

Highfield Level 2 End-point Assessment for Commis Chef

EPA-Kit

Assessing the Professional Discussion

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The Professional Discussion – Guidance

The end-point assessment plan states that the professional discussion will be a structured discussion between the apprentice and the end-point assessor. The employer should be present, to support, but not lead the apprentice and to confirm information. The professional discussion should take place after the practical observation, to establish the apprentice's understanding and application of the remaining knowledge, skills and behaviours.

The professional discussion will need to take place in a suitable environment and should last for 40 minutes – including 10 minutes for the review of the apprentice's recipe log (please see guidance provided below on page 85). The discussion will be against the set criteria that is outlined in the following pages and it will be appropriately structured to draw out the best of the apprentice's energy, enthusiasm, competence and excellence.

The purpose of the professional discussion is to clarify any questions the end-point assessor has for specified standards:

- confirm and validate judgements about the quality of work
- explore aspects of the work, including how it was carried out, in more detail
- discuss how the apprentice would behave in specific scenarios, should they not have occurred within the practical observation
- ask questions in relation to personal development and reflection
- provide a basis for the end-point assessor to make a decision about the grade to be awarded

Before the assessment:

Employers/training providers should:

- plan the professional discussion to allow the apprentice the opportunity to demonstrate each of the required standards
- ensure the apprentice knows the date, time and location of the assessment
- ensure the apprentice knows which commis chef criteria will be assessed (outlined on the following pages)
- encourage the apprentice to reflect on their experience and learning on-programme to understand what is required to meet the standard
- be prepared to provide clarification to the apprentice, and signpost them to relevant parts of their on-programme experience as preparation for this assessment

It is suggested that a mock assessment is carried out by the apprentice in advance of the end-point assessment with the training provider/employer giving feedback on any areas for improvement.

Apprentices will be marked against the pass and distinction criteria included in the tables on the following pages. Apprentices meeting all pass criteria will be awarded a pass, and if all of the distinction criteria are also met the result will be a distinction.

The Recipe Log - Guidance

Commonly, chefs applying for vacancies will present a log of their previous achievements at interview, often including the range of dishes they have previously prepared. This assessment aims to replicate this industry practice and develop it so that the independent end assessor can assess the apprentice's performance over a range of food groups, preparation and cooking methods to build on what is seen in the observations.

The log of dishes is the apprentice's opportunity to present the variety of dishes they have prepared in their setting (as per setting's menu(s)), with full recipes, time plans, food safety controls and photos. Employer endorsement of the quality of the finished dish on each recipe should be sought.

The log is to reflect dishes produced, not to record individual stages of preparation and cooking. For example, a steak pie would be a valid inclusion, whereas diced beef would not.

This log may only contain dishes prepared independently by the apprentice during their programme*. **Annex C lists the minimum requirements for the recipe log.** It is anticipated that for new entrants to the kitchen environment, this will usually be after the first 6 months on-programme, but flexibility is given to employers to authorise the inclusion of dishes prepared before this time as long as they are prepared entirely independently by the apprentice; for example, where an employee has experience as a kitchen assistant prior to undertaking the commis chef apprenticeship.

Time-line for recipe log:	
On programme	The apprentice develops their recipe log
Gateway Review meeting	The recipe log is available at the Gateway meeting
End-point assessor review	The end-point assessor reviews the recipe log and checks it meets the requirements set out in Annex C. This meeting can be face to face or remote
Professional Discussion	The log is discussed during the Professional Discussion

A recipe log template is available for apprentices to use; please see **Annex D**.

- * Dishes that have been prepared within a controlled environment outside of the workplace (such as a training kitchen) may also be included within the recipe log. However, **all** dishes included within the log must be prepared in full by the apprentice and validated by the employer, regardless of where the preparation took place.

