



STANDARD ASSESSMENT SPECIFICATION

Level 3
Chef de Partie AP05

Change Control

Innovate Awarding will continuously review all support material to ensure its accuracy. All amendments will be recorded on the below change control table. New and updated support material will be listed on the dashboard section of EPA Pro. Please ensure that you are using the most up-to-date version. Any enquiries about this process can be directed to Epa@innovateawarding.org

| VERSION NUMBER | DATE UPLOADED | AMENDMENT | PAGE AFFECTED |
|----------------|---------------|--|---------------|
| V3 | 21/11/22 | Change of version title, KSB referencing mapped to assessment plan from AP04 to AP05 | All |
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Disclaimer note

Information made accessible through this document is as provided from the current published standard and assessment plan.

Guidance throughout our specification will be subject to final amends once there is an updated published standard and assessment plan.

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Introduction

Innovate Awarding

Innovate Awarding is an End-point Assessment Organisation approved by the Education and Skills Funding Agency (ESFA) and a nationally regulated Awarding Organisation with a collaborative approach to doing business. We work with employers and training providers to deliver fit for purpose End-point Assessment and qualification services in a number of sectors. For further information, please see our website, www.innovateawarding.org/apprenticeship-standards/end-point-assessment.

Apprenticeship overview

A chef de partie is responsible for running a specific section of the kitchen. This type of chef usually manages a small team of workers, which they must keep organised so that dishes go out on time and the work area remains clean and orderly.

However, in smaller kitchens, a chef de partie may work independently as the only person in the section. Also known as a station or section chef, the chef de partie reports to the senior chef and has a very important role in any kitchen.

| | |
|---------------------------|---|
| STANDARD NAME | Chef de Partie |
| LEVEL | 3 |
| SECTOR | Hospitality |
| PROGRAMME DURATION | 12 to 18 months |
| MAXIMUM TIME ON PROGRAMME | 12 months |
| EPA DURATION | Up to 4 months |
| EPA METHODS | <ul style="list-style-type: none"> • On demand scenario-based multiple-choice questions • Observation with questions • Professional discussion |
| OUTCOMES | Fail, Pass, Distinction |
| EQA CENTRE | People 1st |

Who is the apprenticeship for?

This apprenticeship is for those who prepare, cook and finish complex dishes. The primary objective of the chef de partie is to be able to manage a section in the kitchen; this may involve some supervision of other staff. Progression for this apprentice would be to the senior chef culinary arts apprenticeship at level 4 to develop further their management skills.

Role of Innovate Awarding

Innovate Awarding is the End-point Assessment organisation which will complete all aspects of the End-point Assessment requirements for the apprenticeship. Innovate Awarding will provide information on the processes that enable employers and training providers to support the apprentice to achieve the End-point Assessment.

Support Materials

Support materials provided include:

- Guides for assessment methods
- Assessment specifications
- Module based multiple choice questions
- Practice papers

On Programme Requirements

Gateway

To qualify for End-point Assessment (EPA), the apprentice must pass through the gateway. To do this, they need to:

- achieved functional Skills in Maths and English at level 2
- meet the on-programme assessor to review and record progress against the standard using the on-programme progression template (available free of charge from www.people1st.co.uk/apprenticeships/standards-assessment-plans/hospitality-apprenticeship-standards at least every two months. A minimum of six meetings is recommended over a 12-month period prior to starting the EPA. Guidance and support on planning and managing the apprentice's training is available from People 1st.
- submit a portfolio of evidence to underpin the professional discussion

The employer and training provider / employer provider must confirm that the apprentice is ready to complete the End-point Assessment (EPA) before they can pass through the gateway. This will be indicated at the gateway meeting and documented on "EPA Pro". This notifies Innovate Awarding that the apprentice is ready for their assessment and that the EPA planning meeting needs to be organised.

The employer has the final decision for the apprentice to progress to the EPA, supported by the training provider. Before the apprentice enters the gateway, they should be confident that they are ready to proceed through the gateway and can achieve the standard of the apprenticeship.

