with references and supporting evidence. Who you speak to and communicate with is vital to capture and all of their feedback both positive and constructive will shape your final product and presentation so note everything done – the good, the excellent and the not so excellent. ➢ Good to remember that the things that did not quite go to plan /did not work are all part of your research and should be highlighted as positive learning, especially where feedback was sought and given. This will strengthen your final outcomes and give you a firm base to explain why you ended up doing things in the way that you did.

As a minimum all projects must include:	What this entails	PAL Guidance for Apprentices
Project outcomes, (including the nine identified dishes)	➢ Explain how your project will be implemented. Consider communication, management of resources, brand standards, risk management, contingency planning, supporting your team, time management, decision making, use of technology and quality control. You must provide the 9 identified dishes.	➢ Your project outcomes will include your dishes and all that surrounds them. Bring them to life and add character, passion and drive to all that you are presenting.
Recommendations and conclusions	➢ Outline your final recommendations and conclusions from your project. Justify the culinary offer and implementation of your project plan.	➢ Your recommendations and conclusions are as vital as all of the work that has been submitted. A chance to do a final reflection and conclude the project and its final learnings. ➢ As a menu offering will need to adapt as it progresses consider how dishes could change with seasonality, how they could made lighter for warmer months, how they could be adapted further to suit new dietary needs?

The 9 dishes and points to consider

The dishes will vary depending on the project brief and project plan but this is a chance for the apprentice to demonstrate skills, techniques, experience and knowledge.

The individual dishes need to show a level of skill and creativity to meet the requirements for this method of assessment **(see Table 6)** and can be a mix of flair and simplistic excellence; consider creative flavour matchings, an enhanced level of preparation methods, excellence in presentation and attention to detail.

PAL has provided some examples of dishes and considerations for a range of settings. Please note – these are for guidance only.

- ➢ A three day menu for a school with a main protein, vegetable and starch would need to contain nutritional information and be based to incorporate fresh and healthy ingredients and be well balanced over the three day period.
- ➢ A bento box style lunch for a bank's board meeting would need to consider brand, ease of eating, noise of eating, smell (including the smell after eating), ease of delivery, and ease of clearing away.
- ➢ Grilled fillet steak, potato gratin, tomato, glazed carrots, jus could become Grilled fillet and slow braised cheek of Oxfordshire beef, truffled dauphinoise, confit tomato, and honey glazed carrots, bone marrow jus.
- ➢ A virtual meal kit would need to bring the brand of the company to the guest's kitchen and dining room. How could you package this to enhance the first visual appearance? How could you make the dishes easy to bring to a full meal option while still maintaining your brand standards? Can all of the packaging to recycled?

- A sustainable/zero waste offering needs to detail the source of everything including packaging, delivery miles, and recycling again after use, such as how long does would it take to break down or how many uses for recycling.
- An allergen free dish offering still needs to hit all the right notes for taste, texture, presentation and should not be a basic dish with simple ingredients where no additional skills and thought has been shown.
- Simple ingredients can be used but they could be worked into something more than this. "Keeping things simple" is a great saying but means that you should not over complicate things – it does not mean you should use plain and simple ingredients without bringing these ingredients to life.

The expected delivery and presentation of these dishes should be visually pleasing on the eye - remember that simple, if executed perfectly, can be elegant and stunning. Consider balance in the dishes and the overall menu composition.

What is the format of project presentation with questioning?

The apprentice will prepare and deliver a presentation of project outcomes followed by questioning by the independent assessor.

The presentation will be based on the apprentice's project and will cover all the project outcomes and KSBs assigned to this method of assessment (including the nine dishes identified for development).

> The presentation of project outcomes should include:
>
> - Outcomes of the research.
> - How the project brief has been met.
> - 9 dishes recommended for development.

The presentation materials will be completed and submitted to PAL with the project, a maximum of 8 weeks following the planning meeting.

The apprentice will present to the independent assessor, either face-to-face or via online video conferencing a minimum of 2 weeks after the submission of the project. PAL's preferred method is face-to-face on the same day and prior to the practical demonstration assessment. If using an online platform, PAL must ensure appropriate measures are in place to prevent misrepresentation.

