

Apprenticeship End-Point Assessment Plan



Senior Production Chef Level 3

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Index

SECTION	TITLE	PAGE
1.	Introduction	3
2.	Gateway	4
3.	Summary of end-point assessment methods	5
4.	On-demand test specification	6
5.	Practical observation specification	7
6.	Professional discussion specification	8
7.	Grading	9
8.	Re-sits / re-takes	12
9.	Roles and responsibilities	13
10.	IQA of EPAOs	14
11.	EQA of EPAOs, Implementation	16
12.	Annex A – Assessment method mapped by element of the Senior Production Chef standard	17

Introduction

This document sets out the requirements and process for independent end-point assessment of the Senior Production Chef Apprenticeship standard. All apprenticeship standards must include independent end-point assessment to check the apprentice's overall performance against the standard. This plan is designed for employers, apprentices, education and training providers and end-point assessment organisations.

Independent end-point assessment occurs when the employer is satisfied that the apprentice is working consistently at or above the level set out in the Senior Production Chef Apprenticeship standard. The end-point assessment period for the Senior Production Chef standard can commence at any point the employer decides that the apprentice is competent after the twelve-month minimum period of learning and development and has met the gateway requirements.

Gateway

i. Readiness for end-point assessment

The end-point assessment should only commence once the employer is satisfied that the apprentice has developed all the knowledge, skills and behaviours defined in the apprenticeship standard. The independent end-point assessment ensures that all apprentices consistently achieve the industry set professional standard for a senior production chef. Apprentices without level 2 English and maths will need to achieve this level prior to taking the end-point assessment.

Once the employer is satisfied that the apprentice is deemed competent, the apprentice moves through the Gateway and enters the end-point assessment period. The EPAO must arrange a (post-gateway) planning meeting that includes the apprentice, employer and an independent end-point assessor appointed by the EPAO. This meeting may be conducted remotely – e.g. a virtual meeting using technology such as Skype as its aim is to secure the plan for the assessment methods, but does not contribute to any assessment decision.

The independent end-point assessor will agree a plan and schedule for each assessment method with the apprentice and employer to ensure all components can be completed within a three-month end-point assessment window.

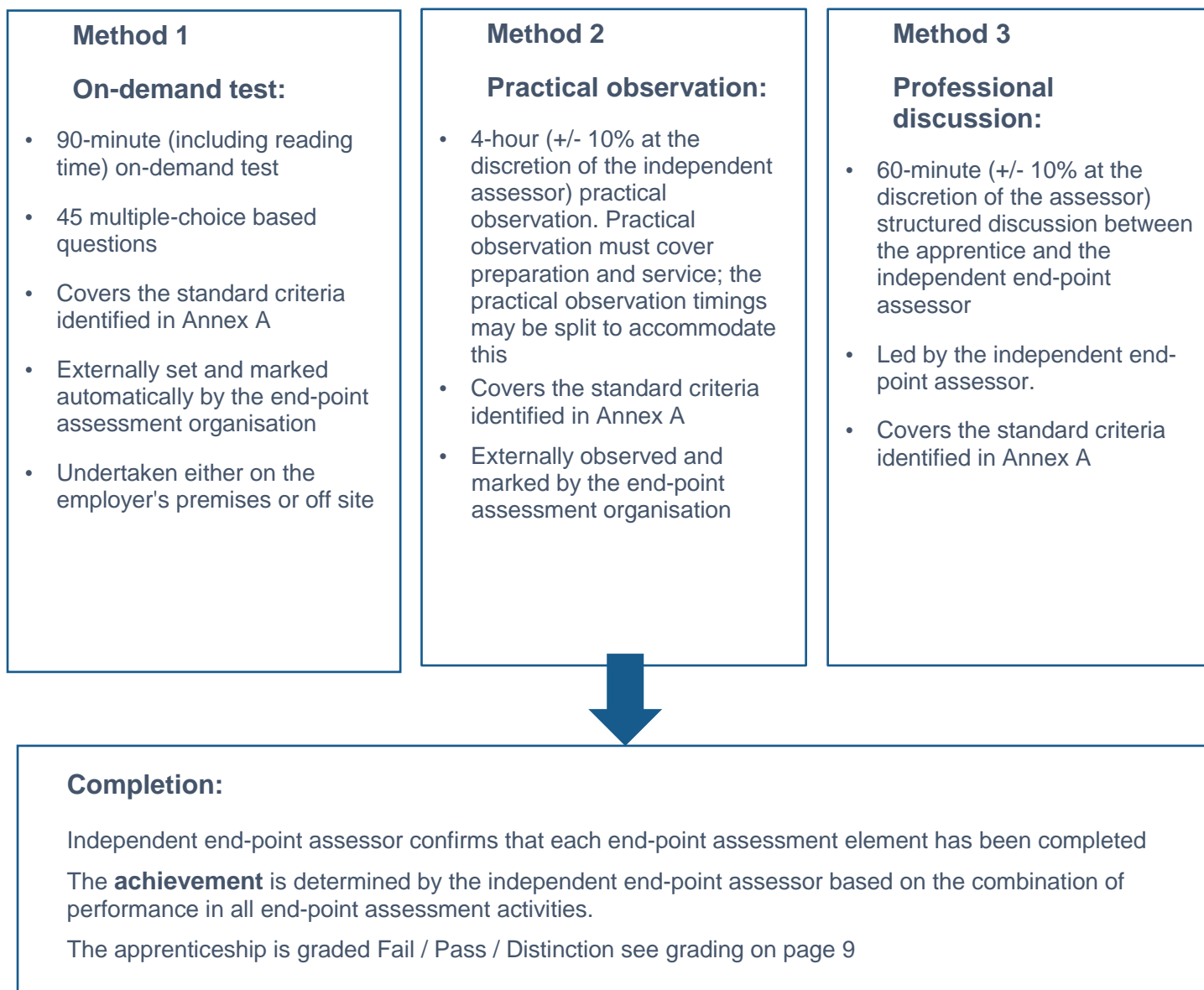
ii. Order and timings of the end-point assessment

