



Highfield Level 2 End-Point Assessment for ST0589 Production Chef

End-Point Assessment Kit



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EPA Kit

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Versions:

ST0589 / v1.2

PC v3.1

How to use this EPA Kit

Welcome to the Highfield End-Point Assessment Kit for the Production Chef apprenticeship standard.

Highfield is an independent end-point assessment organisation that has been approved to offer and carry out the independent end-point assessments for the Level 2 Production Chef apprenticeship standard. Highfield internally quality assures all end-point assessments in accordance with its IQA process, and additionally all end-point assessments are externally quality assured by the relevant EQA organisation.

The EPA Kit is designed to outline all you need to know about the end-point assessments for this standard and will also provide an overview of the on-programme delivery requirements. In addition, advice and guidance for trainers on how to prepare apprentices for the end-point assessment is included. The approaches suggested are not the only way in which an apprentice may be prepared for their assessments, but trainers may find them helpful as a starting point.

In this kit, you will find:

- an overview of the standard and any on-programme requirements
- a section focused on delivery, where the standard and assessment criteria are presented in a suggested format that is suitable for delivery
- guidance on how to prepare the apprentice for gateway
- detailed information on which part of the standard is assessed by which assessment method
- suggestions on how to prepare the apprentice for each part of the end-point assessment
- a section focused on the end-point assessment method where the assessment criteria are presented in a format suitable for carrying out 'mock' assessments

Introduction

Standard overview

A production chef is responsible for producing dishes using majority pre-prepared ingredients, including some fresh, for example, salad and some frozen dishes, for example, 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.

Key responsibilities are likely to include working with centrally developed standardised recipes and menus, producing food using majority pre-prepared ingredients often in high volumes. 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, an employee in this occupation 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.

Roles/occupations may include high street and pub casual dining, the armed forces, schools, hospitals and care homes, work canteens, maritime and more.

On-programme requirements

Although learning, development and on-programme assessment is flexible, and the process is not prescribed, the following is the recommended baseline expectation for an apprentice to achieve full competence in line with the Production Chef apprenticeship standard.

The on-programme assessment approach will be agreed between the training provider and employer. The assessment will give an ongoing indication of an apprentice's performance against the final outcomes defined in the standard. The training provider will need to prepare the apprentice for the end-point assessment, including preparation for the interview and collation of the portfolio of evidence (such as a provision of recordings of interviews or workplace evidence).

The training programme leading to end-point assessment should cover the breadth and depth of the standard using suggested on-programme assessment methods that integrate the knowledge, skills and behaviour components, and which ensure that the apprentice is sufficiently prepared to undertake the end-point assessment. Training, development and ongoing review activities should include:

- achievement of level 1 English and maths. If the apprentice began their apprenticeship training before their 19th birthday, they will still be subject to the mandatory requirement to study towards and achieve English and maths. The requirements for English and maths are optional for apprentices aged 19+ at the start of their apprenticeship training.
- completion of a portfolio through which the apprentice gathers evidence of their progress

Portfolio of evidence

The apprentice must compile a portfolio of evidence during their time on-programme that is mapped against the knowledge, skills and behaviours (KSBs) assessed in the interview underpinned by a portfolio of evidence.

It will typically contain **9 discrete pieces of evidence**. Evidence may be used to demonstrate more than **1 knowledge, skill or behaviour** as a qualitative approach is suggested as opposed to a quantitative approach.

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**, for instance, poached, simmered, steamed, boiled, braised, stewed, baked, grilled and fried.

Evidence sources for the portfolio may include:

- workplace documentation and records, for example:
 - workplace policies and procedures
- witness statements
- annotated photographs
- video clips with a maximum total duration of 10 minutes - the apprentice must be in view and identifiable

This is not a definitive list and other evidence sources are possible. Given the breadth of context and roles in which this occupation works, the apprentice will select the most appropriate evidence based on the context of their practice against the relevant knowledge, skills and behaviours.

The portfolio 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 portfolio must be accompanied by a Portfolio Matrix. This can be downloaded from our website. The Portfolio Matrix must be fully completed including a declaration by the employer and the apprentice to confirm that the portfolio is valid and attributable to the apprentice.

The portfolio of evidence must be submitted to Highfield at gateway. It is not directly assessed but underpins the interview.

Use of artificial intelligence (AI) in the EPA

Where AI has been used as part of the apprentice's day-to-day work and forms part of a project report, presentation, or artefact, it should be referenced as such within the work. AI must not be used to produce the report or portfolio.

Where AI has been used as part of a portfolio that underpins an interview or professional discussion or any other assessment method, it should be fully referenced within the portfolio.

Readiness for end-point assessment

For an apprentice to be ready for the end-point assessments:

- the apprentice must have achieved level 1 English and maths. The requirements for English and maths are mandatory for all apprentices aged between 16-18 at the start of their apprenticeship training. The requirements for English and maths are optional for apprentices aged 19+ at the start of their apprenticeship training.
- the apprentice must have gathered a **portfolio of evidence** against the required elements to be put forward to be used as the basis for the interview.
- the apprentice must have gathered their organisation's policies and procedures as requested by Highfield. For guidance, a list of examples has been provided below.
 - Equity, diversity and inclusion in the workplace
 - Health and safety
 - Food safety
 - Preparing an area for service and closing down
 - Management and monitoring of food temperatures and allergens during preparation, cooking, holding and serving
 - Safe and appropriate use of knives and boards

This list is not definitive. The policies and procedures may already be included as part of the portfolio of evidence.

- the line manager (employer) must be confident that the apprentice has developed all the knowledge, skills and behaviours defined in the apprenticeship standard and

that the apprentice is competent in performing their role. To ensure this, the apprentice must attend a formal meeting with their employer to complete the Gateway Readiness Report.

- the apprentice and the employer should then engage with Highfield to agree a plan and schedule for each assessment activity to ensure all components can be completed within a 3-month end-assessment window. Further information about the gateway process is covered later in this kit.

If you have any queries regarding the gateway requirements, please contact your EPA customer engagement manager at Highfield Assessment.

Order of end-point assessments

There is no stipulated order of assessment methods. This will be discussed with the apprentice, training provider and/or employer with our scheduling team when scheduling the assessments to ensure that the learner is provided with the best opportunity to attempt the assessment.

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The Highfield approach

This section describes the approach Highfield has adopted in the development of this end-point assessment in terms of its interpretation of the requirements of the end-point assessment plan and other relevant documents.

Documents used in developing this end-point assessment

Standard (2025)

[Production Chef / Skills England](#)

End-point assessment plan (ST0589/v1.2)

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

Specific considerations

Highfield's approach does not deviate from the assessment plan.

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Gateway

How to prepare for gateway

After apprentices have completed their on-programme learning, they should be ready to pass through 'gateway' to their end-point assessment.

Gateway is a meeting that should be arranged between the apprentice, their employer and training provider to determine that the apprentice is ready to undertake their end-point assessment. The apprentice should prepare for this meeting by bringing along work-based evidence, including:

- customer feedback
- recordings
- manager statements
- witness statements

As well as evidence from others, such as:

- mid and end-of-year performance reviews
- feedback to show how they have met the apprenticeship standards while on-programme

In advance of gateway, apprentices will need to have completed the following. The requirements for English and maths listed below are mandatory for all apprentices aged between 16-18 at the start of their apprenticeship training. The requirements for English and maths listed below are optional for apprentices aged 19+ at the start of their apprenticeship training.

- Achieved level 1 English
- Achieved level 1 maths
- Submitted a suitable portfolio of evidence to be used as the basis for the interview (see the Portfolio Matrix)
- Submitted their organisation's policies and procedures as requested by Highfield

Therefore, apprentices should be advised by employers and providers to gather this evidence and undertake these qualifications during their on-programme training. It is recommended that employers and providers complete regular checks and reviews of this evidence to ensure the apprentice is progressing and achieving the standards before the formal gateway meeting is arranged.

The gateway meeting

The gateway meeting should last around an hour and must be completed on or after the apprenticeship on-programme end date. It should be attended by the apprentice and the relevant people who have worked with the apprentice on-programme, such as the line manager/employer or mentor, the on-programme trainer/training provider and/or a senior manager (as appropriate to the business).

During the meeting, the apprentice, employer and training provider will discuss the apprentice's progress to date and confirm if the apprentice has met the full criteria of the apprenticeship standard during their on-programme training. The **Gateway Readiness Report** should be used to log the outcomes of the meeting and agreed by all 3 parties. This report is available to download from the Highfield Assessment website.

