

# Highfield Level 2 End-Point Assessment for Commis Chef

End-Point Assessment Kit



# Highfield Level 2 End-Point Assessment for Commis Chef

EPA Kit

## Contents

Please click on the headings below to navigate to the associated section of the EPA kit.

<a href="#"><u>Introduction</u></a>	<a href="#"><u>5</u></a>
<a href="#"><u>The Highfield approach</u></a>	<a href="#"><u>8</u></a>
<a href="#"><u>Gateway</u></a>	<a href="#"><u>9</u></a>
<a href="#"><u>The Commis Chef Apprenticeship Standard</u></a>	<a href="#"><u>11</u></a>
<a href="#"><u>Assessment summary</u></a>	<a href="#"><u>32</u></a>
<a href="#"><u>Assessing the on-demand test</u></a>	<a href="#"><u>36</u></a>
<a href="#"><u>Assessing the culinary challenge</u></a>	<a href="#"><u>42</u></a>
<a href="#"><u>Assessing the practical observation</u></a>	<a href="#"><u>49</u></a>
<a href="#"><u>Assessing the professional discussion</u></a>	<a href="#"><u>57</u></a>
<a href="#"><u>Annex A: The food groups – for culinary challenge and practical observation</u></a>	<a href="#"><u>65</u></a>
<a href="#"><u>Annex B: Preparation and cooking range</u></a>	<a href="#"><u>66</u></a>
<a href="#"><u>Annex C: Recipe log range</u></a>	<a href="#"><u>71</u></a>

# How to use this EPA kit

Welcome to the Highfield end-point assessment kit for the Level 2 Commis Chef Apprenticeship Standard.

Highfield is an independent end-point assessment organisation that has been approved to offer and carry out the independent end-point assessments for the Level 2 Commis Chef Apprenticeship Standard. Highfield internally quality assures all end-point assessments in accordance with its IQA process. Additionally, all end-point assessments are externally quality assured by the relevant EQA organisation.

The EPA kit is designed to outline all you need to know about the end-point assessments for this standard and will also provide an overview of the on-programme delivery requirements. In addition, advice and guidance for trainers on how to prepare apprentices for the end-point assessment is included. The approaches suggested are not the only ways in which an apprentice may be prepared for their assessments, but trainers may find them helpful as a starting point.

Highfield also offers the Highfield Commis Chef Apprenti-kit that is a comprehensive learning resource, which is designed to be used on-programme.

For more information, please go to the Highfield Products website. Please note that the use of this kit is not a prerequisite for apprentices undertaking the Commis Chef end-point assessment.

## Key facts

<b>Apprenticeship standard:</b>	Commis Chef
<b>Level:</b>	2
<b>On-programme duration:</b>	Minimum of 12 months
<b>End-point assessment window:</b>	Maximum of 2 months
<b>Grading:</b>	Pass/Distinction
<b>End-point assessment methods:</b>	On-demand test Culinary challenge Practical observation Professional discussion

**In this kit, you will find:**

- an overview of the standard and any on-programme requirements
- a section focused on delivery, where the standard and assessment criteria are presented in a suggested format that is suitable for delivery
- guidance on how to prepare the apprentice for gateway
- detailed information on which part of the standard is assessed by which assessment method
- suggestions on how to prepare the apprentice for each part of the end-point assessment
- a section focused on the end-point assessment method where the assessment criteria are presented in a format suitable for carrying out 'mock' assessments

# Introduction

## Standard overview

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A commis chef is the most common starting position in many kitchens and in principle, the most junior culinary role. A commis chef prepares food and carries out basic cooking tasks under the supervision of a more senior chef. The primary objective of the commis chef is to learn and understand how to carry out the basic functions in every section of the kitchen, therefore having the opportunity to experience, consider and value each section with a view to choosing an area where they feel most inspired. The learning journey of any chef will vary considerably from one individual to the next, however it is necessary to understand and have experience in the basics that this role provides in order to progress to any future senior chef role.

## On-programme requirements

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Although learning, development and on-programme assessment is flexible and the process is not prescribed, the following is the recommended baseline expectation for an apprentice to achieve full competence in line with the commis chef standard.

Throughout the period of learning and development, and at least every 2 months, the apprentice should meet with the on-programme assessor to review and record their progress against the standard using the on-programme progression template. At these reviews, evidence should be discussed and recorded by the apprentice. Once the apprentice is deemed competent, the relevant section(s) of the standard should be signed off by the employer with the support of those involved in the learning and development.

The on-programme reviews and records are important to support the apprentice, on-programme assessor and employer in monitoring the progress of learning and development and to determine when the apprentice has achieved full competence in their job role and is ready for independent end assessment. The on-programme progression template is **not** a portfolio of evidence, but a record of what the apprentice can do following periods of training, development and assessment. A minimum of 6 meetings and completed records are recommended to show ongoing competence across the entire standard, over a minimum of a 12-month period prior to starting the independent end assessment.

## Recipe log

While on programme, the apprentice must produce a log of their work (recipe log), which must be made available to the end-point assessor after the gateway review meeting. The log is an important document that must be referred to during the professional discussion. A recipe log template is available to download from the Highfield Assessment website.

The log of dishes gives the apprentice an 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.

<b>Timeline for recipe log:</b>	
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 as a download from the Highfield Assessment website for apprentices to use.

- \* 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.

## **Additional, relevant on-programme qualification**

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Highfield Level 2 Diploma for Commis Chefs (RQF) is available as an additional qualification that may be taken alongside the commis chef apprenticeship while on-programme if required.

## **Readiness for end-point assessment**

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In order for an apprentice to be ready for the end-point assessments:

- they must have successfully completed the English and maths components of the apprenticeship.
- the employer must be confident that the apprentice has developed all the knowledge, skills and behaviours defined in the apprenticeship standard. To ensure this, the apprentice must attend a formal meeting with their employer to complete the gateway readiness report.
- the apprentice and the employer should then engage with Highfield to agree on a plan and schedule for each assessment activity to ensure all components can be completed within a 2-month end-assessment window. Further information about the gateway process is covered later in this guide.
- the apprentice must have produced a recipe log that covers the requirements listed in Annex C (note: the apprentice must share the recipe log with the independent end-point assessor in a meeting to take place after the gateway review meeting).

## **Order of end-point assessments**

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There are 4 assessment activities for the commis chef independent end assessment. The on-demand test, practical observation and culinary challenge may be undertaken in any order, however, the professional discussion must be the last activity completed. All assessment activities must be completed within 2 months.

It is a requirement that apprentices have adequate time to prepare for and recuperate from each assessment activity prior to commencing the next. Assessments may occur over a minimum of 2 days and a maximum of 2 months within the assessment window, with no one day containing both observations or more than 2 assessment activities.

[Click here to return to contents](#)

# The Highfield approach

This section describes the approach Highfield has adopted in the development of this end-point assessment in terms of its interpretation of the requirements of the end-point assessment plan and other relevant documents.

## Documents used in developing this end-point assessment

Standard (2015)

<https://www.instituteforapprenticeships.org/apprenticeship-standards/commis-chef/>

End-point assessment plan (2017 ST 0228/AP01)

[https://www.instituteforapprenticeships.org/media/1140/commis\\_chef.pdf](https://www.instituteforapprenticeships.org/media/1140/commis_chef.pdf)

Common approach (2017)

## Specific considerations

On-demand tests - Highfield has used 52 questions and a pass mark of 70% for the on-demand test, in line with the common approach document issued by People1st.

In accordance with the commis chef assessment plan, Highfield has detailed which criteria **must** be covered within the culinary challenge and the practical observation respectively at the end of this guide. Additionally, there are some criteria within the assessment plan that had been open for assessment either by culinary challenge, practical observation or professional discussion, within this kit, Highfield has determined which assessment method these criteria will fall within. Wherever possible, all criteria detailed within the culinary challenge or practical observation should be covered within those assessments. However, in some circumstances, some criteria may be 'carried over' to the professional discussion (if they have not been achieved within the culinary challenge).

The assessment plan states that the: 'Apprentice will be given a base 'category' of cold and hot dessert range by the independent end assessor at the initial meeting with the independent end assessor, such as egg based dessert', however, Highfield have taken the decision to distribute this information to apprentices at the time of scheduling.

During the practical observation, wherever possible, situations and evidence should be naturally occurring. However, to ensure that all criteria can be covered, some simulation will be allowed to ensure total coverage of the standards. This can be arranged before the assessment takes place to give the best opportunity for all criteria to be met.

All of the evidence criteria used within this end-point assessment have been taken directly from the commis chef standard assessment plan.

[Click here to return to contents](#)

# Gateway

## How to prepare for gateway

After apprentices have completed their on-programme learning, they should be ready to pass through 'gateway' to their end-point assessment.

