



STANDARD ASSESSMENT SPECIFICATION

Level 3
Senior Production Chef

Disclaimer note

This specification has been developed to support training providers, employer providers and employers to understand the End-point Assessment requirements of the Level 3 Senior Production Chef standard.

This specification has been released as draft to support planning and preparation for assessment and is correct at time of publication. Innovate Awarding will release final published specifications as soon as all information has been confirmed by regulatory and external quality assurance organisations. Any changes will be clearly referenced in future editions. Innovate Awarding Policies and Procedures for End-point Assessment will be published in a separate online customer handbook published on our bespoke IT system (EPA Pro).

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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

Apprenticeship overview

Senior Production Chefs may lead a brigade team or may support the Head Chef in a large establishment. They report activities to the Head Chef or appropriate line manager. They supervise Production Chef teams in a variety of kitchen environments, for example; schools, hospitals, the Armed Forces, care homes and high street casual dining or pub kitchens. Job roles include Head Chef, Second Chef, Kitchen Manager/Supervisor and Cook. Senior Production Chefs have accountability for the day-to-day running of the kitchen service, producing, monitoring and maintaining consistent food standards, legislative requirements and quality across all areas and during all stages of production and supply.

Senior Production Chefs:

- supervise and contribute to the production of centrally developed standardised recipes and menus
- supervise the production of dishes to meet specific dietary requirements
- complete, monitor and maintain food safety management systems (which include delivery, storage and cooking service) and work equipment
- identify training needs and assist in recruitment of kitchen personnel
- maintain the catering operating budget using nominated suppliers and ensuring the control of waste
- support cost reduction, improve performance, revenue, profit margins and customer experience
- monitor service to improve efficiency and productivity
- lead team briefings/meetings

STANDARD NAME	SENIOR PRODUCTION CHEF
Level	3
Sector	Hospitality
Programme duration	12 to 18 months
Minimum time on programme	12 months
EPA Duration	Up to 3 months
EPA Methods	<ul style="list-style-type: none"> • On-demand multiple-choice questions • Practical observation in the workplace • Professional discussion
Outcomes	Fail, Pass, Distinction
External Quality Assuring Centre	People 1st

Who is the apprenticeship for?

The Senior Production Chef apprenticeship is for those who work well under pressure and are able to supervise a team producing high volumes of food, requiring good time management and supervisory skills. Progression for this apprentice would be on to the Hospitality Manager apprenticeship at level 4.

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 2 English and Maths. 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.

Making the assessment decision

The assessment methods can be taken on the same day or separate days. Each assessment is individually assessed and are not dependent upon the results from the other before going ahead. All are equally weighted.

On-demand test

- 90-minute (including reading time) on-demand test
- 45 multiple-choice questions
- Covers the standard criteria identified on the following pages
- Externally set and marked automatically by Innovate Awarding
- Undertaken either on the employer's premises or off site

Practical Observation

- 4-hour (+/- 10% at the discretion of the End-point Assessor) practical observation in the workplace
- Observation must cover preparation and service; the practical observation timings may be split to accommodate this
- Covers the standard criteria identified on the following pages
- Externally observed and marked by Innovate Awarding

Professional Discussion

- 60 minutes (=/- 10% at the discretion of the End-point Assessor)
- A structured discussion between the apprentice and the End-point Assessor
- Led by the End-point Assessor
- Covers the standard criteria identified on the following pages
- Undertaken either face-to-face or remotely

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 23)

Module Overview for Hospitality: Senior Production Chef Standard

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

Modules	ASSESSMENT METHODS		
	On-demand Test	Practical Observation	Professional Discussion
Kitchen operations knowledge	✓		✓
Kitchen operations skills	✓	✓	✓
Nutrition knowledge	✓		
Nutrition skills		✓	
Legal & Governance knowledge	✓		
Legal & Governance skills		✓	
People knowledge	✓		✓
People skills		✓	✓
Business/Commercial Knowledge	✓		✓
Business/Commercial 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 90-minute online test that covers the knowledge elements of the standard. This knowledge test will comprise 45 multiple-choice questions formatted to ensure validity and reliability and allowing consistent, and efficient allocation of marks/grades. It will be conducted on screen and computer marked, away from the day-to-day pressures of work and in a 'controlled' environment.

