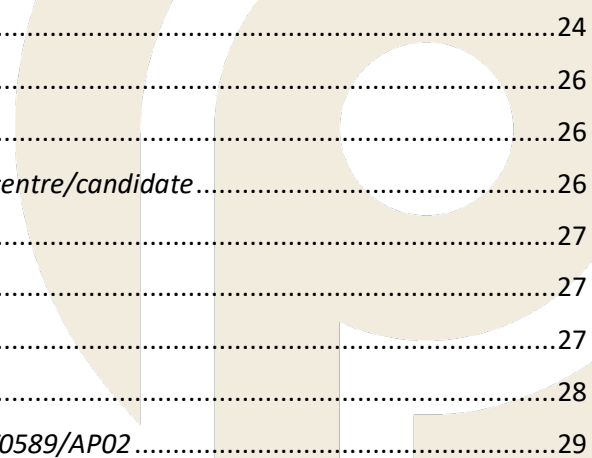


Production Chef ST0589/AP02 Level 2 End-Point Assessment Specification & Guidance



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Summary of Revisions to End-Point Assessment Guidance and Specification

Summary of Revisions	Assessment Plan Revised Version Number	Date of Revision
Removal of the requirement for apprentices to attempt the upskill to L2 English and Maths Functional Skills prior to Gateway.	n/a	From 01/08/2022
Gateway Declaration Record amended to new style – Appendix 1	n/a	From 01/08/2022
Transfer of External Quality Assurance Provider (EQAP) from People 1 st to Ofqual	n/a	From 31/12/2022
PAL referencing added to the Knowledge Test criteria table to aid interpretation of the Cirrus score report	n/a	20/02/2023

Overview

The end-point assessment in this specification relates to the Production Chef ST0589 AP02 Apprenticeship. This apprenticeship is at level 2 and is for apprentices working as part of team to provide standardised dishes and menus within a variety of kitchen environments, often in high volumes. Production chefs often work in time-bound and challenging kitchen environments reporting to the senior production chef or line manager. Examples of kitchen environments include schools, hospitals, care homes, pub kitchens and the Armed Forces.

A production chef should be able to apply highly methodical organisational skills, energy, accuracy, and attention to detail; they should be mindful of the importance of sustainability and protecting the environment. Responsibilities should typically include the following activities:

- Maintaining excellent standards of personal, food and kitchen hygiene.
- Ensuring compliance to procedures, menu specifications and recipes.
- Producing food meeting portion controls and budgetary constraints.
- Adapting and producing dishes to meet special dietary, religious and allergenic requirements.
- Following, completing, and maintaining production schedules, legislative and quality standard documentation.
- Using specialist kitchen equipment.
- Communicating internally and externally with customers and colleagues.
- Committing to personal development activities.

The typical duration for this apprenticeship is 12 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 Pass/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 1 mathematics and English qualifications.
- End-point assessment (EPA) - all components, within the assessment window.

The certificate for the apprenticeship is awarded by the Institute, 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 standards and accompanying assessment plan can be accessed via the [Institute for Apprentices and Technical Education \(IfATE\)](#)

Standard Title	Production Chef
Level	2
Standard and Version Number	ST0589 AP02
LARS Number	364
Named EQA organisation	Ofqual
Duration of Apprenticeship	Typically, 12 months but the actual length of the apprenticeship will be decided by the employer
Duration of End-Point Assessment	3 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 1 Maths and Level 1 English There are no mandatory professional qualifications within this apprenticeship
End-Point Assessment Methods	Knowledge Test Practical Observation Professional Discussion

Introduction

This handbook contains the relevant information and guidance required of apprentices to achieve the EPA for the Production Chef apprenticeship and should be used in conjunction with the Production Chef ST0589/AP02 Padlet¹ – Assessment Information for Training Providers, Employers.

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 EPA 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 training providers in developing the assessment tools for this end-point

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

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 training 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 the end-point assessment must be made by the independent assessment organisation.

PAL has been working closely with occupational experts, employers, and training 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 for Apprenticeships and Technical Education (IfATE) 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, progression could be into a senior production chef position.

Who is Professional Assessment (PAL)?

Professional Assessment Ltd provides services for training organisations 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 full-time, 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 training 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 training provider must hold a 'Gateway' meeting to agree that the apprentice has gained the required level of knowledge, skills, and behaviours, along with English and maths at a level 1, with test attempts at level 2 as set by the apprenticeship standard.

