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

| Summary of Revisions | Revised Version Number | Date of Revision |
|---|---|---|
| The assessment plan has been updated by IFATE from version AP03 to version AP4 due to the following adjustments: <ul><li>Page 5 and 9 - Clarification of all food groups being included in the portfolio.</li><li>Page 27 – B8 added as missing.</li></ul> The PAL specification, assessment instruments and guidance have been updated to reflect the version change. | AP04 | 16/05/2022 |
| The assessment plan has been updated by IfATE from version AP04 to AP05 due to the following adjustments: <ul><li>Page 5 - Apprentices should demonstrate the range of food groups and techniques detailed in annex 1 in their portfolio of evidence.</li><li>Page 31 – addition of Annex 1.</li></ul> The PAL specification, assessment instruments and guidance have been updated to reflect the version change. | AP05 | 24/06/2022 |
| IfATE have issued a temporary dispensation for assessment plan AP05. The dispensation will last from 19/07/2022 to 18/07/2023* but may be withdrawn if the assessment plan is revised sooner, or the dispensation is no longer necessary. The key changes are: Assessment method – Professional discussion The independent assessor will pick a minimum of 4 preparation methods, 4 cooking methods and 4 finishing techniques to discuss during the professional discussion. Please see Section 5 of this specification for further guidance. | n/a | Temporary dispensation commencement 19/07/2022 *continued until further notice |
| Transfer of External Quality Assurance Provider (EQAP) from People 1st to Ofqual. | n/a | From 31/12/2022 |
| Removal for the PAL requirement of 4 food groups to be assessed by the professional discussion. There is still a requirement for 4 preparation, 4 cooking and 4 finishing methods to be assessed. | n/a | From 20/02/24 |

# Contents

## Section 1

### Overview

The end-point assessment in this specification relates to the Chef de Partie Apprenticeship ST0227 version AP05. The apprenticeship is at Level 3 and is for apprentices who may run a specific section of a professional kitchen.

The apprentice may be working in different types of organisations and employers such as restaurants, hotels, care homes, hospitals, military establishments, and cruise ships.

The broad purpose of the occupation is to prepare, cook and finish complex dishes while overseeing a section of the kitchen, which could be the pastry, larder, butchery, fish, sauce, or vegetable section of the kitchen.

A Chef de Partie will:
- Oversee and supervise team members with receiving, storing, preparing, cooking, and finishing of a range of food items to support the kitchen in providing the culinary offer.
- Contribute and help the sous chef and head chef to review and refresh new dishes and menus.
- Be responsible for ensuring their team and themselves maintain high standards of personal, and food hygiene and oversee the receiving and correct storage of deliveries.
- Oversee and monitor the quality and safety of food, whilst maximising yield and quality ensuring that waste is minimised.
- Meet the required operational standards.
- Deliver the customer experience, leading to desired revenue and profit margins thereby increasing business performance and competitiveness within the market.
- Interact with a team (brigade) of chefs, the wider team including front of house staff, suppliers, and customers.
- Organise a small team to produce cook and finish a range of food items. If they work in a smaller establishment, they will take responsibility for producing cooking and finishing a range of complex food items required for each service for a particular section.

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 fail, pass or distinction.

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

- On-programme period of training and development, including achieving the required Level 2 Maths and English qualifications.
- End-point assessment (EPA) - all components, within the assessment window.

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

As the end-point assessment organisation, Professional Assessment Ltd (PAL) will claim for the certificate on behalf of the apprentice. 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 Apprenticeships and Technical Education.

| Standard Title | Chef de Partie |
|---|---|
| Level | 3 |
| Standard and Version (AP) Number | ST0227/AP05 |
| LARS Number | 169 |
| Named EQA Organisation | External quality assurance for the apprenticeship will be undertaken by Ofqual |
| Duration of End-Point Assessment | 4 months |
| Date the Assessment Plan is scheduled for review | This standard should be reviewed within 3 years of its approval date |
| Mandatory Qualifications within the Standard | To meet the apprenticeship standards, apprentices must achieve a minimum of Level 2 Maths and Level 2 English |
| End-Point Assessment Methods | The end-point assessment is designed to test the apprentice throughout the entire standard, the assessment methods used to achieve this are as follows:<br>➢ Observation with questions<br>➢ Professional discussion underpinned by a portfolio of evidence<br>➢ Knowledge Test |

## Introduction

This handbook contains the relevant information and guidance required of apprentices to achieve the end-point assessment for the Chef de Partie Apprenticeship ST0227 AP05 and should be used in conjunction with the Chef de Partie ST0227/AP05 Padlet[1] – End-Point Assessment Information for Apprentices, Training providers and 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 end-point assessment components to receive the apprenticeship certificate.*

*References to third-party material made in this specification are made in good faith. PAL 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.*

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

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.

The end-point assessment (EPA) is an 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 independent assessor assigned is not affiliated to the employer or any training partner involved, and notably the independent assessor has played no part in the training of the apprentice.

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

PAL has been working closely with occupational experts, employers, and 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 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, the apprentice could progress into a senior chef or sous chef role.

## Who is Professional Assessment (PAL)?

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

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

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

## What is needed prior to end-point assessment?

The employer and 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' review to agree that the apprentice has gained the required level of knowledge, skills, and behaviours, along with an English and maths qualification at a level 2 as set by the apprenticeship standard.

*For those with an education, health and care plan or a legacy statement the apprenticeship's English and maths minimum requirement is Entry Level 3 and British Sign Language qualifications are an alternative to English qualifications for those whom this is their primary language.*

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

**The apprentice must also have a completed portfolio of evidence to be submitted to PAL as part of the Gateway evidence.**

To confirm the Gateway review 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 specification, alternatively, training providers and employers can use their documentation, with the caveat, that the document must record the information as stipulated on the PAL Gateway Declaration Record.

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

The recommended approach during the on-programme assessment phase (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.
➢ The 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.
➢ The 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.
➢ The training provider can carry out mock end-point assessments with the apprentice.

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

## Language of assessment

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

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

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

# Section 2

## How is end-point assessment delivered?

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

The assessment activities will be completed by the independent assessor as follows:

- ➢ Knowledge test.
- ➢ Observation with questions.
- ➢ Professional discussion, underpinned by a portfolio of evidence.

There is no mandated assessment sequence. The result of one assessment does not need to be known before starting the next, however, typically the professional discussion will be the last assessment to take place to prevent double assessment of preparation, cooking and finishing methods already observed in the observation assessment.

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 evidence presented for end-point assessment meets the assessment plan requirements but does not have a role in the formal end-point assessment or grade decision.

Apprentices who fail one or more assessment method will be awarded an overall EPA grade of 'fail'. In order to gain an overall EPA 'pass' grade, apprentices must achieve a pass in all of the assessment methods. In order to achieve an overall EPA 'distinction' grade, apprentices must achieve distinction in at least two assessment methods. All assessment methods must be passed for the end-point assessment to be passed overall.

