



## **STANDARD ASSESSMENT SPECIFICATION**

Level 2  
Production Chef

### 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](mailto:EPA@innovateawarding.org)

VERSION NUMBER	DATE UPLOADED	DESCRIPTION OF REVISION	PAGE AFFECTED
2	26/02/2021	Change to S2 to remove duplication	TBC

### 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 (EPAO) 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](http://www.innovateawarding.org/apprenticeship-standards/end-point-assessment)

## Apprenticeship overview

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
- adapt 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

<b>STANDARD NAME</b>	Production Chef
<b>LEVEL</b>	2
<b>SECTOR</b>	Hospitality
<b>PROGRAMME DURATION</b>	12 to 18 months
<b>MINIMUM TIME ON PROGRAMME</b>	12 months
<b>EPA DURATION</b>	Up to 3 months
<b>EPA METHODS</b>	On-demand multiple-choice test Practical observation in the workplace Professional discussion
<b>OUTCOMES</b>	Fail, Pass, Distinction
<b>EXTERNAL QUALITY ASSURING CENTRE</b>	People 1 <sup>st</sup>

## Who is the apprenticeship for?

Production Chef apprenticeship is for those are likely to work with centrally developed standardised recipes and menus, producing food often in high volumes. The role requires that they are highly methodical, have good organisational skills, energy, accuracy, attention to detail and are mindful of the importance of sustainability and protecting the environment.

Progression for this apprentice would be on to the Senior Production Chef apprenticeship at level 3.

## 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
- Assessment manual
- Module based multiple choice questions
- Practice papers
- Full mock papers
- Exemplar assessments
- Videos of assessments

## On-Programme Requirements: Gateway

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

- achieve level 1 English and Maths and take the test for level 2 English and Maths
- meet the on-programme assessor to review and record progress against the standard using the on-programme progression template at least every two months (available free of charge from <http://www.people1st.co.uk/apprenticeships/standards-assessment-plans/hospitality-apprenticeship-standards/>). 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.

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 the EPA planning meeting will be organised.

## 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 or not the standard has been met.

ON-DEMAND TEST	PRACTICAL OBSERVATION	PROFESSIONAL DISCUSSION
<ul style="list-style-type: none"> <li>• 60-minute (including reading time) on-demand test</li> <li>• 30 multiple-choice questions</li> <li>• Covers the standard criteria identified on the previous page</li> <li>• Externally set and marked automatically by Innovate Awarding</li> <li>• Undertaken either on the employer's premises or off site</li> </ul>	<ul style="list-style-type: none"> <li>• 10-minute (+/- 10% at the discretion of the End-point Assessor) practical observation</li> <li>• Practical observation must cover preparation and service; the practical observation timings may be split to accommodate this</li> <li>• Covers the standard criteria identified on the previous page</li> <li>• Externally observed and marked by Innovate Awarding</li> </ul>	<ul style="list-style-type: none"> <li>• 40-minute (+/- 10% at the discretion of the End-point Assessor)</li> <li>• A structured discussion between the apprentice and the End-point Assessor</li> <li>• Led by the End-point Assessor</li> <li>• Covers the standard criteria identified above</li> <li>• Undertaken either face-to-face or remotely</li> <li>• Professional Discussion</li> <li>• 40-minute (+/- 10% at the discretion of the End-point Assessor)</li> <li>• A structured discussion between the apprentice and the End-point Assessor</li> <li>• Led by the End-point Assessor</li> <li>• Covers the standard criteria identified above</li> <li>• Undertaken either face-to-face or remotely</li> </ul>

### COMPLETION

The End-point Assessor confirms that each assessment method has been completed

The achievement is determined by the End-point Assessor based on the combination of performance across all the assessment activities.

The apprenticeship is graded Fail/Pass/Distinction (see grading, page 19)

## Module Overview for Hospitality: Production Chef

The modules are the titles of the Knowledge, Skills and Behaviours highlighted in the standard.

MODULES	ASSESSMENT METHODS		
	Online test	Practical observation	Professional discussion
Kitchen operations knowledge	✓		✓
Kitchen operations skills		✓	
Nutrition knowledge	✓		
Nutrition skills		✓	✓
Legal and governance knowledge	✓		
Legal and governance skills		✓	✓
People knowledge	✓		✓
People skills		✓	
Business/commercial knowledge	✓		✓
Business/commercial skills		✓	✓
Personal development and performance knowledge	✓		✓
Personal development and performance skills			✓
Behaviours		✓	✓

The End-point Assessment requires the apprentice to demonstrate that they have achieved the requirements of the apprenticeship standard.

