

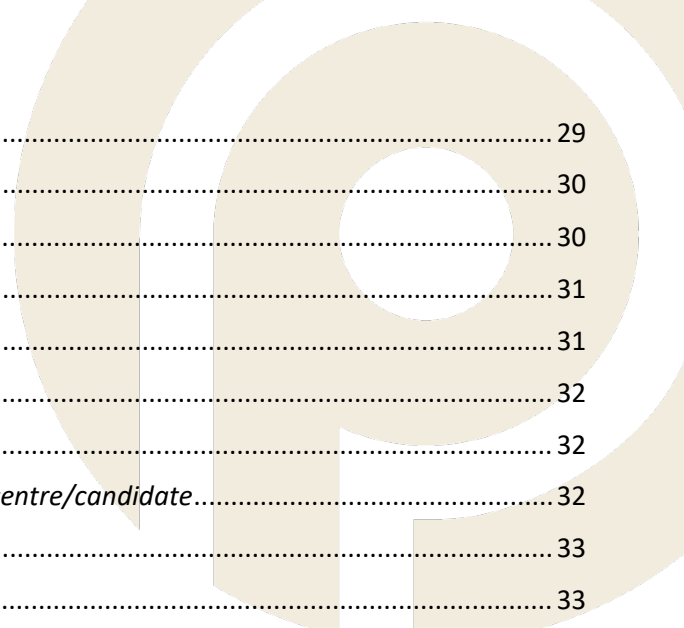


# Hospitality Team Member ST0233 AP01/v1.1 Level 2 End-Point Assessment Specification & Guidance



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

| Summary of Revisions  | Assessment Plan Revised Version Number | Date of Revision                 |
|---|--|----------------------------------|
| Removal of the requirement for apprentices to attempt the upskill to L2 English and Maths Functional Skills prior to Gateway.   | n/a                                    | From 01/08/2022                  |
| Gateway Declaration Record amended – Appendix 1   | n/a                                    | From 01/08/2022                  |
| Transfer of External Quality Assurance Provider (EQAP) from People 1 <sup>st</sup> to Ofqual  | n/a                                    | From 31/12/2022                  |
| <p>Amendment of Assessment Plan version number from AP01 to v1.1.</p> <p><b>The requirements for end-point assessment have not changed.</b></p> <p>IfATE have made minor changes to the wording for the following:</p> <ul style="list-style-type: none"> <li>Update the requirements for off-job training (page 3)<br/>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.</li> <li>Clarification of the business project synopsis submission (page 3 and page 22)<br/>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 200–300-word 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).</li> </ul> <p>PAL has updated assessment resources to reflect the version amendment.</p> | 1.1                                    | IfATE amendment dated 31/01/2023 |
| <p>PAL referencing added to knowledge test specifics table</p> <p>Applying for a project extension guidance removed.</p>  | n/a                                    | From 18/12/2023                  |
| <p>Gateway guidance updated – requirement for the apprentice certificate consent form, ID and authentication of evidence removed.</p> <p>Examination conditions updated – invigilation requirements amended.</p>  | n/a                                    | 20/02/24                         |

## Overview

The end-point assessment in this specification relates to the Hospitality Team Member ST0233 Apprenticeship and applies to versions AP01 and 1.1. This apprenticeship is at level 2 and is for apprentices working at a 'hands on' role 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.

A hospitality team member can work in a variety of establishments such as restaurants, coffee shops, bars, hotels, conference centres, contract caterers and cafes. Their job role can be varied, and a hospitality team member should be adaptable and flexible to ensure that the needs of the business are met, particularly at busy times. Providing excellent customer service is a key aspect of the role, along with effectively working as part of a team.

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

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

The overall apprenticeship is graded as Pass/Distinction.

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

- On-programme period of training and development, including achieving the required Level 1 mathematics and English qualifications.
- End-point assessment (EPA) - all components, within the assessment window.

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

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

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

|   |   |
|---|---|
| <b>Standard Title</b>                     | Hospitality Team Member   |
| <b>Level</b>                              | 2   |
| <b>Standard Number and Version Number</b> | ST0233 Versions AP01 and 1.1 <sup>1</sup>   |
| <b>LARS Number</b>                        | 96  |
| <b>Named EQA organisation</b>             | Ofqual  |
| <b>Duration of Apprenticeship</b>         | Typically, 12 months but the actual length of the apprenticeship will be decided by the employer. |

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

|   |  |
|---|--|
| <b>Duration of End-Point Assessment</b>                 | 2 months   |
| <b>Date the Assessment Plan scheduled is for review</b> | This standard should be reviewed within 3 years of its approval date.  |
| <b>Mandatory Qualifications within the Standard</b>     | To meet the apprenticeship standards, apprentices must achieve a minimum of Level 1 Maths and Level 1 English.   |
| <b>End-Point Assessment Methods</b>                     | <ol style="list-style-type: none"> <li>1. Knowledge Test</li> <li>2. Practical Observation</li> <li>3. Business Project</li> <li>4. Professional Discussion</li> </ol> |

## Introduction

This handbook contains the relevant information and guidance required of apprentices to achieve the EPA for the Hospitality Team Member apprenticeship and should be used in conjunction with the Hospitality Team Member ST0233 Padlet<sup>2</sup> – Assessment Information for Training Providers, Employers.

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

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

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

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

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.

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

The end-point assessment 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 supervisory position or a team leader role.

### ***Who is Professional Assessment (PAL)?***

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

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

The link to our website can be located by clicking [here](#).

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

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

The employer and training provider must hold a 'Gateway' meeting to agree that the apprentice has gained the required level of knowledge, skills, and behaviours, along with English and maths at a level 1 as set by the apprenticeship standard.

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

Professional Assessment Ltd also needs evidence of English and maths attainment. Please check with the EPA team via [info@professionalassessment.co.uk](mailto:info@professionalassessment.co.uk) to check which qualifications are accepted. 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.

