Contents

Summary of Revisions to End-Point Assessment Guidance and Specification

Summary of Revisions	Revised Version Number	Date of Revision
Gateway Declaration Record amended – Appendix 1	n/a	From 01/08/2022
Transfer of External Quality Assurance Provider (EQAP) from People 1st to Ofqual	n/a	From 31/12/2022
Amendment of Assessment Plan version number from AP01 to v1.1. **The requirements for end-point assessment have not changed.** IfATE have made minor changes to the wording for the following: • Update the requirements for off-job training (page 3) All apprentices must complete the required amount of off-the-job training specified by the apprenticeship funding rules. The apprentice must have achieved English and maths qualifications in line with the apprenticeship funding rules. • Clarification of the business project synopsis submission (page 3 and page 23) When the EPA is arranged with the EPAO the apprentice must submit the following supporting material within 14 days of the EPA being arranged: two-page synopsis of their business project. To ensure the project allows the apprentice to meet the KSBs mapped to this assessment method to the highest available grade, the EPAO should sign-off the project's title and scope at the gateway to confirm it is suitable. A brief project summary must be submitted to the EPAO in the form of a two-page synopsis. The EPAO must confirm the business project is suitable within 7 days of agreeing the EPA schedule This needs to show that the project will provide the opportunity for the apprentice to cover the KSBs mapped to this assessment method. (see Annex D for details). PAL has updated assessment resources to reflect the version amendment.	1.1	IfATE amendment dated 31/01/2023
PAL referencing added to knowledge test specifics table Applying for a project extension guidance removed.	n/a	From 18/12/2023
Gateway guidance updated – requirement for the apprentice certificate consent form, ID and authentication of evidence removed. Examination conditions updated – invigilation requirements amended.	n/a	20/02/24

Overview

The end-point assessment in this specification relates to the Hospitality Supervisor ST0230 Apprenticeship and applies to versions AP01 and 1.1. This apprenticeship is at level 3 and is for apprentices supervising staff and activities within the hospitality business from all sectors – the private, public or third sector – and all sizes of organisation. Examples of businesses include bars, cafes, conference centres, restaurants, and hotels.

The role of a hospitality supervisor is to supervise hospitality services and run shifts; they should be capable of working independently as well as providing support to management teams. Working in different types and sizes of organisation, specific responsibilities and job titles will vary but the knowledge, skills and behaviours needed will be the same. Key responsibilities may include the delivery of excellent customer service, team motivation, co-ordination of teamwork and services across departments, achieving profitability in line with budget, protecting the security and safety of customers, ensuring efficiency and consistency of products and services, and ensuring that business objectives are met. Supervisors assist and support the hospitality manager role with a management presence and assist in communication of the business objectives by attending management meetings as required. In conjunction with the manager, they uphold the standards of their specific workplace.

The typical duration for this apprenticeship is 12 months but this will depend on apprentices' previous experience and their access to opportunities to gain the full range of competences. The minimum duration of training for any apprenticeship is 366 days, before entering end-point assessment.

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

The overall apprenticeship is graded as Fail, Pass or Distinction.

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

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

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

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

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

The standards and accompanying assessment plan can be accessed via the Institute for Apprentices and Technical Education (IfATE)

Standard Title	Hospitality Supervisor
Level	3
Standard Number	ST0230 Versions AP01 and 1.1[1]

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[1] Note – the version number was amended by IfATE on 31/01/2023. There was no change to the requirements for end-point assessment.

LARS Number	138
Named EQA organisation	Ofqual
Duration of Apprenticeship	Typically, 12 months but the actual length of the apprenticeship will be decided by the employer
Duration of End-Point Assessment	2 months
Date the Assessment Plan scheduled is for review	This standard should be reviewed within 3 years of its approval date
Mandatory Qualifications within the Standard	To meet the apprenticeship standards, apprentices must achieve a minimum of Level 2 Maths and Level 2 English. There are no mandatory professional qualifications within this apprenticeship
End-Point Assessment Methods	Knowledge Test Practical Observation Business Project with Presentation Professional Discussion

Introduction

This handbook contains the relevant information and guidance required of apprentices to achieve the end-point assessment for the Hospitality Supervisor apprenticeship and should be used in conjunction with the Hospitality Supervisor ST0230 Padlet[2] – Assessment Information for Training Providers, Employers.

