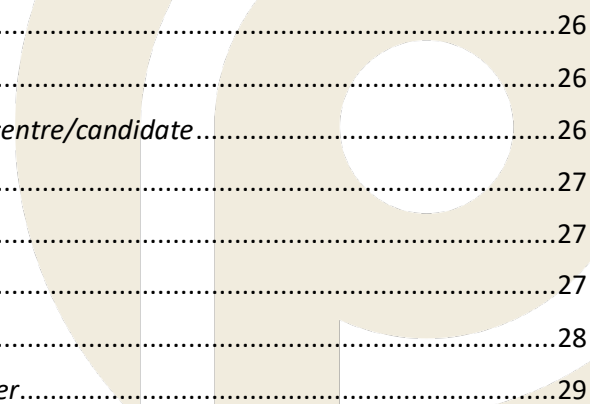


# Hospitality Manager ST0229/AP01 Level 4 End-Point Assessment Specification & Guidance



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## Summary of Revisions to End-Point Assessment Guidance and Specification

Summary of Revisions	Revised Version Number	Date of Revision
Gateway Declaration Record amended – Appendix 1	n/a	From 01/08/2022
Transfer of External Quality Assurance Provider (EQAP) from People 1 <sup>st</sup> to Ofqual	n/a	From 31/12/2022
PAL referencing added to knowledge test specifics table Applying for a project extension guidance removed	n/a	From 18/12/2023

## Overview

The end-point assessment in this specification relates to the Hospitality Manager ST0229 AP01 Apprenticeship. This apprenticeship is at level 4 and is for apprentices managing staff and activities within the hospitality business from all sectors – the private, public or third sector – and all sizes of organisation. Examples of businesses include bars, cafes, conference centres, restaurants, and hotels.

The role of a hospitality manager is to manage hospitality services, generally in one specific area. They should have a high level of responsibility and provide support to the senior management team or business owner. Working in different types and sizes of organisation, specific responsibilities and job titles will vary but the knowledge, skills and behaviours needed will be the same. Key responsibilities may include the delivery of excellent customer service, team motivation, co-ordination of teamwork and services across departments, achieving profitability in line with budget, protecting the security and safety of customers, ensuring efficiency and consistency of products and services, and ensuring that business objectives are fulfilled.

The typical duration for this apprenticeship is 18 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 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, 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	Hospitality Manager
Level	4
Standard Number	ST0229
LARS Number	223
Named EQA organisation	Ofqual
Duration of Apprenticeship	Typically, 18 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	2 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  There are no mandatory professional qualifications within this apprenticeship
End-Point Assessment Methods	Knowledge Test Business Project Professional Discussion

## Introduction

This handbook contains the relevant information and guidance required of apprentices to achieve the EPA for the Hospitality Manager apprenticeship and should be used in conjunction with the Hospitality Manager ST0229/AP01 Padlet<sup>1</sup> – Assessment Information for Training Providers, Employers.

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*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 assessment. We are grateful to all who have generously shared their time and expertise to help us in the development process.

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<sup>1</sup> 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 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 management 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 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 handbook<sup>2</sup>, 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 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](mailto: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](mailto:epasupportservices@professionalassessment.co.uk).

**The recommended approach during the on-programme assessment (month 1-18) 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.

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<sup>2</sup> 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?

Training provider to forward contact details for the employer and apprentice to PAL once PAL has been selected as the EPAO.

When the gateway meeting confirms the apprentice's assessment readiness, the training provider will upload the relevant documents\* to PAL's scheduling system.

PAL EPA team sends a welcome email to the employer and apprentice and assigns an independent end-point assessor.

PAL EPA team/assessor contacts the employer for introductions and to arrange a planning meeting.

PAL EPA team/assessor schedules assessments with employer and apprentice.

### \*Relevant documents:

- A completed Gateway record confirming readiness and/or subsequent updates.
- Certified evidence of English and Maths achievements.
- 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 a work based project.
3. Assessment of knowledge and competence through a professional discussion.

**The assessment plan mandates that the professional discussion is the last assessment to take place. The other two assessment methods can be completed in any order.**

For the hospitality manager standard, all apprentices will be assessed on the four core areas of:

- Business.
- People.
- Customers.
- Leadership.