Module Overview

The modules are the titles of the knowledge, skills and behaviours highlighted in the standard.

| MODULES | ASSESSMENT METHODS | | |
|------------------------|--------------------|----------------------|-------------------------|
| | Online test | Practical Assessment | Professional Discussion |
| Culinary knowledge | ✓ | ✓ | ✓ |
| Culinary skills | | ✓ | |
| Culinary behaviours | | ✓ | ✓ |
| Food safety knowledge | ✓ | ✓ | |
| Food safety skills | | ✓ | |
| Food safety behaviours | | ✓ | |
| People knowledge | ✓ | ✓ | ✓ |
| People skills | | ✓ | ✓ |
| People behaviours | | ✓ | ✓ |
| Business knowledge | ✓ | ✓ | ✓ |
| Business skills | ✓ | ✓ | ✓ |
| Business behaviours | | ✓ | ✓ |

End-point Assessment

A planning meeting will take place once the gateway has been passed and the apprentice has been deemed ready for the End-point Assessment.

The purpose is to:

- plan when the assessments will take place
- identify the requirements of each assessment method
- answer any questions or concerns the apprentice may have about the assessment process
- aid in the preparation requirements for End-point assessment (e.g. arranging access, facilities and resources)

The End-Point Assessment will use three assessment methods:

1. multiple-choice knowledge test
2. observation with questions
3. professional discussion underpinned by a portfolio of evidence

What is the multiple-choice test?

The multiple-choice test is an online test that covers the knowledge element of the standard. This knowledge test will comprise of multiple-choice questions and reflect different scenarios and situations that are covered within the standard. It may be conducted remotely or on paper. A breakdown of the knowledge within the standard can be found within the Apprenticeship Standards Detail section of this specification.

What is the observation with questions?

The observation with questions is an observation of the apprentice in the workplace. It should last for 3.5 hours and must include preparation and service in a working kitchen. The observation must be conducted at a time which reflects typical working conditions and avoids seasonal periods of low levels of trading. The observation must be of the apprentice completing their usual work, simulation is not permitted to determine when to carry out observations. The independent End-point Assessor will plan the observation in conjunction with the apprentice and employer.

The following activities must be observed during the observation:

- safe and hygienic practices in the selection, preparation, cooking, presentation and storage of food
- communication techniques in the supervision of the production of quality food products to the specifications required and on time
- advanced food preparation and cooking techniques or a variety of basic methods combined in a complex manner
- applying standard procedures to maximise yield and minimise food waste when producing dishes

A minimum of eight questions will be asked by the End-point Assessor to check the understanding of knowledge, skills and behaviour applied during the observation.

What is the professional discussion?

The professional discussion is a 90-minute structured discussion between the apprentice and their End-point Assessor. The employer may be present at this discussion to support (but not lead) the apprentice and confirm information. The professional discussion must take place in a controlled environment (i.e. a private room that is free from distractions), away from the normal place of work. It may be conducted face-to-face or remotely.

The professional Discussion will be appropriately structured to draw out the best of the apprentice's competence and cover the KSBs assigned to this assessment method. It will involve questions that will focus on:

- industry and food trends
- problem solving
- teamwork
- promotion business growth and customers
- business growth and customers
- advanced preparation, cooking and finishing techniques or a variety of basic methods combined in a complex manner (included in the portfolio, preferably video evidence).

A minimum of twelve questions will be asked by the End-point Assessor to check the understanding of knowledge, skills and behaviour.

Apprentices may be questioned on any preparation, cooking or finishing method/technique listed in the related KSBs during the professional discussion. As the apprentice, their employer and training provider will be unaware of the exact nature of the questions to be asked during the professional discussion, it is vital that apprentices are proficient in all KSBs listed within the occupational standard.

Portfolio of Evidence

During the on-programme period of the apprenticeship you will complete a portfolio of evidence detailing your skills and experience gained within the workplace. The evidence provided must be related to the KSBs that will be assessed by the professional discussion. This portfolio of evidence will not be directly assessed but will be used to support your Professional discussion. In the portfolio of evidence you should demonstrate the range of food groups and techniques detailed in the annex. Typically, the portfolio would contain 20 pieces of evidence and one piece of evidence may be used to demonstrate more than one KSB.