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 for last 4 hours (+/-10% at the discretion of the End-point 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 may be split to cover organisational requirements, preparation and service but will normally be carried out on the same day, except in exceptional circumstances (such as a business operating different functions across two sites). The observation must be conducted when the apprentice will be working at their normal place of work and at a time which reflects typical working conditions and avoids seasonal periods of low levels of trading. The timing and venue for the observation will be planned in advance during the EPA planning meeting in order to allow the apprentice to prepare fully for the observation.

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 60-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 10 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 Senior Production Chef can take place in any order and may be taken on the same day or separate days. All assessments must take place within a three-month End-point Assessment window. Each is individually assessed and not dependent on the result from the other before going ahead. All assessment activities are equally weighted.

Apprenticeship Standard Amplification

Senior Production Chef

MODULE 1: KITCHEN OPERATIONS

Ref	Knowledge and understanding (Know it)	Ref	Skills (Show it)
K1	Explain business or brand specifications and how to use them to produce standardised menu items and dishes	S1	Supervise the production of centrally developed menu items and dishes according to organisational specifications
K2	Explain par stock levels, quality points and safe storage conditions for food items	S2	Ensure deliveries are checked and stored correctly
K3	Describe the importance of monitoring the correct use and maintenance of food production equipment	S3	Monitor the correct use and maintenance of food production equipment
K4	Explain the procedures for dealing with misuse and malfunctions of food production equipment	S4	Acquire and share with the team up-to-date information regarding product range, brand development, promotions and current trends
K5	Explain the importance of keeping up-to-date with knowledge of product range, brand developments, promotions and current trends		<i>Intentionally left blank</i>

DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge (Know it)	Ref	Skills (Show it)
K1	<ul style="list-style-type: none"> The business or brand specifications and their importance to the business The implications of not adhering to the business or brand specifications How menu items should be prepared to business or brand specifications to ensure that standards are maintained correctly How business or brand standards are used to ensure portion control and why this is important to the business What course of action to take if insufficient ingredients are available to achieve the required business or brand specifications Recognise how to prioritise kitchen tasks How to calculate costs e.g. portion control and cost of overall dish, cost of using alternative, gross profit calculations 	S1	<p>Supervision would include:</p> <ul style="list-style-type: none"> checking dishes and menu items to ensure they have been prepared to the business or brand specification correctly, adjusting as necessary to ensure the business or brand specification is reflected accurately Presenting dishes for service as set out within the brand standards and specifications monitoring menu items going out of the kitchen aligning dishes and menus to the business growth strategy to ensure profitability prioritising and re-allocating/re-organising tasks as necessary to ensure menu items and dishes are produced as specified checking and maintaining the whole culinary output is in line with the business and/or specifications

DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge (Know it)	Ref	Skills (Show it)
K2	<ul style="list-style-type: none"> The importance of food safety management systems and procedures; effective stock rotation procedures; making sure food deliveries are undamaged, maintained at the correct temperature and are used within use-by date, and why food beyond its use-by date must be disposed of Storage areas: preparing food for storage; correct storage areas for food and why they must be used; cleanliness and tidiness; temperature control (importance of and methods for) Par stock levels: how to calculate; the importance of maintaining them and how to communicate this to the team; determining the minimum level of supplies to meet daily business demand 	S2	<p>Checking deliveries:</p> <ul style="list-style-type: none"> Ensuring the team follows product/brand food safety specifications, processes and procedures at all times Checking food to ensure it is undamaged, at the appropriate temperature and received within a use-by date that is acceptable to the business Note and review any labelling information and implement as necessary <p>Storing deliveries:</p> <ul style="list-style-type: none"> Preparing for storage in line with business and legislative requirements Placing food in storage as quickly as necessary to maintain its safety Checking storage areas are clean, suitable and maintained at the correct temperature for the type of food Storing food so that cross-contamination is prevented Following stock rotation procedures Safely disposing of food that is beyond use-by-date Keeping necessary records up-to-date
K3	<ul style="list-style-type: none"> Identify the relevant hazards and potential hazards relating to specialist equipment and understand how these can be minimised Manufacturer's safety, business instructions and procedures for equipment use Legal responsibilities relating to safe working practices 	S3	<ul style="list-style-type: none"> Supporting the team: to communicate malfunctions or hazards which may disrupt work activities; when they come across an unexpected malfunction or hazard Understand own and others' responsibilities when using or maintaining equipment <p>Ensuring the team:</p> <ul style="list-style-type: none"> operates equipment safely and in line with the manufacturer's safety and business instructions and procedures for its use clean and maintain equipment on a day-to-day basis or in line with the business' operating procedures are fully trained in how to identify, deal with and report malfunctions or hazards are aware of their legal responsibilities in relation to safe working practices are encouraged to communicate malfunctions or hazards which may disrupt work activities

DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge (Know it)	Ref	Skills (Show it)
K4	<ul style="list-style-type: none"> • Process for dealing with and reporting faults • Own and others' responsibilities for reporting defective equipment 	S4	<ul style="list-style-type: none"> • Monitoring, analysing and acting upon customer feedback/ratings in relation to business targets or key performance indicators • Monitoring performance against time available and specification to ensure task completion, adjusting pace and working methods as needed • Demonstrating working effectively and efficiently with other departments to maintain and exceed delivery standards
K5	<ul style="list-style-type: none"> • how to review current offer in comparison to promotional requirements, ensuring opportunities to increase sales are maximised • how to gather up-to-date information internally and externally • the importance of keeping up-to-date knowledge • changes in external factors in comparison to the business offer, the impact this has and identifying opportunities which may arise 		<i>Intentionally left blank</i>

MODULE 2: NUTRITION

Ref	Knowledge and understanding (Know it)	Ref	Skills (Show it)
K1	Describe the importance of combining nutrient groups to produce balanced menu items and dishes	S1	Monitor the production of food to ensure clients' needs are met
K2	Explain the importance of checking that the food production team is meeting the specific needs of individuals		<i>Intentionally left blank</i>

DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge (Know it)	Ref	Skills (Show it)
K1	<ul style="list-style-type: none"> • What preparation and cooking methods are available and viable for use in the workplace • The impact of diet on health and how this influences customer choice • Evolving a dish from a recipe; planning, creating and delivering food • The nutritional value of dishes, key nutrients, food sources and functions and their impact on health 		<ul style="list-style-type: none"> • Communicating to the team the scope and methods of adapting dishes to meet the specific dietary, religious and allergenic needs of individuals • remain positive when asked to respond to additional needs
K2	<ul style="list-style-type: none"> • Different preparation and cooking methods: their benefit and limitations; how dishes may be adapted to suit specific individual dietary needs; substituting, reducing or excluding ingredients, using alternative cooking/finishing methods, using separate preparation, cooking, finishing and storage areas • The importance of clear communication with other members of the team and identification of adapted food items 	S1	Ensure the team: <ul style="list-style-type: none"> • know the product specification/ingredient list for each dish • produce dishes to suit individuals' specific dietary, religious and allergenic needs as required • is open and responds positively to feedback received from customers and colleagues

MODULE 3: LEGAL AND GOVERNANCE

Ref	Knowledge and understanding (Know it)	Ref	Skills (Show it)
K1	Describe the importance of monitoring the teams understanding and compliance with all relevant industry specific regulations, legislation and procedures	S1	Monitor and ensure the implementation of food safety management systems
K2	Explain the role of the supervisor in ensuring due diligence requirements are met	S2	Monitor and ensure legislative compliance and the completion of due diligence documentation

DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge (Know it)	Ref	Skills (Show it)
K1	<ul style="list-style-type: none"> Importance of food safety management systems and procedures to the team How legislation is enforced Procedures to control contamination and cross-contamination Methods and procedures for controlling food safety to include critical control points, critical limits and corrective actions Methods for, and the importance of, evaluating food safety controls and procedures The requirements for induction and ongoing training of the team How to deal with an external audit Responsibilities of own role, employers and employees in respect of food safety legislation and procedures for compliance <p>Importance of, and methods for pest control</p> <ul style="list-style-type: none"> Microbial, chemical, physical and allergenic hazards Requirements for monitoring and recording food safety procedure Importance of effective communication of food safety procedures <p>Ensure the team:</p> <ul style="list-style-type: none"> understand the importance of high standards of personal hygiene know the procedures for cleaning, disinfection and waste disposal identify requirements relating to the design of food premises and equipment assess the impact of HSE, inspect the premises and know how to manage a health and safety check 	S1	<p>Take responsibility for ensuring brand and legal food safety procedures are followed at all times</p> <p>Keep working areas clean and hygienic at all times</p> <p>Maintain own personal hygiene at all times</p> <p>Check food before and during operations for any hazards</p> <p>Follow correct procedures for dealing with food hazards and organisational procedures for items that may cause allergic reactions</p> <p>Prevent cross-contamination between different types of food</p> <p>Use methods, times, temperatures and checks to make sure food is safe following operations</p> <p>Monitor working practices to ensure procedures are consistently followed in line with company policy</p> <p>Regularly consult colleagues on matters of health, safety and security</p> <p>Ensure team is trained commensurate with their tasks</p> <p>Maintain and monitor appropriate documentation</p>

DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge (Know it)	Ref	Skills (Show it)
	<ul style="list-style-type: none"> • identify non-compliance and know how to deal with it <p>Regulations, legislation and procedures: Food Safety Act, Health and Safety at Work Act, Management of Health and Safety at Work Act, Control of Substances Hazardous to Health Regulations, Working Time Directive, Manual Handling and Lifting Regulations, Data Protection Act, Equalities Act</p>		
K2	<ul style="list-style-type: none"> • Requirements of relevant legislation and how to compare to procedures in the business to ensure compliance • Importance of following legislation and the completion of legal documentation • Foods which may be common allergens on the regulatory list • Risks associated with food allergens and how they can be controlled including written and oral communication • Making information available to customers • Staff training • Understand own legislative responsibilities, knowing the actions available to the enforcement officers in the event of non-compliance and the cost (money, time, reputation) to the employer • Understand the importance of providing food allergen information to customers, maintaining documents as evidence of due diligence and effective communication of food safety procedures, including: <ul style="list-style-type: none"> - the defence of due diligence (including HACCP) - ensuring staff are aware of legal requirements, company policies and procedures - how risks can be eliminated or reduced to an acceptable level - the need to raise staff awareness/ability - reduction of possible Food Borne Illnesses (FBIs) and Food Poisoning (FP) outbreaks - allergens and the legal requirements regarding them 		<p>Monitoring and ensuring legislative compliance include:</p> <ul style="list-style-type: none"> • ensuring organisations' policies and procedures are followed at all times to comply with current food labelling legislation • keeping necessary records up to date • completing kitchen documents: legibly, at correct intervals (daily, hourly, ad hoc) accurately, signed and dated • retaining kitchen documentation for the required time • providing evidence of relevant food safety training/qualification • demonstrating how you supervise the team members in all aspects of food safety practices and procedures within own area of responsibility • taking part in internal and external audits within own area of responsibility

MODULE 4: PEOPLE

Ref	Knowledge and understanding (Know it)	Ref	Skills (Show it)
K1	Describe how to support and influence the team positively to deliver a high-quality product	S1	Support team members to ensure the timely delivery of high-quality food to the specification requirements
K2	Explain how all teams are dependent on each other and the importance of teamwork both back and front of house in achieving business objectives	S2	Maintain harmony across the team and with colleagues in other parts of the organisation
K3	Explain how to work with people from a wide range of backgrounds and cultures	S3	Identify and deal with problems constructively to drive a positive outcome
K4	Explain how local demographics may impact the product range of the business	S4	Use methods of communication and operate in a fair and empathetic manner that achieves the desired results and demonstrates a customer centric culture
K5	Describe how to communicate knowledge to the team and support own and other individuals' development	S5	Identify development needs for self and team and actively encourage and support individuals to enhance their skills and knowledge

DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge (Know it)	Ref	Skills (Show it)
K1	<ul style="list-style-type: none"> How behaviour affects the standards of performance The process for decision making works How to select different methods for motivating, supporting and encouraging team members and recognising their achievements How to coach and mentor the team in a way which is appropriate to the individual How to delegate and prioritise How to identify day-to-day opportunities to support the team e.g. one-to-one support, when under pressure Know the current performance management procedures required for the level of your position Line management responsibilities and relationships with other departments How power, influence and politics impact on the business The working culture and value of the business and the importance of applying a personal approach 	S1	<p>Supporting team members includes:</p> <ul style="list-style-type: none"> using techniques to motivate and manage the team using performance management and communication techniques to ensure food is of high quality, delivered on time and to specification monitoring and maintaining standards in a timely fashion encouraging and supporting team members to achieve their personal work objectives and those of the team; and providing recognition when appropriate giving support and advice to the team members when they need it, especially during periods of setback and change coaching and mentoring the team according to their individual needs listening to, responding to and acting on feedback provided

DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge (Know it)	Ref	Skills (Show it)
	<ul style="list-style-type: none"> The basics of leadership skills, management theories, styles of leadership and how it relates to and underpins own role Different types of communication and how to use them effectively 		
K2	<ul style="list-style-type: none"> The information and resources which colleagues may need How teams and stakeholders work together How the team forms part of the wider picture and how own role fits into it How to influence within internal or external stakeholders Business communication and negotiation Have a basic working knowledge of front of house and the importance of teamwork between them to meet business objectives How to respond to own team just as the front of house staff do with customers in a way that creates harmony The importance of working arrangements and why they are in place How conflict can arise and how to overcome conflicts in teams Be personally responsible and accountable in own job role The principles of safeguarding Specific agreements with colleagues' work 	S2	<ul style="list-style-type: none"> Establishing, driving and maintaining working relationships with all colleagues Recognising the roles and responsibilities of colleagues and, particularly in situations of matrix management, their managers' requirements Considering the priorities, expectations, and authority of colleagues in decisions and actions Sharing knowledge with colleagues to make sure that all parties can work effectively Providing feedback to colleagues on their performance and encouraging them to feed back on improvement Communicating and evaluating information and interpreting data to meet business objectives Adapting communication strategies dependent on who you are dealing with Conducting effective team meetings and briefings Participating in a variety of meetings Managing time and prioritising effectively
K3	<ul style="list-style-type: none"> Have an understanding of different cultures and backgrounds Local demographics of the business and a broad appreciation of diversity Food requirements of different cultures of your customers The importance of and how to follow policy with regard to backgrounds and cultures 	S3	<ul style="list-style-type: none"> Viewing difficult situations and issues from colleagues' perspective and providing support, where necessary, to move things forward Fulfilling and communicating agreements made with colleagues Promptly advising colleagues of any difficulties or where it will be impossible to fulfil agreements Identifying conflicts of interest and disagreements with colleagues and responding to them in ways that minimise damage to the work being carried out

DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge (Know it)	Ref	Skills (Show it)
K4	<ul style="list-style-type: none"> Your local demographics and customer base e.g. age, background, ethnicity and how this reflects your product offering How to research customer base and requirements and where to source this information The importance of understanding customers and local demographics when considering business success planning How to identify potential risks Own use of language, body language, gestures and tone of voice: how these may appear to customers and colleagues; how they may affect your perceptions of others How to contextualise conversations 	S4	<ul style="list-style-type: none"> Using a range of communication styles to suit the person you are talking to Adapting communication in different contexts Making enough time and effort and responding flexibly and positively so that own working practice engages all customers Seeking clarification and managing situations Using techniques to minimise misunderstanding and improve communication
K5	<ul style="list-style-type: none"> Performance standards required by the business How to assess individual and team performance against standards and identify skills and knowledge gaps How to conduct professional discussions with team How to research and identify relevant interventions to meet the development needs of individuals, the team and the business Principles of demonstration, presentation, coaching and mentoring skills, on-job training Approaches to development for team members: <ul style="list-style-type: none"> shadowing coaching/demonstration mentoring How to communicate CPD opportunities to staff including seminars, reading, research, networking, work experience, training courses, qualifications 	S5	<ul style="list-style-type: none"> Communicating regularly with the team through 1:1, team meetings, performance reviews etc. in order to: <ul style="list-style-type: none"> identify individual and team learning and development needs identify individual objectives and barriers to learning give honest and constructive feedback about their performance, progress and their learning experience Identifying and facilitating different learning opportunities to practice skills and apply knowledge Using demonstration, presentation, coaching and mentoring skills as appropriate Supporting individuals to identify further training and development Evaluating the effectiveness of own support for the individual and team

