

# Level 4 Senior Culinary Chef

## Innovate Awarding Assessment Specification







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# Innovate Awarding

## Meet our Managing Director



Welcome to the Level 4 Senior Culinary Chef Apprenticeship. Our Innovate Awarding EPA Journeys are designed to ensure the employer, provider, assessor 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.

**Charlotte Bosworth**



“

We recognise the need for a clear specification, resources and support.

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## About Innovate Awarding

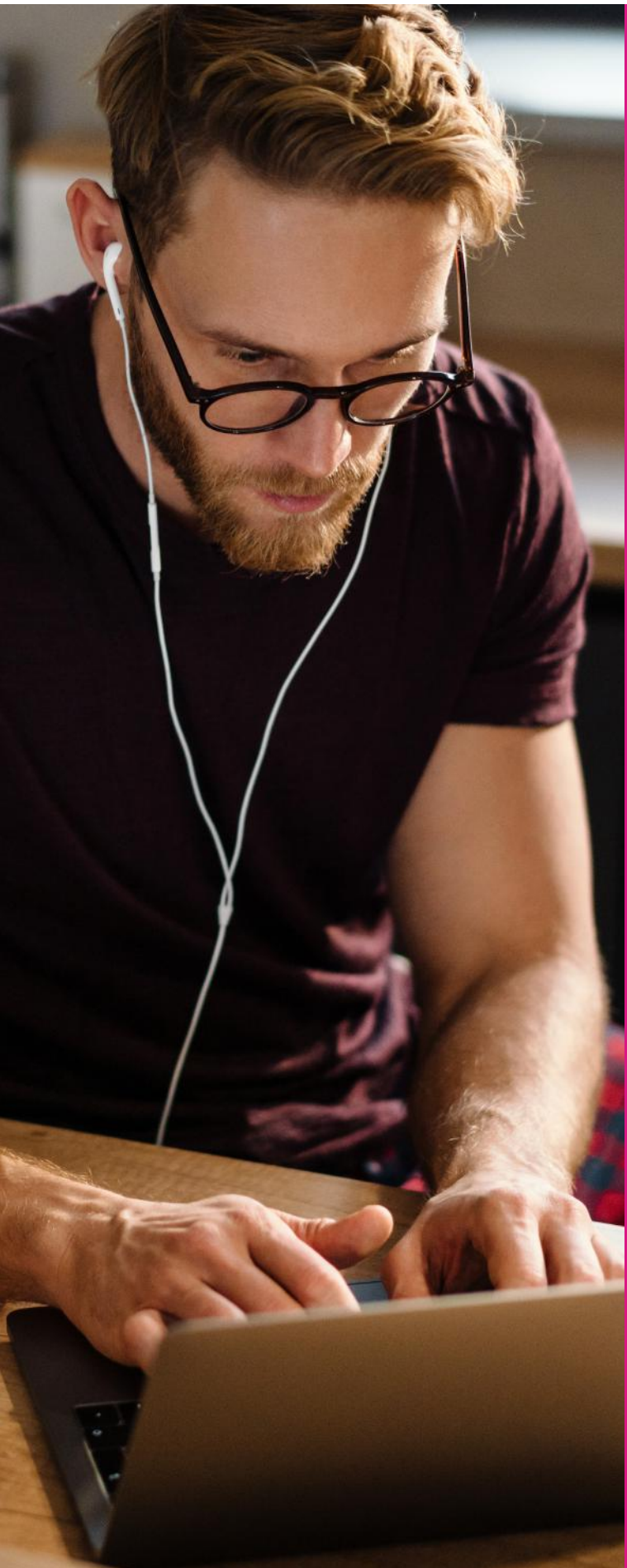
We are an EPAO approved by the Education and Skills Funding Agency (ESFA) with a collaborative approach to doing business. We work with providers to deliver fit for purpose EPA, providing assessments for a wide range of apprenticeship standards, certificating thousands of apprentices, continuing to learn 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 ensuring a 'no surprises' approach to EPA for all apprentices.

Please see our website for the range of Standards we are approved to deliver:

<https://innovateawarding.org/end-point-assessment/apprenticeship-standards/>





## Our EPA Journeys

We have created four bespoke EPA Journeys tailored to the individual needs of the employer, provider, assessor and apprentice to enable a cross functional approach to EPA.