In addition, each apprentice must be assessed on ONE specialist area from the following (this will have been determined at the start of their apprenticeship):

- Food and beverage service management.
- Housekeeping management.
- Front office management.
- Revenue management.
- Conference and events management.

- Hospitality outlet management.
- Kitchen management.
- Multi-functional management. (NB – multi-functional managers will be required to demonstrate competence against at least 50% of the skills, knowledge, and behaviours in each of two functions from those above, as well as those detailed for the multi-functional role)

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.

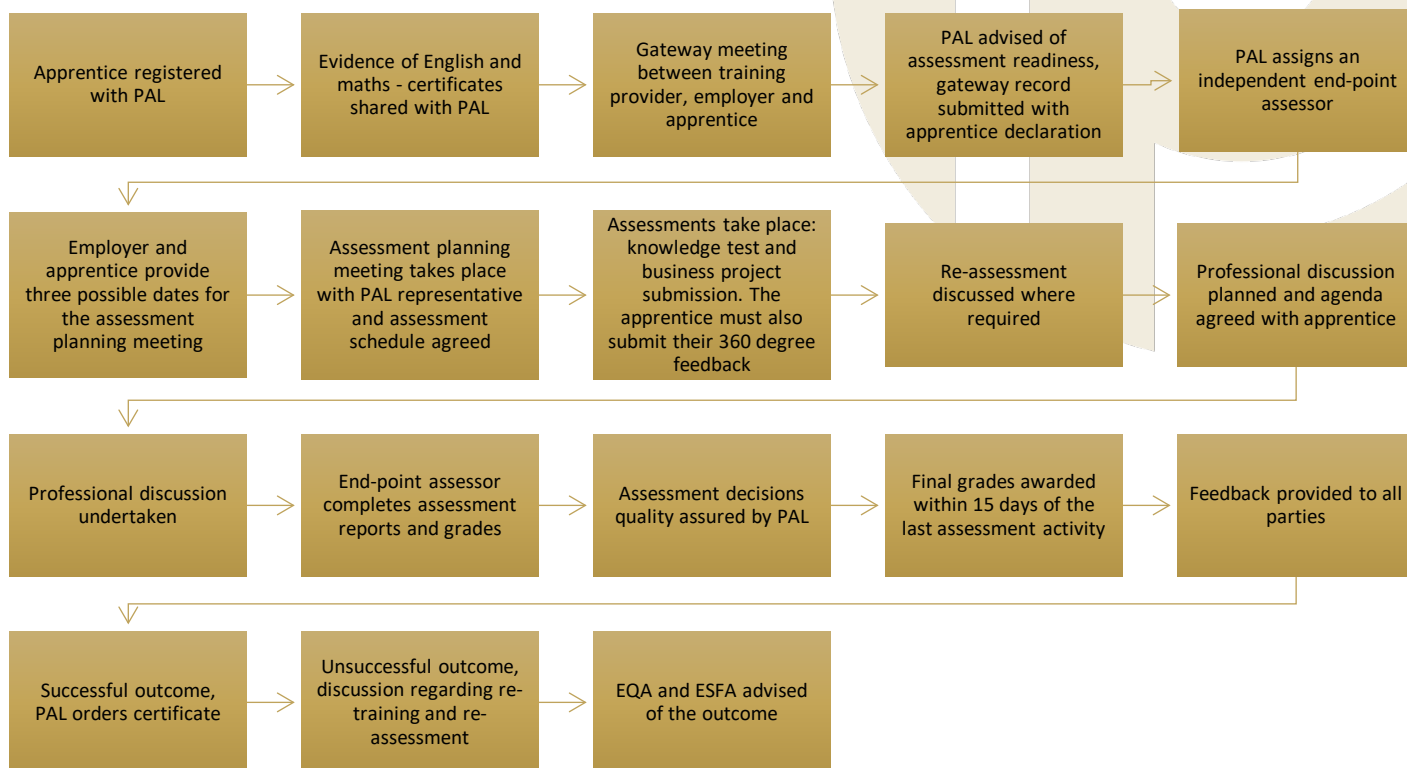
The methods of assessment will build up a cumulative picture of how well the apprentice has met the requirements of the standard. The assessment activities are not weighted in percentage terms, however, in order to achieve a distinction overall, the apprentice must perform to distinction level in the business project and in either the on-demand test and/or the professional discussion.