The report should then be submitted to Highfield to initiate the end-point assessment process. If you require any support completing the Gateway Readiness Report, please contact your EPA customer engagement manager at Highfield Assessment.

Please note: a copy of the standard should be available to all attendees during the gateway meeting.

Reasonable adjustments and special considerations

Highfield Assessment has measures in place for apprentices who require additional support. Please refer to the Highfield Assessment Reasonable Adjustments policy for further information/guidance.

ID requirements

Highfield Assessment will need to ensure that the person undertaking an assessment is indeed the person they are claiming to be. All employers are, therefore, required to ensure that each apprentice has their identification with them on the day of the assessment so the end-point assessor can check.

Highfield Assessment will accept the following as proof of an apprentice's identity:

- a valid passport (any nationality)
- a signed UK photocard driving licence
- a valid warrant card issued by HM forces or the police
- another photographic ID card, such as an employee ID card or travel card

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The Production Chef apprenticeship standard

Below are the knowledge, skills and behaviours (KSBs) from the standard and related assessment criteria from the assessment plan. On-programme learning will be based upon the KSBs and the associated assessment criteria are used to assess and grade the apprentice within each assessment method.

Produce dishes	
Knowledge	Skills
K1 Methods of preparing and cooking pre-portioned fresh and frozen meat, fish, and poultry to business standards.	S1 Prepare and cook pre-portioned fresh and frozen meat, fish, and poultry to business standards.
K2 Methods of preparing and cooking fresh and frozen fruit and vegetables to business standards.	S2 Prepare and cook fresh and frozen fruit and vegetables to business standards.
K3 Methods of preparing salad vegetables to business standards.	S3 Prepare salad vegetables to business standards.
K4 Techniques for cooking dishes including poaching, simmering, steaming, boiling, braising, stewing, baking, grilling, and frying .	S4 Cook poached, simmered, steamed, boiled, braised, stewed, baked, grilled, and fried dishes.
K5 Methods for regeneration of dried and frozen ingredients and dishes .	S5 Regenerate dried and frozen ingredients and dishes.
Observation with questions	
Pass criteria	Distinction criteria
PD1 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. (K1, K2, K3, K5, S1, S2, S3, S5)	PD2 <i>Works in an organised manner to prepare and cook dishes with precision and attention to detail. (K1, K2, K3, K5, S1, S2, S3, S5)</i>

Interview underpinned by a portfolio of evidence	
Pass criteria	Distinction criteria
PD3 Describes how they have used at least 2 cooking techniques (K4, S4)	<i>No distinction criteria.</i>
Amplification and guidance	
• Preparing and cooking pre-portioned fresh and frozen meat, fish, and poultry: ○ preparing meat could include: ▪ cutting ▪ slicing ▪ dicing ▪ mincing ▪ trimming ▪ boning ▪ skinning ▪ tenderising ▪ marinating ▪ seasoning ▪ stuffing ▪ filling ▪ trussing ○ cooking meat could include: ▪ searing ▪ grilling ▪ griddling ▪ frying ▪ braising	

- stewing
- baking
- roasting
- preparing fish could include:
 - cleaning
 - descaling
 - skinning
 - trimming
 - filleting
 - removing bones
 - shelling
 - cutting
 - marinating
 - coating
- cooking fish could include:
 - frying
 - grilling
 - poaching
 - baking
 - steaming
 - stewing
 - boiling
- preparing poultry could include:
 - cutting
 - slicing
 - dicing

- mincing
- trimming
- boning
- tying
- checking and preparing cavities
- skinning
- tenderising
- marinating
- stuffing
- applying dry rubs/seasoning
- cooking poultry could include:
 - searing
 - grilling
 - griddling
 - frying
 - braising
 - baking
 - roasting
 - steaming
 - boiling
 - poaching
- **Preparing and cooking fresh and frozen fruit and vegetables:**
 - preparing fresh and frozen fruit and vegetables could include:
 - washing
 - peeling

- chopping
- slicing
- trimming
- grating
- turning
- cooking fresh and frozen fruit and vegetables could include:
 - blanching
 - boiling
 - steaming
 - roasting
 - baking
 - grilling
 - braising
 - sauteing
 - poaching
 - pureeing
 - frying (deep, shallow and stir)
- **Poaching** is the process of cooking food gently in liquid at a low temperature without boiling to help retain moisture and delicate textures. Typically used for fish, eggs and poultry.
- **Simmering** is the process of cooking food in liquid at a temperature just below boiling to slow cook food to develop flavours without breaking down delicate ingredients. Typically used for soups or sauces to thicken and blend flavours.
- **Steaming** is the process of cooking food with steam rather than direct contact with water to help retain nutrients, colour and textures. Typically used with vegetables, fish and poultry.

- **Boiling** is the process of cooking food in rapidly boiling liquid to cook ingredients quickly.
- **Braising** is the process of cooking food slowly in a small amount of liquid, often after searing. Typically used for tougher cuts of meat to make them tender and flavourful.
- **Stewing** is the process of cooking ingredients slowly in a large amount of liquid over low heat to allow flavours to develop and ingredients to become tender. Typically used to cook meat and vegetables in a sauce.
- **Baking** is the process of cooking food using dry heat in an oven. Typically used for both sweet and savoury dishes such as bread and pastries.
- **Grilling** is the process of cooking food under or over direct heat to create a charred, smoky flavour while sealing in juices. Typically used with poultry or vegetables.
- **Frying** is the process of cooking food in hot oil. There can be different types of frying:
 - shallow frying – cooking food in a small amount of oil
 - deep frying – fully submerging food in hot oil
 - stir frying – quickly frying small pieces of food over high heat
- **Regeneration of dried and frozen ingredients and dishes** could include:
 - rehydrating - adding hot or cold liquid to dried ingredients
 - defrosting - thawing frozen food safely, typically in a refrigerator, to maintain quality and food safety
 - microwaving - reheating using microwave radiation, often with stirring to ensure even heating
 - boiling - placing vacuum-packed or frozen items in boiling water, for example, sous vide pouches or frozen sauces to gently reheat
 - steaming - using steam ovens or traditional steaming methods to reheat food while retaining moisture

Presentation	
Knowledge	Skills
K11 Business specifications for the production, portioning and presenting of food.	S9 Follow specifications to produce, portion, and present food.
Observation with questions	
Pass criteria	Distinction criteria
P1 Produces, portions and presents food to business standards. (K11, S9)	P2 <i>Uses precise production methods to consistently achieve optimum presentation and accurate portioning within business standards. (K11, S9)</i>
Amplification and guidance	
• Production is the preparation and cooking of food according to business recipes, methods and safety standards. This could include: ○ businesses follow standard recipes to ensure consistency in taste, texture and cost control ○ food must be prepared using the correct methods to meet quality standards ○ food safety regulations must be followed, such as correct cooking temperatures, maintaining due-diligence records and allergen control • Portioning is the measurement and division of food into standard serving sizes to maintain consistency and manage costs. To ensure uniform servings, businesses may use: ○ weighing scales ○ ladles ○ portion scoops ○ pre-cut ingredients • Presenting is the arrangement and visual appeal of food to meet business style and customer expectations. This could include: ○ food should be arranged neatly on the plate or in packaging to match business style ○ serving dishes and packaging must be clean, undamaged and appropriate for the type of food being served	

- presentation techniques could include:
 - plating styles
 - portion control
 - using sauces
 - using colour and contrasts
 - adding garnishes and placing them strategically on the plate
 - using the correct size and shape plates to suit the dish

Teamwork and communication		
Knowledge	Skills	Behaviours
K8 Principles of professional and effective communication with colleagues, managers, and stakeholders. K10 Principles of teamwork within and across departments and the impact on service delivery. K13 Professional standards including behaviour, appearance and timekeeping.	S7 Communicate professionally with colleagues, line managers, stakeholders, and customers. S8 Work as part of a team to support service delivery.	B3 Maintains a professional image and attitude that represents the values of the business.
Observation with questions		
Pass criteria	Distinction criteria	
TC1 Communicates professionally , meeting the needs and expectations of internal colleagues and customers. (K8, S7) TC2 Observes professional standards and attitude, including behaviour, appearance and timekeeping, to meet business expectations. (K13, B3) TC3 Works as part of a team to support service delivery. (K10, S8)	<i>No distinction criteria.</i>	
Amplification and guidance		
• Principles of teamwork could include: ○ interdepartmental coordination - teams from different departments must co-ordinate efforts to meet service delivery standards. For example, kitchen staff must communicate effectively with front-of-house staff to ensure orders are accurate and delivered on time. ○ shared goals and mutual support - teams working together toward a common objective, such as delivering quality meals in a timely manner, is fundamental to successful service delivery. Team members should support each other by offering assistance, covering for absences and sharing responsibilities when necessary.		