To confirm this meeting has taken place, the employer, training provider and apprentice are required to complete a Gateway Declaration Record, an example of which is included in the Appendix of this handbook², alternatively, training providers and employers can use their documentation, with the caveat, that the document must record the information as stipulated on the Professional Assessment Gateway Declaration Record.

Professional Assessment Ltd also needs evidence of functional skills attainment (or equivalent qualifications). Please check with the EPA team via info@professionalassessment.co.uk to check which qualifications are accepted as suitable alternatives to functional. Evidence must be in the form of a certificate.

Professional Assessment will not take an EPA booking until the required evidence is submitted. For auditing purposes, the Gateway Declaration Form should either be signed or dated by all parties, or email/DVR confirmation provided that all parties have agreed on readiness.

Ideally, we also ask for the Professional Assessment apprenticeship certificate consent form, apprentice ID form and authentication of evidence form to be completed at the Gateway meeting 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 will be 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 1-12) 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.
- Training 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.
- Training 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 training 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 - this can be used in reviews with the line manager and training provider as well as contributing to the professional discussion as part of the end-point assessment.

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

² The gateway form 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

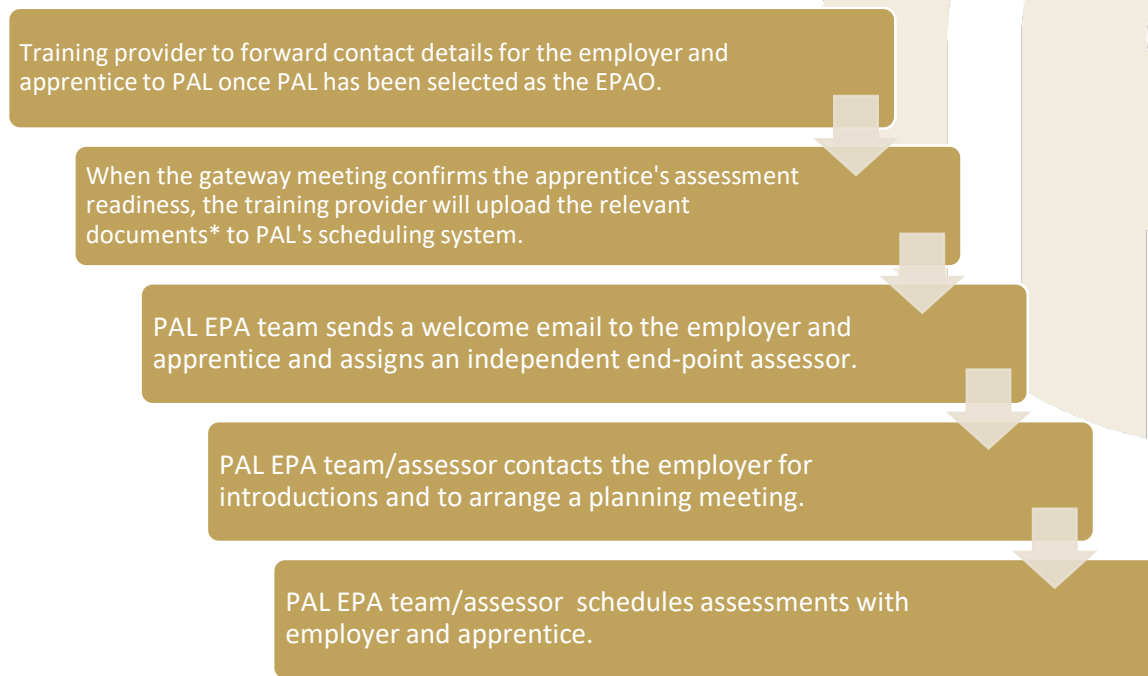
Language of assessment

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 Standard Support policy and Special Considerations and Reasonable Adjustments policy.

How is end-point assessment delivered?



*Relevant documents:

- A completed Gateway record confirming readiness and/or subsequent updates.
- Certified evidence of functional skills achievement or acceptable equivalents.
- Any relevant supporting documents or certificates that support the readiness case.

The focus of the end-point assessment is on the apprentice being able to demonstrate competence in the role and meet the requirements of the standard, illustrating this through the work that they have done. It takes place once the apprentice has met the Gateway criteria, and consists of the following assessment methods:

1. Assessment of knowledge through a test using scenarios, questions, and responses.
2. Assessment of competency through a practical workplace observation.
3. Assessment of knowledge and competence through a professional discussion.

The assessment plan mandates that the three assessments can be completed in any order and can be taken on the same day.

For the Production Chef standard, all apprentices will be assessed on the six core areas of:

- Kitchen Operations.
- Nutrition.
- Legal and Governance.
- People.
- Business and Commercial.
- Personal Development and Performance.

