

# Level 2 Production Chef (ST0589)

## Apprenticeship Assessment Specification and Guidance

**Army Catering  
Training Trust**





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## Summary of revision to EPA Specification and Guidance

Summary of the revisions	Assessment Plan Version Number	Date of Revision	Completed by
Functional Skills requirements change	All version	11 Feb 25	Sion Farrell
Removal of IfA&TE and inclusion of Skills England	All version	06 Aug 25	Sion Farrell
Change of designation from EPA to Apprenticeship Assessments and EPAO to Apprenticeship Assessment Organisation	All version	13 Feb 26	Sion Farrell

### Introduction

This handbook has been developed to provide guidance required of the apprentices, and employers for support, to achieve the Apprenticeship Assessments (AA) for the Level 2 Production Chef Standard, ST0589

All information in this document was correct at the time of publishing.

### Contact information

The ACTT can be contacted using the email [gac@theactt.co.uk](mailto:gac@theactt.co.uk) for any queries or requests



## Production Chef

### Overview of the role of a Level 2 Production Chef

Working as part of a team in kitchen environments.

### Occupational profile

Production chefs work as part of a team in time-bound and often challenging kitchen environments, for example, schools, hospitals, the Armed Forces, care homes and high street casual dining or pub kitchens. They report to the Senior Production chef or appropriate line manager. Production chefs are likely to work with centrally developed standardised recipes and menus, producing food often in high volumes. They apply highly methodical organisational skills, energy, accuracy, attention to detail and are mindful of the importance of sustainability and protecting the environment.

Production chefs;

- maintain excellent standards of personal, food and kitchen hygiene
- ensure compliance to procedures, menu specifications and recipes.
- produce food meeting portion controls, and budgetary constraints
- adapting and produce dishes to meet special dietary, religious and allergenic requirements
- follow, complete and maintain production schedules, legislative and quality standard documentation
- use specialist kitchen equipment
- communicate internally and externally with customers and colleagues
- commit to personal development activities

The minimum duration for this standard is 366 days before an application for Gateway can be requested.

To complete the Level 2 Production Chef apprenticeship, apprentices must complete their on-programme period of learning and development and the Apprenticeship Assessments. The purpose of the assessments is to confirm that apprentices have met the required level of knowledge, skills and behaviours of the standard. On achieving the AA of the Production Chef it is graded Pass or Distinction.

Following the successful completion of the AA the ACTT will claim the certificate on behalf of the apprentice and forward it to their employer. It is the responsibility of the employer to ensure that the apprentice receives their certificate.

The Level 2 Production Chef Standard and Assessment Plan can be accessed online at

[Skills England](#)

### Entry Requirements

Entry requirements to be set by employers.

### Duration

The duration of this apprenticeship is a minimum of 12 months.



## English and Maths

Apprentices without level 1 English and maths will need to achieve level 1 and take the test for level 2 English and maths prior to taking the assessments. For those with an education, health and care plan or a legacy statement the apprenticeships English and maths minimum requirement is Entry Level 3 and British Sign Language qualifications are an alternative to English qualifications for whom this is their primary language.

Only apprentices who began their apprenticeship training when aged 16-18 will continue to be subject to the mandatory requirement to study towards and achieve English and maths.

Apprentices who began their apprenticeship training when aged 19+ will no longer be subject to the mandatory requirement to study towards and achieve English and maths. However, for apprentices aged 19+, the apprentice or their employer can still choose for the apprentice to study towards an English and maths qualification.

### Level

This apprenticeship standard is set at Level 2.

### Review Date

After three years.