- problem solving and conflict resolution - effective teamwork includes addressing and resolving problems quickly and professionally to prevent them from impacting service. Team members should be proactive in identifying issues and working together to find solutions.
- trust and respect - building trust and respect among team members is crucial for effective teamwork. When team members trust one another, they can work more efficiently and are more likely to offer help and support.
- accountability - team members must take responsibility for their individual tasks and contribute to the overall success of the team. This ensures that all team members are contributing fairly to the workload.
- encouraging collaboration - encouraging collaboration among team members helps to tap into diverse skills, leading to more creative solutions and more efficient problem-solving.
- **Professional standards** are the expected level of conduct and attitude in the workplace. This could include:
 - behaviour - how individuals conduct themselves in the workplace, including their attitude, manners and interactions with others:
 - maintaining a positive and respectful attitude, even in stressful situations
 - dealing with problems constructively, seeking solutions rather than focusing on issues
 - displaying a positive work attitude and team driven work ethic
 - working well within a team to deliver the expected standard of the business
 - engaging in a positive manner
 - remaining courteous of others
 - appearance - the way individuals present themselves through uniform, hygiene and overall grooming to reflect the professional image of the business:
 - wearing correct and clean uniform, including hats and aprons and other personal protective equipment (PPE) as required
 - keeping personal hygiene to a high standard, such as ensuring hands are clean and nails are trimmed
 - following any specific grooming guidelines set, such as tying back long hair
 - timekeeping - being punctual and managing time effectively to meet work demands, including arriving on time for shifts, meeting deadlines and following schedules:
 - arriving at work on time, ready to begin tasks promptly
 - ensuring that breaks are taken at the correct times and for the appropriate duration to maintain productivity

- completing tasks within set time limits and keeping open communication with others if this cannot be achieved
- managing time efficiently during busy periods
- asking for help if tasks cannot be completed on time
- **Communicates professionally** this could include:
 - uses verbal communication appropriately such as:
 - speaking clearly
 - speaking at an appropriate volume
 - using polite and respectful language when addressing individuals
 - confirming understanding by repeating back key information
 - asking clarifying questions
 - uses non-verbal communication appropriately such as:
 - using positive body language, such as eye contact and nodding to show engagement
 - maintaining calm and professional in their behaviours, even in busy kitchen environments
 - avoiding negative gestures, such as eye-rolling or crossed arms, which may seem unprofessional
 - uses written communication appropriately such as:
 - writing clear and legible notes, ensuring it is accurate to avoid misunderstanding
 - using correct terminology when completing documentation
 - actively listening and responding appropriately
 - acknowledging and acting on feedback in a constructive manner
 - adapting the communication style depending on the audience or individual
 - remaining calm and professional when dealing with complaints or difficult situations

Equipment	
Knowledge	Skills
K20 Standard operating procedures for the safe and appropriate use of knives and boards. K29 Techniques, safety, and efficiency considerations for the use of manual and electrical food-preparation and cooking tools, equipment and technology.	S17 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. S24 Use manual and electrical food-preparation and cooking tools, equipment, machinery and technology.
Observation with questions	
Pass criteria	Distinction criteria
E1 Selects and uses knives and boards appropriate to the tasks and according to standard operating procedures. (K20, S17) E2 Uses manual and electrical food preparation and cooking tools, equipment, machinery and technology correctly, safely and efficiently. (K29, S24)	E3 <i>Makes efficient use of tools and resources to create precise results. (K29, S24)</i> E4 <i>Selects and uses knives with skill and accuracy to maximise production efficiency. (K20, S17)</i>
Amplification and guidance	
• Safe and appropriate use of knives and boards could include: ○ knives: ▪ only using knives for their intended purpose ▪ holding knives securely with a firm grip to prevent slips and keeping the knife blade pointed downwards when not in use to reduce risk of injury ▪ cutting away from your body and keeping fingers clear of the cutting path ▪ never leaving knives unattended and always storing them in knife blocks or designated areas to avoid accidental cuts ▪ ensuring knives are sharp, as dull knives can cause accidents due to increased force needed to cut through food and regularly honing or sharpen knives using sharpening stones or tools ▪ cleaning knives immediately after use to prevent contamination and rusting	

- boards:
 - using separate boards for different types of food to avoid cross-contamination, for example, one board for raw meat and another for vegetables
 - keeping cutting boards clean by sanitising them after use with food-safe sanitiser or hot soapy water
 - using a stable cutting board, ensuring it is non-slip by using a damp cloth underneath or using boards with rubber feet
 - avoiding using damaged or cracked boards, as they may harbour bacteria and cause safety hazards
 - cutting boards should be stored in a dry area to prevent moisture build-up and bacterial growth
- **Manual and electrical food-preparation and cooking tools, equipment, machinery and technology:**
 - manual food preparation and cooking tools, equipment and machinery could include:
 - knives
 - peelers
 - graters
 - mandolins
 - measuring spoons and cups
 - tongs
 - whisks
 - rolling pins
 - colanders and strainers
 - cutting boards
 - sifters
 - ladles
 - electrical food preparation and cooking tools, equipment and technology could include:
 - blenders
 - food processors
 - ovens (conventional, convection or combination ovens)

- grills
- digital food safety equipment
- regeneration ovens
- fryers (deep fryers or air fryers)
- microwaves
- mixers (hand or stand mixers)
- slow cookers
- electric kettles
- steamers
- vacuum packers
- juicers
- rice cookers
- coffee machines
- sous vide machines
- digital timers
- temperature monitoring systems
- automated portioning machines
- temperature probes

- **Selects and uses knives and boards appropriate to the tasks** could include:

- knives:

- chef's knife - a versatile knife used for chopping, slicing, dicing and mincing. It should be used for tasks requiring precision, such as cutting vegetables, meat and herbs.
 - paring knife - a small knife, ideal for delicate tasks such as peeling, trimming or deveining. It should be selected for fine work that requires accuracy.
 - serrated knife - used for cutting through foods with a hard exterior and soft interior, such as bread or tomatoes. The serrated edge helps maintain clean cuts without crushing.
 - boning knife - used for removing bones from meat, poultry or fish. Its flexible blade allows for detailed work around bones.

- carving knife - used for slicing cooked meats. It has a long, thin blade to create clean slices, especially for roasts or large cuts of meat.
- boards:
 - wooden boards - ideal for cutting vegetables, fruits and breads because they are gentle on knife edges and help preserve the blade's sharpness
 - colour-coded plastic boards - used to differentiate between tasks and reduce the risk of cross-contamination could include:
 - red - used for raw meat and poultry
 - blue - used for raw fish or seafood
 - green - used for vegetables and fruits
 - yellow - used for cooked meats
 - brown - used for root vegetables, such as potatoes, carrots and turnips
 - white - used for dairy products and bread
 - purple - used to prepare anti-allergen food, such as nuts or free from ingredients for celiacs
 - glass or marble boards - suitable for specific tasks, such as rolling dough, but they can damage knife edges and are not recommended for daily food prep due to their hardness

Food safety		
Knowledge	Skills	Behaviours
K21 Company standards and relevant legislation on the management and monitoring of food temperatures and allergens during preparation, cooking, holding and serving. K22 Hygiene management techniques to maintain a safe, clean working environment for example COSHH, clean as you go, personal hygiene, and uniform. K26 Health and safety legislation, regulations, guidelines and procedures relevant to own roles.	S18 Monitor and record food temperatures and manage allergens during preparation, cooking, holding, and serving. S19 Apply hygiene management techniques to maintain a safe clean work environment, for example COSHH, personal hygiene, and uniform. S21 Comply with health and safety legislation, regulations, guidelines and procedures, including stress management.	B1 Prioritises hygiene and safety in working practise.
Observation with questions		
Pass criteria	Distinction criteria	
FS1 Monitors and records food temperatures and manages allergens during preparation, cooking, holding and service, in line with food safety legislation and company standards. (K21, S18) FS2 Prioritises hygiene and safety when maintaining a safe, clean working environment, meeting business requirements. (K22, S19, B1) FS3 Complies with health and safety legislation, regulations, guidelines and procedures, identifying how they have complied with stress management guidelines where appropriate. (K26, S21)	FS4 <i>Works at a high standard to maintain the workspace throughout the production process showing attention to detail, efficiently achieving and maintaining safety and cleanliness. (K22, S19)</i>	
Amplification and guidance		
• Hygiene management techniques to maintain a safe, clean working environment could include: ○ Personal hygiene:		