There are three end-point assessment activities for the Senior Production Chef and these can take place in any order. All assessment activities must be completed within a three-month end-point assessment window. This end-point assessment window begins when the EPAO confirms that the apprentice has successfully passed through the gateway, unless in the opinion of the EPAO exceptional circumstances apply.

Summary of End-Point Assessment methods

The apprentice will be assessed against the apprenticeship standard using three complementary assessment methods.

The assessment methods can be taken on the same day or separate days. Each is individually assessed and are not dependent upon the result from the other before going ahead. All assessment activities are equally weighted.



On-demand test specification

- ✓ 90-minute (including reading time) on-demand multiple-choice test
- ✓ 45 questions with 4 response options per question
- ✓ 1 mark per correct answer, 0 marks per incorrect answer
- ✓ Externally set and marked by an end-point assessment organisation
- ✓ Undertaken either on the employer's premises or off site

The assessment will be an objective on-demand test and will be in multiple-choice format ensuring validity and reliability and which allows for consistent, efficient and timely allocation of marks / grades. It is expected that the on-demand tests will be on-screen and computer marked, with validated results notified to the independent end-point assessor. If on-demand tests are paper based, they must be sent back to the end-point assessment organisation for automated marking and the independent end-point assessor will be notified of the results.

EPAOs must develop 'question banks' of sufficient size to prevent predictability and review them regularly (and at least once a year) to ensure they, and the specifications they contain, are fit for purpose.

Apprentices will complete their tests on-screen unless individual assessment needs dictate a suitable alternative method, such as paper based, away from the day-to-day pressures of work and in a 'controlled' environment, which may be on or off the employers' premises. Any alternative arrangements must be agreed with the end-point assessment organisation via their Arrangements for Fair Access to Assessment policy and procedures. The definition of a 'controlled environment' will be clearly defined and explained by the end-point assessment organisations prior to scheduling the test and will include environmental requirements such as lighting, space, privacy and the requirements for an invigilator to follow a best practice process.

The end-point assessment organisation will identify a suitable person to invigilate the on demand test. As this test is externally set and marked it may be, but does not have to be, the end-point assessor conducting the professional discussion. Tests will be invigilated in line with the requirements set out by the end-point assessment organisation.

Questions will be written using the language, tone and style expected for the level of standard. Apprentices taking the tests will be given 45 questions which reflect coverage of the knowledge on the standard to be assessed by this method (see Annex A) to demonstrate competence.

Practical observation specification

As a key element of the assessment process, apprentices are required to demonstrate their skills, competence and behaviour in an element job role. The assessment method for these criteria will be via observations.

- ✓ 4-hour (+/- 10% at the discretion of the independent assessor) practical observation in the workplace by the independent end-point assessor with verbal questioning permitted (on completion of the activity, within the allocated time) to clarify observations
- ✓ May be split to cover organisational requirements, preparation and service
- ✓ Will include areas of the standard identified in Annex A
- ✓ Timings and venue for the practical observation are planned in advance during EPA planning meeting to allow the apprentice to prepare fully for the observation

This assessment method assesses skills and behaviours of the standard, as identified in Annex A.