### *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.

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



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

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

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

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

### \*Relevant documents:

- A completed Gateway record confirming readiness and/or subsequent updates.
- Certified evidence of English and Maths achievement.
- 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 Test.
2. Practical Observation.
3. Business Project.
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 team member standard, all apprentices will be assessed on the four core areas of:

- Customer.
- Business.
- People.
- First line supervision/team leading.

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

- Food and beverage service.
- Alcoholic beverage service (with an option of either wine service, beer/cask ale or cocktails/mixology).
- Barista.
- Food production.

- Concierge and guest services.
- Housekeeping.
- Reception.
- Reservations.
- Conference and events operations.

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.

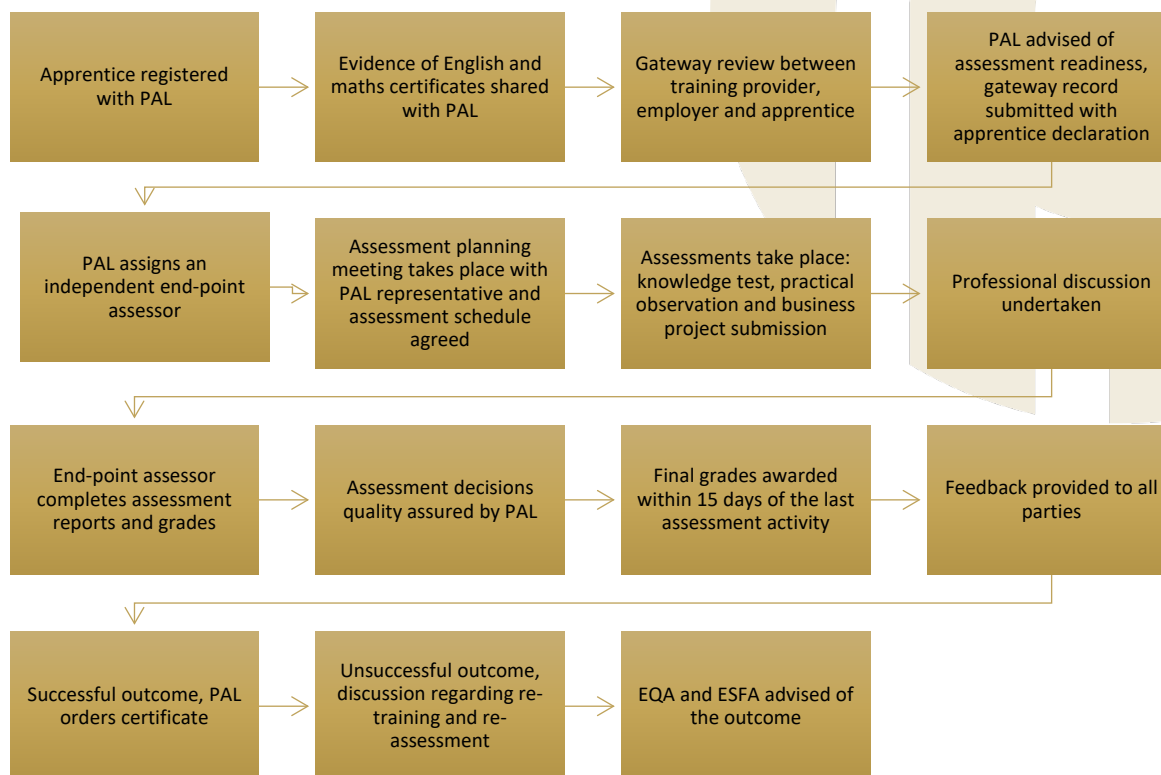
The methods of assessment will build up a cumulative picture of how well the apprentice has met the requirements of the standard. The assessment activities are not weighted in percentage terms, however, in order to achieve a distinction overall, the apprentice must perform to distinction level in the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

| Assessment Method       | Pass score | Distinction score |
|-------------------------|------------|-------------------|
| <b>Section A</b>        |            |                   |
| Practical observation   | 1          | 3                 |
| Business project        | 1          | 3                 |
| <b>Section B</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.



### Who can carry out end-point assessment?

End-point assessors for this standard are required to:

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

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

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

## ***Internal quality assurance requirements***

Professional Assessment Ltd requires all quality assurance staff to hold a recognised internal quality assurance qualification. 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](mailto:info@professionalassessment.co.uk). Essential policies are also available via the Padlet and our website.

In accordance with these policies Professional Assessment Ltd will:

- Develop and maintain a set of assessment tools, to be used by all assessors when carrying out assessments.
- Ensure assessors for this standard meet with the assessment plan competency requirements.
- Train and develop all assessors to ensure reliable and consistent assessment of the Hospitality Team Member 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 Team Member 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 requirements for off-the-job training, away from the day-to-day job. Please refer to ESFA guidance and funding rules regarding the definition of what training interventions are permissible under the ruling and responsibilities for recording and evidencing off-job training activities.

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

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

## *End-point assessment planning and scheduling*

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

Apprentices must be registered and booked on to their end-point assessment in sufficient time to allow adequate planning and scheduling of the assessments. PAL encourages communication with all parties, in respect of apprenticeship progress and status and our accounts team will periodically communicate directly with other stakeholders, to seek clarification and updates regarding apprentices' assessment readiness. Once the employer or training provider has confirmed a gateway date, PAL 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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<sup>4</sup> Note PAL endeavours to have agreements with both employers and training providers, to ensure all parties are aware of our service offer and role in the apprenticeship journey.

## **Reassessment**

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

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.

### **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: if the apprentice's project does not meet the requirements to pass the minimum requirements in their first assessment attempt, they will be required to submit additional evidence.

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 Team Member assessment plan and marking criteria. As previously noted, the Hospitality Team Member standard is made up of four assessments: a knowledge test, a practical observation, a business project, and a professional discussion.

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

Assessment decisions will not be communicated by the independent end-point assessor straight away, they will document and record their assessment decisions. 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 Team Member 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 team member 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) and it is **90** minutes in length.