- the importance of regular and thorough handwashing, especially before handling food, after handling raw meat, after using the toilet or after touching waste
- the importance of uniforms and protective clothing such as wearing clean aprons, hats and gloves
- ensuring personal grooming is addressed, such as keeping nails short and clean, avoiding wearing jewellery, which can harbour bacteria and keeping their hair tied back
- Cleaning and sanitising:
 - cleaning schedules of different areas such as worktops, floor, equipment and high-touch areas
 - cleaning products such as disinfectants and specialised cleaners for ovens, fridges or freezers
 - sanitising equipment such as knives, chopping boards and utensils to ensure they are clean after each use, especially when switching between raw meats and vegetables to prevent cross-contamination
- Pest control:
 - ensuring all food is stored in sealed containers, cleaning up food debris immediately and closing any gaps or cracks where pests might enter
 - checking for signs of pests regularly, such as droppings or damage to packaging and how they report any concerns to management
- Control of Substances Hazardous to Health (COSHH) Regulations:
 - handling and storing cleaning chemicals (for example, detergents, disinfectants and bleach) according to COSHH guidelines, including knowing the safety data sheets for the chemicals they use, ensuring chemicals are properly labelled and using them in well-ventilated areas
 - wearing appropriate personal protective equipment (PPE), for example, gloves, aprons or goggles when handling hazardous substances to prevent skin contact or inhalation of fumes
 - how to store chemicals safely and in designated areas to avoid cross-contamination with food products, while ensuring the correct disposal procedures for hazardous waste
- **Health and safety legislation, regulations, guidelines and procedures** could include:
 - Health and Safety at Work etc. Act
 - Food Safety Act

- UK Food Information Amendment (Natasha's Law)
 - Food Hygiene (England) Regulations
 - Control of Substances Hazardous to Health (COSHH) Regulations
 - Hazard Analysis and Critical Control Points (HACCP)
 - Manual Handling Operations Regulations
 - Risk assessments
 - Personal protective equipment (PPE) procedures
 - Food allergen management
 - Food Information (Amendment) (England) Regulations
- **Monitor and record food temperatures** could include:
 - the Food Safety Act recommends:
 - poultry to be cooked at a minimum of 75°C at the thickest part of the meat
 - ground meat to be cooked at a minimum of 75°C throughout
 - fish and shellfish to be cooked at a minimum of 63°C or until flesh is opaque and flakes easily
 - hot-hold food should be held at a minimum of 63°C to prevent bacteria growth
 - cold food should be stored at 8°C or below to prevent microbial growth
 - **Manage allergens during preparation, cooking, holding, and serving** is crucial for ensuring food safety and preventing cross-contamination. It is essential to understand and apply practices that effectively manage allergens throughout all stages of food preparation and service. This could include:
 - awareness of the 14 allergens identified by United Kingdom food safety regulations, including gluten, nuts, dairy, shellfish and eggs.
 - segregate ingredients containing allergens in the kitchen.
 - ensure all food products are correctly labelled with allergen information, both pre-prepared items and those from external suppliers. This includes checking ingredient labels for allergens.

- techniques to prevent cross-contamination between allergenic ingredients and others during food preparation, cooking and serving. This could include:
 - using separate equipment such as knives, boards and utensils for allergenic and non-allergenic foods
 - using color-coded cutting boards, as per the allergen management procedures
 - discuss the use of separate storage areas for allergenic ingredients or clear labelling in storage areas to distinguish allergens
- washing hands and changing gloves after handling allergenic foods to prevent contaminating other ingredients during preparation.
- prevent allergens from affecting the taste or texture of food when cooking in shared equipment, for example, using a separate grill for dishes containing dairy for lactose-free diets.
- highlight safe holding procedures for allergenic foods, such as ensuring that food containing allergens is kept separate and clearly labelled to avoid accidental consumption.
- stay updated on allergen legislation and ensure compliance with the Food Information (Amendment) (England) Regulations, which requires clear labelling and management of allergen.

Stock control	
Knowledge	Skills
K6 Legislation and business standards for the storage of fresh, dried, tinned and frozen goods , following food safety procedures . K7 Stock use and rotation methods that minimise waste.	S6 Undertake stock control, storage and rotation.
Interview underpinned by a portfolio of evidence	
Pass criteria	Distinction criteria
SC1 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. (K6, K7, S6)	<i>No distinction criteria.</i>
Amplification and guidance	
• Legislation related to the storage of goods could include: ○ Food Safety Act ○ Food Hygiene Regulations ○ Temperature Control (Food) Regulation ○ Health and Safety at Work etc. Act ○ Consumer Protection Act • Storage of fresh, dried, tinned and frozen goods could include: ○ fresh goods, for example, fruit, vegetables, meat or dairy: ▪ must be stored at the correct temperature to avoid spoilage and contamination ▪ fresh meats should be stored at 0-5°C ▪ dairy products at below 5°C ▪ fresh fruit and vegetables at a cool, dry place ▪ date labelling for fresh goods is essential to monitor shelf-life	

- dried goods, for example, rice, pasta or dried herbs:
 - stored in cool, dry areas to prevent spoilage or contamination
 - ensure packaging is intact and stored away from pests
 - correct rotation of stock ensures older products are used first to avoid waste
- tinned goods, for example, canned vegetables, soups or beans:
 - stored in dry, cool conditions with labels visible to monitor expiry dates
 - avoiding dented or damaged cans is crucial to prevent contamination or spoilage
- frozen goods, for example, frozen vegetables or meats:
 - freezers must be kept at -18°C or lower
 - regular temperature checks are essential
 - do not refreeze thawed items unless they've been properly cooked or stored in the appropriate conditions
 - ensure frozen goods are stored in air-tight packaging to prevent freezer burn
- **Food safety procedures:**
 - temperature control - always monitor and log storage temperatures to maintain food safety. Use thermometers to check storage areas, including refrigerators and freezers.
 - cross-contamination prevention - store raw meats separately from ready-to-eat items (such as cooked meats or vegetables) to prevent contamination.
 - hygiene and cleaning - ensure that storage areas are regularly cleaned and maintained to avoid contamination. Clean containers, shelving and walls should be used for storing food.
 - storage of chemicals - chemicals such as cleaning agents must be stored separately from food items to prevent contamination.
- **Stock use and rotation methods that minimise waste:**
 - stock use and rotation are crucial for ensuring that ingredients and products are used in the correct order to prevent wastage, spoilage and the unnecessary disposal of food. Methods could include:

- implementing a First In, First Out (FIFO) or Last In, Last Out (LILO) system to ensure that the oldest stock is used first, preventing the chance of products being forgotten or left unused until they expire.
- correct labelling of stock items with dates to indicate when they were received and their expiry or use-by dates. This allows easy identification of which items need to be used first.
- correct portioning of ingredients during food preparation to avoid using more than necessary. This prevents waste from leftover portions that cannot be reused. Using the right portioning tools and techniques can ensure that ingredients are used precisely, preventing over-preparation or excess.
- managing stock levels to ensure that stock is used in an appropriate order and replenished regularly, based on stock levels and usage patterns, to avoid overstocking or understocking.
- efficient use of leftovers, for example, items such as sauces, vegetables or cooked meats can be repurposed or reused, reducing food waste. Correct storage of these leftovers for reuse is key.
- recycling or repurposing food scraps where possible, such as using vegetable peelings for stocks or composting non-edible parts.
- checking the conditions and dates of food and commodities on delivery before accepting the stock.

Problem solving		
Knowledge	Skills	Behaviours
K9 Techniques for conflict resolution and handling difficult behaviours . K17 Proactive and reactive problem solving techniques and own level of authority when responding to challenges associated with routine and non-routine issues .	S14 Use problem solving techniques to resolve routine and non-routine issues within scope of own role.	B2 Takes responsibility when completing individual and team tasks to expected standards, helping resolve operational issues that arise.
Interview underpinned by a portfolio of evidence		
Pass criteria	Distinction criteria	
PS1 Identifies techniques for conflict resolution and handling of difficult behaviours. (K9) PS2 Explains how they have taken responsibility for solving a routine or non-routine problem in order to resolve an operational issue. (K17, S14, B2)	<i>PS3 Justifies their use of problem solving techniques and why they were appropriate in the context. (K17, S14, B2)</i>	
Amplification and guidance		
• Conflict resolution and handling difficult behaviours could include: ○ identifying the source of conflict - before addressing conflict, it is crucial to identify its root cause. Conflict can arise from differences in personality, unclear communication, workload imbalances or misunderstandings. ○ active listening and empathy - listening is a key skill in resolving conflict. It is important to listen to all parties involved to fully understand their concerns before attempting to find a solution. Empathy can help de-escalate tense situations by making individuals feel heard and valued. ○ clear and respectful communication - clear communication is essential when resolving conflicts. Remaining calm and respectful, even when emotions run high, helps to avoid escalating the issue. It is important to express thoughts and concerns in a way that is not accusatory but solution focused.		