The practical observation must be scheduled when the apprentice will be working in their normal place of work and will also:

- ✓ Allow the apprentice to demonstrate the skills and behaviours identifies in Annex A by carrying out the activities below:
 - Supervise the production kitchen ensuring adherence to:
 - Brand / organisational quality, standards and specifications, customer's individual needs, safe and hygienic working practices
 - Organisational standards to support, inform and update team members
 - Correct use of technology, equipment and resources in daily working practices

If, in the opinion of the EPAO, exceptional circumstances apply (outside of the control of the apprentice or their employer) causing an activity to not be observed, the EPAO may ask questions to cover the relevant criteria.

As part of best observation practice the assessor will ask questions appropriate to the practical observation to further clarify knowledge and understanding and evidence behaviours. Questioning should be conducted at the end of the practical observation and not interfere with the completion of the tasks being observed and must be asked within a time period not exceeding 20 minutes. The questions should pertain only to the practical observation and the skills and behaviours being tested in this method. Questioning must be completed within the total time allowed for the practical observation. Only one apprentice will be observed at any time.

Professional discussion specification

- ✓ 60-minute (+/- 10% at the discretion of the end-point assessor) discussion between the apprentice and the independent end-point assessor
- ✓ Will include areas of the standard identified in Annex A
- ✓ Timings and venue for the professional discussion are planned in advance during EPA planning meeting to allow the apprentice to prepare fully for the discussion

The professional discussion is a structured discussion between the apprentice and their independent end-point assessor.

The independent end-point assessor conducting and marking the professional discussion would normally be the same person who marked the practical observation. It allows the independent end-point assessor to prepare a minimum of 10 questions across the standard criteria as defined in Annex A to ask the apprentice. The discussion must be appropriately structured to draw out the best of the apprentice's energy, enthusiasm, competence and excellence.

The professional discussion will be conducted in a 'controlled environment' i.e. a quiet room, away from the normal place of work. If for any reason it is not possible to meet in the same place, the end-point assessors must ensure adequate controls are in place to maintain fair and accurate assessment. The professional discussion may be conducted using technology, as long as fair assessment conditions can be maintained. Acceptable means of remote assessment include video conferencing / video calling and must include a two-way visual and audio link. A standard template, provided by the end-point assessment organisation, which can be contextualised, will be used, to ensure that standards are secure but interviewers are able to focus on key areas for confirmation of performance and effective appraisal of the discussion. This will ensure that consistent approaches are taken and that all key areas are appropriately explored. The professional discussion will be planned in advance to allow for quality assurance activity in line with sampling requirements and will cover the key elements of the standard identified in Annex A.

The amount of questions asked during the professional discussion will vary according to the breadth and depth of the answers given (and how many follow on questions are required) but as a minimum there must be 10 questions asked to cover all the criteria requirements and give full opportunity for the apprentice to demonstrate all the requirements for a distinction. The professional discussion will last 60-minutes +/- 10% (at the discretion of the independent assessor), and will be marked by the independent end-point assessor using the standard template. The template will record full details of all marks applied (and evidence referenced) by the end-point assessor.

Grading

The apprenticeship includes fail, pass and distinction grades with the final overall grade based on the apprentice's combined performance in each assessment method. In order to pass overall the apprentice is required to pass each of the three assessment methods. In order to achieve a distinction overall, the apprentice needs to gain a distinction in the other two assessment methods as well as a pass in the practical observation.

The table below summarises how the overall grade is determined.

	Grade achieved	Overall grade awarded
Any activity	Fail	Fail
On-demand test	Pass	Pass
Practical Observation	Pass	
Professional discussion	Pass	
On-demand test	Distinction	Pass
Practical Observation	Pass	
Professional discussion	Pass	
On-demand test	Pass	Pass
Practical Observation	Pass	
Professional discussion	Distinction	
On-demand test	Distinction	Distinction
Practical Observation	Pass	
Professional discussion	Distinction	

Grading of assessment method 1: On-demand test

This method is graded fail, pass, distinction.

The on-demand test will have grade boundaries (0-30 fail, 31-37 pass 38-45 distinction).

In the on demand test the apprentice must demonstrate competence against a representative of the knowledge criteria in Annex A.

Grading of Assessment Method 2: Practical Observation

This method is graded fail, pass.