The venue should be a quiet room, free from distraction and external influence. The venue will also have suitable space and equipment and a clock to ensure the apprentice can monitor time. Wi-Fi will also be required if any aspect of the presentation is interactive. The kitchen may be used for the presentation and questioning as long as it meets the requirements outlined above.

The presentation will typically take 15 minutes followed by 30 minutes of questioning (45 minutes total). The independent assessor has the discretion to increase the time of the presentation by up to 10% to allow the apprentice to complete their last point.

The apprentice can use the project and any presentation aides such as PowerPoint, video clips, mood boards, sample menus, product descriptions, photographs, flip chart, work products, notes, equipment (e.g. plating/packaging/presentation materials) during the presentation.

The apprentice will be asked **a minimum of 8 questions** by the independent assessor following the presentation. The questions will be used to clarify what has been presented by the apprentice, and can be drawn from the PAL

question bank and/or created by the independent assessor based on the presentation.

What is the format of the practical demonstration with questioning?

The apprentice will be observed by the independent assessor carrying the practical demonstration in which they will demonstrate the knowledge, skills and behaviours for this method of assessment.

They will be required to produce **4 complete dishes as chosen by the independent assessor from the 9 identified dishes developed in the project.** The apprentice will have two weeks' notice of the 4 dishes they are required to produce following submission of their project to PAL.

The practical demonstration has a duration time of **3 hours**. The assessment time cannot be split other than to allow for comfort breaks. The independent assessor can increase the time by up to 10% to allow the apprentice to complete the last task of this component.

The apprentice will receive both written and verbal instructions on the tasks they must complete, including the timescales.

The following activities **MUST** be observed during the practical demonstration:

1. Apply a range of food preparation, knife and cooking skills and techniques to produce quality dishes in line with business requirements.
2. Prepare, cook, store or present food to agreed relevant legislative food safety practices and guidelines, ensuring a clean and hygienic kitchen environment is maintained at all times in readiness for serving the public or centralised distribution.

A practical assessment without these tasks would seriously hamper the opportunity for the apprentice to demonstrate occupational competence in the KSBs assigned to this assessment method.

The apprentice will be asked **a minimum of 8 questions** during and after the practical demonstration; questions must be completed within the total assessment time of 3 hours. The questions will be used to clarify what has been demonstrated by the apprentice, and can be drawn from the PAL question bank and/or created by the independent assessor based on the observation.

The independent assessor can only assess one apprentice at a time.

Practical demonstration hints and tips for the apprentice

➢ Arrive early and give yourself enough time to have a final run through of everything that you are going to do. Check your work area and supplies and that all the equipment is working fully. Any time spent during the assessment looking for things you have forgotten is wasted time that could be spent on perfecting your dishes or presentation.
➢ Have your time plan and dish specifications readily available so that you can take a sense check as to where you are in the process.
➢ Use a timer or multiple timers to keep you on track when multiple dishes are being prepared, cooked and presented.
➢ Plan to present your dishes at the end of the 3 hour assessment, but still within that time window. Make sure that they dishes are presented in a logical order so that there is a flow to them.
➢ Be ready for questions and remember these are not there to throw you off or catch you out. The independent assessor may want to check why you are doing something. Remember that you have researched all of this and you know what you are doing so while remaining calm and composed – answer the

questions as you go and as they are asked. If the question come in a critical moment – ask if you can have five minutes, explain why and then go back to the question when things have calmed down.

➤ Have your tasting spoons ready and use them on a regular basis.
➤ Remember that the clean-up and clear down is also really important.
➤ Remember the brand and brand image. How does what you are preparing and presenting fit with the company brand?
➤ Think of how you can enhance the dish presentation experience with small additions – flavoured salt, still or sparkling water, temperature of the room, lighting.
➤ Carry out a mock practical demonstration with your training provider and/or employer; ask for feedback and for questions.

How will the project, presentation and practical demonstration with questioning be graded?

In order to pass the project, presentation and practical demonstration with questioning, the apprentice will demonstrate competence in the pass criteria as listed in **Table 6.**

To achieve a pass, the apprentice must achieve ALL of the pass descriptors for this method of assessment through their demonstration and responses to the questions asked.

To achieve a distinction, the apprentice must achieve ALL of the pass descriptors for this method of assessment through their demonstration and responses to the questions asked AND ALL of the distinction criteria.

