

Specification

Level 2 Food and Beverage Team Member
Version 1.0

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Welcome to Innovate Awarding

Welcome to the Level 2 Food and Beverage Team Member Apprenticeship. Our Innovate Awarding Specifications are designed to ensure the employer, provider and apprentice have the appropriate support and guidance to allow successful completion of an apprenticeship, providing further confidence and assurance having chosen us as an End-Point Assessment Organisation.

We are an Ofqual approved End-Point Assessment Organisation (EPAO), experienced in operating within a regulated market. Driven by the employers we work in partnership with, we deliver End-Point Assessment (EPA) in the Health, Care, Education, Leadership, Management, Leisure, Customer Service, Creative, Hospitality, Retail, Transport and Logistics sectors.

Delivering an apprenticeship is an extremely rewarding role. We recognise the need for a clear specification, resources and support, so more valuable time can be spent delivering to an apprentice.

At Innovate Awarding we stand by our 'no surprises' approach to assessment, making an apprenticeship journey as simple as possible, ensuring the best chance of success for every apprentice who undertakes EPA with us.

About Innovate Awarding

We are an EPAO with a collaborative approach to doing business. We work with providers to deliver fit for purpose EPA, providing assessments for a wide range of apprenticeship Standards, certificating thousands of apprentices, continuing to learn and improve with each experience.

We have experienced and responsive teams to ensure the EPA experience is smooth and efficient, working closely with our provider partners.

Please see our website for the range of Standards we are approved to deliver:

<https://innovateawarding.org/end-point-assessment/apprenticeship-standards/>

The Apprenticeship Standard and Assessment Plan

An Apprenticeship Standard details the knowledge, skills and behaviours (KSBs) required to be occupationally competent:

- **Knowledge** - the information, technical detail, and 'know-how' that someone needs to have and understand to successfully carry out the duties. Some knowledge will be occupation-specific, whereas some may be more generic.
- **Skills** - the practical application of knowledge needed to successfully undertake the duties. They are learnt through on and/or off-the-job training or experience.
- **Behaviours** - mindsets, attitudes or approaches needed for competence. Whilst these can be innate or instinctive, they can also be learnt. Behaviours tend to be very transferable. They may be more similar across occupations than knowledge and skills. For example, team worker, adaptable and professional.

Apprenticeships are an invaluable tool for upskilling in areas that matter most to employers. They are a highly effective route to recruit and train future talent, address skills shortages and develop careers across core parts of the business.

The Level 2 Food and Beverage Team Member apprenticeship has been developed by employers working in the sector detailing the knowledge, skills and behaviours required to be occupationally competent and outlining the training and assessment journey for an apprentice.

The apprentice will typically spend 12 months on-programme, working towards the Level 2 Food and Beverage Team Member Standard, combining practical training in a job with study. The extent of the on-programme time should be decided for each apprentice based on their prior learning, skills and experience. If employers are using this Standard for an existing employee, it is important to be aware that the role must represent new learning. Providers should support employers with this.

It is vital the apprentice is prepared and fully ready before they commence their EPA period, which is detailed in the Assessment Plan.

The EPA period will last three months, consisting of:

- Observation with questions
- Interview underpinned by a portfolio of evidence

The Apprentice

A Food and Beverage Team Member is responsible for carrying out a range of food and beverage service activities, in restaurants, bars, pubs, counter service, and coffee outlets and meeting quality, deadline, productivity, hygiene, financial and environmental requirements. They are largely responsible for timing of service, atmosphere, and guest management front of house.

Food and Beverage Team Members are responsible for applying legislation related to food safety as well as general Health and Safety. They are responsible for ensuring customer needs are met and acting to increase the popularity of the establishment and profitability of products, including promoting items and upselling to customers. They will contribute to stock management, proactive planning, and risk management, meeting daily, weekly, and monthly to provide innovative suggestions and ideas.

In their daily work, a Food and Beverage Team Member interacts with a variety of people including other members of their team and managers. They collaborate closely with back of house colleagues and across the wider organisation. Their main point of contact is with external customers such as restaurant or cafe guests where they are largely responsible for the customer experience.

They will ensure safe production of food, beverages and other products, and a safe, calm and professional working environment for themselves and colleagues.