### Knowledge, Skills and Behaviours

	Knowledge and understanding (Know it)	Skills (Show it)
<b>Kitchen Operations</b>	<p>Techniques for the preparation, assembly, cooking, regeneration and presentation of food.</p> <p>The importance of organisational/brand specifications and consistency in food production.</p> <p>How to check fresh, frozen and ambient foods are fit for purpose.</p> <p>Procedures for the safe handling and use of tools and equipment.</p> <p>The importance of following correct setting up and closing down procedures.</p> <p>Specific standards and operating procedures for organisations.</p>	<p>Check, prepare, assemble, cook, regenerate, hold and present food meeting the needs of the customers and maintaining organisational standards and procedures.</p> <p>Use kitchen tools and equipment correctly to produce consistently high-quality dishes according to specifications.</p> <p>Use kitchen tools and equipment correctly to produce consistently high-quality dishes according to specifications.</p> <p>Take responsibility for the cleanliness, organisation and smooth running of the work area.</p>
<b>Nutrition</b>	<p>Key nutrient groups, their function and main food sources.</p> <p>The scope and methods of adapting dishes to meet the specific dietary, religious and allergenic needs of individuals.</p>	<p>Produce dishes to suit individuals' specific dietary, religious and allergenic needs as required.</p>



## Legal and Governance

Allergens and the legal requirements regarding them.  
Relevant industry specific regulations, legislation, and procedures regarding food safety, HACCP, health and safety appropriate to organisations.  
The importance of following legislation and the completion of legal documentation.

Operate within all regulations, legislation and procedural requirements.  
Complete and maintain documentation to meet current legislative guidelines.

## People

How to communicate with colleagues, line managers and customers effectively.  
Principles of customer service and how individuals impact customer experience.  
How and why to support team members in own area and across organisations.

Use effective methods of communication with all colleagues, managers and customers to promote a positive image of yourself and the organisation.  
Work in a fair and empathetic manner to support team members while offering a quality provision.  
Work to ensure customer expectations are met.

## Business or Commercial

The role of the individual in upholding organisations' vision, values, objectives and reputation.  
The financial impact of portion and waste control  
How technology can support food production organisations.  
The importance of sustainability and working to protect the environment.

Work collaboratively to uphold the vision, values and objectives of the organisation.  
Use technology appropriately.  
Maintain quality and consistency in food production by using resources in line with organisations' financial constraints, style, specifications and ethos.

## Personal Development and Performance

How personal development and performance contributes to the success of the individual, team and organisation.  
How to identify personal goals and development opportunities and the support and resources available to achieve these.  
Different learning styles.

Identify own learning style, personal development needs and opportunities and take action to meet those needs.  
Use feedback positively to improve performance.



## **Behaviours (live it)**

- Lead by example working conscientiously and accurately at all times.
- Be diligent in safe and hygienic working practises.
- Take ownership of the impact of personal behaviours and communication by a consistent, professional approach.
- Advocate equality and respect working positively with colleagues, managers and customers.
- Actively promote self and the industry in a positive, professional manner.
- Challenge personal methods of working and actively implement improvements.

## **Roles and responsibilities**

### **Apprentice**

The apprentice takes responsibility for preparing for the Apprenticeship Assessments.

### **Employer**

The employer determines when the apprentice is competent and ready to attempt the AA. They enable the independent assessor to observe the apprentice within the workplace.

### **Apprenticeship Assessment Organisations (AO)**

Employers must choose an independent AO approved to deliver the AA for this apprenticeship from the Education & Skills Funding Agency's (ESFAs) Apprentice Provider and Assessment Register.

AO's are responsible for ensuring assessments are conducted fairly with equal access to assessments for all apprentices and that assessments are valid, reliable and consistent.

The Army Catering Training Trust (ACTT) is an AO and is registered on the government Apprenticeship Provider and Assessment Register (APAR) service. A requirement of Apprenticeship Standards is for the AA to be delivered independently by an organisation who is on the register.

The ACTT APAR number is EPA0062.



## Independent Assessor

An independent assessor must be someone who has nothing to gain from the outcome of the assessment decisions and must not have been involved in training or be in the line management of the apprentice. They must be approved and appointed by ACTT to undertake the independent assessment of the apprentice. Independent Assessors must also comply with the assessment plan:

- Have knowledge and understanding of the apprenticeship standard as set out in the Assessment Plan
- Hold a recognised current workplace assessment qualification
- Have current, relevant occupational expertise and knowledge, of at least one level above the occupational area they are assessing, which has been gained through 'hands on' experience in the industry
- Complete relevant and effective CPD activities
- Practice standardised assessment principles set out by the ACTT

The ACTT will provide all necessary resources in order for Independent Assessors to deliver assessment services.