Portfolio evidence sources may include:

- workplace documentation/records, for example workplace policies/procedures, records
- A log / portfolio of complex preparation, cooking and finishing techniques or a variety of basic methods combined in a complex manner (preferably video evidence)
- witness statements
- annotated photographs
- video clips (maximum total duration 10 minutes); the apprentice must be in view and identifiable

All food groups referred to in the relevant KSBs must be evidenced within the portfolio. Self-assessment or reflective accounts cannot be used as evidence.

Employer contributions to the portfolio should focus on direct observation of performance (for example witness statements) rather than being opinion based. The evidence provided must be valid and attributable to the apprentice and the portfolio of evidence must contain a statement from the employer and apprentice confirming this.

The portfolio will be submitted to Innovate Awarding at the gateway and will be reviewed by your End-point Assessor prior to the professional discussion taking place.

Apprenticeship Standard Amplification

Module 1 – Culinary

ASSESSMENT CRITERIA

| Ref | Knowledge Apprentices will need to: | Ref | Skill Apprentices will need to: |
|-----|---|-----|--|
| K1 | Describe how industry and food trends influence the development of dishes and menus | S1 | Review and refresh menus and dishes in line with business requirements and influencing factors |
| K2 | Explain how technology supports the development and production of dishes and menu items | S2 | Use technology in line with organisational procedures and guidelines to achieve the best result |
| K3 | Describe the principles of food preparation and cooking used in producing dishes and menu items that meet business and customer requirements | S3 | Use a range of advanced craft preparation, cooking skills and techniques to develop and produce quality dishes and menu items in line with business requirements |
| K4 | Explain advanced preparation methods or a variety of basic methods combined in a complex manner for meat, poultry, game and offal dishes and menu items | S4 | Use plans which reflect the most appropriate methods for maximising yield and minimising waste when producing dishes and menu items in line with organisational requirements |
| K5 | Explain advanced preparation methods or a variety of basic methods combined in a complex manner for fish dishes and menu items | S5 | Work methodically, handling many tasks at once, directing others as appropriate, and ensuring they are completed at the right moment and to the required standard |
| K6 | Explain advanced preparation methods or a variety of basic methods combined in a complex manner for vegetable dishes and menu items | S6 | Prepare, cook and finish food to agreed food safety practices and guidelines |
| K7 | Explain advanced preparation methods or a variety of basic methods combined in a complex manner for vegetable protein dishes and menu items | | |

ASSESSMENT CRITERIA

| Ref | Knowledge Apprentices will need to: | Ref | Skill Apprentices will need to: |
|-----|---|-----|------------------------------------|
| K8 | Explain advanced preparation methods for sauces or a variety of basic methods combined in a complex manner | | |
| K9 | Explain advanced preparation methods for soups or a variety of basic methods combined in a complex manner | | |
| K10 | Explain advanced preparation methods for dough and batter products or a variety of basic methods combined in a complex manner | | |
| K11 | Explain advanced preparation methods for paste products or a variety of basic methods combined in a complex manner | | |
| K12 | Explain advanced preparation methods for hot, cold and frozen desserts or a variety of basic methods combined in a complex manner | | |
| K13 | Explain advanced preparation methods for biscuits or a variety of basic methods combined in a complex manner | | |
| K14 | Explain advanced cooking methods for meat, poultry, game and offal or a variety of basic methods combined in a complex manner | | |
| K15 | Explain advanced cooking methods for fish and shellfish dishes or a variety of basic methods combined in a complex manner | | |
| K16 | Explain advanced cooking methods for vegetable dishes and vegetable protein dishes or a variety of basic methods combined in a complex manner | | |

ASSESSMENT CRITERIA

| Ref | Knowledge Apprentices will need to: | Ref | Skill Apprentices will need to: |
|-----|---|-----|------------------------------------|
| K17 | Explain cooking methods for advanced sauces and soups or a variety of basic methods combined in a complex manner | | |
| K18 | Explain cooking methods for advanced dough and batter products or a variety of basic methods combined in a complex manner | | |
| K19 | Explain cooking methods for advanced paste products or a variety of basic methods combined in a complex manner | | |
| K20 | Explain cooking methods for advanced biscuits, cakes and sponges or a variety of basic methods combined in a complex manner | | |
| K21 | Explain cooking methods for advanced hot, cold and frozen desserts or a variety of basic methods combined in a complex manner | | |
| K22 | Explain advanced finishing methods for all food groups | | |
| K23 | Describe how traditional, classical and modern skills and techniques, culinary science and contemporary styles affect advanced preparation, cooking and finishing methods of the complex dishes and menu items. | | |
| K24 | Explain how to maximise yield and quality, and minimise wastage of ingredients and other resources | | |
| K25 | Describe problem solving techniques when maintaining standards and working in a challenging, time bound environment | | |