### 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   |
|---|--|---|
| <b>Core</b>                                       | C1, C2, C10  | ➤ The principles of hospitality.  |
|   | C3, C4   | ➤ The principles of customer service.   |
|   | C3   | ➤ Customer types, needs and expectations and their impact upon hospitality products and services.   |
|   | C6   | ➤ The principles and importance of personal conduct, behaviours, and personal performance.  |
|   | C1   | ➤ The principles of diversity in hospitality.   |
|   | C2   | ➤ The range of businesses and establishments that make up the hospitality industry, their differences and similarities and the variety of job roles and progression opportunities that are available. |
|   | C3   | ➤ Types of customer and their needs in different hospitality situations.  |
|   | C5   | ➤ Principles of business/brand standards, why they are implemented and why consistency and compliance is important.   |
|   | C5   | ➤ Principles of meeting and exceeding customer needs and resultant impact on self and organisation.   |
|   | C4   | ➤ Principles of dealing with customer incidents, issues, and complaints.  |
|   | C11  | ➤ Principles of upselling.  |
|   | C6   | ➤ The importance of reputation and impact on the business.  |
|   | C7   | ➤ Principles of effective resource use, waste reduction and cost saving measures.   |
|   | C8   | ➤ Health, safety, and security.   |
|   | C8   | ➤ Current legislative requirements and responsibilities that relate to the products and services of the business.   |
|   | C9   | ➤ Current environmental issues within hospitality.  |
|   | ➤ Principles of communication with customers and team members. |   |
| C12   | ➤ Team dynamics and roles within a team.                       |   |
| C13   | ➤ How to contribute to the objectives of a team.               |   |
| C14   | ➤ Principles of first line supervision.                        |   |
| <b>Alcoholic Beverage Service – Beer/Cask Ale</b> | ABSBC1   | ➤ The different alcoholic beverages available, their ingredients and characteristics.   |
|   | ABSBC1   | ➤ The optimum storage conditions for alcoholic beverages, including time, preparation and temperatures required for cask and keg beer.  |
|   | ABSBC2   | ➤ The legal requirements regarding licensing, the sale of alcohol and information that must be given to customers regarding alcohol.  |
|   | ABSBC2   | ➤ The current legislation regarding weights and measures, trades description and sale of goods.   |
|   | ABSBC2   | ➤ The service standards for alcoholic beverages including equipment, measures, glasses, temperatures, accompaniments.   |



| Area  | PAL Ref   | Knowledge   |
|---|---|---|
|   | ABSBC2  | ➤ Safe and hygienic working practices when preparing areas, equipment, and stock and when serving beer.   |
|   | ABSBC2  | ➤ Why it is important to follow food safety requirements when preparing beer.   |
|   | ABSBC2  | ➤ Why it is important to prepare beer casks/kegs in advance.  |
|   | ABSBC2  | ➤ The types of unexpected situations that may occur when preparing the area and equipment for serving beer.   |
|   | ABSBC2  | ➤ Why it is important to give customers accurate information about special offers, promotions, the ingredients, basic characteristics, and strength of their drink.   |
|   | ABSBC2  | ➤ What the techniques for pouring and serving a range of beer products are.   |
|   | ABSBC2  | ➤ What symptoms indicate that a customer has drunk excessive amounts or is under the influence of drugs and what your legal responsibilities are in relation to this. |
|   | ABSBC2  | ➤ How to deal with violent or disorderly customers.   |
|   | ABSBC2  | ➤ The types of unexpected situations that may occur when pouring and serving beer and how to deal with these.   |
| <b>Alcoholic Beverage Service – Cocktails/ Mixology</b> | ABSCM1  | ➤ The different alcoholic beverages available, their ingredients and characteristics.   |
|   | ABSCM1  | ➤ The optimum storage conditions for alcoholic beverages.   |
|   | ABSCM2  | ➤ The legal requirements regarding licensing, the sale of alcohol and information that must be given to customers regarding alcohol.                                  |
|   | ABSCM2  | ➤ The current legislation regarding weights and measures, trades description and sale of goods.   |
|   | ABSCM2  | ➤ The service standards for alcoholic beverages including equipment, measures, glasses, temperatures, accompaniments.   |
|   | ABSCM2  | ➤ Safe and hygienic working practices when preparing areas, equipment, and stock and when serving cocktails.  |
|   | ABSCM2  | ➤ Why it is important to follow food safety requirements when preparing cocktails.  |
|   | ABSCM2  | ➤ Why it is important to prepare cocktail ingredients, equipment, and garnish prior to service.   |
|   | ABSCM2  | ➤ The types of unexpected situations that may occur when preparing the area and equipment for serving cocktails.  |
|   | ABSCM2  | ➤ What the techniques for making a range of alcoholic and non-alcoholic cocktails are.  |
|   | ABSCM2  | ➤ Why it is important to give customers accurate information about special offers, promotions, the ingredients, basic characteristics, and strength of their drink.   |
|   | ABSCM2  | ➤ What symptoms indicate that a customer has drunk excessive amounts or is under the influence of drugs and what your legal responsibilities are in relation to this. |
|   | ABSCM2  | ➤ How to deal with violent or disorderly customers.   |
| ABSCM2  | ➤ The types of unexpected situations that may occur when mixing and serving cocktails and how to deal with these. |   |
| <b>Alcoholic Beverage Service - Wine</b>                | ABSW1   | ➤ The different alcoholic beverages available, their ingredients and characteristics.   |
|   | ABSW1   | ➤ The optimum storage conditions for alcoholic beverages, including temperatures for different types of wine.   |
|   | ABSW2   | ➤ The legal requirements regarding licensing, the sale of alcohol and information that must be given to customers regarding alcohol.                                  |
|   | ABSW2   | ➤ The current legislation regarding weights and measures, trades description and sale of goods.   |

