



# PRODUCTION CHEF LEVEL 2

Apprenticeship A-Card

# PRODUCTION CHEF

## Level 2 Apprenticeship Standard

### Occupational Profile

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

### Production chefs;

- maintain excellent standards of personal, food and kitchen hygiene
- ensure compliance to procedures, menu specifications and recipes.
- produce food meeting portion controls, and budgetary constraints
- adapting and produce dishes to meet special dietary, religious and allergenic requirements
- follow, complete and maintain production schedules, legislative and quality standard documentation
- use specialist kitchen equipment
- communicate internally and externally with customers and colleagues
- commit to personal development activities

<b>Entry</b>	Entry requirements to be set by employers
<b>Duration</b>	The duration of this apprenticeship is a minimum of 12 months
<b>English &amp; Maths</b>	Apprentices without level 1 English and maths will need to achieve level 1 and take the test for level 2 English and maths prior to taking the end-point assessment. For those with an education, health and care plan or a legacy statement the apprenticeships English and maths minimum requirement is Entry Level 3 and British Sign Language qualifications are an alternative to English qualifications for whom this is their primary language.
<b>Level</b>	This apprenticeship standard is set at level 2
<b>Review date</b>	After three years



For more information or to apply contact us:

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	<b>Knowledge and Understanding</b> <i>(Know it)</i>	<b>Skills</b> <i>(Show it)</i>
<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.



# OFF-THE-JOB TRAINING

Our Method is 70:20:10 and fits in with your business

Off-the-job training: steps to help you determine whether an activity counts as off-the-job training



»»  
YES



»»  
YES



»»  
YES



»»  
YES



**THIS COUNTS AS  
OFF-THE-JOB  
TRAINING**

Has the individual begun their apprenticeship programme?

Is the activity directly relevant to the apprenticeship standard.

Is the activity teaching new knowledge, skills and behaviours?

Is the learning taking place within the apprentice's normal (contracted) working hours?

NO  
»»

NO  
»»

NO  
»»

NO  
»»



**THIS ISN'T OFF-THE-JOB TRAINING**



You can find further details about off-the-job training including best practice examples in the apprenticeship funding rules and the apprenticeships: off-the-job training guidance on GOV.UK.



Off-the-job training is defined as learning which is undertaken outside of the normal day-to-day working environment and leads towards the achievement of an apprenticeship. This can include training that is delivered at the apprentice's normal place of work but must not be delivered as part of their normal working duties. The off-the-job training must be directly relevant to the apprenticeship framework or standard and could include the following: the teaching of theory (for example: lectures, role playing, simulation exercises, online learning or manufacturer training), practical training: shadowing, mentoring, industry visits and attendance at competitions, learning support and time spent writing assessments/assignments.

## Key Facts

**1**

Off-the-job training must make up at least 20% of the apprentice's contracted hours, over the total duration of the apprentice's planned training period.

**2**

Off-the-job training can be delivered in the apprentice's normal workplace or at an external location.

**3**

Progress reviews and on-programme assessments do not count towards 20% off-the-job training, as they do not deliver new knowledge, skills and behaviours.