BEHAVIOURS

| | |
|----|--|
| B1 | Be solution focused to achieve the required outcome |
| B2 | Promote efficient ways of working in the team |
| B3 | Remain calm under pressure to deliver the required outcome |

DELIVERY CONTENT AND GUIDANCE

| Ref | Knowledge Apprentices will need to: | Ref | Skill Apprentices will need to: |
|-----|--|-----|--|
| K1 | Industry and food trends: provenance of products, seasonality, customer demands for seasonal dishes, sustainability, cultural trends, customer profiles, customer preferences, environmental factors, global environmental factors | S1 | Influencing factors: industry and trends, fashion, new concepts, price, customer demand |
| K2 | Technology: application of technology, including: equipment, social media, apps, software for training. Standard operating procedures, stock ordering / control, process of improving development of dishes and menus | S2 | Use of technology: as per manufacturer instructions or as per training, supervise the correct use of technology with team members when cooking |
| K3 | Principles of food preparation and cooking: traditional / modern / fusion / molecular / culinary science; selection of ingredients – flavour combinations, quality checks, safe storage of ingredients, safe use of equipment, knife selection and use, selection of preparation and cookery methods, taste (bitter, sweet, sour, salty, umami, pungent, astringent) diet and nutrients, physical and mental benefits. | S3 | Produce quality dishes: ensure recipe specifications are followed consistently, prepare, cook and serve dishes on time, produce balanced plates (flavours, nutrients and accompaniments), support team members to prepare, cook and finish dishes according to the specification |

DELIVERY CONTENT AND GUIDANCE

| Ref | Knowledge Apprentices will need to: | Ref | Skill Apprentices will need to: |
|-----|---|-----|--|
| K4 | meat, poultry, game and offal dishes and menu items for example, hanging, skinning, plucking, checking for and removing shot, boning, stuffing, filling, tying, trussing, trimming, rolling, tenderising, chining, larding, barding, portioning, seasoning, marinating, ballantine, galantine, smoking (hot and cold) | S4 | Appropriate methods: use recipes to maximise yields, keep waste to a minimum, encourage team members to work to recipes, maintain documentation / records, encourage recycling |
| K5 | including white fish round and flat, oily fish, exotic fish categories and shellfish dishes and menu items Methods including gutting, cleaning, descaling, skinning, trimming, filleting, removing bones, shelling, cutting, marinating, coating | S5 | Work methodically: maintain service delivery times / standards, encourage team members to work efficiently and effectively |
| K6 | including roots, bulbs, flower heads, fungi, seeds and pods, tubers, leaves, stems, vegetable fruit categories dishes and menu items including washing, peeling, chopping, slicing, trimming, grating, turning, combining further ingredients | S6 | Food safety practices and guidelines Ensuring a clean and hygienic kitchen environment is maintain at all times and food safety management procedures followed and recorded |
| K7 | Vegetable proteins for example, soya, Quorn, seitan, tofu Methods including rehydrating, chopping, slicing, trimming, grating, combining further ingredients | | |
| K8 | Sauces for example, compound butter, beurre manié, cold roux, emulsified, cream thickened, white/brown sauce derivatives, reduced Methods including weighing, measuring, chopping, roux, skimming, passing, straining, blending, whisking, clarifying, reducing, chilling, addition of a liaison, puréeing | | |

