

# Apprenticeship End-Point Assessment Plan



## Production Chef Level 2

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## Introduction

This document sets out the requirements and process for independent end-point assessment of the 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 Production Chef apprenticeship standard. The end-point assessment period for the 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 production chef. Apprentices without level 1 English and maths will need to achieve level 1 and take the test for level 2 English and maths prior to taking the end-point assessment (for those with an education, health and care plan or a legacy statement, the English and mathematics minimum requirement is Entry Level 3 and British Sign Language qualifications are an alternative to the English qualifications for whom this is their primary language).

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 decisions.

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 methods for the Production Chef. The on-demand test and the observation must take place prior to the professional discussion. 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 three assessment methods, on-demand test, practical observation and professional discussion, can be taken on the same day or separate days. Assessment methods may take place in any order. Each is individually assessed and are not dependent upon the result from the other before going ahead. All assessment methods are equally weighted.

### Method 1

#### On-demand test:

- 60-minute (including 10 minutes reading time) on-demand test
- 30 multiple-choice based questions covering the standard criteria identified in Annex A
- Externally set and marked automatically by the end-point assessment organisation
- Undertaken either on the employer's premises or off site

### Method 2

#### Practical Observation:

- 120-minute (+/- 10% at the discretion of the independent assessor) practical observation followed by question and answer session
- Observation must cover preparation and service; the observation timings may be split to accommodate this
- Covers the standard criteria identified in Annex A
- Externally observed and marked by the end-point assessment organisation

### Method 3

#### Professional discussion:

- 40-minute (+/- 10% at the discretion of the independent assessor) structured meeting
- Covers the standard criteria identified in Annex A
- Structured discussion between the apprentice and the independent end-point assessor
- Led by the independent end-point assessor

### Completion:

Independent end-point assessor confirms that each end-point assessment method has been completed

The **achievement** is determined by the independent end-point assessor based on the combination of performance in all end-point assessment methods.

The apprenticeship is graded Fail / Pass / Distinction see grading on page 9

## On-demand test specification

- ✓ 60-minute (including reading time) on-demand multiple-choice test
- ✓ 30 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 30 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 end-point 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.

- ✓ 120-minute (+/- 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 observation are planned in advance during EPA planning meeting to allow the apprentice to prepare fully for the observation

This assessment method assesses the 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 identified in Annex A by carrying out the activities below:
  - check, prepare, assemble, cook, regenerate, hold and present food with adherence to individual customer requirements, quality, brand/organisational standards, safe and hygienic practises.

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 observation to further clarify knowledge and understanding and evidence behaviours. Questioning should be conducted at the end of the 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 observation and the skills and behaviours being tested in this method. Questioning must be completed within the total time allowed for the observation.

Only one apprentice will be observed at any time.



## Professional discussion specification

- ✓ 40-minute (+/- 10% at the discretion of the independent assessor) discussion between the apprentice and the independent end-point assessor
- ✓ Will include areas of the standard identified for this assessment method 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 observation. It allows the independent end-point assessor to prepare a minimum of 7 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 assessor 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, 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 for this assessment method 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 7 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 40-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 professional discussion and the on-demand test as well as a pass in the observation.

The table below summarises how the overall grade is determined.

	Grade achieved	Overall grade awarded
Any method	Fail	Fail
On-demand test	Pass	Pass
Observation	Pass	
Professional discussion	Pass	
On-demand test	Distinction	Pass
Observation	Pass	
Professional discussion	Pass	
On-demand test	Pass	Pass
Observation	Pass	
Professional discussion	Distinction	
On-demand test	Distinction	Distinction
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 (0-20 fail, 21-25 pass 26-30 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	The apprentice will be deemed to have <b>failed</b> the practical observation if they have not met the pass criteria.	Can produce food maintaining organisational standards and procedures. Uses kitchen tools and equipment correctly to produce consistently high quality dishes according to specifications Work area is clean and organised Produces dishes to suit individuals' specific dietary, religious and allergenic needs as required. All regulations, legislation and procedural requirements are complied with and all required documentation is completed Demonstrates a professional approach upholding the vision, values and objectives of the organisation. Communicates with colleagues, managers and customers to promote a positive image of self and the organisation. Leads by example, working respectfully to support team members and ensures customer expectations are met. Uses resources and technology in line with organisations' financial constraints, style, specifications and ethos.

## 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	The apprentice will be deemed to have <b>failed</b> the professional discussion if they have not met the pass criteria.	Describes procedures for the safe handling and use of tools and equipment and specific standards/operating procedures for organisation Describes how dishes are adapted to suit individuals' specific dietary, religious and allergenic needs as required. Describes how to complete documentation to meet	Relates organisational procedures to examples of own work Justifies why adaptations have made to dishes based on sound understanding of the specific individual requirements Explains the importance of completing required procedures and documentation and can give examples of its application Can compare the technology available in the organisation to

		<p>current legislative guidelines.</p> <p>Describes how and why to support team members in own area and across the organisation.</p> <p>Describes the appropriate use of technology and details how technology supports food production organisations.</p> <p>Describes the role of the individual in upholding the organisation's vision, values, objectives and reputation.</p> <p>States how personal development and performance contributes to the success of the individual, team and organisation.</p> <p>Indicates how to identify personal goals and development opportunities and the support and resources available to achieve these.</p> <p>Can describe own learning style, personal development needs and opportunities and the action taken to meet those needs.</p> <p>Describes the use of feedback positively to improve performance</p>	<p>emerging industry-related technologies</p> <p>Can evaluate own performance</p> <p>Illustrates how development plans have been formulated, implemented and reviewed to meet individual and organisational objectives.</p>
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The independent end-point assessor will be notified of successful completion of the on-demand test (results of which will usually be computer generated and validated by the end-point assessment organisation, or if not computer generated but paper based, must use automated marking by the end-point assessment organisation and results notified), and then aggregate performance to determine the overall assessment outcome of fail, pass or distinction using a clearly defined, evidence-based process as prescribed by the EPAO.