The Level 4 Senior Culinary Chef EPA Journeys are available to download on EPAPro.

## EPAPro

EPAPro is our EPA platform, streamlining the process including:

- Apprenticeship registration
- Assessment scheduling to results and certification
- Policy and guidance documents
- Reporting

The platform increases efficiency and reduces administration to support every step of EPA.

EPAPro:

<https://innovate.epapro.co.uk/login>

## The Apprenticeship Standard and Assessment Plan

An Apprenticeship Standard details the knowledge, skills and behaviours 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 4 Senior Culinary 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.

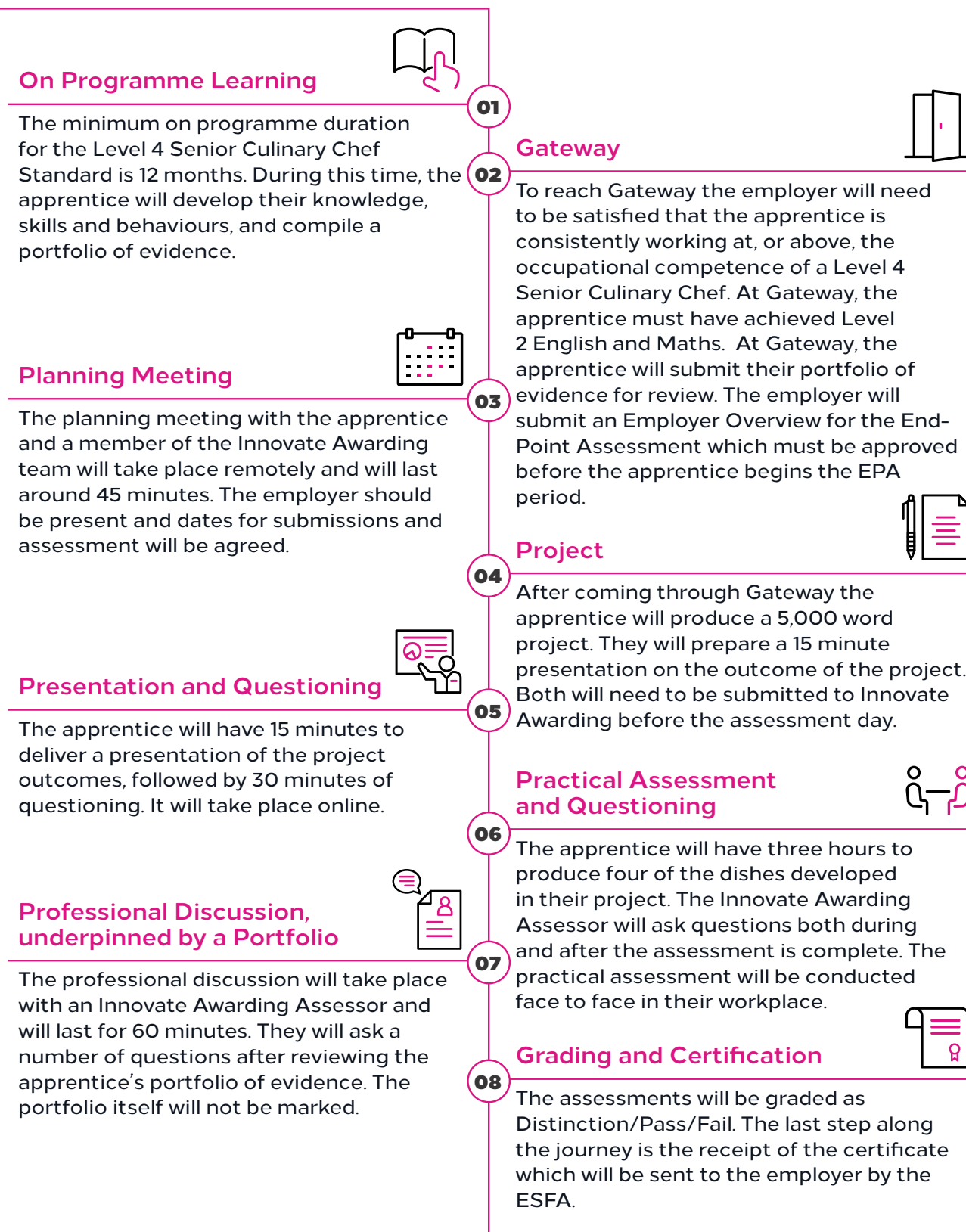
The apprentice will typically spend 24 months on-programme, working towards the Level 4 Senior Culinary Chef Standard, combining practical training in a job with study. The extent of the on-programme time should be decided for each apprentice based on their prior learning, skills and experience. If employers 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 six months, consisting of:

- Project with presentation, practical assessment and questioning
- Professional discussion, underpinned by a portfolio of evidence

# Assessment Journey



# The Apprentice

A Senior Culinary Chef will work in the hospitality, aviation, care and hospital sectors, across a range of different types of organisations and employers, such as those providing food direct to the public/consumer and those developing dishes for centralised distribution, care provision or retail.

The role of a Senior Culinary Chef is to develop new recipes, products and product lines. They will research, responsibly source, develop and launch products to meet specification briefs in line with their organisation's vision, values and objectives. They will maintain high culinary standards, oversee all food preparation and presentation to ensure quality and standards, order and maintain the inventory of food and supplies for developed dishes/menus, maintain compliance and due diligence documentation within the food safety management system to ensure a safe and hygienic kitchen, monitor food and equipment suppliers, develop recipes from scratch or brief, determine the best presentation/packaging of food, maintain or raise the profit margins on food and identify and coordinate training opportunities for staff.

In their daily work, a Senior Culinary Chef will interact with internal and external stakeholders such as chef teams, restaurant teams, owners, senior management team, board members, suppliers, marketing.

Employers are responsible for overall maintenance and development of the culinary offer/standard and leading the development of new menus/dishes within an organisation. The Senior Culinary Chef would typically report to (or could be) the patron of a restaurant or they may report to the senior leadership team or owner of their organisation. There is a significant leadership element to this role; as the culinary inspiration of a sole-trader patron leading the team to introduce new menus or dishes, or as the leader of a team of culinary chefs developing items for centralised distribution.





## 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. At the same time, it can develop a deeper understanding of the wider business, giving a learner insight into the supply chain or different departments.

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

The minimum volume of off-the-job training is six hours per week, irrespective of the hours worked by the apprentice.



# Gateway



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 4 Senior Culinary Chef Apprenticeship Standard, and the provider and employer have reviewed the apprentice's knowledge, skills and behaviours to confirm they are satisfied that the apprentice is competent and ready to enter their EPA.

Employers are ultimately responsible for deciding when their apprentice is competent as a Senior Culinary Chef and ready to enter EPA. This decision should be taken after conversation with the provider and the 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

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 4 Senior Culinary Chef Assessment Plan. Although this is important, it is about the provider, the apprentice and employer being convinced that the apprentice is at the level of competence set out in the Standard and that they are prepared for EPA, so they can claim competency.

To pass through Gateway, typically the apprentice will have been training for 24 months. They must also have:

- Achieved Level 2 English and Maths
- Satisfied their employer that they are consistently working at, or above, the occupational competence of the Level 4 Senior Culinary Chef
- Compiled, and be ready to submit, a portfolio of 20 discrete pieces of evidence towards the professional discussion
- A signed declaration
- Declared any reasonable adjustments and special considerations

Readiness for Gateway includes confirming that the apprentice's portfolio of evidence meets the requirements of the knowledge, skills and behaviours set out within the Level 4 Senior Culinary 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.

## ✧ What happens during Gateway?

During the **five days of Gateway**, the apprentice will discuss their project with their employer. It will include the search, design and launch of a product line or menu.

Employers will provide us with an Employer Overview at Gateway, summarising their business context, to enable us to select a suitable project for the apprentice.

The Employer Overview does not have a word count and will contain:

- The nature of their business, for example whether they are a global brand, large chain, education establishment or small independent
- The scope and type of their business, for example designing and developing a product line in a supermarket, menu design within a hotel or restaurant, a mixture of both product line and menu design in an education setting
- Typical clientele and target market

Employers will liaise with us to agree a project brief which will include the project's subject, title and scope.