- mediating between parties - a third party might need to step in to mediate the conflict. Individuals may be asked to mediate disputes between kitchen staff or between the kitchen and front-of-house teams. This requires neutrality and ensuring both sides are treated fairly.
 - managing difficult behaviours - handling difficult behaviours, such as aggression, poor attitude or lack of cooperation, is an important skill. It is essential to address these behaviours promptly and appropriately to prevent them from affecting the team dynamic or the overall service.
 - problem-solving and finding a solution everyone can agree on - conflict resolution often involves finding a solution that is acceptable to all parties. Effective problem-solving can turn a conflict into an opportunity for improvement and strengthen the team's working relationships.
 - reflecting on and learning from conflict - after resolving a conflict, it is beneficial to reflect on the situation to identify what could have been done differently and how to prevent similar issues in the future. This reflection can lead to improvements in teamwork and communication going forward.
 - escalating issues - understanding when, how and where to escalate a problem if it occurs.
- **Proactive and reactive problem solving techniques:**
 - proactive problem-solving techniques could include:
 - anticipating peak service times by preparing extra ingredients or dishes in advance to handle busy periods
 - regular equipment maintenance and checks by scheduling regular checks and maintenance of kitchen equipment to prevent breakdowns during service
 - stock and inventory management by monitoring stock levels and ordering ingredients ahead of time based on predicted demand
 - menu planning by creating a flexible menu that can be adjusted based on availability of ingredients or staff levels
 - pre-service briefings by holding meetings with the team before service to review the day's menu, anticipate potential challenges and allocate tasks effectively
 - reactive problem-solving techniques could include:
 - dealing with equipment failures by identifying the issue and deciding whether to repair, replace or adjust operations to continue service
 - handling staff shortages by adapting the workflow to cover for missing staff or quickly reassigning roles
 - addressing customer complaints by calmly listening to customer complaints and taking immediate action to resolve the issue, ensuring the customer is satisfied
 - last-minute ingredient shortage by sourcing replacement ingredients or adjusting the menu if certain items are unavailable

- quickly adapting to unexpected menu changes by adjusting preparation processes or cooking techniques to accommodate sudden changes in the menu
- resolving safety hazards by reacting immediately to any safety hazard in the kitchen, whether it involves fire safety, spills or potential accidents

- **Routine and non-routine issues:**

- routine issues are common and often anticipated in daily kitchen operations. They are part of the regular workflow and can be planned for or managed with standard procedures. These issues are usually repetitive but are easy to manage when handled effectively. Examples could include:
 - ingredient shortages
 - equipment maintenance
 - standard kitchen hygiene practices
 - portion control
- non-routine issues are unexpected challenges that require immediate attention or the deviation from normal processes. These issues may arise due to unforeseen circumstances such as equipment failure, emergencies or customer complaints. Examples could include:
 - equipment breakdown during service
 - staff shortages
 - unplanned menu changes
 - customer complaints or special requests
 - food safety incidents

Kitchen management	
Knowledge	Skills
K16 Procedures and techniques for preparing an area for service and closing down following service. K18 Prep and par levels needed to meet daily demand. K19 Functions, use, and preventative maintenance of manual and electrical tools, equipment and technology. K23 Methods to sustainably reduce the waste of resources, including portion control, yield, and plate waste.	S13 Prepare and close down an area for service. S15 Maintain prep and par levels according to business need. S16 Clean and maintain manual and electrical food-preparation and cooking tools, equipment, and technology. S20 Reduce the waste of resources, acting to measure and reduce plate waste, exercise portion control, and maximise yield.
Interview underpinned by a portfolio of evidence	
Pass criteria	Distinction criteria
KM1 Explains how they have prepared and closed down an area for service, including prep and par levels, according to business standards. (K16, K18, S13, S15) KM2 Describes how they have prepared checked and cleaned manual and electric tools, equipment or technology in line with business and safety requirements. (K19, S16) KM3 Explains how they have sustainably reduced the waste of resources through reduction of plate waste, portion control and yield maximisation, to meet business expectations. (K23, S20)	KM4 Describes the impact of their actions in sustainably reducing waste of resources. (K23, S20)
Amplification and guidance	
• Prep and par levels: ○ prep levels refer to the quantity of ingredients or dishes that need to be prepared in advance to meet expected service demand ○ par levels are the minimum quantities of stock or prepared items required to ensure smooth operations without running out or overproducing	

- effective prep and par level management helps to:
 - ensure consistency in food availability
 - minimise food waste by avoiding overproduction
 - optimise kitchen efficiency by reducing last minute preparation
 - support cost control by maintaining appropriate stock levels
- **Methods to sustainably reduce the waste of resources:**
 - effective stock control can help prevent over-ordering, spoilage and waste. This could include:
 - stock rotation such as First In, First Out (FIFO) - ensuring older stock is used first and new stock is placed behind older stock prevents food from spoiling before it's used
 - accurate ordering - monitoring usage patterns and trends helps ensure ingredients are ordered in the right quantities, reducing the chances of excess food spoiling before use
 - stock rotation - regularly checking stock levels and replacing expired or damaged goods promptly to avoid loss
 - accurate portion control is a fundamental method for reducing waste in the kitchen, preventing overproduction and food wastage. This could include:
 - standardised portion sizes - using weighing scales, scoops and ladles for precise measurements of ingredients ensures consistent portion sizes and avoids excess waste
 - adjustable portions - offering flexible portion sizes (such as half portions or multiple-size options) can reduce the amount of food left uneaten
 - menu adjustments - if a particular dish consistently results in leftover food, consider revising portion sizes to meet customer preferences
 - reducing plate waste benefits both the environment and the business, as it ensures that food is not discarded unnecessarily. This could include:
 - portion sizes - offering flexible portion sizes allows customers to choose how much food they want, which can help reduce waste
 - customer feedback - collecting customer feedback on portion sizes can help adjust meals to better match customer expectations
 - presentation - aesthetic and well-balanced presentation can encourage customers to finish their meals, reducing waste

- yield refers to the amount of usable food obtained from raw ingredients after trimming, peeling or cooking. Reducing waste here involves maximising the usable portion of ingredients. This could include:
 - understanding yield loss - being aware of yield loss in ingredients (for example, trimming fat from meat, peeling vegetables) allows chefs to adjust purchasing or prep methods to minimise waste
 - using leftovers - repurposing trimmings, such as using vegetable peels for stock, helps reduce waste
 - reducing overproduction - preparing just enough to meet demand prevents excess food from going to waste
- efficient use of energy in the kitchen not only reduces utility costs but also helps cut down on waste associated with excess energy consumption. This could include:
 - using energy-efficient appliances - opting for energy-efficient cooking equipment that uses less power while maintaining performance
 - cooking with the right size equipment - using cooking equipment that matches the amount of food being prepared. For instance, avoid using large ovens or fryers for small batches, as this leads to wasted energy
- **Prepare and close down an area for service:**
 - preparing an area for service could include:
 - ensuring all appliances are operational, knives are sharpened and work surfaces are clean
 - stocking ingredients involves verifying that fresh, dried and frozen ingredients are available in appropriate quantities
 - setting up stations involves prepping ingredients, sauces and garnishes to ensure smooth service
 - food safety checks involve confirming correct storage temperatures and following food safety procedures
 - communication with team involves reviewing the menu, daily specials and expected customer demand
 - closing down following service could include:
 - cleaning and sanitising involves ensuring the work surfaces, chopping boards, utensils and equipment is thoroughly cleaned
 - stock rotation and storage involves ensuring unused ingredients are stored correctly, following First-in, First-out (FIFO) principles
 - disposing of waste involves ensuring food waste is separated from recycling and disposed of according to organisational policies
 - equipment maintenance involves cleaning grills, fryers and ovens and turning them off as required
 - end of shift handovers involves communicating with the next team about stock levels, maintenance issues or prep requirements