Assessment Method	Pass score	Distinction score
<b>Section A</b>		
Business project and presentation	1	3
<b>Section B</b>		
Knowledge test	1	2
Professional discussion	1	2

Total Score	Grade
6+	Distinction
3-5	Pass

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 PALs 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, business project 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](mailto: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 hospitality manager 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 hospitality manager 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 requirements for off-the-job training as set by the ESFA, 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 providers<sup>3</sup> 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, 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 two 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.

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<sup>3</sup> 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** – Business project: if the apprentice's project does not meet the requirements to pass the minimum requirements in their first assessment attempt, they may submit additional evidence and commentary for the skills areas that initially failed.

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.

### **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 hospitality manager assessment plan and marking criteria. As previously noted, the hospitality manager standard is made up of three assessments: a knowledge test, a business project, 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 hospitality manager 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 hospitality manager role in general, outside of their own specific areas of operation, company processes and procedures.

The assessment will be comprised of 35 multiple-choice questions (MCQ) with four responses per question – each question is worth one mark. 25 of the questions will be about the core topics (business; people; customers; leadership) and 10 questions will be on the apprentice's specialism.

The apprentice has 90 minutes to complete the test.

### How will the knowledge test be graded?

In order to pass the multiple-choice test, the apprentice must correctly answer questions across two areas of the standard:

- Core = approximately 70%
- Specialism = approximately 30%

**Apprentices must pass both sections to pass overall;** the overall grade for the test is based on the total mark achieved across both sections, as long as both have been passed.

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
30/35 85% +	Distinction
25/35 70%-84%	Pass
24/35 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 core and their specialist function**:

Area	PAL Ref	Knowledge
<b>Core</b>	B1	➤ The importance of business value and objectives
	B2	➤ The need for performance targets and how these are commonly developed
	B3	➤ How trends are incorporated into forecasting
	B2	➤ How a financial strategy is prepared, including the risks, constraints and implications for policies
	B3	➤ The financial data required to support decision making and forecasting in a hospitality business
	B2	➤ The concepts of regularity and propriety, and the need for financial accountability
	B4	➤ The diverse target markets of hospitality businesses
	B1	➤ The purpose of market research
	B1	➤ The importance of having a clear strategy for the business
	B5	➤ The principles and purpose of a contingency plan
	P1	➤ The content and importance of a risk management policy
	P1	➤ The principles of effective risk management
	P2	➤ The content and importance of a people strategy
	P2	➤ The principles of recruitment, induction and performance management, including supporting documentation and procedures such as job and person specifications
	P3	➤ The principles of effective listening, feedback and evaluation of team performance
	P3	➤ Principles of effective communication
	C2	➤ Factors upon which customers measure performance and satisfaction
	C2	➤ Principles of measuring customer satisfaction and planning for improvements
	B6	➤ Legal and regulatory framework covering the hospitality industry
	B6	➤ Legal and ethical principles governing marketing in the sector
C5	➤ The difference between perception, reputation and performance	
L1	➤ Leadership styles, their selection and application in a number of contexts	
L3	➤ Principles of motivation	
L2	➤ Principles of effective change management	
L3	➤ Principles of empowerment of team members	
<b>Conference and Events Management</b>	CE1	➤ Planning and implementing a variety of conferences and events Maximising available resources across conference and events
	CE3	➤ Managing and developing relationships with conferencing and event stakeholders
	CE1	➤ Managing the delivery and legislative requirements of offsite sales
	CE2	➤ Forecasting, tracking and analysing conference and event data
<b>Food and Beverage Service Management</b>	FB2	➤ Principles of matching food and beverages
	FB2	➤ Maximising profit through sales of food and beverages
	FB1, FB4	➤ Effective management of resources, and operations
	FB4	➤ Effective management of food and beverage service equipment and stock
	FB3	➤ Appropriate application of food and beverage service style
<b>Front Office Management</b>	FO1	➤ Managing an effective reception and reservation system
	FO1	➤ Managing sales of rooms to maximise revenue