## Internal Quality Assurance

The ACTT requires all quality assurance personnel to hold a recognised internal quality assurance qualification. Quality Assurance personnel are subject to the same requirements of the independent assessors, as above, and must show competence in the subject specialist areas that they quality assure. Quality assurance staff are monitored to ensure currency of their knowledge and understanding using CPD activities to continually develop their own skillset.

The ACTT has developed policies and processes to ensure robust internal quality assurance is conducted to meet the requirements of the assessment plan being delivered. These policies have been provided to employers for ease of access.

To ensure consistent and reliable judgements are made, independent assessors will be subject to rigorous quality assurance and must take part in regular standardisation activities. To ensure the requirements on internal quality assurance of the assessment plan are being met the ACTT will:

- Ensure all their independent assessors are competent in meeting both occupational and assessment criteria requirements
- Develop assessment tools and supporting materials
- Provide training and development opportunities to support Assessors make consistent and reliable decisions
- Apply robust quality assurance processes including standardised approach to the assessment, observation of assessment practices, standardised reporting practices and moderation activities.
- Ensure assessments are planned, communicated and executed fairly
- Address poor performance from assessors to ensure high standards of assessments
- Obtain and review feedback / satisfaction results from apprentices and employers, taking appropriate actions for improvement



- Address and administer any appeals and grievances fairly and in line with the ACTT's complaints, appeals policies, and procedures

## **Regulated Qualification**

The Level 2 Production Chef standard is a regulated by Ofqual.

## **Standardisation and moderation**

All assessors are required to attend standardisation and moderation activities; this will ensure consistency of the assessment approach and grading aligned to the assessment plan.

Standardisation is conducted during planned events such as face-to-face activities and online meetings; it can also be achieved through the provision of updates and guidance issued by the ACTT.

IQA's will also conduct observations of assessments practices, the apprentice and employer will be informed when this is to take place.

## **Apprenticeship Assessment**

Apprenticeship Assessment is a synoptic assessment of knowledge, skills and behaviours outlined in the apprenticeship standard, which has been learned whilst on an apprenticeship programme specifically for that standard. The purpose of the assessments it to ensure the apprentice meets the standard in its entirety.

All apprentices must undertake the independent assessments at the end of the on-programme phase of training when their employer, and in some cases their training provider, is satisfied that they have met the 'gateway' criteria to undertake the assessment. Apprentices will not be awarded the apprenticeship certificate until they have successfully completed the Apprenticeship Assessments.

The assessments can be delivered only by a registered assessment organisation, which must be independent of the employer, or any party involved in the delivery of the on-programme phase of the apprenticeship. The assessor selected to deliver the Apprenticeship Assessments must not have been involved with the delivery of training or is in the apprentice's line management.

The AO must make all assessment decisions for the assessments.

The ACTT has developed assessment instruments to ensure that they are:

- Valid and appropriate to assess occupational competence of the apprentice and will deliver reliable outcomes
- Fair to all apprentices
- Practicable for apprentices and the employers and can be delivered effectively and efficiently in the vocational setting



## Readiness for Apprenticeship Assessments

The assessments should only commence once the employer is confident that the apprentice has developed all the knowledge, skills and behaviours defined in the apprenticeship standard. The independent assessment ensures that all apprentices consistently achieve the industry set professional standard for a production chef.

All apprentices must complete the required amount of off-the-job training specified by the apprenticeship funding rules. The apprentice must have achieved English and maths qualifications in line with the apprenticeship funding rules.

The apprentice's employer must confirm that they think their apprentice is working at or above the occupational standard. The apprentice will then enter the gateway. The employer may take advice from the apprentice's training provider(s), but the employer must make the decision.

The independent assessor will agree a plan and schedule for each assessment activity with the apprentice and employer representative to ensure all components can be completed within a three-month assessment window.

## Order and timings of the assessments

There are three assessment methods for the Production Chef. Assessment methods may take place in any order. This assessment window begins when the AO confirms that the apprentice has successfully passed through the gateway, unless in the opinion of the AO exceptional circumstances apply.

