Professional Assessment Ltd

End-Point Assessment Guidance and Specification for Commis Chef ST0228 v1.4 Level 2



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Contents

Summary of Revisions to End-Point Assessment Guidance and Specification 4
Section 1 5
Overview 5
Introduction 6
Apprenticeship Standard Objective 7
Progression 7
Who is Professional Assessment (PAL)? 8
What is needed prior to end-point assessment? 8
Language of assessment 9
Section 2 10
How is end-point assessment delivered? 10
Who can carry out end-point assessment? 12
Internal Quality Assurance Requirements 12
External Quality Assurance Requirements 12
Standardisation and Moderation 13
Section 3 14
Grading 14
Preparing apprentices for end-point assessment 14
End-point assessment planning and scheduling 15
Reassessment 15
- Resits and Retakes 15
- Reassessment requirements for each component 16
- Capping 16
- Booking Reassessments 16

Section 4 17
Portfolio 17
- What is the format of the portfolio? 17
- How can a Commis Chef prepare for and complete their portfolio? 18
- What is best practice in producing the portfolio? 19
  - Table 1: Mapping of Knowledge, Skills and Behaviours for the Interview underpinned by Portfolio 19

Section 5 22
Assessment Methods 22
Sample Assessment Materials 22
Simulated Practical with Questions 22
- Key Facts about the simulated practical with questions 22

What is the format of the simulated practical with questions? 23
How can a Commis Chef prepare for the simulated practical with questions? 25
How will the simulated practical with questions be graded? 25
Table 2: Simulated Practical with Questions Pass and Distinction Grading Criteria 26
Interview 27
Key facts about the interview 27
What is the format of the interview? 27
How can a Commis Chef prepare for the interview? 28
How will the interview be graded? 28
Table 3: Interview Pass and Distinction Grading Criteria 28
Section 6 30
Fails/Resits and Retakes 30
Plagiarism 30
Use of Artificial Intelligence (AI) 30
Appeals, Complaints, Maladministration, and Malpractice Polices - Centre/Candidate 31
Reasonable Adjustments/Considerations/Adaptations 31
Certification 31
Validity, Authenticity, Relevancy, Currency, and Sufficiency 32
Appendix 1 – Gateway Declaration Record for Commis Chef ST0228 v1.4 34

Summary of Revisions to End-Point Assessment Guidance and Specification

Summary of Revisions	Assessment Plan Revised Version Number	Date of Revision
Clarification of portfolio evidence added (Section 4 - page 18) Guidance for the Use of Artificial Intelligence (AI) added (Section 6 - page 29)	n/a	07/08/2025
Additional guidance for the simulated practical added (Section 5 - page 23)	n/a	26/09/2025
Further additional guidance for the simulated practice added (Section 5 – page 23)	n/a	12/11/2026

Section 1

Overview

The end-point assessment guidance in this specification relates to the Commis Chef ST0228 version 1.4. This revised standard is for all apprenticeship on-programme starts from **02/06/2025** and replaces version AP04/1.3. The apprenticeship is at Level 2 and is for apprentices who support the kitchen to provide a refined culinary offer.

This occupation is found in the hospitality industry, largely in luxury, fine dining, and gastro venues, for example, restaurants, hotels, inns, conference and events venues, pubs, and cruise ships including independent and branded establishments. Commis chefs typically work in a large or small brigade to prepare, cook, and finish a wide range of food items from fresh across all sections in a kitchen.

In their daily work, an employee in this occupation:

- Interacts with a team (sometimes known as a brigade) of chefs.
- Interacts with the wider team, including front of house staff, suppliers, and customers.
- Is typically directly managed by a Chef de Partie, a Sous chef, or a Head Chef, or, in some cases, directly by a Chef Patron or Executive Chef.
- Will be responsible for preparing and cooking food items from fresh and finishing refined dishes.
- Will follow directions from a senior chef to ensure that dishes are produced to order and time.
- Is responsible for implementing hygiene, health and safety, and food safety legislation and local procedures, including allergen handling.
- Is responsible for stock control, following business practice for stock rotation and use, and for maintaining food safety throughout receipt, storage, production, holding, and further storage and reuse of cooked items.
- Is responsible for the safe and efficient handling and use of a range of specialist kitchen knives, manual tools, and electric equipment.

The typical duration for this apprenticeship is 12 months but this will depend on the apprentice's 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, merit, or distinction.

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

- On-programme period of training and development, including achievement of 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 for Apprentices and Technical Education (IfATE)[1], through a process administered by the Department for Education (DfE).

[1] IfATE will be replaced by Skills England in 2025

As the end-point assessment organisation, Professional Assessment Ltd (PAL) 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 standard and accompanying assessment plan can be accessed here.

Standard Title	Commis Chef
Level	2
Standard Number	ST0228 version 1.4
LARS Number	93
Named EQA organisation	Ofqual
Duration of Apprenticeship	Typically, 12 months but the actual length of the apprenticeship will be decided by the employer.
Duration of End-Point Assessment	3 months
Date the Assessment Plan scheduled is for review	This standard should be reviewed in accordance with IfATE's change request policy.
Mandated Qualifications within the Standard	To meet the apprenticeship standard, apprentices must achieve English and maths qualifications in line with the apprenticeship funding rules. There are no mandated qualifications within this standard.
End-Point Assessment Methods	The end-point assessment is designed to test the apprentice throughout the entire standard. The assessment methods used to achieve this are as follows: ➢ Simulated practical with questions. ➢ Interview underpinned by portfolio.