DELIVERY CONTENT AND GUIDANCE

| Ref | Knowledge Apprentices will need to: | Ref | Skill Apprentices will need to: |
|-----|---|-----|------------------------------------|
| K9 | <p>Soups for example, consommé, bisque, chowder, velouté, cold)</p> <p>Methods including weighing, measuring, chopping, roux, skimming, passing, straining, blending, whisking, clarifying, reducing, chilling, addition of a liaison, puréeing</p> | | |
| K10 | <p>Dough or batter including laminated and fermented.</p> <p>Methods including weighing, measuring, sieving, mixing, kneading, proving, knocking back, shaping, laminating, folding</p> | | |
| K11 | <p>Pastry including short, sweet, suet, choux, puff, flaky, sable, hot water, convenience</p> <p>Methods including weighing, measuring, sifting, rubbing in, kneading, creaming, resting, aerating, conditioning/chilling, piping, laminating, rolling, folding, lining, moulding, trimming</p> | | |
| K12 | <p>Hot, cold and frozen desserts for example, ice-cream / sorbet-based, mousse, soufflés, egg-based set, bavarois, hot sponge-based, fruit-based, paste-based</p> <p>Methods including, sieving, mixing, creaming, aeration, adding flavours/colours, puréeing, combining, use of moulds, combining</p> | | |

DELIVERY CONTENT AND GUIDANCE

| Ref | Knowledge Apprentices will need to: | Ref | Skill Apprentices will need to: |
|-----|--|-----|------------------------------------|
| K13 | <p>Biscuits for example tuiles, sable, Viennese, Japonaise, Dutch</p> <p>sugar batter, flour batter, melted method, fatless sponge, separated egg method, whole egg foams, aerated egg white method, scones</p> <p>including weighing, measuring, creaming, beating, whisking, folding, rubbing in, greasing, glazing, portioning, piping, shaping, filling, rolling, lining, spreading, smoothing, mixing, stacking, coating, slicing</p> | | |
| K14 | <p>including searing, grilling, griddling, frying (deep, shallow, sauté and stir), braising, stewing, baking, roasting, pot roasting, steaming, boiling, poaching, bain-marie, sous-vide, en papillote, spatchcock, smoking, confit, combination</p> | | |
| K15 | <p>including frying (deep, sauté and shallow), grilling, poaching, baking, steaming, stewing, boiling, en papillote, sous-vide, confit, smoking, ceviche, combination</p> | | |
| K16 | <p>including blanching, boiling, roasting, baking, grilling, braising, frying (deep, shallow and stir), steaming, stewing, confit, sous-vide, smoking, pickling, ceviche, combination</p> | | |
| K17 | <p>including boiling, simmering, reducing, thickening, flavouring, addition of a liaison</p> | | |
| K18 | <p>including baking and frying</p> | | |
| K19 | <p>including baking, combination cooking</p> | | |

DELIVERY CONTENT AND GUIDANCE

| Ref | Knowledge Apprentices will need to: | Ref | Skill Apprentices will need to: |
|-----|--|-----|------------------------------------|
| K20 | Cooking methods for advanced biscuits, cakes, sponges for example, sugar batter, flour batter, melted method, fatless sponge, separated egg method, whole egg foams, aerated egg white method, scones) – baking | | |
| K21 | Cooking methods for advanced hot, cold and frozen desserts including, poaching, baking, boiling, steaming, deep frying, bain-marie, microwaving | | |
| K22 | Advanced finishing methods for all food groups and why each method is applied including resting, garnishing, adding sauce, dressing, glazing, gratinating, piping, icing, filling, decorating, dusting, dredging, decorating, moulding, de-moulding, cooling, stacking, portioning, cutting, sprinkling, lattice, quadrillage, scoring and why each method is applied | | |

Module 2 – Food Safety

ASSESSMENT CRITERIA

| Ref | Knowledge Apprentices will need to: | Ref | Skill Apprentices will need to: |
|-----|---|-----|---|
| K26 | Describe the food safety practices and procedures to ensure safe preparation and cooking of food | S6 | Prepare, cook and present food to agreed food safety practices. Ensure a clean and hygienic kitchen environment is maintained at all times and food safety management procedures are followed and recorded. |
| K27 | Describe what to look for in ingredients and how to handle and store them to maintain quality, in line with food safety legislation | S7 | Ensure ingredients are stored, prepared, cooked and presented to deliver a quality product that is safe for the consumer. |

BEHAVIOURS

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| B6 | Advocate the importance of working safely and legally in the best interest of all people |
|----|--|