Typically, they will report to a designated supervisor or manager.

Off-the-Job Training

Off-the-job training is a statutory requirement for an English apprenticeship. It is training, which is received by the apprentice during the apprentice's normal working hours, for the purpose of achieving the knowledge, skills and behaviours of the approved apprenticeship the learner is completing.

It is an important aspect of apprenticeship training, as it gives the learner time to properly develop knowledge and skills from the programme.

Off-the-job training allows the learner to take full advantage of the programme, improving the return on investment in training costs for the employer. A developed and upskilled apprentice will lead to an increase in productivity, a clear benefit to the business.

Examples of off-the-job training include:

- Learning new skills at work through shadowing other members of the team, where this activity has been agreed and documented as part of the agreed training plan
- In-house training programmes relevant to the apprenticeship
- Coaching sessions
- Attendance at workshops, training days and webinars relevant to the apprenticeship
- Completion of online learning
- Self-study that includes reading or watching videos
- Training in new working practices or new equipment
- Role-playing or simulation exercises
- Industry visits/conferences relevant to apprenticeships
- Writing assessments, assignments and completing projects or activities
- Practical training or training in the workplace relevant to the apprenticeship

Gateway

This may change due to new on-programme assessment. Check your Assessment Plan for further details.

Gateway is the entry point to EPA, and it is vital that all parties understand its importance. It is the point at which the apprentice has completed their learning, met the requirements of the Level 2 Food and Beverage Team Member Apprenticeship Standard, and the provider and employer have reviewed the apprentice's knowledge, skills and behaviours to confirm they satisfied the provider and employer that they are competent and ready to enter their EPA.

Employers are ultimately responsible for deciding when their apprentice is competent as a Food and Beverage Team Member and ready to enter EPA. This decision should be taken after conversation with the provider and apprentice. It is vital this decision is based on each individual apprentice's readiness and not because they have reached the end of the initially agreed training period.

Pre-Gateway Checks

This may change due to new on-programme assessment. Check your Assessment Plan for further details.

Knowing when an apprentice is Gateway-ready is much more than simply checking the apprentice has completed their learning and obtained all the mandatory requirements outlined in the Level 2 Food and Beverage Team Member Assessment Plan. Although this is important, it is about the provider, apprentice and employer

being convinced that the apprentice is at the level of competence set out in the Standard and that they are prepared for the EPA, so they can claim that competency.

To pass through Gateway, typically the apprentice will have been training for a minimum of 12 months. They must also have:

- Achieved English and maths qualifications in line with the apprenticeship funding rules if appropriate
- Satisfied their employer that they are consistently working at, or above, the occupational competence of the Level 2 Food and Beverage Team Member
- Compiled, and be ready to submit, a portfolio of 10 discrete pieces of evidence towards the interview
- A signed declaration
- Declared any reasonable adjustments and special considerations

Readiness for Gateway includes confirming that the apprentice's portfolio meets the requirements of the knowledge, skills and behaviours set out within the Level 2 Food and Beverage Team Member Standard. This will be confirmed at Gateway and documented on epaPRO. This notifies us that the apprentice is ready for their assessment and the EPA planning meeting will be organised.

Readiness for Gateway requires confirmation from the employer, provider and apprentice, that the apprentice has met all the mandatory requirements.

Assessment Booking

The planning meeting will be booked on epaPRO once the apprentice has been allocated to an Innovate Awarding Assessor, and the Gateway documents have been reviewed and approved. The planning meeting will take place between the apprentice and an Innovate Awarding representative (in most cases this will be the allocated End-Point Assessor). Unless specified in the Assessment Plan, there is no requirement for the employer to attend, however some employers may wish to be present for this meeting.

The purpose of the meeting is to discuss assessment dates, confirm assessment timings, assessment requirements and assessment preparation. During the meeting we will discuss what happens if assessments are cancelled/rescheduled and how this could impact the end-point assessment (EPA) period, as well as providing information on certification and appeals.

The Level 2 Food and Beverage Team Member 45-minute EPA planning meeting will book assessment timeslots for the:

- Observation with questions

- Interview underpinned by a portfolio of evidence

After the planning meeting, the apprentice will receive an email confirming everything discussed in the meeting and a calendar invitation for all booked assessments. The apprentice will then prepare for their end point assessment.