Introduction

This handbook contains the relevant information and guidance required of apprentices to achieve the end-point assessment for the Commis Chef v1.4 Apprenticeship and should be used in conjunction with the Commis Chef v1.4 Padlet[2] – End-Point Assessment Information for Apprentices, Providers and Employers.

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

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

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.

PAL has worked in close collaboration with employers, other assessment organisations and experts from professional bodies and 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 provider, is satisfied that they have met the 'Gateway' criteria to undertake the assessment. Apprentices will not be awarded the apprenticeship certificate until they have successfully completed the end-point assessment.

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

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

PAL has been working closely with occupational experts, employers, and 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 IfATE, and that they are confident and competent in their role to take on responsibilities to deliver clearly defined business outcomes.

Progression

On completion of the apprenticeship, the apprentice could progress into a Chef de Partie or Senior Production Chef role.

Who is Professional Assessment (PAL)?

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

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

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

What is needed prior to end-point assessment?

The employer and 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 provider must hold a Gateway review 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.

Where English and maths are required, PAL will need evidence of **attainment**. Please check with the EPA team via info@professionalassessment.co.uk if you do not know which qualifications are accepted, or which level is required. Evidence must be in the form of a certificate.

The apprentice must have a **completed portfolio** that will underpin the interview to be submitted to PAL as part of the Gateway evidence.

The apprentice must also submit recipes for the simulated practical with questions. The recipes must meet the criteria outlined in the simulated practical with questions guidance - see Section 5 for more information.

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

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

The recommended approach during the on-programme assessment (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.
- The 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.

[3] The Gateway record 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.

- The 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 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 provider.

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

Language of assessment

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

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

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

Section 2

How is end-point assessment delivered?

The apprentice will be assessed to the apprenticeship standard using two discrete assessment methods. The assessment is synoptic, i.e., takes a view of the overall performance of the apprentice in their job. Each assessment method should directly assess the knowledge, skills, and behaviours of the standard.

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

- Simulated practical with questions.
- Interview underpinned by portfolio.

There is no mandated assessment sequence. Assessments can be combined, so it is permissible to undertake more than one assessment on one day.

PAL provides the content and structure of the assessment methods to ensure consistency across all apprentices. The employer, with the support of the 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 provider will ensure that the evidence presented for end-point assessment meets the assessment plan requirements but does not have a role in the formal end-point assessment or grade decision.

In order to pass, apprentices must achieve a pass in both methods of assessment; apprentices who fail one or more method will fail the end-point assessment.

In order to achieve a merit, apprentices must achieve a pass in one assessment method and a distinction in the other.

In order to achieve a distinction, apprentices must achieve a distinction in both methods of assessment.

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

Note – the assessments can be taken in any order.

Apprentice/Employer/Training Provider		**PAL**
Apprentice registered with PAL prior to the Gateway review.	⇨	▪ ESFA advised of EPAO. ▪ EPAPro log-in credentials provided. ▪ Access to a range of assessment guidance materials available.
Gateway review held between the provider, employer, and apprentice to confirm assessment readiness. ▪ Evidence provided that English and maths requirements have been achieved in line with the apprenticeship funding rules. ▪ Portfolio to underpin the interview submitted. ▪ Recipes for the simulated practical submitted.	⇨	▪ Declaration received that the apprentice is ready for assessment. ▪ Gateway evidence received. ▪ PAL approves or rejects the Gateway evidence. If rejected, the provider to resubmit as required.

Apprentice/Employer/Training Provider		PAL
PAL contacts the employer and apprentice. PAL undertakes assessment planning meeting and agrees assessment schedule.		▪ Assessment plan completed. Dates will be agreed for all methods of assessment to meet with the Commis Chef v1.4 assessment plan and to allow for reasonable resit or retake activities within the assessment window, wherever possible.
Apprentice undertakes the simulated practical with questions.		▪ Simulated practical with questions total assessment duration of 3 hours (+10% at the independent assessor's discretion). ▪ Simulated practical and questions completed, observation and response to questions assessed. Assessment graded.
Apprentice undertakes the interview.		▪ Interview assessment duration of 60 minutes (+10% at the independent assessor's discretion). ▪ Interview completed, responses to questions assessed. Assessment graded.
		▪ Overall grading undertaken – independent assessor confirms grades for all assessment elements and overall grade using grade descriptors and weighting as detailed in the assessment plan to PAL. ▪ Internal quality assurance (IQA) undertaken. ▪ Assessment outcome provided within the assessment window timeframe.
Employer informed of the outcome of end-point assessment via email from epasupportservices@professionalassessment.co.uk. Apprentice and provider are copied into the communication.		▪ Assessment summary record will note the decision and grade. If a resit or retake is required, it is important the relevant parties refer to the summary record. ▪ Assessment decision data collated and used to inform standardisations processes and quality assurance. ▪ Confirmed assessment outcome provided to the provider and Apprenticeship service. ▪ Certificate requested where a pass or higher grade for all aspects of end-point assessment are achieved. ▪ Data provided to the regulator, as necessary.

Who can carry out end-point assessment?

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

- Have excellent knowledge and understanding of the apprenticeship standard.
- Have recent relevant experience of the occupation or sector to at least occupational level 3 gained in the last 3 years or significant experience of the occupation or sector.
- Hold or be working towards a recognised current workplace assessment qualification.
- Must attend at least one standardisation event annually.
- Have sufficient resources to carry out the role of independent end assessor i.e., time and budget.

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

PAL 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 pass criteria have been met.

Internal Quality Assurance Requirements

PAL requires all quality assurance staff to hold a recognised internal quality assurance qualification. PAL implements validation and quality assurance policies and processes to ensure that all assessments are robust, fully align with the independent end-point assessment requirements, and are assessed consistently, reliably, and fairly by all independent assessors.