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

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

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

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

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

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

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

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

All assessment decisions for the end-point assessment must be made by the independent assessment organisation.

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

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

Apprenticeship Standard Objective

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

Progression

On completion of the apprenticeship, progression could be into a hospitality management position.

Who is Professional Assessment (PAL)?

Professional Assessment Ltd provides services for training organisations and employers involved in the delivery of apprenticeships and adult learning. Our offer includes:

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

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

What is needed prior to end-point assessment?

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

The employer and training provider must hold a 'Gateway' meeting to agree that the apprentice has gained the required level of knowledge, skills, and behaviours, along with English and maths at a level 2 as set by the apprenticeship standard.

To confirm this meeting has taken place, the employer, training provider and apprentice are required to complete a Gateway Declaration Record, an example of which is included in the Appendix of this handbook[3], alternatively, training providers and employers can use their documentation, with the caveat, that the document must record the information as stipulated on the Professional Assessment Gateway form.

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

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

The recommended approach during the on-programme assessment (month 1-12) to ensure that the apprentice is on track is based on the employer's performance management process with the following key elements:

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

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

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

Language of assessment

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

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

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

How is end-point assessment delivered?

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

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

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

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

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

*Relevant documents:

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

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

1. On Demand (Knowledge) Test.
2. Practical observation.
3. Business project and presentation.
4. Professional discussion.

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

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

➢ Business.
➢ People.
➢ Customers.
➢ Leadership.

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

➢ Food and beverage supervisor.
➢ Bar supervisor.
➢ Housekeeping supervisor.
➢ Concierge supervisor.
➢ Front office supervisor.
➢ Events supervisor.
➢ Hospitality outlet supervisor.

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

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

Assessment Method Section A	Pass score	Distinction score
Practical observation	1	3
Business project and presentation	1	3
Section B		
Knowledge test	1	2
Professional discussion	1	2

Total Score	Grade
9+	Distinction
4-8	Pass

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

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

Apprentice registered with PAL	→ Evidence of Engish and maths L2 - certificates shared with PAL	→ Gateway meeting between training provider, employer and apprentice	→ PAL advised of assessment readiness, gateway record submitted with apprentice declaration
PAL assigns an independent end-point assessor	→ Assessment planning meeting takes place with PAL representative and assessment schedule agreed	→ Assessments take place: knowledge test, practical observation, business project and presentation	→ Professional discussion undertaken
End-point assessor completes assessment reports and grades	→ Assessment decisions quality assured by PAL	→ Final grades awarded within 15 days of the last assessment activity	→ Feedback provided to all parties
Successful outcome, PAL orders certificate	→ Unsuccessful outcome, discussion regarding re-training and re-assessment	→ EQA and ESFA advised of the outcome	

Who can carry out end-point assessment?

End-point assessors for this standard are required to:

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

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

Professional Assessment Ltd will be responsible for all aspects of the end-point assessment for this standard and will review the evidence against the standard to ensure that the full range of skills, knowledge and behaviours have been met; this includes the knowledge test, practical observation, business project and presentation and professional discussion.

Internal quality assurance requirements

Professional Assessment Ltd requires all quality assurance staff to hold a recognised internal quality assurance qualification. Quality assurers are monitored to undertake continuous professional development, to ensure the currency of their knowledge and practice.

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

In accordance with these policies Professional Assessment Ltd will:

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

External quality assurance requirements

External quality assurance for the hospitality supervisor apprenticeship will be undertaken by Ofqual.

Standardisation and moderation

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

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

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

Preparing apprentices for end-point assessment

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

To prepare apprentices effectively, employers and/or training providers should:

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

End-point assessment planning and scheduling

Employers and/or training providers[4] must have an agreement in place to conduct end-point assessments with PAL, we regularly check the ESFA portal to review pipeline business and ensure that training providers who wish to work with us, are attached to us, as EPAO for the relevant standard(s).