## ✧ Assessment Booking

Applications for any reasonable adjustments and/or special considerations should be submitted prior to Gateway, to allow time to review the request before the planning meeting.

The Innovate Awarding Assessor will book a planning meeting on EPAPro once Gateway documents have been reviewed and approved by us.

The purpose of the meeting is to allocate an Innovate Awarding Assessor, 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 EPA period, as well as providing information on certification and appeals.

The Level 4 Senior Culinary Chef 45 minute planning meeting will book assessment timeslots for the:

- Presentation of the business project
- Practical assessment with questions and answers
- Professional discussion underpinned by a portfolio of evidence

The provider will incur a charge for non-attendance of a planning meeting.

After the planning meeting, the apprentice will receive an email confirming everything discussed in the meeting and a calendar invite for all booked assessments. The apprentice will then prepare for EPA.



Level 4 Senior Culinary Chef

## ✧ Portfolio of Evidence Guidance

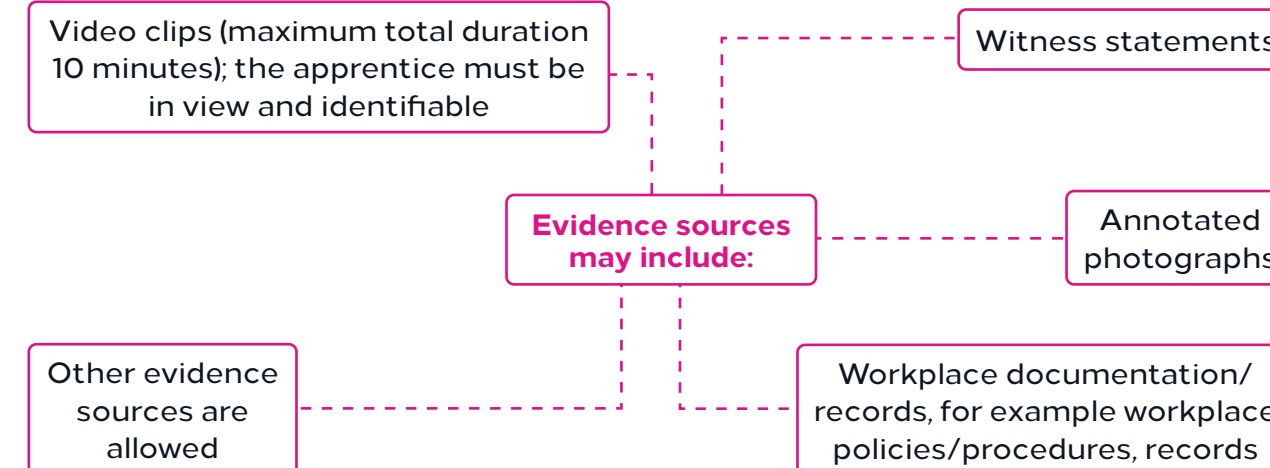
Employers will ensure their apprentice has compiled a portfolio of evidence during the on-programme period of the apprenticeship, which will be submitted at Gateway. It underpins the professional discussion but will not be assessed by us.

We will review the portfolio of evidence in preparation for the professional discussion 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.

Portfolio of evidence content and format are typically Word documents, presentations, video or audio recordings. The provider will upload the portfolio of evidence 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 professional discussion
- The portfolio of evidence will typically contain 20 discrete pieces of evidence
- Evidence must be mapped against the KSBs
- Evidence may be used to demonstrate more than one KSB; a qualitative as opposed to a quantitative approach is suggested





# End-Point Assessment

## ✦ Assessment Methods

### Assessment Method 1

#### Project with presentation, practical assessment and questioning

During this assessment method the apprentice will research, design and launch a product line or menu from concept to presentation of dishes appropriate to the business. This is in response to the project brief supplied by us at Gateway based on the Employer Overview. This will be carried out through a project culminating in a presentation and practical assessment.

This assessment method most accurately replicates the activities undertaken by a Senior Culinary Chef in their day-to-day activities. It assesses aspects of the occupational standard where the work cycle is too long to be reasonably observed, for example researching a product range and demonstrating an understanding of the supply chain.