Policies can be shared upon request, please contact info@professionalassessment.co.uk. Essential policies are also available via our website.

In accordance with these policies PAL will:

- Develop and maintain a set of assessment tools, to be used by all independent assessors when carrying out assessments.
- Ensure independent assessors for this standard meet with the assessment plan competency requirements.
- Train and develop all independent assessors to ensure reliable and consistent assessment of the Commis Chef v1.4 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 Commis Chef Apprenticeship is undertaken by Ofqual.

Standardisation and Moderation

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

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

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

Section 3

Grading

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

To achieve a pass overall, the apprentice must achieve a pass in both methods of assessment by meeting all of the pass descriptors.

To achieve a merit overall, the apprentice must achieve a pass in one method of assessment and a distinction in the other method of assessment.

To achieve a distinction overall, the apprentice must achieve a distinction in both methods of assessment by meeting all of the distinction descriptors in additional to the pass descriptors.

Please see **Tables 2 and 3** for grading descriptors.

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

Simulated Practical with Questions	Interview underpinned by Portfolio	Overall Grading
Fail	Any grade	Fail
Any grade	Fail	Fail
Pass	Pass	Pass
Pass	Distinction	Merit
Distinction	Pass	Merit
Distinction	Distinction	Distinction

Preparing apprentices for end-point assessment

To ensure that apprentices develop the knowledge, skills and behaviours that underpin occupational competence, it is recommended that they follow a structured programme of training and development. The period of training and development must include the minimum DfE requirements for off-job training, away from the day-to-day job. Please refer to DfE 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 providers should:

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

It is recommended, but not required, that the on-programme assessment includes:

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

End-point assessment planning and scheduling

Employers and/or providers[4] must have an agreement in place to conduct end-point assessments with PAL. We regularly check the Apprenticeship Assessment Service portal to review pipeline business and ensure that 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 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 PAL to support the assessment process and to agree a plan for the upcoming assessment activities for the apprentice. The independent assessor/PAL representative will agree a plan and schedule for each assessment activity to ensure that all assessment components can be completed within the end-point assessment time. The meeting can be conducted remotely using appropriate technology.

The end-point assessment will be conducted over a period of **3 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 providers to check that this requirement has been met, before submitting Gateway evidence.

Reassessment

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

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

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

Resits and Retakes

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

An apprentice who fails an assessment method, and therefore the EPA in the first instance, will be required to resit or retake any failed assessment method only.

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

The employer and PAL agree the timescale for a resit or retake. A resit is typically taken within 2 months of the EPA outcome notification. The timescale for a retake is dependent on how much re-training is required and is typically taken within 3 months of the EPA outcome notification.

Failed assessment methods must be resat or retaken within a 6-month period from the EPA outcome notification, otherwise the entire EPA will need to be resat or retaken in full, unless in the opinion of PAL exceptional circumstances apply outside the control of the apprentice or their employer.

Resits and retakes are not offered to apprentices wishing to move from pass to a higher grade.

Reassessment requirements for each component

Simulated practical with questions: if the apprentice's evidence does not meet the requirements to achieve the pass descriptors for the simulated practical with questions on their first assessment attempt, a further, different simulated practical with questions assessment will be carried out. The apprentice will be permitted to use the same recipes for a resit.

Interview: if the apprentice's evidence does not meet the requirements to achieve the pass descriptors for the interview on their first assessment attempt, a further, different full interview assessment of the apprentice will be carried out. The apprentice will not be permitted to add evidence to the portfolio of evidence following a resit.

Capping

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

Booking Reassessments

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

Section 4

Portfolio

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

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

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

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

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

The apprentice must have access to their portfolio evidence during the interview assessment. To ensure that all evidence is accessible during the assessment PAL recommends that audio and/or video recordings are supported by a written summary/list of bullet points to which the apprentice can easily refer.

What is the format of the portfolio?

The portfolio will typically contain 20 discrete pieces of evidence in total. A qualitative as opposed to quantitative approach is suggested.

The portfolio must evidence all the knowledge, skills and behaviours mapped to the interview method of assessment (see Table 1). **At least one piece of evidence must relate to each of the criteria**; each piece of evidence can be referenced against more than one knowledge, skills, or behavioural requirement for a more holistic approach.

In addition, the portfolio **must include the following evidence**, typically as complete dishes e.g. plated fish with potatoes vegetables and sauce, rather than a piece of filleted and cooked fish on its own:

- 1 fish to include filleting the fish.
- 1 poultry to include breaking down the bird.
- 3 from meat, game, or offal using 2 preparation methods from trim, devein, portion, debone, check for shot.
- 1 shellfish.
- 2 egg or egg-based dishes from batter, poached, boiled, fried, omelette, scrambled, in a dish or on its own.
- 3 vegetables and 1 fruit using 2 of the listed preparation methods in K5. (K5 Methods of preparing fruit and vegetables e.g. julienne or matchsticks, mirepoix or rough cut, macédoine or large dice, Brunoise or fine dice, Paysanne or neat cuts, and jardinière or batons).
- 2 sauces one of which must be roux-based.
- 2 soups one of which must be flour-based.
- 1 pulse or grain.
- 1 stock used in any dish.
- 1 pasta or noodle-based dish, either fresh or convenience.
- 2 doughs: 1 leavened and 1 unleavened.

- 3 pastry-based dishes.
- 3 plated desserts: 1 hot, 1 cold, and 1 mousse-based.
- 1 dish must be stuffed or filled, and pane.
- 1 dish must be gluten free using alternative ingredients e.g. gluten-free flour.
- 1 dish must be plant based using alternative ingredients e.g. plant-based milk.