## What will the End-Point Assessment look like?

The End-point Assessment will use three complementary assessment methods:

1. On-demand test
2. Practical observation
3. Professional discussion

### What is the on-demand test?

The on-demand test is a 60-minute online test that covers the knowledge elements of the standard. This knowledge test will comprise of 30 multiple-choice questions formatted to ensure validity and reliability and allowing consistent, and efficient allocation of marks/grades. It will be conducted onscreen and be computer marked, away from the day-to-day pressures of work and in a 'controlled' environment as defined and explained by Innovate Awarding.

Any alternative arrangements must be agreed with Innovate Awarding in advance in line with the Reasonable Adjustments and Special Considerations policy.

### **What is the practical observation?**

The practical observation is an observation of the apprentice in the workplace carried out by the independent End-point Assessor, in which the apprentice is required to demonstrate their skills, competence and behaviour in their job role. It should last for 120 minutes (+/-10% at the discretion of the independent assessor). During the observation, the apprentice should have the opportunity, if required, to move from one area/function of the business to another in order to demonstrate best how they have applied their knowledge, skills and behaviours in a real-work environment to achieve genuine and demanding work objectives.

The observation must cover preparation and service. It may be split to accommodate this but will normally be carried out on the same day, except in exceptional circumstances. The timings and venue for the observation are planned in advance during the EPA planning meeting to allow the apprentice to prepare fully for the observation. The practical observation must be scheduled when the apprentice will be working in their normal place of work and will allow them to demonstrate the skills and behaviours identified in this specification by carrying out the following activities: 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 EPAO, exceptional circumstances apply (outside of the control of the apprentice or their employer) causing an activity to not be observed, the End-point Assessor may ask questions to cover the relevant criteria. As part of best observation practice the End-point Assessor will ask questions appropriate to the practical observation to further clarify knowledge and understanding and evidence behaviours. Questioning should be conducted at the end of the practical 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 practical observation and the skills and behaviours being tested in this method. Questioning must be completed within the total time allowed for the practical observation. Only one apprentice will be observed at any time.

### **What is the professional discussion?**

The professional discussion is a 40-minute (+/-10% at the discretion of the End-point Assessor) structured discussion between the apprentice and their End-point Assessor. The amount of questions asked during the professional discussion will vary according to the breadth and depth of the answers given but as a minimum there must be 7 questions asked to cover all the criteria and give full opportunity for the apprentice to demonstrate all the requirements for a distinction. 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.

### **Order and timings of the End-Point Assessment**

The three assessment methods for Production Chef can take place in any order and may be taken on the same day or separate days. Each is individually assessed and not dependent on the result from the other before going ahead. All assessments must take place within a three-month End-point Assessment window. All assessment activities are equally weighted.



# Apprenticeship Standard Amplification

## Production Chef

### MODULE 1: KITCHEN OPERATIONS

Ref	Knowledge and understanding (Know it)	Ref	Skills (Show it)
K1	Describe techniques for the preparation, assembly, cooking, regeneration and presentation of food	S1	Check, prepare and assemble food to meet the needs of customers and maintaining organisational standards and procedures
K2	Explain the importance of organisational/ brand specifications and consistency in food production	S2	Cook and regenerate food to meet the needs of customers and maintaining organisational standards and procedures
K3	Describe how to check fresh, frozen and ambient foods are fit for purpose	S3	Hold and present food to meet the needs of customers and maintaining organisational standards and procedures
K4	Explain procedures for the safe handling and use of tools and equipment	S4	Use kitchen tools and equipment correctly to produce consistently high-quality dishes according to specifications
K5	Explain the importance of following correct setting up and closing down procedures	S5	Take responsibility for the cleanliness, organisation and smooth running of the work area
K6	Describe specific standards and operating procedures for organisations		

### DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge (Know it)	Ref	Skills (Show it)
K1	<p>Preparation, assembly and presentation techniques: checking, washing, sorting, peeling, trimming, weighing, measuring, scraping, dicing, slicing, cutting, chopping, grating, shredding, de-seeding, coring, rolling, segmenting, sweating, coating, stuffing, layering, mixing, blanching, skimming, soaking, straining, refreshing, chilling, seasoning, marinating, portioning, garnishing, piping, whisking, puréeing, defrosting, resting, kneading, knocking back, proving, hot holding</p> <p>Cooking techniques: simmering, boiling, poaching, scrambling, steaming, stewing, braising, baking, roasting, grilling, microwaving, deep frying, shallow frying, combination cooking</p>	S1	<p>Select appropriate food items for preparation</p> <p>Carry out quality checks when accepting deliveries, storing and selecting food items for production including appearance; freshness; size and shape; texture; type; ingredients prepared to company specification; with minimal waste</p>
K2	Understand the importance of adhering to brand standards, ensuring the consistency of food production		

### DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge (Know it)	Ref	Skills (Show it)
K3	<p>Check foods are fit for purpose by knowing:</p> <ul style="list-style-type: none"> <li>• the importance of making sure food deliveries are fit for purpose</li> <li>• how to check that food items are undamaged, pest-free, within date</li> <li>• how to check that food items are stored and maintained at the correct temperature</li> </ul>	S4	<p>Including knife skills and cutting techniques: selection of appropriate knives and skills, minimising waste, following safe practices, following hygienic practices</p>
K4	<p>Tools and equipment: knives, small equipment (for example, temperature probe, whisk, jug, mixer, rolling pin, pans, can openers) and large equipment (for example, blast chiller/freezer, cold holding equipment, ovens, fryers, vacuum packer)</p> <p>Methods of maintaining and storing tools and equipment and the importance of following these working practices: cleaning, sharpening, handling and transportation, safe and hygienic storage, security</p> <p>Reducing contamination risks by use of correct equipment (cutting boards, knives, cleaning cloths)</p>	S5	<p>Adhering to manufacturer's instructions, planned servicing, maintenance and authorised repairs, cleaning, monitoring temperatures, reporting problems or damage</p> <p>Following the organisation's procedures for the cleaning of tools, equipment and kitchen areas; correct use of chemicals, use of health and safety signs, schedules for daily, weekly and monthly cleaning, disposal of waste, disinfection methods (correct dilution, correct storage of chemicals), waste disposal (food, other items, recycling, in line with organisational policy), compliance with COSHH and current regulations/guidelines, washing, wiping, sanitising.</p> <p>Completing organisation's documentation for the correct recording of the cleanliness of tools, equipment and kitchen areas</p>
K5	<p>Where to find information on the organisation's set up and close down procedures</p> <p>The importance of:</p> <ul style="list-style-type: none"> <li>• individual responsibility in following the organisation's procedures how to report defects and non-compliance to procedure</li> </ul>		
K6	<p>Know where to find specific brand specification and operating procedures for the production of food</p>		

## MODULE 2: NUTRITION

Ref	Knowledge and understanding (Know it)	Ref	Skills (Show it)
K1	Describe key nutrient groups, their function and main food sources	S1	Produce dishes to suit individuals' specific dietary, religious and allergenic needs as required
K2	Explain how to adapt dishes to meet the specific dietary, religious and allergenic needs of individuals		

## DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge (Know it)	Ref	Skills (Show it)
K1	<p>The different food groups commonly used in food production: carbohydrate, fat, fibre, protein, vitamins and minerals</p> <p>Key nutrient food sources and functions.</p>	S1	<p>Produce food to suit nutritional or dietary requirements by:</p> <ul style="list-style-type: none"> <li>• following organisation/brand specifications</li> <li>• substituting ingredients</li> <li>• reducing or excluding ingredients</li> <li>• using alternative cooking methods</li> <li>• using alternative finishing methods</li> <li>• using separate preparation, cooking, finishing and storage areas</li> </ul>
K2	<p>This includes knowing:</p> <ul style="list-style-type: none"> <li>• The categories of dietary requirements: <ul style="list-style-type: none"> <li>- Vulnerable: expectant mothers, young children, elderly people</li> </ul> </li> <li>• Health/medical: diabetic, high cholesterol, intolerances, allergens</li> <li>• Religious: Kosher, Halal</li> <li>• Lifestyle/choice: vegan, vegetarian, low fat diet</li> <li>• The product specification / ingredient list for each dish</li> </ul> <p>Understand how dishes may be adapted to suit specific individual dietary needs, for example by substituting ingredients, reducing or excluding ingredients, using alternative cooking methods, using alternative finishing methods, using separate preparation, cooking, finishing and storage areas Z</p>		