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 training provider where appropriate, will work with the apprentice to agree how the apprentice goes about completing the components of the end-point assessment and

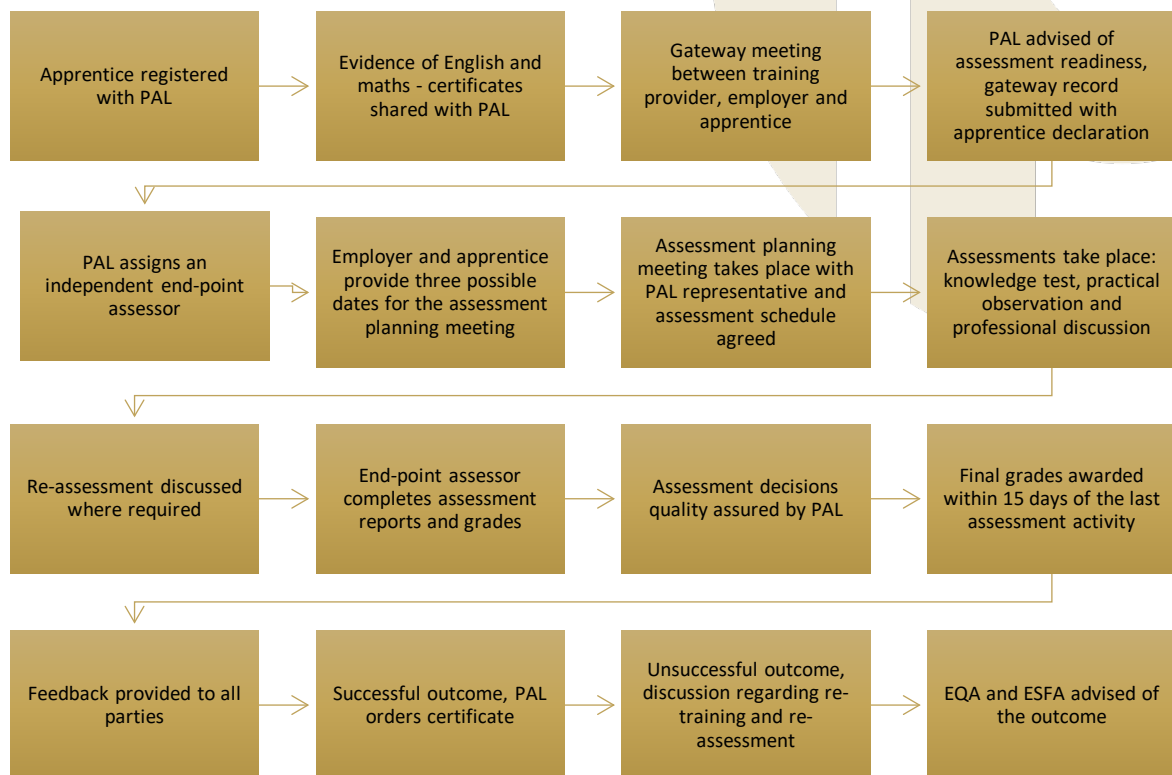
will provide guidance along the way as required. The training provider will ensure that the content meets the assessment plan requirements but does not have a role in the formal end-point assessment or grade decision.

The methods of assessment will build up a cumulative picture of how well the apprentice has met the requirements of the standard. The apprenticeship includes fail, pass and distinction grades with the overall grade based on the apprentice's combined performance in each assessment method. In order to achieve a distinction overall, the apprentice needs to gain a distinction in the knowledge test and professional discussion, as well as a pass in the observation. The table below summarises how the overall grade is determined.

Assessment method	Grade achieved	Overall grade awarded
Any activity	Fail	Fail
Knowledge test	Pass	Pass
Observation	Pass	
Professional discussion	Pass	
Knowledge test	Distinction	Pass
Observation	Pass	
Professional discussion	Pass	
Knowledge test	Pass	Pass
Observation	Pass	
Professional discussion	Distinction	
Knowledge test	Distinction	Distinction
Observation	Pass	
Professional discussion	Distinction	

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 flow chart sets out the sequences of the Gateway meeting and end-point assessment.



Who can carry out end-point assessment?

End-point assessors for this standard are required to:

- Have excellent knowledge and understanding of the apprenticeship standard.
- Hold a recognised current workplace assessment qualification.
- Have current, relevant occupational expertise, and knowledge, at the relevant level of the occupational area(s) they are assessing, which has been gained through 'hands on' experience in the industry.
- Practice standardised assessment principles set out by the assessment organisation.
- Have sufficient resources to carry out the role of independent end assessor i.e., time and budget.
- Undertake relevant and effective CPD activity to meet PAL's requirements.