PAL has provided a mapping record with an employer and apprentice validation statement which can be accessed from the Commis Chef v1.4 Padlet. Alternatively, providers can use their own version, however **it is a mandatory requirement that a mapping document and employer and apprentice validation statement is submitted with the completed portfolio.**

Please note that the assessment plan does not state that portfolio evidence must be submitted for preparing, cooking, and finishing scones, biscuits, sponge cakes, and non-sponge cakes, however PAL expects evidence to be submitted as the related criteria (K13 and S15) are mapped to the interview grading descriptor of 'Prepare, cook and finish dishes' and the apprentice may be questioned on these dishes/food items.

How can a Commis Chef prepare for and complete their portfolio?

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

Please refer to Table 1 for the knowledge, skills and behaviours required to be assessed by the interview and evidenced in the portfolio.

The portfolio **must contain**:

- A mapping document which clearly shows how the evidence is mapped against the relevant knowledge, skills and behaviours that will be assessed by the interview.
- A statement to confirm that the evidence provided is valid and attributable to the apprentice from the employer and the apprentice.
- Dishes to fully meet the range of preparation and cooking methods noted above.

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

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

- Workplace documentation and records.
- Workplace policies and procedures.
- Witness statements.
- Annotated photographs.
- Video clips with a maximum total duration of 10 minutes. The apprentice must be in view and identifiable.

The portfolio should **not** contain reflective accounts or any methods of self-assessment.

The interview questions will be constructed to include all pass criteria, while allowing the opportunity for the apprentice to evidence the distinction criteria, either naturally in their responses or using further questions.

What is best practice in producing the portfolio?

Ensure that the evidence within the portfolio provides coverage against all the knowledge, skill and behaviours as outlined in the assessment plan for the interview assessment method (see Table 1). Employers, providers and apprentices can use this guidance to support in documenting and referencing the evidence against all of the KSBs required.

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

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

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

Table 1: Mapping of Knowledge, Skills and Behaviours for the Interview underpinned by Portfolio

KSB	Knowledge (K), Skills (S) and Behaviours (B)
K4	Methods of preparing meat, offal, game, poultry, fish, and shellfish from whole; trim, de vein, portion, break down, bone, skin, fillet, shell.
K5	Methods of preparing fruit and vegetables e.g. julienne or matchsticks, mirepoix or rough cut, macédoine or large dice, Brunoise or fine dice, Paysanne or neat cuts, and jardinière or batons.
K6	Methods of preparing, cooking and finishing sauces; roux based, emulsified, stock, hot and cold sweet and savoury sauces including plant based and gluten free.
K7	Methods of preparing, cooking and finishing pureed and cream soup, and stock based dishes.
K8	Methods of preparing and cooking noodles and fresh or convenience pasta.
K9	Methods of preparing and cooking pulses and grains, including long and short grain rice.
K10	Methods of preparing and cooking eggs or egg-based dishes; batter, poached, boiled, fried, omelette, scrambled.
K11	Prepares, cooks and finishes leavened and unleavened dough products.
K12	Methods of preparing, cooking, and finishing sweet and savoury pastry products using short, sweet, and choux.
K13	Methods of preparing cooking and finishing scones, biscuits, sponge cakes, and non-sponge cakes.
K14	Methods of preparing, producing, and finishing hot and cold desserts.
K15	Methods of stuffing, filling and pané across food types.
K16	Techniques for preparation and cooking when using alternative ingredients e.g. plant based, gluten free.
K19	Methods of sealing, grilling, deep frying, shallow frying, stir frying, sauté, braising, stewing, baking, roasting, boiling, and poaching across food types.
K24	Signs of common errors in production and how to rectify.

KSB	Knowledge (K), Skills (S) and Behaviours (B)
K25	Principles of handling feedback and complaints and identifying and raising issues.
K30	Stock control methods and processes including storage and rotation that take environmental sustainability into account.
K31	Methods to apply food safety and allergen procedures, including monitoring and recording food temperatures, on delivery and in storage.
K32	Legislation and organisational policies relating to equity, diversity and inclusion in the workplace.
K33	Techniques for maintaining good mental health and wellbeing, including asking for help with daily tasks.
K34	Principles of professional communication and conduct with colleagues, manager and other stakeholders.
K35	Principles of teamwork within and between teams and the impact on service delivery.
K37	Methods for using feedback to improve own performance.
S6	Prepares, cooks, and finishes meat, offal, game, poultry, fish, and shellfish from whole; trim, de-vein, portion, break down, bone, skin, fillet, shell.
S7	Prepares, cooks, and finishes fruit and vegetables.
S8	Prepares, cooks, and finishes sauces.
S9	Prepares, cooks and finishes pureed and cream soup and stock based dishes.
S10	Prepares and cooks noodles, and fresh or convenience pasta.
S11	Prepares and cooks pulses and grains, including long and short grain rice.
S12	Prepares, cooks and finishes eggs or egg-based dishes.
S13	Prepares, cooks and finishes leavened and unleavened dough products.
S14	Prepares, cooks and finishes sweet and savoury pastry products using short, sweet, and choux.
S15	Prepares, cooks, and finishes scones, biscuits, sponge cakes, and non-sponge cakes.
S16	Prepares, produces, and finishes hot and cold desserts.
S17	Stuffs, fills and panés across food types.
S18	Prepares and cooks dishes using alternative ingredients e.g. plant based, gluten free.
S21	Sears, grills, deep fries, shallow fries, stir fries, sautés, braises, stews, bakes, roasts, boils, poaches across food types.
S25	Identifies and resolves errors during the production process.
S26	Assists in the resolution of feedback, complaints, and issues.
S31	Undertakes stock control, storage, and rotation.
S32	Applies food safety and allergen procedures, and monitors and records food temperatures, on delivery and in storage.
S33	Follows equity, diversity and inclusion legislation and organisational policies.
S34	Uses techniques for maintaining good mental health and wellbeing to support self and others, including asking for and giving help with daily tasks.
S35	Communicates with colleagues, manager and other stakeholders in a professional manner.

