

Highfield Level 2 End-point Assessment for Commis Chef

EPA-Kit

Annexes

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Annex A: The Food Groups – For Culinary Challenge and Practical Observation

The food groups may be assessed in either the practical or culinary challenge observation, but the total number (detailed in the chart below) must be achieved between the 2 assessments. As the culinary challenge observation is more prescriptive regarding the food groups to be included, it is recommended that the culinary challenge is undertaken before the workplace observation.

| Mandatory food groups | Optional food groups | Optional food groups |
|---|---|--|
| The apprentice must cover 1 of the group range from each of: | The apprentice must also cover 4 of the following food groups: | The apprentice must also cover 2 of the following food groups: |
| <ul style="list-style-type: none"> • Poultry | <ul style="list-style-type: none"> ○ game | <ul style="list-style-type: none"> ○ egg dishes |
| <ul style="list-style-type: none"> ○ chicken | <ul style="list-style-type: none"> ○ offal | <ul style="list-style-type: none"> ○ bread and dough |
| <ul style="list-style-type: none"> ○ duck | <ul style="list-style-type: none"> ○ vegetables | <ul style="list-style-type: none"> ○ pastry |
| <ul style="list-style-type: none"> ○ turkey | <ul style="list-style-type: none"> ○ vegetable protein | <ul style="list-style-type: none"> ○ cakes, sponges, biscuits, scones |
| | <ul style="list-style-type: none"> ○ shellfish | <ul style="list-style-type: none"> ○ cold and hot desserts |
| <ul style="list-style-type: none"> • Fish | <ul style="list-style-type: none"> ○ sauces | |
| <ul style="list-style-type: none"> ○ white fish – round (e.g. cod, whiting or hake) | <ul style="list-style-type: none"> ○ stock | |
| <ul style="list-style-type: none"> ○ white fish – flat (e.g. plaice, sole or turbot) | <ul style="list-style-type: none"> ○ soup | |
| <ul style="list-style-type: none"> ○ oily (e.g. salmon or mackerel) | <ul style="list-style-type: none"> ○ rice | |
| | <ul style="list-style-type: none"> ○ pasta | |
| <ul style="list-style-type: none"> • Meat | | |
| <ul style="list-style-type: none"> ○ beef | | |
| <ul style="list-style-type: none"> ○ lamb | | |
| <ul style="list-style-type: none"> ○ pork | | |

Annex B: Preparation and Cooking Range

| Food group | Group range | Preparation methods | | Cooking methods | |
|------------------|---|---|---|--|---|
| Fish | <ul style="list-style-type: none"> • white fish – round (for example, cod, whiting or hake) • white fish – flat (for example, plaice, sole or turbot) • oily (for example, salmon or mackerel) | <ul style="list-style-type: none"> ○ filleting (removing pin bones, rib bones and spine) ○ cutting (darne, goujon, suprême, tronçon, délice, paupiette) ○ skinning ○ trimming | <ul style="list-style-type: none"> ○ coating (for example, with flour, breadcrumbs or batter) ○ marinating / adding dry rubs ○ descaling | <ul style="list-style-type: none"> • frying (deep and shallow) • grilling • poaching | <ul style="list-style-type: none"> • baking • steaming • stewing |
| Shellfish | <ul style="list-style-type: none"> • prawns • shrimp • mussels • clams | <ul style="list-style-type: none"> ○ cleaning ○ shelling ○ washing | <ul style="list-style-type: none"> ○ coating ○ cutting | <ul style="list-style-type: none"> • boiling • frying (deep and shallow) • grilling | <ul style="list-style-type: none"> • steaming • poaching |
| Meat | <ul style="list-style-type: none"> • beef • lamb • pork | <ul style="list-style-type: none"> ○ cutting (slicing and dicing) ○ seasoning / marinating ○ trimming ○ boning ○ tying | <ul style="list-style-type: none"> ○ tenderising ○ portioning ○ marinating / adding dry rubs ○ stuffing / filling | <ul style="list-style-type: none"> • sealing • grilling (over fire / under fire) • griddling • frying (shallow and stir) • braising | <ul style="list-style-type: none"> • stewing • roasting • steaming • boiling • resting |