The presentation assesses certain skills and behaviours within the standard directly, for example ability to use effective methods of communication and being proactive and solution focused.

The practical assessment involves direct testing under controlled conditions while cooking and presenting a selection of dishes to demonstrate how the brief has been met. The scope of the practical assessment will require the apprentice to put into practice the mapped KSBs, demonstrating competence in applying a range of food preparation, knife and cooking skills and techniques.

Please see Annex 3 for Assessment Method Grading Descriptors.

### Assessment Method 1, Component 1 Project

The project will require the apprentice to research, design and launch a product line or menu. It should be designed to ensure that the apprentice's work:

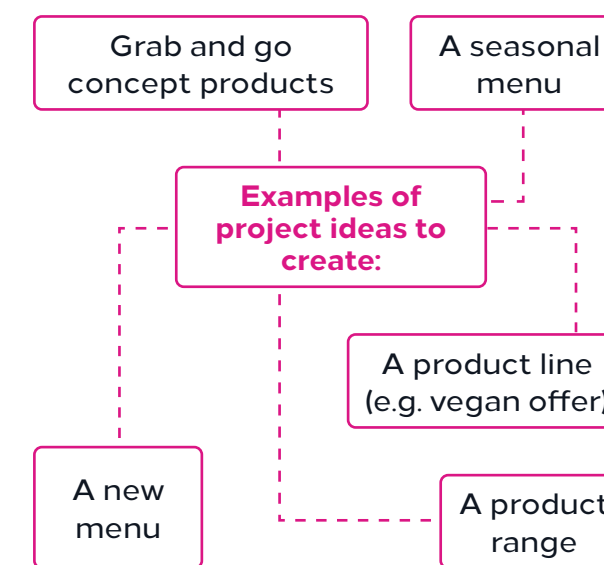
- Meets the needs of the business
- Is relevant to their role
- Allows the relevant KSBs to be demonstrated for EPA

The project is to be compiled after the apprentice has gone through the Gateway process. The apprentice will conduct their project and submit electronically to us a **maximum of eight weeks** after we have provided the project brief.

Employers must ensure their apprentice has sufficient time and the necessary resources, within this period, to plan and undertake the project.

Whilst completing the project, the apprentice should be subject to normal workplace supervision and support. The project has a maximum word limit of 5,000 (+/- 10%). Recipes, appendices, references and diagrams will not be included in this total.

The project will be based on an idea or opportunity which allows the mapped KSBs to be evidenced. It must allow for the inclusion of nine identified dishes for development.



As a minimum all projects must include:

- An introduction
- The scope of the project (including key performance indicators)
- A project plan
- Research and findings
- Project outcomes (including nine identified dishes)
- Recommendations and conclusions

The Innovate Awarding Assessor will have a minimum of two weeks to review and mark the project prior to the presentation and practical assessment.



## Assessment Method 1, Component 2

### Presentation of project outcomes with supplementary questioning

The apprentice will prepare and deliver a presentation of project outcomes followed by supplementary questioning by the Innovate Awarding Assessor. The presentation will be based on the apprentice's project and will cover all the project outcomes and KSBs assigned to this method of assessment (including the nine dishes identified for development).

The presentation will be completed and submitted after Gateway and will be presented either face-to-face or via online video conferencing a minimum of two weeks after the submission of the project.

The apprentice will submit the presentation at the same time as their project (a **maximum of eight weeks** after we have provided the project brief).

The presentation of project outcomes should include:

- Outcomes of the research
- How the project brief has been met
- Nine dishes recommended for development

