



## **Specification**

### **Level 2 Production Chef v1.2**

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## Welcome to Innovate Awarding

Welcome to the Level 2 Production 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 Production 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 Production 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:

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

## The Apprentice

A Production Chef is responsible for producing dishes using majority pre-prepared ingredients, including some fresh, e.g. salad, and some frozen dishes, e.g. lasagne. Production chefs work as part of a team in time-bound and often challenging kitchen environments. They apply highly methodical organisational skills, energy, accuracy, attention to detail and are mindful of the importance of sustainability and protecting the environment.

They are responsible for following standard operating procedures and centrally agreed menus and specifications to produce food on time and often in bulk. They are responsible for following instructions and guidelines on hygiene, health and safety, food safety, and fire regulations. They must also observe equity, diversity, inclusion and wellbeing guidelines and sustainability best practice.

Production Chefs are found in a diverse range of organisations including high street and pub casual dining, the armed forces, schools, hospitals and care homes, work canteens, maritime, and more.

In some key environments, a Production Chef cooks for people with special dietary requirements such as children in schools, elderly people in care homes, or people who are unwell or recovering from illness in hospitals.

In their daily work, a Production Chef interacts with the kitchen team, a front of house team, suppliers, and, in some environments, customers. Production Chefs typically report to a Senior Production Chef or a Kitchen Manager.

## Off-the-Job Training

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

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

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

Examples of off-the-job training include:

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

## Gateway

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

Gateway is the entry point to EPA, and it is vital that all parties understand its importance. It is the point at which the apprentice has completed their learning, met the requirements of the Level 2 Production 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 Production 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 Production Chef Assessment Plan. Although this is important, it is about the provider, apprentice and employer being satisfied

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 Production Chef
- Compiled, and be ready to submit, a portfolio of nine 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 Production 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 Innovate Awarding 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 Production Chef 60-minute EPA planning meeting will book assessment timeslots for the:

- Observation with questions

- Interview underpinned by a portfolio of evidence

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

## Portfolio of Evidence Guidance

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

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

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

Portfolio of evidence requirements:

- The apprentice must compile a portfolio of evidence during the on-programme period of the apprenticeship
- It must contain evidence related to the knowledge, skills and behaviours (KSBs) that will be assessed by the interview
- The portfolio of evidence will typically contain nine 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
- In addition to evidence related to all KSBs mapped to the interview, apprentices must include evidence of dishes cooked using the full range of cooking techniques listed in K4 and S4 i.e. poached, simmered, steamed, boiled, braised, stewed, baked, grilled, and fried
- The evidence provided must be valid and attributable to the apprentice; the portfolio of evidence must contain a statement from the employer and apprentice confirming this

Evidence sources may include:

- Workplace documentation and records, for example workplace policies and procedures
- Witness statements
- Annotated photographs

- Video clips with a maximum total duration 10 minutes; the apprentice must be in view and identifiable

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

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

# End-Point Assessment

## Assessment Methods

### Assessment Method 1: Observation with Questions

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

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

The observation with questions must take two-and-a-half hours.

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

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

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

- Production of dishes using fresh and pre-prepared ingredients
- Presentation
- Team work
- Communication
- Observance of standard operating procedures to produce and serve food to business standards
- Use of equipment and technology, including preventative maintenance
- Adherence to food safety legislation and hygiene management principles

Questions must be asked after the observation. The total duration of the observation assessment method is two-and-a-half hours and the time for questioning is included in the overall assessment time. The total time for the observation element is 120 minutes. The time allocated for questioning is 30 minutes. The Innovate Awarding Assessor must ask at least three questions. Follow-up questions are allowed where clarification is required.

The Innovate Awarding Assessor must ask questions about KSBs that were not observed to gather assessment evidence. These questions are in addition to the set number of questions for the observation with questions and should be kept to a minimum.

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

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

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

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

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

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

The Innovate Awarding Assessor will pick a minimum of two cooking techniques to discuss during the interview.