| | | | | | |
|----------------|--|--|---|--|--|
| Poultry | <ul style="list-style-type: none"> • chicken • duck • turkey | <ul style="list-style-type: none"> ○ checking and preparing the cavity ○ seasoning / marinating ○ trimming ○ cutting (portion, dice and cut) ○ stuffing / filling | <ul style="list-style-type: none"> ○ coating ○ tying and trussing ○ battering out ○ brining | <ul style="list-style-type: none"> • grilling (over fire and under heat) • griddling • roasting • poaching • frying (deep, shallow, sauté and stir) | <ul style="list-style-type: none"> • steaming • braising • confit • combining cooking methods |
| Game | <ul style="list-style-type: none"> • furred – e.g. venison, rabbit • feathered – e.g. pheasant, pigeon | <ul style="list-style-type: none"> ○ checking and preparing the cavity ○ seasoning ○ cutting (portion and dice) | <ul style="list-style-type: none"> ○ stuffing / filling ○ trussing | <ul style="list-style-type: none"> • sealing • grilling • griddling • sautéing • roasting | <ul style="list-style-type: none"> • frying (shallow and deep) • braising • stewing • combining cooking methods |
| Offal | <ul style="list-style-type: none"> • liver • kidney • sweetbread • cheek | <ul style="list-style-type: none"> ○ cutting and slicing ○ marinating / seasoning ○ coating with flour | <ul style="list-style-type: none"> ○ skinning ○ trimming ○ blending and mincing | <ul style="list-style-type: none"> • grilling • griddling • shallow frying • boiling • braising • poaching | <ul style="list-style-type: none"> • combined cooking methods • baking • steaming • ‘bain marie’ • sautéing |

| | | | | | |
|-------------------|--|--|---|--|---|
| Vegetables | <ul style="list-style-type: none"> • roots • bulbs • flower heads • fungi • seeds and pods • tubers • leaves • stems • vegetable fruits | <ul style="list-style-type: none"> ○ washing ○ peeling ○ re-washing ○ chopping ○ traditional French cuts, including | <ul style="list-style-type: none"> ○ Julienne, Brunoise, Macédoine, Jardinière and Paysanne ○ slicing ○ trimming ○ grating ○ turning | <ul style="list-style-type: none"> • blanching • boiling • roasting • baking • grilling | <ul style="list-style-type: none"> • braising • frying (deep, shallow and stir) • steaming • stewing • combining cooking methods |
| Sauces | <ul style="list-style-type: none"> • thickened gravy (jus lié) • roast gravy (jus rôti) • curry gravy • white sauce (béchamel) • brown sauce (demi-glace) • velouté • purée • butter sauce (beurre blanc, beurre noisette) • emulsified sauce | <ul style="list-style-type: none"> ○ weighing / measuring ○ chopping ○ simmering ○ boiling | <ul style="list-style-type: none"> ○ 'make roux' ○ passing / straining / blending ○ skimming ○ whisking | <ul style="list-style-type: none"> • adding cream • reducing • adding thickening agents | <ul style="list-style-type: none"> • adding other ingredients (e.g. alcohol) |
| Stock | <ul style="list-style-type: none"> • vegetable • brown • white • fish | <ul style="list-style-type: none"> ○ weighing / measuring ○ chopping ○ simmering ○ boiling | <ul style="list-style-type: none"> ○ 'make roux' ○ passing / straining / blending ○ skimming ○ whisking | N/A | |