Area	PAL Ref	Knowledge
	FO1 FO2 FO2	<ul style="list-style-type: none"> <li>➤ Ensuring effective room allocation is operated</li> <li>➤ Analysing reception and reservation performance</li> <li>➤ Using data to take action that will improve the effectiveness or efficiency of the reception and reservation service</li> </ul>
<b>Housekeeping management</b>	HK1 HK1 HK2 HK3 HK3	<ul style="list-style-type: none"> <li>➤ Improving physical environment, monitoring standards of cleanliness and presentation</li> <li>➤ Scheduling, prioritising, identifying trends and monitoring productivity</li> <li>➤ Effective management of resources and data</li> <li>➤ Managing disruptions to minimise impact on the business</li> <li>➤ Determining the need for maintenance and repair work</li> </ul>
<b>Hospitality Outlet Management</b>	OU1 OU2 OU2 OU2 OU3	<ul style="list-style-type: none"> <li>➤ Managing hospitality outlets and the sale of on and off site products</li> <li>➤ Maintaining the standard and quality of a hospitality outlet</li> <li>➤ Ensuring brand specifications are adhered</li> <li>➤ Legislation and regulations relating to hospitality outlet operations is followed</li> <li>➤ Identify, prioritise and schedule repair and maintenance of the outlet</li> </ul>
<b>Kitchen Management</b>	KIT1, KIT2 KIT1 KIT1 KIT3 KIT1	<ul style="list-style-type: none"> <li>➤ Managing the operation of an efficient kitchen environment</li> <li>➤ Processing and procuring food and commodities</li> <li>➤ Delivering food of a consistent quality</li> <li>➤ Managing food safety systems that meet legislative requirements</li> <li>➤ Preparing new recipes and menus in accordance with the style of the business</li> </ul>
<b>Multi-Functional Management</b>	MF1 MF1 MF1 MF2 MF2	<ul style="list-style-type: none"> <li>➤ Managing the independencies of multiple teams effectively</li> <li>➤ Planning the activities of multiple teams</li> <li>➤ Utilising resources effectively across multiple teams</li> <li>➤ Using multi-functional management to adapt service to business priorities</li> <li>➤ Maintaining brand/business standards across multi-functional teams</li> </ul>
<b>Revenue Management</b>	R1, R3 R1 R2 R4 R4	<ul style="list-style-type: none"> <li>➤ Principles of effective revenue management</li> <li>➤ Analysing and interpreting data to drive revenue improvements</li> <li>➤ Presenting and reporting on revenue analysis</li> <li>➤ Identifying and collecting data from different sources</li> <li>➤ Revenue forecasting</li> </ul>

### *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.

## Business project

### Key facts about the business project

The business project provides substantive evidence of the application of the knowledge, skills, and behaviours across the standard.

The business project is a 9000 word project which will focus on a challenge or opportunity which the apprentice has determined themselves and considers will make an improvement to business they are working within. The project must be completed during the end-point assessment window and **must relate to the apprentice's specialist function**.

The project involves gathering/reviewing information and making recommendations to management as relevant, demonstrating their wider understanding of the business and the hospitality industry.

The apprentice is required to produce a two page synopsis of their project idea and intended research, to present to the end-point assessor for approval at the planning meeting. Once the idea has been approved by the assessor, the apprentice can then commence researching and writing their project. If the apprentice's initial project idea is not approved at the planning meeting, a revised proposal should be sent to the end-point assessor and employer within one week.

**The apprentice must not complete their end-point assessment project until approval has been confirmed at the planning meeting; therefore, proposals which have already been fully implemented in the workplace cannot be used.**

A final deadline for submission of the completed project will be agreed between the apprentice, employer and end-point assessor. This deadline will be a minimum of 7 days in advance of the professional discussion being undertaken.

PAL will ensure the project is stored securely and that the contents are purely used for the purpose of assessment. The apprentice will be expected to confirm the work is of their own making.