MODULE 5: BUSINESS/COMMERCIAL

Ref	Knowledge and understanding (Know it)	Ref	Skills (Show it)
K1	Describe the business vision, objectives and brand standards and the importance of the team in upholding these	S1	Use techniques that support cost reduction, improve performance, revenue, profit margins and customer experience
K2	Explain how to operate to deliver profit margins, reduce wastage and support the overall financial performance of the business	S2	Monitor costs, using forecasting to set realistic targets for the team
	<i>Intentionally left blank</i>	S3	Control resource allocation, minimise wastage and use sustainable work practices
K3	Explain how technology can improve efficiency and productivity within food production organisations	S4	Use technology to improve efficiency and productivity
K4	Explain how to identify, plan for and minimise risks to the food production, service and operation	S5	Risk assess situations, identifying and isolating matters of concern by establishing the cause and intervening accordingly to minimise risk to people and organisation
K5	Describe the customer profile of the business, its main competitors and the business growth strategy	S6	Carry out activities in line with business/ brand values that actively market the business, support competitiveness and help meet business objectives

DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge (Know it)	Ref	Skills (Show it)
K1	<ul style="list-style-type: none"> The key characteristics and purpose of a business vision Support others to understand the vision, values and objectives of the organisation Understand business culture Key Performance Indicators (KPIs) and targets and why they are set Objectives and their importance to business Principles of profit & loss and how they apply to own business area How to apply business vision, culture, objectives, targets and KPIs to own business area How to add value to business profitability Roles of the organisation, supervisors, teams and individuals in upholding the reputation of the organisation 	S1	<ul style="list-style-type: none"> Regularly reviewing working practices and procedures and gathering feedback from team to identify potential areas for improvement Analysing and using feedback from customers, suppliers and colleagues to identify potential opportunities to improve customer experience Analysing own business area and identifying areas where the current offering could be improved and/or streamlined to improve performance, profitability and/or quality Identifying and prioritising opportunities which align to business objectives and brand standards Developing plans which take account of all necessary resources and deadlines and outline how success will be measured

DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge (Know it)	Ref	Skills (Show it)
K2	<ul style="list-style-type: none"> Operate efficiently and effectively, following business processes Minimise use of power sources Prevent and deal with excessive waste Build short term business plans and realistic targets in relation to waste The financial impact that wastage of physical resources can have upon the business Opportunities for energy efficiency and waste reduction in the business Understand sustainability Understand financial data of different departments of a food operating business, including: <ul style="list-style-type: none"> sales cost of sales gross profit labour costs apportioned costs (e.g. administration, marketing, rent/mortgage, insurances, energy costs, banking charges) net profit/loss. Evaluate the organisational procedures for storing and disposing of waste 	S2	<ul style="list-style-type: none"> Monitoring weekly sales, wage cost and food cost forecasts to help set targets with the team Setting targets in line with forecast and business objectives/ KPIs Monitoring working practices to ensure all team members follow procedures Identifying areas for improvement
	<i>Intentionally left blank</i>	S3	<ul style="list-style-type: none"> Reporting equipment faults or potential wastage to the appropriate person Managing labour and productivity levels to effectively produce the requirement of the shift Controlling resource allocations and minimising waste through evaluating and continuously improving Implementing initiatives to improve waste prevention and sustainable working practices
K3	<ul style="list-style-type: none"> Types of equipment and technology and their uses in different business operations How to use equipment correctly What to do when technology fails Understand how technology supports efficiency of food production operation (e.g. mobile app, social media for marketing, customer feedback and loyalty) Evaluate the use of technology in order to ensure its effective and efficient use 	S4	<ul style="list-style-type: none"> Using and monitoring technology to ensure it is working efficiently and effectively Strictly following safety instructions and procedures when using equipment Monitoring working practices to ensure all team members are following the correct procedures when using and maintaining technology Ensuring technology is periodically tested to check that it is in full working order according to business requirements and in line with legislation

DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge (Know it)	Ref	Skills (Show it)
			<ul style="list-style-type: none"> Identifying defects and ensuring they are dealt with safely and efficiently with minimum disruption to the business Maintaining current knowledge of technology through trade publications, forums, social media and current suppliers Alerting line management when new technology would benefit the business Being proactive about technology with own team and work colleagues
K4	<p>Risks:</p> <ul style="list-style-type: none"> where they can occur within the kitchen and associated areas the principles of risk assessment, risk management and contingency plans when and how to escalate a problem how to maintain documentation that relates to risk the difference between an issue and a risk, and how to identify what is a high risk the process of HACCP and how this links to risk management the implications of poor risk management and non-compliance to the business 	S5	<ul style="list-style-type: none"> When problems arise, taking action to ensure service/customers are not unduly disrupted Conducting risks assessments regularly and when new ingredients, dishes, equipment and ways of working are introduced Maintaining clear, accurate records/ documents using a logical and orderly process Acting upon results of risks assessments and taking corrective action to control hazards Escalating relevant problems to the right person at the right time Training and coaching the team to have the confidence to recognise, deal with, report on and reduce risks
K5	<ul style="list-style-type: none"> How brands are aligned to a business growth strategy The principles of a business growth strategy and why it is important How brands and teams contribute to the growth strategy within own business How social media can affect own business area The implications of not reflecting the brand positively Customer profile of the business in relation to the menu offer How to align dishes, menus and promotional activities to the business growth strategy to ensure profitability How to implement effective promotional activities within own business area 	S6	<ul style="list-style-type: none"> Following brand guidelines and marketing, adhering to business procedures and marketing own business area Implementing and monitoring promotional activities, ensuring target markets are reached and plans and standards are being met Collecting, analysing, communicating and acting on information on effectiveness of promotions

Behaviours (Live it)	
B1	Act as a role model to the team
B2	Be diligent in ensuring safe and hygienic practices are followed
B3	Strive to achieve the required outcome and support positive, open communications that help team members achieve the best results for customers and the business
B4	Be solution focused when dealing with unexpected challenges
B5	Celebrate personal growth and the achievement of team members
B6	Show passionate enthusiasm to provide high quality food products
B7	Take pride in their role through consistently positive and professional approach

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	K2, K3, K4
2: Nutrition	All knowledge
3: Legal and governance	All knowledge
4: People	All knowledge
5: Business/commercial	K2, K3, K4

Practical Observation

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

MODULE	COVERAGE
1: Kitchen operations	S1, S2 S3
2: Nutrition	All skills
3: Legal and governance	All skills
4: People	S1, S2, S3, S4
5: Business/commercial	S1, S3, S4, S6
Behaviours	B1, B2, B3, B6, B7

Professional Discussion

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

MODULE	COVERAGE
1: Kitchen operations	K1, K5, S4
2: Nutrition	None
3: Legal and governance	None
4: People	K2, S2, S3, S5
5: Business/commercial	K1, K2, K3, K5, S2, S4, S5, S6
Behaviours	B4, B5

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 outside the control of the apprentice or their employer.

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 activity	Fail	Fail
On-demand test	Pass	Pass
Practical observation	Pass	
Professional discussion	Pass	
On-demand test	Distinction	Pass
Practical observation	Pass	
Professional discussion	Pass	
On-demand test	Pass	Pass
Practical observation	Pass	
Professional discussion	Distinction	
On-demand test	Distinction	Distinction
Practical observation	Pass	
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 Senior 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

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Version 1 | November 2019