KSB	Knowledge (K), Skills (S) and Behaviours (B)
S36	Works as part of a team to support service delivery.
S37	Uses feedback to improve own performance.
B1	Advocates equality and respect, working positively with colleagues, managers and stakeholders.
B4	Takes responsibility when completing individual and team tasks to expected standards, helping resolve operational issues that arise.
B5	Maintains a professional image and attitude that represents the values of the business.

Section 5

Assessment Methods

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

The independent assessor will not communicate assessment decisions 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 provider. A final assessment decision cannot be made until all elements of assessment have been completed. Employers can access a record of assessment by accessing EPAPro. User guides are available for providers and employers that detail how reports can be viewed.

Sample Assessment Materials

For this standard, PAL provides mock assessment guidance to include:

- A mock simulated practical with questions assessment record.
- A mock interview record.
- Mock guidance hints and tips with sample questions.

All guidance and sample materials can be accessed from the Commis Chef v1.4 Padlet.

Simulated Practical with Questions

Key Facts about the simulated practical with questions

In the simulated practical with questions, the independent assessor observes the apprentice completing a task or series of tasks as noted below. The assessment environment chosen by PAL must closely relate to the apprentice's natural working environment. This assessment method gives the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method.

This assessment method is being used because:

- This occupation involves practical activity best assessed through demonstration in a simulated practical.
- The simulated practical enables the assessment of essential knowledge and skills in the preparation cooking and finishing of food items and the application and use of equipment in a controlled environment.
- The scope of the simulated practical allows the apprentice to demonstrate depth of food preparation, cooking and finishing skills that may not typically be observed during an observation of a service period in their place of work.
- Employers may doubt the occupational competence of an apprentice not assessed in this way.

The simulated practical with questions must take **3 hours**. The independent assessor can increase the time of the observation with questions by up to 10%. This time is to allow the apprentice to complete a task or respond to a question if necessary.

The simulated practical with questions cannot be split, other than for comfort breaks or to allow apprentices to move from one location to another. Where breaks occur, they will not count towards the total EPA time.

PAL must give the apprentice 2 weeks' notice of the simulated practical with questions.

The independent assessor must explain to the apprentice the format and timescales of the observation with questions before it starts. This does not count towards the assessment time.

The independent assessor can observe up to 4 apprentices at the same time to ensure quality and rigour. They must be as unobtrusive as possible.

What is the format of the simulated practical with questions?

The independent assessor will arrange an appropriate time and environment for the simulated practical with questions to take place at the planning meeting in consultation with the employer.

To enable assessment of the associated themes and **KSBs the apprentice must produce a range of dishes covering the following requirements** which the independent assessor must observe during the simulated practical:

- The apprentice **must** prepare **a starter, a main, and a dessert**. The apprentice must select and prepare ingredients, and cook, plate and finish dishes.
    - The **starter must** have **at least 3 elements** to the dish.
    - The **main course must** include **at least 1 animal protein prepared from whole*, a starch, a sauce, and 2 vegetables.**
    - The **dessert must** have **at least 3 elements** to the dish.
    - **At least 1 dish must showcase seasonal ingredients.**

*Prepared from whole means: Poultry should be a whole bird (although skinned, plucked, head off, giblets out, etc). Fish should be whole but may be gutted before filleting. Meat should be a joint, e.g. a shoulder of lamb.

Important Further Guidance

The main course must include at least one animal protein prepared from whole. For **meat**, this should be a **joint** of meat, for example, a shoulder of lamb, that requires the apprentice to demonstrate appropriate preparation skills.

The meat must be provided at a stage that enables the apprentice to undertake **substantive preparation** of the joint themselves. Pre-portioned individual cuts, or joints that have already undergone the relevant preparation and require only cooking or simple portioning, do **not** meet this requirement.

The starter and dessert must each contain at least three distinct elements. An element is a distinct finished component of the plated dish. **An ingredient alone does not constitute an element**. Ingredients that are combined or prepared to produce one finished component form part of that element and should not be counted separately.

Examples of a three-element starter:

- Pan-fried scallops | sweetcorn purée | pancetta crisp.
- Tandoori chicken skewer [pickled vegetables [yoghurt and cucumber sauce.

Examples of a three-element dessert:

- Chocolate fondant | berry coulis | chocolate soil.
- Chocolate brownie | vanilla crème anglaise | berry compote.

Note: The examples above are illustrative and are not an exhaustive list of acceptable dishes.

The **elements** of the dishes **must have been prepared** (to achieve criteria S19 - Prepares fresh ingredients, including from whole, using them across a menu to reduce waste and improve sustainability). Examples of preparation methods are listed in the table below. **This is not an exhaustive list.**

Food Group	Examples of Preparation Methods
Meat, Poultry, Game and Offal	Cutting, slicing, dicing, mincing, trimming, boning, tying, checking and preparing cavities, skinning, tenderising, marinating, seasoning, applying dry rubs, stuffing, filling, trussing, coating and portioning.
Fish and Shellfish	Cleaning, descaling, skinning, trimming, filleting, removing bones, shelling, cutting, marinating, coating.
Fruit and Vegetables	Washing, peeling, chopping, slicing, trimming, grating, turning.
Sauces, Stocks and Soups	Weighing, measuring, chopping, roux, skimming, passing, straining, blending, whisking.
Noodles, Pasta, Pulses and Grains	Washing, soaking, straining.
Eggs	Beating, whisking.
Dough	Weighing, measuring, sieving, mixing, kneading, proving, knocking back, shaping, resting, chilling, piping, rolling, cutting, trimming, glazing, portioning.
Pastry	Weighing, measuring, sieving, mixing, shaping, resting, chilling, piping, rolling, cutting, trimming, glazing, portioning.
Cakes, Sponges, Biscuits, Scones, Hot and Cold Desserts	Weighing, measuring, sieving, mixing, shaping, rubbing in, creaming, resting, piping, rolling, cutting, trimming, lining, beating, folding, greasing, glazing, portioning, aeration, adding flavours/colours, puréeing, combining, chilling.