**4**

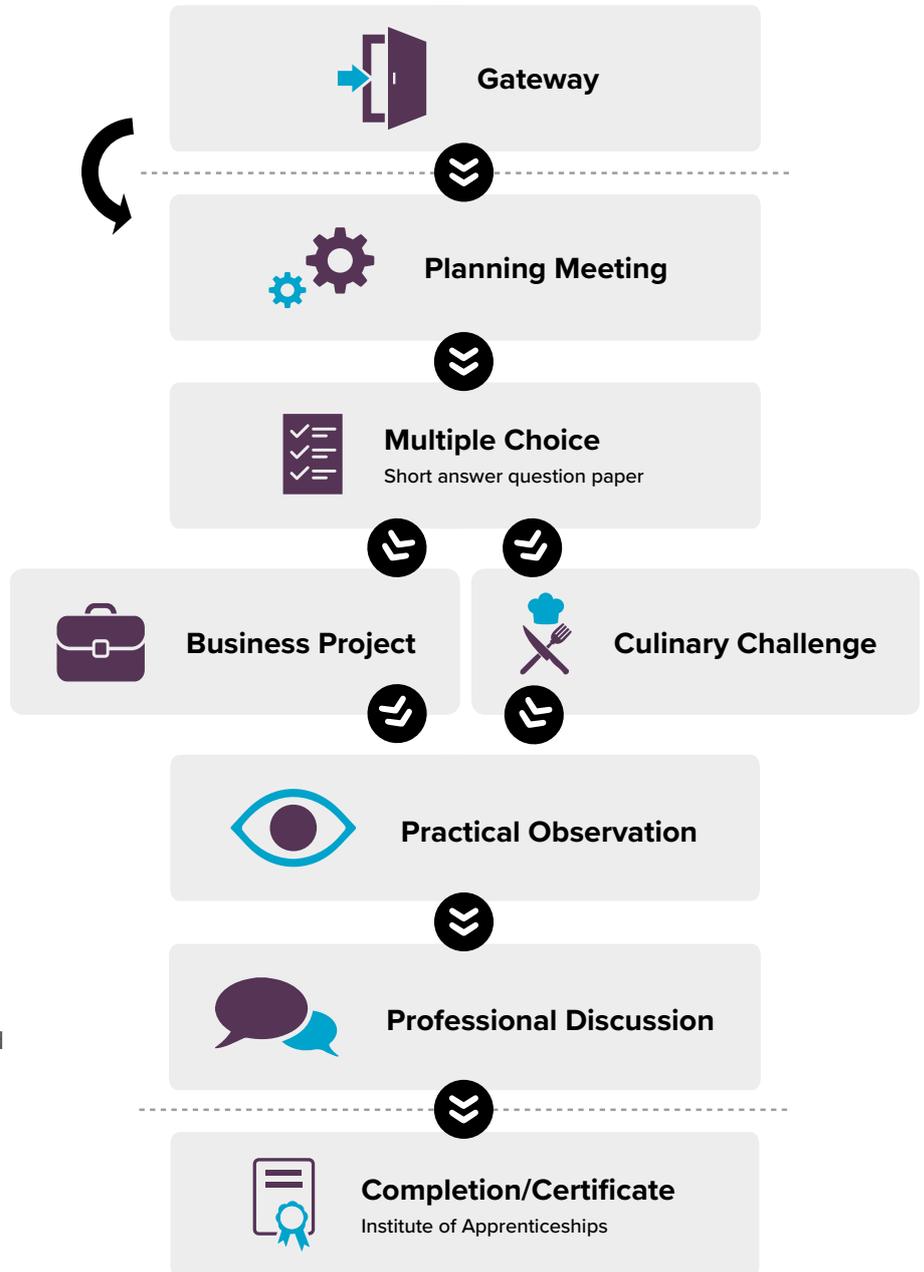
If needed, English and maths training must be on top of the 20% off-the-job training requirement.

# END-POINT ASSESSMENTS

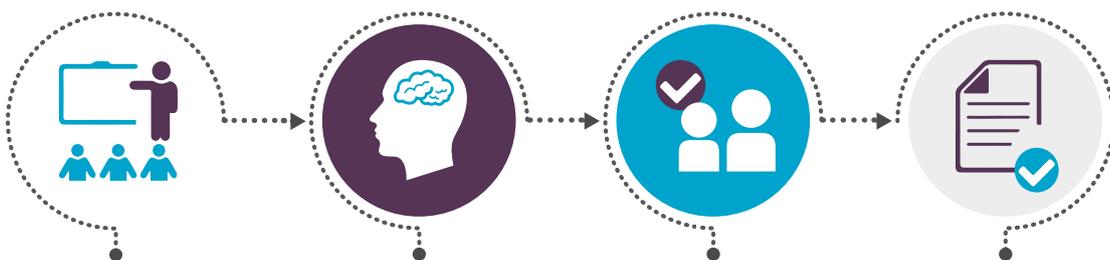


All Apprentices must undertake an independent end-point assessment.

- As part of the new apprenticeships, the apprentice must complete an end-point assessment. The requirements are contained in the assessment plans published by government.
- The end-point assessment must be totally separate to the apprentices training. It's a bit like a driving test as the method of training an employer chooses is flexible, but apprentices **MUST** complete the end-point assessment requirements relating to the apprenticeship standard they are following.
- Therefore, the end-point assessor must demonstrate a clear line of separation from the apprentices' training provider. End-point assessment organisations must be on the government's Register of Apprenticeship Assessment Organisations.
- It is up to the employer to choose their apprenticeship assessment organisation (AAO) and they do not have to opt for the AAO recommended by their training provider.