| | | | | |
|--------------------------|---|---|---|--|
| Soup | <ul style="list-style-type: none"> • puree • broth / potage • finished with cream • velouté | <ul style="list-style-type: none"> ○ weighing / measuring ○ chopping ○ simmering ○ boiling ○ 'make roux' | <ul style="list-style-type: none"> ○ passing / straining ○ blending / liquidising ○ sweating vegetable ingredients ○ skimming | <ul style="list-style-type: none"> • adding cream • garnishing |
| Rice | <ul style="list-style-type: none"> • long • short • round • brown | <ul style="list-style-type: none"> ○ washing / soaking | | <ul style="list-style-type: none"> • boiling • frying • braising • steaming • stewing • baking |
| Pasta/noodles | <ul style="list-style-type: none"> • shaped pasta • flat pasta • dried pasta • fresh pasta • stuffed pasta | N/A | | <ul style="list-style-type: none"> • blanching • straining • mixing • boiling • baking • combining cooking methods |
| Egg dishes | <ul style="list-style-type: none"> • chicken eggs • duck eggs • quail eggs | <ul style="list-style-type: none"> ○ beating | | <ul style="list-style-type: none"> • blanching • straining • mixing • boiling |
| Vegetable protein | <ul style="list-style-type: none"> • soya • Quorn • seitan • tofu (both firm and soft) | <ul style="list-style-type: none"> ○ soaking ○ washing | <ul style="list-style-type: none"> ○ stewing ○ straining | <ul style="list-style-type: none"> • boiling • braising • steaming • deep frying • roasting • baking • frying • sautéing |

| | | | | | |
|---|---|--|---|--|--|
| Bread and dough | <ul style="list-style-type: none"> ● enriched dough ● soda bread dough ● bread dough ● naan dough / pitta dough ● pizza dough | <ul style="list-style-type: none"> ○ weighing / measuring ○ sieving ○ mixing / kneading | <ul style="list-style-type: none"> ○ proving ○ knocking back ○ shaping | <ul style="list-style-type: none"> ● baking ● frying ● glazing | <ul style="list-style-type: none"> ● icing ● filling ● decorating |
| Pastry | <ul style="list-style-type: none"> ● short ● sweet ● suet ● choux ● convenience | <ul style="list-style-type: none"> ○ weighing / measuring ○ sifting ○ rubbing in ○ creaming ○ resting | <ul style="list-style-type: none"> ○ piping ○ rolling ○ cutting / shaping / trimming ○ lining | <ul style="list-style-type: none"> ● baking ● steaming | <ul style="list-style-type: none"> ● deep frying ● combining cooking methods |
| Cakes, Sponges, Biscuits, Scones | <ul style="list-style-type: none"> ● cakes ● sponges ● biscuits ● scones | <ul style="list-style-type: none"> ○ weighing / measuring ○ creaming / beating ○ whisking ○ folding ○ rubbing in ○ greasing ○ glazing | <ul style="list-style-type: none"> ○ portioning ○ piping ○ shaping ○ filling ○ rolling ○ lining ○ kneading | <ul style="list-style-type: none"> ● baking ● trimming / icing ● spreading / smoothing | <ul style="list-style-type: none"> ● dusting / dredging / sprinkling ● mixing |
| Cold and hot desserts | <ul style="list-style-type: none"> ● ice cream ● mousse ● egg based ● batter based ● sponge based ● fruit based ● pastry based | <ul style="list-style-type: none"> ○ slicing ○ creaming ○ folding ○ moulding ○ mixing ○ aeration | <ul style="list-style-type: none"> ○ addition of flavours / colours ○ puréeing ○ combining ○ portioning ○ chilling | <ul style="list-style-type: none"> ● boiling / poaching ● stewing ● baking ● combination cooking ● steaming | <ul style="list-style-type: none"> ● frying ● filling ● glazing ● piping ● garnishing |

Annex C: Recipe Log Range

The log must cover the following **minimum** range from the list in Annex B:

| Food group | Group range | Preparation methods | Cooking methods |
|---|--------------------|--|------------------------|
| Fish | 2 | 5 including filleting | 4 |
| Shellfish | 2 | 3 | 3 |
| Meat | 2 | 6 including boning | 7 |
| Poultry | 2 | 6 including cutting down a whole bird to portions | 6 |
| Game | 1 | 2 | 2 |
| Offal | 2 | 3 | 4 |
| Vegetables | 6 | 6 | 6 |
| Sauces | 5 | 5 including 'make roux' | 2 |
| Stock | 2 | 4 | |
| Soup | 3 | 5 | |
| Rice | 2 | 1 | 2 |
| Pasta | 2 | | 3 |
| Egg dishes | 1 | 1 | 3 |
| Vegetable protein | 1 | 2 | 2 |
| Bread and dough | 2 | 3 | 2 |
| Pastry | 2 | 4 | 2 |
| Cakes, sponges, biscuits, scones | 2 | 14 | 3 |
| Cold and hot desserts | 4 | 7 | 6 |