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

Note – the assessments can be taken in any order.

| Apprentice/Employer/Training Provider | | PAL |
|---|---|---|
| Apprentice registered with PAL prior to the Gateway review. | ➡ | ▪ ESFA advised of EPAO.<br>▪ EPAPro log-in credentials provided.<br>▪ Access to a range of assessment guidance materials available. |
| Gateway review held between the training provider, employer, and apprentice to confirm assessment readiness.<br>▪ Evidence provided that English and maths requirements have been achieved.<br>▪ Completed portfolio of evidence submitted with mapping document and employer validation. | ➡ | ▪ Declaration received that the apprentice is ready for assessment.<br>▪ Gateway evidence received.<br>▪ PAL approves or rejects the Gateway evidence. If rejected, the training provider to resubmit as required. |
| PAL contacts employer and apprentice.<br>PAL undertakes assessment planning meeting with apprentice and employer and assessment schedule agreed. | ➡ | ▪ Assessment plan completed. Dates will be agreed for all methods of assessment to meet with the Chef de Partie Assessment Plan and to allow for reasonable resit or retake activities within the required window, wherever possible. |

| Apprentice/Employer/Training Provider | | PAL |
| --- | --- | --- |
| | ⬇ | ▪ Independent assessor reviews of the portfolio of evidence and prepares agenda questions for the professional discussion. |
| Apprentice undertakes the knowledge test assessment.<br>▪ Test duration is a maximum of 75 minutes. | ➡ | ▪ Test result graded. |
| Apprentice undertakes the observation with questions.<br>▪ The apprentice will be advised of the task requirements they will be assessed on two weeks prior to the assessment date.<br>▪ The practical assessment must last for 3.5 hours to include questions (10% can be added at the independent assessor's discretion to allow the apprentice to a task or complete their last answer). | ➡ | ▪ Observation with questions completed.<br>▪ Assessment graded. |
| Apprentice undertakes the professional discussion assessment.<br>▪ Apprentice to have a copy of their portfolio of evidence to refer to during the assessment. Please note the agenda will not be shared in advance).<br>▪ Professional discussion assessment must last for 90 minutes (10% can be added at the independent assessor's discretion to allow the apprentice to complete their last answer). | ➡ | ▪ Independent assessor will have a copy of the apprentice's portfolio of evidence to refer to during the assessment.<br>▪ Professional discussion completed, responses to questions assessed.<br>▪ Assessment graded. |
| | ⬇ | ▪ Overall grading undertaken – independent assessor confirms to PAL grades for all assessment elements and overall grade using grade descriptors as detailed in the assessment plan.<br>▪ IQA undertaken.<br>▪ Assessment outcome provided within the assessment window timeframe. |
| Employer informed of the outcome of end-point assessment via email from epasupportservices@professionalassessment.co.uk Apprentice and training provider are copied into the communication. | ⬅ | ▪ Assessment reports will record decisions and grades. If a resit or retake is required, it is important that the relevant parties refer to the EPA summary record.<br>▪ Assessment decision data collated and used to inform standardisations processes and quality assurance.<br>▪ Assessment outcome provided to the training provider and apprenticeship service.<br>▪ Certificate requested where a pass or higher grade for all aspects of end-point assessment are achieved.<br>▪ Data provided to the regulator as necessary. |

## Who can carry out end-point assessment?

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

➢ Have recent relevant experience of the occupation/sector gained in the last 3 years or significant experience of the occupation or sector.
➢ Have the competence to assess the apprentice at this level and hold any required qualifications and experience in line with the above.
➢ Must attend a minimum of one standardisation event annually.
➢ Have sufficient resources to carry out the role of independent assessor i.e., time and budget.

All independent 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.

PAL requires all end-point assessment staff to hold a recognised assessment qualification.

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

## Internal quality assurance requirements

PAL requires all quality assurance staff to hold a recognised internal quality assurance qualification. IQA staff are subject to the requirements of an independent assessor as outlined above and must show competence in subject specialist areas to be approved in internal quality assurance. Quality assurers are monitored to undertake continuous professional development, to ensure the currency of their industry specific knowledge and practice.

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

In accordance with these policies PAL will:

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

## External quality assurance requirements

External quality assurance for the Chef de Partie Apprenticeship is undertaken by Ofqual.

## Standardisation and moderation

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

IQAs may accompany or 'remote in' with independent assessors carrying out EPA to ensure that it is being administered safely, securely and in line with PAL guidance.

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

# Section 3

## Grading

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

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

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

| Assessment Method 1 Observation with Questions | Assessment Method 2 Professional Discussion underpinned by a portfolio of evidence | Assessment Method 3 Knowledge Test | Overall Grading |
|---|---|---|---|
| Fail | Any grade | Any grade | Fail |
| Any grade | Fail | Any grade | Fail |
| Any grade | Any grade | Fail | Fail |
| Pass | Pass | Pass | Pass |
| Distinction | Pass | Pass | Pass |
| Pass | Distinction | Pass | Pass |
| Pass | Pass | Distinction | Pass |
| Pass | Distinction | Distinction | Distinction |
| Distinction | Distinction | Pass | Distinction |
| Distinction | Pass | Distinction | Distinction |
| Distinction | Distinction | Distinction | Distinction |

## Preparing apprentices for end-point assessment

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

To prepare apprentices effectively, it is recommended that employers and/or 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.

It is recommended, that the on-programme assessment includes:

- ➢ Regular performance reviews between the apprentice and a senior manager.
- ➢ Opportunities given and evidence generated to cover all assessment criteria.
- ➢ Feedback from line manager/employer.

## End-point assessment planning and scheduling

Employers and/or training providers 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, PAL will arrange a planning meeting on receipt and validation of the gateway evidence.

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

The end-point assessment will be conducted over a period of 4 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.

## Reassessment

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

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

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

## Resits and retakes

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

The timescales for a resit or a retake are agreed between the employer and PAL. A resit is typically taken within 2 months of the EPA outcome notification. The timescale for a retake is dependent on how much re-training is required and is typically taken within 4 months of the EPA outcome notification.

All assessment methods must be taken within a 6-month period, otherwise the entire EPA will need to be re-taken.

Re-sits and re-takes are not offered to apprentices wishing to move from pass to a higher grade.

## Reassessment requirements for each component

If the apprentice fails the **observation with questions**, they will be required to undertake another observation with a different set of questions.

If the apprentice fails the **professional discussion**, underpinned by a portfolio of evidence: a further, different professional discussion will be carried out. The apprentice cannot add to their portfolio during this period.

If the apprentice fails the **knowledge test**, they will be required to take another test with a different set of test questions.

## Capping

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

## Booking reassessments

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

# Section 4

## Portfolio of evidence

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

The portfolio **is not directly assessed** as part of end-point assessment, it provides a structure for the professional discussion.

The independent assessor will review the portfolio evidence and use it to identity areas for the professional discussion, and it is the **professional discussion** that will assess the apprentice's understanding and learning.

The portfolio should be produced during the on-programme period of the apprenticeship, showcasing competence by the apprentice having first learned and applied the knowledge, skills and behaviours set out in the standard.

It is of paramount importance that all the work submitted in the portfolio has been generated by the apprentice or relates directly to the named apprentice. The independent assessor will undertake authenticity checks regarding portfolio evidence as part of the professional discussion assessment.

> The apprentice must refer to their portfolio evidence during the professional discussion assessment. In order to ensure that all evidence is accessible during the assessment PAL would recommend that audio and/or video recordings are supported by a written summary/list of bullet points which the apprentice can easily refer to.

## What is the format of the underpinning portfolio?

The portfolio of evidence will typically comprise of 20 discrete pieces of evidence, a qualitative as opposed to quantitative approach is suggested.

The portfolio of evidence must evidence all the knowledge, skills and behaviours mapped to the professional discussion method of assessment (see Table 1). **At least one piece of evidence must relate to each of the criteria**; each piece of evidence can be referenced against more than one knowledge, skills, or behavioural requirement for a more holistic approach. PAL has provided a mapping and employer validation statement record which can be accessed from the Chef de Partie AP05 Padlet. Alternatively, training providers can use their own version, however **it is a mandatory requirement that a mapping document and employer validation statement is submitted with the completed portfolio.**

> **Version AP05 Important Update**
> Version AP05 of the assessment plan, issued by IfATE on 24/06/2022 has provided an Annex that determines the specific requirements for the amount of group ranges, preparation and cooking methods expected to be evidenced in the portfolio by the apprentice (see Table 1A).

## How can a Chef de Partie prepare for and complete the portfolio?

The employer and training provider will assist the apprentice in producing their portfolio to ensure that it covers all standards outlined in the assessment plan for professional discussion method of assessment.

Please refer to Table 1 for the knowledge, skills and behaviours required to be assessed by the professional discussion and evidenced in the portfolio, and Table 1a for the specific requirements for group ranges, preparation, and cooking methods.

The portfolio **must contain**:

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

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

The portfolio **cannot contain:**

➢ Any reflective accounts or any methods of self-assessment/self-evaluation by the apprentice.