## Apprenticeship Standards



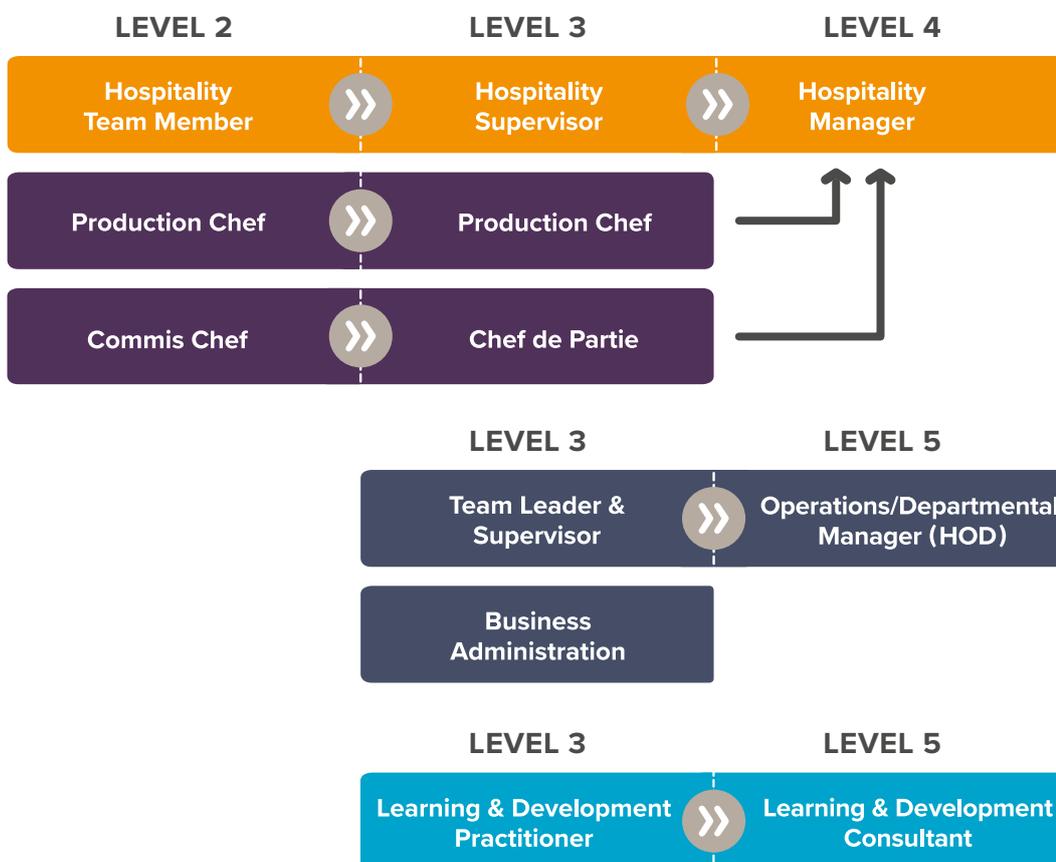
Genuine need for training and in a new job role

- No mandatory qualifications
- Method of training is flexible
- English and maths

Employer is confident that the apprentice is competent

Independent end point assessment. Graded: Fail, pass or distinction

# APPRENTICESHIP PATHWAYS



Hospitality Team Member, Supervisor and Managers have specialist areas:

Food & Beverage Service,  
Food Production, Barista, Concierge & Guest Services, Housekeeping, Reception, Reservations, Conference & Event Operations.

- Hospitality Team Member Apprenticeships
- Culinary Apprenticeships
- Business & Management Apprenticeships
- Learning & Development
- Degree Apprenticeships

## LEVEL 6 & 7

Degree Apprenticeships

## We have the following clubs:



**Culinary Club** – for chef apprentices, hospitality team members or Food and beverage service

**Clever Clogs Club** – for level five apprentices

**Tidy Angels Club** – for housekeeping team members and supervisors

**Business Club** – for business admin apprentices

**Customer Club** – for all apprentices who interact with customers

The apprenticeship clubs are designed to provide support, off-job-training, learning activities and interactive meetings for our apprentices to help them achieve the apprenticeship.

It allows apprentices to develop new and interesting skills which they can efficiently apply in your workplace. We pride ourselves in offering only the best, quality activities to our apprentices and make sure every trip is as entertaining as the last!

## Progression? Yes please?

To find out more about how to use your newly acquired skills and knowledge to gain career progression contact us today? T: 0333 577 2557 E: info@umbrellatraining.co.uk