DELIVERY CONTENT AND GUIDANCE

| Ref | Knowledge Apprentices will need to: | Ref | Skill Apprentices will need to: |
|-----|--|-----|---|
| K26 | Food safety management procedures: ensure safe delivery, storage, preparation, cooking and service of food, compliance with legal requirements, to avoid causing harm, to avoid legal action from government agencies, to avoid civil action (both personal and against the business), to demonstrate due diligence, HACCP, identification monitoring, assessment of critical control points, implementation of HACCP, corrective action, verification, documentation, ongoing review and evaluation, monitoring and reporting procedures, pest control, swabbing, supervision, instruction and training, cleaning, waste disposal, equipment maintenance, building infrastructure, SFBB (Safer Food, Better Business) | S6 | Prepare, cook and finish food food safety practices and guidelines |
| K27 | Ingredients: contamination / potential contamination, undamaged, correct temperature (cold kept at 8°C, hot food at 63°C), use-by date Handle and store: preparing storage area, placing in correct area for storage, storing at correct temperature, keeping storage areas clean and tidy, storing raw and cooked food separately, stock rotation, disposal of food beyond use-by date | S6 | Food safety management procedures |

Module 3 – People

ASSESSMENT CRITERIA

| Ref | Knowledge Apprentices will need to: | Ref | Skill Apprentices will need to: |
|-----|--|-----|---|
| K28 | Describe techniques to brief, coach and motivate others to deliver high quality dishes and menu items | S8 | Brief, coach and motivate others to produce high quality dishes that are delivered on time and to standard |
| K29 | Explain own role in building teams and inter-team relationships and how to influence the behaviours of team members both back and front of house | S9 | Maintain harmony across the team and with colleagues in other parts of the organisation, identifying and dealing with problems constructively to drive a positive outcome |
| K30 | Explain how to work with people from a wide range of backgrounds and cultures and recognise how local demographics may have an impact on the product range of the business | S10 | Communicate and operate in a fair and empathic manner that achieves the desired result and demonstrates a flexible customer-centric culture |
| K31 | Describe the methods and role of training and development to maximise performance of self and team | S11 | Develop their own skills and knowledge and those of the team through training and experience |

BEHAVIOURS

| | |
|----|---|
| B2 | Support colleagues, customers and the business |
| B7 | Commit to and reflect on own and team professional development and learning |

DELIVERY CONTENT AND GUIDANCE

| Ref | Knowledge Apprentices will need to: | Skill Apprentices will need to: |
|-----|--|---|
| K28 | Brief, coach and motivate: what makes an efficient and effective briefing, coaching (FUEL, GROW) motivational theories, importance of motivating the team, potential consequences of an unmotivated team | S8 Brief, coach and motivate: briefings, coaching team members to improve skills and knowledge, encourage team members, ensuring standards are maintained, supporting team members, adherence to standards, giving feedback to team members, encouraging team members to produce high quality dishes |

DELIVERY CONTENT AND GUIDANCE

| Ref | Knowledge Apprentices will need to: | Ref | Skill Apprentices will need to: |
|-----|---|-----|--|
| K29 | Own role: communication methods (verbal, face to face, in meetings, briefing, coaching, in writing, emails, letters, newsletters), different roles of the team, building effective teams (Belbin Team Role Theory, Dunbar's Number, John Adair, Myers Briggs – MBTI, Strength Deployment Inventory, Theory X and Theory Y, The Social Identity Theory, Tuckman's Forming – Storming – Norming – Performing) how their own role fits into the organisation, effective team work | S9 | Harmony across the team: respect, dignity, free from harassment, equal opportunities, open communication, understanding lines of authority, training and development, appraisals and reviews, clear lines of communication, accountability, roles and responsibilities, sharing information and knowledge, informing colleagues when it's not possible to fulfil agreements, informing promptly when there are difficulties, conduct positive meetings, adapt communication to suit situation, provide feedback and open two way communication |
| K30 | Backgrounds and cultures: local demographics, diversity and equality, equal opportunities legislation non-English speakers and how to communicate with those from different backgrounds, different types of customers and their impact on the products and service | S10 | Methods of communication: Verbal communication – face-to-face, telephone, via team briefings / meetings, one to one appraisals, digital or online communication Non-verbal communication – body language, eye contact, attentive listening written communication – letters, email, text, memos, minutes of meetings, staff rotas, staff notice boards, messages |
| K31 | Importance of training and development: opportunities (training, work shadowing, coaching, qualifications, self-study, seminars, exhibitions) for self/team, to maximise performance, help to improve products and services, increase motivation, skills and knowledge, reduce costs, increase performance and profits, attract new customers and retain existing ones Methods including instructor-led, virtual, web-based, coaching, discussion, simulation and role-play) | S11 | Develop: training courses, qualifications, coaching and mentoring, work shadowing, via appraisals and reviews |