The following activities must also be observed:

- The selection and preparation of ingredients.
- The cooking, plating, and finishing of dishes.
- The use of kitchen equipment.
- Maintaining a safe and hygienic working environment.
- Managing own workload.

The apprentice can select recipes from their employer's menu or elsewhere. The sources of the recipes should be stated. The seasonal dish, or dishes, to be prepared should be seasonal at the point at which the recipes are submitted.

It is particularly important that the employer is involved with the apprentice's recipe selection, as they will need to ensure that the ingredients and equipment required are available and ready to use on the day of the assessment. PAL is **not** responsible for supplying ingredients and/or equipment.

The independent assessor **must** ask **at least 4 questions during the observation**. The purpose of the questions is to check the understanding of the knowledge and skills applied in the simulated practical and to explore how waste can be minimised. To remain as unobtrusive as possible, the independent assessor should ask questions during natural breaks in work rather than disrupting the apprentice's flow.

The independent assessor must use the questions from PAL's question bank or create their own questions in line with PAL's training. Follow-up questions are allowed where clarification is required.

The apprentice may choose to end the assessment method early. The apprentice must be confident they have demonstrated competence against the assessment requirements for the assessment method. If the apprentice asks to end the assessment method early, the independent assessor:

- Must ensure the apprentice is fully aware of all assessment requirements.
- Cannot suggest or choose to end any assessment methods early (unless in an emergency).
- Is responsible for ensuring the apprentice understands the implications of ending an assessment early if they choose to do so.
- May suggest the assessment continues.
- Must document the apprentice's request to end any assessment early.

How can a Commis Chef prepare for the simulated practical with questions?

- Read the guidance documents and ask questions if the information provided is not clear.
- Ensure that the choice of recipes provides the best opportunity to meet the requirements of this method of assessment and to best showcase their skills.
- Ensure that the employer is involved in recipe selection and that ingredients and equipment will be available.
- Be prepared for the simulated practical by practicing within the required time frames – line managers can support by giving feedback against the simulated grading descriptors.
- Undertake a mock simulated practical with the provider and listen and act upon the feedback provided.
- Remember food hygiene, health and safety procedures.
- Ensure that the simulated practical can start on time by being organised and prepared.
- Prepare a time plan for the simulated practical.
- Understand that unexpected situations can occur during the simulated practical. 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 and possible solutions.

On the day of the observation:

- Stay organised and complete tasks in order, keeping all areas clean and tidy.
- Ensure that the basics are covered, such as wearing a clean uniform and suitable PPE.
- Be prepared to explain why you do tasks in a specific way.

How will the simulated practical with questions be graded?

To achieve a pass, the apprentice must achieve ALL of the pass descriptors for this method of assessment through their simulated practical and responses to the questions asked.

To achieve a distinction, the apprentice must achieve ALL of the distinction descriptors for this method of assessment through their simulated practical and responses to the questions asked, AND all of the pass descriptors.

Please see **Table 2** for the pass descriptors for this method of assessment.

Table 2: Simulated Practical with Questions Pass and Distinction Grading Criteria

KSBs	Pass Descriptors	Distinction Descriptors
Select and prepare ingredients K1 K2 K3 K17 K18 K22 S1 S2 S3 S4 S19 S20 S23	Selects ingredients of the appropriate quality and seasonality, and explains how they can be used in a way that reduces waste (K2, K17, S3, S19) Selects knives appropriate to the task and uses them effectively to prepare fresh ingredients from whole, producing accurate portions and acting to maximise yield (K1, K22, S1, S2, S23) Flavours ingredients using seasoning, or spices, or rubs, or marinades (K18, S20) Accurately weighs, measures and scales ingredients (K3, S4)	Uses knives with dexterity and skill to efficiently prepare ingredients from whole, maximising yield and portioning accuracy (K1, S2, S23)
Cook, plate, and finish K20 K21 K23 S5 S22 S24 B3	Produces finished dishes that are correctly cooked, seasoned and flavoured, achieve the intended texture, and are well proportioned and presented, showing accuracy and attention to detail (K20, K21, K23, S5, S22, S24, B3)	Produces dishes that are cooked, seasoned, flavoured and presented with careful attention to detail and high levels of accuracy (K20, K21, K23, S5, S22, S24, B3)
Use of kitchen equipment K26 S27	Uses manual and electrical tools and specialist equipment safely, correctly and efficiently (K26, S27)	n/a
Maintaining a safe and hygienic working environment K27 K28 K29 S28 S29 S30 B2	Prioritises hygiene and food safety, monitors temperatures, and manages allergens during preparation, cooking, and holding, in line with food safety legislation (K27, S28, B2) Selects and applies hygiene management techniques and health and safety procedures, to maintain a safe, clean working environment (K28, K29, S29, S30)	n/a
Managing own workload K36 S38	Manages own workload and time to ensure tasks are completed (K36, S38)	Prioritises and sequences tasks efficiently to ensure completed dishes come together on time (K36, S38)

Interview

Key facts about the interview

In the interview, an independent assessor asks the apprentice questions. It gives the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method.