### MODULE 3: LEGAL AND GOVERNANCE

Ref	Knowledge and understanding (Know it)	Ref	Skills (Show it)
K1	Describe the legal and organisational requirements for food production regarding allergens	S1	Comply with all regulations, legislation and procedural requirements.
K2	Describe the relevant industry specific regulations, legislation, and procedures regarding food safety appropriate to the organisation.	S2	Complete and maintain documentation to meet current legislative guidelines.
K3	Describe the relevant industry specific regulations, legislation, and procedures regarding HACCP and health and safety appropriate to the organisation.		
K4	Describe the importance of following legislation and the completion of legal documentation.		

### DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge (Know it)	Ref	Skills (Show it)
K1	<p>The importance of providing food allergen information to customers.</p> <p>Which foods may be common allergens on the regulatory list.</p> <p>The associated risks with food allergens and how the risks can be controlled, including written and oral communication, making information available to customers and staff training .</p>	S1	<p>This includes:</p> <ul style="list-style-type: none"> <li>ensuring organisations' policies and procedures are followed at all times to comply with current food labelling legislation</li> <li>keeping working areas clean and hygienic at all times</li> <li>maintaining own personal hygiene at all times</li> <li>preventing cross contamination between different types of food</li> </ul>
K2	<p>Current legislation, regulations and procedures covering food safety.</p> <p>The legal responsibilities of employers and employees.</p> <p>The role and power of enforcement officers and the organisations they work for.</p>		
K3	<p>Current legislation, regulations and procedures covering health and safety, and hazard analysis .</p> <p>The legal responsibilities of employers and employees.</p> <p>The role and power of enforcement officers and the organisations they work for.</p>	S2	<p>Kitchen documentation can include: order books, stock control sheets, requisition books, invoices, delivery notes, accident report forms, food safety information, equipment fault reports, stock usage reports, temperature charts, time sheets</p>

### DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge (Know it)	Ref	Skills (Show it)
K4	<p>The importance of:</p> <ul style="list-style-type: none"> <li>• food safety management systems and procedures</li> <li>• adhering to all legislation, regulations and procedures</li> </ul> <p>The actions available to the enforcement officers in the event of non-compliance and the cost (money, time, reputation) to the employer</p>		<p>Keep necessary records up to date and complete kitchen documents: legibly, at correct interval (daily, hourly, ad hoc), accurately, signed and dated.</p> <p>Keep documentation securely for the required length of time, in line with GDPR and filed in order. Communicating with other departments, suppliers and staff.</p> <p>Legal requirements relating to documentation (temperatures, tax).</p> <p>If problems occur, who to contact and why: Supervisor/manager (errors in documentation, safety issues), health and safety executive, reporting of injuries, diseases and dangerous occurrences regulations.</p> <p>Maintaining confidentiality: Commercially sensitive, staff's personal information, legal requirements.</p> <p>Record and retain information to comply with legislation on: supplies purchased, traceability information, accident reports, temperature records (fridges, freezers, probing food served).</p>

### MODULE 4: PEOPLE

Ref	Knowledge and understanding (Know it)	Ref	Skills (Show it)
K1	Explain how to communicate with colleagues, line managers and customers effectively	S1	Use effective methods of communication with all colleagues, managers and customers to promote a positive image of yourself and the organisation.
K2	Describe the principles of customer service and how individuals impact on the customer experience	S2	Work in a fair and empathetic manner to support team members while offering a quality provision
K3	Explain how to support team members in own area and across the organisation	S3	Work to ensure customer expectations are met.
K4	Explain why it is important to support team members in own area and across the organisation		

### DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge (Know it)	Ref	Skills (Show it)
K1	<p>The correct methods of communication (verbal, written, non-verbal) to be used for a variety of situations</p> <p>How using inappropriate methods of communication can affect colleagues and customers</p>	S1	<p>This includes:</p> <ul style="list-style-type: none"> <li>demonstrating accurate and effective communication in line with business culture</li> <li>using written, verbal and non-verbal communication methods as appropriate within own job role</li> </ul>
K2	<p>Customer service:</p> <p>The organisational standards for customer care and how to put them into practice</p> <p>The importance of making a good first impression on the customer</p> <p>How to help customers feel welcome and at ease and why it is important to show consideration to customers</p> <p>The importance of customers and good customer care for yourself and the organisation</p>	S2	<p>Includes:</p> <ul style="list-style-type: none"> <li>working with other team members to ensure products and services meet customer expectations and business standards</li> <li>supporting team members when they require assistance</li> <li>respecting all team members to create a supportive and harmonious team</li> <li>being helpful towards all team members to achieve goals</li> <li>listening to other team members so you know what is expected and who has been allocated which tasks</li> <li>recognising different social skills of team members. This can include cultural differences, lack of experience or lack of confidence</li> </ul>

### DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge (Know it)	Ref	Skills (Show it)
K3	<p>How to recognise when colleagues need support</p> <p>How to respond to requests of assistance from colleagues</p> <p>The importance of being supportive whilst ensuring own work priorities are met</p>	S3	<p>Ensuring customer expectations are met can include:</p> <ul style="list-style-type: none"><li>• proactively requesting customer feedback via various sources</li><li>• responding to customer feedback accordingly in the context of the job role.</li><li>• sharing feedback with colleagues/line manager as necessary or required</li><li>• providing suggestions for improvement on products and services in response to feedback</li></ul>
K4	<p>Why it is important to support team members and the implications of not doing so</p>		

### MODULE 5: BUSINESS/COMMERCIAL

Ref	Knowledge and understanding (Know it)	Ref	Skills (Show it)
K1	Explain the role of the individual in upholding the organisation's vision, values, objectives and reputation.	S1	Work collaboratively to uphold the vision, values and objectives of the organisation.
K2	Describe the financial impact of portion and waste control	S2	Maximise quality and consistency in food production by using resources in line with organisations' financial constraints, style, specifications and ethos.
K3	Explain how technology can support food production organisations.	S3	Use technology appropriately
K4	Describe the importance of sustainability and working to protect the environment.		

### DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge (Know it)	Ref	Skills (Show it)
K1	<p>Know and understand the vision, values and objectives of the organisation</p> <p>Understand the role of the individual in upholding the reputation of the organisation</p>	S1	<p>Includes doing the following in line with the vision, values and objectives of the organisation:</p> <ul style="list-style-type: none"> <li>• carrying out food production duties</li> <li>• working with colleagues and team members to ensure they are achieved</li> <li>• presenting yourself (appearance, speech, attitude and behaviour)</li> </ul>
K2	<p>How to calculate:</p> <ul style="list-style-type: none"> <li>• costs and quantities relevant to simple activities in catering operations</li> <li>• percentages to achieve a set gross profit.</li> </ul> <p>What is meant by the terms 'gross profit' and 'net profit'.</p> <p>The importance of monitoring food costs within catering operations.</p> <p>Factors to be considered to ensure that agreed net profit is achieved</p>	S2	<p>Includes:</p> <ul style="list-style-type: none"> <li>• producing food in line with organisational costs and quantities</li> <li>• costs of resources (ingredients, staff, and overheads), portion size, and yield</li> <li>• applying basic numeracy skills including, addition, subtraction, multiplication, division, calculating percentages, estimating</li> <li>• working within the food production team to maintain gross profit, achieve targets, maintain efficient use of resources, minimise waste, control stock, maintain security of storage, accurately weigh and measure</li> </ul>



### DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge (Know it)	Ref	Skills (Show it)
K3	<p>Identify the role of technology in:</p> <ul style="list-style-type: none"> <li>identifying current trends in food production technology (for example, cooking equipment, stock control systems, EPOS)</li> <li>supporting the food production operation (for example, mobile apps), social media for marketing, customer feedback and loyalty)</li> </ul>	S3	<p>Using technology appropriately includes:</p> <ul style="list-style-type: none"> <li>using communication channels (for example, in person, on the telephone, in written correspondence and social media) In accordance with organisational policies and procedures</li> <li>taking responsibility to update technical skills as required</li> <li>following organisational sustainable, ethical, waste-saving and environmental working practices in relation to food production</li> </ul>
K4	<p>The provenance of food commodities.</p> <p>Principles of ethical and sustainable resourcing (air miles, seasonality, local suppliers, farm to fork, nose to tail cooking).</p> <p>The benefits of improved sustainable and environmentally friendly practises in production kitchens.</p> <p>How to prevent and reduce food wastage in preparation and cooking.</p>		

### MODULE 6: PERSONAL DEVELOPMENT AND PERFORMANCE

Ref	Knowledge and understanding (Know it)	Ref	Skills (Show it)
K1	Describe how personal development and performance contributes to the success of the individual, team and organisation.	S1	Identify own learning style, personal development needs and opportunities and take action to meet those needs.
K2	Explain how to identify personal goals and development opportunities and the support and resources available to achieve these.	S2	Use feedback positively to improve own performance.
K3	Identify different learning styles.		

### DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge (Know it)	Ref	Skills (Show it)
K1	<p>The importance of continual professional development.</p> <p>The importance of sharing personal development with the team and organisation.</p> <p>How team/organisation performance may be improved by personal development.</p>	S1	<p>Adapt own ways of working to take account of own and others' learning styles</p> <p>Types of activities that help learning may include:</p> <ul style="list-style-type: none"> <li>• team building (team days, activities)</li> <li>• taught courses (practical, theoretical)</li> <li>• on-job courses (practical, theoretical)</li> <li>• job shadowing (own, other departments)</li> <li>• coaching</li> </ul>
K2	<p>Own strengths and weaknesses, knowledge, skills, ability to work as part of a team, knowing when to ask for help, responsible for own actions, communication skills, reflection on own performance.</p> <p>The benefits of self-development.</p>	S2	May include acting on feedback from team members, colleagues, managers and mentors (following discussions, coaching and mentoring, skills development, reviews and self- reflection)
K3	Different learning styles include visual, auditory and kinaesthetic.		

### BEHAVIOURS (LIVE IT)

B1	Lead by example working conscientiously and accurately at all times
B2	Be diligent in safe and hygienic practises
B3	Take ownership of the impact of personal behaviours and communication by consistent, professional approach
B4	Advocate equality and respect working positively with colleagues, managers and customers
B5	Actively promote self and the industry in a positive, professional manner
B6	Challenge personal methods of working and actively implement improvements

## End-Point Assessment Coverage

### On-demand test

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

MODULE	COVERAGE
1: Kitchen operations	K1 - K5
2: Nutrition	All Knowledge
3: Legal and governance	All Knowledge
4: People	K1, K2
5: Business/commercial	K2 - K4
6 Personal development and performance	K1, K3
Behaviours	None

### Practical observation

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

MODULE	COVERAGE
1: Kitchen operations	All Skills
2: Nutrition	All Skills
3: Legal and governance	All Skills
4: People	All Skills
5: Business/commercial	All Skills
6 Personal development and performance	None
Behaviours	B1 - B5

### Professional discussion

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

MODULE	COVERAGE
1: Kitchen operations	K4, K6
2: Nutrition	S1
3: Legal and governance	S2
4: People	K3, K4
5: Business/commercial	K1, K3, S3
6 Personal development and performance	K1, K2, S1, S2
Behaviours	B6

## 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. Innovate Awarding will provide support materials to help prepare apprentices for their assessments.

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.

Any assessment method re-sit/re-take must be taken during the maximum EPA period; otherwise the entire EPA must be retaken, unless in the opinion of the EPAO 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 EPAO 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 EPA. There is no limit to the number of re-sits or re-takes.

## 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 achieve at least a pass in each of the three assessment methods. In order to achieve a distinction overall, the apprentice needs to gain a distinction in the other two assessment methods as well as a pass in the practical observation.

Potential grade outcomes:

	FAIL	PASS	DISTINCTION
On-demand test	✓	✓	✓
Practical observation	✓	✓	X
Professional discussion	✓	✓	✓

The table below summarises how the overall grade is determined:

	GRADE ACHIEVED	OVERALL GRADE AWARDED
Any method	Fail	Fail

	GRADE ACHIEVED	OVERALL GRADE AWARDED
On-demand test	Pass	
Practical observation	Pass	Pass
Professional discussion	Pass	
On-demand test	Distinction	
Practical observation	Pass	Pass
Professional discussion	Pass	
On-demand test	Pass	
Practical observation	Pass	Pass
Professional discussion	Distinction	
On-demand test	Distinction	
Practical observation	Pass	Distinction
Professional discussion	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 Production Chef 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](http://www.innovateawarding.org/apprenticeshipstandards)

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