Table 6 – Project, Presentation and Practical Demonstration with Questioning Pass and Distinction Criteria

Pass Criteria	Distinction Criteria
➤ Upholds the organisation's brand standards in all activities and menu item production. ➤ Explains why it is important to research and evaluate customer profiles and sector trends when developing a product range. Gives examples of research and promotion activities when launching a culinary offer (to include the policies and procedures of procurement, traceability, provenance and quality monitoring). ➤ Explains and evidences how to work within a financial framework and the impact of this on their role and the organisation. ➤ Explains how to plan for, identify and minimise risks to the service and organisation when creating the culinary offer. ➤ Addresses feedback and provides examples of problem solving to continually improve the culinary offer. ➤ Creates standardised menu items and dishes that	➤ Justifies how they have developed their culinary offer and how this is evaluated against business objectives and growth strategy. ➤ Evaluates feedback received and justifies the plans implemented. ➤ Creates products which fully support the quality and brand standards of the organisation while incorporating the feedback and requirements of the project brief.

Pass Criteria	Distinction Criteria
reflect the importance of diet, taste and nutrition in line with business specifications. ➤ Manages self and operates in a fair, empathetic manner with others during the safe preparation, cooking, presentation and storage of food to ensure consistency of product, customer-centric culture and service quality is maintained. ➤ Uses technology appropriately to support the preparation and production of menu items and reports any malfunctions to ensure a safe, clean and hygienic kitchen environment is maintained.	

Part 6

Fails/resits and retakes

PAL's Resit and Retake policy and pricing policy are available on request. The request can be made by contacting the account management team via email on info@professionalassessment.co.uk.

The apprentice, employer and provider will be advised of the outcomes, and our policy works on the specific standard assessment plan's requirements regarding resits and retakes.

Plagiarism

Plagiarism is a specific form of cheating which applies to assignments or other types of written or recorded work completed by apprentices, where the work is meant to have been produced independently and be of their design. Plagiarism is the substantial, unacknowledged incorporation into an apprentice's work of materials derived from published or unpublished work by another person.

PAL takes all incidents of plagiarism seriously, especially those incidents which are a determined and deliberate attempt by the apprentice to gain marks for an assignment/project/report without having done a substantial portion of the work themselves. Copying of work can include work from external published sources, as well as that of other apprentices and work colleagues.

PAL's plagiarism and cheating policy can be accessed on the PAL website or by request to info@professionalassessment.co.uk

Appeals, complaints, maladministration and malpractice polices - centre/candidate

Where apprentices are unhappy with the results of their end-point assessment, the customer (either the employer or provider) can enquire about the results. An enquiry means that PAL will invoke its Appeals and Disputes policy and procedure. Please refer to our latest emails.

To make an appeal, please contact: epaappeals@rofessionalassessment.co.uk

To declare a conflict of interest, please contact: declaration@professionalassessment.co.uk

To report a case of malpractice or maladministration please use one of the following addresses:

➢ If it relates to the PAL, please contact: epamalpractice@professionalassessment.co.uk

➢ If it relates to the apprentice, please contact: apprenticemalpractice@professionalassessment.co.uk

➢ If it relates to the employer or provider, please contact: eitpmalpractice@professionalassessment.co.uk

Note - access to these emails received under these addresses is restricted to personnel involved in compliance checks.

In the event of an appeal against the grade awarded PAL will carry out a further review of the evidence to confirm or modify the grade in line with their standard procedures.

Maladministration generally refers to a system or administrative mistake or failure, which has the potential or does not affect the assessment process and as such is reportable.

Malpractice is a grave offence and where proven will result in immediate sanctions, disciplinary action and possible dismissal and notification to the regulator, notifying them of the malpractice and action taken. Malpractice is the term applied to any intentional and planned act to alter an assessment or quality assurance decision by changing/removing/not recording accurately or augmenting information.

PAL's Maladministration and Malpractice policy can be accessed on the PAL website or by request to info@professionalassessment.co.uk

Reasonable adjustments/considerations/adaptations

Where reasonable adjustments have been requested, the assessor at the assessment planning meeting will finalise any such arrangements. Discussions regarding a special consideration request should be made at registration and discussed with the EPA team.