## Submission of Gateway Evidence

Once satisfied that the apprentice is ready to undertake the assessments, the employer / training provider will submit the relevant evidence to the ACTT. This evidence includes:

- Gateway Declaration Record / Form
- Evidence of English and Maths achievements
- Any other supporting documentation

Following the successful submission of the Gateway evidence the ACTT will review and inform the employer / training provider that the apprentice has now passed through Gateway and the 3-month window to complete the Apprenticeship Assessments has started.

If the submission is not successful the ACTT will inform the employer / training provider and the reasons why for them to correct and re-submit.

## Planning Meeting

Following the Gateway submission the ACTT will appoint an Independent Assessor; this Assessor will have had no input in to the training of the apprentice and will not be part of their line management.

The Assessor will then contact the employer to organise a suitable date and time for a planning meeting to be delivered. Most planning meetings are delivered online, but can be delivered face-to-face.



During the planning meeting the Assessor will agree a plan, with the Apprentice and Line Manager, on how the assessments will be delivered. During this meeting, the Assessor will provide an overview of each assessment, the logistics to complete the assessments and the agreed time and date.

Any special considerations or reasonable adjustments, previously requested, and approved must be considered at this point, the planning must include any approved adjustments or considerations and be recorded.

The meeting will be followed by an email to the Apprentice and Line Manager to confirm all the details. An email will also be sent to the Apprentice for them to create their ROGO, secure online assessment platform, account.

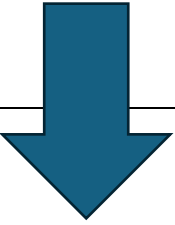
Any changes, due to personal or work commitments, must be communicated to the Assessor as soon as possible, to allow for contingency planning to meet the 3-month Gateway window.



## Summary of Apprenticeship Assessments Methods

The apprentice will be assessed against the apprenticeship standard using three complementary assessment methods.

The three assessment methods, on-demand test, practical observation and professional discussion, can be taken on the same day or separate days. Assessment methods may take place in any order. Each is individually assessed and are not dependent upon the result from the other before going ahead. All assessment methods are equally weighted.

Method 1	Method 2	Method 3
<p><b>On-demand Test:</b></p> <ul style="list-style-type: none"> <li>• 60-minute (including 10 minutes reading time) on-demand test</li> <li>• 30 multiple-choice based questions covering the standard criteria identified in the assessment plan</li> <li>• Externally set and marked automatically by the end point assessment organisation</li> <li>• Undertaken either on the employer's premises or off site</li> </ul>	<p><b>Practical Observation</b></p> <ul style="list-style-type: none"> <li>• 120-minute (+/- 10% at the discretion of the independent assessor) practical observation followed by question and answer session</li> <li>• Observation must cover preparation and service; the observation timings may be split to accommodate this</li> <li>• Covers the standard criteria identified in the assessment plan</li> <li>• Externally observed and marked by the assessment organisation</li> </ul>	<p><b>Professional discussion</b></p> <ul style="list-style-type: none"> <li>• 40-minute (+/- 10% at the discretion of the independent assessor) structured meeting</li> <li>• Covers the standard criteria identified in the Assessment Plan</li> <li>• Structured discussion between the apprentice and the independent assessor</li> <li>• Led by the independent assessor</li> </ul>
 <p><b>Completion</b></p> <p>Independent assessor confirms that each assessment method has been completed.</p> <p>The achievement is determined by the independent assessor based on the combination of performance in all three assessment methods.</p> <p>The apprenticeship is graded Fail / Pass / Distinction</p>		



## On-demand Test

The on-demand test will comprise of a set of 30 scenario-based questions which assesses the knowledge criteria within the standard. Apprentices will be expected to provide an answer / solution to a 'real life' workplace activity in line with the standards requirements.

The standard requires the apprentice to have a breadth of knowledge across the hospitality sector, this includes the business environment, the general terminology used and the role of the Production Chef within the sector, not just within their own business area.

The apprentice will be provided with suitable IT to undertake the assessment by the ACTT. The apprentice will have 60 minutes, this includes 10 minutes reading time, to complete the assessment.