The Innovate Awarding Assessor will ask at least 10 questions covering the following:

- Produce dishes
- Stock control
- Problem solving
- Kitchen management
- Adaption and modification
- Legislation
- Self management

Follow-up questions are allowed where clarification is required.

## Grading

Performance in the EPA determines the overall grade of:

- Distinction
- Merit
- Pass
- Fail

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

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.

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

## Grading Descriptors

### Assessment Method 1: Observation with Questions

Produce Dishes		
Assessed Criteria	Pass Grading Descriptor	Distinction Grading Descriptor
<b>K1</b> Methods of preparing and cooking pre-portioned fresh and frozen meat, fish, and poultry to business standards	Prepares, and or cooks, or regenerates at least two from: pre-portioned fresh or frozen meat, fish or poultry, fresh or frozen fruit or vegetables, or salad vegetables, or dried or frozen dishes, to business standards <b>(K1, K2, K3, K5, S1, S2, S3, S5)</b>	Works in an organised manner to prepare and cook dishes with precision and attention to detail <b>(K1, K2, K3, K5, S1, S2, S3, S5)</b>
<b>K2</b> Methods of preparing and cooking fresh and frozen fruit and vegetables to business standards		
<b>K3</b> Methods of preparing salad vegetables to business standards		
<b>K5</b> Methods for regeneration of dried and frozen ingredients and dishes		
<b>S1</b> Prepare and cook pre-portioned fresh and frozen meat, fish, and poultry to business standards		
<b>S2</b> Prepare and cook fresh and frozen fruit and vegetables to business standards		
<b>S3</b> Prepare salad vegetables to business standards		
<b>S5</b> Regenerate dried and frozen ingredients and dishes		
Presentation		
Assessed Criteria	Pass Grading Descriptor	Distinction Grading Descriptor
<b>K11</b> Business specifications for the production, portioning and presenting of food	Produces, portions and presents food to business standards <b>(K11, S9)</b>	Uses precise production methods to consistently achieve optimum presentation and accurate portioning within business standards <b>(K11, S9)</b>
<b>S9</b> Follow specifications to produce, portion and present food		

Teamwork and Communication		
Assessed Criteria	Pass Grading Descriptor	Distinction Grading Descriptor
<b>K8</b> Principles of professional and effective communication with colleagues, managers, and stakeholders <b>S7</b> Communicate professionally with colleagues, line managers, stakeholders, and customers	Communicates professionally, meeting the needs and expectations of internal colleagues and customers <b>(K8, S7)</b>	n/a
<b>K13</b> Professional standards including behaviour, appearance and timekeeping <b>B3</b> Maintains a professional image and attitude that represents the values of the business		
<b>K10</b> Principles of teamwork within and across departments and the impact on service delivery <b>S8</b> Work as part of a team to support service delivery	Works as part of a team to support service delivery <b>(K10, S8)</b>	n/a
Equipment		
Assessed Criteria	Pass Grading Descriptor	Distinction Grading Descriptor
<b>K20</b> Standard operating procedures for the safe and appropriate use of knives and boards <b>S17</b> Follow standard operating procedures to select and safely use appropriate knives and boards for the task, for example red handled knife and red board for raw meat	Selects and uses knives and boards appropriate to the tasks and according to standard procedures <b>(K20, S17)</b>	Selects and uses knives with skill and accuracy to maximise production efficiency <b>(K20, S17)</b>
<b>K29</b> Techniques, safety, and efficiency considerations for the use of manual and electrical food-preparation and cooking tools, equipment and technology <b>S24</b> Use manual and electrical food-preparation and cooking tools, equipment, machinery, and technology		
	Uses manual and electrical food preparation and cooking tools, equipment, machinery and technology correctly, safely and efficiently <b>(K29, S24)</b>	Makes efficient use of tools and resources to create precise results <b>(K29, S24)</b>