All assessors that meet the above criteria are trained and approved by PAL to ensure that they are capable 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 full range of skills, knowledge and behaviours have been met; this includes the knowledge test, practical observation, and professional discussion.

Internal quality assurance requirements

Professional Assessment Ltd requires all quality assurance staff to hold a recognised internal quality assurance qualification. IQA staffs 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, and are assessed consistently, reliably and fairly by all EPAs. 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 assessors when carrying out assessments.
- Ensure assessors for this standard meet with the assessment plan competency requirements.
- Train and develop all assessors to ensure reliable and consistent assessment of Production Chef 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.
- 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 Production Chef apprenticeship will be undertaken by Ofqual.

Standardisation and moderation

All 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 or our independent observation team may accompany assessors carrying out EPA to ensure that the EPA is being administered safely, securely and in line with Professional Assessment guidance.

For further information on quality assurance, standardisation and moderation please see PAL's policies.

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 the minimum ESFA requirements for 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, employers and/or training 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.

End-point assessment planning and scheduling

Employers and/or training providers³ 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 training 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 training provider has confirmed a gateway date, we will allocate an independent end-point assessor, and either they or a PAL representative will arrange a planning meeting on receipt and validation of the gateway evidence.

The purpose of the planning meeting is to share information with the independent end-point assessor, in order to support the assessment process and to agree a plan for the upcoming assessment activities for the apprentices. The independent end-point 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 three 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 training providers to check this requirement has been met, before submitting gateway evidence.

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

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.

Re-assessment requirements for each component

For **Component 1** – Knowledge test: if the apprentice does not meet the requirements to achieve the minimum marks to pass the knowledge test in their first assessment attempt, they can retake another (different) test.

For **Component 2** – Practical observation: if the apprentice's activities do not meet the requirements to achieve the minimum requirements in their first assessment attempt, a further full observation assessment of the apprentice will be carried out.

For **Component 3** – Professional discussion: if the apprentice's evidence does not meet the requirements to pass the professional discussion in their first assessment attempt, a further full discussion assessment of the apprentice will be carried out.

If an apprentice fails two or more components, they will be referred to the training provider for a further period of teaching and learning before end-point assessment can continue or restart.

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.

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.

Any assessment method resit/retake must be taken during the maximum EPA period; otherwise, the entire EPA must be retaken, unless in the opinion of the EPAO exceptional circumstances apply outside the control of the apprentice or their employer. Resits/retakes are not offered to apprentices wishing to move from pass to distinction.

Where any assessment method has to be resat/retaken, the apprentice may not be awarded a distinction, unless the EPAO determines there are exceptional circumstances requiring a resit/retake. Under normal circumstances, only a pass is available to apprentices who have retaken or resat part of their EPA. There is no limit to the number of resits or retakes.

Assessment Methods

This guide has been produced as a support document to help the apprentice to prepare for end-point assessment. It has been designed to be used alongside the Production Chef Assessment plan and marking criteria. As previously noted, the Production Chef Standard is made up of three assessments: a knowledge test, a practical observation, and a professional discussion.

All end-point assessments should take place within the apprentice's usual working hours and will be planned by the independent end-point assessor 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 end-point assessor straight away, they will document and record their assessment decisions within five working days of the assessments taking place. These decisions are then shared for internal quality assurance checks prior to being communicated to the apprentice, employer and training provider. The assessments are, in part, inter-dependent, so a final assessment decision cannot be made until all elements of assessment have been completed. Employers can access a detailed record of each method of assessment by accessing PAL's online system.

Knowledge Test

Key facts about the knowledge test

The knowledge test will comprise of a set of scenario-based questions which test the knowledge areas of the standard. Some questions will require the apprentice to consider a course of action or solution to a situation/problem based on a 'real-life' workplace activity in line with the identified requirements of the standard. The questions will be scenario based requiring the apprentice to demonstrate reasoning and joined up thinking, demonstrating synoptic performance against the key elements of the standard.

The standard requires that the apprentice has a breadth of knowledge relevant to the hospitality, leisure, travel and tourism sector so they are expected to know about the business environment, general terminology and the Production Chef role in general, outside of their own specific areas of operation, company processes and procedures.

The assessment will be comprised of 30 multiple-choice questions (MCQ) and the apprentice has 60 minutes in which to complete the test which includes 10 minutes reading time.

How will the knowledge test be graded?