### Grading of Assessment Method 1: On-Demand Test

This method is graded fail, pass, distinction.

The on-demand test will have grade boundaries (0-20 fail, 21-25 pass 26-30 distinction).

In the on demand test the apprentice must demonstrate competence against a representative of the knowledge criteria contained in the Assessment Plan.

### On-Demand Test Detail

The on-demand test will contain questions as identified in the [Level 2 Production Chef Assessment Plan](#)

Knowledge Area	Criteria
Kitchen Operations	Techniques for the preparation, assembly, cooking, regeneration and presentation of food
	The importance of organisational / brand specifications and consistency in food production
	How to check fresh, frozen and ambient foods are fit for purpose
	Procedures for the safe handling and use of tools and equipment
	The importance of following correct setting up and closing down procedures
Nutrition	Key nutrient groups, their function and main food sources
	The scope and methods of adapting dishes to meet the specific dietary, religious and allergenic needs of individuals
Legal and Governance	Allergens and the legal requirements regarding them
	Relevant industry specific regulations, legislation, and procedures regarding food safety, HACCP, health and safety appropriate to the organisation
	The importance of following legislation and the completion of legal documentation
People	How to communicate with colleagues, line managers and customers effectively
	Principles of customer service and how individuals impact customer experience
Business & Commercial	The financial impact of portion and waste control
	How technology can support food production organisations
	The importance of sustainability and working to protect the environment



## Exam Conditions

The on-demand test is closed book; this means the apprentice is not allowed access to any external or internal resources to help them. They cannot take notes and must not have any other supporting materials with them.

The exam will be conducted in the employer's premises using a suitable environment. Exam conditions include:

- A controlled environment, away from the day-to-day work pressures.
- The environment must have suitable lighting, heating and ventilation
- The invigilator must be able to restrict access to the venue
- During the assessment, the apprentice must not be disturbed
- A sign, warning others of exams in progress, must be displayed on any access points
- A clock must be displayed; this can include those on an online assessment platform.



The Assessor will invigilate the on-demand test.

If there are any breaches of the exam conditions the invigilator will stop the test and the assessment will be voided. Breaches may include:

- Equipment failure – including loss of internet connection
- Disruptions such as fire alarms or interruptions during the test
- Failure of the apprentice to follow the exam conditions

## Practical Observation

The practical observation is 120 minutes in length, this may be increased or decreased by 10% at the discretion of the Assessor. The observation may be split to cover organisational requirements for preparation and service to be observed.

The Practical Observation must be scheduled when the apprentice will be working in their normal place of work and will allow the apprentice to demonstrate the skills and behaviours identified in the Assessment Plan by carrying out the activities below:

- check, prepare, assemble, cook, regenerate, hold and present food with adherence to individual customer requirements, quality, brand/organisational standards, safe and hygienic practises.

If, in the opinion of the ACTT, exceptional circumstances apply (outside of the control of the apprentice or their employer) causing an activity to not be observed, the ACTT may ask questions to cover the relevant criteria.

As part of best observation practice the assessor will ask questions appropriate to the observation to further clarify knowledge and understanding and evidence behaviours. Questioning should be conducted at the end of the observation and not interfere with the completion of the tasks being observed and must be asked within a time period not exceeding 20 minutes. The questions should pertain only to the observation and the skills and behaviours being assessed in this method. Questioning must be completed within the total time allowed for the observation.

Only one apprentice will be observed at any time.

## Planning the Practical Observation

When planning the Practical Observation the following must be considered:

- The assessment should maximise the opportunities for the Apprentice to demonstrate their competence across the requirements of the standard
- A synoptic approach should be taken when observing apprentice overall competence
- The assessment should be delivered under the apprentices normal working conditions

The planning of the Practical Observation will be discussed and confirmed during the Planning Meeting after Gateway, it is essential that the employer / training provider consider the apprentice ability to achieve the competencies required of the [Level 2 Production Chef Assessment Plan](#)