	Fail	Pass
Kitchen operations Nutrition Legal and governance People Business / Commercial	<p>The apprentice will be deemed to have failed the practical observation if they have not met the pass criteria.</p>	<p>Demonstrates commercial understanding by producing food which supports revenue targets, cost reduction, improved performance and maintains profit margins.</p> <p>Can supervise the production of quality food items with passion and enthusiasm while maintaining organisational / brand standards, procedures and ensuring clients' needs are met.</p> <p>Monitors the efficient, safe use of kitchen tools, equipment and technology ensuring productivity and business objectives are met.</p> <p>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.</p> <p>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.</p> <p>Acts as a role model to the team applying communication skills to demonstrate fairness and empathy within a customer centric culture.</p> <p>Demonstrates pride in self and organisation by displaying a professional approach to all activities and positively encouraging marketing activities to maintain business competitiveness.</p>

Grading of Assessment Method 3: Professional Discussion

This method is graded fail, pass, distinction.

	Fail	Pass	Distinction - meets the pass criteria plus
Kitchen operations Nutrition Legal & Governance People Business / Commercial / Personal Development	<p>The apprentice will be deemed to have failed the professional discussion if they have not met the pass criteria.</p>	<p>Correctly identifies the organisation's vision, values and brand standards and can relate them to the food production.</p> <p>Explains the importance of upholding organisational standards and keeping up with product ranges, promotions and current trends.</p> <p>Relates the sharing of information regarding product range, brand development, promotions and current trends to the team</p> <p>Identifies customer profiles and main competitors and how these affect food production, market position and the growth strategy of the organisation.</p> <p>Correctly identifies professional values that contribute to building and developing high performing teams.</p> <p>Describes how they have developed good working relationships within own team and across the business to support objectives and celebrate success.</p> <p>Shows how development needs for team and self have been achieved and the support given to individuals and team.</p> <p>Can explain efficient operating methods to deliver profit margins, reduce wastage and support the financial performance of the business and how to implement them.</p>	<p>Shows evidence of pro-active leadership, anticipating outcomes and offering solutions to challenges.</p> <p>Analyses methods used to develop a positive team-working environment, applying actions supporting the team, organisation and stakeholders.</p> <p>Can confidently appraise team and business performance to support business objectives.</p> <p>Can generate data to justify profit margins, wastage reduction and cost savings.</p> <p>Proposes measures to support due diligence of kitchen legislation.</p>

		<p>Demonstrates the use of forecasting, targets and methods of monitoring costs.</p> <p>Explains activities which actively market the business and support competitiveness</p> <p>Highlights areas of risk offering solutions to challenges to ensure the health and safety of people and the organisation.</p> <p>Shows awareness of the benefits of food production technology and can relate this to products, services and processes in own kitchen.</p>	
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Re-takes/Re-sits

Apprentices who fail one or more assessment method will be offered the opportunity to take a re-sit/re-take. A re-sit does not require further learning, whereas a re-take does.

Apprentices should have a supportive action plan to prepare for the re-sit/re-take. The apprentice's employer will need to agree that a re-sit/re-take is an appropriate course of action.

Apprentices who fail the on-demand test must complete a different test when re-sitting this assessment method.

Any assessment method re-sit/re-take 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.

Re-sits/re-takes are not offered to apprentices wishing to move from pass to distinction. Where any assessment method has to be re-sat/re-taken, the apprentice may not be awarded a distinction, unless the EPAO determines there are exceptional circumstances requiring a re-sit/re-take. Under normal circumstances, only a pass is available to apprentices who have re-taken or re-sat part of their EPA.

There is no limit to the number of re-sits or re-takes.

Roles and responsibilities

Apprentice

The apprentice takes responsibility for preparing for the EPA.

Employer

The employer determines when the apprentice is competent and ready to attempt the EPA. They enable the independent end-point assessor to observe the apprentice within the workplace.

End-point assessment organisations (EPAOs)

Employers must choose an independent EPAO approved to deliver the EPA for this apprenticeship from the Education & Skills Funding Agency's (ESFAs) Register of End Point Assessment Organisations (RoEPAO).

End-point assessment organisations are responsible for ensuring assessments are conducted fairly with equal access to assessments for all apprentices and that assessments are valid, reliable and consistent.

Independent end-point assessor

An independent end-point assessor must be someone who has nothing to gain from the outcome of the end-point assessment and must not have been involved in training or line management of the apprentice. They must be approved and appointed by the end-point assessment organisation to undertake the independent end-point assessment of the apprentice.

