

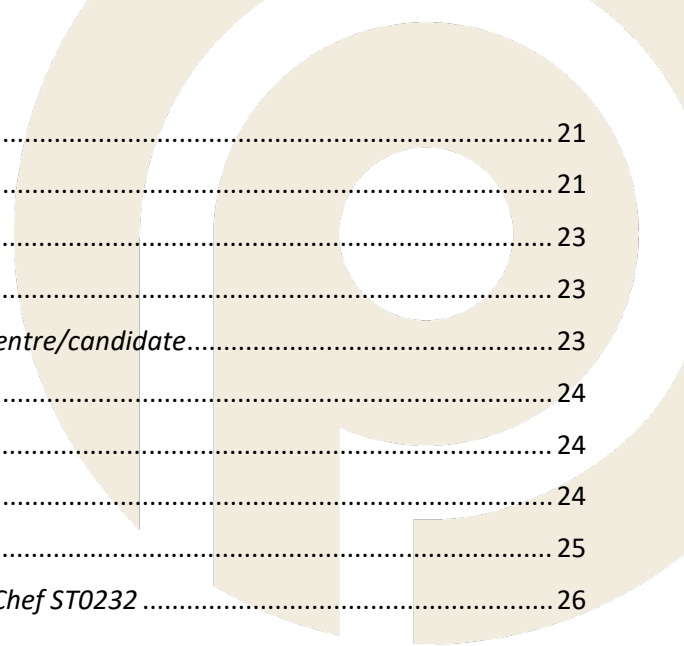


# Senior Production Chef ST0232 Version 1.4 Level 3 End-Point Assessment Specification & Guidance



## Contents

Summary of Revisions to End-Point Assessment Guidance and Specification .....	4
Overview .....	5
Introduction.....	6
Apprenticeship Standard Objective.....	7
Progression.....	7
Who is Professional Assessment (PAL)? .....	7
What is needed prior to end-point assessment?.....	8
Language of assessment .....	9
How is end-point assessment delivered? .....	9
Who can carry out end-point assessment? .....	11
Internal quality assurance requirements .....	12
External quality assurance requirements.....	12
Standardisation and moderation .....	12
Preparing apprentices for end-point assessment .....	13
End-point assessment planning and scheduling .....	13
Reassessment.....	14
Re-assessment requirements for each component.....	14
Booking Reassessments .....	14
Assessment Methods .....	15
Knowledge Test.....	15
Key facts about the knowledge test.....	15
How will the knowledge test be graded?.....	15
Knowledge test grade boundaries .....	15
Knowledge test specifics .....	16
How can a Senior Production Chef apprentice prepare for the knowledge test? .....	16
Examination conditions.....	17
Practical Observation .....	17
Key Facts about the practical observation.....	17
Planning for the observation.....	18
Observation Specifics .....	18
How can a Senior Production Chef apprentice prepare for the practical observation?.....	19
What could cause an observation to be abandoned or halted? .....	19
Professional Discussion .....	20
Key facts about the professional discussion.....	20
Professional discussion specifics .....	20
How can a Senior Production Chef apprentice prepare for the professional discussion?.....	21



*What can the apprentice bring to the professional discussion? ..... 21*

*How can the professional discussion be undertaken? ..... 21*

*Fails/resits and retakes ..... 23*

*Plagiarism ..... 23*

*Appeals, complaints, maladministration, and malpractice polices - centre/candidate..... 23*

*Reasonable adjustments/considerations/adaptations ..... 24*

*Certification ..... 24*

*Validity, Authenticity, Relevancy, Currency, and Sufficiency ..... 24*

*Glossary of Terms ..... 25*

*Appendix One – Gateway Declaration Record for Senior Production Chef ST0232 ..... 26*

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

Summary of Revisions	Revised Version Number	Date of Revision
Gateway Declaration Record amended – Appendix 1	n/a	From 01/08/2022
Transfer of External Quality Assurance Provider (EQAP) from People 1 <sup>st</sup> to Ofqual	n/a	From 31/12/2022
PAL referencing added to the Knowledge Test criteria table to aid interpretation of the Cirrus score report	n/a	20/02/2023
IfATE version change to 1.4 to reflect a change to the funding band. No change to end-point assessment.	1.4	From 26/06/23

## Overview

The end-point assessment in this specification relates to the Senior Production Chef ST0232 Apprenticeship. It applies to Version AP02 which was implemented for all apprentices commencing their apprenticeship on or after 07/01/2019. The specification also relates to versions 1.3 and 1.4 of the standard. These version changes relate to changes in the funding band for the apprenticeship only, with no change to end-point assessment.