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

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

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

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

Reassessment

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

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

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

Re-assessment requirements for each component

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

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

For **Component 3** – Business project and presentation: if the apprentice's project and presentation do not meet the requirements to pass the minimum requirements in their first assessment attempt, they will be required to submit additional evidence, and a further presentation will be carried out.

For **Component 4** – Professional discussion: if the apprentice's evidence does not meet the requirements to pass the professional discussion in their first assessment attempt, a further full discussion assessment of the apprentice will be carried out.

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

Booking Reassessments

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

Assessment Methods

This guide has been produced as a support document to help the apprentice to prepare for end-point assessment. It has been designed to be used alongside the Hospitality Supervisor assessment plan and marking criteria.
As previously noted, the Hospitality Supervisor standard is made up of four assessments: an on demand knowledge test, a practical observation, a business project and presentation and a professional discussion.

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

Assessment decisions will not be communicated by the independent end-point assessor straight away, they will document and record their assessment decisions. These decisions are then shared for internal quality assurance checks prior to being communicated to the apprentice, employer, and training provider. The assessments are, in part, inter-dependent, so a final assessment decision cannot be made until all elements of assessment have been completed.

On Demand Test

Key facts about the on demand test

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

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

The assessment will be comprised of **52** multiple-choice questions (MCQ). It is **90** minutes in length, with a further 30 minutes reading time. Therefore, the apprentice has a total of **120 minutes** available within the assessment testing.

How will the knowledge test be graded?

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

➢ Core = 50%
➢ Specialism = 50%

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

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

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

Knowledge test grade boundaries

Total Mark	Grade		
44/52 85% +	Distinction		
36/52 70%-84%	Pass		
35/52 and below equal to or less than 69%	Fail		

Knowledge test specifics

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

Area	PAL Ref	Knowledge
Core	C1	➢ Principles of an effective team, roles and responsibilities of team members and how team dynamics can affect the success of the team
	C1	➢ Principles of motivation
	C1	➢ Motivational techniques and the importance of fulfilling agreements to your team
	C2	➢ Principles of key performance indicators, brand standards and service level agreements
	C2	➢ Principles of departmental budgets, planning for expenditure and controlling costs
	C2	➢ Common categories of costs and their relative proportions in the hospitality industry
	C2	➢ Principles of waste management
	C3	➢ Principles of hazard analysis and risk management
	C4	➢ Legislation affecting hospitality operations
	C5	➢ Principles of staff resource planning and supervision
	C6	➢ Principles of effective communication
	C8	➢ Principles of effective supervision
	C7	➢ Principles of customer profiling, its importance and impact on hospitality operations
	C8	➢ Theories, models and styles of leadership and supervisory management skills
	C7	➢ The importance of consistency of product/service and adhering to organisational/brand standard
	C5	➢ How to identify trends in levels of demand which may influence resource requirements
Bar Supervisor Specialism	BS1	➢ Legislation and regulations relevant to bar supervision, including licensing, weights and measures and trades description
	BS1	➢ The requirements for and importance of providing accurate information to staff and customers, particularly in relation to strength of drinks, special offers and promotions
	BS1	➢ The correct techniques, glassware and equipment for pouring and serving a range of alcoholic and soft drinks
	BS1	➢ How to respond to someone who may be under the influence of drugs or excess alcohol
	BS2	➢ Correct cellar security, temperature and environmental control and what ideal conditions are
	BS2	➢ Safe and hygienic working practices when preparing kegs, casks and gas for use