| Area                                    | PAL Ref | Knowledge   |
|---|---------|---|
|   | ABSW2   | ➤ The service standards for alcoholic beverages including equipment, measures, glasses, temperatures, accompaniments.   |
|   | ABSW2   | ➤ The 3 types of wine (Still, Sparkling, Fortified).  |
|   | ABSW2   | ➤ The common red and white grape varieties and which are used to make popular wines   |
|   | ABSW2   | ➤ The specialist equipment and glassware necessary for the service of each type of wine i.e., carafes, ice buckets, openers.  |
|   | ABSW2   | ➤ Safe and hygienic working practices when preparing service areas, equipment, and stock and when serving wine.   |
|   | ABSW2   | ➤ What factors to consider when providing advice to customers on choice of wine; food matching, meeting the customers' expressed requirements, maximising sales for your workplace. |
|   | ABSW2   | ➤ The correct method of service for different types of wines.   |
|   | ABSW2   | ➤ Why it is important to give customers accurate information about special offers, promotions, the ingredients, basic characteristics, and strength of their drink.                 |
|   | ABSW2   | ➤ What the indicators are in wine which is unsuitable for drinking.   |
|   | ABSW2   | ➤ What symptoms indicate that a customer has drunk excessive amounts or is under the influence of drugs and what your legal responsibilities are in relation to this.               |
|   | ABSW2   | ➤ How to deal with violent or disorderly customers.   |
|   | ABSW2   | ➤ The types of unexpected situations that may occur when serving wine and how to deal with these.   |
| <b>Barista</b>                          | B1      | ➤ The different specialist coffee beverages available, their ingredients and characteristics.   |
|   | B2      | ➤ The optimum storage conditions for coffee beans, ground coffee and other beverage ingredients, including time, preparation, and temperatures.                                     |
|   | B3      | ➤ The current legislation regarding weights and measures, trades description and sale of goods.   |
|   | B3      | ➤ The service standards for specialist hot beverages including equipment, measures, crockery/glassware, temperatures, accompaniments.   |
|   | B1      | ➤ The different specialist coffee beverages available, their ingredients and characteristics.   |
|   | B2      | ➤ The optimum storage conditions for coffee beans, ground coffee and other beverage ingredients, including time, preparation, and temperatures.                                     |
|   | B3      | ➤ The current legislation regarding weights and measures, trades description and sale of goods.   |
|   | B3      | ➤ The service standards for specialist hot beverages including equipment, measures, crockery/glassware, temperatures, accompaniments.   |
|   | B1      | ➤ Why it is important to give customers accurate information about special offers, promotions, the ingredients, basic characteristics, and strength of their drink.                 |
|   | B1      | ➤ The characteristics of foamed milk and how foamed milk relates to each hot drink.   |
|   | B1      | ➤ What the techniques for pouring and serving a range of hot drink products are.  |
|   | B1      | ➤ The types of unexpected situations that may occur when pouring and serving hot drinks and how to deal with these.   |
| <b>Conference and Events Operations</b> | CE2     | ➤ How to source, check and arrange resources according to customer and organisation requirements and the dismantling and storage items after use.                                   |
|   | CE1     | ➤ The current legislation regarding safe lifting and handling, health and safety and data protection and security.  |
|   | CE1     | ➤ Common room layouts for conferences and events.   |

| Area                                | PAL Ref  | Knowledge  |
|-------------------------------------|--|--|
|                                     | CE1<br>CE1<br>CE1<br>CE2<br>CE2<br>CE1<br>CE1<br>CE1<br>CE1  | <ul style="list-style-type: none"> <li>➤ Principles of preparation and servicing of meeting and conference rooms.</li> <li>➤ How to clear meeting and conference rooms.</li> <li>➤ Common set up requirements and lay outs for events.</li> <li>➤ Commonly used audio visual and other equipment used for conference and events.</li> <li>➤ Why rooms and equipment should be set up in advance of customers' arrival.</li> <li>➤ Why having a key contact on the day of a conference/event is important.</li> <li>➤ Extra services conference guests may require.</li> <li>➤ Why having a timed plan for the conference and event is import and what to do if this needs to change.</li> <li>➤ Common timings for conferences, events and weddings.</li> </ul>  |
| <b>Concierge and Guest Services</b> | CGS1<br>CGS2<br>CGS2<br>CGS3<br>CGS2<br>CGS2<br>CGS2<br>CGS2<br>CGS2<br>CGS2<br>CGS2<br>CGS2<br>CGS2<br>CGS2 | <ul style="list-style-type: none"> <li>➤ Requirements for local and national information or where to access it.</li> <li>➤ The procedures for procurement of additional products and services to meet customer and workplace requirements.</li> <li>➤ The procedures for storing customer property and the importance of following them.</li> <li>➤ The procedures for room service to meet customer and workplace requirements.</li> <li>➤ The current legislation regarding data protection, disability discrimination and sale of goods.</li> <li>➤ The types of services you may be asked to book and the procedures you should follow.</li> <li>➤ Why it is important to give accurate verbal and written information to customers.</li> <li>➤ Why confirmation and deposits are required from customers.</li> <li>➤ The right way to take property from the customer, requirements for safe storage and theft prevention and why it might be important to give the customer a proper receipt for their property.</li> <li>➤ How to recognise a suspicious item of property and how this should be dealt with.</li> <li>➤ Lifting and handling techniques you should use to stop you injuring yourself and others and damaging property.</li> <li>➤ Why it might be important to keep storage records and how to fill these in why you should keep storage areas secure, clean, tidy, and hygienic and how you should do this.</li> <li>➤ The types of unexpected situations and problems that may occur and how to deal with these.</li> </ul> |
| <b>Food and Beverage Service</b>    | FB1<br>FB1<br>FB1<br>FB1<br>FB1<br>FB1, FB3  | <ul style="list-style-type: none"> <li>➤ All apprentices selecting the food and beverage service specialist function must have the knowledge and understanding of all four service methods: <ul style="list-style-type: none"> <li>• Formal dining.</li> <li>• Casual dining.</li> <li>• Quick service dining.</li> <li>• Carvery/buffet dining.</li> </ul> </li> <li>➤ The correct method of service for each service style listed above.</li> <li>➤ Principles of preparation of service areas and equipment for food and beverage service.</li> <li>➤ Principles of preparing customer and dining areas for food and beverage service.</li> <li>➤ Principles of clearing customer, dining and service areas after food and beverage service.</li> <li>➤ Principles of greeting customers and taking orders.</li> <li>➤ Principles of serving food and beverages to customers.</li> </ul>  |