Portfolio of Evidence Guidance

Employers will ensure their apprentice has compiled a portfolio of evidence during the on-programme period of the apprenticeship, which will be submitted at Gateway. It underpins the interview but will not be assessed.

We will review the portfolio of evidence in preparation for the interview prior to Gateway. Feedback is not required, although generally if Gateway is rejected due to the portfolio of evidence being inadequate, a courtesy email will be sent with an explanation, including the rejection reason on epaPRO.

The portfolio of evidence must be uploaded to epaPRO at Gateway, either by inserting a link to a SharePoint or including a zip file.

Portfolio of evidence requirements:

- The apprentice must compile a portfolio of evidence during the on-programme period of the apprenticeship
- It must contain evidence related to the knowledge, skills and behaviours (KSBs) that will be assessed by the interview
- The portfolio of evidence will typically contain 10 discrete pieces of evidence
- Evidence must be mapped against the KSBs
- Evidence may be used to demonstrate more than one KSB; a qualitative as opposed to a quantitative approach is suggested
- The evidence provided must be valid and attributable to the apprentice; the portfolio of evidence must contain a statement from the employer and apprentice confirming this

Evidence sources may include:

- Workplace documentation and records, for example workplace policies and procedures
- Witness statements
- Annotated photographs
- Video clips with a maximum total duration 10 minutes; the apprentice must be in view and identifiable

This is not a definitive list; other evidence sources can be included.

The portfolio of evidence should not include reflective accounts or any methods of self-assessment. Any employer contributions should focus on direct observation of performance, for example, witness statements, rather than opinions. The evidence provided should be valid and attributable to the apprentice; the portfolio of evidence should contain a statement from the employer and apprentice confirming this.

End-Point Assessment

Assessment Methods

Assessment Method 1: Observation with Questions

In the observation with questions, an Innovate Awarding Assessor observes the apprentice in their workplace and asks questions. The apprentice completes their day-to-day duties under normal working conditions. Simulation is not allowed. It gives the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method.

Apprentices will be given at least two weeks' notice of the observation with questions.

The observation must take two hours.

The Innovate Awarding Assessor can increase the time of the observation with questions by up to 10%. This time is to allow the apprentice to complete a task or respond to a question if necessary.

The observation may be split into discrete sections held on the same working day.

The Innovate Awarding Assessor should observe the following during the observation:

- Assemble and serve food and beverages to business standards
- Take opportunities to maximise sales and improve customer experience and satisfaction
- Communicate effectively with customers
- Maintain a safe and hygienic working environment
- Comply with health and safety and food safety legislation including allergens
- Use equipment and technology relevant to role
- Handle transactions and payments
- Work in a team to deliver allocated tasks
- Comply with professional standards

Questions must be asked after the observation. The total duration of the observation assessment method is two hours and the time for questioning is included in the overall assessment time. The total time for the observation element is 90 minutes. The time allocated for questioning is 30 minutes. The Innovate Awarding Assessor must ask at least three questions. Follow-up questions are allowed where clarification is required.

The Innovate Awarding Assessor must ask questions about KSBs that were not observed to gather assessment evidence. These questions are in addition to the set

number of questions for the observation with questions and should be kept to a minimum.

Assessment Method 2: Interview, underpinned by a portfolio of evidence

In the interview, the Innovate Awarding Assessor asks the apprentice questions in a quiet room, free from distractions and influence. It gives the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method.

Innovate Awarding will give the apprentice at least two weeks' notice of the interview.

The apprentice will have access to their portfolio of evidence during the interview.

The apprentice can refer to and illustrate their answers with evidence from their portfolio of evidence however, the portfolio of evidence is not directly assessed.

The interview will last for 60 minutes. The Innovate Awarding Assessor can increase the time of the interview by up to 10%. This time is to allow the apprentice to respond to a question if necessary.

The Innovate Awarding Assessor will ask at least nine questions covering the following:

- Issues and complaints
- Stock control
- Personal Development
- Sustainability
- Legislation
- The wider industry

Follow-up questions are allowed where clarification is required.

