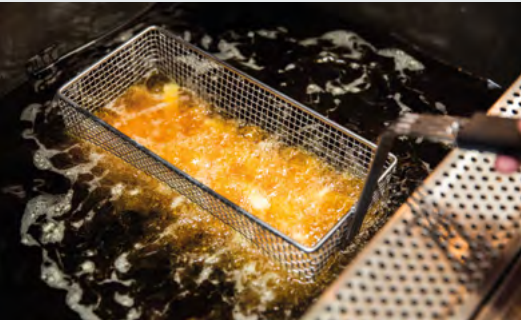


# PRODUCTION CHEF APPRENTICESHIP (FOR FISH FRIERS)



**Fish friers work as part of a team in a time bound and challenging kitchen environment.**

Fish Friers work with company developed standardised recipes and menus, producing dishes to exacting standards and ultimate taste. They apply highly methodical organisational skills, energy, accuracy and attention to detail whilst being mindful of the importance of sustainability and protecting the environment.

Fish Friers work include:

- ▶ Maintaining excellent standards or personal, food and kitchen hygiene
- ▶ Ensuring compliance to procedures menu specifications and recipes
- ▶ To produce quality dishes meeting portion controls and budgetary constraints
- ▶ Adapting and producing dishes to meet special dietary, religious and allergenic requirements.

## Entry

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

## Duration

Typically this apprenticeship will take 12 months.

## Level

This apprenticeship standard is set at level 2.

## Progression

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

## Functional Skills

To complete the apprenticeship the employee must pass level 1 English and maths (or have the appropriate exemption certificate) and work towards and attempt level 2 before undertaking their end point assessment.

## End Assessment

To achieve this apprenticeship standard, the employer, training provider and apprentice will agree when the apprentice is competent and ready to undertake the independent end point assessment.

## HIT Professional Trainers

Alongside the apprentice they will agree on a personal learning and development plan, setting a timetable of learning activities in preparation for the End Point Assessment (EPA).

The HIT Training Consultant will meet with the apprentice regularly either online or face to face to complete and review assessments, provide further coaching where required and agree the next steps of learning.

In association with:

**seafish**

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	<b>Knowledge and Understanding</b> (Know it)	<b>Skills</b> (Show it)
<b>Kitchen Operations</b>	<ul style="list-style-type: none"> <li>▶ Techniques for the preparation, assembly, cooking, regeneration and presentation of food.</li> <li>▶ The importance of organisational/ brand specifications and consistency in food production.</li> <li>▶ How to check fresh, frozen and ambient foods are fit for purpose.</li> <li>▶ Procedures for the safe handling and use of tools and equipment</li> <li>▶ The importance of following correct setting up and closing down procedures.</li> <li>▶ Specific standards and operating procedures for organisations.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Check, prepare, assemble, cook, regenerate, hold and present food meeting the needs of the customers and maintaining organisational standards and procedures.</li> <li>▶ Use kitchen tools and equipment correctly to produce consistently high quality dishes according to specifications.</li> <li>▶ Take responsibility for the cleanliness, organisation and smooth running of the work area.</li> </ul>
<b>Nutrition</b>	<ul style="list-style-type: none"> <li>▶ Key nutrient groups, their function and main food sources.</li> <li>▶ The scope and methods of adapting dishes to meet the specific dietary, religious and allergenic needs of individuals.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Produce dishes to suit individuals' specific dietary, religious and allergenic needs as required.</li> </ul>
<b>Legal and Governance</b>	<ul style="list-style-type: none"> <li>▶ Allergens and the legal requirements regarding them.</li> <li>▶ Relevant industry specific regulations, legislation, and procedures regarding food safety, HACCP, health and safety appropriate to organisations.</li> <li>▶ The importance of following legislation and the completion of legal documentation.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Operate within all regulations, legislation and procedural requirements.</li> <li>▶ Complete and maintain documentation to meet current legislative guidelines.</li> </ul>
<b>People</b>	<ul style="list-style-type: none"> <li>▶ How to communicate with colleagues, line managers and customers effectively.</li> <li>▶ Principles of customer service and how individuals impact customer experience.</li> <li>▶ How and why to support team members in own area and across organisations.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Use effective methods of communication with all colleagues, managers and customers to promote a positive image of yourself and the organisation.</li> <li>▶ Work in a fair and empathetic manner to support team members while offering a quality provision.</li> <li>▶ Work to ensure customer expectations are met.</li> </ul>
<b>Business / Commercial</b>	<ul style="list-style-type: none"> <li>▶ The role of the individual in upholding organisations' vision, values, objectives and reputation.</li> <li>▶ The financial impact of portion and waste control.</li> <li>▶ How technology can support food production organisations.</li> <li>▶ The importance of sustainability and working to protect the environment.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Work collaboratively to uphold the vision, values and objectives of the organisation.</li> <li>▶ Use technology appropriately.</li> <li>▶ Maintain quality and consistency in food production by using resources in line with organisations' financial constraints, style, specifications and ethos.</li> </ul>
<b>Personal Development and Performance</b>	<ul style="list-style-type: none"> <li>▶ How personal development and performance contributes to the success of the individual, team and organisation.</li> <li>▶ How to identify personal goals and development opportunities and the support and resources available to achieve these.</li> <li>▶ Different learning styles.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Identify own learning style, personal development needs and opportunities and take action to meet those needs.</li> <li>▶ Use feedback positively to improve performance.</li> </ul>



