



# Production Chef Level 2

Working as part of a team in time-bound and often challenging kitchen environments.

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

## Entry

Employers will set their own entry requirements in order to start on this apprenticeship.

## Duration

The minimum duration for this apprenticeship is 12 months.

## Progression

Progression from this apprenticeship is expected to be onto a senior production chef role.

## Functional Skills

Apprentices without Level 1 English and Maths will need to achieve these functional skills.

## Level

This apprenticeship standard is set at level 2.

## Maximum Funding

£5,000



## Knowledge

All production chef team members must have the following introductory knowledge:

- Maintain excellent standards of personal, food and kitchen hygiene.
- Ensure compliance to procedures, menu specifications and recipes.
- Produce food meeting portion controls, and budgetary constraints.
- Adapting and produce dishes to meet special dietary, religious and allergenic requirements.
- Follow, complete and maintain production schedules, legislative and quality standard documentation.
- Use specialist kitchen equipment.
- Communicate internally and externally with customers and colleagues.
- Commit to personal development activities.

## Kitchen Operations

| Knowledge and Understanding (Know it)   | Skills (Show it)  |
|---|---|
| Techniques for the preparation, assembly, cooking, regeneration and presentation of food. | Check, prepare, assemble, cook, regenerate, hold and present food meeting the needs of the customers and maintaining organisational standards and procedures. |
| The importance of organisational/brand specifications and consistency in food production. | Use kitchen tools and equipment correctly to produce consistently high quality dishes according to specifications.  |
| How to check fresh, frozen and ambient foods are fit for purpose.                         | Take responsibility for the cleanliness, organisation and smooth running of the work area.  |
| Procedures for the safe handling and use of tools and equipment.                          |   |
| The importance of following correct setting up and closing down procedures.               |   |
| Specific standards and operating procedures for organisations.                            |   |

## Nutrition

| Knowledge and Understanding (Know it)   | Skills (Show it)  |
|---|---|
| Key nutrient groups, their function and main food sources.  | Produce dishes to suit individuals' specific dietary, religious and allergenic needs as required. |
| The scope and methods of adapting dishes to meet the specific dietary, religious and allergenic needs of individuals. |   |
| Allergens and the legal requirements regarding them.  |   |

## Legal and Governance

| Knowledge and Understanding<br>(Know it)  | Skills<br>(Show it)   |
|---|---|
| Relevant industry specific regulations, legislation, and procedures regarding food safety, HACCP, health and safety appropriate to organisations. | Operate within all regulations, legislation and procedural requirements.    |
| The importance of following legislation and the completion of legal documentation.  | Complete and maintain documentation to meet current legislative guidelines. |

## People

| Knowledge and Understanding<br>(Know it)                                       | Skills<br>(Show it)  |
|--|--|
| How to communicate with colleagues, line managers and customers effectively.   | Use effective methods of communication with all colleagues, managers and customers to promote a positive image of yourself and the organisation. |
| Principles of customer service and how individuals impact customer experience. | Work in a fair and empathetic manner to support team members while offering a quality provision.   |
| How and why to support team members in own area and across organisations.      | Work to ensure customer expectations are met.  |

## Business / Commercial

| Knowledge and Understanding<br>(Know it)  | Skills<br>(Show it)  |
|---|--|
| The role of the individual in upholding organisations' vision, values, objectives and reputation. | Work collaboratively to uphold the vision, values and objectives of the organisation.  |
| The financial impact of portion and waste control   | Use technology appropriately.  |
| How technology can support food production organisations.   | Maintain quality and consistency in food production by using resources in line with organisations' financial constraints, style, specifications and ethos. |
| The importance of sustainability and working to protect the environment.                          |  |



## Personal Development and Performance

| Knowledge and Understanding<br>(Know it)   | Skills<br>(Show it)  |
|--|--|
| How personal development and performance contributes to the success of the individual, team and organisation.          | Identify own learning style, personal development needs and opportunities and take action to meet those needs. |
| How to identify personal goals and development opportunities and the support and resources available to achieve these. | Use feedback positively to improve performance.  |
| Different learning styles.   |  |

### Behaviours

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

### Independent End Point Assessment

Once the programme of learning is complete, the learner, employer and training provider will agree the necessary Knowledge, Skills and Behaviours/Attitudes have been met. The learner will then be put forward for the independent End Point Assessment (EPA). The EPA will be carried out by an approved independent organisation, nominated by the employer or training provider.

The Production Chef Apprenticeship Level 2 End Point Assessment will include the following types of assessment:

- On demand test
- Practical observation
- Professional discussion