Gateway is a meeting that should be arranged between the apprentice, their employer and training provider to determine that the apprentice is ready to undertake their end-point assessment. The apprentice should prepare for this meeting by bringing along work-based evidence, including:

- customer feedback
- recordings
- manager statements
- witness statements

As well as evidence from others, such as:

- mid and end-of-year performance reviews
- feedback to show how they have met the apprenticeship standards while on-programme

In advance of gateway, apprentices will need to have:

- achieved Level 1 English
- achieved Level 1 maths
- taken Level 2 English test
- taken Level 2 maths test

Additionally, apprentices must bring:

- their organisation's menu
- their culinary challenge main course proposal

Apprentices should be advised by employers and providers to gather this evidence throughout their on-programme training. It is recommended that employers and providers complete regular checks and reviews of this evidence to ensure the apprentice is progressing and achieving the standards before the formal gateway meeting is arranged.

## The gateway meeting

The gateway meeting should last around 1 hour and must be completed on or after the apprenticeship on-programme end date. It should be attended by the apprentice and the relevant people who have worked with the apprentice on-programme, such as the line manager/employer or mentor, the on-programme trainer/training provider and/or a senior manager (as appropriate to the business).

During the meeting, the apprentice, employer and training provider will discuss the apprentice's progress to date and confirm if the apprentice has met the full criteria of the apprenticeship standard during their on-programme training. The following gateway readiness report should be used to log the outcomes of the meeting and should be agreed by all 3 parties. The report should then be submitted to Highfield to initiate the end-point assessment process. If you require any support completing the gateway readiness report, please contact your employer engagement manager at Highfield Assessment.

**Please note:** a copy of the standard should be available to all attendees during the gateway meeting.

### Reasonable adjustments and special considerations

Highfield Assessment has measures in place for apprentices who require additional support. Please refer to the Highfield Assessment Reasonable Adjustments Policy for further information/guidance.

### ID requirements

All employers are required to ensure that each apprentice has their identification with them on the day of assessment so the end-point assessor/Highfield Assessment can check that the person undertaking the assessment is indeed the person they are claiming to be.

Highfield Assessment will accept the following as proof of an apprentice's identity:

- a valid passport (any nationality)
- a signed UK photocard driving licence
- a valid warrant card issued by HM forces or the police
- another photographic ID card, e.g. employee ID card or travel card

[Click here to return to contents](#)

## The Commis Chef Apprenticeship Standard

The following pages contain the Level 2 Commis Chef Apprenticeship Standard and the assessment criteria in a format that is suitable for delivery.

Culinary		
Knowledge	Skills	Behaviour
<p>Understanding:</p> <ul style="list-style-type: none"> <li>○ the factors which influence the types of dishes and menus offered</li> <li>○ how technology supports the development and production of dishes and menu items</li> <li>○ the importance of checking food stocks and keeping the storage areas in good order</li> <li>○ how to deal with identified shortages and food close to expiry date</li> <li>○ how to undertake set up, preparation and cleaning tasks to standard</li> <li>○ the correct ingredients and portion sizes for each dish in line with recipe specifications</li> <li>○ the principles of basic food preparation and cooking; taste; allergens; diet and nutrition</li> <li>○ commonly used knives and kitchen equipment and their specific function</li> </ul>	<p>Demonstrating:</p> <ul style="list-style-type: none"> <li>○ a contribution to reviewing and refreshing menus in line with business and customer requirements</li> <li>○ the use of available technology in line with business procedures and guidelines to achieve the best result</li> <li>○ the checking of food stocks, report on shortages, prioritise food that is close to expiry and keep the storage areas in good order</li> <li>○ methodical working to prioritise tasks, ensuring they are completed at the right moment and to the required standard</li> <li>○ the accurate measuring of dish ingredients and portion sizes</li> <li>○ a range of craft preparation and basic cooking skills and techniques to prepare, produce and present dishes and menu items in line with business requirements</li> </ul>	<p>Showing:</p> <ul style="list-style-type: none"> <li>○ enthusiasm for keeping up to date with business and industry trends</li> <li>○ the use of technology and equipment in line with training</li> <li>○ the confidence to promptly deal with sub-standard ingredients, or those nearing their sell by date</li> <li>○ the ability to identify when tasks are not going to plan and has the confidence to request support when needed</li> <li>○ an attention to detail and consistent working to achieve standards</li> <li>○ a commitment to developing skills and knowledge; trying out new ingredients and dishes; practicing and reflecting on different preparation and cooking techniques</li> <li>○ care and attention when using knives and equipment</li> </ul>

<ul style="list-style-type: none"> <li>○ sources and quality points of common food groups and commodities</li> <li>○ traditional cuts of, and basic preparation methods for, meat, poultry, fish and vegetables</li> <li>○ the impact of seasonality on the availability, quality and price of ingredients</li> </ul>	<ul style="list-style-type: none"> <li>○ the use of correct knives and knife skills when preparing food as well as the correct equipment when preparing, cooking and presenting food</li> <li>○ the correct storage and use of food commodities when preparing dishes</li> <li>○ the correct application of preparation and selection methods when using meat, poultry, fish and vegetables in dishes</li> <li>○ the completion of preparation and cooking tasks to a high standard, delivered on time and presented as described within the recipe specification</li> </ul>	<ul style="list-style-type: none"> <li>○ a consistent use of the correct volume and quality of commodities in each dish, maintaining attention to detail</li> <li>○ the use of correct cuts and preparation methods to produce high quality, technically sound dishes</li> <li>○ an appreciation of ingredients</li> </ul>
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**On-demand test**

**Criteria covered in the on-demand test**

- CU01 The **seasonal** calendar of food (fish, meat, game and vegetables) and its impact on cost, quality and flavour
- CU02 Technology and its application within food preparation area
- CU03 The benefits in terms of cost savings, efficient working practices and end results of technological application in the area of food preparation/production in terms of producing food, food procurement and monitoring of food storage - within the context the wider sector. Technology to include: Equipment; social media and apps and software in terms of SOPs and training; stock control and ordering
- CU04 Food safety and knowledge/temperature and storage conditions ambient chilled and frozen
- CU05 The consequences of not checking in terms of self, others and the business
- CU06 Principles of safe food handling/COSHH and the need to clean as you go
- CU07 The importance of undertaking mise-en place
- CU08 Taste - basic **flavour profile**, seasoning, herbs and spices
- CU09 Common food groups and basic requirements for a **balanced diet**

- CU10 Basic dietary variations such as vegetarian, vegan, **religious diets**
- CU11 The key allergens, how to find information about dish content, and the reasons they must be identified
- CU12 Common knives and their correct uses with each food group – cooks knives, boning, filleting, paring, pallete, peeler
- CU13 Commonly used kitchen equipment for cooking, processing and finishing dishes
- CU14 The correct use of techniques, tools, knives, and equipment when preparing, cooking and presenting food and why using these correctly is important
- CU15 What quality points to look for in:
- fresh vegetables, including roots, bulbs, flower heads, fungi, seeds and pods, tubers, leaves, stems, vegetable fruits
  - a range of fresh poultry including duck, chicken and turkey
  - fresh meat, including beef, lamb, pork
  - fresh fish, including white fish (round), white fish (flat), oily fish
  - pre-packaged and dry goods
  - frozen and chilled (temperature controlled) foods including dairy
- CU16 Traditional cuts of, and basic preparation methods for, meat, poultry, fish and vegetables:
- Meat: Primary (fillet, loin, rib, chops, T-bone) and secondary cuts (neck, skirt, shoulder, leg, cheek), offal: trim, dice, portion, mince, tie, bone, marinate, lard, bard
  - Poultry: breast, leg, wing, whole bird: filleting, butterfly, spatchcock, cut for sauté (classical), trimming
  - Fish: Darne, darne, goujon, suprême, tronçon, délice, paupiette descaling, skinning, boning, pin boning, marinating (wet & dry), trimming (using shears / filleting knife), gutting, butterflying
  - Vegetables: French cuts - julienne, mirepoix, macedoine, paysane, brunoise, baton, jadinere

#### Culinary challenge

To pass, the following must be evidenced	<i>To gain a distinction</i>
CU17 Customer profile of the organisation and how this affects menu design and costing	CU42 <i>Complete detailed research into the 'base dessert'</i>
CU18 Availability of food	CU43 <i>Execute food preparation and finishing tasks speedily and to an excellent standard, including</i>
CU19 <b>Mise en place</b> undertaken in a timely fashion and ensure all food preparation allows for requirements of service	