Grading

Performance in the EPA determines the overall grade of:

- Distinction
- Merit
- Pass
- Fail

The Innovate Awarding Assessor will individually grade the observation with questions and interview underpinned by a portfolio of evidence in line with this EPA plan.

Innovate Awarding will combine the individual assessment method grades to determine the overall EPA grade.

To achieve a distinction overall, an apprentice must achieve a distinction in both assessment methods.

To achieve a merit overall, an apprentice must achieve a pass in one assessment method, and a distinction in the other assessment method.

To achieve an overall pass, the apprentice must achieve at least a pass in all the assessment methods.

If the apprentice fails one assessment method or more, they will be awarded an overall fail.

Grades from individual assessment methods must be combined in the following way to determine the grade of the EPA overall.

Observation with Questions	Interview underpinned by a Portfolio of Evidence	Overall Grading
Distinction	Distinction	Distinction
Distinction	Pass	Merit
Pass	Distinction	Merit
Pass	Pass	Pass
Any grade	Fail	Fail
Fail	Any grade	Fail

Grading Descriptors

Assessment Method 1: Observation with Questions

Assemble and Serve Food and Beverages		
Knowledge, Skills and Behaviours	Pass Grading Descriptor	Distinction Grading Descriptor
K1 Business standards for the service of food and beverages S1 Serve food and beverages to individual business standards S15 Check customers are satisfied with products and services through questioning and act on feedback in line with business procedures	Serves food and beverages to business standard, checking that customers are satisfied with products and services through questioning and acting on feedback as required (K1, S1, S15)	n/a
Sales and Customer Service		
Knowledge, Skills and Behaviours	Pass Grading Descriptor	Distinction Grading Descriptor
K2 Range of food and beverages, their price, and any pairings, deals or offers K3 Techniques to maximise sales and improve customer experience; cross selling, upselling S2 Identify opportunities and apply techniques to increase sales and improve customer experience B2 Commercially aware	Utilises sales techniques and knowledge of the ranges of food and beverages available and any pairings, deals or offers, to increase sales and improve customer experience (K2, K3, S2, B2)	Takes every opportunity to maximise sales and improve customer experience, tailoring techniques to suit each customer (K3, S2, B2)
Communication		
Knowledge, Skills and Behaviours	Pass Grading Descriptor	Distinction Grading Descriptor
K4 Methods of communication with customers and how to tailor communication to different situations and customer needs K22 Customer types and how their specific needs and customer journeys differ S3 Tailors communication techniques to meet customer needs and build rapport B3 Customer focused	Demonstrates a customer focused approach by tailoring their communication to meet different customer types and needs (K4, K22, S3, B3)	Anticipates customers' needs and tailors communication to build rapport and increase satisfaction (K4, K22, S3, B3)

Health and Safety		
Knowledge, Skills and Behaviours	Pass Grading Descriptor	Distinction Grading Descriptor
K5 Methods for maintaining a hygienic, safe, and secure working environment	Selects and applies appropriate methods to ensure that safety, security and hygiene are maintained and prioritised in the working environment (K5, S4, B4)	n/a
S4 Maintain a safe, hygienic, and secure working environment		
B4 Be diligent in safe and hygienic working practices		
K6 Health and safety legislation, regulations, guidelines and procedures relevant to own role	Complies with health and safety legislation, regulations, guidelines and procedures relevant to own role (K6, S5)	n/a
S5 Comply with health and safety legislation, regulations, guidelines and procedures		
K7 Food safety and allergen legislation and procedures applicable to own role	Follows food safety and allergen legislation and procedures relevant to own role (K7, S6)	n/a
S6 Follow food safety and allergen legislation and procedures applicable to own role		
Equipment and Technology		
Knowledge, Skills and Behaviours	Pass Grading Descriptor	Distinction Grading Descriptor
K8 Functions and procedures for safe and correct use of equipment and technology relevant to own role	Uses technology and equipment relevant to own role in line with policies and procedures, to meet customer needs (K8, S7)	n/a
S7 Use technology and equipment in line with business policy to meet customer needs		
Transactions and Payments		
Knowledge, Skills and Behaviours	Pass Grading Descriptor	Distinction Grading Descriptor
K9 Processes for handling transactions and payments securely	Handles transactions and payments securely and in line with company processes (K9, S8)	n/a
S8 Handle transactions and payments securely		