Area	PAL Ref	Knowledge
	BS2	➤ Principles of stock rotation, how to tell if stock is out of condition or out of date and why this is important
Concierge Supervisor Specialism	CS2	➤ Legislation and regulations relevant to concierge supervision, including manual handling, storage of third party property and data protection
	CS1	➤ The requirements for and importance of providing accurate information to staff and customers, particularly in relation to additional products and services, special offers and promotions
	CS1	➤ The correct techniques and methods to up-sell additional products/services to customers
	CS2	➤ Principles of receipt, transportation and storage of third party items, such as luggage
	CS1	➤ Principles of booking additional products and services
	CS2	➤ Reporting and data protection requirements for a concierge supervisor
	CS2	➤ The importance of security and confidentiality and the importance of integrity and discretion, upholding customer confidence and business reputation
Events Supervisor Specialism	ES1	➤ Legislation and regulations relevant to events supervision, including conference, banqueting
	ES1	➤ The variety of information required to plan different types of functions including: customers' specific requirements, staffing, equipment, budget, venue capacity & other specifications
	ES1	➤ Types of specific requirements customers may have, for example, for food, drinks, marketing or table planning and how these are incorporated in events supervision
	ES2	➤ How to manage the available resources for events to meet customer and business requirements
	ES2	➤ Types of records that should be maintained for functions and your organisation's procedures regarding how information about the function should be communicated to customers, including the event contract
	ES3	➤ Principles of calculating costs for event resources and the importance of communicating these accurately to the customer
	ES3	➤ The need to adhere to budgets and why the accurate recording of information is important
Food and Beverage Supervisor Specialism	FB1	➤ Legislation and regulations relevant to food and beverage supervision
	FB1	➤ Common menu styles and the factors which impact menu planning and design
	FB1	➤ Information which must be included on a menu
	FB1	➤ Principles of effective menu and dish composition
	FB2	➤ Benefits of menu knowledge in terms of ingredients, cooking methods, allergens and dietary needs for self and team members
	FB2	➤ Principles of food and beverage pairing
	FB3	➤ Principles of customer service and loyalty
Front Office Supervisor Specialism	FO1	➤ Legislation and regulations relevant to front office supervision, including hotel and accommodation specific legislation, consumer rights and trades description
	FO3	➤ The requirements for and importance of providing accurate information to staff and customers, particularly in relation to types of room, facilities and pricing structure, special offers and promotions
	FO1	➤ Principles and legislative considerations of booking accommodation, arrivals and departures of guests
	FO2	➤ How to respond to someone who may be from another country or culture, or who requires additional assistance
	FO3	➤ Understand the requirements for processing personal and sensitive data and the legislations which cover these

Area	PAL Ref	Knowledge
	FO1	➢ Correct front office and accommodation security and environmental control and what ideal conditions are
	FO2	➢ Methods of communication used to convey information regarding services efficiently and effectively to customers and staff
Housekeeping Supervisor Specialism	HK1	➢ Legislation and regulations relevant to housekeeping supervision, including COSHH and lone working
	HK1	➢ The requirements for and importance of providing accurate information to staff and customers, particularly in relation to additional products and services, special offers and promotions
	HK1	➢ The correct techniques, equipment and cleaning products/materials required to clean and service a range of areas in line with safety and industry standards
	HK1	➢ Correct storage and security conditions and stock rotation requirements for linen, cleaning products and sundry items used in accommodation
	HK1	➢ Safe and hygienic working practices when servicing bedrooms, bathrooms/washrooms and public areas
	HK2	➢ Principles of effective facilities monitoring, including maintenance routines and reporting of defects
	HK2	➢ Reporting and data protection requirements for a housekeeping supervisor
Hospitality Outlet Supervisor Specialism	HO2	➢ Legislation and regulations relevant to outlet supervision, including weights and measures, food safety, consumer rights and trades description
	HO3	➢ The requirements for and importance of providing accurate information to staff and customers, particularly in relation to ingredients, special offers and promotions
	HO1	➢ The need to adhere to budgets and why the accurate recording of information is important
	HO1	➢ Principles of ordering resources to ensure an efficient operation and in consideration of fluctuation in requirements
	HO1	➢ Principles of stock rotation, how to tell if stock is out of condition or out of date and why this is important
	HO1	➢ Principles of efficient use of resources, environmental impact and waste reduction
	HO3	➢ Understand the importance of maintaining brand standards and business reputation

What is meant by scenario-based questions?