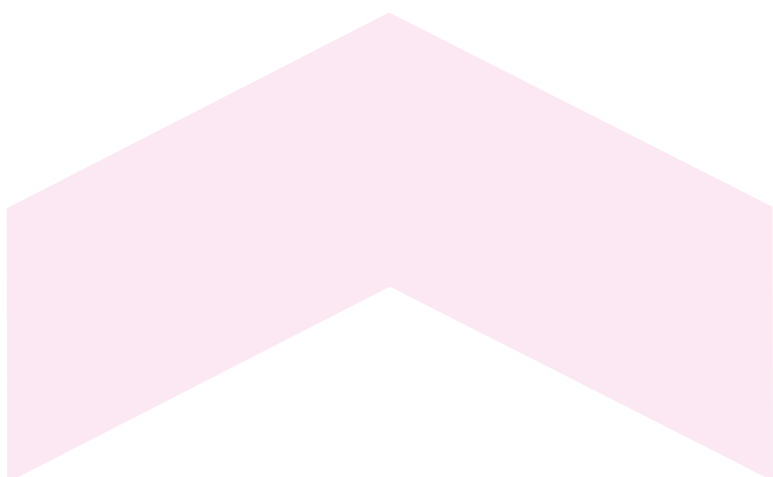
The presentation and questioning will last for 45 minutes (+/-10%). The presentation will typically take 15 minutes, followed by 30 minutes of supplementary questioning. At the

end of the presentation the Innovate Awarding Assessor will ask a minimum of eight questions which will be used to confirm understanding of the presentation and how it demonstrates the relevant KSBs.

Project outcomes can be presented in any format for example presentation slides, mood board, sample menus, product descriptions/photos.

To deliver the presentation, the apprentice will have access to:

- PowerPoint
- Flip chart
- Videos
- Notes
- Computer



## Assessment Method 1,

### Component 3

### Practical assessment with questions and answers

The apprentice must be observed completing one practical assessment in which they will demonstrate the KSBs assigned to this assessment method. They will produce four complete dishes, chosen by us, from the nine identified dishes developed in the project. They will have two weeks notification of the four dishes they are required to produce after the project has been submitted to us.

We will arrange for the practical assessment to take place, in consultation with the apprentice's employer. The practical assessment must be carried out over a total assessment time of three hours. The assessment may not be split, other than to allow comfort breaks, as necessary. The Innovate Awarding Assessor has the discretion to increase the time of the practical assessment by up to 10% to allow the apprentice to complete the last task that is part of this element of the EPA.

The following activities must be observed during the practical assessment:

- Applying a range of food preparation, knife and cooking skills and techniques to produce quality dishes in line with business requirements
- Preparing, cooking, storing or presenting food to agreed relevant legislative food safety practices and

guidelines, ensuring a clean and hygienic kitchen environment is maintained at all times in readiness for serving the public or centralised distribution

The Innovate Awarding Assessor will ask a minimum of eight questions within the total time allowed for the practical assessment.

## Assessment Method 2, Professional discussion, underpinned by a portfolio of evidence

The professional discussion will be appropriately structured to draw out the best of the apprentice's competence and cover the KSBs assigned to this assessment method. It will involve questions that will focus on coverage of prior learning or activity and problem solving.

This method was judged to be the most appropriate for the KSBs being assessed. It allows a range of KSBs which may not occur in every workplace to be assessed. The apprentice can draw upon supporting evidence in the portfolio and can confirm its authenticity.

The professional discussion must last for 60 minutes (+/-10%), and the Innovate Awarding Assessor will ask a minimum of eight open questions, plus follow up questions to draw out further evidence.

Please see Annex 3 for Assessment Method Grading Descriptors.



## Annex 1

### ✧ Assessment Plan and Occupational Standard

The Level 4 Senior Culinary Chef Apprenticeship Standard and the latest version of the Assessment Plan can be accessed using this link:

<https://www.instituteforapprenticeships.org/apprenticeship-standards/senior-culinary-chef-v1-0>

**Level 4 Senior Culinary Chef ST0864/AP01  
Version 1.0**

**Sector: Catering and Hospitality**

**EQA Organisation: People 1st International**



## Annex 2

### Additional Information

### ✧ Results and Certifications

All final assessment component results are published on EPAPro within **7 working days** of the assessment taking place.

We will submit a certificate claim with the ESFA within 15 working days after the final result has been uploaded to EPAPro. The ESFA 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 ESFA.

### ✧ 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. In the event of a re-sit/re-take the apprentice must use a different project but can use the same portfolio of evidence.

Any assessment method re-sit or re-take must be taken during the maximum EPA period, otherwise the entire EPA must be taken again, unless, in the opinion of us, exceptional circumstances apply outside the control of the apprentice or their employer.

Re-sits and re-takes are not offered to apprentices wishing to move from pass to distinction.