Teamwork		
Knowledge, Skills and Behaviours	Pass Grading Descriptor	Distinction Grading Descriptor
K10 The importance of teamwork and the impact on service delivery K12 Professional methods of communication, verbal, non-verbal, and written, between team members in a hospitality environment S9 Work as part of a team to ensure that the products and services are delivered on time and in line with business needs S11 Use professional methods of communication that are tailored to different situations, and individual and team needs B5 Be team focused, working collaboratively with colleagues and other professionals	Works collaboratively as part of a team using and tailoring professional communication methods to the context, to deliver products and services on time and in line with business needs (K10, K12, S9, S11, B5)	Explains how their approach to teamwork positively impacts on service delivery (K10, S9, B5)
K13 Methods of planning own workload and prioritising tasks S12 Manages own time and workload, prioritising tasks	Manages own time and prioritises tasks, to meet business needs (K13, S12)	n/a
Professional Standards		
Knowledge, Skills and Behaviours	Pass Grading Descriptor	Distinction Grading Descriptor
K19 Professional standards including behaviour, appearance, timekeeping and efficient delivery of expected tasks B6 Observe professional standards in own role eg time keeping and appearance	Observes professional standards in own role to meet the needs and expectations of the business (K19, B6)	n/a

Assessment Method 2: Interview underpinned by a Portfolio of Evidence

Issues and Complaints		
Knowledge, Skills and Behaviours	Pass Grading Descriptor	Distinction Grading Descriptor
K16 Methods of dealing with or escalating feedback, complaints or issues that impact service and customer experience, to business standards	Describes how they have dealt with or escalated customer complaints, feedback or issues, implementing correct business procedures or instructions given by a supervisor, to meet the needs of the business (K16, S10)	Explains how they have maintained customer focus whilst escalating or resolving issues that affect service. (K16, S10)
S10 Deal with or escalate issues that impact service and customer experience, and implement any instructions given by supervisor		
K11 Company procedures for fixing or escalating equipment or technology faults and maintenance issues. Limits of own role	Describes how they followed procedures and stayed within the limits of their own role when fixing or reporting equipment or technology faults and maintenance issues, to meet the needs of the customer and business (K11, S14)	n/a
S14 Ensure equipment and technology faults and maintenance issues are reported promptly		
Stock Control		
Knowledge, Skills and Behaviours	Pass Grading Descriptor	Distinction Grading Descriptor
K14 Impact of full stock availability on the customer and the financial performance of the business	Explains how to manage, maintain and rotate stock, and the impact of stock control on customer satisfaction and financial performance of the business (K14, K15, S13)	n/a
K15 Principles of stock management and rotation; first in, first out		
S13 Maintain and rotate stock according to life cycle and business processes		

Personal Development		
Knowledge, Skills and Behaviours	Pass Grading Descriptor	Distinction Grading Descriptor
K17 Where to go to access information about new products and processes within the business	Describes how they keep up to date with changes to products and processes to meet the needs of the business (K17, S16)	Describes the impact that being up to date with knowledge of products and processes has on their own performance and customer experience (K17, S16)
S16 Keep up to date with changes to products and processes		
K18 Principles of using feedback to maximise own performance	Explains how they take responsibility for their own health, wellbeing and professional development, using feedback from managers and available support, training and development resources, to maximise own performance (K18, S17, B1)	Explains the impact of feedback from managers and development opportunities on their own performance (K18, S17, B1)
S17 Uses feedback to improve own performance		
B1 Takes responsibility for own health, wellbeing and professional development, seeking support when appropriate		
S20 Participate in team briefings, implementing instructions, and offering input or feedback where relevant	Participates in team briefings, implementing instructions and offering input or feedback, in order to meet the needs of the business and the team (S20)	n/a
Sustainability		
Knowledge, Skills and Behaviours	Pass Grading Descriptor	Distinction Grading Descriptor
K20 Methods to sustainably reduce the waste of resources, in line with business standards	Describes how they have reduced the waste of resources using appropriate methods, in line with business expectations (K20, S18)	Justifies their use of sustainability methods and techniques in reducing waste of resources (K20, S18)
S18 Reduces the waste of resources, taking sustainability into account, in line with business expectations		