CU20	Follow and adhere to cleaning schedules	<i>making changes throughout the process, where necessary</i>
CU21	How to find a dish specification / recipe for prescribed dish	
CU22	How to read and understand the specification / recipe for the dishes and ingredients	<i>CU44 Present dishes to the exact required standard - colour, consistency, texture and temperature</i>
CU23	Weigh and measure ingredients using accurately functioning tools or equipment	<i>CU45 Present flavour balance/taste profiles to the exact required standard</i>
CU24	Ensure the correct volume or number of components	<i>CU46 Work accurately to their previously prepared time plan</i>
CU25	Ensure consistent portions are prepared and served	<i>CU47 Work efficiently and effectively with ease, tasks prioritised and sequenced, accurate use of materials, well organised, fast, continuously keeping work area clean and tidy</i>
CU26	Pay attention to detail and work consistently to achieve standards	<i>CU48 Adhere to organisational requirements at all times</i>
CU27	Follow specifications/ <b>brand standards</b> to prepare and produce dishes and menu items, on time, ensuring consistency of the finished product as per Annex B	<i>CU49 Demonstrate consistent professional communication as required</i>
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	
CU31	Demonstrate care and attention when using knives and equipment	
CU32	Correctly store and use food <b>commodities</b> when preparing dishes	
CU33	Ambient, chilled and frozen storage used correctly	
CU34	Correct labelling of food – dates, ingredients, allergens	
CU35	Stock rotation	
CU36	<b>Colour coding</b> , following food safety systems	
CU37	Adhere to company/brand standard/ <b>menu specification</b>	
CU38	Consistently use the correct volume and quality of commodities in each dish, maintaining attention to detail	

CU39	Apply correct preparation and selection methods when using meat, poultry, fish and vegetables in dishes	
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	
<b>Practical observation</b>		
<b>To pass, the following must be evidenced</b>		<b>To gain a distinction</b>
CU19	Mise en place undertaken in a timely fashion and ensure all food preparation allows for requirements of service	CU43 <i>Execute food preparation and finishing tasks speedily and to an excellent standard, including making changes throughout the process, where necessary</i>
CU20	Follow and adhere to cleaning schedules	CU44 <i>Present dishes to the exact required standard - colour, consistency, texture and temperature</i>
CU21	How to find a dish specification/recipe for prescribed dish	CU45 <i>Present flavour balance/taste profiles to the exact required standard</i>
CU22	How to read and understand the specification/recipe for the dishes and ingredients	CU47 <i>Work efficiently and effectively with ease, tasks prioritised and sequenced, accurate use of materials, well organised, fast, continuously keeping work area clean and tidy</i>
CU23	Weigh and measure ingredients using accurately functioning tools or equipment	
CU24	Ensure the correct volume/number of components	
CU25	Ensure consistent portions prepared and served	
CU26	Pay attention to detail and work consistently to achieve standards	
CU27	Follow specifications/brand standards to prepare and produce dishes and menu items, on time, ensuring consistency of the finished product as per Annex B	
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	
CU31	Demonstrate care and attention when using knives and equipment	
CU32	Correctly store and use food commodities when preparing dishes	
CU33	Ambient, chilled and frozen storage used correctly	
CU34	Correct labelling of food – dates, ingredients, allergens	
CU35	Stock rotation	
CU36	Colour coding, following food safety systems	
CU37	Adhere to company/brand standard/menu specification	
CU38	Consistently use the correct volume and quality of commodities in each dish, maintaining attention to detail	
CU39	Apply correct preparation and selection methods when using meat, poultry, fish and vegetables in dishes	
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 <b>nutritional requirements</b>	
CU51	Turn up on time	
CU52	Wear uniform correctly	
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	

Professional discussion	
To pass, the following must be evidenced	To gain a distinction
CU28 Identify correct knives and equipment for the preparation, cooking and finishing of dishes and menu items as identified in Annex B	CU65 Evaluate own performance and take development opportunities to improve in food preparation, cooking and service
CU29 Correct settings and use of equipment when preparing, cooking and finishing dishes and menu items	CU66 Evaluate dishes to seek improvement/modernisation
CU30 Adhere to company specifications/brands when preparing and cooking dishes	CU67 Proactively keep up to date with industry developments, food trends and business objectives through trade publications, <b>social media platforms</b> , colleagues and peers
CU38 Consistently use the correct volume and quality of commodities in each dish, maintaining attention to detail	CU68 Looking for opportunities to influence improvements in culinary performance
CU40 Utilise the correct cuts and preparation methods to produce high quality, technically sound dishes	CU69 Demonstrate a passion for cooking by preparing, cooking and serving creative, technically sound dishes
CU41 Complete preparation and cooking tasks to a high standard, delivered on time and presented as described within the recipe specification	CU70 Take appropriate opportunities to experiment with new techniques/food items/methods and dishes
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	

<p>CU58 Undertake professional development as requested or self-managed</p> <p>CU59 Check, report and carry out stock checks, demonstrating stock rotation and recording of activities on appropriate documentation</p> <p>CU60 Communicate to appropriate personnel of stock levels and shortages</p> <p>CU61 Identify when tasks are not going to plan and have the confidence to request support when needed</p> <p>CU62 Contribute to the development of menu items, and follow a structured development plan</p> <p>CU63 Work with a mentor to make recommendations for a dish/try out new ideas/skills</p> <p>CU64 Reflect on ingredients, dishes and seasons, looking at menu and performance and making recommendations</p>	
<b>Amplification and guidance</b>	
<p><b>Seasonal</b> - referring to the times of year when a given type food is at its peak, either in terms of harvest or its flavour. This is usually the time when the item is the cheapest and the freshest on the market. Examples may include asparagus (in season May to June), Jersey Royal potatoes (May to June), peaches (July to September), butternut squash (September to November), etc.</p> <p><b>Flavour profile</b> - includes seasoning, herbs and spices, umami, sweet, salt, sour, bitter, texture, temperature.</p> <p><b>Balanced diet</b> - a balance of nutrients, flavours and accompaniments.</p> <p><b>Religious diets</b> - e.g. Hinduism prohibits the consumption of beef. Sensitivity and care should be exercised when catering for those who follow religious dietary practices and this is particularly important where those being served are unable to eat elsewhere.</p> <p><b>Mise en place</b> - a French term (literally meaning ‘setting in place’) for having all ingredients measured, cut, peeled, sliced, grated, etc. before cooking. Pans are prepared, mixing bowls, tools and equipment set out. This allows for meals to be assembled quickly and effortlessly.</p> <p><b>Brand/standards</b> - e.g. standards applied across the organisation or brand to ensure guests and customers experience a consistent and uniform experience.</p>	

**Commodities** - merchandise/produce. Understanding their supply and demand, reporting issues to a supervisor.

**Colour-coding** - prevents contamination and cross-contamination and makes daily operations easier. E.g. red knives and chopping boards for raw meat, blue for raw fish, yellow for cooked meats, green for salad and fruit, brown for vegetable and white for dairy products.

**Menu specification** - ensures consistency with cooking, presenting and budgeting.

**Nutritional requirements** – by law, information on allergenic ingredients must be provided. Food served must accurately reflect what the menu pertains it to be.

**Social media platforms** - e.g. Facebook or Twitter. Interacting with customers, replying to comments and reviews, sending out updates and promotions, etc. Maintaining a good reputation to the public.

Food safety		
Knowledge	Skills	Behaviours
Understanding: <ul style="list-style-type: none"> <li>○ the personal hygiene standards, food safety practices and procedures required</li> <li>○ the importance of following personal hygiene standards, food safety practices and procedures and the consequences of failing to meet them</li> <li>○ how to store, prepare and cook ingredients to maintain quality, in line with food safety legislation</li> </ul>	Demonstrating: <ul style="list-style-type: none"> <li>○ the keeping of a clean and hygienic kitchen environment at all times</li> <li>○ the completion of kitchen documentation as required</li> <li>○ the correct storage, preparation and cooking of ingredients, to deliver a quality product that is safe for the consumer</li> </ul>	Showing: <ul style="list-style-type: none"> <li>○ high personal hygiene standards</li> <li>○ safe working practices when storing, preparing and cooking ingredients to maintain their quality and safety</li> </ul>
On-demand test		
Criteria covered in the on-demand test		
FS01 Risks to food safety FS02 Types of <b>contamination</b> and <b>cross-contamination</b> of food and surfaces and how they can occur FS03 Vehicles of contamination, including surfaces FS04 The types of food poisoning and how <b>food poisoning organisms</b> can contaminate food FS05 The common symptoms of food poisoning FS06 The factors which enable the growth of food poisoning organisms FS07 The effect of <b>personal hygiene</b> and behaviour on the safety of food FS08 Own role in spotting and dealing with <b>hazards</b> , and in reducing the risk of contamination FS09 The importance of identifying food hazards promptly FS10 The potential impact on health if hazards are not spotted and dealt with promptly FS11 The importance of risk assessments		