EPAO Internal Quality Assurance

To ensure consistent and reliable judgements are made, independent end-point assessors will be subject to rigorous quality assurance and must take part in regular standardisation activities. It is essential that EPAOs:

- ✓ Ensure independent end-point assessors are competent in meeting both occupational and assessment criteria requirements
- ✓ Produce assessment tools and supporting materials
- ✓ Provide training for assessors
- ✓ Operate quarterly moderation events
- ✓ Approve and appoint independent end-point assessors
- ✓ Ensure assessments are planned, communicated and executed fairly
- ✓ Quality assure independent end-point assessments:
 - With planned internal quality assurance activity
 - Including both desk based and 'live' quality assurance activity. This must be performed on a risk basis, i.e. new assessors or assessors considered to need further development must have every element of every assessment quality assured, but established, competent assessors can be quality assured on a sampling basis, with at least one assessment activity being subject to either desk based or live internal quality assurance activity at least every 6 months
- ✓ Ensure on-demand tests are correctly invigilated (Annex B)
- ✓ Ensure standardisation of all assessors occurs on a regular basis, including but not limited to:
 - Review of annual adherence to CPD requirements
 - Quarterly standardisation meetings
 - Assessment and verification training sessions
 - Shadowing and cross checking of other assessors
- ✓ Address poor performance from assessors to ensure high standards of end-point assessment
- ✓ Obtain and review feedback / satisfaction results from apprentices and employers, taking appropriate actions for improvement
- ✓ Address and administer any appeals and grievances fairly and in line with the end-point assessment organisation's complaints and appeals policies and procedures.

a) Occupational Expertise of Senior Production Chef Independent End-point Assessors

The requirements set out below relate to all Senior Production Chef independent end-point assessors. Independent end-point assessors must:

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- ✓ Have knowledge and understanding of the apprenticeship standard as set out in Annex A
- ✓ Hold a recognised current workplace assessment qualification or suitable alternative (for example, Level 3 award in assessing competence in the work environment / Level 3 certificate in assessing vocational achievement).
- ✓ Have current, relevant occupational expertise and knowledge, at the level above the 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 EPAO.

b) Continuous Professional Development for Senior Production Chef Independent End-point Assessors

EPAOs must ensure that independent end-point assessors maintain a record of evidence of their continuous professional development (CPD). This is necessary to ensure currency of skills and understanding of the occupational area(s) being assessed, and can be achieved in a variety of ways. It should be a planned process, reviewed on an annual basis, for example as part of an individual's performance review.

Independent assessors should select CPD methods that are appropriate to meeting their development needs. Within a twelve-month period an independent end-point assessor will be required to demonstrate they have gained practical experience in the hospitality industry which develops/up-dates their knowledge/skills. The following provides an example of a variety of methods that can be utilised for CPD purposes, a multiple of which need to be experienced/adopted on an annual basis.

Updating occupational expertise

- ✓ Internal and external work placements to gain 'hands on' experience
- ✓ Work experience and shadowing
- ✓ External visits to other organisations
- ✓ Updated and new training and qualifications
- ✓ Training sessions to update skills, techniques and methods
- ✓ Visits to educational establishments
- ✓ Trade fairs / shows

Keeping up to date with sector developments and new legislation

- ✓ Relevant sector websites and twitter feeds / social media platforms
- ✓ Membership of professional bodies and trade associations
- ✓ Papers and documents on legislative change
- ✓ Seminars, conferences, workshops, membership of committees/working parties
- ✓ Development days

Standardising and best practice in assessment

- ✓ Regular standardisation meetings with colleagues
- ✓ Sharing best practice through internal meetings, news-letters, email circulars, social media
- ✓ Engagement with comparison of assessment and verification in other sectors facilitated by the EQA organisation

External quality assurance (EQA) of the end-point assessment for the Senior Production Chef Apprenticeship standard

External quality assurance arrangements will ensure that EPAOs delivering EPA for this apprenticeship operate consistently and in line with this plan.

External quality assurance for this apprenticeship standard will be undertaken by People 1st on behalf of the employers.

Implementation

Affordability

The following factors should ensure the EPA is affordable:

- Employer's premises used for practical observation
- On Demand Test are administered on screen and computer marked
- The assessment model is simple to administer

Volumes

It is anticipated that there will be up to 500 apprentices completing the Senior Production Chef Apprenticeship standard each year.