Food Safety		
Assessed Criteria	Pass Grading Descriptor	Distinction Grading Descriptor
<p><b>K21</b> Company standards and relevant legislation on the management and monitoring of food temperatures and allergens during preparation, cooking, holding and serving.</p> <p><b>S18</b> Monitor and record food temperatures and manage allergens during preparation, cooking, holding, and serving</p>	<p>Monitors and records food temperatures and manages allergens during preparation, cooking, holding and service, in line with food safety legislation and company standards  <b>(K21, S18)</b></p>	n/a
<p><b>K22</b> Hygiene management techniques to maintain a safe, clean working environment for example COSHH, clean as you go, personal hygiene, and uniform</p> <p><b>S19</b> Apply hygiene management techniques to maintain a safe, clean work environment, for example COSHH, personal hygiene, and uniform</p> <p><b>B1</b> Prioritises hygiene and safety in working practise</p>	<p>Prioritises hygiene and safety when maintaining a safe, clean working environment, meeting business requirements  <b>(K22, S19, B1)</b></p>	<p>Works at high standard to maintain the workspace throughout the production process showing attention to detail, efficiently achieving and maintaining safety and cleanliness  <b>(K22, S19)</b></p>
<p><b>K26</b> Health and safety legislation, regulations, guidelines, and procedures relevant to own roles</p> <p><b>S21</b> Comply with health and safety legislation, regulations, guidelines and procedures, including stress management</p>	<p>Complies with health and safety legislation, regulations, guidelines and procedures, identifying how they have complied with stress management guidelines where appropriate  <b>(K26, S21)</b></p>	n/a

## Assessment Method 2: Interview underpinned by a Portfolio of Evidence

Produce Dishes		
Assessed Criteria	Pass Grading Descriptor	Distinction Grading Descriptor
<b>K4</b> Techniques for cooking dishes including poaching, simmering, steaming, boiling, braising, stewing, baking, grilling, and frying <b>S4</b> Cook poached, simmered, steamed, boiled, braised, stewed, baked, grilled, and fried dishes	Describes how they have used at least 2 cooking techniques <b>(K4, S4)</b>	n/a
Stock Control		
Assessed Criteria	Pass Grading Descriptor	Distinction Grading Descriptor
<b>K6</b> Legislation and business standards for the storage of fresh, dried, tinned and frozen goods, following food safety procedures <b>K7</b> Stock use and rotation methods that minimise waste <b>S6</b> Undertake stock control, storage, and rotation	Describes undertaking stock control, storage and rotation, including for fresh, dried, tinned and frozen goods, in order to meet legislation and business standards and minimise waste <b>(K6, K7, S6)</b>	n/a
Problem Solving		
Assessed Criteria	Pass Grading Descriptor	Distinction Grading Descriptor
<b>K9</b> Techniques for conflict resolution and handling difficult behaviours <b>K17</b> Proactive and reactive problem-solving techniques and own level of authority when responding to challenges associated with routine and non-routine issues <b>S14</b> Use problem solving techniques to resolve routine and non-routine issues within scope of own role <b>B2</b> Takes responsibility when completing individual and team tasks to expected standards, helping resolve operational issues that arise	Identifies techniques for conflict resolution and handling of difficult behaviours <b>(K9)</b> Explains how they have taken responsibility for solving a routine or non-routine problem in order to resolve an operational issue <b>(K17, S14, B2)</b>	n/a Justifies their use of problem solving techniques and why they were appropriate in the context <b>(K17, S14, B2)</b>