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

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

PAL will provide access to mock questions.

Examination conditions

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

The assessment can be conducted either on or off the employer's premises but must be undertaken under the correct examination conditions to comply with Professional Assessment 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 60-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).
➢ 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 end-point assessor will ensure that an appropriate and reliable invigilator is organised to support a controlled and fair assessment. Where there is a conflict of interest, for example a relative working within the establishment, the conflict of interest policy will be implemented. The end-point assessor will document the conflict and confirm that the invigilator used does not contradict the invigilation policy.

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

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

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

Practical Observation

Key Facts about the practical observation

The practical observation is a **four hour** assessment which must include observation of preparation and service times working within the apprentice's specialism in their usual workplace. This assessment provides excellent opportunity to assess the apprentice synoptically, working in line with requirements for legislative compliance, business standard operating procedures and effective leadership and customer service practice.

The assessment may, where required, be split into two, two hour observations to support in covering both preparation and service aspects of a shift. These two, two hour assessments will typically be completed on the same day, unless there are exceptional circumstances (such as a business operating different functions across two sites).

Planning for the observation

The observation scheduling must:

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

PAL encourages apprentices to take ownership of their end-point assessment process and, if they wish, plan relevant workplace activities during the timescale of the observation, which will showcase their skills against the assessment plan standards. For example, an apprentice may wish to lead staff training, a coaching session or team meeting as well as preparing and running service elements.

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

With regard to the ratio of end-point assessors to apprentices required for a workplace observation the expectation is that this will normally be 1:1.

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

Observation Specifics

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

- ➢ People (Core).
- ➢ Customer (Core).
- ➢ Leadership (Core).
- ➢ Business (Core).
- ➢ Their relevant chosen specialist function.

In order to pass, apprentices must demonstrate the following competencies from the **core and their relevant specialist function.** Apprentices can achieve a distinction by demonstrating the core criteria in *italics* in addition to the pass criteria:

Observation Criteria	
Core	➢ Ensure all actions are in line with business/brand standard ➢ Ensure activities comply with legal requirements, industry regulations, social responsibility, professional codes and organisational policies/standards ➢ Brief the team on required activities, setting realistic work objectives ➢ Communicate effectively with team, customers and other departments/stakeholders ➢ Monitor the team during activities to ensure correct performance levels are ➢ achieved ➢ Provide leadership, supervision and support to the team and its members as required, leading by example to maximise performance ➢ *Plan activities to maximise time and available resources* ➢ *Identify opportunities to 'go the extra mile' with either customers or in supporting team* ➢ *Actively promote business/brand standard when briefing team members and monitoring service* ➢ *Ensure communications are efficient, understood and resultant actions undertaken at the appropriate time* ➢ *Minimise potential disruption by pro-actively assessing the activities and identifying and addressing issues in advance*
Food and beverage supervisor specialism	➢ Prepare the food/beverage area for service, ensuring business / brand standards are maintained and menus/promotional materials are up to date and presented accurately ➢ Ensure stock/resources are ready for service ➢ Ensure customers are met, given the correct information receive food and beverage service in line with business/brand standard ➢ Process payments/record consumption and keep all records (manual or electronic) up to date and supplied to the correct person
Bar supervisor specialism	➢ Prepare the bar/drinks dispense area for service, ensuring business/brand standards are maintained and menus/promotional materials are up to date and presented accurately ➢ Ensure stock/resources are ready for service ➢ Ensure customers are met, given the correct information receive bar service in line with licencing requirements and to business/brand standard ➢ Ensure customer behaviour is monitored and issues with customers who are underage, have taken drugs or are excessively drunk are managed correctly
Housekeeping supervisor specialism	➢ Ensure the team have accurate room/area allocations and time expectations ➢ Monitor the performance, location and safety of housekeeping staff, especially when working alone ➢ Ensure adequate cleaning resources, linen and consumable items are available and ready for use ➢ Ensure bedrooms, bathrooms and public areas are cleaned to business/brand standard and maintenance issues are reported promptly
Concierge supervisor specialism	➢ Ensure the department has accurate information on facilities, events and activities within the organisation ➢ Provide information and assistance to customers and team members, including the procurement of internal/external products/services ➢ Supervise the movement and storage of guest and organisational property