In order to pass the multiple-choice test, the apprentice must correctly answer questions across the breadth of the standard.

The test is externally marked, and results are communicated to the independent end-point assessor. Typically, apprentices will be formally notified of fail grades only.

The assessment is available in both paper-based and online formats.

Knowledge test grade boundaries

Total Mark	Grade
26+/30 85% +	Distinction
21/25 70%-84%	Pass
20/30 and below equal to or less than 69%	Fail

Knowledge test specifics

The test will contain questions in the following areas of the apprenticeship standard. In order to pass, apprentices will demonstrate knowledge and understanding of a representative proportion of the standard.

Knowledge	PAL Reference	
Kitchen Operations	KO1	➤ Techniques for the preparation, assembly, cooking, regeneration, and presentation of food
	KO2	➤ The importance of organisational/brand specifications and consistency in food production
	KO3	➤ How to check fresh, frozen and ambient foods are fit for purpose
	KO4	➤ Procedures for the safe handling and use of tools and equipment
	KO5	➤ The importance of following correct setting up and closing down procedures
Nutrition	N1	➤ Key nutrient groups, their function and main food sources
	N2	➤ The scope and methods of adapting dishes to meet the specific dietary, religious and allergenic needs of individuals
Legal and Governance	LG1	➤ Allergens and the legal requirements regarding them
	LG2	➤ Relevant industry specific regulations, legislation, and procedures regarding food safety, HACCP, health and safety appropriate to the organisation
	LG3	➤ The importance of following legislation and the completion of legal documentation
People	P1	➤ How to communicate with colleagues, line managers and customers effectively
	P2	➤ Principles of customer service and how individuals impact customer experience
Business/Commercial	BC1	➤ The financial impact of portion and waste control
	BC2	➤ How technology can support food production organisations
	BC3	➤ The importance of sustainability and working to protect the environment
Personal Development and Performance	PD1	➤ How personal development and performance contributes to the success of the individual, team and organisation
	PD2	➤ Different learning styles

What is meant by scenario-based questions?

A scenario-based question presents a scene, problem, challenge, or situation that an apprentice may have reasonably expected to have experienced in their role and asks them select typically from four options, the most reasonable and accurate response. Some questions may require more than one response, the question will specify this, where that is the case.

As part of the on-programme delivery model, the apprentice should be afforded regular opportunities to undertake practice questions and complete at least one mock test, in exam-like conditions, before the gateway review.

PAL will provide access to mock questions.

Examination conditions

The assessment is a closed book test, and this means the apprentice is not permitted to access any external references or use any resources, materials or take in notes into the test environment. The test must be independently invigilated.

The assessment can be conducted either on or off the employer's premises but must be undertaken under the correct examination conditions to comply with Professional Assessments Ltd Invigilation policy and, where assessments are commissioned via a third party, a secondary policy of requirements.

Some of the key conditions for the assessment are:

- A controlled environment (away from day-to-day work pressures).
- The environment must have suitable lighting, ventilation, and privacy.
- The apprentice must be undisturbed.
- An exam in progress sign is displayed.
- The apprentice has access to a clock.
- A dictionary be made available (in compliance with third party policies.)
- Where group testing is completed, apprentices must have sufficient space and will face in the same direction, the examination must begin at the same time for all apprentices, apprentices who complete their assessment sooner and others must not distract others from their assessments.

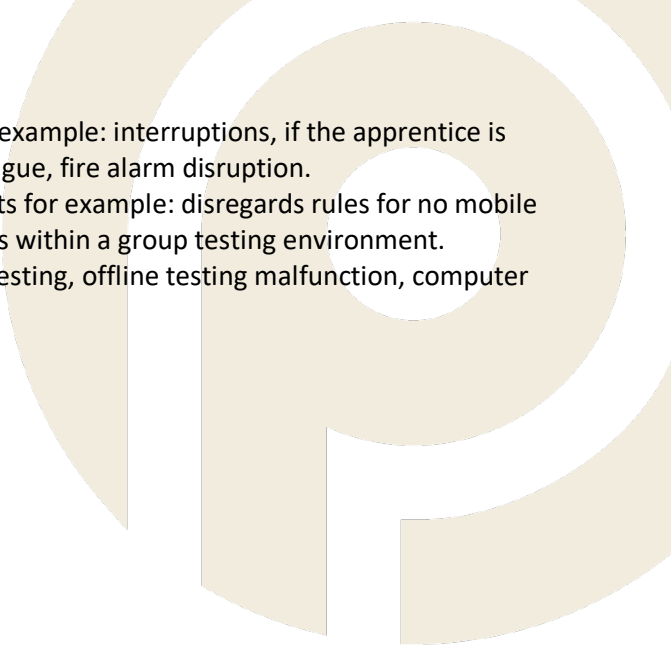
As the assessment is externally set and marked, the assessment can be invigilated by a number of persons including:

- The independent end-point assessor
- The on-programme trainer
- An employer representative (dependent on the test issuer, PAL will notify if employer invigilator is permissible).