Annex D: Recipe Log Template

Ref:

| | | | | | | |
|---------------------|-----------------|-------------|-------------------------------|---------------------------|------------------------------|--|
| Dish: | | | Portion size (ea.): | | Total yield/Servings: | |
| | | | | | | |
| Ingredients: | Quantity | Unit | Preparation method(s): | Cooking method(s): | | |
| ○ | | | ○ | ○ | | |
| | | | | | | |

| | | | |
|-------------------------|------------------------------|-----------------------|--|
| Procedure/steps: | | Time planning: | |
| 1. | | • | |
| Equipment used: | Food safety controls: | Costing: | |
| • | • | • | |
| | | | |

| Details of waste management: | Evidence (e.g. photographs): | Evaluation: |
|------------------------------|------------------------------|-------------|
| • | • | • |

Annex E: On-programme progression template



Status and purpose

On-programme progression checks are essential for all stakeholders in the process to be assured that the learning and development programme of an apprentice is properly planned and progressing in line with expectations – or is adjusted accordingly if not. The on-programme progression template provides a tracking document, within which regular reviews and details of formative assessment should be recorded. It is a critical part of the apprenticeship programme (as detailed in the Commis chef standard: Assessment plan). It tracks and monitors the apprentice’s progress over their learning and development journey (a minimum of twelve months) up to the point at which they are deemed competent by their on programme assessor and employer. The template may be supplemented by additional documentation / processes / systems to avoid repetition but should provide a comprehensive summary of the status quo at each review. The apprentice is responsible for the completion of the document with the support of the on-programme assessor and line manager / employer representative.

When to use

At least every two months when the apprentice meets with their on programme assessor to record their progress against the standard: At these regular reviews evidence should be discussed and **noted by the apprentice** on this template. It is recommended that each review lasts for at least 30-45 minutes, but may be longer if completed in conjunction with other monitoring requirements. (As part of the end assessment the apprentice will be required to undertake a 40-minute professional discussion, therefore the reviews provide an opportunity for the apprentice to develop their skills and confidence in this area.)

How to use

The on programme progression template may be used in its original format, or can be incorporated into other systems and processes to meet the individual needs of the apprentice(s) and the organisation. Where this is the preferred option, it is important that all the information within the template is captured within customised systems and processes. However, easy access must be available for the apprentice, employer and on-programme assessor. The template can be used cumulatively, with a simple date reference against each entry, or a new form can be used for each review.

It is recognised that every apprentice’s learning and development journey will be slightly different as it is dependent on many factors therefore the template tracks progress against planned learning and development, taking into account individual factors and must always be kept up-to-

date. As well as factual progress against competencies, apprentices are also encouraged to conduct self-appraisal and record feedback received from others. This may form part of the information recorded below, or be referenced separately, for example on a performance review.

Content

Throughout the document reference will be made to:

[The commis chef standard and assessment plan](#)

The commis chef employer occupational brief (EOB) (available at www.people1st.co.uk)

| Area of standard* (reference to EOB) | Learning plan and key goals (summarise from Individual Learning Plan) | Progress made towards achievement | References (supporting evidence) | Ahead / on track / behind plan |
|---|--|-----------------------------------|-------------------------------------|--------------------------------|
| Culinary (1-10) | | | | |
| Food Safety (1-2) | | | | |
| People (1-6) | | | | |
| Business (1-3) | | | | |

*All areas of the standard must be covered, but the order in which they are recorded is dependent on the activities the apprentice is undertaking in their workplace. Each sub section of each area of the standard must be covered during the course of the programme (e.g. each of the 10 culinary sub sections).