It is not required that the apprentice has evidence in all the described formats but, the portfolio **may** contain the following items as evidence:

➢ Observations of performance documented by the training provider or employer.
➢ Video clips (maximum duration of 10 minutes per clip); the apprentice must be in view and identifiable.
➢ A log of complex preparation, cooking and finishing techniques or a variety of basic methods combined in a complex manner (preferably video evidence – see above for time durations).
➢ Annotated photographs.
➢ Written statements by the apprentice (not reflective, but based on actual events which have taken place, or work products).
➢ Performance reviews between the apprentice and their line manager.
➢ Professional discussions between the apprentice and their training provider that relate to work undertaken by the apprentice throughout their programme (maximum duration of 20 minutes per discussion).
➢ Witness testimony, focussing on direct observation, avoiding opinion.
➢ Workplace documentation/records with clear annotation, for example workplace policies/procedures, records.

The professional discussion points will be constructed to include all pass criteria, while allowing the opportunity for the apprentice to evidence the distinction criteria, either naturally in their responses or through the use of further questions.

The apprentice and independent assessor must be able to refer to the portfolio during the professional discussion assessment and therefore evidence should be user-friendly and quick to reference.

## What is best practice in producing the portfolio of evidence?

Ensure that the evidence within the portfolio provides coverage against all the standards as outlined in the assessment plan for the professional discussion assessment method (see Table 1). Employers, training providers and apprentices can utilise this guidance to support in documenting and referencing the evidence against all standards required.

The evidence provided within the portfolio **must** be validated by the employer to confirm the authenticity and validity.

A range of evidence, methods and consistency over time is encouraged to show competence. All evidence provided within the portfolio should comply with usual assessment practices, such as:

➢ Valid Authentic Current Sufficient Reliable (VACSR) confirmed including signatures and dates as appropriate.
➢ Have detailed annotation to describe the evidence, audio files should be referred to clearly within evidence to show where supporting recordings are located and within recordings the evidence number being discussed should be clearly confirmed. Video files should be limited to a 10 minute duration and audio files limited to a 20 minute duration.
➢ Be referenced to the specific criteria being claimed.
➢ All evidence recordings and files to be clearly named as appropriate to evidence type/number.

Observations of performance may be completed and documented to provide evidence of the apprentice's competence in action; these should be detailed and document the specific skills, knowledge and behaviours displayed by the apprentice.

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

**Table 1: Mapping of Knowledge, Skills and Behaviours for the Professional Discussion underpinned by a portfolio of evidence**

Note – this table should be used in conjunction with Table 1A for K4 to K22. Table 1A provides the requirements for the amount of group range, preparation and cooking methods that should be evidenced in the portfolio.

| KSB | |
|-----|--|
| K1 | How industry and food trends, customer preferences, seasonality, provenance, and global environmental factors influence the development of dishes and menus |
| K4 | Advanced preparation methods or a variety of basic methods combined in a complex manner for meat, poultry, game and offal dishes and menu items for example, hanging, skinning, plucking, checking for and removing shot, boning, stuffing, filling, tying, trussing, trimming, rolling, tenderising, chining, larding, barding, portioning, seasoning, marinating, ballantine, galantine, smoking (hot and cold) |
| K5 | Advanced preparation methods or a variety of basic methods combined in a complex manner for fish dishes and menu items (including white fish round and flat, oily fish, exotic fish categories) and shellfish dishes and menu items including gutting, cleaning, descaling, skinning, trimming, filleting, removing bones, shelling, cutting, marinating, coating |
| K6 | Advanced preparation methods, or a variety of basic methods combined in a complex manner, for vegetable dishes and menu items (including roots, bulbs, flower heads, fungi, seeds and pods, tubers, leaves, stems, vegetable fruit categories) dishes and menu items including washing, peeling, chopping, slicing, trimming, grating, turning, combining further ingredients |
| K7 | Advanced preparation methods, or a variety of basic methods combined in a complex manner, for vegetable protein (for example, soya, Quorn, Seitan, tofu) dishes and menu items including rehydrating, chopping, slicing, trimming, grating, combining further ingredients |
| K8 | Advanced preparation methods for sauces, or a variety of basic methods combined in a complex manner, (for example, compound butter, beurre manié, cold roux, emulsified, cream thickened, |

| KSB | |
|---|---|
| | white/brown sauce derivatives, reduced) including weighing, measuring, chopping, roux, skimming, passing, straining, blending, whisking, clarifying, reducing, chilling, addition of a liaison, puréeing |
| K9 | Advanced preparation methods for soups or a variety of basic methods combined in a complex manner (for example, consommé, bisque, chowder, velouté, cold) including weighing, measuring, chopping, roux, skimming, passing, straining, blending, whisking, clarifying, reducing, chilling, addition of a liaison, puréeing |
| K10 | Advanced preparation methods for dough and batter products (including laminated and fermented), or a variety of basic methods combined in a complex manner, including weighing, measuring, sieving, mixing, kneading, proving, knocking back, shaping, laminating, folding |
| K11 | Advanced preparation methods for paste products, or a variety of basic methods combined in a complex manner, (including short, sweet, suet, choux, puff, flaky, sable, hot water, convenience) including weighing, measuring, sifting, rubbing in, kneading, creaming, resting, aerating, conditioning/chilling, piping, laminating, rolling, folding, lining, moulding, trimming |
| K12 | Advanced preparation methods for hot, cold, and frozen desserts, or a variety of basic methods combined in a complex manner, (for example, ice-cream/sorbet-based, mousse, soufflés, egg-based set, bavarois, hot sponge-based, fruit based, paste-based) including, sieving, mixing, creaming, aeration, adding flavours/colours, puréeing, combining, use of moulds, combining |
| K13 | Advanced preparation methods for biscuits, or a variety of basic methods combined in a complex manner, (for example, tuiles, sable, Viennese, Japonaise, Dutch), advanced preparation methods for cakes and sponges (for example, sugar batter, flour batter, melted method, fatless sponge, separated egg method, whole egg foams, aerated egg white method, scones) or a variety of basic methods combined in a complex manner including weighing, measuring, creaming, beating, whisking, folding, rubbing in, greasing, glazing, portioning, piping, shaping, filling, rolling, lining, spreading, smoothing, mixing, stacking, coating, slicing |
| K14 | Advanced cooking methods for meat, poultry, game and offal dishes and menu items, or a variety of basic methods combined in a complex manner, including searing, grilling, griddling, frying (deep, shallow, sauté and stir), braising, stewing, baking, roasting, pot roasting, steaming, boiling, poaching, bain-marie, sous-vide, en papillote, spatchcock, smoking, confit, combination |
| K15 | Advanced cooking methods for fish and shellfish dishes and menu items, or a variety of basic methods combined in a complex manner including frying (deep, sauté and shallow), grilling, poaching, baking, steaming, stewing, boiling, en papillote, sous-vide, confit, smoking, ceviche, combination |
| K16 | Advanced cooking methods for vegetables dishes and menu items, or a variety of basic methods combined in a complex manner and vegetable protein dishes and menu items including blanching, boiling, roasting, baking, grilling, braising, frying (deep, shallow and stir), steaming, stewing, confit, sous-vide, smoking, pickling, ceviche, combination |
| K17 | Cooking methods for advanced sauces and soups, or a variety of basic methods combined in a complex manner, including boiling, simmering, reducing, thickening, flavouring, addition of a liaison |
| K18 | Cooking methods for advanced dough and batter products, or a variety of basic methods combined in a complex manner including baking and frying |
| K19 | Cooking methods for advanced paste products, or a variety of basic methods combined in a complex manner, including baking, combination cooking |
| K20 | Cooking method for advanced biscuits, cakes and sponges or a variety of basic methods combined in a complex manner, (for example, sugar batter, flour batter, melted method, fatless sponge, separated egg method, whole egg foams, aerated egg white method, scones) – baking |
| K21 | Cooking methods for advanced hot, cold, and frozen desserts, or a variety of basic methods combined in a complex manner, including, poaching, baking, boiling, steaming, deep frying, bain-marie, microwaving |
| K22 | Advanced finishing methods for all food groups including resting, garnishing, adding sauce, dressing, glazing, gratinating, piping, icing, filling, decorating, dusting, dredging, decorating, moulding, de-moulding, cooling, stacking, portioning, cutting, sprinkling, lattice, quadrillage, scoring and why each method is applied |