FS12	Types of unsafe behaviour that may impact on the safety of food and why it is important to avoid this type of behaviour when working with food	
FS13	The legal and regulatory requirements for food safety, the importance of complying with them, the implications of noncompliance and the role of <b>enforcement officers</b>	
FS14	Control of risks to food safety	
FS15	The importance of, and methods for, the separation of raw and cooked foods and separation of finished dishes	
FS16	Identify the <b>temperature danger zone</b> , why food needs to be kept at specified temperatures and how to ensure this	
FS17	Procedures to follow when dealing with stock including deliveries, storage, date marking and stock rotation, and why it is important to consistently follow them	
FS18	The importance of keeping work areas and environment clean and tidy, and tools, utensils and equipment in good order, clean condition and stored correctly	
FS19	Methods and frequency of cleaning and maintenance of equipment, surfaces and environment and how they affect food safety in the workplace	
FS20	The actions that should be taken in response to spotting a potential hazard	
FS21	The types of food waste which can occur in the workplace and how it should be safely handled in the workplace	
FS22	The main types of pests and <b>infestation</b> that may pose a risk to the safety of food, how they can occur, how to recognise them and how to prevent them	
FS23	The consequences and main symptoms of <b>allergen</b> and <b>intolerant</b> contamination	
FS24	The legal requirements for a food business to apply a food safety management system based on the <b>codex principles</b> of HACCP, and allergen control management	
<b>Culinary challenge</b>		
<b>To pass, the following must be evidenced</b>		<b>To gain a distinction</b>
FS25	Reduce contamination risks associated with workflow procedures	<i>FS33 Consistently follows best practice in adhering to all food safety processes</i>
FS26	Use storage procedures to prevent cross-contamination	
FS27	Make sure surfaces and equipment are clean and in good condition	
FS28	Use clean and suitable cloths and equipment for wiping and cleaning between tasks	

FS29	Dispose of waste promptly, hygienically and appropriately	
FS30	Avoid unsafe behaviour that could contaminate the food you are working with	
FS31	Keep necessary records up-to-date	
FS32	Prepare, cook and hold food safely	
FS34	Check food before and during operations for any hazards, and follow the correct procedures for dealing with these	
FS35	Prevent cross-contamination, such as between raw foods, foods already cooking/reheating and ready-to-eat foods	
FS36	Use methods, times, temperatures and checks to make sure food is safe	
<b>Practical observation</b>		
<b>To pass, the following must be evidenced</b>		
FS25	Reduce contamination risks associated with workflow procedures	
FS26	Use storage procedures to prevent cross-contamination	
FS27	Make sure surfaces and equipment are clean and in good condition	
FS28	Use clean and suitable cloths and equipment for wiping and cleaning between tasks	
FS29	Dispose of waste promptly, hygienically and appropriately	
FS30	Avoid unsafe behaviour that could contaminate the food you are working with	
FS31	Keep necessary records up-to-date	
FS32	Prepare, cook and hold food safely	
FS34	Check food before and during operations for any hazards, and follow the correct procedures for dealing with these	
FS35	Prevent cross-contamination, such as between raw foods, foods already cooking/reheating and ready-to-eat foods	
FS36	Use methods, times, temperatures and checks to make sure food is safe	

### Professional discussion

#### 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’

## Amplification and guidance

**Contamination** - best described as the presence of harmful or objectionable matter in food. Types of contamination include chemical, physical, allergenic and microbial.

**Cross-contamination** - the transferring of microorganisms from contaminated food and contaminated areas to cooked or ready to eat food.

**Food poisoning organisms** - cause illnesses including salmonella, norovirus, campylobacter, *E. coli* and listeria.

**Personal hygiene** – including handwashing, personal cleanliness, protective clothing, reporting illnesses and healthy carriers.

**Hazards** - something with the potential to cause harm, e.g., chemical, physical, allergenic and microbial.

**Enforcement officers** - roles include limiting the spread of any food poisoning outbreaks, making recommendations, providing guidance and issuing notices.

**Temperature danger zone** - when food is kept between 5°C and 63°C.

**Infestation** - the state of being invaded or overrun by pests or parasites such as rodents, cockroaches and silverfish.

**Allergen** - examples of what allergens can cause include rashes, swelling of the throat and death. Triggers the immune system. Common allergens include gluten, nuts, shellfish and eggs.

**Intolerant** - symptoms caused are usually gut symptoms, such as bloating, diarrhoea, constipation and IBS. Common intolerants include gluten, wheat and lactose.

**Codex principles** - the 7 basic principles of HACCP are implemented into the system through the 12 steps, based on Codex Alimentarius:

- |   |   |
|---|---|
| 1) Assemble HACCP team                  | 6) List all potential hazards associated with each step, conduct a hazard analysis, and consider any measures to control identified hazards (Principle 1) |
| 2) Describe product                     | 7) Determine critical control points (Principles 2)   |
| 3) Identify intended use                | 8) Establish critical limits for each CCP (Principle 3)   |
| 4) Construct flow diagram               | 9) Establish a monitoring system for each CCP (Principle 4)   |
| 5) On-site confirmation of flow diagram | 10) Establish corrective actions (Principle 5)  |
|   | 11) Establish verification procedures (Principle 6)   |
|   | 12) Establish documentation and record-keeping (Principle 7)  |

People		
Knowledge	Skills	Behaviour
<p>Understanding:</p> <ul style="list-style-type: none"> <li>○ how personal and team performance impact on the successful production of dishes and menu items</li> <li>○ how to communicate with colleagues and team members from a diverse range of backgrounds and cultures</li> <li>○ the importance of training and development to maximise own performance</li> <li>○ how to support team members when the need arises</li> <li>○ professional behaviours and organisational culture</li> <li>○ how all teams are dependent on each other</li> <li>○ the importance of teamwork both back and front of house</li> </ul>	<p>Demonstrating:</p> <ul style="list-style-type: none"> <li>○ working effectively with others to ensure dishes produced are of high quality, delivered on time and to the standard required</li> <li>○ the use of suitable communication methods</li> <li>○ operating in a fair and equal manner that demonstrates effective team working</li> <li>○ the development of own skills and knowledge through training and experiences</li> <li>○ the supporting of team members to produce dishes and menu items on time to quality standards</li> <li>○ performing the role to the best of own ability in line with the business values and culture</li> <li>○ the development of good working relationships across the team and with colleagues in other parts of the organisation</li> </ul>	<p>Showing:</p> <ul style="list-style-type: none"> <li>○ pride in own role through an enthusiastic and professional approach to tasks</li> <li>○ listening to and respecting other peoples' point of view and responding politely</li> <li>○ a willing to welcome and act on feedback to improve personal methods of working, recognising the impact that personal performance has on the team</li> <li>○ a recognition of own personal growth and achievement</li> <li>○ positive responses to instruction and be aware of team members who may need support to get menu items out on time without compromising quality</li> <li>○ behaviour in line with the values and culture of the business</li> <li>○ effective to communication and behaviour to help team members achieve the best result for the customers and the business</li> </ul>

	○ the ability to deal with challenges and problems constructively to drive a positive outcome	
<b>On-demand test</b>		
<b>Criteria covered in the on-demand test</b>		
PP01	The impact of poor individual performance from an individual on a team	
PP02	The impact of poor team performance on the business and the customer experience	
PP03	The benefits and impact of a high performing team in respect of food production and meeting customers' expectations of the food experience	
PP04	How to respond to requests of assistance from colleagues	
PP05	The importance of being supportive - whilst ensuring own work priorities are met	
PP06	Professional behaviours such as timekeeping; need for full attendance; following company standards along the lines of reporting illness and absence; booking holidays, wearing of company uniform; attending agreed events such as arranged training	
PP07	The impact of own behaviours on the team and the impact of unprofessional/negative behaviours on team working	
<b>Culinary challenge</b>		
<b>To pass, the following must be evidenced</b>		
PP08	Take pride in own role through an enthusiastic and professional approach to tasks	
<b>Practical observation</b>		
<b>To pass, the following must be evidenced</b>		<b>To gain a distinction</b>
PP08	Take pride in own role through an enthusiastic and professional approach to tasks	<i>PP17 Use appropriate communication: role model for professionalism: manner, clear and timely information, encouraging feedback, listening actively, striving for excellence in professional relationships</i>
PP09	Work effectively with others to ensure dishes produced are of high quality, delivered on time and to the standard required	
PP10	Demonstrate team work - as seen by working well with colleagues and professional conduct and good time-keeping and willingness to cover for others and respond flexibly to rota requirements	