Adaptation and modification	
Knowledge	
K24 Characteristics of texture modification according to the International Dysphagia Diet Standardisation Initiative (IDDSI) framework .	
K25 Adaptations needed to increase the calorific density of food for those following a fortified diet.	
Interview underpinned by a portfolio of evidence	
Pass criteria	Distinction criteria
AM1 Identifies the characteristics of texture modification according to the International Dysphagia Diet Standardisation Initiative framework. (K24) AM2 Describes the adaptations needed to increase the calorific density of food for those following a fortified diet. (K25)	<i>No distinction criteria.</i>
Amplification and guidance	
• International Dysphagia Diet Standardisation Initiative (IDDSI) framework is a global framework used to classify and standardise food and drink textures for individuals with dysphagia (swallowing difficulties). The framework ensures that food and drinks are prepared safely to reduce choking risks and improve ease of swallowing. The IDDSI framework consists of 8 levels (0–7), with specific characteristics for each texture. Food and drink are tested for flow, thickness and softness to ensure they meet the required consistency. This includes: ○ drinks (levels 0-4) based on thickness: ▪ level 0 – thin (normal liquids such as water, juice and tea) ▪ level 1 – slightly thick (thicker than water but still flows easily) ▪ level 2 – mildly thick (similar to nectar, requiring more control when swallowing) ▪ level 3 – moderately thick (smooth consistency, coats spoon but can still be sipped) ▪ level 4 – extremely thick (pudding like consistency, cannot be drunk through a straw) ○ foods (levels 3-7) based on texture: ▪ level 3 – liquidised (completely smooth with no lumps, can be drunk from a cup or spoon) ▪ level 4 – pureed (smooth, cohesive and hold its shape on a spoon. Cannot be drunk)	

- level 5 – minced and moist (small, soft and moist pieces - 4mm for adults/2mm for children)
 - level 6 – soft and bite sized (bite-sized pieces that are soft and easy to chew – 1.5cm for adults/8mm for children)
 - level 7 – regular (normal diet with no modifications needed)
- **Adaptations needed to increase the calorific density of food** - a fortified diet is where foods and drinks are adapted to increase their calorific density (energy content) without increasing portion size. This is often required for individuals with higher energy needs or those who struggle to consume enough calories due to illness, poor appetite or difficulty swallowing (for example, elderly individuals, people recovering from surgery or those with malnutrition).
 - Key principles of increasing calorific density could include:
 - adding high-calorie ingredients to meals without significantly increasing volume
 - using full-fat and enriched products instead of low-fat alternatives
 - incorporating nutrient dense foods that provide both energy and essential nutrients
 - Examples of food adaptations for a fortified diet could include:
 - milk - use full-fat or fortified milk instead of semi-skimmed. Add skimmed milk powder for extra protein and calories.
 - soups and sauces - enrich with cream, cheese or butter to increase energy content.
 - mashed potatoes - mix in butter, full-fat milk or cream to increase energy density.
 - eggs - cook with butter or oil and add cheese for extra calories.
 - bread and toast - spread butter or margarine generously and use peanut butter, honey or jam.
 - porridge and cereals - prepare with whole milk or cream, add sugar, honey, dried fruit or nuts.
 - vegetables coat in butter, drizzle with olive oil or add cheese sauce.
 - meat and fish - use fattier cuts, cook with oils or butter and add sauces for extra calories.
 - desserts - choose high-calorie options such as custard, full-fat yogurt or cream-based puddings.

Legislation		
Knowledge	Skills	Behaviours
K27 Legislation and organisational policies relating to equity, diversity, and inclusion in the workplace.	S22 Follow equity, diversity, and inclusion legislation and organisational policies.	B4 Advocates equality and respect , working positively with colleagues, managers and customers.
Interview underpinned by a portfolio of evidence		
Pass criteria	Distinction criteria	
L1 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 . (K27, S22, B4)	L2 Explains how <i>legislation and organisational policies</i> supported and informed their actions. (K27, S22, B4)	
Amplification and guidance		
• Legislation and organisational policies could include: ○ Equality legislation - protects individuals from discrimination based on the 9 protected characteristics, including age, disability, gender reassignment, marriage/civil partnership, pregnancy/maternity, race, religion/belief and sexual orientation ○ Health and Safety at Work etc. Act - requires employers to provide a safe and inclusive working environment ○ Human Rights Act - protects basic rights, such as freedom from discrimination and the right to work in a fair environment ○ Employment Rights Act - ensures fair treatment of employees in terms of contracts, pay and working conditions ○ Equal opportunities policy - ensures all employees have the same opportunities for training, promotion and career progression ○ Anti-discrimination and harassment policy - prevents bullying, harassment or unfair treatment in the workplace ○ Reasonable adjustments policy - supports employees with disabilities or specific needs by making workplace adjustments ○ Cultural and religious inclusion policy - recognises and respects different cultural and religious beliefs, including dress codes, dietary requirements and religious observances • Advocates equality and respect could include: ○ demonstrating inclusive behaviour by treating all individuals with fairness, regardless of background or personal characteristics		

- respectful communication by speaking to others politely and professionally
- promoting teamwork and cooperation by supporting colleagues and working collaboratively to complete tasks efficiently
- challenging disrespectful behaviour by reporting or addressing inappropriate comments, discrimination or unfair treatment
- following organisational policies and equality and diversity by understanding and following workplace policies that promote fair treatment
- providing excellent customer service by treating customers with courtesy and respect, ensuring they feel valued

Self management	
Knowledge	Skills
K12 Methods of planning own workload and prioritising tasks . K14 Techniques for maintaining good mental health and wellbeing , including asking for help with daily tasks. K15 Methods for using feedback to improve own performance . K28 Key performance indicators and own responsibility for contributing to them in terms of production, performance, and budget.	S10 Manage own time to ensure allocated tasks are completed. S11 Use techniques for maintaining good mental health and wellbeing to support self and others, including asking for and giving help with daily tasks. S12 Use feedback to improve own performance . S23 Deliver to key performance indicators to support the production, performance, and budget within own area of responsibility.
Interview underpinned by a portfolio of evidence	
Pass criteria	Distinction criteria
SM1 Describes how they manage their own time, planning and prioritising tasks, to ensure tasks are completed according to business needs. (K12, S10) SM2 Describes how they have used techniques to maintain good mental health to support self or others. (K14, S11) SM3 Describes how they have used feedback to improve their own performance. (K15, S12) SM4 Identifies how they have delivered to key performance indicators within own area of responsibility to support the production, performance and budget of that area. (K28, S23)	SM5 <i>Explains the impact of the improvement they have made on self and others. (K15, S12)</i> SM6 <i>Considers the impact of meeting, or not meeting, key performance indicators, on themselves, their team and the company. (K28, S23)</i>
Amplification and guidance	
Planning own workload and prioritising tasks - effective workload planning and task prioritisation helps to complete tasks efficiently, maintain food quality and meet service deadlines. Good organisation reduces stress, improves teamwork and ensures smooth kitchen operations. Methods could include:	

- reviewing daily requirements and identifying key tasks based on service times and customer demands
 - breaking down tasks into manageable steps
 - using time management techniques and setting clear deadlines
 - prioritising tasks based on urgency and importance, adjusting plans as needed
 - co-ordinating with colleagues to manage workload
 - being proactive with workload
 - replan and reprioritise tasks dependent upon changing circumstances in concert with colleagues
 - formulating a task list
- **Mental health and wellbeing** refer to a person's emotional, psychological and social wellbeing. In a fast-paced kitchen environment, maintaining good mental health is essential for managing stress, staying productive and working effectively as part of a team. Techniques for maintaining good mental health and wellbeing could include:
 - effective communication:
 - speaking openly with colleagues and managers about workload, stress or concerns
 - expressing when help is needed with daily tasks to prevent feeling overwhelmed
 - actively listening to colleagues and offering support where possible
 - time management and organisation:
 - prioritising tasks to avoid last-minute stress
 - keeping workstations clean and organised to reduce frustration and confusion
 - taking short, appropriate breaks to maintain focus and avoid burnout
 - stress management techniques:
 - practising deep breathing or mindfulness techniques during breaks
 - taking a moment to step away from a high-pressure situation to reset
 - staying hydrated and eating properly to maintain energy and focus
 - seeking support and asking for help:
 - recognising when tasks are unmanageable and asking a colleague or supervisor for support