The independent end-point assessor will ensure that an appropriate and reliable invigilator is organised to support a controlled and fair assessment. Where there is a conflict of interest, for example a relative working within the establishment, the conflict of interest policy will be implemented. The end-point assessor will document the conflict and confirm that the invigilator used does not contradict the invigilation policy.

Where special considerations or reasonable adjustments have been deployed, an audit trail of request and response to that request and justification for any amendments must be cited in the assessment decisions, showing compliance with the reasonable adjustments policy.

If there is a breach in the assessment conditions, the invigilator will stop the testing process and the assessment will be voided. Breaches of assessment protocols include:

- 
- The assessment environment becoming unfit for testing, for example: interruptions, if the apprentice is asked to complete a work task or asked questions by a colleague, fire alarm disruption.
 - If the apprentice fails to comply with the testing requirements for example: disregards rules for no mobile phones or unauthorised materials, disrupts other apprentices within a group testing environment.
 - Equipment malfunction for example: loss of internet to run testing, offline testing malfunction, computer malfunction.

Practical Observation

Key Facts about the practical observation

The practical observation is a two hour assessment (+/- 10% at the discretion of the end-point assessor) which must include observation of preparation and service times working within the apprentice's specialism in their usual workplace. This assessment provides excellent opportunity to assess the apprentice synoptically, working in line with requirements to allow the apprentice to demonstrate the skills and behaviours by carrying out the activities below:

- Check, prepare, assemble, cook, regenerate, hold and present food.
- Adhere to individual customer requirements, quality, and brand/organisational standards.
- Adhere to safe and hygienic practises.

The assessment may, where required, be split to cover organisational requirements for preparation and service aspects of a shift. These assessments will typically be completed on the same day unless there are exceptional circumstances (such as a business operating different functions across two sites).

As part of best practice, the assessor will ask questions appropriate to the observation to further clarify knowledge and understanding and to evidence behaviours. Questioning should be conducted at the end of the observation and not interfere with completion of tasks being observed; the time period for questioning must not exceed 20 minutes and must be carried out as part of the two hour assessment window.

Planning for the observation

The observation scheduling must:

- Maximise the apprentices opportunity to demonstrate competence across the standard requirements.
- Be conducted at a time which reflects typical working conditions and avoids seasonal periods of low levels of trading.
- Allow the apprentice to demonstrate all aspects of the standard being observed.
- Take a synoptic approach to observing the overall competence.
- If necessary, the apprentice should have the opportunity to move to a different area of the business to perform another part of their role in order to generate evidence for the observation.

PAL encourages apprentices to take ownership of their end-point assessment process and, if they wish, plan relevant workplace activities during the timescale of the observation, which will showcase their skills against the assessment plan standards. For example, an apprentice may wish to take part in a team briefing session to demonstrate their communication skills.

It is important that the end-point assessor is unobtrusive and does not affect business activities. If a customer comments on the presence of the observer, the assessor will advise them that an assessment process is in progress, with minimum distraction for the apprentice and the business.

With regard to the ratio of end-point assessors to apprentices, the assessment plan mandates that only one apprentice will be observed at any time.

The apprentice and employer are required to provide a two week working schedule, including business levels, for the end-point assessor to determine when to carry out the observation during the planning meeting. The assessor will plan the observation in conjunction with the apprentice and employer. Observations must be planned in advance to allow for quality assurance activity.

Observation Specifics

In order to pass the practical observation, the apprentice must satisfy the end-point assessor that they are capable across five mandatory areas of the standard. These five areas are:

- Kitchen Operations.
- Nutrition.
- Legal and Governance.
- People.
- Business and Commercial.

In order to pass, apprentices must demonstrate the following competencies from the standard. **Note** – there is no distinction grade for the observation, apprentices either pass or fail the assessment. The criteria are presented in a holistic approach to assessment.