PP11	Listen to and respect other peoples' point of view and respond politely	
PP12	Demonstrate team working and professional conduct - checking attendance at work; behaviours in team activities such as team meetings	
PP13	Demonstrate appropriate responses to instructions, request information when required and ask questions to seek clarification and further guidance	
PP14	Demonstrate support to others by asking where help is required when own tasks are completed	
PP15	Can accelerate work pace when required and go the extra mile	
PP16	Behave in a manner in line with the values and culture of the business	
<b>Professional discussion</b>		
<b>To pass, the following must be evidenced</b>		<b>To gain a distinction</b>
PP11	Listen to and respect other peoples' point of view and respond politely	<i>PP29 Encourage and facilitate good team and working relationships</i>
PP18	How own working practices and that of team impact on food production and service and the customer experience	<i>PP30 Demonstrate a high level of consideration for other people's opinions</i>
PP19	Effective communication methods and how to communicate with colleagues and team members	<i>PP31 Act as a role model to other team members, providing support and guidance when required</i>
PP20	Team work- as seen by working well with colleagues	<i>PP32 Taking responsibility for identifying possible development opportunities for self and team members</i>
PP21	What training is and the importance of personal development in terms of improving knowledge and skills	<i>PP33 Evaluating own skills and performance, seeking feedback from others and proactively engaging with performance reviews and development planning</i>
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 <b>work productivity</b> in a positive way	

<p>PP25 The relationship with other departments and the requirement to communicate across departments</p> <p>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</p> <p>PP27 Specific examples where they have developed/augmented <b>good working relationships</b></p> <p>PP28 Potential challenges pinch points in the working environment and how they can overcome such challenges</p>	
<p><b>Amplification and guidance</b></p>	
<p><b>Work productivity</b> - the amount of goods and services that a worker produces in a given amount of time</p> <p><b>Good working relationships</b> - focusing on what was done, why it was done, what the outcome was and how the situation would be approached if there wasn't a positive outcome</p>	

Business		
Knowledge	Skills	Behaviour
Understanding: <ul style="list-style-type: none"> <li>the basic costing and yield of dishes and the meaning of gross profit</li> <li>the principles of supply chain and waste management</li> <li>potential risks in the working environment, how to address them and the potential consequences of those risks</li> </ul>	Demonstrating: <ul style="list-style-type: none"> <li>the ability to follow instructions to meet targets and effectively control resources</li> <li>the ability to follow procedures regarding usage and waste of resources</li> <li>the undertaking of all tasks with due care and attention, reporting risks in the appropriate manner</li> </ul>	Showing: <ul style="list-style-type: none"> <li>a financial awareness in the approach to all aspects of work</li> <li>setting an example to others by working in ways which minimise waste</li> <li>vigilance and an awareness of potential risks within the kitchen environment, taking action to prevent them</li> </ul>
On-demand test		
Criteria covered in the on-demand test		
BN01 Why menu items need to be costed and the importance of working to budgets BN02 The terms yield and gross profit and describe their relevance to planning food production operations BN03 The supply chain in terms of basic principles and that of the establishment they are working in BN04 <b>Providence</b> and the importance of working with nominated suppliers and tendering for suppliers on a regular basis BN05 The impact of wastage on <b>p&amp;I</b> and not making full use of produce by creative and efficient menu planning BN06 Principles of <b>waste management</b> and recycling BN07 Potential <b>hazards</b> within food preparation areas BN08 Risks in work environment and how to mitigate such risks		
Culinary challenge		
To pass, the following must be evidenced		
BN09 Be financially aware in approach to all aspects of work BN10 Demonstrate following of specifications and correct food production techniques to meet GP requirements BN11 Provide evidence of appropriate documentation being completed		

Practical observation	
<b><i>To pass, the following must be evidenced</i></b>	
BN09	Be financially aware in approach to all aspects of work
BN12	Work to specified standards - following establishment standards in terms of preparing menu items in accordance with business/customer needs
BN13	Adhere to recipes/specifications as required
BN14	Maintain any appropriate documentation such as wastage records
BN15	Demonstrate effective waste management
BN16	Work efficiently and safely throughout work shifts
BN17	Is vigilant and aware of potential risks within the kitchen environment and takes action to prevent them
Professional discussion	
<b><i>To pass, the following must be evidenced</i></b>	<b><i>To gain a distinction</i></b>
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 <b>contingency planning</b> is in place where certain ingredients are not available, and what the suitable <b>alternatives and substitutes</b> are
BN23	Where risks have been identified, report as per standard requirements, meeting legal requirements
	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>

### Amplification and guidance

**Providence** - links to seasonality. Having the foresight and knowledge to know when produce is coming into season. Can save supply costs and give the business an edge over competitors.

**P&L** - profit and loss. The less spent on commodities to produce a specific amount of meals, the more the business earns when the meals are sold. Using the correct amount of ingredients in the right way will reduce wastage and improve gross profit (GP) which impacts the P&L positively.

**Waste management** - via poor production and ruination of food items and wastage as a result of poor stock. Related to efficient working practices and yield.

**Hazards** - something with the potential to cause harm e.g. chemical, physical, allergenic and microbial.

**Contingency planning** - preparing a food business to respond effectively to an unplanned event - being prepared, responding to an event and post-event recovery or even a power cut.

**Alternatives and substitutes** – e.g. cocoa and butter in place of unsweetened chocolate, garlic powder for gloves or different types of rice to substitute for one another.

[Click here to return to contents](#)

# Assessment summary

The end-point assessment for the commis chef apprenticeship standard is made up of 4 components:

1. 90-minute on-demand test consisting of 52 questions. 5 minutes' reading time will be given to apprentices before they attempt to provide answers, meaning in total, the apprentice has 95 minutes in the test situation.
2. 2-hour culinary challenge.
3. 3-hour practical observation.
4. 40-minute professional discussion with recipe log.

As an employer/training provider, you should agree on a plan and schedule with the apprentice to ensure all assessment components can be completed effectively.

Each component of the end-point assessment will be assessed against the appropriate criteria laid out in this kit, which will be used to determine a grade for each individual component.

## On-demand test

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- To achieve a pass in the on-demand test, apprentices must score 70%, which equates to 36 out of 52
- To achieve a distinction in the on-demand test, apprentices must score 85%, which equates to 44 out of 52

## Culinary challenge observation

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To achieve a pass in the culinary challenge observation:

- wherever possible, all pass criteria should be covered

To achieve a distinction in the culinary challenge observation:

- all pass and all distinction criteria should be covered

## Practical observation

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To achieve a pass in the practical observation:

- wherever possible, all pass criteria should be covered

To achieve a distinction in the practical observation:

- all pass and all distinction criteria should be covered

## Professional discussion

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To achieve a pass in the professional discussion with recipe log:

- all pass criteria should be covered

To achieve a distinction in the professional discussion:

- all pass and all distinction criteria should be covered

In exceptional circumstances, some criteria found within the culinary challenge observation and practical observation may be picked up within the professional discussion, and further guidance on this is contained within the criteria pages of this document.

## Grading

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The overall grade for the apprentice is determined using the matrix below:

On-demand test	Culinary challenge	Practical observation	Professional discussion	Overall score
Pass	Pass	Pass	Pass	Pass
Distinction	Pass	Pass	Pass	Pass
Pass	Pass	Pass	Distinction	Pass
Pass	Distinction	Pass	Pass	Pass
Pass	Pass	Distinction	Pass	Pass
Distinction	Pass	Pass	Distinction	Pass
Pass	Pass	Distinction	Distinction	Pass
Distinction	Distinction	Pass	Pass	Pass
Distinction	Pass	Distinction	Pass	Pass
Pass	Distinction	Pass	Distinction	Pass
Pass	Distinction	Distinction	Pass	Pass
Distinction	Pass	Distinction	Distinction	Pass
Distinction	Distinction	Pass	Distinction	Pass
Pass	Distinction	Distinction	Distinction	Distinction
Distinction	Distinction	Distinction	Pass	Distinction
Distinction	Distinction	Distinction	Distinction	Distinction

In summary, to achieve a pass overall, apprentices must achieve at least a pass grade in all 4 assessments (on-demand test, culinary challenge, practical observation and professional discussion).

To achieve a distinction overall, apprentices must:

- achieve a distinction in all 4 assessment activities  
**or**
- achieve a distinction in 3 assessment activities (which **must** include **both** the culinary challenge and practical observation) and a pass in the 4th assessment activity (on-demand test **or** professional discussion)

## Retake and Resit information

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If an apprentice fails an end-point assessment method, it is the employer, provider and apprentice's decision whether to attempt a resit or retake. If a **resit** is chosen, please call the Highfield scheduling team to arrange the resit. If a **retake** is chosen, the apprentice will require a period of further learning and will need to complete a new gateway readiness meeting and report. Once this is completed, please call the Highfield scheduling team to arrange the retake.

When undertaking a resit or retake, the assessment method(s) will need to be re-attempted in full, regardless of any individual assessment criteria that were passed on any prior attempt. It may be necessary to also re-attempt a 'pre-assessment' activity such as their culinary challenge main course proposal, we will advise this on the EPA Report and during the scheduling call. The EPA Report will contain feedback on areas for development and resit or retake guidance.