- speaking to a manager about workload adjustments if stress becomes excessive
 - using employer-provided mental health resources if available
- building positive workplace relationships:
 - supporting colleagues to create a friendly and collaborative work environment
 - giving and receiving constructive feedback in a positive manner
 - recognising achievements and celebrating successes as a team
- **Feedback to improve own performance** helps identify strengths and areas for improvement to refine skills, improve efficiency and enhance food quality.
 - Types of feedback could include:
 - constructive feedback
 - formal feedback
 - informal feedback
 - self-reflection
 - Ways to use feedback to improve performance could include:
 - listening actively
 - accepting constructive criticism professionally
 - asking for clarification if unsure about feedback
 - making changes by applying suggested improvements into daily tasks
 - following up to see if changes have improved performance
 - checking progress by seeking further feedback
- **Key performance indicators** (KPIs) are measurable targets used to assess efficiency, quality and cost-effectiveness in a kitchen. Contributing to KPIs through working efficiently, maintaining quality and minimising waste to support business objectives.
 - Own responsibilities for contributing to key performance indicators (KPIs) could include:
 - following standard operating procedures (SOPs)
 - prioritising tasks to complete food prep on time

- communicating with team members to co-ordinate workflow
- controlling costs and reducing waste
- ensuring food is stored correctly
- using leftovers creatively
- maintaining good hygiene
- following food safety standards
- keeping accurate records of food temperatures and storage conditions

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Assessment summary

The end-point assessment for the Production Chef apprenticeship standard is made up of 2 assessment methods:

1. A 2.5-hour observation with questions
2. A 60-minute interview underpinned by a portfolio of evidence

As an employer/training provider, you should agree a plan and schedule with the apprentice to ensure all assessment components can be completed effectively.

Each component of the end-point assessment will be assessed against the appropriate criteria laid out in this kit, which will be used to determine a grade for each individual. The grade will be determined using the combined grades.

Observation with questions

All assessment methods are weighted equally. Apprentices will be marked against the pass and distinction criteria outlined in this kit.

- To achieve a **pass**, apprentices must achieve all of the pass criteria
- To achieve a **distinction**, apprentices must achieve all of the pass criteria **and** all of the distinction criteria
- **Unsuccessful** apprentices will not have achieved all of the pass criteria

The observation with questions will be conducted in the apprentice's normal place of work.

Interview underpinned by a portfolio of evidence

All assessment methods are weighted equally. Apprentices will be marked against the pass and distinction criteria outlined in this kit.

- To achieve a **pass**, apprentices must achieve all of the pass criteria
- To achieve a **distinction**, apprentices must achieve all of the pass criteria **and** all of the distinction criteria
- **Unsuccessful** apprentices will not have achieved all of the pass criteria

The interview underpinned by a portfolio of evidence may be conducted using technology such as video link, as long as fair assessment conditions can be maintained.

Grading

The apprenticeship includes pass and distinction grades, with the final grade based on the apprentice's combined performance in each assessment method.

To achieve a pass, the apprentice is required to pass each of the 2 assessment methods.

To achieve a merit, the apprentice must achieve a distinction in 1 of the assessment methods and a pass in the other.

To achieve a distinction, the apprentice must achieve a distinction in the observation with questions and the interview underpinned by a portfolio of evidence.

The overall grade for the apprentice is determined using the matrix below:

Observation with questions	Interview underpinned by a portfolio of evidence	Overall grade awarded
Fail any of the 2 assessment methods		Fail
Pass	Pass	Pass
Distinction	Pass	Merit
Pass	Distinction	Merit
Distinction	Distinction	Distinction

Retake and resit information

If an apprentice fails 1 assessment method or more, they can take a resit or a retake at their employer's discretion. The apprentice's employer needs to agree that a resit or retake is appropriate. If a resit is chosen, please call the Highfield scheduling team to arrange the resit. If a retake is chosen, the apprentice will require a period of further learning and will need to complete a retake checklist. Once this is completed, please call the Highfield scheduling team to arrange the retake.

A resit is typically taken within 2 months of the EPA outcome notification. The timescale for a retake is dependent on how much retraining is required but is typically taken within 3 months of the EPA outcome notification.

When undertaking a resit or retake, the assessment method(s) will need to be reattempted in full, regardless of any individual assessment criteria that were passed on any prior attempt. The EPA Report will contain feedback on areas for development and resit or retake guidance.

Failed assessment methods must be rest or retaken within a 6-month period from the EPA outcome notification, otherwise, the entire EPA will need to be rest or retaken in full. Apprentices should have a supportive action plan to prepare for the resit/retake.

Resits and retakes are not offered to an apprentice wishing to move from pass to a higher grade.

The apprentice will get a maximum EPA grade of a pass if they need to resit or retake 1 or more assessment methods, unless there are exceptional circumstances that are beyond the control of the apprentice as determined by Highfield.

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Assessing the observation with questions

The independent 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. The independent assessor must only observe 1 apprentice at a time. The apprentice will be given 2 weeks' notice of the observation with questions.

The total duration of the observation assessment method is **2.5 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 independent 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. This includes comfort breaks as necessary and to allow the apprentice to move from 1 location to another where required. Breaks will not count towards the total assessment time. The independent assessor must explain to the apprentice the format and timescales of the observation with questions before it starts. This does not count towards the assessment time.

The observation with questions must take place in the apprentice's normal place of work, for example, their employer's premises or a customer's premises. The equipment and resources needed for the observation must be provided by the employer and be in good and safe working condition. Additional venue requirements that must be in place include:

- a quiet space to ask the questions relating to the observation

The independent 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 preventive maintenance
- adherence to food safety legislation and hygiene management principles

Questions must be asked after the observation. As only naturally occurring work will be observed, the criteria that the apprentice did not have the opportunity to demonstrate will be assessed through questioning. The assessor will ask a **minimum of 3 questions**. Follow-up questions are allowed where clarification is required.

Before the assessment

Employers/training providers should:

- ensure the apprentice knows the date, time and location of the assessment
- ensure the apprentice knows which production chef criteria will be assessed (outlined on the following pages)
- encourage the apprentice to reflect on their experience and learning on-programme to understand what is required to meet the standard and identify real-life examples
- be prepared to provide clarification to the apprentice, and signpost them to relevant parts of their on-programme experience as preparation for this assessment

Grading the observation with questions

Apprentices will be marked against the pass and distinction criteria included in the tables on the following pages (under 'Observations with questions criteria').

- To achieve a **pass**, apprentices must achieve all of the pass criteria
- To achieve a **distinction**, apprentices must achieve all of the pass criteria **and** all of the distinction criteria
- **Unsuccessful** apprentices will have not achieved all of the pass criteria

Observation with questions mock assessment

It is the employer/training provider's responsibility to prepare apprentices for their end-point assessment. Highfield recommends that the apprentice experiences a mock observation with questions in advance of the end-point assessment, with the training provider/employer giving feedback on any areas for improvement.

In designing a mock assessment, the employer/training provider should include the following elements in its planning:

- the mock observation with questions should take place in a suitable location.
- a **2.5-hour** time slot should be available for the observation with questions, if it is intended to be a complete mock observation with questions covering all relevant standards (outlined in the following pages). However, this time may be split up to allow for progressive learning.
- consider a video or audio recording of the mock observation with questions and allow it to be available to other apprentices, especially if it is not practicable for the employer/training provider to carry out a separate mock observation with questions with each apprentice.
- ensure that the apprentice's performance is assessed by a competent trainer/assessor, and that feedback is shared with the apprentice to complete the learning experience. Mock assessment sheets are available to download from the Highfield Assessment website and may be used for this purpose.
- use a minimum of **3 structured, 'open' questions** that do not lead the apprentice but allows them to give examples for how they have met each area in the standard. For example:
 - produce dishes
 - Can you describe 2 methods used to prepare fresh or frozen poultry before cooking?
 - presentation
 - How can portioning food correctly help a business maintain quality and manage costs?
 - teamwork and communication
 - How can teamwork in a kitchen support efficient service delivery?
 - equipment
 - Why is it important to use manual and electrical kitchen equipment correctly and safely when preparing food?
 - food safety
 - How can a safe and hygienic working environment be maintained in line with current food safety legislation?

Observation with questions criteria

Throughout the **2.5-hour** observation with questions, the assessor will review the apprentice's competence in the criteria outlined below.

Apprentices should prepare for the observation with questions by considering how the criteria can be met.