This apprenticeship is at Level 3 and is for apprentices managing a team to provide standardised dishes and menus within a variety of kitchen environments. Senior production chefs may lead a team or, in larger establishments, support the head chef. Examples of kitchen environments include schools, hospitals, care homes, pub kitchens and the Armed Forces.

The role of a senior production chef is to take accountability for the day-to-day running of the kitchen service producing, monitoring, and maintaining a consistent standard of food production, supply, quality, and adherence to legislative requirements. Responsibilities should typically include the following activities:

- Supervise and contribute to the production of centrally developed standardised recipes and menus.
- Supervise the production of dishes to meet specific dietary requirements.
- Complete, monitor and maintain food safety management systems (which include delivery, storage, cooking, and service) and work equipment.
- Identify training needs and assist in the recruitment of kitchen personnel.
- Maintain the catering operating budget using nominated suppliers and ensuring the control of waste.
- Support cost reduction, improve performance, revenue, profit margins and customers' experience.
- Monitor service to improve efficiency and productivity.
- Lead team briefings/meetings.

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

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

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

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

- On-programme period of training and development, including achieving the required English and maths qualifications in line with the apprenticeship funding rules.
- End-point assessment (EPA) - all components, within the assessment window.

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

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

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

Standard Title	Senior Production Chef
Level	3
Standard and Version Number	ST0232 AP02/1.3/1.4
LARS Number	139
Named EQA organisation	Ofqual
Duration of Apprenticeship	Typically, 12 months
Duration of End-Point Assessment	3 months
Date the Assessment Plan scheduled is for review	This standard should be reviewed within 3 years of its approval date
Mandatory Qualifications within the Standard	To meet the apprenticeship standards, apprentices must achieve English and maths qualifications in line with the apprenticeship funding rules.  There are no mandatory professional qualifications within this apprenticeship
End-Point Assessment Methods	On Demand Test Practical Observation Professional Discussion

## Introduction

This handbook contains the relevant information and guidance required of apprentices to achieve the end-point assessment for the Senior Production Chef apprenticeship and should be used in conjunction with the Senior Production ST0232 Chef Padlet<sup>1</sup> – Assessment Information for Training Providers, Employers.

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

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

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

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

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.

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 head chef position.

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

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

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



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

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

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

The employer and training provider must hold a 'Gateway' meeting to agree that the apprentice has gained the required level of knowledge, skills, and behaviours, along with English and maths qualifications in line with the apprenticeship funding rules.

To confirm this meeting has taken place, the employer, training provider and apprentice are required to complete a Gateway Declaration Record, an example of which is included in the Appendix of this handbook<sup>2</sup>, alternatively, training providers and employers can use their documentation, with the caveat, that the document must record the information as stipulated on the Professional Assessment Gateway record.

Professional Assessment Ltd also needs evidence 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 as suitable. Evidence must be in the form of a certificate.

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

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

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

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

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<sup>2</sup> The gateway form may change in design and content based, on revisions to standards- for the latest document please refer to the relevant Padlet, that PAL will have provided Training Providers or can provide directly to employers and apprentices



## Language of assessment

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

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

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

## How is end-point assessment delivered?

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

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

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

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

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

### \*Relevant documents:

- *A completed Gateway record confirming readiness and/or subsequent updates.*
- *Certified evidence of English and maths 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. Professional discussion.