Module 3 – Business

ASSESSMENT CRITERIA

| Ref | Knowledge Apprentices will need to: | Ref | Skill Apprentices will need to: |
|-----|--|-----|---|
| K32 | Explain how understanding business strategy, customer profile, culture and constraints influence the development of creative, profitable and competitive menus | S12 | Use techniques that help improve all aspects of the organisation |
| K33 | Describe how to operate efficiently to reduce wastage and deliver profit margins | S13 | Monitor the costs and use of ingredients and other resources, yield, wastage and portion sizes to control costs |
| K34 | Explain the relevant legislation regulations and responsibilities | S14 | Use sustainable working practices and encourage and support others to do the same |
| K35 | Explain the principles of risk assessment and how to identify, plan for and minimise risks to the service and operation | S15 | Comply with legal requirements and inspire confidence by maintaining safety and security at all times |
| | | S16 | Manage risk in the workplace in line with organisational requirements |

BEHAVIOURS

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| B5 | Be commercially aware in approach to all aspects of work |
| B8 | Promote a customer centric culture |

DELIVERY CONTENT AND GUIDANCE

| Ref | Knowledge Apprentices will need to: | Ref | Skill Apprentices will need to: |
|-----|--|-----|---|
| K32 | | S12 | <p>Techniques: review work practice and procedure, gather feedback form the team, identify potential areas of improvement, analyse and used feedback from customers, suppliers and colleagues, analyse own business areas to identify improvements, streamlining, improved performance, profitability and / or quality, identify opportunities to align business objectives and brand standards, develop plans, identify resources, deadlines, SMART objectives</p> <p>Improving competitiveness, business performance, revenue, profit margins and customers' experience</p> |
| K33 | Operating efficiently: follow business processes, identify financial impact of wastage and physical resources, identify ways to reduce waste and energy costs, review procedures for storage and waste disposal, deal with excessive waste, develop short term business plans and targets to reduce waste, use sustainable working practices | S13 | Monitor costs: produce weekly sales, wage and food costs, forecasts, set targets, set targets against KPI's, monitor work practices and procedures, ensure staff follow work place practices and procedures, identify areas of improvement, report faults and potential wastage, manage labour and productivity |
| K34 | Legal requirements <ul style="list-style-type: none"> • Trades Descriptions Act • Health and Safety at Work Act • Discrimination Acts • Copyright law • COSHH • Food Hygiene | S14 | Sustainable working practices: follow procedures, follow sustainable principles, encourage team members to be resourceful and aware of wastage, monitor wastage, complete documentation, share information with the team |

DELIVERY CONTENT AND GUIDANCE

| Ref | Knowledge Apprentices will need to: | Ref | Skill Apprentices will need to: |
|-----|---|-----|---|
| K35 | Identify: types of risk (issue / risk / high risk), know when risks can occur, principles of risk assessment, risk management and contingency planning, HACCP and its links to risk management, how to escalate a problem, how to maintain documentation about risk, implications to the organisation of poor risk management or non-compliance | S15 | Legal requirements |
| | | S16 | Manage risk: Monitor service, intervene to reduce risk to customers and staff, follow organisational procedures for risk assessment, complete documentation |

End-point Assessment Coverage

On-demand multiple-choice test

The on-demand multiple-choice test will cover the following modules of the standard:

| KNOWLEDGE AND UNDERSTANDING | COVERAGE |
|-----------------------------|--------------------------------|
| Culinary | K2, K3 |
| Food Safety | K26, K27 |
| People | K30, K31 |
| Business | K33, K34, K35 S14, S15, S16 |