## Behaviours

(Live it)

- ▶ 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

The end point assessment will only commence once the employer, apprentice and HIT Training Consultant are confident that the apprentice has developed all the knowledge, skills and behaviours defined in the apprenticeship standard and clearly evidenced by the on-programme progression review meetings and records.

The independent end point assessment ensures that all apprentices consistently achieve the industry set professional standard and can commence at any point once the apprentice is competent after the minimum period of learning and development. Prior to independent end point assessment the functional skills English and maths components of the apprenticeship must be successfully completed.

## Summary of Independent End Point Assessment Process

The apprentice will be assessed against the apprenticeship standard using three complementary assessment methods. The three assessment methods, on-demand test, practical observation and professional discussion, can be taken on the same day or separate days. Assessment methods may take place in any order. Each is individually assessed and are not dependent upon the result from the other before going ahead. All assessment methods are equally weighted.



### On Demand Test

- ▶ 60-minute (including 10 minutes reading time) on-demand test
- ▶ 30 multiple-choice based questions covering the standard criteria
- ▶ Externally set and marked automatically by the end-point assessment organisation
- ▶ Undertaken either on the employer's premises or off site.



### Practical Observation

- ▶ 120-minute (+/- 10% at the discretion of the independent assessor) practical observation followed by question and answer session
- ▶ Observation must cover preparation and service; the observation timings may be split to accommodate this
- ▶ Covers the standard criteria
- ▶ Externally observed and marked by the end-point assessment organisation.



### Professional Discussion

- ▶ 40-minute (+/- 10% at the discretion of the independent assessor) structured meeting
- ▶ Covers the standard criteria
- ▶ Structured discussion between the apprentice and the independent end-point assessor
- ▶ Led by the independent end-point assessor.



### Completion

The apprenticeship includes fail, pass and distinction grades with the final overall grade based on the apprentice's combined performance in each assessment method. In order to pass overall the apprentice is required to pass each of the three assessment methods. In order to achieve a distinction overall, the apprentice needs to gain a distinction in the professional discussion and the on-demand test as well as a pass in the observation.

- ▶ Independent end-point assessor confirms that each end point assessment method has been completed
- ▶ The achievement is determined by the independent end point assessor based on the combination of performance in all end point assessment methods.
- ▶ The apprenticeship is graded Fail / Pass / Distinction.

#### Independent end point assessment organisations

Approved assessment organisations are registered on the SFA Register of apprenticeship assessment organisations. Assessment organisations are responsible for ensuring assessments are conducted fairly and that assessments are valid, reliable and consistent. To access the list and find an assessment organisation visit: <https://www.gov.uk/government/publications/using-the-register-of-apprentice-assessment-organisations>.

**The employer will approve and appoint the assessment organisation to undertake the independent end point assessment of the apprentice.**