Observation Criteria	
	➢ Ensure required records/documentation is accurately completed in line with organisational procedures
Front office supervisor specialism	➢ Ensure systems are checked and documentation is prepared and ready for arrival/departure of customers ➢ Check reservations/allocations are completed in line with business / brand standards ➢ Process payments/record consumption and keep all records (manual or electronic) up to date and supplied to the correct person ➢ Ensure required records/documentation is accurately completed in line with organisational procedures
Events supervisor specialism	➢ Prepare the relevant areas for the event, ensuring business/brand standards are maintained and menus/promotional materials are up to date and presented accurately ➢ Ensure stock/resources are ready for service ➢ Ensure the client brief is followed and that the key contact is liaised with at regular, appropriate intervals ➢ Ensure required records/documentation is accurately completed in line with organisational procedures
Hospitality outlet supervisor specialism	➢ Prepare the hospitality outlet for service, ensuring business/brand standards are maintained and menus/promotional materials are up to date and presented accurately ➢ Ensure stock/resources are ready for service ➢ Ensure customers are met, given the correct information receive products and services in line with business/brand standard ➢ Process payments/record consumption and keep all records (manual or electronic) up to date and supplied to the correct person

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

What could cause an observation to be abandoned or halted?

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

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

Business project with presentation

Key facts about the business project

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

The business project is a 2000-5000 word project which will focus on an idea, challenge, or opportunity which the apprentice has determined themselves and considers will make an improvement to business they are working within. **The project must be based around the apprentice's specialist route** within the hospitality supervisor apprenticeship and completed during the end-point assessment window.

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

The apprentice is required to produce a two page synopsis of their project idea and intended research, to present to the end-point assessor for approval at the planning meeting. Once the idea has been approved by the assessor, the apprentice can then commence researching and writing their project. If the apprentice's initial project idea is not approved at the planning meeting, a revised proposal should be sent to the end-point assessor and employer within 7 days.

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

A final deadline for submission of the completed project will be agreed between the apprentice, employer and end-point assessor. This deadline will be a minimum of 7 days in advance of the presentation of the project, allowing the assessor time to assess the project and determine appropriate questions to be asked within the question and answer session.

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

Business project specifics

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

Business Project Criteria	
In order to pass, an apprentice will:	➢ Give a general introduction and background to department, team or area of work, including how this relates to the rest of the business unit (if applicable) ➢ Explain how the business fits into the hospitality industry ➢ Demonstrate an awareness of and understanding for the need for deadlines ➢ How the apprentice keeps up to date with trends and the changing industry ➢ Outline the problem, challenge or opportunity identified ➢ State the aims and objectives of the project ➢ Identify how the potential changes would lead to measurable improvements and benefits to the department, team or area of working ➢ Consult relevant stakeholders (e.g. customers, team members, managers) to inform the results and recommendations ➢ Provide an indication of costs associated with the proposed recommendations ➢ Identify applicable legislation and ensure the proposal complies where necessary ➢ Provide research methodology to demonstrate a logical, coherent approach

Business Project Criteria	
	➢ Make clear recommendations for implementation ➢ Concise validation and justification of recommendation
In order to achieve a distinction, an apprentice will, in addition to achieving all pass criteria:	➢ Give a detailed introduction and background of the department, team or working area/wider business unit (e.g. other departments, head office, local community/customer profile) ➢ Outline the current situation which has led to the identification of a challenge or opportunity ➢ Provide detailed aims and objectives for the project, linking to the current situation ➢ Identification of measurable improvements and benefits to the organisation ➢ Review the project to ensure it meets organisational and legal requirements ➢ Show a range of research has been used effectively, including obtaining information from stakeholders, such as team members, management, suppliers or customers ➢ Make detailed recommendations for implementation, including timings and potential costs ➢ Show a range of qualitative and quantitative research has been used effectively ➢ Detailed recommendations for implementation ➢ Detailed validation and justification of recommendations ➢ Proposed timeframes for implementation

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

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

Business project presentation specifics

Following submission of the written business project the apprentice will complete a presentation of the project to the end-point assessor. Their employer may be in attendance; however, it is not mandatory for this standard. If the employer is in attendance, they cannot take an active role.