<b>Kitchen Management</b>		
<b>Assessed Criteria</b>	<b>Pass Grading Descriptor</b>	<b>Distinction Grading Descriptor</b>
<b>K16</b> Procedures and techniques for preparing an area for service and closing down following service <b>K18</b> Prep and par levels needed to meet daily demand <b>S13</b> Prepare and close down an area for service <b>S15</b> Maintain prep and par levels according to business need	Explains how they have prepared and closed down an area for service, including prep and par levels, according to business standards <b>(K16, K18, S13, S15)</b>	n/a
<b>K19</b> Functions, use, and preventative maintenance of manual and electrical tools, equipment and technology <b>S16</b> Clean and maintain manual and electrical food-preparation and cooking tools, equipment, and technology	Describes how they have prepared, checked and cleaned manual and electric tools, equipment or technology in line with business and safety requirements <b>(K19, S16)</b>	n/a
<b>K23</b> Methods to sustainably reduce the waste of resources, including portion control, yield, and plate waste <b>S20</b> Reduce the waste of resources, acting to measure and reduce plate waste, exercise portion control, and maximise yield	Explains how they have sustainably reduced the waste of resources through reduction of plate waste, portion control and yield maximisation, to meet business expectations <b>(K23, S20)</b>	Describes the impact of their actions in sustainably reducing waste of resources <b>(K23, S20)</b>
<b>Adaptation and Modification</b>		
<b>Assessed Criteria</b>	<b>Pass Grading Descriptor</b>	<b>Distinction Grading Descriptor</b>
<b>K24</b> Characteristics of texture modification according to the International Dysphagia Diet Standardisation Initiative (IDDSI) framework	Identifies the characteristics of texture modification according to the International Dysphagia Diet Standardisation Initiative framework <b>(K24)</b>	n/a
<b>K25</b> Adaptations needed to increase the calorific density of food for those following a fortified diet	Describes the adaptations needed to increase the calorific density of food for those following a fortified diet <b>(K25)</b>	n/a

Legislation		
Assessed Criteria	Pass Grading Descriptor	Distinction Grading Descriptor
<b>K27</b> Legislation and organisational policies relating to equity, diversity, and inclusion in the workplace <b>S22</b> Follow equity, diversity, and inclusion legislation and organisational policies <b>B4</b> Advocates equality and respect, working positively with colleagues, managers and customers	Describes how they have advocated for equality and respect, working positively with colleagues, managers and customers, to meet the expectations of equity, diversity and inclusion legislation and organisation policies <b>(K27, S22, B4)</b>	Explains how legislation and organisational policies supported and informed their actions <b>(K27, S22, B4)</b>
Self Management		
Assessed Criteria	Pass Grading Descriptor	Distinction Grading Descriptor
<b>K12</b> Methods of planning own workload and prioritising tasks <b>S10</b> Manage own time to ensure allocated tasks are completed	Describes how they manage their own time, planning and prioritising tasks, to ensure tasks are completed according to business needs <b>(K12, S10)</b>	n/a
<b>K14</b> Techniques for maintaining good mental health and wellbeing, including asking for help with daily tasks <b>S11</b> Use techniques for maintaining good mental health and wellbeing to support self and others, including asking for and giving help with daily tasks	Describes how they have used techniques to maintain good mental health to support self or others <b>(K14, S11)</b>	n/a
<b>K15</b> Methods for using feedback to improve own performance <b>S12</b> Use feedback to improve own performance	Describes how they have used feedback to improve their own performance <b>(K15, S12)</b>	Explains the impact of the improvement they have made on self and others <b>(K15, S12)</b>
<b>K28</b> Key performance indicators and own responsibility for contributing to them in terms of production, performance, and budget <b>S23</b> Deliver to key performance indicators to support the production, performance, and budget within own area of responsibility	Identifies how they have delivered to key performance indicators within own area of responsibility to support the production, performance and budget of that area <b>(K28, S23)</b>	Considers the impact of meeting, or not meeting, key performance indicators, on themselves, their team and the company <b>(K28, S23)</b>

## **Annex 1: Assessment Plan and Occupational Standard**

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

<https://skillsengland.education.gov.uk/apprenticeships/st0589-v1-2>

**Level 2 Production Chef ST0589**

**Version 1.2**

**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](mailto: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](mailto:epa@innovateawarding.org)



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