

Specification

Level 2 Commis Chef v1.4

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Welcome to Innovate Awarding

Welcome to the Level 2 Commis Chef 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 Commis Chef 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 Commis Chef 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:

- Simulated practical with questions
- Interview underpinned by portfolio

The Apprentice

A Commis Chef is responsible for preparing and cooking food items from fresh, and finishing refined dishes. Commis Chefs will follow directions from a senior chef to ensure that dishes are produced to order and time. They are responsible for implementing hygiene, health and safety, and food safety legislation and local procedures, including allergen handling.

They are responsible for stock control, following business practice for stock rotation and use, and for maintaining food safety throughout receipt, storage, production, holding, and further storage and reuse of cooked items. They are responsible for the safe and efficient handling and use of a range of specialist kitchen knives, manual tools and electric equipment.

Commis Chefs support the kitchen to provide a refined culinary offer. They typically work in a brigade, large or small, to prepare, cook, and finish a wide range of food items from fresh across all sections in a kitchen.

Commis Chefs are found in the hospitality industry, largely in luxury, fine dining and gastro venue, for example, restaurants, hotels, inns, conference and events venues, pubs, cruise ship including independent and branded establishments.

In their daily work, a Commis Chef interacts with a team, sometimes known as a brigade, of chefs, the wider team, including front of house staff, and suppliers and customers. A Commis Chef is typically directly managed by a Chef de Partie, a Sous Chef, or a Head Chef, or, in some cases, directly by a Chef Patron or Executive Chef.

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 Commis Chef 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 Commis Chef 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 Commis Chef 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 Commis Chef
- Submitted recipes for the simulated practical with questions:
 - The apprentice must submit their recipes, for the simulated practical with questions, alongside their portfolio. The recipes must meet the criteria outlined in the simulated practical with questions guidance
 - The sources of the recipes must be stated. Recipes can be from the apprentice's place of work or sourced from elsewhere
 - The seasonal dish, or dishes, to be prepared should be seasonal at the point at which the recipes are submitted
- Compiled, and be ready to submit, a portfolio of 20 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 Commis Chef 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 Commis Chef 45-minute EPA planning meeting will book assessment timeslots for the:

- Simulated practical with questions
- Interview underpinned by portfolio

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 20 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

The portfolio must include the following evidence, typically as complete dishes e.g. plated fish with potatoes, vegetables and sauce, rather than a piece of filleted and cooked fish on its own:

- 1 fish to include filleting the fish
- 1 poultry to include breaking down the bird
- 3 from meat, game, or offal using 2 preparation methods from trim, devein, portion, debone, check for shot
- 1 shellfish
- 2 egg or egg-based dishes from batter, poached, boiled, fried, omelette, scrambled, in a dish or on its own
- 3 vegetables and 1 fruit using 2 of the listed preparation methods in K5
- 2 sauces one of which must be roux-based
- 2 soups one of which must be flour-based
- 1 pulse or grain
- 1 stock used in any dish
- 1 pasta or noodle-based dish, either fresh or convenience
- 2 doughs: 1 leavened and 1 unleavened
- 3 pastry-based dishes
- 3 plated desserts: 1 hot, 1 cold, and 1 mousse-based
- 1 dish must be stuffed or filled, and pane
- 1 dish must be gluten free using alternative ingredients e.g. gluten-free flour
- 1 dish must be plant based using alternative ingredients e.g. plant-based milk

The portfolio should also include evidence to support interview questions on the themes of:

- Cooking with alternative ingredients
- Identifying and resolving errors and issues
- Self management and professional development
- Teamwork and communication
- Equity, diversity and inclusion
- Stock control

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: Simulated Practical with Questions

In the simulated practical with questions, an Innovate Awarding Assessor observes the apprentice undertaking a task or series of tasks in a simulated environment relating to the apprentice's natural working environment. This assessment method 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 simulated practical with questions.

The simulated practical with questions must take three hours.

The Innovate Awarding Assessor can increase the time of the simulated practical 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 simulated practical with questions cannot be split, other than for comfort breaks or to allow apprentices to move from one location to another. Where breaks occur, they will not count towards the total end-point assessment time.

Apprentices must prepare a starter, a main, and a dessert.

- The main course must include at least 1 animal protein prepared from whole, a starch, a sauce, and two vegetables
- The starter must have at least 3 elements to the dish
- The dessert must have at least 3 elements to the dish
- At least 1 dish must showcase seasonal ingredients

Apprentices can select recipes from their employer's menu or elsewhere. The sources of the recipes should be stated.