Produce dishes
To pass, the following must be evidenced.
PD1 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. (K1, K2, K3, K5, S1, S2, S3, S5)
To gain a distinction, the following must be evidenced.
PD2 Works in an organised manner to prepare and cook dishes with precision and attention to detail. (K1, K2, K3, K5, S1, S2, S3, S5)

Presentation
To pass, the following must be evidenced.
P1 Produces, portions and presents food to business standards. (K11, S9)
To gain a distinction, the following must be evidenced.
P2 Uses precise production methods to consistently achieve optimum presentation and accurate portioning within business standards. (K11, S9)

Teamwork and communication
To pass, the following must be evidenced.
TC1 Communicates professionally, meeting the needs and expectations of internal colleagues and customers. (K8, S7)
TC2 Observes professional standards and attitude, including behaviour, appearance and timekeeping, to meet business expectations. (K13, B3)
TC3 Works as part of a team to support service delivery. (K10, S8)
To gain a distinction, the following must be evidenced.
<i>No distinction criteria.</i>

Equipment
To pass, the following must be evidenced.
E1 Selects and uses knives and boards appropriate to the tasks and according to standard operating procedures. (K20, S17)
E2 Uses manual and electrical food preparation and cooking tools, equipment, machinery and technology correctly, safely and efficiently. (K29, S24)
To gain a distinction, the following must be evidenced.
E3 Makes efficient use of tools and resources to create precise results. (K29, S24)
E4 Selects and uses knives with skill and accuracy to maximise production efficiency. (K20, S17)

Food safety
To pass, the following must be evidenced.
FS1 Monitors and records food temperatures and manages allergens during preparation, cooking, holding and service, in line with food safety legislation and company standards. (K21, S18)
FS2 Prioritises hygiene and safety when maintaining a safe, clean working environment, meeting business requirements. (K22, S19, B1)
FS3 Complies with health and safety legislation, regulations, guidelines and procedures, identifying how they have complied with stress management guidelines where appropriate. (K26, S21)
To gain a distinction, the following must be evidenced.
FS4 Works at a high standard to maintain the workspace throughout the production process showing attention to detail, efficiently achieving and maintaining safety and cleanliness. (K22, S19)

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Assessing the interview underpinned by a portfolio of evidence

In the interview underpinned by a portfolio of evidence, the independent assessor asks the apprentice questions. It gives the apprentice the opportunity to demonstrate the knowledge, skills and behaviours (KSBs) mapped to this assessment method. The assessor will pick a **minimum of 2 cooking techniques** to discuss during the interview.

The apprentice must be given 2 weeks' notice of the interview.

The apprentice must 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 must last for **60 minutes**. The independent 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 purpose of the independent assessor's questions will be to assess the apprentice's competence against the following themes:

- produce dishes
- stock control
- problem solving
- kitchen management
- adaption and modification
- legislation
- self management

The assessor must ask **at least 10 questions**. Follow-up questions are allowed where clarification is required.

The interview must take place in a suitable venue, for example, the employer's premises. The interview can be conducted by video conferencing. The interview should take place in a quiet room, free from distractions and influence.

Before the assessment

Employers/training providers should:

- ensure the apprentice knows the date, time and location of the assessment
- ensure the apprentice knows which criteria will be assessed (outlined on the following pages)
- encourage the apprentice to reflect on their experience and learning on-programme to understand what is required to meet the standard
- be prepared to provide clarification to the apprentice, and signpost them to relevant parts of their on-programme experience as preparation for this assessment

Grading the interview underpinned by a portfolio of evidence

Apprentices will be marked against the pass and distinction criteria included in the tables on the following pages (under 'Interview underpinned by a portfolio of evidence criteria').

- To achieve a **pass**, apprentices must achieve all of the pass criteria
- To achieve a **distinction**, apprentices must achieve all of the pass criteria **and** all of the distinction criteria
- **Unsuccessful** apprentices will have not achieved all of the pass criteria

Interview underpinned by a portfolio of evidence mock assessment

It is the employer/training provider's responsibility to prepare apprentices for their end-point assessment. Highfield recommends that the apprentice experiences a mock interview underpinned by a portfolio of evidence in preparation for the real thing. The most appropriate form of mock interview underpinned by a portfolio of evidence will depend on the apprentice's setting and the resources available at the time.

In designing a mock assessment, the employer/training provider should include the following elements in its planning:

- the mock interview underpinned by a portfolio of evidence should take place in a suitable location.
- a **60-minute** time slot should be available to complete the interview underpinned by a portfolio of evidence, if it is intended to be a complete interview covering all relevant standards. However, this time may be split up to allow for progressive learning.
- consider a video or audio recording of the mock interview underpinned by a portfolio of evidence and allow it to be available to other apprentices, especially if it is not practicable for the employer/training provider to carry out a separate mock assessment with each apprentice.
- ensure that the apprentice's performance is assessed by a competent trainer/assessor, and that feedback is shared with the apprentice to complete the learning experience. Mock assessment sheets are available to download from the Highfield Assessment website and may be used for this purpose.
- use a minimum of **10 structured, 'open' questions** that do not lead the apprentice but allows them to express their knowledge and experience in a calm and comfortable manner. For example:
 - produce dishes
 - Can you describe a cooking technique you have used when preparing or cooking meat?

- How have you used different cooking techniques to prepare and cook fresh or frozen vegetables?
- stock control
 - How do you check and rotate stock to make sure food is used in the right order and waste is minimised?
- problem solving
 - Can you describe a time when you had to handle a difficult situation or conflict in the kitchen and what steps did you take to resolve it?
- kitchen management
 - How have you cleaned and maintained kitchen equipment to meet safety and business requirements?
 - Can you describe how you have reduced waste in the kitchen?
- adaptation and modification
 - Can you describe how you would increase the calorific density of food for someone following a fortified diet?
- legislation
 - How do you ensure your communication and behaviour show respect for diversity and inclusion in your work?
- self management
 - How have you used constructive feedback to improve your own performance?
 - How do you use key performance indicators (KPIs) to support the production of food in the kitchen?

Interview underpinned by a portfolio of evidence criteria

Throughout the **60-minute** interview underpinned by a portfolio of evidence, the assessor will review the apprentice's competence in the criteria outlined below.

Apprentices should prepare for the interview underpinned by a portfolio of evidence by considering how the criteria can be met.

Produce dishes
To pass, the following must be evidenced.
PD3 Describes how they have used at least 2 cooking techniques (K4, S4)
<i>To gain a distinction, the following must be evidenced.</i>
<i>No distinction criteria.</i>

Stock control
To pass, the following must be evidenced.
SC1 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. (K6, K7, S6)
<i>To gain a distinction, the following must be evidenced.</i>
<i>No distinction criteria.</i>

Problem solving
To pass, the following must be evidenced.
PS1 Identifies techniques for conflict resolution and handling of difficult behaviours. (K9)
PS2 Explains how they have taken responsibility for solving a routine or non-routine problem in order to resolve an operational issue. (K17, S14, B2)
<i>To gain a distinction, the following must be evidenced.</i>
<i>PS3</i> Justifies their use of problem solving techniques and why they were appropriate in the context. (K17, S14, B2)

Kitchen management
To pass, the following must be evidenced.
KM1 Explains how they have prepared and closed down an area for service, including prep and par levels, according to business standards. (K16, K18, S13, S15)
KM2 Describes how they have prepared checked and cleaned manual and electric tools, equipment or technology in line with business and safety requirements. (K19, S16)
KM3 Explains how they have sustainably reduced the waste of resources through reduction of plate waste, portion control and yield maximisation, to meet business expectations. (K23, S20)
To gain a distinction, the following must be evidenced.
KM4 Describes the impact of their actions in sustainably reducing waste of resources. (K23, S20)

Adaptation and modification
To pass, the following must be evidenced.
AM1 Identifies the characteristics of texture modification according to the International Dysphagia Diet Standardisation Initiative framework. (K24)
AM2 Describes the adaptations needed to increase the calorific density of food for those following a fortified diet. (K25)
To gain a distinction, the following must be evidenced.
<i>No distinction criteria.</i>

Legislation
To pass, the following must be evidenced.
L1 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. (K27, S22, B4)
To gain a distinction, the following must be evidenced.
L2 Explains how legislation and organisational policies supported and informed their actions. (K27, S22, B4)

Self management
To pass, the following must be evidenced.
SM1 Describes how they manage their own time, planning and prioritising tasks, to ensure tasks are completed according to business needs. (K12, S10)
SM2 Describes how they have used techniques to maintain good mental health to support self or others. (K14, S11)
SM3 Describes how they have used feedback to improve their own performance. (K15, S12)
SM4 Identifies how they have delivered to key performance indicators within own area of responsibility to support the production, performance and budget of that area. (K28, S23)
To gain a distinction, the following must be evidenced.
SM5 <i>Explains the impact of the improvement they have made on self and others. (K15, S12)</i>
SM6 <i>Considers the impact of meeting, or not meeting, key performance indicators, on themselves, their team and the company. (K28, S23)</i>

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