It is the responsibility of the provider or employer, acting on behalf of the apprentice, to make such requests.

Special considerations in respect of the assessment process will be applied, where it does not provide any fair or unfair advantage to the individual apprentice and subsequent assessment outcome and in line with PAL's policy.

PAL's Special Considerations and Reasonable Adjustment policy is in place to ensure fair access to assessment and can be accessed on the PAL website or by request to info@professionalassessment.co.uk

Certification

PAL will request the apprenticeship certificate for successful end-point assessments using the Apprenticeship service portal. PAL does not certificate the apprenticeship standard, its role is to request the certificate.

PAL will provide information and reports to the relevant regulator and funding body, in line with their conditions, and as and when requested. Notification to these bodies includes successful achievements and completion but a fail. Incomplete assessments are recorded.

Certification requests are made by PAL and the current process is the certificate is sent to the named employer. Employers must advise PAL of any specific location or person the certificate should be sent to, if this information differs from the apprentice's workplace location and employer contact details provider on PAL's booking system.

Cancelling or rescinding results - PAL reserves the right to cancel results if malpractice is identified.

Validity, Authenticity, Relevancy, Currency and Sufficiency

The evidence presented must be meet VARCS requirements.
- ➢ **Valid** - is the evidence appropriate to demonstrate the particular knowledge, skills and/or behaviours that it is intended to cover?
- ➢ **Authentic** - is the evidence proven to be the apprentice's own work; have any work products or witness testimonies been appropriately authenticated?
- ➢ **Relevant** - Is the evidence relevant to the particular knowledge, skills and/or behaviours that it is intended to cover and has a clear judgement?
- ➢ **Current** - does the evidence relate to the on programme element of the apprenticeship and does it demonstrate current competency?
- ➢ **Sufficient** - does the evidence match the level of the apprenticeship standard and is the relevant standard covered in full.

PAL will require all apprentices to sign statements of authenticity etc

Glossary of Terms

EPA – end-point assessment.

IA - independent assessor.

Employer – A representative from the employer, this is usually a direct line manager, head chef or appropriate nominate representative who has supported the apprentice during their apprenticeship.

Gateway meeting – A meeting involving the apprentice, employer and on programme trainer where the readiness for end-point assessment is determined.

Planning meeting – A meeting involving the apprentice, employer and end-point assessor where the end-point assessments are clarified and planned.

PAL – Professional Assessment Limited.

IQA - Internal quality assurance/assurer, the department and/or personnel who are responsible for the quality of end-point assessment internally to Professional Assessment.

EQA – External quality assurance/assurer, the independent external body who are responsible to regulate the quality of end-point assessment plans, standards and administration of assessment.

Standardisation/moderation – Activity completed by end-point assessors to support validity and fairness in end-point assessment decisions.

Special considerations – Any permanent or temporary disability, specific learning needs or medical condition which may require support during end-point assessment.

Reasonable adjustments – Adjustments made to the assessment process in relation to special considerations, which do not provide an unfair advantage to the apprentice, but are designed to reduce any disadvantages within assessment.

Assessment plan – The document produced by the employer group, approved by the EQA which documents the requirements of the standard and assessment methods.

Appendix One – Gateway Review Record for Senior Culinary Chef ST0864/AP01

Guidance Notes

Determining the readiness of an apprentice for the independent end-point assessment phase of their programme is a very important milestone. A formal review must be held and must include all the relevant people that have responsibility and accountability for the completion of the apprenticeship: the line manager (or a senior manager, as appropriate to the business), the training provider and the apprentice.

The Gateway Declaration Record must be completed once the line manager and training provider have discussed their views on the progress the apprentice has made. The record has been designed to ensure all essential information is captured in a standardised format. If there is additional information which the line manager and/or training provider wish to add supplementary space has been provided.

Completion of this Gateway Declaration Record confirms that the employer and training provider is satisfied the apprentice has fulfilled all requirements to apply for end-point assessment. [4]

All evidence requested must be provided. If the Gateway requirements below are not met, the Gateway request will be rejected.

All information received will be processed as per GDPR requirements and as detailed in Professional Assessment Ltd.'s (PAL) Data Protection Policy and Data Privacy Notice.