The following activities must be observed:

- The selection and preparation of ingredients
- The cooking, plating, and finishing of dishes
- The use of kitchen equipment

- Maintaining a safe and hygienic working environment
- Managing own workload

Questioning must occur during the practical assessment. The time for questioning is included in the overall assessment time. The Innovate Awarding Assessor must ask at least four questions. They must ask questions to check the understanding of the knowledge and skills applied in the simulated practical and to explore how waste can be minimised. They should ask questions during natural breaks in work rather than disrupting the apprentice's flow. 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 simulated practical with questions and should be kept to a minimum.

Assessment Method 2: Interview underpinned by portfolio

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 10 questions covering the following:

- Prepare, cook, and finish dishes; the Innovate Awarding Assessor must focus on 4 completed dishes or plates of food submitted within the portfolio, each from a different food group, each using different preparation and cooking methods. Dishes observed in the practical should be excluded from questions in the interview
- Cooking with alternative ingredients
- Errors and issues
- Self-management and professional development
- Teamwork and communication
- Equity, diversity, and inclusion
- Stock control

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 simulated practical with questions and interview underpinned by portfolio.

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.

Simulated Practical with Questions	Interview underpinned by Portfolio	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: Simulated Practical with Questions

Select and Prepare Ingredients		
Assessed Criteria	Pass Grading Descriptor	Distinction Grading Descriptor
K2 Quality indicators in and seasonality of ingredients K17 Methods of reducing waste and improving sustainability by maximising the use of ingredients S3 Selects ingredients of the right quality that support sustainability and seasonality S19 Prepares fresh ingredients, including from whole, using them across a menu to reduce waste and improve sustainability	Selects ingredients of the appropriate quality and seasonality, and explains how they can be used in a way that reduces waste (K2, K17, S3, S19)	n/a
K1 Correct knife for task and how to use effectively and efficiently K22 Principles of portion control and yield and how it impacts profitability and sustainability S1 Selects correct knife for task S2 Uses knives effectively and efficiently S23 Exercises portion control and acts to maximise yield	Selects knives appropriate to the task and uses them effectively to prepare fresh ingredients from whole, producing accurate portions and acting to maximise yield (K1, K22, S1, S2, S23)	Uses knives with dexterity and skill to efficiently prepare ingredients from whole, maximising yield and portioning accuracy (K1, S2, S23)
K18 Flavour ingredients using seasoning, spices, rubs and marinades S20 Uses seasoning, spices, rubs, and marinades to flavour ingredients	Flavours ingredients using seasoning, or spices, or rubs, or marinades (K18, S20)	n/a
K3 Methods of weighing, measuring, and scaling S4 Weighs, measures, and scales ingredients	Accurately weighs, measures and scales ingredients (K3, S4)	n/a

Cook, Plate and Finish		
Assessed Criteria	Pass Grading Descriptor	Distinction Grading Descriptor
K20 Principles of seasoning and flavouring during cooking and finishing to create balanced dishes	Produces finished dishes that are correctly cooked, seasoned and flavoured, achieve the intended texture, and are well proportioned and presented, showing accuracy and attention to detail (K20, K21, K23, S5, S22, S24, B3)	Produces dishes that are cooked, seasoned, flavoured and presented with careful attention to detail and high levels of accuracy (K20, K21, K23, S5, S22, S24, B3)
K21 Principles of portioning, plating, finishing, garnishing and presenting individual dishes		
K23 Quality indicators related to texture, flavour, and appearance of finished products		
S5 Cooks from fresh producing complete dishes		
S22 Portions, plates, finishes, garnishes, and presents individual dishes		
S24 Achieves intended quality in terms of texture, flavour, and appearance		
B3 Shows accuracy and attention to detail		
Use of Kitchen Equipment		
Assessed Criteria	Pass Grading Descriptor	Distinction Grading Descriptor
K26 Safe preparation, cleaning and efficient use of manual and electrical tools and specialist equipment	Uses manual and electrical tools and specialist equipment safely, correctly and efficiently (K26, S27)	n/a
S27 Prepares, cleans and uses manual and electrical food-preparation and cooking equipment and machinery safely, correctly and efficiently		