| KSB | |
|---|---|
| K23 | How traditional, classical, and modern skills and techniques, culinary science and contemporary styles affect the advanced preparation, cooking and finishing methods of the complex dishes and menu items |
| K25 | Problem-solving techniques when maintaining standards whilst working in a challenging, time bound environment |
| K29 | Their role in building teams and inter-team relationships, and how to influence behaviours of team members both back and front of house |
| K32 | How the business strategy, customer profile, culture and constraints influence the development of creative, profitable, and competitive menus |
| S1 | Review and refresh menus and dishes in line with business requirements and influencing factors |
| S9 | Work collaboratively across the team and with colleagues in other parts of the organisation, identifying and dealing with problems constructively to drive a positive outcome |
| S11 | Develop own skills and knowledge, and those of the team, through training and experiences |
| S12 | Apply techniques that help improve competitiveness, business performance, revenue, profit margins and customers' experience |
| B1 | Be solution focused to achieve the required outcome |
| B3 | Promote efficient ways of working to the team |
| B5 | Be commercially aware in approach to all aspects of work |
| B6 | Advocate the importance of working safely and legally in the best interest of all people |
| B7 | Commit to and reflect on own and team professional development and learning |
| B8 | Promote a customer centric culture |

**Table 1A: Specific Requirements for Group Range, Preparation, Cooking and Finishing Methods for the Portfolio of Evidence**

| Food Group | Group Range | Preparation Methods | Cooking and Finishng Methods |
|---|---|---|---|
| Meat, Poultry and Game Dishes | 2 meat<br>2 poultry<br>1 game | 15 | 10 |
| Fish and Shellfish Dishes | 2 fish<br>5 shellfish | 9 | 10 |
| Vegetable and Vegetable Protein Dishes | 6 vegetables<br>3 vegetable protein | 5 preparation methods<br>3 other ingredients | 10 |
| Soups and Sauces | 4 soups<br>4 sauces | 10 across preparation and cooking | |
| Dough and Batter Products | 3 | 6 | 5 |
| Hot, Cold and Frozen Desserts | 4 cold<br>2 hot | 7 | 12 |
| Biscuits, Cakes, Sponges and Scones | 3 biscuits<br>6 cakes/sponges/scones | 10 | 3 |
| Paste and Patisserie Products | 5 | 6 | 6 |

## Portfolio of evidence further guidance

PAL has provided further guidance around possible evidence sources and assessment methods that may be utilised across the portfolio – see Table 2 below. **This information is for guidance only**. PAL also advises that the portfolio is produced whilst reviewing the pass and distinction criteria in Table 5.

**Table 2: Potential Portfolio Evidence Sources**

| Standard Criteria | Potential Evidence Sources and Range Requirements for Food Groups, Preparation, Cooking and Finishing Methods |
|---|---|
| **Knowledge** ||
| K1: How industry and food trends, customer preferences, seasonality, provenance, and global environmental factors influence the development of dishes and menus | For K1 the apprentice must demonstrate knowledge and understanding of the development of dishes and menus to include the influence of:<br>• Industry trends<br>• Food trends<br>• Customer preferences<br>• Seasonality<br>• Provenance<br>• Global environmental factors.<br><br>Evidence could be in the form of:<br>• Written account<br>• Professional discussion<br>• Annotated menus.<br>• Question and answer evidence |
| K4 Advanced preparation methods or a variety of basic methods combined in a complex manner for meat, poultry, game and offal dishes and menu items for example, hanging, skinning, plucking, checking for and removing shot, boning, stuffing, filling, tying, trussing, trimming, rolling, tenderising, chining, larding, barding, portioning, seasoning, marinating, ballantine, galantine, smoking (hot and cold)<br><br>K14: Advanced cooking methods for meat, poultry, game and offal dishes and menu items, or a variety of basic methods combined in a complex manner, including searing, grilling, griddling, frying (deep, shallow, sauté and stir), braising, stewing, baking, roasting, pot roasting, steaming, boiling, poaching, bain-marie, sous-vide, en papillote, spatchcock, smoking, confit, combination | For K4 and K14 the apprentice must demonstrate knowledge of advanced preparation and cooking methods for dishes and menu items:<br>• Meat – which could include beef, lamb, pork. Portfolio evidence should contain **2 types of meat.**<br>• Poultry – which could include chicken, duck, and turkey.<br>• Portfolio evidence should contain **2 types of poultry.**<br>• Game –which could include furred such as venison and rabbit and also feathers such as pheasant and pigeon. Portfolio evidence should contain **1 type of game.**<br>• Offal – which could include tongue, heart, kidney, liver, sweetbreads. There are no minimum portfolio requirements for offal.<br><br>**Across this group the portfolio evidence should contain 15 preparation methods and 10 cooking/finishing methods.**<br><br>Examples of preparation and cooking methods can be found in the knowledge outcome.<br><br>Evidence could be in the form of:<br>• Observation<br>• Witness testimony<br>• Annotated photographs<br>• Video evidence<br>• Written accounts<br>• Question and answer evidence |

| Standard Criteria | Potential Evidence Sources and Range Requirements for Food Groups, Preparation, Cooking and Finishing Methods |
|---|---|
| K5 Advanced preparation methods or a variety of basic methods combined in a complex manner for fish dishes and menu items (including white fish round and flat, oily fish, exotic fish categories) and shellfish dishes and menu items including gutting, cleaning, descaling, skinning, trimming, filleting, removing bones, shelling, cutting, marinating, coating<br><br>K15 Advanced cooking methods for fish and shellfish dishes and menu items, or a variety of basic methods combined in a complex manner including frying (deep, sauté and shallow), grilling, poaching, baking, steaming, stewing, boiling, en papillote, sous-vide, confit, smoking, ceviche, combination | For K5 and K15 the apprentice must demonstrate knowledge of advanced preparation and cooking methods for fish dishes and menu items:<br>• Fish – which could include oily fish such as salmon or mackerel, flat fish such as sole or plaice, round fish such as cod or hake, exotic fish such as snapper, swordfish etc. Portfolio evidence should contain **2 types of fish.**<br>• Shellfish – which could include prawns, mussels, oysters, clams etc. Portfolio evidence should contain **5 types of shellfish.**<br><br>**Across this group the portfolio evidence should contain 9 preparation methods and 10 cooking/finishing methods.**<br><br>Examples of preparation and cooking methods can be found in the knowledge outcome.<br><br>Evidence could be in the form of:<br>• Observation<br>• Witness testimony<br>• Annotated photographs<br>• Video evidence<br>• Written accounts<br>• Question and answer evidence |
| K6 Advanced preparation methods, or a variety of basic methods combined in a complex manner, for vegetable dishes and menu items (including roots, bulbs, flower heads, fungi, seeds and pods, tubers, leaves, stems, vegetable fruit categories) dishes and menu items including washing, peeling, chopping, slicing, trimming, grating, turning, combining further ingredients<br><br><br><br>K16: Advanced cooking methods for vegetables dishes and menu items, or a variety of basic methods combined in a complex manner and vegetable protein dishes and menu items including blanching, boiling, roasting, baking, grilling, braising, frying (deep, shallow and stir), steaming, stewing, confit, sous-vide, smoking, pickling, ceviche, combination | For K6 and K16 the apprentice must demonstrate knowledge of advanced preparation and cooking methods for a range of vegetables, vegetable dishes and menu items, which could include:<br>• Roots<br>• Bulbs<br>• Fungi<br>• Seeds and pods<br>• Vegetable fruits<br>• Stems<br>• Flower heads<br>• Tubers<br>• Leaves<br><br>Portfolio evidence should contain **6 types of vegetables.**<br><br>For K7 and K16 the apprentice must demonstrate knowledge of advanced preparation and cooking methods for a range of vegetable protein dishes and menu items which could include:<br>• Soya<br>• Quorn<br>• Seitan,<br>• Tofu (firm and/or set)<br><br>Portfolio evidence should contain **3 types of vegetable protein.**<br><br>**Across this group the portfolio evidence should contain 5 preparation methods, 3 other ingredients and 10 cooking/finishing methods.** |