This assessment method is being used because:

- It allows for assessment of KSBs that might not naturally occur in every workplace.
- It allows for assessment of KSBs that might take too long to assess in the simulated practical.
- It is supported by a portfolio which enables the apprentice to demonstrate application of the full range of KSBs.

The purpose is to assess the apprentice's competence against the following themes:

- Prepare, cook, and finish dishes; the independent assessor must focus on **4 completed dishes or plates of food submitted within the portfolio, each from a different food group, each using different preparation and cooking methods**. Dishes observed in the practical should be **excluded** from questions in the interview.
- Cooking with alternative ingredients.
- Errors and issues.
- Self-management and professional development.
- Teamwork and communication.
- Equity, Diversity, and Inclusion.
- Stock control.

The interview is supported by a portfolio which **must** be submitted to PAL as part of the Gateway evidence (see section 4).

The interview assessment duration is **60 minutes** (+10% at the independent assessor's discretion to allow the apprentice to respond to a question if necessary).

The independent assessor must ask **a minimum of 10 questions**. Further questions may be asked for clarification purposes and to allow the apprentice the opportunity to cover the knowledge, skills and behaviours mapped to this method of assessment. The independent assessor must use questions from PAL's question bank or use their own questions in line with PAL's training.

What is the format of the interview?

The apprentice **must** have access to their portfolio during the interview.

The independent assessor must have at **least 2 weeks** to review the supporting documentation.

PAL must give an apprentice at **least 2 weeks' notice** of the interview.

The interview must take place in a suitable venue selected by PAL with the employer for example, the employer's premises. The interview can be conducted by video conferencing. PAL must verify the identity of the apprentice and ensure the apprentice is not being aided. The interview should take place in a quiet room, free from distractions and influence.

The apprentice may choose to end the assessment method early. The apprentice must be confident they have demonstrated competence against the assessment requirements for the assessment method. If the apprentice asks to end the assessment method early, the independent assessor:

- Must ensure the apprentice is fully aware of all assessment requirements.
- Cannot suggest or choose to end any assessment methods early (unless in an emergency).
- Is responsible for ensuring the apprentice understands the implications of ending an assessment early if they choose to do so.
- May suggest the assessment continues.
- Must document the apprentice's request to end any assessment early.

How can a Commis Chef prepare for the interview?

- Practice undertaking interviews with their provider, employer, and line manager.
- Practice interviews 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.
- Review terminology in the assessment plan and consider how this links to their role.
- Take time to reflect on their performance and identify how knowledge, skills and behaviours have been applied.

How will the interview be graded?

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

To achieve a distinction, the apprentice must achieve ALL of the distinction descriptors for this method of assessment through their interview responses, AND all of the pass descriptors.

Please see Table 3 for the pass grading descriptors for this method of assessment.

Table 3: Interview Pass and Distinction Grading Criteria

Theme and KSBs	Pass Descriptors	Distinction Descriptors
Prepare cook and finish dishes K4 K5 K6 K7 K8 K9 K10 K11 K12 K13 K14 K15 K19 S6 S7 S8 S9 S10 S11 S12 S13 S14 S15 S16 S17 S21	Describes appropriate preparation, cooking and finishing methods (K4, K5, K6, K7, K8, K9, K10, K11, K12, K13, K14, K15, K19, S6, S7, S8, S9, S10, S11, S12, S13, S14, S15, S16, S17, S21)	Explains preparation, cooking and finishing choices made to achieve the best outcome (K4, K5, K6, K7, K8, K9, K10, K11, K12, K13, K14, K15, K19, S6, S7, S8, S9, S10, S11, S12, S13, S14, S15, S16, S17, S21)
Cooking with alternative ingredients K16 S18	Describes appropriate preparation and cooking methods when using alternative ingredients to make dishes plant based or gluten free (K16, S18)	n/a

Theme and KSBs	Pass Descriptors	Distinction Descriptors
Errors and issues K24 K25 S25 S26	Explains how to identify and resolve a common production error (K24, S25) Describes how they have helped resolve feedback, or a complaint, or an issue (K25, S26)	Evaluates their input in assisting with the resolution of feedback, complaints, or issues. (K25, S26)
Self management and professional development K33 K37 S34 S37 B5	Describes how they follow professional standards and maintain a professional attitude, using feedback to improve own performance (K37, S37, B5) Describes how they ask for help with daily tasks and employ techniques to support their own and others' mental health and wellbeing at work (K33, S34)	Evaluates how they have used feedback to improve their performance over time (K37, S37)
Teamwork and communication K34 K35 S35 S36 B4	Outlines the professional communication principles they use with internal colleagues and stakeholders (K34, S35) Describes how they collaborate with colleagues to support service delivery (K35, S36, B4)	Justifies their choice of communication style or method when dealing with colleagues, line managers, stakeholders and customers (K34, S35) Evaluates how they have worked with colleagues to support the delivery of service in line with organisational standards (K35, S36)
Equity, diversity, and inclusion K32 S33 B1	Describes how they have advocated for equality and respect, working positively with colleagues, managers, and stakeholders, to meet the expectations of equity, diversity, and inclusion legislation or organisational policies (K32, S33, B1)	n/a
Stock control K30 K31 S31 S32	Describes methods to manage food safety and allergens, including monitoring and recording food temperatures, on delivery and in storage. (K31, S32) Applies stock control methods and processes taking environmental sustainability into account (K30, S31)	Explains the relationship between stock control, storage and rotation, and environmental sustainability. (K30, S31)

Section 6

Fails/Resits and Retakes

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

The apprentice, employer and 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

Use of Artificial Intelligence (AI)

AI use refers to using AI tools to obtain information and content that might be used in work produced for assessments, which leads to approved recognition of competence and apprenticeship standard certification.