Please ensure the apprentice's name is spelled accurately as this is how it will appear on the results statement/certificate.

Apprentice Name	Click or tap here to enter text.	Apprentice Contact Number	Click or tap here to enter text.
Apprentice ULN	Click or tap here to enter text.	Apprentice Email Address	Click or tap here to enter text.
Line Manager Name	Click or tap here to enter text.	Line Manager Contact Number	Click or tap here to enter text.
Employer Organisation	Click or tap here to enter text.	Line Manager Email Address	Click or tap here to enter text.
Training Provider Name	Click or tap here to enter text.	Gateway Review Date	Click or tap to enter a date.
Start Date of Apprenticeship	Click or tap to enter a date.	End Date of Apprenticeship	Click or tap to enter a date.
Has the minimum apprenticeship duration of 12 months been met, as defined in the ESFA funding rules?		Yes ☐ No ☐	

Section 1: Confirmation of Evidence

All requirements listed below must be uploaded to EPAPro at point of submitting the apprentice to gateway. Apprentices will not be permitted to proceed to their end-point assessment until all evidence is uploaded and approved by PAL.

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[4] Please refer to the latest ESFA funding rules guidance.

Requirement	Achieved by the apprentice	Evidence provided (e.g., PLR, certificate, statement of results)
Maths Level 2	Yes ☐ No ☐	Click or tap here to enter text.
English Level 2	Yes ☐ No ☐	Click or tap here to enter text.
***Portfolio of Evidence Completed**	Yes ☐ No ☐	Click or tap here to enter text.
****Overview of the Business by the Line Manager/Employer**	Yes ☐ No ☐	Click or tap here to enter text.

*Please note – the portfolio of evidence must be submitted with a fully completed mapping document and an employer signed statement to confirm that the portfolio evidence is valid and attributable to the apprentice.

**The overview of the business provided by the line manager/employer should contain the nature of the business, the scope and type of the business, the typical clientele, and the target market of the business.

Gateway Review Outcome

If the apprentice is ready for end-point assessment, the following declaration must be signed by all parties and the Gateway Declaration Record submitted to PAL via EPAPro.

Should the apprentice not be ready for end-point assessment a period of additional training and preparation must take place.

Section 2: Declaration

The end-point assessment period should only start once the employer is satisfied that the apprentice is consistently working at or above the level set out in the occupational standard, that is to say they are deemed to have achieved occupational competence. In making this decision, the employer may take advice from the apprentice's training provider, but the decision must ultimately be made solely by the employer.

Employer and Training Provider Declaration

I confirm the evidence has been reviewed and a Gateway meeting has taken place with the apprentice, employer, and training provider to confirm the apprentice's competence and readiness for end point assessment.

I confirm that the apprentice has developed, demonstrated, and achieved the required level of occupational knowledge, skills, and behaviours to satisfy the Gateway requirements in their workplace.

I confirm that the apprentice is eligible for end-point assessment by undertaking the required training in line with the specific Apprenticeship Standard's requirements, including on and off the job training and experience to meet the full breadth and depth of the Apprenticeship Standard.

Employer		Training Provider	
Name	Click or tap here to enter text.	**Name**	Click or tap here to enter text.
***Signature**	Click or tap here to enter text.	***Signature**	Click or tap here to enter text.
Date	Click or tap to enter a date.	**Date**	Click or tap to enter a date.

*Supporting evidence to be submitted for electronic signatures, e.g., email confirmation, voice recording.

Apprentice Declaration

I confirm my readiness for the end-point assessment has been discussed with my employer and training provider.

I confirm I am aware of the requirements of the end-point assessment.

I give PAL, as the end-point assessment organisation, my consent to claim the apprenticeship certificate on my behalf on successful completion of the end-point assessment.

Name	Click or tap here to enter text.
Signature	Click or tap here to enter text.
Date	Click or tap to enter a date.

Any reasonable adjustments required? Please detail below and include any supporting evidence State N/A if not applicable
Click or tap here to enter text.

Please note any other pertinent information, as a result of the Gateway review, which has not been recorded elsewhere, but has a bearing on end-point assessment readiness or end-point assessment scheduling
Click or tap here to enter text.