Observation and questioning

The practical observation will cover the following modules of the standard:

| KNOWLEDGE, SKILLS AND BEHAVIOURS (K,S,B) | ASSESSMENT CRITERIA |
|--|---------------------|
| Culinary | K24 |
| | S2-S5 |
| | B2 |
| Food Safety | S6, S7 |
| People | K28 |
| | S8, S10 |
| | B4 |
| Business | S13 |

Professional discussion

The professional discussion will cover the following modules of the standard:

| KNOWLEDGE, SKILLS AND BEHAVIOURS (K,S,B) | ASSESSMENT CRITERIA |
|--|---------------------|
| Culinary | K1, K4-K23, K25 |
| | S1 |
| | B1, B3 |
| Food Safety | B5 |
| People | K29 |
| | S9, S11 |
| | B6 |
| Business | K32 |
| | S12 |
| | B7, B8 |

Re-Assessment

If an apprentice fails an assessment, this will need to be completed again. For a list of the re-sit costs, please see the Innovate website. It is the responsibility of the employer and the employer provider / training provider to ensure that apprentices are ready to pass the End-point Assessments and Innovate Awarding will provide support materials to help prepare apprentices for their assessments. The maximum grade that can be achieved for a re-take is a pass.

Assessment Overview

The end-point assessor will review the evidence for each apprentice and grade the apprentice on the following scale: Fail / Pass / Distinction. The End-point Assessment Organisation will make the final decision as to whether the standard has been met or not.

Grading Requirements

The End-point Assessor will review the evidence for each apprentice and grade the apprentice on the following scale: Fail / Pass / Distinction. The End-point Assessment Organisation will make the final decision as to whether the standard has been met or not.

Multiple Choice Test Grading

| GRADE | SCORE |
|-------------|-------|
| Fail | <29 |
| Pass | 30-39 |
| Distinction | 40-50 |

If any assessment activity is failed, it must be retaken. Apprentices cannot achieve the apprenticeship without gaining at least a pass in every assessment method.

Once the apprentice has achieved at least a pass in each assessment activity, the final grade will be calculated as follows:

| OBSERVATION WITH QUESTIONS | PROFESSIONAL DISCUSSION | KNOWLEDGE TEST | OVERALL GRADE |
|----------------------------|-------------------------|----------------|---------------|
| Fail | Any grade | Any grade | Fail |
| Any grade | Fail | Any grade | Fail |
| Any grade | Any grade | Fail | Fail |
| Pass | Pass | Pass | Pass |
| Pass | Pass | Distinction | Pass |
| Pass | Distinction | Pass | Pass |
| Distinction | Pass | Pass | Pass |
| Distinction | Pass | Distinction | Distinction |
| Distinction | Distinction | Pass | Distinction |
| Pass | Distinction | Distinction | Distinction |
| Distinction | Distinction | Distinction | Distinction |

Internal Quality Assurance

Internal quality assurance is conducted by Innovate Awarding. All assessments completed by an apprentice are subject to Innovate Awarding's Internal Quality Assurance Policy.

External Quality Assurance

The external quality assurance organisation for the Chef de Partie standard is People 1st. The external quality assurance organisation may require access to an apprentice's assessments and they may need to speak to the apprentice directly. Innovate Awarding has a responsibility to accommodate any reasonable request made by the external quality assurance organisation.

Further Information

www.innovateawarding.org/apprenticeshipstandards

Annex

| FOOD GROUP | GROUP RANGE | PREPARATION METHODS | COOKING METHODS |
|--|--|--|-----------------|
| Meat, poultry and game dishes | 2 meat 2 poultry 1 game | 15 | 10 |
| Fish and shellfish dishes | 2 fish 5 shellfish | 9 | 10 |
| Vegetable and vegetable protein dishes | 6 vegetables 3 vegetable protein | 5 preparation methods 3 other ingredients | 10 |
| Soups and Sauces | 4 soups, 4 sauces | 10 across Prep and Cooking | |
| Dough and batter products | 3 | 6 | 5 |
| Hot, cold and frozen desserts | 4 cold 2 hot | 7 | 12 |
| Biscuits, cakes, sponge and scones | 3 biscuits 6 cakes / sponges / scones | 10 | 3 |
| Paste and patisserie products | 5 | 9 | 6 |

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