| Standard Criteria | Potential Evidence Sources and Range Requirements for Food Groups, Preparation, Cooking and Finishing Methods |
|---|---|
| K7: Advanced preparation methods, or a variety of basic methods combined in a complex manner, for vegetable protein (for example, soya, Quorn, Seitan, tofu) dishes and menu items including rehydrating, chopping, slicing, trimming, grating, combining further ingredients<br><br>K16: Advanced cooking methods for vegetables dishes and menu items, or a variety of basic methods combined in a complex manner and vegetable protein dishes and menu items including blanching, boiling, roasting, baking, grilling, braising, frying (deep, shallow and stir), steaming, stewing, confit, sous-vide, smoking, pickling, ceviche, combination | Examples of preparation and cooking methods can be found in the knowledge outcome.<br><br>Evidence could be in the form of:<br>• Observation<br>• Witness testimony<br>• Annotated photographs<br>• Video evidence<br>• Written accounts<br>• Question and answer evidence |
| K8: Advanced preparation methods for sauces, or a variety of basic methods combined in a complex manner, (for example, compound butter, beurre manié, cold roux, emulsified, cream thickened, white/brown sauce derivatives, reduced) including weighing, measuring, chopping, roux, skimming, passing, straining, blending, whisking, clarifying, reducing, chilling, addition of a liaison, puréeing<br><br>K17: Cooking methods for advanced sauces and soups, or a variety of basic methods combined in a complex manner, including boiling, simmering, reducing, thickening, flavouring, addition of a liaison | For K8 and K17 the apprentice must demonstrate knowledge of advanced preparation and cooking methods for a range of sauces which could include:<br>• Compound butter<br>• Beurre manié<br>• Cold roux<br>• Emulsified<br>• Cream thickened<br>• White/brown sauce derivatives<br>• Reduced<br><br>Portfolio evidence should contain **4 types of sauce.** |
| K9: Advanced preparation methods for soups or a variety of basic methods combined in a complex manner (for example, consommé, bisque, chowder, velouté, cold) including weighing, measuring, chopping, roux, skimming, passing, straining, blending, whisking, clarifying, reducing, chilling, addition of a liaison, puréeing | For K9 the apprentice must demonstrate knowledge of advanced preparation and cooking methods for soups which could include:<br>• Consommé<br>• Bisque<br>• Chowder<br>• Velouté<br>• Cold soups<br><br>Portfolio evidence should contain **4 types of soup.** |

| Standard Criteria | Potential Evidence Sources and Range Requirements for Food Groups, Preparation, Cooking and Finishing Methods |
|---|---|
| K17: Cooking methods for advanced sauces and soups, or a variety of basic methods combined in a complex manner, including boiling, simmering, reducing, thickening, flavouring, addition of a liaison | **Across this group the portfolio evidence should contain 10 preparation and cooking methods.**<br><br>Examples of preparation and cooking methods can be found in the knowledge outcome.<br><br>Evidence could be in the form of:<br>• Observation<br>• Witness testimony<br>• Annotated photographs<br>• Video evidence<br>• Written accounts<br>• Question and answer evidence |
| K10: Advanced preparation methods for dough and batter products (including laminated and fermented), or a variety of basic methods combined in a complex manner, including weighing, measuring, sieving, mixing, kneading, proving, knocking back, shaping, laminating, folding<br><br>K18: Cooking methods for advanced dough and batter products, or a variety of basic methods combined in a complex manner including baking and frying | For K10 and K18 the apprentice must demonstrate knowledge of advanced preparation and cooking methods for a range of dough dishes which could include:<br>• Laminated dough<br>• Fermented dough<br><br>Portfolio evidence should contain **3 types of dough/batter.**<br><br>**Across this group the portfolio evidence should contain 6 preparation and 5 cooking/finishing methods.**<br><br>Examples of preparation and cooking methods can be found in the knowledge outcome.<br><br>Evidence could be in the form of:<br>• Observation<br>• Witness testimony<br>• Annotated photographs<br>• Video evidence<br>• Written accounts<br>• Question and answer evidence |
| K11: Advanced preparation methods for paste products, or a variety of basic methods combined in a complex manner, (including short, sweet, suet, choux, puff, flaky, sable, hot water, convenience) including weighing, measuring, sifting, rubbing in, kneading, creaming, resting, aerating, conditioning/chilling, piping, laminating, rolling, folding, lining, moulding, trimming | For K11 and K19 the apprentice must demonstrate knowledge of advanced preparation and cooking methods for a range of paste products which could include:<br>• Short<br>• Sweet<br>• Suet<br>• Choux<br>• Puff<br>• Flaky<br>• Sable<br>• Hot water<br>• Convenience<br><br>Portfolio evidence should contain **5 types of paste/patisserie products.** |

| Standard Criteria | Potential Evidence Sources and Range Requirements for Food Groups, Preparation, Cooking and Finishing Methods |
|---|---|
| K19: Cooking methods for advanced paste products, or a variety of basic methods combined in a complex manner, including baking, combination cooking | **Across this group the portfolio evidence should contain 9 preparation and 6 cooking/finishing methods.**<br><br>Examples of preparation and cooking methods can be found in the knowledge outcome.<br><br>Evidence could be in the form of:<br>• Observation<br>• Witness testimony<br>• Annotated photographs<br>• Video evidence<br>• Written accounts<br>• Question and answer evidence |
| K12: Advanced preparation methods for hot, cold, and frozen desserts, or a variety of basic methods combined in a complex manner, (for example, ice-cream / sorbet-based, mousse, soufflés, egg-based set, bavarois, hot sponge-based, fruit-based, paste-based) including, sieving, mixing, creaming, aeration, adding flavours/colours, puréeing, combining, use of moulds, combining<br><br>K21: Cooking methods for advanced hot, cold, and frozen desserts, or a variety of basic methods combined in a complex manner, including, poaching, baking, boiling, steaming, deep frying, bain-marie, microwaving | For K12 and K21 the apprentice must demonstrate knowledge of advanced preparation and cooking methods for:<br>• Hot desserts<br>• Cold desserts<br>• Frozen desserts<br><br><br>These could include ice-cream/sorbet-based, mousse, soufflés, egg-based set, bavarois, hot sponge-based, fruit-based, paste-based.<br><br>Portfolio evidence should contain **4 types of cold desserts and 2 types of hot desserts.**<br><br>**Across this group the portfolio evidence should contain 7 preparation and 12 cooking/finishing methods.**<br><br>Examples of preparation and cooking methods can be found in the knowledge outcome.<br><br>Evidence could be in the form of:<br>• Observation<br>• Witness testimony<br>• Annotated photographs<br>• Video evidence<br>• Written accounts<br>• Question and answer evidence |
| K13: Advanced preparation methods for biscuits, or a variety of basic methods combined in a complex manner, (for example, tuiles, sable, Viennese, Japonaise, Dutch), advanced preparation methods for cakes and sponges (for example, sugar batter, flour batter, melted method, fatless sponge, separated egg method, whole egg foams, | For K13 and K20 the apprentice must demonstrate knowledge of advanced preparation and cooking methods for:<br>• Biscuits – which could include:<br>   o Tuiles<br>   o Sable<br>   o Viennese<br>   o Japonaise<br>   o Dutch |