Observation Criteria	
Kitchen Operations Nutrition Legal and Governance People Business/Commercial	<ul style="list-style-type: none">➤ Can produce food maintaining organisational standards and procedures➤ Uses kitchen tools and equipment correctly to produce consistently high quality dishes according to specifications➤ Work area is clean and organised➤ Produces dishes to suit individuals' specific dietary, religious and allergenic needs as required➤ All regulations, legislation and procedural requirements are complied with and all required documentation is completed➤ Demonstrates a professional approach upholding the vision, values and objectives of the organisation➤ Communicates with colleagues, managers and customers to promote a positive image of self and the organisation➤ Leads by example, working respectfully to support team members and ensures customer expectations are met➤ Uses resources and technology in line with organisations' financial constraints, style, specifications, and ethos

The assessor will document their assessment findings which are securely stored for quality assurance.

The assessor may wish to take supporting photographic evidence, to aid in communicating and evidencing their assessment decision. There are no specific requirements for photographic evidence of the observation, this is determined at the discretion of the assessor.

Where photographs are used, appropriate evidence could include:

- Communication records such as briefing/meeting sheets or rotas.
- Completed due diligence records.

The evidence will be named via conventions: Apprentice first name - surname - evidence type, e.g., staff rota. The assessor will upload evidence to the apprentice's folder within 48 hours of the assessment for secure storage.

What could cause an observation to be abandoned or halted?

Abandoning or halting a practical observation would be subject to the judgement of the end-point assessor, for example, whereby the apprentice or others may be endangered by a breach of legislative requirements such as health and safety, food safety practices or licensing compliance. The assessment under this circumstance will result in a fail. In all circumstances the employer (line manager), apprentice and internal quality assurer should be advised of a halted, abandoned, or deferred assessment by the assessor and the rationale for the decision recorded. It will be the responsibility of PAL's quality manager to advise the training provider, EQA body and, where applicable, the ESFA of the situation and any re-bookings.

Where special considerations or reasonable adjustments have been deployed, an audit trail of request and response to that request and justification for any amendments must be cited in the assessment decisions, showing compliance with the reasonable adjustments policy.

Professional Discussion

Key facts about the professional discussion

The professional discussion assessment is a 40 minute discussion (+/- 10% at the discretion of the end-point assessor) between the apprentice and the end-point assessor. The employer is not required to be present.

The professional discussion will include areas of the standard which have not yet been evidenced in the knowledge test or practical observation plus key additional areas as identified in the table below.

The professional discussion is an opportunity for the apprentice to showcase evidence of the additional learning or professional development they have undertaken during the apprenticeship.

Professional discussion specifics

In order to pass the professional discussion apprentices will demonstrate ALL of the following, unless naturally occurring evidence in the observation or business project has already demonstrated competence in which case it should not be reassessed.

Professional Discussion Criteria	
In order to pass, an apprentice will be able to:	<ul style="list-style-type: none">➤ Describes procedures for the safe handling and use of tools and equipment and specific standards/operating procedures for organisation➤ Describes how dishes are adapted to suit individuals' specific dietary, religious and allergenic needs as required➤ Describes how to complete documentation to meet current legislative guidelines➤ Describes how and why to support team members in own area and across the organisation➤ Describes the appropriate use of technology and details how technology supports food production organisations➤ Describes the role of the individual in upholding the organisation's vision, values, objectives and reputation➤ States how personal development and performance contributes to the success of the individual, team and organisation➤ Indicates how to identify personal goals and development opportunities and the support and resources available to achieve these➤ Can describe own learning style, personal development needs and opportunities and the action taken to meet those needs➤ Describes the use of feedback positively to improve performance
In order to achieve a distinction, an apprentice will, in addition to achieving all pass criteria:	<ul style="list-style-type: none">➤ Relates organisational procedures to examples of own work➤ Justifies why adaptations have made to dishes based on sound understanding of the specific individual requirements➤ Explains the importance of completing required procedures and documentation and can give examples of its application➤ Can compare the technology available in the organisation to emerging industry-related technologies➤ Can evaluate own performance Illustrates how development plans have been formulated, implemented and reviewed to meet individual and organisational objectives

The discussion will be planned in advance to allow the apprentice to prepare fully. It is possible that the apprentice can complete the professional discussion on the same date as other assessments; there is no specified order of assessment for this standard.

The apprentice will receive a written agenda a minimum of 5 working days prior to the assessment and may bring additional materials to assist them to demonstrate their competence. The discussion must be appropriately structured to draw out the best of the apprentice's energy, enthusiasm, competence and excellence.

In circumstances where all assessments are completed on the same day, the assessor will review the agenda, prior to the discussion, to prevent over-assessment of what has been evidenced, and to ensure full coverage of the standard. If there are amendments or additions to the agenda, the apprentice will be allowed a maximum of 30 minutes to review these changes and prepare before the discussion is commenced.