The presentation is an opportunity for the apprentice to 'bring to life' their business project, providing further detail against the projects findings and outcomes, proposed recommendations, and justifications. The presentation does not have to include media, such as a PowerPoint; apprentices can present the information in the way they believe is most suited to the project. The apprentice is not ultimately judged on the performance of their presentation, however, the level of communication skills from a competent hospitality supervisor would be expected.

The apprentice should aim for a presentation of 20 minutes in length, allowing time within the 30 minutes allocated for the assessor to ask any prepared questions, following the marking of the project evidence submitted. Where the apprentice has answered any prepared questions within their presentation detail, the assessor will acknowledge this during the Q&A. The prepared questions will not be shared with the apprentice prior to the presentation assessment.

The presentation can be completed via face to face or remote assessment. Where conducted using technology, fair assessment conditions must be maintained. Acceptable means of remote assessment include video conferencing/video calling and must include a two way visual and audio link. The video call will be recorded and submitted by the end-point assessor for internal quality assurance.

Where the presentation is completed face to face, the assessor should document an audio recording of the presentation and questions and answer session, which will be submitted alongside the business project assessment record. The record will be updated following the presentation and will clearly identify where standards are achieved

or not achieved, with assessment decisions and confirm the timings of the presentation and questions session and document the overall grade allocated.

Video or audio recordings will be saved securely within the apprentice's online folder for QA access and be named using the correct conventions. Written marking report will be documented within the apprentice's secure online folder and be named using the correct conventions.

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

Professional Discussion

Key facts about the professional discussion

The professional discussion assessment is a **90 minute** discussion between the apprentice and the end-point assessor. The employer **must** be present to support (but not lead) the apprentice and to confirm information provided, supporting authenticity.

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

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

Professional discussion specifics

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

Professional Discussion Criteria	
In order to pass, an apprentice will:	➢ Clearly articulate examples from the workplace relevant to evidencing competence across the standard ➢ Explain why it is essential to instil the importance of company vision, values, empowerment and following procedures to staff ➢ Provide examples of how staff are managed effectively, including motivation, training and development of teams and individuals, in line with legal requirements and organisation's policies and procedures ➢ Provide reasoned examples of how the hospitality department operates efficiently ➢ Explain the importance of keeping up to date with current industry trends and provide examples of how this has been achieved ➢ Provide an overview of how the hospitality department meets the needs of the business and customer ➢ Provide evidence to show they have been part of the effective planning and review in the team ➢ Describe how the hospitality department meets regulatory requirements ➢ Evidence effective day to day supervision of the team / department and how these lead to customer satisfaction and ensure business performance ➢ Provide an effective evaluation of own performance, including behaviours, identifying where opportunities for improvement have been taken and results thereof evaluated ➢ Demonstrate how feedback has been sought from managers and customers and how this has been effectively dealt with

Professional Discussion Criteria	
In order to achieve a distinction, an apprentice will, in addition to achieving all pass criteria:	➢ Proactively keeps up to date with industry developments, trends and business objectives ➢ Explains how effective hospitality supervision, contingency planning, motivation and adherence to company/brand standard have been developed and implemented and how this has decreased waste and increased overall team/departmental performance ➢ Describe how recommendations for the improvement of quality, cost, value or efficiency have been made in the organisation ➢ Demonstrate how a proactive approach to planning and supervision has been implemented, including proactively educating and monitoring staff on customer service, brand standards health and safety and risk matters beyond the legislative minimum ➢ Provide examples of when improvement activities have been actively sought to develop own performance to raise standards in team performance, reaching objectives and customer service ➢ Provides mentorship to team members with measurable improvements to the performance of individuals and the team ➢ Proactively invite feedback from all stakeholders and use this to develop and implement measurable improvements in performance of self and team

The discussion will be planned in advance to allow the apprentice to prepare fully. It is possible that the apprentice can complete the professional discussion on the same date as other assessments, but the knowledge test, practical observation and business project with presentation **must be completed prior to this assessment taking place**.