| Standard Criteria | Potential Evidence Sources and Range Requirements for Food Groups, Preparation, Cooking and Finishing Methods |
|---|---|
| aerated egg white method, scones) or a variety of basic methods combined in a complex manner including weighing, measuring, creaming, beating, whisking, folding, rubbing in, greasing, glazing, portioning, piping, shaping, filling, rolling, lining, spreading, smoothing, mixing, stacking, coating, slicing<br><br>K20: Cooking method for advanced biscuits, cakes and sponges or a variety of basic methods combined in a complex manner, (for example, sugar batter, flour batter, melted method, fatless sponge, separated egg method, whole egg foams, aerated egg white method, scones) – baking | • Cakes, sponges, scones – which could include:<br>   o Sugar batter<br>   o Flour batter<br>   o Melted method<br>   o Fatless sponge<br>   o Separated egg method<br>   o Whole egg foams<br>   o Aerated egg white method<br>   o Scones<br><br>Portfolio evidence should contain **3 types of biscuits and 6 types of cakes/sponges/scones.**<br><br>**Across this group the portfolio evidence should contain 10 preparation and 3 cooking/finishing methods.**<br><br>Examples of preparation and cooking methods can be found in the knowledge outcome.<br><br>Evidence could be in the form of:<br>• Observation<br>• Witness testimony<br>• Annotated photographs<br>• Video evidence<br>• Written accounts<br>• Question and answer evidence |
| K22: Advanced finishing methods for all food groups including resting, garnishing, adding sauce, dressing, glazing, gratinating, piping, icing, filling, decorating, dusting, dredging, decorating, moulding, de-moulding, cooling, stacking, portioning, cutting, sprinkling, lattice, quadrillage, scoring and why each method is applied | For K34 the apprentice must demonstrate knowledge of advanced finishing methods for all food groups identified in the standards.<br><br>Examples of finishing methods can be found in the knowledge outcome.<br><br>The apprentice must also demonstrate knowledge of why each method is applied – the reasons for use.<br><br>Evidence could be in the form of:<br>• Observation<br>• Witness testimony<br>• Annotated photographs<br>• Video evidence<br>• Written accounts<br>• Question and answer evidence |
| K23: How traditional, classical, and modern skills and techniques, culinary science and contemporary styles affect the advanced preparation, cooking and finishing methods of the complex dishes and menu items | For K23 the apprentice must demonstrate knowledge of how the following can affect the preparation, cooking and finishing methods of the complex dishes and menu items:<br>• Traditional skills and techniques – methods such as slice, dice, roast, boil, bake etc.<br>• Classical skills and techniques – knife cuts, brigade systems, mise en place, methods such as sauté, poach, confit etc. |

| Standard Criteria | Potential Evidence Sources and Range Requirements for Food Groups, Preparation, Cooking and Finishing Methods |
|---|---|
| | • Modern skills and techniques- for example foams, gels, sous vide, spherification etc.<br>• Culinary science – the effects of temperature/time/ratios/methods etc.<br>• Contemporary styles – this could include garnishing and plating techniques, trends etc.<br><br>Evidence could be in the form of:<br>• Written accounts<br>• Professional discussion<br>• Question and answer evidence<br>• Assignments |
| K25: Problem-solving techniques when maintaining standards whilst working in a challenging, time bound environment | For K25 the apprentice must demonstrate knowledge and understanding of problem solving techniques appropriate to use:<br>• When maintaining standards, for example food quality standards, hygiene and safety standards, behavioural standards etc.<br>• Whist working in a challenging environment, for example during a busy service or when short staffed etc.<br>• Whilst working in a time bound environment, for example during service or for a deadline.<br><br>Evidence could be in the form of:<br>• Observation<br>• Witness testimony<br>• Written accounts<br>• Professional discussion<br>• Question and answer evidence. |
| K29: Their role in building teams and inter-team relationships, and how to influence behaviours of team members both back and front of house | For K29 the apprentice must demonstrate knowledge and understanding of:<br>• Their role in building teams and inter-team relationships.<br>• How to influence behaviours of team members – both back and front of house.<br><br>Evidence could include leading by example, setting clear expectations, effective communication, promoting organisation values, policies, and procedures.<br><br>Evidence could be in the form of:<br>• Observation<br>• Written accounts<br>• Professional discussion<br>• Question and answer evidence. |
| K32: How the business strategy, customer profile, culture and constraints influence the development of creative, profitable, and competitive menus | For K32 the apprentice must demonstrate knowledge and understanding of how the following influence the development of creative, profitable, and competitive menus:<br>• Business Strategy<br>• Customer profile |

| Standard Criteria | Potential Evidence Sources and Range Requirements for Food Groups, Preparation, Cooking and Finishing Methods |
|---|---|
|  | • Culture<br>• Constraints<br><br>Evidence could be in the form of:<br>• Observation<br>• Written accounts<br>• Professional discussion<br>• Question and answer evidence |
| **Skills** ||
| S1: Review and refresh menus and dishes in line with business requirements and influencing factors | For S1 the apprentice must provide evidence of how they have been involved in reviewing and refreshing menus and dishes, in line with:<br>• Business requirements<br>• Influencing factors – for example: trends, dietary requirements, seasons, availability, cost of goods, available equipment.<br><br>Evidence could be in the form of:<br>• Observation<br>• Annotated menus<br>• Written accounts<br>• Witness testimony |
| S9: Work collaboratively across the team and with colleagues in other parts of the organisation, identifying and dealing with problems constructively to drive a positive outcome | For S9 the apprentice must provide evidence of how they have worked collaboratively across the team and organisation.<br><br>Evidence must also demonstrate how they have dealt with problem constructively to drive a positive outcome.<br><br>Problems could include equipment fault, stock shortages, staffing issues, quality issues, poor performance, and customer dissatisfaction.<br><br>Evidence could be in the form of:<br>• Observation<br>• Witness testimony<br>• Written accounts<br>• Professional discussion<br>• Annotated product of work evidence such as meeting minutes. |
| S11: Develop own skills and knowledge, and those of the team, through training and experiences | For S11 the apprentice must evidence how they have developed the skills and knowledge of:<br>• Themselves<br>• Their team<br><br>To include through both training and experience.<br><br>Evidence may be in the form of:<br>• Observation<br>• Video evidence<br>• Witness testimony<br>• Professional discussion |

| Standard Criteria | Potential Evidence Sources and Range Requirements for Food Groups, Preparation, Cooking and Finishing Methods |
|---|---|
| | • Written account |
| S12: Apply techniques that help improve competitiveness, business performance, revenue, profit margins and customers' experience | For S12 the apprentice must evidence how they have applied techniques to improve:<br>• Competitiveness<br>• Business performance<br>• Revenue<br>• Profit margins<br>• Customer experience<br><br>Techniques could include maximising yield, minimising waste, staff training, coaching and motivation etc.<br>Evidence may be in the form of:<br>• Observation<br>• Video evidence<br>• Witness testimony<br>• Professional discussion<br>• Written account |
| **Behaviours** | |
| B1: Be solution focused to achieve the required outcome<br>B3: Promote efficient ways of working to the team<br>B5: Be commercially aware in approach to all aspects of work<br>B6: Advocate the importance of working safely and legally in the best interest of all people<br>B7: Commit to and reflect on own and team professional development and learning<br>B8: Promote a customer centric culture | For B1, B3, B5, B6, B7 and B8 the apprentice must positively demonstrate these behaviours in their work.<br><br>These should naturally occur from other evidence, specifically evidence for skills outcomes.<br><br>Evidence could be in the form of:<br>• Direct observation of work, to include completing team briefings and meetings, supervising the team preparing, cooking, and serving dishes and menus items.<br>• Witness Testimony of a specific piece of work or example (focusing on fact and avoiding opinion)<br>• Video evidence, showing apprentice completing tasks – please note the apprentice must be visible in the video.<br>• Professional discussion, providing examples of work completed and their approach to this.<br>• Annotated product of work evidence such as training records/personal development plans/performance reviews. |

## Section 5

### Assessment methods

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

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

### Assessment Method 1 – Observation with Questions

#### Key facts about the observation with questions

The occupation involves practical activity such as preparing cooking and finishing complex dishes while overseeing a section of the kitchen and is best assessed through observation; it would be difficult to replicate the working environment in any other valid way and employers would doubt the occupational competence of an individual not assessed in this way.