Additional areas for review

As well as the core vocational development around the apprenticeship standard other key areas need to be reviewed throughout the learning and development journey to provide a rounded view of an apprentice's progress. Each of the following areas, as per those above, will vary from apprentice to apprentice, but this template provides the prompt for review, discussion and record.

| Area for review | Comments on current status and actions / support needed before next review | Target / Review date |
|--------------------------------|--|----------------------|
| English | | |
| Maths | | |
| Preparation for end assessment | | |
| Pastoral support | | |
| Other areas to note | | |

Summary of reviews:

| Review date | Status (ahead, on track or behind learning plan) | Next review due |
|-------------|--|-----------------|
| | | |
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Use of this template in readiness for independent end assessment meeting:

In advance of the formal meeting between the apprentice, **independent end assessor** and line manager/employer representative the independent end assessor is provided with the completed on-programme progression records (on paper or in electronic format) as part of the preparation process for the meeting. At the formal meeting between the apprentice, on programme assessor and line manager/management representative to discuss the readiness of the apprentice for their end assessment: The completed template is used at this meeting as a basis for the discussion.

Annex F: Professional Discussion Standard Coverage Template

| Culinary | | |
|-----------------|---|--------------------------------|
| Ref | Assessment Criteria | Professional Discussion |
| CU28 | Identify correct knives and equipment for preparation, cooking and finishing of dishes and menu items as identified in Annex B | |
| CU29 | Correct settings and use of equipment when preparing, cooking and finishing dishes and menu items | |
| CU30 | Adhere to company specifications/brands when preparing and cooking dishes | |
| CU38 | Consistently use the correct volume and quality of commodities in each dish, maintaining attention to detail | |
| CU40 | Utilise the correct cuts and preparation methods to produce high quality, technically sound dishes | |
| CU41 | Complete preparation and cooking tasks to a high standard, delivered on time and presented as described within the recipe specification | |
| 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 | |
| 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 | |
| Ref | Assessment Criteria (Distinction) | Professional Discussion |
| CU65 | <i>Evaluate own performance and take development opportunities to improve in food preparation, cooking and service</i> | |
| CU66 | <i>Evaluate dishes to seek improvement/modernisation</i> | |
| 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> | |
| CU68 | <i>Looking for opportunities to influence improvements in culinary performance</i> | |
| CU69 | <i>Demonstrate a passion for cooking by preparing, cooking and serving creative, technically sound dishes</i> | |
| CU70 | <i>Take appropriate opportunities to experiment with new techniques/food items/methods and dishes</i> | |
| Food Safety | | |
| Ref | Assessment Criteria | Professional Discussion |
| 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 | | |
| Ref | Assessment Criteria | Professional Discussion |
| PP11 | Listen to and respect other peoples' point of view and respond politely | |
| PP18 | How own working practices and that of team impact on food production and service and the customer experience | |
| PP19 | Effective communication methods and how to communicate with colleagues and team members | |
| PP20 | Team work- as seen by working well with colleagues | |
| 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 | |
| Ref | Assessment Criteria (Distinction) | Professional Discussion |
| PP29 | <i>Encourage and facilitate good team and working relationships</i> | |
| PP30 | <i>Demonstrate a high level of consideration for other people's opinions</i> | |
| PP31 | <i>Act as a role model to other team members, providing support and guidance when required</i> | |
| PP32 | <i>Taking responsibility for identifying possible development opportunities for self and team members</i> | |
| PP33 | <i>Evaluating own skills and performance, seeking feedback from others and proactively engaging with performance reviews and development planning</i> | |

| Business | | |
|----------|--|-------------------------|
| Ref | Assessment Criteria | Professional Discussion |
| BN18 | What targets they are expected to meet in terms of portion control and wastage | |
| BN19 | Work site GP% targets and what the impact is of not meeting GP | |
| BN20 | Waste management | |
| BN21 | Undertake any recycling and correct disposal of waste | |
| 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 | |
| Ref | Assessment Criteria (Distinction) | Professional Discussion |
| BN24 | <i>Considering factors that may affect performance and responding effectively in line with the job role</i> | |
| BN25 | <i>Setting an example to team members on efficient ways of working to organisational standards</i> | |
| BN26 | <i>Having a working knowledge of costs in the kitchen environment and why their control is important to meet team and organisational needs</i> | |
| BN27 | <i>Approaching tasks/solving problems with a methodical, considered approach, taking into account potential consequences of own actions</i> | |