Professional Discussion – Mock Assessment

It is the employer/training provider's responsibility to prepare apprentices for their end-point assessment, and Highfield recommends that they experience a mock professional discussion in preparation for the real thing. The most appropriate form of mock assessment will depend on the apprentice's setting and the resources available at the time. In designing a mock assessment, the employer/training provider should consider the following elements in their planning:

- the participation of other personnel to play the parts of customers and team members
 - it is strongly recommended that the mock professional discussion has been practised beforehand and all personnel involved are properly briefed on their roles
 - the roles should provide the opportunity for the apprentice to demonstrate both the 'pass' level and the 'distinction' level criteria
- a 40-minute time slot should be available for the complete professional discussion, if it is intended to be a complete mock assessment covering all relevant standards, however this time may be split up to allow for progressive learning
- consider an audio recording of the mock, and to allow the mock to be observed by other apprentices, especially if it is not practicable for the employer/training provider to carry out a separate mock assessment with each apprentice
- ensure that the apprentice's performance is assessed by a competent trainer/assessor, and that feedback is shared with the apprentice, to complete the learning experience. The mock assessment document sheets later in this guide may be used for this purpose
- structured 'open' questions should be used as part of the professional discussion, which do not lead the candidate, but allows them to express their knowledge in a calm and comfortable manner, some examples of this may include the following:
 - Culinary
 - what is the most popular dish on your current menu right now?
 - why do you think this dish so popular, and how do you make sure you do not run out of the ingredients for it?
 - Food Safety
 - what is the maximum legal temperature you can accept a fresh food delivery/frozen food delivery?
 - what other checks do you make for all deliveries coming into the kitchen?
 - People

- what does effective communication mean to you?
- what does effective communication look like in your place of work?
- Business
 - define the main areas of recycling undertaken here at your place of work.
 - what part does your role play in the recycling undertaken on-site?

NB: Highfield have provided a Standard Coverage Template (Annex E), to be used for this mock assessment.

Professional Discussion Criteria

Throughout the 40-minute professional discussion, which includes 10 minutes to review the recipe log, the assessor will review the apprentice's competence in all of the pass criteria outlined below as a minimum, therefore apprentices should prepare for the professional discussion by considering how the criteria can be met. The apprentice can only achieve a distinction by covering all of the distinction criteria, which is outlined in the distinction column.

Culinary

<i>To pass, the following must be evidenced</i>	<i>To gain a distinction</i>
CU28 Identify correct knives and equipment for preparation, cooking and finishing of dishes and menu items as identified in Annex B	CU65 <i>Evaluate own performance and take development opportunities to improve in food preparation, cooking and service</i>
CU29 Correct settings and use of equipment when preparing, cooking and finishing dishes and menu items	CU66 <i>Evaluate dishes to seek improvement/modernisation</i>
CU30 Adhere to company specifications/brands when preparing and cooking dishes	CU67 <i>Proactively keep up to date with industry developments, food trends and business objectives through trade publications, social media platforms, colleagues and peers</i>
CU38 Consistently use the correct volume and quality of commodities in each dish, maintaining attention to detail	CU68 <i>Looking for opportunities to influence improvements in culinary performance</i>
CU40 Utilise the correct cuts and preparation methods to produce high quality, technically sound dishes	CU69 <i>Demonstrate a passion for cooking by preparing, cooking and serving creative, technically sound dishes</i>
CU41 Complete preparation and cooking tasks to a high standard, delivered on time and presented as described within the recipe specification	CU70 <i>Take appropriate opportunities to experiment with new techniques/food items/methods and dishes</i>
CU50 Demonstrate working to menus in line with business requirements and advising of issues in terms of menu item availabilities and popularity of menu items and cooking to establishment standards- adhering to any nutritional requirements	
CU53 Use technology in own kitchen as per manufacturers' instructions and in accordance with health and safety regulations	
CU54 Use technology appropriately and as required by the establishment in respect of cooking stated menu items	
CU55 Work safely, efficiently and confidently in use of technology	
CU56 Understand brand standards and basic food costs in relation to quality of produce	
CU57 Respond to feedback from line manager and any customer feedback provided, including complaints	
CU58 Undertake professional development as requested or self-managed	