### Business project specifics

The business project will address the following aspects of the standard:

Business Project Criteria	
<b>In order to pass, an apprentice will:</b>	<ul style="list-style-type: none"><li>➤ Explain how the business fits into the hospitality industry, both from a local and national perspective</li><li>➤ Demonstrate an awareness of and understanding for the need for deadlines</li><li>➤ How the apprentice keeps up to date with trends and the changing industry</li><li>➤ Outline the problem, challenge or opportunity identified</li><li>➤ Identify how the potential changes would lead to measurable improvements and benefits to the department and wider hospitality business</li><li>➤ Consult relevant stakeholders (e.g. customers, team members, managers) to inform the results and recommendations and explain how their feedback informed the outcomes.</li><li>➤ Provide a detailed analysis of costs associated with the proposed recommendations</li><li>➤ Identify applicable legislation and ensure the proposal complies where necessary</li><li>➤ Make clear recommendations for implementation</li><li>➤ Concise validation and justification of recommendation</li><li>➤ Set out proposed timeframes for implementation</li></ul>

## Business Project Criteria

**In order to achieve a distinction, an apprentice will, in addition to achieving all pass criteria:**

- Outline the current situation which has led to the identification of a challenge or opportunity
- Provide detailed aims and objectives for the proposal, linking to the current situation
- Identification of measurable improvements and benefits to the organisation
- Review the proposal to ensure it meets organisational and legal requirements
- A thorough analysis of costs and benefits of the recommendations in the short, medium and long term
- Critically analyse the proposal to ensure it meets organisational and legal requirements
- Include data acquired using qualitative and quantitative research
- Show a range of research has been used effectively, including obtaining information from stakeholders, such as team members, management, suppliers or customers
- Make detailed recommendations for implementation, including timings and potential costs
- Comprehensive link from the project into the medium term strategy of the organisation
- Detailed recommendations for implementation
- Detailed validation and justification of recommendations

The word count of 9000 words is defined by the assessment plan. The end-point assessor may allow a 10%+/- scope to the defined word count. For example, if the apprentice has included a video blog of the project this would be judged alongside the written project for sufficiency.

Apprentices are required to sign a business project authenticity record, to confirm the evidence presented is their own work, complying with plagiarism procedures. PAL encourages apprentices to fully signpost and cite all research completed, appendices of evidence are permitted and will not impact on overall word count.

Projects submitted which do not meet the defined project scope will result in an overall fail grade. Apprentices may use additional media to support their written project report, where utilised, the overall scope of detail should reflect the project standard.

## Professional Discussion

### Key facts about the professional discussion

The professional discussion assessment is a 90 minute discussion between the apprentice and the end-point assessor. The employer is not required to be present for the professional discussion but may attend if they wish.

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

For the hospitality manager standard, the professional discussion also requires the apprentice to reflect on feedback gained from a superior, a peer and a direct line report.

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.

The professional discussion will consist of a minimum of 30 questions, at least 5 of which will relate to Annex A of the standard, and at least 5 will relate to the apprentice's reflection on their feedback from a superior, peer and direct line report.

## Professional discussion specifics

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

Professional Discussion Criteria	
<p><b>In order to pass, an apprentice will:</b></p>	<ul style="list-style-type: none"> <li>➤ Clearly articulate examples from the workplace relevant to evidencing competence across the standard</li> <li>➤ Explain why it is essential to instil the importance of company vision, values, empowerment and following procedures to staff</li> <li>➤ Give examples of how staff are managed effectively, including motivation and development of teams and individuals</li> <li>➤ Discuss reasoned examples of how the hospitality department operates efficiently</li> <li>➤ Explain the importance of keeping up to date with current industry trends and refer to examples of how this has been achieved</li> <li>➤ Provide an overview of how the hospitality department meets the needs of the business and supports the diverse range of customers including those with a disability</li> <li>➤ Explain how and when they have been part of the effective planning and review in the team</li> <li>➤ Describe how the hospitality department meets regulatory requirements</li> <li>➤ Evidence effective day to day management of the team/department and how these lead to customer satisfaction and ensure business performance</li> <li>➤ Reflect on own performance, including behaviours, identifying where opportunities for improvement have been taken and results thereof evaluated</li> <li>➤ Demonstrate how feedback has been sought from managers and customers and how this has been effectively dealt with</li> <li>➤ Reflect and discuss the feedback received from a superior, a peer and a direct report</li> </ul>
<p><b>In order to achieve a distinction, an apprentice will, in addition to achieving all pass criteria:</b></p>	<ul style="list-style-type: none"> <li>➤ Proactively keeps up to date with industry developments, trends and business objectives</li> <li>➤ Explains how effective hospitality management, contingency planning, motivation and adherence to company/brand standard have been developed and implemented and how this has decreased waste and increased overall team/departmental performance</li> <li>➤ Describe how recommendations for the improvement of quality, cost, value or efficiency have been made in the organisation</li> <li>➤ Demonstrate how a proactive approach to planning and management has been implemented, including proactively educating and monitoring staff on customer service, brand standards health and safety and risk matters beyond the legislative minimum</li> <li>➤ Discuss examples of when improvement activities have been actively sought to develop own performance to raise standards in team performance, reaching objectives and customer service</li> <li>➤ Provides mentorship to team members with measurable improvements to the performance of individuals and the team</li> <li>➤ Proactively invite feedback from all stakeholders and use this to develop and implement measurable improvements in performance of self and team</li> <li>➤ Describe how feedback has been used to categorise strengths and weaknesses, linking them to learning and development objectives</li> <li>➤ Explain how feedback will inform future development referring, if relevant, to the final feedback received from superior, peer and direct report</li> </ul>