Apprentices who achieve a pass grade cannot resit or retake the EPA to achieve a higher grade.

When resitting or retaking any assessment activity, the maximum grade that can be achieved for that activity is a pass.

[Click here to return to contents](#)

## Assessing the on-demand test

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The following areas (knowledge) of the commis chef standard will be assessed by a 90-minute on-demand test consisting of 52 questions with the pass mark being 70% (36 out of 52) and distinction mark being 85% (44 out of 52).

- Culinary
- Food safety
- People
- Business

In each paper, questions will cover each of the areas above, however not every aspect of every area will be covered in every test.

### Before the assessment

- While on-programme, the employer/training provider should brief the apprentice on the areas to be assessed by the on-demand test
- In readiness for end-point assessment, the apprentice should complete a sample test, this can be found on the Highfield Assessment website

## On-demand test criteria

Culinary	
Identify the factors which influence the types of dishes and menus offered by the business	CU01 The <b>seasonal</b> calendar of food (fish, meat, game and vegetables) and its impact on cost, quality and flavour
Recognise how technology supports the development and production of dishes and menu items in own kitchen	CU02 Technology and its application within food preparation area CU03 the benefits in terms of cost savings, efficient working practices and end results of technological application in the area of food preparation/production in terms of producing food, food procurement and monitoring of food storage - within the context the wider sector. Technology to include: Equipment; social media and apps and software in terms of SOPs and training; stock control and ordering
Recognise the importance of checking food stocks and keeping the storage areas in good order, know the procedures to carry out and how to deal with identified shortages and food close to expiry date	CU04 Food safety and knowledge/temperature and storage conditions ambient chilled and frozen CU05 The consequences of not checking in terms of self, others and the business
Know how to undertake set up, preparation and cleaning tasks to standard whilst working in a challenging, time-bound environment	CU06 Principles of safe food handling/COSHH and the need to clean as you go CU07 The importance of undertaking mise-en place
Identify the principles of basic food preparation and cooking; taste; allergens; diet and nutrition	CU08 Taste - basic flavour profile, seasoning, herbs and spices CU09 Common food groups and basic requirements for a balanced diet CU10 Basic dietary variations such as vegetarian, vegan, religious diets CU11 The key allergens, how to find information about dish content, and the reasons they must be identified

<b>Culinary</b>	
Identify commonly used knives and kitchen equipment and their specific function	<p>CU12 Common knives and their correct uses with each food group – cooks knives, boning, filleting, paring, pallete, peeler</p> <p>CU13 Commonly used kitchen equipment for cooking, processing and finishing dishes</p> <p>CU14 The correct use of techniques, tools, knives, and equipment when preparing, cooking and presenting food and why using these correctly is important</p>
Recognise and understand sources and quality points of common food groups and commodities	<p>CU15 What quality points to look for in:</p> <ul style="list-style-type: none"> <li>○ fresh vegetables, including roots, bulbs, flower heads, fungi, seeds and pods, tubers, leaves, stems, vegetable fruits</li> <li>○ a range of fresh poultry including duck, chicken and turkey</li> <li>○ fresh meat, including beef, lamb, pork</li> <li>○ fresh fish, including white fish (round), white fish (flat), oily fish</li> <li>○ pre-packaged and dry goods</li> <li>○ frozen and chilled (temperature controlled) foods including dairy</li> </ul>
Identify traditional cuts of; and basic preparation methods for, meat, poultry, fish and vegetables	<p>CU16 Traditional cuts of, and basic preparation methods for, meat, poultry, fish and vegetables:</p> <ul style="list-style-type: none"> <li>○ Meat: Primary (fillet, loin, rib, chops, T-bone) and secondary cuts (neck, skirt, shoulder, leg, cheek), offal: trim, dice, portion, mince, tie, bone, marinate, lard, bard</li> <li>○ Poultry: breast, leg, wing, whole bird: filleting, butterfly, spatchcock, cut for sauté (classical), trimming</li> <li>○ Fish: Darne, goujon, suprême, tronçon, délice, paupiette descaling, skinning, boning, pin boning, marinating (wet &amp; dry), trimming (using shears / filleting knife), gutting, butterflying</li> <li>○ Vegetables: French cuts - julienne, mirepoix, macedoine, paysane, brunoise, baton, jadinere</li> </ul>

## Food safety

<p>Identify the personal hygiene standards, food safety practices and procedures required, understand the importance of following them and consequences of failing to meet them</p>	<p>FS01 Risks to food safety</p> <p>FS02 Types of contamination and cross-contamination of food and surfaces and how they can occur</p> <p>FS03 Vehicles of contamination, including surfaces</p> <p>FS04 The types of food poisoning and how food poisoning organisms can contaminate food</p> <p>FS05 The common symptoms of food poisoning</p> <p>FS06 The factors which enable the growth of food poisoning organisms</p> <p>FS07 The effect of personal hygiene and behaviour on the safety of food</p> <p>FS08 Own role in spotting and dealing with hazards, and in reducing the risk of contamination</p> <p>FS09 The importance of identifying food hazards promptly</p> <p>FS10 The potential impact on health if hazards are not spotted and dealt with promptly</p> <p>FS11 The importance of risk assessments</p> <p>FS12 Types of unsafe behaviour that may impact on the safety of food and why it is important to avoid this type of behaviour when working with food</p> <p>FS13 Outline the legal and regulatory requirements for food safety, the importance of complying with them, the implications of noncompliance and the role of enforcement officers</p> <p>FS18 Explain the importance of keeping work areas and environment clean and tidy, and tools, utensils and equipment in good order, clean condition and stored correctly</p> <p>FS19 Methods and frequency of cleaning and maintenance of equipment, surfaces and environment and how they affect food safety in the workplace</p> <p>FS20 The actions that should be taken in response to spotting a potential hazard</p> <p>FS21 The types of food waste which can occur in the workplace and how it should be safely handled in the workplace</p> <p>FS22 The main types of pests and infestation that may pose a risk to the safety of food, how they can occur, how to recognise them and how to prevent them</p> <p>FS23 The consequences and main symptoms of allergen and intolerant contamination</p>
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<b>Food safety</b>	
	FS24 The legal requirements for a food business to apply a food safety management system based on the codex principles of HACCP, and allergen control management
Know how to store, prepare and cook ingredients to maintain quality, in line with food safety legislation	FS14 Control of risks to food safety FS15 The importance of, and methods for, the separation of raw and cooked foods and separation of finished dishes FS16 Identify the temperature danger zone, why food needs to be kept at specified temperatures and how to ensure this FS17 Procedures to follow when dealing with stock including deliveries, storage, date marking and stock rotation, and why it is important to consistently follow them

<b>People</b>	
Understand how personal and team performance impact on the successful production of dishes and menu items	PP01 The impact of poor individual performance from an individual on a team PP02 The impact of poor team performance on the business and the customer experience PP03 The benefits and impact of a high performing team in respect of food production and meeting customers' expectations of the food experience
Know how to support team members when the need arises	PP04 How to respond to requests of assistance from colleagues PP05 The importance of being supportive - whilst ensuring own work priorities are met
Have an understanding of professional behaviours and organisational culture	PP06 Professional behaviours such as timekeeping; need for full attendance; following company standards along the lines of reporting illness and absence; booking holidays, wearing of company uniform; attending agreed events such as arranged training PP07 The impact of own behaviours on the team and the impact of unprofessional/negative behaviours on team working

<b>Business</b>	
Understand the basic costing and yield of dishes and the meaning of gross profit	BN01 why menu items need to be costed and the importance of working to budgets BN02 the terms yield and gross profit and describe their relevance to planning food production operations
Understand the principles of supply chain and waste Management	BN03 The supply chain in terms of basic principles and that of the establishment they are working in BN04 Providence and the importance of working with nominated suppliers and tendering for suppliers on a regular basis BN05 The impact of wastage on P&L and not making full use of produce by creative and efficient menu planning BN06 Principles of waste management and recycling
Recognise potential risks in the working environment, how to address them and the potential consequences of those risks	BN07 Potential hazards within food preparation areas BN08 Risks in work environment and how to mitigate such risks

[Click here to return to contents](#)

## Assessing the culinary challenge

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The 2-hour practical assessment is an observation of the apprentice in a controlled environment which may be off-site or on-site if the kitchen (or suitable section) is closed for the duration of the assessment. Food service or preparation can still be taking place in the kitchen as long as the apprentice is not part of the service or preparation and is working in a partially closed kitchen.

The apprentice will be working under 'test conditions', thus they must not be given any support from anyone during the assessment.

The 2-hour culinary challenge has a +/- 10%-time allowance to be applied at the discretion of the end-point assessor.