The observation allows for a demonstration of the knowledge, skills, and behaviours through naturally occurring evidence. The observation must be of an apprentice completing their usual work and simulation is not permitted. Apprentices must be observed by the independent assessor completing work under normal working conditions.

The independent assessor will ask questions in relation to underpinning knowledge and/or skills and behaviours where an opportunity to observe them has not occurred, or to seek clarification and further test coverage of the mapped knowledge, skills, and behaviours to make assessment decisions.

The practical assessment with questions must take 3.5 hours. The independent assessor has the discretion to increase the time of the practical assessment with questions by up to 10% to allow the apprentice to complete a task or respond to a question. The assessment time cannot be split, other to allow for comfort breaks or to allow the apprentice to move from one location to another if required.

#### What is the format of the observation with questions?

Apprentices must be provided with information on the format of the observation with questions, including the timescales they will be working to before the start of the observation with questions. The time taken to give this information is exclusive of the assessment time.

The following activities **must** be observed during the observation:

➢ Safe and hygienic practises in the selection, preparation, cooking, presentation, and storage of food.
➢ Communication techniques in the supervision of the production of quality food products to the specifications required and on time.
➢ Advanced food preparation and cooking techniques or a variety of basic methods combined in a complex manner.
➢ Applying standard procedures to maximise yield and minimise food waste when producing dishes.

Typically, the food groups, preparation methods, cooking methods and finishing methods observed should be different from those assessed in the professional discussion to prevent double assessment, and to give the apprentice the opportunity to demonstrate a wider range of knowledge and skills.

## What is the format of the questions?

The apprentice will be asked questions during the observation to check their understanding of the knowledge and skills they are applying. The independent assessor must ask a minimum of 8 open questions taken from PAL's question bank and may use follow-up questions where clarification is required. The time for questions is included in the overall assessment time of 3.5 hours and will take place in the last 30 minutes of the assessment time.

The independent assessor will record the question and answers digitally.

**Table 4: Observation with Questions Pass and Distinction Grading Descriptors**

| KSBs by Group | Fail | Pass - The apprentice must meet all of the pass descriptors below | Distinction - The apprentice must meet all of the distinction descriptors below |
|---|---|---|---|
| Prepare cook and finish advanced dishes<br><br>K24 S3 S4 S5 S13 B4 | Does not meet the pass criteria | Produces advanced menu items and dishes to standard ensuring quality is maintained and wastage of ingredients and other resources are minimised (K24 S3 S4 S13)<br><br>Prioritise tasks, remaining calm and directing others to deliver the required outcomes (S5 B4) | Justifies the preparation and cooking techniques to produce the complex dishes and menu items in line with business requirements (S3) |
| Technology<br><br>S2 | Does not meet the pass criteria | Demonstrates the use of technology when preparing, cooking, and presenting advanced menu items and dishes (S2) | Evaluates their use of technology to produce dishes following business procedures and guidelines (S2) |
| Health and Safety<br><br>S6 S7 | Does not meet the pass criteria | Demonstrates food safety practices in the production and storage of advanced menu items and dishes (S6 S7) | Identifies potential risks in the storage, preparation, cooking and presentation of food for consumers (S7) |
| Supervision<br><br>K28 S8 S10 B2 | Does not meet the pass criteria | Demonstrates coaching and motivating techniques when briefing the team to deliver dishes/menu items on time to a prescribed standard for consumers (K28, S8, B2)<br><br>Communicates with customers and co-workers ensuring their chosen methods of communication achieve the desired result and reflect a customer centric (S10) | Justifies the methods of communication used and explain why they have been more effective in achieving the desired result (S10) |

## How can a Chef de Partie apprentice prepare for the observation and questions?

➢ Read the guidance documents and ask questions if the information provided is not clear.
➢ Undertake mock observations with your training provider and use the feedback provided.
➢ Be prepared for practical assessment by practising within the assessment timeframe; line managers can give support by providing useful feedback.
➢ Ensure that the basics are covered, such as having access to a clean uniform and suitable personal protective equipment.
➢ Check equipment and resources are available and in good working order prior to assessment.
➢ Remember fundamental kitchen principles such as health and safety and food safety procedures.
➢ Practice talking about the tasks you are completing – what you are doing and why.
➢ Ensure that the practical assessment can start on time be being prepared and organised.
➢ Be aware that unexpected situations can occur during practical tasks. Practice working on wider skills such as keeping calm and focused. It may be useful to write a list of scenarios that could go wrong during the observation and what possible solutions there are for you to implement.

## Assessment Method 2 – Professional Discussion underpinned by a Portfolio of Evidence

### Key facts about the professional discussion

The professional discussion is a meaningful, in-depth, and two-way dialogue designed to draw out the best of the apprentice's competence for the grading descriptors assigned to this method of assessment (see Table 5). The agenda points will act as a base for the apprentice to make detailed and proactive contributions to confirm their competence.

This assessment will take the form of a professional discussion which must be appropriately structured to draw out the best of the apprentice's competence and cover the KSBs assigned to this assessment method. It will involve questions that will focus on:

➢ Industry and food trends
➢ Problem solving
➢ Teamwork
➢ Promotion business growth and customers
➢ Business growth and customers
➢ Advanced preparation, cooking and finishing techniques or a variety of basic methods combined in a complex manner (included in the portfolio, preferably video evidence).

Please refer to section 4 of this specification for detailed guidance about the portfolio of evidence.

The professional discussion assessment duration is **90 minutes** (+10% at the independent assessor's discretion, to allow the apprentice to complete their last answer).

### What is the format of the professional discussion?

The independent assessor will select a minimum of 12 open ended, competency-based questions from the PAL professional discussion question bank, which draw out the best of the apprentice's competence and excellence. Further questions may be asked for clarification purposes and to allow the apprentice the opportunity to cover the grading descriptors mapped to this method of assessment.

**Temporary Dispensation**

**A temporary dispensation was issued by IfATE on 19/07/2022**. The dispensation provides a specific amount of preparation and cooking methods to be assessed by the professional discussion as there is no guidance in the assessment plan.

**The independent assessor will select a minimum of 2 dishes from the apprentice's portfolio evidence. These dishes must cover a minimum of 4 preparation methods, 4 cooking methods and 4 finishing methods as determined by the temporary dispensation.**

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

The agenda is not shared with the apprentice, employer, or training provider in advance of the assessment.

## How can the professional discussion be undertaken?

The professional discussion can be conducted using a range of media, as appropriate for the apprentice, either via online video conferencing or face to face. Remote assessment is the preferred option.

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

The professional discussion must be undertaken in a controlled environment (a quiet area, free from distractions and influence) and the apprentice will be assessed on a one-to-one basis to the independent assessor.

Where the assessment is conducted using technology, fair assessment conditions must be maintained. Acceptable means of remote assessment include video conferencing/video calling and must include a two way visual and audio link. The video call will be recorded and submitted by the independent assessor for internal quality assurance.

Where the assessment is completed face to face, the independent assessor should complete a digital recording[2] of the presentation.

## How can a Chef de Partie apprentice prepare for the professional discussion?

➤ Practice undertaking professional discussions with their training provider, employer, and line manager.
➤ Practice discussions which cover a range of topics and areas of the standard, ensuring that they can provide full answers and specific examples of tasks/situations they have been involved in.
➤ Practice reflecting and analysing performance to determine successes and areas for development.
➤ Review terminology in the assessment plan and consider how this links to their role.
➤ Practice professional discussions mock agendas with their training provider building up to 60 minutes to support completing them within the given timescale.

## How will the professional discussion be graded?

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

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

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[2] Note in exceptional cases, PAL may allow an apprentice to be exempt from a digitally recorded 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

Please see Table 5 below for the pass and distinction descriptors for this method of assessment.