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, but the knowledge test and business project **must be completed and passed prior to this assessment taking place**.

The apprentice will receive their 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, for example, another assessment such as the knowledge test is completed on the same day as the professional discussion, 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.

### **360 degree feedback**

At the planning meeting, the end-point assessor will issue the apprentice with a template to be used to collect the peer, superior and direct report feedback. Prior to the professional discussion, but within the assessment window, the apprentice will gather constructive and objective feedback regarding their competence in the following areas:

- Business.
- People.
- Customers.
- Leadership.
- Specialist function criteria.
- Behaviours (for the core and specialist function).

The feedback gathered must be provided by **all three of the following**:

- A peer - defined as someone of the same level in the organisation, or in a similar organisation where a working relationship with the apprentice can be demonstrated.
- A superior - a higher manager, area manager, human resource manager, company owner or director (If the apprentice does not have a superior, a main stakeholder e.g. prime customer, supplier or business associate may be used instead.
- A direct report - defined as a member of the apprentice's team for whom they have line management responsibility.

Once the apprentice has collected the feedback, a copy must be sent to the end-point assessor (electronically or by post) within a minimum of five working days prior to the professional discussion. The feedback itself is not marked but will be used by the apprentice to reflect on their developed knowledge, skills and behaviours across core and specialist function specific criteria in the professional discussion.

The apprentice will be required to describe how feedback has been used to categorise strengths and weaknesses, linking them to learning and development objectives and explain how feedback will inform future development referring, if relevant, to the final feedback received from superior, peer and direct report.

## ***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.<sup>4</sup>

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.

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 typically be divided into three stages:

- Coverage of the core sections of the standard.
- Coverage of the specialism areas of the standard.
- Reflection on the feedback from the apprentice's superior, peer and direct report.

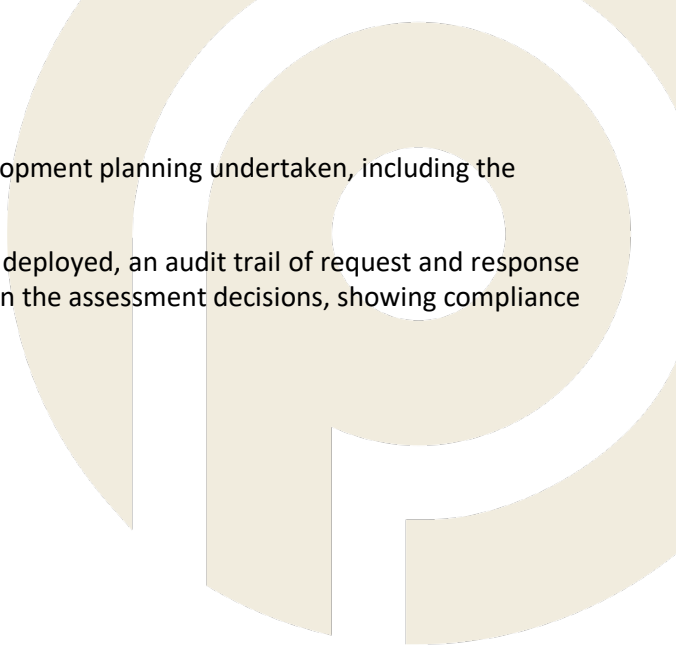
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<sup>4</sup> Note in exceptional cases, PAL may allow an apprentice to be exempt from a digitally professional discussion, a written record would still be required. Any exemption would need to be agreed at the assessment planning meeting and be subject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



The apprentice is encouraged to refer to examples of personal development planning undertaken, including the impact of this and as part of their reflection.