Annex A: Assessment method mapped by element of the senior production chef apprenticeship standard

Occupational profile

Senior production chefs may lead a brigade team or may support the head chef in larger establishments. They report activities to the Head chef or appropriate line manager. They supervise production chef teams in a variety of kitchen environments, for example; schools, hospitals, the Armed Forces, care homes and high street casual dining or pub kitchens. Job roles include Head chef, Second Chef, Kitchen Manager / Supervisor, Cook. Senior production chefs have accountability for the day-to-day running of the kitchen service, producing, monitoring and maintaining consistent food standards, legislative requirements and quality across all areas and during all stages of production and supply.

Senior production chefs:

- 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

Key to assessment method identification

This chart provides an overview of what an apprentice can expect to be covered in each assessment method

T	Assessment will be through the on-demand test
O	Assessment will be through practical observation
PD	Assessment will be through the professional discussion
2 Methods	Some sections of the standard are assessed by more than one method.

	• Knowledge and Understanding (Know it)		Skills (Show it)	
Kitchen operations	• The organisation or brand specifications and how to use them to produce standardised menu items and dishes.	PD	<ul style="list-style-type: none"> Supervise the production of centrally developed menu items and dishes according to organisational specifications. Ensure deliveries are checked and stored correctly. Monitor the correct use and maintenance of food production equipment. Acquire and share with the team up-to-date information regarding product range, brand development, promotions and current trends. 	O
	• Par stock levels, quality points and safe storage conditions for food items.	T		O
	• The importance of monitoring the correct use and maintenance of food production equipment and the procedure for dealing with misuse and malfunctions.	T		O
	• The importance of keeping up-to-date with product range, brand development, promotions and current trends.	PD		PD
Nutrition	• The importance of combining nutrient groups to produce balanced menu items and dishes.	T	<ul style="list-style-type: none"> Monitor the production of food to ensure clients' needs are met. 	O
	• The importance of checking that the food production team is meeting the specific needs of individuals.	T		
Legal and governance	• The importance of monitoring the team's understanding and compliance with all relevant industry specific regulations, legislation and procedures.	T	<ul style="list-style-type: none"> Monitor and ensure the effective implementation of food safety management systems. Monitor and ensure legislative compliance and the completion of due diligence documentation. 	O
	• The role of the supervisor in ensuring due diligence requirements are met.	T		O

	• Knowledge and Understanding (Know it)		Skills (Show it)	
People	• How to support and influence the team positively to deliver a high quality product.	T	• Support team members to ensure the timely delivery of high quality food to the specification required.	O
	• 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.	T/PD	• Maintain harmony across the team and with colleagues in other parts of the organisation, identifying and dealing with problems constructively to drive a positive outcome.	O/PD
	• 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.	T	• Use effective methods of communication and operate in a fair and empathetic manner that achieves the desired result and demonstrates a customer centric culture.	O
	• How to communicate knowledge to the team and support own and individuals' development.	T	• Identify development needs for self and team and actively encourage and support individuals to enhance their skills and knowledge.	PD
Business / Commercial	• The business vision, objectives and brand standards, and the importance of the team in upholding these.	PD	• Effectively use techniques that support cost reduction, improve performance, revenue, profit margins and customers' experience.	O
	• How to operate efficiently to deliver profit margins, reduce wastage and support the overall financial performance of the business.	T/PD	• Monitor costs, using forecasting to set realistic targets with the team.	PD
	• Understand how technology can improve efficiency and productivity within food production organisations	T/PD	• Effectively control resource allocation, minimise wastage and use sustainable working practices. • Use technology to improve efficiency and productivity. • Risk assess situations, identifying and isolating matters of concern, by establishing the cause and	O O/PD PD

	• Knowledge and Understanding (Know it)		Skills (Show it)	
	<ul style="list-style-type: none"> • How to identify, plan for and minimise risks to the food production, service and operation • The customer profile of the business, its main competitors and the business growth strategy. 	T	<ul style="list-style-type: none"> • intervening accordingly to minimise risk to people and organisation. 	O/PD
		PD	<ul style="list-style-type: none"> • Carry out activities in line with business/brand values that actively market the business, support competitiveness and help meet business objectives. 	

Behaviours (Show it)	
• Act as a role model to the team	O
• Be diligent in ensuring safe and hygienic practises are followed	O
• Strive to achieve the required outcome and support positive, open communications that help team members achieve the best result for customers and the business	O
• Be solution focussed when dealing with unexpected challenges	PD
• Celebrate personal growth and the achievement of team members	PD
• Show passionate enthusiasm to provide high quality food products	O
• Take pride in their role through a consistently positive and professional approach	O