Maintaining a Safe and Hygienic Working Environment		
Assessed Criteria	Pass Grading Descriptor	Distinction Grading Descriptor
K27 Methods to apply food safety and allergen procedures, including monitoring temperatures, during preparation, cooking, and holding S28 Applies food safety and allergen procedures, including monitoring temperatures, during preparation, cooking, and holding B2 Prioritises hygiene and safety in working practice	Prioritises hygiene and food safety, monitors temperatures, and manages allergens during preparation, cooking, and holding, in line with food safety legislation (K27, S28, B2)	n/a
K28 Hygiene management techniques to maintain a safe clean work environment, including personal hygiene and PPE and uniform K29 Health and safety legislation, regulations, guidelines and procedures relevant to own role S29 Selects and applies hygiene management techniques to maintain a safe clean work environment, including personal hygiene, PPE, and uniform S30 Complies with health and safety legislation, regulations, guidelines and procedures	Selects and applies hygiene management techniques and health and safety procedures, to maintain a safe, clean working environment (K28, K29, S29, S30)	n/a
Managing Own Workload		
Assessed Criteria	Pass Grading Descriptor	Distinction Grading Descriptor
K36 Methods of planning own workload and prioritising tasks S38 Manages own time to ensure tasks are completed	Manages own workload and time to ensure tasks are completed (K36, S38)	Prioritises and sequences tasks efficiently to ensure completed dishes come together on time (K36, S38)

Assessment Method 2: Interview underpinned by Portfolio

Prepare, Cook and Finish Dishes		
Assessed Criteria	Pass Grading Descriptor	Distinction Grading Descriptor
K4 Methods of preparing meat, offal, game, poultry, fish, and shellfish from whole; trim, de vein, portion, break down, bone, skin, fillet, shell	Describes appropriate preparation, cooking and finishing methods (K4, K5, K6, K7, K8, K9, K10, K11, K12, K13, K14, K15, K19, S6, S7, S8, S9, S10, S11, S12, S13, S14, S15, S16, S17, S21)	Explains preparation, cooking and finishing choices made to achieve the best outcome (K4, K5, K6, K7, K8, K9, K10, K11, K12, K13, K14, K15, K19, S6, S7, S8, S9, S10, S11, S12, S13, S14, S15, S16, S17, S21)
K5 Methods of preparing fruit and vegetables eg julienne or matchsticks, mirepoix or rough cut, macédoine or large dice, Brunoise or fine dice, paysanne or neat cuts, and jardinière or batons		
K6 Methods of preparing, cooking and finishing sauces; roux based, emulsified, stock, hot and cold sweet and savoury sauces including plant based and gluten free		
K7 Methods of preparing, cooking and finishing pureed and cream soup, and stock-based dishes		
K8 Methods of preparing and cooking noodles and fresh or convenience pasta		
K9 Methods of preparing and cooking pulses and grains, including long and short grain rice		
K10 Methods of preparing and cooking eggs or egg based dishes; batter, poached, boiled, fried, omelette, scrambled		
K11 Prepares, cooks and finishes leavened and unleavened dough products		
K12 Methods of preparing, cooking, and finishing sweet and savoury pastry products using short, sweet, and choux		
K13 Methods of preparing cooking and finishing scones, biscuits, sponge cakes, and non-sponge cakes		
K14 Methods of preparing, producing, and finishing hot and cold desserts		
K15 Methods of stuffing, filling and pané across food types		
K19 Methods of sealing, grilling, deep frying, shallow frying, stir frying, sauté, braising, stewing, baking, roasting,		

boiling, and poaching across food types		
S6 Prepares, cooks, and finishes meat, offal, game, poultry, fish, and shellfish from whole; trim, de-vein, portion, break down, bone, skin, fillet, shell		
S7 Prepares, cooks, and finishes fruit vegetables		
S8 Prepares, cooks, and finishes sauces		
S9 Prepares, cooks and finishes pureed and cream soup and stock-based dishes		
S10 Prepares and cooks noodles, and fresh or convenience pasta		
S11 Prepares and cooks pulses and grains, including long and short grain rice		
S12 Prepares, cooks and finishes eggs or egg based dishes		
S13 Prepares, cooks and finishes leavened and unleavened dough products		
S14 Prepares, cooks and finishes sweet and savoury pastry products using short, sweet, and choux		
S15 Prepares, cooks, and finishes scones, biscuits, sponge cakes, and non-sponge cakes		
S16 Prepares, produces, and finishes hot and cold desserts		
S17 Stuffs, fills and panés across food types		
S21 Sears, grills, deep fries, shallow fries, stir fries, sautés, braises, stews, bakes, roasts, boils, poaches across food types		
Cooking with Alternative Ingredients		
Assessed Criteria	Pass Grading Descriptor	Distinction Grading Descriptor
K16 Techniques for preparation and cooking when using alternative ingredients eg plant based, gluten free	Describes appropriate preparation and cooking methods when using alternative ingredients to make dishes plant based or gluten free (K16, S18)	n/a
S18 Prepares and cooks dishes using alternative ingredients eg plant based, gluten free		