Legislation		
Knowledge, Skills and Behaviours	Pass Grading Descriptor	Distinction Grading Descriptor
K21 Legislation and principles relating to equity, diversity and inclusion in the workplace	Explains how they have applied equity, diversity and inclusion legislation and principles in the workplace (K21, S19)	Discusses the impact of their approach to supporting equity, diversity and inclusion in the workplace (K21, S19)
S19 Follows and supports equity, diversity and inclusion legislation and principles		
K23 Responsibilities of a server under the licensing act	Identifies the responsibilities of a server under the licensing act and describes the legislation related to weights and measures when serving alcohol (K23, K24)	n/a
K24 Legislation related to weights and measures when serving alcohol		
K25 Food safety inspections, relevance to own role, and penalties for non-compliance with legislation	Explains food safety inspections, how they relate to own role and the penalties for non-compliance (K25)	n/a
Wider Industry		
Knowledge, Skills and Behaviours	Pass Grading Descriptor	Distinction Grading Descriptor
K26 Different types of organisation that make up the wider hospitality industry	Describes the different types of organisation that make up the wider hospitality industry (K26)	n/a

Annex 1: Assessment Plan and Occupational Standard

The Level 2 Food and Beverage Team Member Occupational Standard and the latest version of the Assessment Plan can be accessed by following this link:

<https://www.instituteforapprenticeships.org/apprenticeship-standards/st1488>

Level 2 Food and Beverage Team Member ST1488

Version 1.0

Sector: Catering and Hospitality

EQA Organisation: Ofqual

Annex 2: Additional Information

Results and Certifications

All final assessment component results are published on epaPRO within **seven working days** of the assessment taking place.

We will submit a certificate claim with the DfE within 15 working days after the final result has been uploaded to epaPRO. The DfE will send the certificate directly to the employer.

For replacement certificates a request must be emailed to epa@innovateawarding.org. Within two days of receiving the email, a replacement certificate will be requested from the DfE.

Re-sits and Re-takes

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

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

An apprentice who fails an assessment method, and therefore the EPA in the first instance, will be required to re-sit or re-take any failed assessment methods only.

A re-sit is typically taken within two months of the EPA outcome notification. The timescale for a re-take is dependent on how much re-training is required and is typically taken within three months of the EPA outcome notification.

Failed assessment methods must be re-sat or re-taken within a six-month period from the EPA outcome notification, otherwise the entire EPA will need to be re-sat or re-taken in full.

Re-sits and re-takes are not offered to apprentices wishing to move from pass to a higher grade.

Where any assessment method has to be re-sat or re-taken, the apprentice will be awarded a maximum EPA grade of pass, unless we determine there are exceptional circumstances requiring a re-sit or re-take.

Reasonable Adjustments, Special Considerations and Appeals

Information on reasonable adjustments, special considerations and the appeals process can be accessed by using this link:

<https://innovateawarding.org/end-point-assessment/apprentice-information>

Support Materials

All the support materials for this apprenticeship can be found on epaPRO including the Assessment Key Verbs Document.

- Assessment Criteria Content
- Assessment Method Grading Descriptors
- Assessment Journey
- EPA Journey
- Mock Records
- Portfolio of Evidence Locator

Use of Artificial Intelligence (AI) and referencing

Apprentice submissions such as reports, presentations, business projects and portfolios must be produced by themselves. Correctly cited quotes and the use of Artificial Intelligence (AI) can be used to enhance and support the document, but the document itself must be the apprentice's own work and not generated by AI.

Innovate Awarding expects all forms of plagiarism to be treated very seriously by staff at centres, and centres should have in place their own plagiarism policy and process for handling suspected cases of plagiarism.

Version Record

Innovate Awarding continuously review all support material to ensure its accuracy. All amendments will be recorded in the Version Record.

Version Number	Effective From	Reason for Change	Location

Please ensure that you use the current version.

All enquiries relating to the version change of the document should be directed to epa@innovateawarding.org



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