Appendix Two – Mapping of knowledge, skills, and behaviours by assessment method

KSB	Assessed by	
	Project, presentation, practical demonstration	Professional discussion
Knowledge		
K1 The principles of food preparation and cooking, knife selection and handling, taste, diet and nutrition, and how to bring these together in a challenging and time bound environment	✓	
K2 The business or brand specifications and understand how to use them to create standardised menu items and dishes	✓	
K3 How technology supports the preparation and production of menu items and dishes	✓	
K4 How to recognise malfunctions or hazards and work to agreed practices and guidelines to ensure a safe, clean and hygienic kitchen environment	✓	
K5 How personal approach and performance impacts on the successful production of menu items and dishes	✓	
K6 How to research up to date knowledge of product range, brand development, promotions and current trends	✓	
K7 The food safety practices and procedures to ensure the safe preparation, cooking and storage of food in readiness for serving the public or centralised distribution	✓	
K8 What to look for in ingredients and how to handle and store them to maintain quality, in line with food safety legislation	✓	
K9 How to support and influence the team positively to deliver a high quality product		✓
K10 How all staff and teams are dependent on each other and understand the importance of teamwork both back and front of house in achieving business objectives		✓
K11 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		✓
K12 How to communicate knowledge and experience to the team and support own and individuals' development		✓
K13 How to operate efficiently to deliver profit margins, reduce wastage and support the overall financial performance of the business		✓
K14 Understand legislative responsibilities and the importance of protecting peoples' health, safety and security		✓
K15 How to identify, plan for and minimise risks to the service and operation	✓	
K16 The customer profile of the business, who its main competitors are and the business growth strategy	✓	
K17 Understand the supply chain including procurement, traceability, provenance and quality monitoring for your culinary offer	✓	
K18 The processes policies and procedures of your organisation and a range of establishments relating to the culinary offer		✓
K19 The review process to be able to continuously improve the current culinary offer	✓	

KSB	Assessed by	
	Project, presentation, practical demonstration	Professional discussion
Skills		
S1 Apply a range of food preparation, knife and cooking skills and techniques to produce quality dishes in line with business requirements	✓	
S2 Produce profitable menu items and dishes according to business specifications	✓	
S3 Use technology appropriately and efficiently to support the production of food and ensure maintenance issues and malfunctions are dealt with promptly	✓	
S4 Support team to deal with unexpected malfunctions or hazards that disrupt work activities		✓
S5 Ensure positive business or brand image is upheld in work activities and the delivery of products at all times	✓	
S6 Maintain consistency in product and service quality to meet customer requirements	✓	
S7 Prepare, cook, store or present food to agreed relevant legislative food safety practices and guidelines, ensuring a clean and hygienic kitchen environment is maintained at all times in readiness for serving the public or centralised distribution	✓	
S8 Take responsibility for the safe storage, preparation, cooking and presentation of ingredients to deliver a quality product that is safe for instant consumption or centralized distribution	✓	
S9 Manage self and other to ensure the food produced is of high quality, delivered on time and to specification	✓	
S10 Adopt problem solving judgements to identify and deal with problems within the team and across the organization to drive a positive outcome		✓
S11 Use effective methods of communication and operate in a fair and empathic manner that achieves the desired result and demonstrates a customer centric culture	✓	
S12 Identify skills development needs and actively encourage and support individuals and self to enhance their skills and knowledge		✓
S13 Monitor costs, using forecasting to set realistic targets with the team; effectively control resource allocation; minimise wastage and use sustainable working practices	✓	
S14 Comply with relevant legal requirements and maintain the safety and security of people at all times		✓
S15 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		✓
S16 Apply business and brand values that actively market the business, support competitiveness and help meet business objectives		✓
S17 Execute organisation process, policies and procedures for the supply chain including procurement, traceability, provenance and quality monitoring	✓	
S18 Research and respond timely to sector trends when maintaining and reviewing the culinary offer	✓	
Behaviours		
B1 Remain calm under pressure	✓	
B2 Welcome feedback , be pro-active and solution focused	✓	

KSB	Assessed by	
	Project, presentation, practical demonstration	Professional discussion
B3 Be committed to the culture vision and values of the business		✔
B4 Lead by example		✔
B5 Commit to and reflect on own continuous professional development and learning		✔
B6 Celebrate personal and organisations achievement		✔