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>



## **Annex 3**

# Support Materials

### ✧ Assessment Method 1 Grading Descriptors





Assessed Criteria	Pass Grading Descriptor	Distinction Grading Descriptor
<b>K2</b> The business or brand specifications and understand how to use them to create standardised menu items and dishes.	Upholds the organisation’s brand standards in all activities and menu item production. <b>(K2 S2 S5)</b>	N/A
<b>S2</b> Produce profitable menu items and dishes according to business specifications.		
<b>S5</b> Ensure positive business or brand image is upheld in work activities and the delivery of products at all times.		
<b>K6</b> How to research up to date knowledge of product range, brand development, promotions and current trends.	Explains why it is important to research and evaluate customer profiles and sector trends when developing a product range. Gives examples of research and promotion activities when launching a culinary offer (to include the policies and procedures of procurement, traceability, provenance and quality monitoring). <b>(K6 K16 K17 S17 S18)</b>	Justifies how they have developed their culinary offer and how this is evaluated against business objectives and growth strategy. <b>(K16)</b>
<b>K16</b> The customer profile of the business, who its main competitors are and the business growth strategy.		
<b>K17</b> Understand the supply chain including procurement, traceability, provenance and quality monitoring for your culinary offer.		
<b>S17</b> Execute organisation process, policies and procedures for the supply chain including procurement, traceability, provenance and quality monitoring.		
<b>S18</b> Research and respond timely to sector trends when maintaining and reviewing the culinary offer.		



<b>S13</b> Monitor costs, using forecasting to set realistic targets with the team; effectively control resource allocation; minimise wastage and use sustainable working practices.	Explains and evidences how to work within a financial framework and the impact of this on their role and the organisation. <b>(S13)</b>	N/A
<b>K15</b> How to identify, plan for and minimise risks to the service and operation.	Explains how to plan for, identify and minimise risks to the service and organisation when creating the culinary offer. <b>(K15)</b>	N/A
<b>K19</b> The review process to be able to continuously improve the current culinary offer.	Addresses feedback and provides examples of problem solving to continually improve the culinary offer. <b>(K19 B2)</b>	Evaluates feedback received and justifies the plans implemented. <b>(K19 B5)</b>
<b>B2</b> Welcome feedback , be pro-active and solution focused.		
<b>B5</b> Commit to and reflect on own continuous professional development and learning.		
<b>K1</b> The principles of food preparation and cooking, knife selection and handling, taste, diet and nutrition, and how to bring these together in a challenging and time bound environment.	Creates standardised menu items and dishes that reflect the importance of diet, taste and nutrition in line with business specifications. <b>(K1 S1)</b>	Creates products which fully support the quality and brand standards of the organisation while incorporating the feedback and requirements of the project brief. <b>(K1 S1)</b>
<b>S1</b> Apply a range of food preparation, knife and cooking skills and techniques to produce quality dishes in line with business requirements.		





<b>K5</b> How personal approach and performance impacts on the successful production of menu items and dishes.	Manages self and operates in a fair, empathetic manner with others during the safe preparation, cooking, presentation and storage of food to ensure consistency of product, customer-centric culture and service quality is maintained. <b>(K5 K7 K8 S6 S7 S8 S9 S11 B1)</b>	N/A
<b>K7</b> The food safety practices and procedures to ensure the safe preparation, cooking and storage of food in readiness for serving the public or centralised distribution.		
<b>K8</b> What to look for in ingredients and how to handle and store them to maintain quality, in line with food safety legislation.		
<b>S6</b> Maintain consistency in product and service quality to meet customer requirements.		
<b>S7</b> Prepare, cook, store or present food to agreed relevant legislative food safety practices and guidelines, ensuring a clean and hygienic kitchen environment is maintained at all times in readiness for serving the public or centralised distribution.		