| Area                   | PAL Ref  | Knowledge  |
|------------------------|--|--|
|                        | FB1<br>FB4<br><br>FB2<br>FB4, FB5,<br>FB6  | <ul style="list-style-type: none"> <li>➤ Principles of maintaining the dining area.</li> <li>➤ The current legislation regarding weights and measures, trades description and sale of goods.</li> <li>➤ Legislation relating to the service of food and beverages.</li> <li>➤ Why it is important to give customers accurate information about special offers, promotions, the ingredients, basic characteristics, cooking and service methods of food and beverages.</li> </ul>   |
| <b>Food Production</b> | FP1<br>FP2<br>FP3<br><br>FP2<br><br>FP3<br><br>FP2<br>FP1<br><br>FP1<br><br>FP2<br><br>FP1<br><br>FP1                | <ul style="list-style-type: none"> <li>➤ The different food groups commonly used in food production.</li> <li>➤ Allergens and dietary requirements.</li> <li>➤ The optimum storage conditions for different food commodities, including time, preparation, and temperatures.</li> <li>➤ The current legislation regarding weights and measures, trades description and sale of goods.</li> <li>➤ Safe and hygienic working practices when preparing areas, equipment, and stock and when producing food.</li> <li>➤ Why it is important to follow food safety requirements when producing food.</li> <li>➤ Why it is important to ensure the correct quality and quantity of ingredients prior to producing food.</li> <li>➤ The types of unexpected situations that may occur when preparing the area and equipment for serving food production.</li> <li>➤ Why it is important to give customers (directly or through team members) accurate information about special offers, promotions, the ingredients, basic characteristics, and allergens in food.</li> <li>➤ Common preparation, processing and cooking techniques and methods in food production.</li> <li>➤ The types of unexpected situations that may occur when producing food and how to deal with these.</li> </ul>   |
| <b>Housekeeping</b>    | HK2<br>HK1<br><br>HK1<br><br>HK3<br><br>HK1<br><br>HK2<br><br>HK1<br>HK2<br><br>HK1<br><br>HK1<br><br>HK2<br><br>HK1 | <ul style="list-style-type: none"> <li>➤ The current legislation regarding the use of chemicals (COSHH).</li> <li>➤ The organisation's standards for linen and bed coverings, making and re-sheeting beds.</li> <li>➤ The importance of maintaining clean, ample supplies, sorting linen and the correct way to deal with soiled linen.</li> <li>➤ Why it is important to use the correct type of bed, pillow or bed linen for individual customers or guests.</li> <li>➤ How to spot and what procedures to use, if encountering bedbugs or other infestations.</li> <li>➤ The environmental implications connected to the use of bed and bathroom linen.</li> <li>➤ Safe working practices when working alone.</li> <li>➤ The importance of communicating the status of rooms to other departments, e.g., reception.</li> <li>➤ How to recognise a suspicious item of property and how this should be dealt with.</li> <li>➤ Lifting and handling techniques you should use to stop you injuring yourself and others and damaging property.</li> <li>➤ Why it might be important to keep storage records and how to fill these in why you should keep storage areas secure, clean, tidy, and hygienic and how you should do this.</li> <li>➤ The types of unexpected situations and problems that may occur and how to deal with these.</li> </ul> |

| Area                | PAL Ref | Knowledge   |
|---------------------|---------|---|
| <b>Reception</b>    | R4      | ➤ The products, facilities, and services common to the hospitality industry and common ways to source the information required and how to communicate this to customers, staff, and visitors. |
|                     | R1      | ➤ The importance and purpose of the receptionist function as first point of contact between the organisation and customer.  |
|                     | R1      | ➤ The current legislation regarding all reception functions.  |
|                     | R3      | ➤ How to identify internal customers and their needs and understand the importance of their role within the organisation.   |
|                     | R1      | ➤ The purpose and value of the receptionist function as the first point of contact between the public/client and the organisation.  |
|                     | R1      | ➤ How to present a positive image of self and the organisation the organisation's structure and lines of communication and to refer to them if necessary.                                     |
|                     | R2      | ➤ The purpose of confidentiality guidelines and how to implement them.  |
|                     | R1      | ➤ The purpose of entry and security procedures and how to implement them.   |
|                     | R1      | ➤ The organisational emergency procedures and your role within them.  |
|                     | R1      | ➤ Why additional duties are carried out during quiet periods if they arise.   |
| <b>Reservations</b> | RES1    | ➤ Principles of taking individual and group reservations.   |
|                     | RES2    | ➤ The principles of accommodation pricing and effective yield management.   |
|                     | RES1    | ➤ The products, facilities, and services common to the hospitality industry and common ways to source the information required and how to communicate this to customers, staff and visitors.  |
|                     | RES3    | ➤ The current legislation regarding all reservation functions.  |
|                     | RES1    | ➤ The importance of providing accurate information to customers.  |
|                     | RES1    | ➤ The types of unexpected situations and problems that may occur with bookings, and how to deal with these correctly.   |
|                     | RES2    | ➤ The importance of intelligent and appropriate up-selling, room/product rates, added value, rate negotiation limits and yield management and how these apply to your work role.              |
|                     | RES1    | ➤ What over booking is, how to deal with this and why it happens.   |
|                     | RES1    | ➤ Why it is important to get and record booking details accurately.   |
|                     | RES2    | ➤ Why it is important to take the opportunity to sell products and services.  |
|                     | RES1    | ➤ Why confirmations and deposits may be required from customers.  |
|                     | RES1    | ➤ Why it is essential to follow up unconfirmed bookings.  |

### *What is meant by scenario-based questions?*

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

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

PAL will provide access to mock questions.

## Examination conditions

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

The assessment can be conducted either on or off the employer's premises but must be undertaken under the correct examination conditions to comply with Professional Assessments Ltd Invigilation policy. 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).
- 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 **two 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, customer service and working as part of a team.