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

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

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

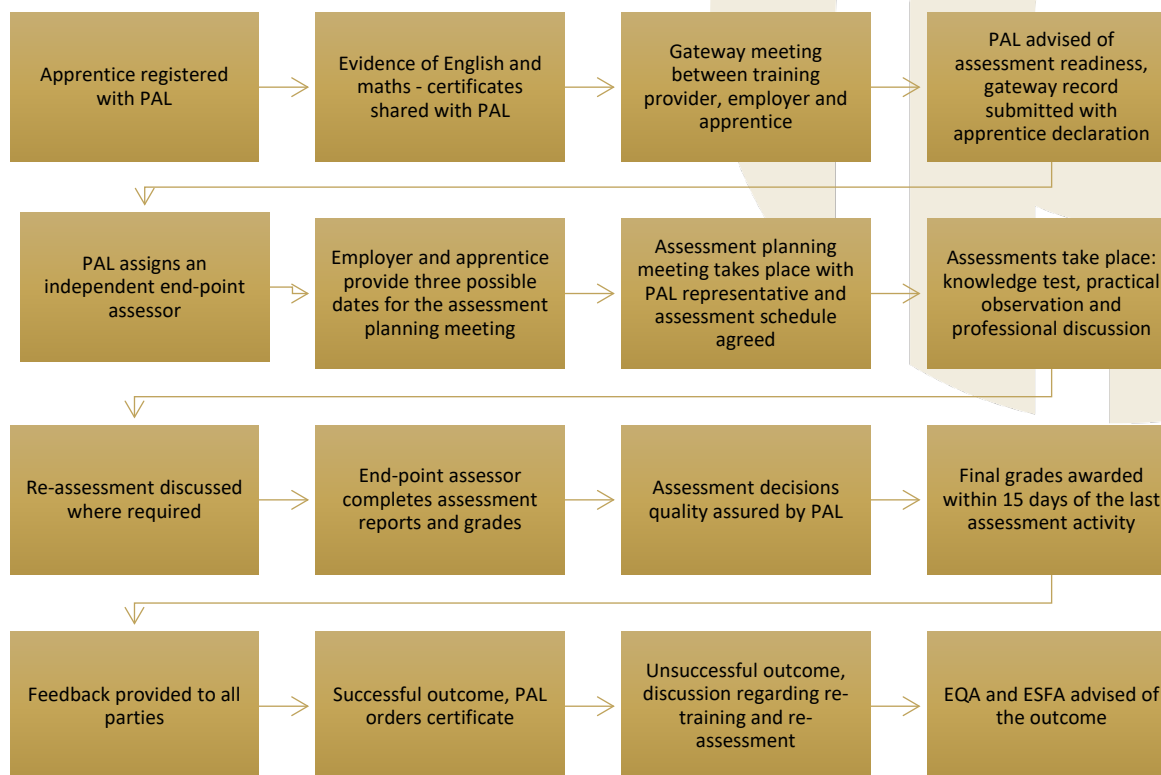
The content and structure of the assessment methods is provided by PAL to ensure consistency across all apprentices. The employer, with the support of the training provider where appropriate, will work with the apprentice to agree how the apprentice goes about completing the components of the end-point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

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

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

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

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



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

End-point assessors for this standard are required to:

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

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

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

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

Professional Assessment Ltd requires all quality assurance staff to hold a recognised internal quality assurance qualification. 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 Senior Production Chef standard.
- Apply robust quality assurance and verification processes to assessments, e.g. the use of standard formats, moderation and standardisation of marking and assessment decisions.
- Apply and follow the appeals and disputes policy and procedure in response to any legitimate appeal or dispute.
- Communicate with third parties any concerns or issues that may impact on assessment activities or outcomes.

## ***External quality assurance requirements***

External quality assurance for the Senior Production Chef apprenticeship will be undertaken by Ofqual.

## ***Standardisation and moderation***

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

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

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

## *Preparing apprentices for end-point assessment*

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

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

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

## *End-point assessment planning and scheduling*

Employers and/or training providers<sup>3</sup> must have an agreement in place to conduct end-point assessments with PAL, we regularly check the ESFA portal to review pipeline business and ensure that training providers who wish to work with us, are attached to us, as EPAO for the relevant standard(s).

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

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

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

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<sup>3</sup> Note PAL endeavours to have agreements with both employers and training providers, to ensure all parties are aware of our service offer and role in the apprenticeship journey.

## **Reassessment**

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

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

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

### **Re-assessment requirements for each component**

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

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

For **Component 3** – 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.

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

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

## Assessment Methods

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

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

Assessment decisions will not be communicated by the independent end-point assessor straight away, they will document and record their assessment decisions. 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.