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](mailto: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 Hospitality Manager Padlet, the PAL website or by request to [info@professionalassessment.co.uk](mailto: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.

PAL's appeals and disputes policy can be accessed on the Hospitality Manager Padlet, the PAL website or by request to [info@professionalassessment.co.uk](mailto:info@professionalassessment.co.uk)

Where an apprentice or customer does not wish to appeal the assessment result but does want to complain about the EPA service, PAL's complaints policy should be referred to and contact made with the business development team via email on [info@professionalassessment.co.uk](mailto:info@professionalassessment.co.uk) or on free phone number 0800 1601 899. The complaints policy can be accessed on the Hospitality Manager Padlet, the PAL website or by request to [info@professionalassessment.co.uk](mailto:info@professionalassessment.co.uk)

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 is where administrative mistakes have been made, this could be, not checking the correct spelling of an apprentice's name, and the subsequent re-issuing of a certificate. Maladministration refers to genuine mistakes and generally will not incur penalties, providing it is a one-off mistake or a system error where the company did not give the correct information

Malpractice is a grave offence and where proven will result in immediate sanctions, disciplinary action and possible dismissal and notification to the relevant EQA body, 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 Hospitality Manager Padlet, the PAL website or by request to [info@professionalassessment.co.uk](mailto: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 Hospitality Manager Padlet, the PAL website or by request to [info@professionalassessment.co.uk](mailto: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 provider 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 be 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 manager/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 or end-point assessor.

**IEPA**- independent end-point assessor, the same as an EPA.

**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.

**End-point assessor** – the assessor who will conduct the assessments (EPA).

**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 Hospitality Manager

### 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.<sup>5</sup>

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.

<b>Apprentice Name</b>	Click or tap here to enter text.	<b>Apprentice Contact Number</b>	Click or tap here to enter text.
<b>Apprentice ULN</b>	Click or tap here to enter text.	<b>Apprentice Email Address</b>	Click or tap here to enter text.
<b>Line Manager Name</b>	Click or tap here to enter text.	<b>Line Manager Contact Number</b>	Click or tap here to enter text.
<b>Employer Organisation</b>	Click or tap here to enter text.	<b>Line Manager Email Address</b>	Click or tap here to enter text.
<b>Training Provider Name</b>	Click or tap here to enter text.	<b>HM Specialism<sup>6</sup></b>	Click or tap here to enter text.
<b>Start Date of Apprenticeship</b>	Click or tap to enter a date.	<b>End Date of Apprenticeship</b>	Click or tap to enter a date.
<b>Has the minimum apprenticeship duration of 12 months been met, as defined in the ESFA funding rules?</b>	Yes <input type="checkbox"/> No <input type="checkbox"/>	<b>Gateway Review Date</b>	Click or tap to enter a date.

### 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.

<sup>5</sup> Please refer to the latest ESFA funding rules guidance.

<sup>6</sup> For multifunctional please state which two specialisms the apprentice is undertaking.

Requirement	Achieved by the apprentice	Evidence provided (e.g., PLR, certificate, statement of results)
Maths Level 2	Yes <input type="checkbox"/> No <input type="checkbox"/>	Click or tap here to enter text.
English Level 2	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	
<b>Name</b>	Click or tap here to enter text.	<b>Name</b>	Click or tap here to enter text.
<b>*Signature</b>	Click or tap here to enter text.	<b>*Signature</b>	Click or tap here to enter text.
<b>Date</b>	Click or tap to enter a date.	<b>Date</b>	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.

<b>Name</b>	Click or tap here to enter text.
<b>Signature</b>	Click or tap here to enter text.
<b>Date</b>	Click or tap to enter a date.

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

<b>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</b>
Click or tap here to enter text.