## Grading of Assessment Method 2: Practical Observation

	Fail	Pass
<b>Kitchen operations</b> <b>Nutrition</b> <b>Legal and governance</b> <b>People</b> <b>Business / Commercial</b>	<p>The apprentice will be deemed to have <b>failed</b> the practical observation if they have not met the pass criteria.</p>	<p>Can produce food maintaining organisational standards and procedures</p> <p>Uses kitchen tools and equipment correctly to produce consistently high-quality dishes according to specifications</p> <p>Work area is clean and organised</p> <p>Produces dishes to suit individuals' specific dietary, religious and allergenic needs as required</p> <p>All regulations, legislation and procedural requirements are complied with, and all required documentation is completed</p> <p>Demonstrates a professional approach upholding the vision, values and objectives of the organisation</p> <p>Communicates with colleagues, managers and customers to promote a positive image of self and the organisation</p> <p>Leads by example, working respectfully to support team members and ensures customer expectations are met</p> <p>Uses resources and technology in line with organisations' financial constraints, style, specifications and ethos</p>

The assessor will record their assessment findings and secure the records to the ACTT secure AO portal for quality assurance.

An assessor may abandon or halt the assessment if, in their judgement, there is a risk to the apprentice, colleagues or customers. In this case the assessor must notify the apprentice, employer / training provider and quality assurer must be advised of this action. A record of their rationale for this course of action must be recorded.

It is the responsibility of the ACTT Quality Manager to inform all stakeholders of this decision.



## Professional Discussion

Key points of note for the Professional Discussion include:

- 40-minute (+/- 10% at the discretion of the independent assessor) discussion between the apprentice and the independent assessor
- Will include areas of the standard identified for this assessment method in the Assessment Plan
- Timings and venue for the professional discussion are planned in advance during AA planning meeting to allow the apprentice to prepare fully for the discussion
- The Professional Discussion will be conducted in a 'controlled environment'

The Professional Discussion provides an opportunity for apprentices to articulate their depth of knowledge and experience gained during their apprenticeship training programme.

The professional discussion is a structured discussion between the apprentice and their independent assessor. A minimum of 11 questions will be asked by the assessor as defined in the [Level 2 Production Chef Assessment Plan](#). The discussion will be appropriately structured to draw out the best of the apprentice's energy, enthusiasm, competence and excellence.

### Planning for the Professional Discussion

Employers / training providers may want to consider the following actions to support apprentices undertaking the Professional Discussion assessment:

- The use of regular reviews and discussion to prepare apprentices
- Conducting mock assessment to inform the apprentices of expectations

During this assessment apprentices may bring resources to support their assessment. The resources may include written notes, portfolio of evidence and other such documentation that they feel will support them. No electronic devices may be used, by the apprentice, during the assessment.

The Professional Discussion is normally conducted face-to-face, but can also be delivered using technology, as long as fair assessment conditions can be maintained.

The employer is not required to be present during the discussion.



## Grading of Assessment Method 3: Professional Discussion

	Fail	Pass	Distinction – meets the pass criteria plus
<b>Kitchen operations</b> <b>Nutrition</b> <b>Legal and governance</b> <b>People</b> <b>Business / Commercial</b> <b>Personal Development</b>	<p>The apprentice will be deemed to have <b>failed</b> the professional discussion if they have not met the pass criteria</p>	<p>Describes procedures for the safe handling and use of tools and equipment and specific standards/operating procedures for organisation</p> <p>Describes how dishes are adapted to suit individuals' specific dietary, religious and allergenic needs as required.</p> <p>Describes how to complete documentation to meet current legislative guidelines.</p> <p>Describes how and why to support team members in own area and across the organisation.</p> <p>Describes the appropriate use of technology and details how technology supports food production organisations.</p> <p>Describes the role of the individual in upholding the organisation's vision, values, objectives and reputation.</p> <p>States how personal development and performance contributes to the success of the individual, team and organisation.</p> <p>Indicates how to identify personal goals and development opportunities and the support and resources available to achieve these.</p> <p>Can describe own learning style, personal development needs and opportunities and the action taken to meet those needs.</p> <p>Describes the use of feedback positively to improve performance.</p>	<p>Relates organisational procedures to examples of own work</p> <p>Justifies why adaptations have made to dishes based on sound understanding of the specific individual requirements</p> <p>Explains the importance of completing required procedures and documentation and can give examples of its application</p> <p>Can compare the technology available in the organisation to emerging industry-related technologies</p> <p>Can evaluate own performance</p> <p>Illustrates how development plans have been formulated, implemented and reviewed to meet individual and organisational objectives.</p>



The assessor will record their assessment findings and secure the records to the ACTT secure AO portal for quality assurance.