The assessment may, where required, be split into two, one hour observations to support in covering both preparation and service aspects of a shift. These two, one 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 interact 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 communicate information at a team briefing.

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:

- Customer (Core).
- Business (Core).
- People (Core).
- First line supervision/team leading (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:

| <b>Observation Criteria</b>                       |  |
|---|--|
| <b>Core</b>                                       | <ul style="list-style-type: none"> <li>➤ Demonstrate effective, two-way communication.</li> <li>➤ Establish needs through questioning, confirm understanding of needs.</li> <li>➤ Act on information.</li> <li>➤ Deliver excellent service to the customer, meeting their needs or explaining why their needs cannot be met.</li> <li>➤ Actively deliver according to the business/brand standards.</li> <li>➤ Demonstrate ability to take responsibility for self and work requirements.</li> <li>➤ Work within required standards and procedures.</li> <li>➤ Maintain organisational standards.</li> <li>➤ Demonstrate the ability to meet deadlines.</li> <li>➤ Work within legislative guidelines.</li> <li>➤ Demonstrate the ability to maintain personal and other team members' safety.</li> <li>➤ Welcome and support colleagues and customers to ensure required information, goods and services are given.</li> <li>➤ Demonstrate positive and encouraging behaviours to maintain professionalism.</li> <br/> <li>➤ <i>Demonstrate pride in the delivery of products and services.</i></li> <li>➤ <i>Genuine rapport with colleagues and customers.</i></li> <li>➤ <i>Accurately determine the needs of others speedily.</i></li> <li>➤ <i>Go beyond customers' expectations giving at least one example: how, what where when e.g., turned a complaint into an opportunity to retain customer.</i></li> <li>➤ <i>Use initiative to improve customer service.</i></li> <li>➤ <i>Consistent representation of the business/brand standards.</i></li> <li>➤ <i>Work efficiently and effectively with ease, tasks prioritised and sequenced, well organised, and fast.</i></li> </ul> |
| <b>Food and beverage service</b>                  | <ul style="list-style-type: none"> <li>➤ Prepare service areas and equipment for food and beverage service.</li> <li>➤ Prepare customer and dining areas for food and beverage service.</li> <li>➤ Greet customers and take orders.</li> <li>➤ Serve food and beverages.</li> <li>➤ Maintain the dining area during service.</li> <br/> <li>➤ <i>Provide a very positive welcome in line with the brand/organisational standard.</i></li> <li>➤ <i>Speedy service, exceeding customer expectations.</i></li> <li>➤ <i>Area kept consistently clean and tidy.</i></li> </ul>  |
| <b>Alcoholic beverage service - wine</b>          | <ul style="list-style-type: none"> <li>➤ Prepare service areas, equipment, and stock for wine service.</li> <li>➤ Greet customers, provide accurate information to determine customer requirements for wine and take orders.</li> <li>➤ Present and serve wine.</li> <li>➤ Maintain the service area and stock during service.</li> <br/> <li>➤ <i>Provide a very positive welcome in line with the brand/organisational standard.</i></li> <li>➤ <i>Speedy service, exceeding customer expectation.</i></li> <li>➤ <i>Area kept consistently clean and tidy.</i></li> </ul>   |
| <b>Alcoholic beverage service – beer/cask ale</b> | <ul style="list-style-type: none"> <li>➤ Prepare service areas, equipment, and stock for service.</li> <li>➤ Greet customers, provide accurate information to determine customer requirements for drinks and take orders.</li> <li>➤ Prepare and serve a range of alcoholic and soft drinks, including keg/cask beer.</li> <li>➤ Maintain the service area and stock during service.</li> </ul>  |



| Observation Criteria                                   |  |
|--|--|
|  | <ul style="list-style-type: none"> <li>➤ <i>Provide a very positive welcome in line with the brand/organisational standard.</i></li> <li>➤ <i>Speedy service, exceeding customer expectations.</i></li> <li>➤ <i>Area kept consistently clean and tidy.</i></li> </ul>   |
| <b>Alcoholic beverage service – cocktails/mixology</b> | <ul style="list-style-type: none"> <li>➤ Prepare service areas, equipment, and stock for service.</li> <li>➤ Greet customers, provide accurate information to determine customer requirements for drinks and take orders.</li> <li>➤ Prepare and serve a range of alcoholic and soft drinks, including cocktails.</li> <li>➤ Maintain the service area and stock during service.</li> </ul><br><ul style="list-style-type: none"> <li>➤ <i>Provide a very positive welcome in line with the brand/organisational standard.</i></li> <li>➤ <i>Speedy service, exceeding customer expectations.</i></li> <li>➤ <i>Area kept consistently clean and tidy.</i></li> </ul>  |
| <b>Barista</b>   | <ul style="list-style-type: none"> <li>➤ Prepare service areas, equipment, and stock for service.</li> <li>➤ Greet customers, provide accurate information to determine customer requirements for hot drinks and take orders.</li> <li>➤ Prepare and serve a range of hot and cold specialist drinks.</li> <li>➤ Maintain the service area and stock during service.</li> </ul><br><ul style="list-style-type: none"> <li>➤ <i>Provide a very positive welcome in line with the brand/organisational standard.</i></li> <li>➤ <i>Speedy service, exceeding customer expectations.</i></li> <li>➤ <i>Area kept consistently clean and tidy.</i></li> </ul>  |
| <b>Food production</b>                                 | <ul style="list-style-type: none"> <li>➤ Prepare ingredients, service areas, equipment for service.</li> <li>➤ Provide accurate information to team members/customers and effectively communicate about orders/customer requirements.</li> <li>➤ Prepare and present a range of food items for service.</li> <li>➤ Maintain the service area and stock during service.</li> </ul><br><ul style="list-style-type: none"> <li>➤ <i>Speedy preparation and service, exceeding customer expectations.</i></li> <li>➤ <i>Area kept consistently clean and tidy.</i></li> </ul>  |
| <b>Concierge and guest services</b>                    | <ul style="list-style-type: none"> <li>➤ Provide accurate information to customers and effectively communicate information about services/bookings/customer requirements.</li> <li>➤ Receive and store/move customer/organisational property.</li> <li>➤ Book additional services for customers (e.g., theatre tickets/taxi).</li> <li>➤ Provide confirmation to the customer and update necessary records.</li> </ul><br><ul style="list-style-type: none"> <li>➤ <i>Offer customers different ways of accessing the information they require and demonstrate where necessary e.g., self-service.</i></li> <li>➤ <i>Proactively offer to book services for customers within and external to the organisation.</i></li> <li>➤ <i>Area kept consistently clean and tidy.</i></li> </ul> |
| <b>Housekeeping</b>                                    | <ul style="list-style-type: none"> <li>➤ Prepare for housekeeping duties, including preparation of equipment, linen, and other items.</li> <li>➤ Communicate with team leader to accurately establish work to be done.</li> <li>➤ Clean and service a range of areas including beds, bath rooms/wash rooms/toilets, bedrooms, public areas.</li> <li>➤ Accurately complete records and communicate successful completion of tasks to relevant people.</li> </ul><br><ul style="list-style-type: none"> <li>➤ <i>Speedy preparation and service, exceeding customer expectations.</i></li> <li>➤ <i>Areas kept consistently safe and secure during cleaning process.</i></li> <li>➤ <i>Make suggestions for improvements as part of recordkeeping.</i></li> </ul>                       |