## Knowledge Test

### Key facts about the knowledge test

The knowledge test will comprise of a set of multiple-choice questions which test the knowledge areas 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 Senior Production Chef role in general, outside of their own specific areas of operation, company processes and procedures.

The assessment will be comprised of **45** multiple-choice questions (MCQ) and the apprentice has **90 minutes** in which to complete the test (including reading time).

### How will the knowledge test be graded?

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

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

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

### Knowledge test grade boundaries

Total Mark	Grade
38+/45 85% +	Distinction
31/45 70%-84%	Pass
30/45 and below equal to or less than 69%	Fail



## Knowledge test specifics

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

Knowledge	PAL Reference	
<b>Kitchen Operations</b>	KO1	➤ Par stock levels, quality points and safe storage conditions for food items
	KO2	➤ The importance of monitoring the correct use and maintenance of food production equipment and the procedure for dealing with misuse and malfunctions
<b>Nutrition</b>	N1	➤ The importance of combining nutrient groups to produce balanced menu items and dishes
	N2	➤ The importance of checking that the food production team is meeting the specific needs of individuals
<b>Legal and Governance</b>	LG1	➤ The importance of monitoring the team's understanding and compliance with all relevant industry specific regulations, legislation, and procedures
	LG2	➤ The role of the supervisor in ensuring due diligence requirements are met
<b>People</b>	P1	➤ How to support and influence the team positively to deliver a high quality product
	P2	➤ Recognise how all teams are dependent on each other and understand the importance of teamwork both back and front of house in achieving business objectives
	P3	➤ How to work with people from a wide range of backgrounds and cultures and how local demographics may impact the product range of the business
	P4	➤ How to communicate knowledge to the team and support own and individuals' development
<b>Business/Commercial</b>	BC1	➤ How to operate efficiently to deliver profit margins, reduce wastage and support the overall financial performance of the business
	BC2	➤ Understand how technology can improve efficiency and productivity within food production organisations
	BC3	➤ How to identify, plan for and minimise risks to the food production, service, and operation

## How can a Senior Production Chef apprentice prepare for the knowledge test?

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

The apprentice should:

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

## *Examination conditions*

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

The assessment can be conducted either on or off the employer's premises but must be undertaken under the correct examination conditions to comply with Professional Assessment Ltd Invigilation policy.

Some of the key conditions for the assessment are:

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

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

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

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

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

## *Practical Observation*

### *Key Facts about the practical observation*

The practical observation is a **four hour** assessment (+/- 10% at the discretion of the end-point assessor) which must include observation of preparation and service times working within the apprentice's usual workplace. This assessment provides excellent opportunity to assess the apprentice synoptically, working in line with requirements for legislative compliance, business standard operating procedures and effective leadership.

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

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

### *Planning for the observation*

The observation scheduling must:

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

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

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

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

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

### *Observation Specifics*

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

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

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

Observation Criteria	
<b>Kitchen Operations</b>	➤ Demonstrates commercial understanding by producing food which supports revenue targets, cost reduction, improved performance and maintains profit margins
<b>Nutrition</b>	➤ Can supervise the production of quality food items with passion and enthusiasm while maintaining organisational/brand standards, procedures and ensuring clients' needs are met
<b>Legal and Governance</b>	➤ Monitors the efficient, safe use of kitchen tools, equipment and technology ensuring productivity and business objectives are met
<b>People</b>	➤ Manages the food safety management system (monitoring correct delivery, storage, cooking, and service of food), ensuring legislative compliance and the completion of due diligence documentation
<b>Business/Commercial</b>	➤ Supports individuals and leads the team to ensure harmonious relationships are maintained with all stakeholders and the best outcomes are achieved for customers and the business
	➤ Acts as a role model to the team applying communication skills to demonstrate fairness and empathy within a customer centric culture
	➤ Demonstrates pride in self and organisation by displaying a professional approach to all activities and positively encouraging marketing activities to maintain business competitiveness

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

### *How can a Senior Production Chef apprentice prepare for the practical observation?*

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

### *What could cause an observation to be abandoned or halted?*

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

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

## Professional Discussion

### Key facts about the professional discussion

The professional discussion assessment is a **60 minute** discussion (+/- 10% at the discretion of the end-point assessor) between the apprentice and the end-point assessor. The employer is **not** required to be present.