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

In circumstances where, for example, another assessment such as the business project presentation is completed on the same day as the professional discussion, the assessor will review the agenda, prior to the discussion, to prevent over-assessment of what has been evidenced, and to ensure full coverage of the standard.

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

Preparing for the discussion

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

Evidence could include:

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

What can the apprentice bring to the professional discussion?

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

How can the professional discussion be undertaken?

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

As with the business project presentation, the professional discussion can be completed via face to face or remote assessment. Where conducted using technology, fair assessment conditions must be maintained. Acceptable means of remote assessment include video conferencing/video calling and must include a two way visual and audio link. The video call will be recorded and submitted by the end-point assessor for internal quality assurance.

Where the discussion is completed face to face, the independent end-point assessor should complete a written summary of the professional discussion and submit this with the digital recording for quality assurance purposes.[5]

Any video or audio recordings will be saved securely within the apprentice's online folder for QA access and be named using the correct conventions.

The written marking report will be documented within the apprentice's secure online folder and be named using the correct conventions.

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

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

The discussion will typically be divided into stages:

➢ A review of the period of learning, development, and continuous assessment, for the apprentice and team.
➢ Coverage of the remaining areas for the professional discussion.
➢ Personal development and reflection – focussing on the professional development area.

The personal development section of the professional discussion is an opportunity for the apprentice to sum up how their journey as an apprentice has developed their personal skills and what they would like to do in the future to continue their development. The apprentice is encouraged to refer to examples of personal development planning undertaken, including the impact of this and will evaluate feedback received on their performance.

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.

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

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 Hospitality Supervisor Padlet, the PAL website or by request to info@professionalassessment.co.uk

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

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

To make an appeal, please contact: epaappeals@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 special considerations and/or reasonable adjustments have been requested, the end-point assessor at the assessment planning meeting will finalise any such arrangements. Discussions regarding a special consideration request should be made at registration and discussed with the EPA team.

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

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

Certification

PAL will request the apprenticeship certificate for successful end-point assessments using the ESFA portal service and PAL will issue the apprentice with a Record of Achievement.

PAL will notify the relevant External Quality Assurance and the ESFA of end-point assessment activities, from the time an apprentice is registered to the time they undertake assessment; notification to these bodies includes successful achievements, 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 provider on the EPAO's booking system.

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

Validity, Authenticity, Relevancy, Currency, and Sufficiency

The evidence presented must be meet VARCS requirements.

> - **Valid** - is the evidence appropriate to demonstrate the particular standard that it is intended to cover?
> - **Authentic** - is the evidence proven to be the apprentice's own work, have any reflective accounts/statements being authenticated by a supervisor/manager?
> - **Relevant** - Is the evidence relevant to the particular standard that it is intended to cover and has a clear judgement?
> - **Current** - does the evidence relate to the on programme element of the apprenticeship?
> - **Sufficient** - does the evidence match the level of the apprenticeship standard and is the relevant standard covered in full?

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

Glossary of Terms

EPA – end-point assessment.

IA- independent end-point assessor.

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

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

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

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

PAL – Professional Assessment Limited.

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

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

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

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

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

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

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.[6]

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

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

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

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

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

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 ☐	Click or tap here to enter text.
English Level 2	Yes ☐ No ☐	Click or tap here to enter text.

Gateway Review Outcome

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

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

Section 2: Declaration

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

Employer and Training Provider Declaration

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

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

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

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

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

Apprentice Declaration

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

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

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

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

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

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