| <b>Observation Criteria</b>             |  |
|---|--|
| <b>Reception</b>                        | <ul style="list-style-type: none"> <li>➤ Provide accurate information to customers and effectively communicate information about services/bookings /customer requirements.</li> <li>➤ Ensure a smooth check in for the customer, including retrieval of customer booking details, offer alternatives for any services that are not available as requested, complete registration process correctly – this can be through direct check in or through assisting with automated check in.</li> <li>➤ Ensure that the customer is happy with the service provided and politely conclude the customer visit.</li> <li>➤ Promote and coordinate products and services within the business – e.g., room service, restaurant opening times, spa facilities etc.</li> <li>➤ <i>Offer customers different ways of accessing information and demonstrate where necessary.</i></li> <li>➤ <i>Pro-actively offer to book services for customers within the business.</i></li> <li>➤ <i>Consistently accurate, efficient, and speedy service of customers through the check-in process.</i></li> <li>➤ <i>Consistently check customer needs have been met.</i></li> <li>➤ <i>Pro-actively offer to give further assistance as required.</i></li> </ul> |
| <b>Reservations</b>                     | <ul style="list-style-type: none"> <li>➤ Provide accurate information to customers and effectively communicate information about services/bookings/customer requirements.</li> <li>➤ Take a selection of reservations, checking details and ensuring confirmation is taken according to organisational requirements.</li> <li>➤ Book additional services for customers (e.g., theatre tickets/taxi).</li> <li>➤ Provide confirmation to the customer and update necessary records.</li> <li>➤ <i>Consistently accurate, efficient, and speedy service of customers through the reservations process.</i></li> <li>➤ <i>Consistently check customer needs have been accurately recorded.</i></li> <li>➤ <i>Pro-actively offer to give further assistance as required.</i></li> </ul>  |
| <b>Conference and events operations</b> | <ul style="list-style-type: none"> <li>➤ Follow instructions for arranging furniture and equipment prior to the conference/event.</li> <li>➤ Ensure that equipment is ready for the customer to use.</li> <li>➤ Check that environmental systems are working, that the room is clean, tidy, and well stocked.</li> <li>➤ Ensure that all agreed products, service, and refreshments are delivered on time to the agreed standard.</li> <li>➤ Ensure all charges are accurately recorded and passed to the appropriate person.</li> <li>➤ <i>Consistently check instructions.</i></li> <li>➤ <i>Identify any problems/queries with the instructions and refer to the line manager before actioning.</i></li> <li>➤ <i>Pro-actively communicate with colleagues to resolve any issues pre customer arrival.</i></li> <li>➤ <i>Check customer is happy with the room on their arrival.</i></li> <li>➤ <i>Pro-actively respond to customer requests during conference/events.</i></li> </ul>   |

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*

### *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 an 800-1200 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 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 synopsis of their project idea and intended research, to present to the end-point assessor for approval at the planning meeting. Once the idea has been approved by the assessor, the apprentice can then commence researching and writing their project. If the apprentice's initial project idea is not approved at the planning meeting, a revised proposal should be sent to the end-point assessor and employer within one week.

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

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

PAL will ensure that the project is stored securely and that the contents are purely used for the purpose of assessment.

## Business project specifics

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

| Business Project Criteria  |  |
|--|--|
| <p><b>In order to pass, an apprentice will:</b></p>  | <ul style="list-style-type: none"> <li>➤ 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).</li> <li>➤ Explain how the business fits into the hospitality industry.</li> <li>➤ Demonstrate an awareness of and understanding for the need for deadlines.</li> <li>➤ How the apprentice keeps up to date with trends and the changing industry.</li> <li>➤ Outline the problem, challenge or opportunity identified.</li> <li>➤ State the aims and objectives of the project.</li> <li>➤ Provide an indication of costs associated with the proposed recommendations.</li> <li>➤ Explain how the research was undertaken.</li> <li>➤ Explain how suggested improvements will impact on customers and their experience or improve business performance.</li> <li>➤ Explain how the idea could be implemented.</li> </ul>  |
| <p><b>In order to achieve a distinction, an apprentice will, in addition to achieving all pass criteria:</b></p> | <ul style="list-style-type: none"> <li>➤ 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).</li> <li>➤ Outline the current situation which has led to the identification of a challenge or opportunity.</li> <li>➤ Provide detailed aims and objectives for the project, linking to the current situation.</li> <li>➤ Identification of measurable improvements and benefits to the organisation.</li> <li>➤ Review the project to ensure it meets organisational and legal requirements.</li> <li>➤ Show a range of research has been used effectively, including obtaining information from stakeholders, such as team members, management, suppliers, or customers.</li> <li>➤ Make detailed recommendations for implementation, including timings and potential costs.</li> <li>➤ Detailed validation and justification of recommendations.</li> <li>➤ Proposed timeframes for implementation.</li> </ul> |

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

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

## Professional Discussion

### Key facts about the professional discussion

The professional discussion assessment is a **40 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 40 minute duration must include 10 minutes for the business project presentation and questioning.