While the range of AI tools and their capabilities is likely to expand significantly in the near future, misuse of AI tools concerning any end-point assessments at any time constitutes malpractice.

Apprentices are permitted to make use of Artificial Intelligence (AI) applications as research tools and for spelling and grammar checks. All use of AI **must** be acknowledged and referenced by the apprentice when submitting their assessment evidence. However, AI must **not** be used to replace the own work of the apprentice, and all assessment evidence must be confirmed as **authentic** apprentice work.

Any misuse of AI may be investigated as a potential case of malpractice.

PAL's AI Guidance, Plagiarism and Cheating policy and Maladministration and Malpractice policy can be accessed on the PAL website or by request to info@professionalassessment.co.uk

Appeals, Complaints, Maladministration, and Malpractice Polices - Centre/Candidate

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

To make an appeal, please contact: epaappeals@rofessionalassessment.co.uk

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

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

- If it relates to the EPAO, please contact: epamalpractice@professionalassessment.co.uk
- If it relates to the apprentice, please contact: apprenticemalpractice@professionalassessment.co.uk
- If it relates to the employer or provider, please contact: eitpmalpractice@professionalassessment.co.uk

Note - access to these emails received under these addresses is restricted to personnel involved in compliance checks.

In the event of an appeal against the grade awarded PAL will carry out a further review of the evidence to confirm or modify the grade in line with their standard procedures.

Maladministration generally refers to a system or administrative mistake or failure, which has the potential or does not affect the assessment process and as such is reportable.

Malpractice is a grave offence and where proven will result in immediate sanctions, disciplinary action and possible dismissal and notification to the regulator, notifying them of the malpractice and action taken. Malpractice is the term applied to any intentional and planned act to alter an assessment or quality assurance decision by changing/removing/not recording accurately or augmenting information.

PAL's Maladministration and Malpractice policy can be accessed on the PAL website or by request to info@professionalassessment.co.uk

Reasonable Adjustments/Considerations/Adaptations

Where reasonable adjustments have been requested, the assessor at the assessment planning meeting will finalise any such arrangements. Discussions regarding a special consideration request should be made at registration and discussed with the EPA team. It is the responsibility of the provider or employer, acting on behalf of the apprentice, to make such requests.

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

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

Certification

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

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

PAL makes certification requests, 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.

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?

Glossary of Terms

EPA - end-point assessment.

IA - independent assessor.

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

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

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

PAL – Professional Assessment Limited.

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

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

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

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

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

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

Appendix 1 – Gateway Declaration Record for Commis Chef ST0228 v1.4

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

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

Apprentice Name	Click or tap here to enter text.	**Apprentice Contact Number**	Click or tap here to enter text.
Apprentice ULN	Click or tap here to enter text.	**Apprentice Email Address**	Click or tap here to enter text.
Direct Line Manager Name	Click or tap here to enter text.	**Direct Line Manager Contact Number**	Click or tap here to enter text.
Direct Line Manager Email Address	Click or tap here to enter text.	**Employer Organisation**	Click or tap here to enter text.
Start Date of Apprenticeship	Click or tap to enter a date.	**Gateway Review Date**	Click or tap to enter a date.
Age at Start of Apprenticeship	16-18 ☐ 19+ ☐		
Has the apprentice had any Breaks in Learning (BIL)?	Yes ☐ No ☐	**BIL Start Date**	Click or tap to enter a date.
		BIL End Date	Click or tap to enter a date.

Section 1: Confirmation of Evidence and Reasonable Adjustments

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	Evidence available
For Apprentices aged 16-18 at the Start of their Apprenticeship	
English as per DfE funding rules	Yes ☐ No ☐
Maths as per DfE funding rules	Yes ☐ No ☐
Does the apprentice have an exception to the regular English and maths minimum requirements which is a barrier to them achieving the English and/or maths requirements as per DfE funding rules? Evidence of a thorough and evidence-based assessment will be required that demonstrates that even with support, reasonable adjustments to the learning programme, and stepping stone qualifications, the apprentice will not be able to achieve the regular English and maths requirements	English - Yes ☐ No ☐ Maths - Yes ☐ No ☐
For Apprentices aged 19+ at the Start of their Apprenticeship	
Has the apprentice undertaken English and maths as part of their apprenticeship? (For information only)	Yes ☐ No ☐
For ALL Apprentices	
Does the apprentice require a reasonable adjustment specifically for end-point assessment? (In addition to any adjustments for on-programme learning)	Yes ☐ No ☐
Portfolio of evidence completed	Yes ☐ No ☐

Requirement	Evidence available
Fully completed portfolio mapping record, including employer and apprentice signed statement validating the portfolio evidence	Yes ☐ No ☐
Recipes for a starter, a main and a dessert for the simulated practical assessment	Yes ☐ No ☐

Section 2: Declaration

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.
- I confirm that the assessment environments, including areas where exam conditions can be observed, have been identified, and agreed.
- I confirm that reasonable adjustment requests have been submitted where appropriate to the apprentice.

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

Apprentice Declaration

- I confirm my readiness for the end-point assessment has been discussed with my employer and training provider.
- I confirm I am aware of the requirements of the end-point assessment.
- I give PAL, as the end-point assessment organisation, my consent to claim the Apprenticeship certificate on my behalf on successful completion of the end-point assessment.

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

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