The assessor conducting the professional discussion will normally be the same person who conducted the practical observation and business project assessment, except in extenuating circumstances.

Preparing for the discussion

It is recommended that apprentices produce a personal development log of their CPD plans, training and personal development activities and outcomes, identifying how their learning has been applied to their role. Apprentices will need to give examples of real work-based evidence to support their personal development log/discussion.

Evidence could include:

- Regular reviews of performance between the apprentice and line manager.
- Personal development plan.
- Details of any formal or informal learning undertaken.
- Evidence of self-reflection and outcomes of the application of learning from the activities above.

What can the apprentice bring to the professional discussion?

The apprentice can bring evidence such as a personal development plan, learning journal, training records or performance reviews, or any other evidence they believe demonstrates their learning and progression throughout the apprenticeship programme. They can also bring supporting evidence for any of the agenda points, such as work products and documents they have produced during the course of their apprenticeship.

How can the professional discussion be undertaken?

The method in which the professional discussion is undertaken should be the method that best suits the apprentice.

The professional discussion can be completed via face to face or remote assessment. Where 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 end-point assessor for internal quality assurance.

Where the interview is completed face to face, the independent end-point assessor should complete a written summary of the professional discussion and submit this with the digital recording for quality assurance purposes.⁴

Any video or audio recordings will be saved securely within the apprentice's online folder for QA access and be named using the correct conventions: Apprentice name – Professional Discussion Recording.

⁴ Note in exceptional cases, PAL may allow an apprentice to be exempt from a digitally professional discussion, a written record would still be required. Any exemption would need to be agreed at the assessment planning meeting and be subject to PAL's special considerations and reasonable adjustment policy

The written marking report will be documented within the apprentice's secure online folder and be named using the correct conventions: Apprentice name - Professional Discussion Record.

The professional discussion will be conducted in a 'controlled environment' i.e., a quiet room, away from the normal place of work.

The professional discussion date and timings will be planned in advance to allow for quality assurance activity in line with sampling requirements and will cover the key elements of the standard identified in Annex A.

The discussion will comprise of a minimum of 10 questions across the standard. The discussion must be structured by the end-point assessor to draw out the best of the apprentice's energy, enthusiasm, competence and excellence. The amount of questions asked will vary according to the breadth and depth of the answers given (and how many follow on questions are required).

Where special considerations or reasonable adjustments have been deployed, an audit trail of request and response to that request and justification for any amendments must be cited in the assessment decisions, showing compliance with the reasonable adjustments policy.

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 training 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 Production Chef Padlet, the PAL website or by request to info@professionalassessment.co.uk

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

Where apprentices are unhappy with the results of their end-point assessment, the customer (either the employer or training 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@professionalassessment.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 EPAO, 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 training 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 special considerations and/or reasonable adjustments have been requested, the end-point 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 training provider or employer, acting on behalf of the apprentice, to make such requests.

PAL's Special Considerations and Reasonable Adjustment policy is in place to ensure fair access to assessment and can be accessed on the Production Chef Padlet, 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 ESFA portal service and PAL will issue the apprentice with a Record of Achievement.

PAL will notify the relevant External Quality Assurance and the ESFA of end-point assessment activities, from the time an apprentice is registered to the time they undertake assessment; notification to these bodies includes successful achievements and completions. Incomplete assessments are recorded.

Certification requests are made by the EPAO and the current process is the certificate is sent to the named employer. Employers must advise the EPAO 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 provided on the EPAO's booking system.

Cancelling or rescinding results - PAL reserves the right to cancel results if malpractice is identified and/or payment has not been received.

Validity, Authenticity, Relevancy, Currency, and Sufficiency

The evidence presented must meet VARCS requirements.

- **Valid** - is the evidence appropriate to demonstrate the particular standard that it is intended to cover?
- **Authentic** - is the evidence proven to be the apprentice's own work, have any reflective accounts/statements being authenticated by a supervisor/manager?
- **Relevant** - Is the evidence relevant to the particular standard that it is intended to cover and has a clear judgement?
- **Current** - does the evidence relate to the on programme element of the apprenticeship?
- **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 endpoint 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 which documents the requirements of the standard and assessment methods.

Appendix One – Gateway Declaration Record for Production Chef ST0589/AP02

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.⁵

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 <input type="checkbox"/> No <input type="checkbox"/>

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.

⁵ 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 1	Yes <input type="checkbox"/> No <input type="checkbox"/>	Click or tap here to enter text.
English Level 1	Yes <input type="checkbox"/> No <input type="checkbox"/>	Click or tap here to enter text.

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.