An assessor may abandon or halt the assessment if, in their judgement, there is a risk to the apprentice, colleagues or customers. In this case the assessor must notify the apprentice, employer / training provider and quality assurer of this action. A record of their rationale for this course of action must be recorded.

It is the responsibility of the ACTT Quality Manager to inform all stakeholders of this decision.

## Grading

The apprenticeship includes fail, pass and distinction grades with the final overall grade based on the apprentice's combined performance in each assessment method. In order to pass overall the apprentice is required to pass each of the three assessment methods. In order to achieve a distinction overall, the apprentice needs to gain a distinction in the professional discussion and the on-demand test as well as a pass in the observation.

The table below summarises how the overall grade is determined

	Grade Achieved	Overall Graded Awarded
Any method	Fail	Fail
On-demand test	Pass	Pass
Observation	Pass	
Professional discussion	Pass	
On-demand test	Distinction	Pass
Observation	Pass	
Professional discussion	Pass	
On-demand test	Pass	Pass
Observation	Pass	
Professional discussion	Distinction	
On-demand test	Distinction	Distinction
Observation	Pass	
Professional discussion	Distinction	

## Re-takes/Re-sits

Apprentices who fail one or more assessment method will be offered the opportunity to take a re-sit/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/re-take. The apprentice's employer will need to agree that a re-sit/re-take is an appropriate course of action.

Apprentices who fail the on-demand test must complete a different test when re-sitting this assessment method.

Any assessment method re-sit/re-take must be taken during the maximum 3-month period; otherwise the entire AA must be retaken, unless in the opinion of the AO exceptional circumstances apply.



Re-sits/re-takes are not offered to apprentices wishing to move from pass to distinction. Where any assessment method has to be re-sat/re-taken, the apprentice may not be awarded a distinction, unless the AO determines there are exceptional circumstances requiring a re-sit/re-take. Under normal circumstances, only a pass is available to apprentices who have re-taken or re-sat part of their AA.

The booking of any re-sit or re-take is the responsibility of the employer / training provider.

There is no limit to the number of re-sits or re-takes however, it is the employer who will make any final decision on a re-sit or re-take.

### **Appeals, complaints, maladministration and malpractice policies**

An apprentice, or employer / training provider, may wish to make an appeal or complaint following the delivery of the ACTT assessment services. The ACTT has provided the following policies for apprentices, employers and training providers to action if required:

- Appeals
- Complaints
- Maladministration and malpractice

Any notice received by the ACTT will follow the procedures set out in these policies.

### **Reasonable adjustments or Special Considerations**

The employer / training provider must inform the ACTT of any reasonable adjustments and / or special considerations to be considered. Application forms for both can be found in the 'Fair Access to Assessment' policy provided to employers / training providers.

Applications should be made at the earliest opportunity and should be before apprentice's reach 'Gateway'.

It is the responsibility of the employer / training provider to make such applications, on behalf of their apprentices, to ensure their needs are being met.

The ACTT 'Fair Access to Assessment' Policy provides the guidance to make the application, support can also be provided by the ACTT, by contacting the ACTT using [gac@theactt.co.uk](mailto:gac@theactt.co.uk)

### **Certification**

Following the successful achievement of passing an Apprenticeship Assessments the ACTT will request the certificate from the ESFA on the apprentice's behalf. The certificate will be sent, recorded delivery, to the employers nominated address.

It is the responsibility of the employer to ensure the apprentice receives their certificates.





Every effort has been made to ensure that the information contained within this document is true and correct at the time of publication. However, the ACTT services are subject to continuous development and improvement, and the right is reserved to change services from time to time. The ACTT cannot accept responsibility for any loss or damage arising from the use of the information in this document.

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