The professional discussion is an opportunity for the apprentice to showcase evidence of the additional learning or professional development they have undertaken during the apprenticeship. The brief presented at the planning meeting and subsequent discussion should show the apprentice's clear understanding of the organisation's place in the wider hospitality industry, along with a clear understanding of their potential career pathway.

### 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  |   |
|---|---|
| <b>In order to pass, an apprentice will:</b>  | <ul style="list-style-type: none"><li>➤ The apprentice will explain how they meet the required standards knowledge, skills and behaviours set out in the hospitality team member standard for the four key sections of the core: customer, business, people and first line supervision/team leading. Apprentices will explain how they meet this standard in their role within their organisation, citing examples, with supporting evidence where appropriate, to demonstrate this.</li><li>➤ For their specialist function, the apprentice will explain, using examples, how they perform to the standards required. This may incorporate the use of additional documentation/working examples.</li></ul>   |
| <b>In order to achieve a distinction, an apprentice will, in addition to achieving all pass criteria:</b> | <ul style="list-style-type: none"><li>➤ Proactively keeps up to date with industry developments, trends, and business objectives.</li><li>➤ Looks for opportunities to influence improvements in departmental performance in line with new trends and developments.</li><li>➤ Evaluates own performance and takes development opportunities to improve in own job role.</li><li>➤ Takes appropriate opportunities to recommend new techniques/procedures/products/services.</li><li>➤ Evaluates procedures to seek improvement/modernisation.</li><li>➤ Acts as a role model to other team members, providing support and guidance when required.</li><li>➤ Encourages and facilitates good team and working relationships.</li><li>➤ Demonstrates a high level of consideration for people's opinions.</li><li>➤ Takes responsibility for identifying possible development opportunities for self and team members.</li><li>➤ Evaluates own skills and performance, seeks feedback from others and proactively engages with performance reviews and development planning.</li><li>➤ Approaches tasks/solves problems with a methodical, considered approach taking into account potential consequences of own actions.</li></ul> |

## Professional Discussion Criteria

- |  |  |
|--|--|
|  | <ul style="list-style-type: none"><li>➤ Sets an example to team members on efficient ways of working to organisational standards.</li><li>➤ Considers factors that may affect performance and responds effectively in line with the job role.</li><li>➤ Has a working knowledge of costs in the department and why their control is important to meet team and organisational needs.</li></ul> |
|--|--|

### *Examples of professional discussion agenda points*

- Reflect on the highlights and lowlights of your apprenticeship. What were the benefits and how did you overcome any barriers?
- Explain how you have knowledge of costs within your department. How do you support to control this and why is this important to meet the team and organisational needs?
- Describe a time you have acted as a role model for others in the team.
- Explain when you have anticipated customer needs and adapted products or services to meet them.
- Evaluate your own performance and detail development opportunities taken to improve in your own job role.

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 **must be completed prior to this assessment taking place**.

The apprentice will receive a **generic 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 observation 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 interview is completed face to face, the independent end-point assessor should complete a written summary of the professional discussion and submit this with the digital recording for quality assurance purposes.<sup>5</sup>

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

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, business operations and industry brief.
- Business Project – the apprentice will be asked to provide a 5 minute summary of their business project followed by questions from the end-point assessor.
- Coverage of the remaining areas of the core and specialist function.
- Personal development and reflection

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

## ***Fails/resits and retakes***

PAL's resit and retake policy and pricing policy are available on request. The request can be made by contacting the account management team via email on [info@professionalassessment.co.uk](mailto:info@professionalassessment.co.uk).

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

## ***Plagiarism***

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

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

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

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

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

To make an appeal, please contact: [epaappeals@professionalassessment.co.uk](mailto:epaappeals@professionalassessment.co.uk)

To declare a conflict of interest, please contact: [declaration@professionalassessment.co.uk](mailto: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](mailto:epamalpractice@professionalassessment.co.uk)
- If it relates to the apprentice, please contact: [apprenticemalpractice@professionalassessment.co.uk](mailto:apprenticemalpractice@professionalassessment.co.uk)
- If it relates to the employer or training provider, please contact: [eitpmalpractice@professionalassessment.co.uk](mailto: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](mailto:info@professionalassessment.co.uk)

### ***Reasonable adjustments/considerations/adaptations***

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

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

PAL's Special Considerations and Reasonable Adjustment policy is in place to ensure fair access to assessment and can be accessed on the HTM Padlet, the PAL website or by request to [info@professionalassessment.co.uk](mailto:info@professionalassessment.co.uk)

### ***Certification***

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

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

## Appendix One – Gateway Declaration Record for Hospitality Team Member ST0233

### Guidance Notes

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

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

Completion of this Gateway Declaration Record confirms that the employer and training provider is satisfied the apprentice has fulfilled all requirements to apply for end-point assessment.<sup>6</sup>

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

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

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

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

<sup>6</sup> 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 1   | Yes <input type="checkbox"/> No <input type="checkbox"/> | Click or tap here to enter text.                                 |
| English Level 1 | Yes <input type="checkbox"/> No <input type="checkbox"/> | Click or tap here to enter text.                                 |

## Gateway Review Outcome

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

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

## Section 2: Declaration

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

### Employer and Training Provider Declaration

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

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

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

| Employer          |                                  | Training Provider |                                  |
|-------------------|----------------------------------|-------------------|----------------------------------|
| <b>Name</b>       | Click or tap here to enter text. | <b>Name</b>       | Click or tap here to enter text. |
| <b>*Signature</b> | Click or tap here to enter text. | <b>*Signature</b> | Click or tap here to enter text. |
| <b>Date</b>       | Click or tap to enter a date.    | <b>Date</b>       | Click or tap to enter a date.    |

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

### Apprentice Declaration

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

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

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

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

#### **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.