Culinary

<i>To pass, the following must be evidenced</i>	<i>To gain a distinction</i>
CU59 Check, report and carry out stock checks, demonstrating stock rotation and recording of activities on appropriate documentation CU60 Communicate to appropriate personnel of stock levels and shortages CU61 Identify when tasks are not going to plan and have the confidence to request support when needed CU62 Contribute to the development of menu items, and follow a structured development plan CU63 Work with a mentor to make recommendations for a dish/try out new ideas/skills CU64 Reflect on ingredients, dishes and seasons, looking at menu and performance and making recommendations	

Food Safety

To pass, the following must be evidenced

- FS37 Understand and interpret labels, recording the presence of allergens and intolerants
- FS38 Identify and analyse potential hazards of cross-contamination
- FS39 Provide accurate information to customers
- FS40 Control deliveries, storage, stock rotation and supplier specifications to protect against allergen and intolerant contamination
- FS41 Approach allergen control responsibly
- FS42 Maintain up-to-date records and instructions
- FS43 Use safe food handling practices and procedures for preparing and serving both “specific allergen” free and “intolerant” free food
- FS44 Adhere to organisation’s procedures for items that may cause allergic reactions
- FS45 Check that food is undamaged, is at the appropriate temperature and within its ‘use-by date’ on delivery
- FS46 Prepare food for storage and store within correct timescales and conditions
- FS47 Clean and maintain storage areas, including assurance of the correct temperature for the type of food
- FS48 Store food so that cross-contamination is prevented
- FS49 Separate and correctly store ready-to-eat foods and common allergenic foods such as nuts (e.g. sealed containers)
- FS50 Follow stock rotation procedures
- FS51 Safely dispose of food that is beyond its ‘use-by date’

People	
<i>To pass, the following must be evidenced</i>	<i>To gain a distinction</i>
PP10 Demonstrate team work - as seen by working well with colleagues	<i>PP29 Encourage and facilitate good team and working relationships</i>
PP11 Listen to and respect other peoples' point of view and respond politely	<i>PP30 Demonstrate a high level of consideration for other people's opinions</i>
PP18 How own working practices and that of team impact on food production and service and the customer experience	<i>PP31 Act as a role model to other team members, providing support and guidance when required</i>
PP19 Effective communication methods and how to communicate with colleagues and team members	<i>PP32 Taking responsibility for identifying possible development opportunities for self and team members</i>
PP20 Team work- as seen by working well with colleagues	<i>PP33 Evaluating own skills and performance, seeking feedback from others and proactively engaging with performance reviews and development planning</i>
PP21 What training is and the importance of personal development in terms of improving knowledge and skills	
PP22 Current levels of performance, identifying areas of development and what they require to address skills and knowledge gaps	
PP23 Effective team work and support by evidencing from peer feedback and questioning that preparation and service timelines are met on a consistent basis	
PP24 Basic team roles and state own job role requirements, the job role requirements of others and how adhering to role responsibilities and targets impact on the team and work productivity in a positive way	
PP25 The relationship with other departments and the requirement to communicate across departments	
PP26 Levels of communication with other departments, and what they need to know about the work of the other departments in order to deliver a good service to the customer/service user	
PP27 Specific examples where they have developed/augmented good working relationships	
PP28 Potential challenges pinch points in the working environment and how they can overcome such challenges	

Business	
<i>To pass, the following must be evidenced</i>	<i>To gain a distinction</i>
BN18 What targets they are expected to meet in terms of portion control and wastage	<i>BN24 Considering factors that may affect performance and responding effectively in line with the job role</i>
BN19 Work site GP% targets and what the impact is of not meeting GP	<i>BN25 Setting an example to team members on efficient ways of working to organisational standards</i>
BN20 Waste management	<i>BN26 Having a working knowledge of costs in the kitchen environment and why their control is important to meet team and organisational needs</i>
BN21 Undertake any recycling and correct disposal of waste	<i>BN27 Approaching tasks/solving problems with a methodical, considered approach, taking into account potential consequences of own actions</i>
BN22 Note what contingency planning is in place where certain ingredients are not available, and what the suitable alternatives and substitutes are	
BN23 Where risks have been identified, report as per standard requirements, meeting legal requirements	