## 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.

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 Production Chef Independent End-point Assessors

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

- ✓ 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 at least one level above 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 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

## EPAO External Quality Assurance (EQA)

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 2500 apprentices completing the Production Chef apprenticeship standard each year.

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

Production chefs work as part of a team in time-bound and often challenging kitchen environments, for example; schools, hospitals, the Armed Forces, care homes and high street casual dining or pub kitchens. They report to the Senior Production chef or appropriate line manager. Production chefs are likely to work with centrally developed standardised recipes and menus, producing food often in high volumes. They apply highly methodical organisational skills, energy, accuracy, attention to detail and are mindful of the importance of sustainability and protecting the environment.

Production chefs;

- maintain excellent standards of personal, food and kitchen hygiene
- ensure compliance to procedures, menu specifications and recipes.
- produce food meeting portion controls, and budgetary constraints
- adapting and produce dishes to meet special dietary, religious and allergenic requirements
- follow, complete and maintain production schedules, legislative and quality standard documentation
- use specialist kitchen-equipment
- communicate internally and externally with customers and colleagues
- commit to personal development activities

### Key to assessment method identification

This chart provides an overview of what an apprentice can expect to be covered in each assessment method and the detailed assessment criteria that must be met can be found in Annex E

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

	• Knowledge and Understanding (Know it)		Skills (Show it)	
<b>Kitchen operations</b>	• Techniques for the preparation, assembly, cooking, regeneration and presentation of food	T	• Check, prepare, assemble, cook, regenerate, hold and present food meeting the needs of the customers and maintaining organisational standards and procedures	O
	• The importance of organisational / brand specifications and consistency in food production	T	• Use kitchen tools and equipment correctly to produce consistently high quality dishes according to specifications	O
	• How to check fresh, frozen and ambient foods are fit for purpose	T	• Take responsibility for the cleanliness, organisation and smooth running of the work area	O
	• Procedures for the safe handling and use of tools and equipment	T/PD		
	• The importance of following correct setting up and closing down procedures	T		
	• Specific standards and operating procedures for organisations	PD		
<b>Nutrition</b>	• Key nutrient groups, their function and main food sources.	T	• Produce dishes to suit individuals' specific dietary, religious and allergenic needs as required.	O/PD
	• The scope and methods of adapting dishes to meet the specific dietary, religious and allergenic needs of individuals.	T		
<b>Legal and governance</b>	• Allergens and the legal requirements regarding them.	T	• Comply with all regulations, legislation and procedural requirements.	O
	• Relevant industry specific regulations, legislation, and procedures regarding food safety, HACCP, health and safety appropriate to the organisation.	T	• Complete and maintain documentation to meet current legislative guidelines.	O/PD
	• The importance of following legislation and the completion of legal documentation.	T		
<b>People</b>	• How to communicate with colleagues, line managers and customers effectively.	T	• Use effective methods of communication with all colleagues, managers and customers to promote a positive image of yourself and the organisation.	O
	• Principles of customer service and how individuals impact customer experience.	T	• Work in a fair and empathetic manner to support team members while offering a quality provision.	O
	• How and why to support team members in own area and across the organisation.	PD	• Work to ensure customer expectations are met.	O

	• Knowledge and Understanding (Know it)		Skills (Show it)	
<b>Business / Commercial</b>	<ul style="list-style-type: none"> <li>The role of the individual in upholding the organisation's vision, values, objectives and reputation.</li> <li>The financial impact of portion and waste control</li> <li>How technology can support food production organisations.</li> <li>The importance of sustainability and working to protect the environment.</li> </ul>	PD T  T/PD T	<ul style="list-style-type: none"> <li>Work collaboratively to uphold the vision, values and objectives of the organisation.</li> <li>Use technology appropriately.</li> <li>Maximise quality and consistency in food production by using resources in line with organisations' financial constraints, style, specifications and ethos.</li> </ul>	O  O/PD O
<b>Personal Development and performance</b>	<ul style="list-style-type: none"> <li>How personal development and performance contributes to the success of the individual, team and organisation.</li> <li>How to identify personal goals and development opportunities and the support and resources available to achieve these.</li> <li>Different learning styles.</li> </ul>	T/PD  PD  T	<ul style="list-style-type: none"> <li>Identify own learning style, personal development needs and opportunities and take action to meet those needs.</li> <li>Use feedback positively to improve performance.</li> </ul>	PD   PD

<b>Behaviours (Show it)</b>	
<ul style="list-style-type: none"> <li>Lead by example working conscientiously and accurately at all times.</li> <li>Be diligent in safe and hygienic working practises.</li> <li>Take ownership of the impact of personal behaviours and communication by a consistent, professional approach.</li> <li>Advocate equality and respect working positively with colleagues, managers and customers</li> <li>Actively promote self and the industry in a positive, professional manner.</li> <li>Challenge personal methods of working and actively implement improvements.</li> </ul>	O O O O O PD