Errors and Issues		
Assessed Criteria	Pass Grading Descriptor	Distinction Grading Descriptor
K24 Signs of common errors in production and how to rectify	Explains how to identify and resolve a common production error (K24, S25)	n/a
S25 Identifies and resolves errors during the production process		
K25 Principles of handling feedback and complaints, and identifying and raising issues	Describes how they have helped resolve feedback, or a complaint, or an issue (K25, S26)	Evaluates their input in assisting with the resolution of feedback, complaints, or issues. (K25, S26)
S26 Assists in the resolution of feedback, complaints, and issues		
Self-Management and Professional Development		
Assessed Criteria	Pass Grading Descriptor	Distinction Grading Descriptor
K37 Methods for using feedback to improve own performance	Describes how they follow professional standards and maintain a professional attitude, using feedback to improve own performance (K37, S37, B5)	Evaluates how they have used feedback to improve their performance over time (K37, S37)
S37 Uses feedback to improve own performance		
B5 Maintains a professional image and attitude that represents the values of the business		
K33 Techniques for maintaining good mental health and wellbeing, including asking for help with daily tasks	Describes how they ask for help with daily tasks and employ techniques to support their own and others' mental health and wellbeing at work (K33, S34)	n/a
S34 Uses techniques for maintaining good mental health and wellbeing to support self and others, including asking for and giving help with daily tasks		

Teamwork and Communication		
Assessed Criteria	Pass Grading Descriptor	Distinction Grading Descriptor
K34 Principles of professional communication and conduct with colleagues, manager and other stakeholders	Outlines the professional communication principles they use with internal colleagues and stakeholders (K34, S35)	Justifies their choice of communication style or method when dealing with colleagues, line managers, stakeholders and customers (K34, S35)
S35 Communicates with colleagues, manager and other stakeholders in a professional manner		
K35 Principles of teamwork within and between teams and the impact on service delivery	Describes how they collaborate with colleagues to support service delivery (K35, S36, B4)	Evaluates how they have worked with colleagues to support the delivery of service in line with organisational standards (K35, S36)
S36 Works as part of a team to support service delivery		
B4 Takes responsibility when completing individual and team tasks to expected standards, helping resolve operational issues that arise		
Equity, Diversity and Inclusion		
Assessed Criteria	Pass Grading Descriptor	Distinction Grading Descriptor
K32 Legislation and organisational policies relating to equity, diversity and inclusion in the workplace	Describes how they have advocated for equality and respect, working positively with colleagues, managers, and stakeholders, to meet the expectations of equity, diversity, and inclusion legislation or organisational policies (K32, S33, B1)	n/a
S33 Follows equity, diversity and inclusion legislation and organisational policies		
B1 Advocates equality and respect, working positively with colleagues, managers and stakeholders		

Stock Control		
Assessed Criteria	Pass Grading Descriptor	Distinction Grading Descriptor
K31 Methods to apply food safety and allergen procedures, including monitoring and recording food temperatures, on delivery and in storage S32 Applies food safety and allergen procedures, and monitors and records food temperatures, on delivery and in storage	Describes methods to manage food safety and allergens, including monitoring and recording food temperatures, on delivery and in storage (K31, S32)	n/a
K30 Stock control methods and processes including storage and rotation that take environmental sustainability into account S31 Undertakes stock control, storage, and rotation	Applies stock control methods and processes taking environmental sustainability into account (K30, S31)	Explains the relationship between stock control, storage and rotation, and environmental sustainability (K30, S31)

Annex 1: Assessment Plan and Occupational Standard

The Level 2 Commis Chef Occupational Standard and the latest version of the Assessment Plan can be accessed by following this link:

<https://skillsengland.education.gov.uk/apprenticeships/st0228-v1-4>

Level 2 Commis Chef ST0228

Version 1.4

Sector: Catering and Hospitality

EQA Organisation: Ofqual

Annex 2: Additional Information

Results and Certifications

All final assessment component results are published on epaPRO within **ten 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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