### **Before the assessment:**

The challenge requires the apprentice to produce a 2-course meal for 2 people in 2 hours and the apprentice will discuss and agree the dishes with the independent end assessor at their first meeting. **It is an opportunity for the apprentice to demonstrate creativity** and precision while working to their organisation's 'house style'. **If necessary, the 'house style' should be 'flexed' to enable the apprentice to demonstrate creativity.**

The apprentice will prepare a full recipe with a time plan prior to the assessment. The plan does not need to be supplied to the independent end assessor in advance of the assessment but will contribute towards the assessment.

Apprentices must prepare the food order in sufficient time for the employer or assessment centre to supply the ingredients for the assessment. The requirements for the dishes are as follows:

- main course:
  - must be prepared from meat, fish or poultry and must be prepared from 'whole' – e.g., whole chicken, whole trout or whole leg of lamb\*
  - must have at least 1 vegetable accompaniment appropriate to the dish
  - must have at least 1 starch appropriate to the dish
  - must have a sauce appropriate to the dish
  - must be based on a dish from the apprentice's organisation
- dessert:
  - the apprentice will be given a base 'category' of cold and hot desserts, e.g. an egg-based dessert
  - the apprentice must research options to customise the dessert to make it suitable for the organisation and its clients, and they should also seek to incorporate seasonality and latest food trends

- the dessert must have an appropriate garnish from one of the following food groups:
  - cakes, sponges, biscuits and scones
  - pastry
  - secondary cold or hot dessert range

\*Meat/poultry are interchangeable for game as long as the bird/animal is whole and the requirement to cover the same number of additional ingredients is met.

The 2 dishes for the culinary challenge can either be served in service order or be served as they are completed and ready. This is up to the discretion of the end-point assessor.

All elements of each dish must be prepared, cooked and served by the apprentice. The apprentice is allowed time prior to the commencement of the culinary challenge for equipment set-up and section organisation but food preparation must not take place.

Regarding the ratio of independent end assessors to apprentices required for a culinary challenge observation, the expectation is that this will normally be 1:1. There may be kitchen environments, however, where it is possible to fairly assess more than one apprentice during the same 2-hour period. The focus must be on ensuring that the apprentices are not disadvantaged in any way and have the maximum opportunity to perform to the best of their abilities.

**Employers/training providers should:**

- ensure the apprentice knows the date, time and location of the assessment
- brief the apprentice on the activities to be carried out and the duration of the assessment (a minimum of 1 hour)
- ensure the apprentice knows which commis chef criteria will be assessed (outlined on the following pages)
- ensure that the apprentice has access to the relevant the resources, such as the correct ingredients and equipment, to carry out the observation as per the submitted main course proposal and base desert category given
- 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 in preparation for their 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, if all pass and all distinction criteria are met, then the result will be a distinction.

## **Culinary challenge mock assessment**

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It is the employer/training provider's responsibility to prepare apprentices for their end-point assessment and Highfield recommends that the apprentice experiences a mock culinary challenge observation 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.

When designing a mock assessment, the employer/training provider should include the following elements:

- the mock culinary challenge observation should take place in a controlled environment, either off-site in an appropriate facility or on-site if the kitchen (or suitable section) is closed off for the duration of the assessment.
- a 2-hour time slot should be available for the complete culinary challenge, if it is intended to be a complete mock observation covering all relevant standards. However, this time may be split up to allow for progressive learning.
- 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. Mock assessment sheets are available to download from the Highfield Assessment website and may be used for this purpose.

## Culinary challenge criteria

During the 2-hour culinary challenge, the following standards should be evidenced when producing the 2 courses. Apprentices should prepare for the culinary challenge by considering how the criteria can be met. The apprentice can only achieve a distinction by covering all pass and all distinction criteria listed.

Culinary	
<i>To pass, the following must be evidenced</i>	<i>To gain a distinction</i>
CU17 Customer profile of the organisation and how this affects menu design and costing	CU42 <i>Complete detailed research into the 'base dessert'</i>
CU18 Availability of food	CU43 <i>Execute food preparation and finishing tasks speedily and to an excellent standard, including making changes throughout the process, where necessary</i>
CU19 Mise en place undertaken in a timely fashion and ensure all food preparation allows for requirements of service	CU44 <i>Present dishes to the exact required standard - colour, consistency, texture and temperature</i>
CU20 Follow and adhere to cleaning schedules	CU45 <i>Present flavour balance/taste profiles to the exact required standard</i>
CU21 How to find a dish specification / recipe for prescribed dish	CU46 <i>Work accurately to their previously prepared time plan</i>
CU22 How to read and understand the specification / recipe for the dishes and ingredients	CU47 <i>Work efficiently and effectively with ease, tasks prioritised and sequenced, accurate use of materials, well organised, fast, continuously keeping work area clean and tidy</i>
CU23 Weigh and measure ingredients using accurately functioning tools or equipment	
CU24 Ensure the correct volume or number of components	
CU25 Ensure consistent portions are prepared and served	
CU26 Pay attention to detail and work consistently to achieve standards	
CU27 Follow specifications/brand standards to prepare and produce dishes and menu items, on time, ensuring consistency of the finished product as per Annex B	

## 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	CU48 <i>Adhere to organisational requirements at all times</i>
CU29 Correct settings and use of equipment when preparing, cooking and finishing dishes and menu items	CU49 <i>Demonstrate consistent professional communication as required</i>
CU30 Adhere to company specifications/brands when preparing and cooking dishes	
CU31 Demonstrate care and attention when using knives and equipment	
CU32 Correctly store and use food <b>commodities</b> when preparing dishes	
CU33 Ambient, chilled and frozen storage used correctly	
CU34 Correct labelling of food – dates, ingredients, allergens	
CU35 Stock rotation	
CU36 <b>Colour coding</b> , following food safety systems	
CU37 Adhere to company/brand standard/menu specification	
CU38 Consistently use the correct volume and quality of commodities in each dish, maintaining attention to detail	
CU39 Apply correct preparation and selection methods when using meat, poultry, fish and vegetables in dishes	
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	

Food safety	
<i>To pass, the following must be evidenced</i>	<i>To gain a distinction</i>
FS25 Reduce contamination risks associated with workflow procedures FS26 Use storage procedures to prevent cross-contamination FS27 Make sure surfaces and equipment are clean and in good condition FS28 Use clean and suitable cloths and equipment for wiping and cleaning between tasks FS29 Dispose of waste promptly, hygienically and appropriately FS30 Avoid unsafe behaviour that could contaminate the food you are working with FS31 Keep necessary records up-to-date FS32 Prepare, cook and hold food safely FS34 Check food before and during operations for any hazards, and follow the correct procedures for dealing with these FS35 Prevent cross-contamination, such as between raw foods, foods already cooking/reheating and ready-to-eat foods FS36 Use methods, times, temperatures and checks to make sure food is safe	FS33 <i>Consistently follows best practice in adhering to all food safety processes</i>

People	
<i>To pass, the following must be evidenced</i>	<i>To gain a distinction</i>
PP08 Take pride in own role through an enthusiastic and professional approach to tasks	<i>There are no distinction criteria for this component</i>

Business	
<i>To pass, the following must be evidenced</i>	<i>To gain a distinction</i>
BN09 Be financially aware in approach to all aspects of work	<i>There are no distinction criteria for this component</i>
BN10 Demonstrate following of specifications and correct food production techniques to meet GP requirements	
BN11 Provide evidence of appropriate documentation being completed	

[Click here to return to contents](#)

## Assessing the practical observation

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The end-point assessment plan states that the practical observation should be no longer than 3 hours. The observation will be pre-planned and scheduled at a time when the apprentice will be in their normal place of work, at a time which reflects typical working conditions and avoids seasonal periods of low levels of trading. The end-point assessor will carry out the practical observation, which should enable the apprentice to evidence their skills, knowledge and behaviour from across these standards to demonstrate genuine and demanding work objectives.

### Before the assessment

- Employers/training providers should plan a relevant observation activity or series of activities that provide the apprentice with the opportunity to demonstrate each of the required standards outlined in the following pages. The practical observation activities must provide the apprentice with opportunities to:
  - prepare and cook sufficient food groups using preparation and cooking methods as presented in the table at the end of this document, including:
    - **at least 6 preparation methods** as appropriate to the food groups
    - **at least 6 cooking methods** as appropriate to the food groups
  - show contact with team members
  - make decisions

During the practical observation, where possible, situations and evidence should be naturally occurring. However, to ensure that all criteria can be covered, some simulation will be allowed to ensure total coverage of the standards. This can be arranged before the assessment takes place to give the best opportunity for all criteria to be met.

Regarding the ratio of independent end assessors to apprentices required for a workplace observation, the expectation is that this will normally be 1:1. There may be work environments, however, where it is possible to fairly assess more than one apprentice during the same 3-hour period. The focus must be on ensuring that the apprentices are not disadvantaged in any way and have the maximum opportunity to perform to the best of their abilities.