<b>S8</b> Take responsibility for the safe storage, preparation, cooking and presentation of ingredients to deliver a quality product that is safe for instant consumption or centralised distribution.		N/A
<b>S9</b> Manage self and others to ensure the food produced is of high quality, delivered on time and to specification.		
<b>S11</b> Use effective methods of communication and operate in a fair and empathetic manner that achieves the desired result and demonstrates a customer centric culture.		
<b>B1</b> Remain calm under pressure.		
<b>K3</b> How technology supports the preparation and production of menu items and dishes.	Uses technology appropriately to support the preparation and production of menu items and reports any malfunctions to ensure a safe, clean and hygienic kitchen environment is maintained <b>(K3 K4 S3)</b>	N/A
<b>K4</b> How to recognise malfunctions or hazards and work to agreed practices and guidelines to ensure a safe, clean and hygienic kitchen environment.		
<b>S3</b> Use technology appropriately and efficiently to support the production of food and ensure maintenance issues and malfunctions are dealt with promptly.		



# **Annex 3**

## Support Materials

✧ Assessment Method 2 Grading Descriptors





Assessed Criteria	Pass Grading Descriptor	Distinction Grading Descriptor
<b>K9</b> How to support and influence the team positively to deliver a high quality product.	Explains examples of how they have developed good working relationships within own team and across the business to support personal and team objectives and development, celebrating personal and the organisation’s success and achievement. <b>(K9 K10 K12 S12 B5 B6)</b>	N/A
<b>K10</b> How all staff and teams are dependent on each other and understand the importance of teamwork both back and front of house in achieving business objectives.		
<b>K12</b> How to communicate knowledge and experience to the team and support own and individuals’ development.		
<b>S12</b> Identify skills development needs and actively encourage and support individuals and self to enhance their skills and knowledge.		
<b>B5</b> Commit to and reflect on own continuous professional development and learning.		
<b>B6</b> Celebrate personal and organisation’s achievement.		
<b>K11</b> How to work with people from a wide range of backgrounds and cultures and recognise how local demographics may impact on the product range of the business.	Explains how they work with people from a wide range of backgrounds and cultures and uses an example of when local demographics may impact on the product range of the business. <b>(K11)</b>	N/A



<b>K13</b> How to operate efficiently to deliver profit margins, reduce wastage and support the overall financial performance of the business.	Explains the key operational processes in developing a culinary offer and how this delivers profit margins, reduces wastage and contributes to the overall success of the business. <b>(K13)</b>	N/A
<b>K14</b> Understand legislative responsibilities and the importance of protecting peoples’ health, safety and security.	Explains the importance of and gives examples of leading the team to comply with legal requirements, business and brand standards. <b>(K14 K18 S14 B4)</b>	Evaluates an example of when they have resolved a real problem such as an issue with sourcing ingredients/equipment/ technology/H&S/personnel, giving details on how this has impacted on delivering the culinary offer highlighting opportunities for future change. <b>(K14 S4 S14 S15)</b>
<b>K18</b> The processes, policies and procedures of your organisation and a range of establishments relating to the culinary offer.		
<b>S14</b> Comply with relevant legal requirements and maintain the safety and security of people at all times.		
<b>S15</b> Risk assess situations, identifying and isolating matters of concern, by establishing the cause and intervening accordingly to minimise any risk to people and comply with legislation.		
<b>B4</b> Lead by example.		



<p><b>S4</b> Support team to deal with unexpected malfunctions or hazards that disrupt work activities.</p>	<p>Explains the importance of and gives examples of how they have supported the team to achieve a positive outcome when faced with unexpected activities or hazards. <b>(S4 S10 S15)</b></p>	<p>Evaluates own team leadership to demonstrate positive outcomes. <b>(S10 B4)</b></p>
<p><b>S10</b> Adopt problem solving judgements to identify and deal with problems within the team and across the organisation to drive a positive outcome.</p>		
<p><b>S15</b> Risk assess situations, identifying and isolating matters of concern, by establishing the cause and intervening accordingly to minimise any risk to people and comply with legislation.</p>		
<p><b>B4</b> Lead by example.</p>		
<p><b>S16</b> Apply business and brand values that actively market the business, support competitiveness and help meet business objectives.</p>	<p>Explains how the culinary offer addresses competitiveness and how this is marketed to show commitment to the culture, vision and values of the business. <b>(S16 B3)</b></p>	<p>N/A</p>
<p><b>B3</b> Be committed to the culture, vision and values of the business.</p>		

Level 4 Senior Culinary Chef  
**Innovate Awarding Assessment Specification**

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