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

### Professional discussion specifics

The table below provides the pass and distinction criteria for the professional discussion. In order to pass, the apprentice must achieve all of the pass criteria. In order to achieve a distinction, the apprentice must achieve all of the distinction criteria, in addition to the pass criteria.

Professional Discussion Criteria	
<b>In order to pass, an apprentice will be able to:</b>	<ul style="list-style-type: none"><li>➤ Correctly identify the organisation's vision, values and brand standards and can relate them to the food production</li><li>➤ Explain the importance of upholding organisational standards and keeping up with product ranges, promotions, and current trends</li><li>➤ Relate the sharing of information regarding product range, brand development, promotions and current trends to the team Identifies customer profiles and main competitors and how these affect food production, market position and the growth strategy of the organisation</li><li>➤ Identifies customer profiles and main competitors and how these affect food production, market position and the growth strategy of the organisation</li><li>➤ Correctly identify professional values that contribute to building and developing high performing teams</li><li>➤ Describe how they have developed good working relationships within own team and across the business to support objectives and celebrate success</li><li>➤ Show how development needs for team and self have been achieved and the support given to individuals and team</li><li>➤ Can explain efficient operating methods to deliver profit margins, reduce wastage and support the financial performance of the business and how to implement them</li><li>➤ Demonstrates the use of forecasting, targets, and methods of monitoring costs</li><li>➤ Explains activities which actively market the business and support competitiveness</li><li>➤ Highlights areas of risk offering solutions to challenges to ensure the health and safety of people and the organisation</li><li>➤ Shows awareness of the benefits of food production technology and can relate this to products, services and processes in own kitchen</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>➤ Show evidence of pro-active leadership, anticipating outcomes and offering solutions to challenges</li><li>➤ Analyse methods used to develop a positive team-working environment, applying actions supporting the team, organisation, and stakeholders</li><li>➤ Can confidently appraise team and business performance to support business objectives</li><li>➤ Can generate data to justify profit margins, wastage reduction and cost savings</li><li>➤ Propose measures to support due diligence of kitchen legislation</li></ul>

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

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

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.

### ***How can a Senior Production Chef apprentice prepare for the professional discussion?***

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

### ***What can the apprentice bring to the professional discussion?***

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

### ***How can the professional discussion be undertaken?***

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

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

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

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

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

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

The 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.

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



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

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

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

## ***Plagiarism***

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

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

PAL's plagiarism and cheating policy can be accessed on the 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 reasonable adjustments have been requested, the assessor at the assessment planning meeting will finalise any such arrangements. Discussions regarding a reasonable adjustment request should be made at registration and discussed with the EPA team.

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

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

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

### ***Certification***

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

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

Certification requests are made by the EPAO, and the current process is the certificate is sent to the named employer. Employers must advise the EPAO of any specific location or person the certificate should be sent to if this information differs from the apprentice's workplace location and employer contact details provided on the EPAO's booking system.

Cancelling or rescinding results - PAL reserves the right to cancel results if malpractice is identified.

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

The evidence presented must be meet VARCS requirements.

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

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

## *Glossary of Terms*

**EPA** – end-point assessment.

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

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

**PAL** – Professional Assessment Limited.

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

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

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

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

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

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

## Appendix One – Gateway Declaration Record for Senior Production Chef ST0232

### Guidance Notes

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

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

Completion of this Gateway Declaration Record confirms that the employer and training provider is satisfied the apprentice has fulfilled all requirements to apply for end-point assessment.<sup>5</sup>

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

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

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

<b>Apprentice Name</b>	Click or tap here to enter text.	<b>Apprentice Contact Number</b>	Click or tap here to enter text.
<b>Apprentice ULN</b>	Click or tap here to enter text.	<b>Apprentice Email Address</b>	Click or tap here to enter text.
<b>Line Manager Name</b>	Click or tap here to enter text.	<b>Line Manager Contact Number</b>	Click or tap here to enter text.
<b>Employer Organisation</b>	Click or tap here to enter text.	<b>Line Manager Email Address</b>	Click or tap here to enter text.
<b>Training Provider Name</b>	Click or tap here to enter text.	<b>Gateway Review Date</b>	Click or tap to enter a date.
<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"/>		

### 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.

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

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

<b>English Level 2</b>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Click or tap here to enter text.
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### 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.