**Table 5: Professional Discussion Pass and Distinction Grading Criteria**

| KSBs | Pass – the apprentice must meet all of the pass descriptors below: | Distinction – the apprentice must meet all of the distinction descriptors below: |
|---|---|---|
| Industry and food trends<br><br>K1 K23 S1 | Explains the factors which influence the development of dishes and menus (K1)<br><br>Describes how the preparation, cooking and finishing of complex dishes are influenced by different skills and techniques, culinary science, and contemporary styles (K23 S1) | Compares the factors which influence the development of dishes and menus and identify those factors that have the most influence (K1) |
| Problem Solving<br><br>K25 | Describes problem-solving techniques to maintain standards within a time constrained working environment (K25) | Reflects on what level of success their use of problem-solving techniques have had in maintaining standards (K25) |
| Teamwork<br><br>K29 S9 S11 B1 B3 B6 B7 | Demonstrates working collaboratively with co-workers and teams, adhering to policies and procedures set out by the organisation to be solution focused when resolving problems by mutual agreement (S9 B1)<br><br>Demonstrates responsibility for developing their own skills and knowledge and shares expertise gained to build the capability of colleagues within their team (S11, B7)<br><br>Establishes an approach to work tasks which follows the organisations safe working practices and legal guidelines (B6)<br><br>Describes their role in building and working in a team and give examples of how to promote efficient ways of working (K29 B3) | Reflects on their solution focused approach to working with teams (S9 B1) |
| Promotion, business growth and customers<br><br>K32 S12 B5 B8 | Describes how the organisations' business strategy, customer profile, customer centric culture and constraints influence the development of creative, profitable, and competitive menus (K32 B8)<br><br>Describes how they apply techniques to improve competitiveness, business performance, revenue, profit margins and customers' experience (S12)<br><br>Describe how they establish interaction with all parts of the business and solutions that reflect current trends in the hospitality sector as a whole (B5) | Evaluates the factors which influence the development of one of the following creative, profitable, and competitive menus (K32)<br><br>Justifies techniques they have used to improve one of the following competitiveness, business performance, revenue, profit margins and customers' experience (S12) |
| Complex preparation | Reviews the log of complex dishes that demonstrate styles, skills and techniques that | Analyses the impact of using specific techniques on the dishes produced and |

| KSBs | Pass – the apprentice must meet all of the pass descriptors below: | Distinction – the apprentice must meet all of the distinction descriptors below: |
|---|---|---|
| cooking and finishing techniques<br><br>K4 K5 K6 K7 K8 K9 K10 K11 K12 K13 K14 K15 K16 K17 K18 K19 K20 K21 K22 | meet business, operational need, and customer requirements (K4 K5 K6 K7 K8 K9 K10 K11 K12 K13 K14 K15 K16 K17 K18 K19 K20 K21 K22)<br><br>**4 preparation methods, 4 cooking methods and 4 finishing methods required.** | finished (K4 K5 K6 K7 K8 K9 K10 K11 K12 K13 K14 K15 K16 K17 K18 K19 K20 K21 K22) |

## Assessment method 3 – Knowledge Test

## Key facts about the test

The test will comprise of multiple-choice questions (MCQ) which test the knowledge areas of the standard.

The assessment will be comprised of 50 MCQ and the apprentice must choose one correct answer from four responses per question – each question is worth one mark.

The apprentice has 75 minutes to complete the test.

The test is externally marked, and results are communicated to the independent 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

| Grade | Minimum Mark | Maximum Mark |
|---|---|---|
| Fail | 0 | 29 |
| Pass | 30 | 39 |
| Distinction | 40 | 50 |

## Knowledge test specifics

The test will contain questions in the following areas of the apprenticeship standard.

**Table 3: Knowledge Test Criteria**

| Knowledge | |
|---|---|
| K2 | How technology supports the development and production of complex dishes and menu items in the kitchen environment |
| K3 | The principles of advanced food preparation and cooking; traditional and modern cuisine; taste; allergens; diet and nutrition to produce complex dishes and menu items that meet business and customer requirements |
| K26 | The food safety practices and procedures to ensure the safe preparation and cooking of food |

| Knowledge | |
|---|---|
| **K27** | What to look for in ingredients and how to handle and store them to maintain quality, in line with food safety legislation |
| **K30** | How to work with people from a wide range of backgrounds and cultures and recognise how local demographics may impact on the product range of the business |
| **K31** | The methods available (for example, instructor-led, virtual, web-based, coaching, discussion, simulation and role-play) and importance of, training and development to maximise the performance of self and team |
| **K33** | The principles of profit and loss, and recognise how to support the overall financial performance of the business through operating efficiently to reduce wastage and deliver profit margins |
| **K34** | The relevant legislation regulations and responsibilities pertinent to this occupation |
| **K35** | The principles of risk assessment and how to identify, plan for and minimise risks to the service and operation |
| **S14** | Use sustainable working practices and encourage and support others to do the same |
| **S15** | Comply with legal requirements and inspire confidence by maintaining the safety and security at all times |
| **S16** | Risk assess situations, identifying and isolating matters of concern, by establishing the cause and intervening accordingly to minimise any risk to people and comply with legislation |

## How can a Chef de Partie apprentice prepare for the knowledge test?

The training provider should be able to provide opportunities for the apprentice to undertake practice questions and one mock test. PAL strongly recommends that practice questions, and the results of a mock test are used to determine readiness at the gateway review.

The apprentice should:
➢ Revise/prepare for the test, referring to the knowledge requirements of the standard and undertaking research.
➢ Complete practice questions.
➢ Complete and pass a mock test within the allocated test time and under controlled conditions.

## 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 invigilator must be an independent person employed by PAL.

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. PAL must verify the suitability of the test venue and the identity of the person taking the test. PAL must ensure appropriate methods to prevent misrepresentation, for example, screen share and 360 degree camera function with an administrator/invigilator where the test is taken remotely.

Some of the key conditions for the assessment are:

➢ A controlled environment (away from day-to-day work pressures, distractions, and influence.
➢ 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.

> ➢ 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.

The independent 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 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.

# Section 6

## Fails/resits and retakes

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

The apprentice, employer and 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 PAL website or by request to info@professionalassessment.co.uk

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

Where apprentices are unhappy with the results of their end-point assessment, the customer (either the employer or 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@rofessionalassessment.co.uk

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

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

➢ If it relates to the 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 reasonable adjustments have been requested, the assessor at the assessment planning meeting will finalise any such arrangements. Discussions regarding a reasonable adjustment 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.

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

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

## Certification

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

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

## Validity, Authenticity, Relevancy, Currency, and Sufficiency

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

*PAL will require all apprentices to sign statements of authenticity etc.*

# Glossary of Terms

**EPA** – end-point assessment.

**IA** - independent assessor.

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

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

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

**PAL** – Professional Assessment Limited.

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

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

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

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

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

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

# Appendix One – Chef de Partie AP05 Example Gateway Declaration Record

## 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.

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** | | **Apprentice Contact Number** | |
| **Apprentice ULIN** | | **Apprentice Email Address** | |
| **Line Manager Name** | | **Line Manager Contact Number** | |
| **Employer Organisation** | | **Line Manager Email Address** | |
| **Training Provider Name** | | **Gateway Review Date:** | |
| **Start Date of Apprenticeship** | | **End Date of Apprenticeship** | |
| **Has the minimum apprenticeship duration of 12 months been met, as defined in the ESFA funding rules?** | | Yes ☐  No ☐ | |

## Section 1: Confirmation of Evidence

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

| Requirement | Achieved by the apprentice | Evidence provided (e.g., PLR, certificate, statement of results) |
|---|---|---|
| **Maths Level 2** | Yes ☐  No ☐ | |
| **English Level 2** | Yes ☐  No ☐ | |
| ***Portfolio of Evidence Completed** | Yes ☐  No ☐ | |

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

**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/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 | | Name | |
| Signature | | Signature | |
| Date | | Date | |

**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 | |
|---|---|
| Signature | |
| Date | |

**Any reasonable adjustments required? Please detail below and include any supporting evidence.**
State N/A if not applicable

**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**