### Employers/training providers should:

- ensure the apprentice knows the date, time and location of the assessment
- brief the apprentice on the activities to be carried out and the duration of the assessment (a minimum of 1 hour)

- 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 in preparation for their 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, if all pass and all distinction criteria are met, then the result will be a distinction.

## **Practical observation mock assessment**

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It is the employer/training provider's responsibility to prepare apprentices for their end-point assessments and Highfield recommends that the apprentice experiences a mock practical observation 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.

When designing a mock assessment, the employer/training provider should include the following elements:

- the mock observation should take place in a real workplace or a realistic simulation if the real workplace does not present all the required assessment opportunities.
- the participation of other personnel to play the parts of customers and team members:
  - it is strongly recommended that the mock observation 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 3-hour time slot should be available for the complete practical observation if it is intended to be a complete mock observation covering all relevant standards. However, it is permissible to split the observation into two sections to allow best observation of preparation and cooking, although this will normally be carried out on the same day.
- consider a video recording of the mock assessment and allow it 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. Mock assessment sheets are available to download from the Highfield Assessment website and may be used for this purpose.

## Practical observation criteria

During the 3-hour practical observation, the following standards should be evidenced. Apprentices should prepare for the practical observation by considering how the criteria can be met. The apprentice can only achieve a distinction by covering all pass and all of the distinction criteria listed.

Culinary	
<i>To pass, the following must be evidenced</i>	<i>To gain a distinction</i>
CU19 Mise en place undertaken in a timely fashion and ensure all food preparation allows for requirements of service	<p><i>CU43 Execute food preparation and finishing tasks speedily and to an excellent standard, including making changes throughout the process, where necessary</i></p> <p><i>CU44 Present dishes to the exact required standard - colour, consistency, texture and temperature</i></p> <p><i>CU45 Present flavour balance/taste profiles to the exact required standard</i></p> <p><i>CU47 Work efficiently and effectively with ease, tasks prioritised and sequenced, accurate use of materials, well organised, fast, continuously keeping work area clean and tidy</i></p>
CU20 Follow and adhere to cleaning schedules	
CU21 How to find a dish specification/recipe for prescribed dish	
CU22 How to read and understand the specification/recipe for the dishes and ingredients	
CU23 Weigh and measure ingredients using accurately functioning tools or equipment	
CU24 Ensure the correct volume/number of components	
CU25 Ensure consistent portions prepared and served	
CU26 Pay attention to detail and work consistently to achieve standards	
CU27 Follow specifications/brand standards to prepare and produce dishes and menu items, on time, ensuring consistency of the finished product as per Annex B	
CU28 Identify correct knives and equipment for preparation, cooking and finishing of dishes and menu items as identified in Annex B	

## Culinary

<i>To pass, the following must be evidenced</i>	<i>To gain a distinction</i>
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	
CU31 Demonstrate care and attention when using knives and equipment	
CU32 Correctly store and use food commodities when preparing dishes	
CU33 Ambient, chilled and frozen storage used correctly	
CU34 Correct labelling of food – dates, ingredients, allergens	
CU35 Stock rotation	
CU36 Colour coding, following food safety systems	
CU37 Adhere to company/brand standard/menu specification	
CU38 Consistently use the correct volume and quality of commodities in each dish, maintaining attention to detail	
CU39 Apply correct preparation and selection methods when using meat, poultry, fish and vegetables in dishes	
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	
CU51 Turn up on time	
CU52 Wear uniform correctly	

### Culinary

<i>To pass, the following must be evidenced</i>	<i>To gain a distinction</i>
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	

### Food safety

<i>To pass, the following must be evidenced</i>
FS25 Reduce contamination risks associated with workflow procedures
FS26 Use storage procedures to prevent cross-contamination
FS27 Make sure surfaces and equipment are clean and in good condition
FS28 Use clean and suitable cloths and equipment for wiping and cleaning between tasks
FS29 Dispose of waste promptly, hygienically and appropriately
FS30 Avoid unsafe behaviour that could contaminate the food you are working with
FS31 Keep necessary records up-to-date
FS32 Prepare, cook and hold food safely
FS34 Check food before and during operations for any hazards, and follow the correct procedures for dealing with these
FS35 Prevent cross-contamination, such as between raw foods, foods already cooking/reheating and ready-to-eat foods
FS36 Use methods, times, temperatures and checks to make sure food is safe

## People

<i>To pass, the following must be evidenced</i>	<i>To gain a distinction</i>
PP08 Take pride in own role through an enthusiastic and professional approach to tasks	<i>PP17 Use appropriate communication: role model for professionalism: manner, clear and timely information, encouraging feedback, listening actively, striving for excellence in professional relationships</i>
PP09 Work effectively with others to ensure dishes produced are of high quality, delivered on time and to the standard required	
PP10 Demonstrate team work - as seen by working well with colleagues and professional conduct and good time-keeping and willingness to cover for others and respond flexibly to rota requirements	
PP11 Listen to and respect other peoples' point of view and respond politely	
PP12 Demonstrate team working and professional conduct - checking attendance at work; behaviours in team activities such as team meetings	
PP13 Demonstrate appropriate responses to instructions, request information when required and ask questions to seek clarification and further guidance	
PP14 Demonstrate support to others by asking where help is required when own tasks are completed	
PP15 Can accelerate work pace when required and go the extra mile	
PP16 Behave in a manner in line with the values and culture of the business	

## Business

### *To pass, the following must be evidenced*

- BN09 Be financially aware in approach to all aspects of work
- BN12 Work to specified standards - following establishment standards in terms of preparing menu items in accordance with business/customer needs
- BN13 Adhere to recipes/specifications as required
- BN14 Maintain any appropriate documentation such as wastage records
- BN15 Demonstrate effective waste management
- BN16 Work efficiently and safely throughout work shifts
- BN17 Is vigilant and aware of potential risks within the kitchen environment and takes action to prevent them

[Click here to return to contents](#)

## Assessing the professional discussion

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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. The discussion will be against the set criteria that are 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 culinary challenge 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 and identify real-life examples
- be prepared to provide clarification to the apprentice, and signpost them to relevant parts of their on-programme experience as preparation for this assessment

## The recipe log

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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 10 minutes of the allocated time given for the professional discussion will be dedicated to the review of the recipe log and will be referenced throughout the discussion, in order to provide evidence of range of competence and application of other areas of the standard, such as dish evaluation.

For further information about the recipe log, please refer to the on-programme requirements section.

## Professional discussion mock assessment

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It is the employer/training provider's responsibility to prepare apprentices for their end-point assessment and Highfield recommends that the apprentice experiences a mock professional discussion in preparation for the real thing. The most appropriate form of mock professional discussion will depend on the apprentice's setting and the resources available at the time.

In designing a mock assessment, the employer/training provider should include the following elements in its planning:

- the mock professional discussion should take place in a suitable location.
- a 40-minute time slot should be available to complete the professional discussion, if it is intended to be a complete professional discussion covering all relevant standards. However, this time may be split up to allow for progressive learning.
- consider a video or audio recording of the mock professional discussion and allow it to be available to 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. Mock assessment sheets are available to download from the Highfield Assessment website and may be used for this purpose.

- use structured 'open' questions that do not lead the apprentice but allows them to express their knowledge and experience in a calm and comfortable manner. For example:
  - 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?

## 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.

<b>Culinary</b>	
<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	
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	

## Culinary

<i>To pass, the following must be evidenced</i>	<i>To gain a distinction</i>
CU53 Use technology in own kitchen as per manufacturers' instructions and in accordance with health and safety regulations	<i>CU70 Take appropriate opportunities to experiment with new techniques/food items/methods and dishes</i>
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	

## 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

### *To pass, the following must be evidenced*

- 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

### *To gain a distinction*

- PP29 *Encourage and facilitate good team and working relationships*
- PP30 *Demonstrate a high level of consideration for other people’s opinions*

## People

<i>To pass, the following must be evidenced</i>	<i>To gain a distinction</i>
PP20 Team work- as seen by working well with colleagues	PP31 <i>Act as a role model to other team members, providing support and guidance when required</i>
PP21 What training is and the importance of personal development in terms of improving knowledge and skills	PP32 <i>Taking responsibility for identifying possible development opportunities for self and team members</i>
PP22 Current levels of performance, identifying areas of development and what they require to address skills and knowledge gaps	PP33 <i>Evaluating own skills and performance, seeking feedback from others and proactively engaging with performance reviews and development planning</i>
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	

[Click here to return to contents](#)

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

[Click here to return to contents](#)

## Annex B: Preparation and cooking range

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

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

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

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

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

[Click here to return to contents](#)

## **Annex C: Recipe log range**

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

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

[Click here to return to contents](#)