

# apprenticeship FRAMEWORK

## Catering and Professional Chefs (England)

### IMPORTANT NOTIFICATION FOR ALL APPRENTICESHIP STARTS FROM 21 SEPTEMBER 2018

Modifications to SASE came into effect on 21 September 2018. Accordingly, SASE publication DFE-00236-2018 applies **both** to new Apprenticeship starts from 21 September 2018 **and** all Apprenticeships commenced before and not completed by 21 September 2018.

Latest framework version?

For any previous versions of this framework: [https://acecerts.co.uk/framework\\_library](https://acecerts.co.uk/framework_library)

Issue date: 01 December 2019

**Issued By:**  
People 1st

Apprenticeship Certificates  
England

[https://acecerts.co.uk/framework\\_library](https://acecerts.co.uk/framework_library)

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# Catering and Professional Chefs

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# Framework information

## Information on the Issuing Authority for this framework:

### People 1st

The Apprenticeship sector for occupations in hospitality, catering, retail, leisure, travel, tourism and passenger transport.

Issue number: 14	This framework includes:
Framework ID: FR05005	Level 2 <input checked="" type="checkbox"/> Level 3 <input checked="" type="checkbox"/> Level 4-7 <input type="checkbox"/>
Date this framework is to be reviewed by: 30/11/2021	This framework is for use in: England

## Short description

This is a prestigious learning and development programme, valued by employers, trade associations and professional bodies in the industry. Intermediate Level Apprentices will train as Kitchen Assistants, Cooks and Chefs in large volume, fine dining/casual dining settings or in a range of cuisines, including Craft, Asian and Oriental cuisine. Advanced Level Apprentices will train as Sous/Senior Chefs, working in fine/casual dining settings, as a Pastry Chef or as a Sous/Senior Chef in Craft Cuisine.



# Contact information

## Proposer of this framework

People 1st uses a number of mechanisms for engaging with employers on the development of frameworks which include employer working groups, networks, associations and other bodies, for example, People 1st Chain Employer Group; People 1st Industry Panels; National Skills Academy for Hospitality; Membership associations such as the Academy of Food and Wine Service and UK Housekeepers; Professional Bodies; Institute of Hospitality members; Industry Professional Body Forum; Provider and College Networks and Awarding Organisations. A number of Key employers were involved in the development of this framework, for example: Abode Hotels; Barceló Hotels; Compass; Jupiter Hotels; McDonalds; Mitchells & Butlers; Sodexo; Spirit Group; SSP (Select Service partnership); Victory Services Club; Whitbread; JD Wetherspoons; Weetwood Hall Conference Centre and Hotel.

The pathway for Chefs in the Licensed Hospitality Industry has been developed by BIIAB with an industry steering group composed of the following organisations:

Spirit Pub Company

Greene King

Fredric Robinson brewery

British Beer and Pub Association

Charnwood Training

Punch Taverns

Hall and Woodhouse Brewery

The pathway has been included following feedback from industry partners and learners that a licensed industry Chef specific pathway was needed to cover the fundamental issues that related to the job roles.

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# Revising a framework

## Why this framework is being revised

Removal of Pathways 1 Jan 18 for the following:

Level 2 Craft Cuisine  
Level 3 Professional Cookery  
Level 3 Craft Cuisine

## Summary of changes made to this framework

Removal of Pathways 1st Jan 18 for the following:

Level 2 Craft Cuisine  
Level 3 Professional Cookery  
Level 3 Craft Cuisine

## Qualifications removed

Highfield Level 2 Certificate in Hospitality and Catering Principles (Food Production and Cooking)  
RQF 600/7802/9

## Qualifications added

Highfield Level 2 Certificate in Hospitality and Catering Principles (Food Production and Cooking)  
RQF 603/5224/3

## Qualifications that have been extended

None

# Purpose of this framework

## Summary of the purpose of the framework

### Defining Apprenticeships

An Apprenticeship is a job with an accompanying skills development programme designed by employers in the sector. It allows the apprentice to gain technical knowledge and real practical experience, along with functional and personal skills, required for their immediate job and future career. These are acquired through a mix of learning in the workplace, formal off the job training and the opportunity to practice and embed new skills in a real work context. This broader mix differentiates the Apprenticeship experience from training delivered to meet narrowly focused job needs.

All apprentices commencing their Apprenticeship must have an Apprenticeship Agreement between the employer and the apprentice. This can be used to reinforce the understanding of the requirements of the Apprenticeship.

On completion of the Apprenticeship, the apprentice must be able to undertake the full range of duties, in the range of circumstances appropriate to the job, confidently and competently to the standard set by the industry.

### The Catering Industry

The Catering Industry covers hotels, restaurants, pubs, bars and nightclubs, contract catering, holiday centres and school catering. It operates across well known chains and in small businesses, including owner/operators, which make up just under three quarters of employers. The hotel and catering industry as a whole is a big employer and contributes around £30bn to the English economy each year, with the restaurant industry alone employing two thirds of a million people.

The industry is facing a number of key challenges to make sure that staff have the right skills and, once trained, that they stay and develop their skills to fulfill their career ambitions, contributing to increased productivity and business profitability. The key challenges which this framework will help to address include:

- although the industry is well known for providing training, only 3% of the training leads to formal qualifications which are nationally recognised and this is likely to have had an impact on staff motivation and retention;
- the industry finds it difficult to attract people who have the right skills for the job, mainly because there is a perception that the sector provides casual jobs, but does not offer long-term career opportunities. This leads to high staff turnover and increased costs on

- the business to replace those who leave or retire;
- whilst the industry employs a high percentage of young staff and the average age of a manager is under 30 years old in parts of the industry, over half of these managers do not have formal qualifications for their job;
- chef skills are in short supply, with increasing consumer demand for meals which are cooked from scratch using fresh ingredients in mainstream restaurants and pubs and for specialist skills for those working in Asian and Oriental cuisines;
- the industry relies on excellent customer service to provide a welcoming and pleasant experience for customers and these skills need to be improved so that customers continue to come back;
- the industry needs to make the most of the talent pool in order to represent its customer base, by attracting more people from diverse backgrounds into the catering industry.

### **Employer support for the Catering and Professional Chefs Apprenticeship**

Apprenticeships at levels 2 and 3 are seen as critical by employers, trade associations and professional bodies as they provide a ready-made high quality programme which they have helped to design and which gives them the skills they need at these levels. These Apprenticeships will encourage entry into the industry, attracting those from diverse groups and provide progression pathways into higher level jobs and Apprenticeships to upskill the workforce at this level where currently over half do not have formal qualifications for their job.

Employers have been supporting apprentices in the Hospitality and Catering sectors for a number of years with around 24,000 starts at level 2 and 5,000 starts at level 3 each year in England.

### **Specific job roles for Intermediate Level Apprentices in Catering and Professional Chefs:**

- Food Production and Cooking - kitchen assistant helping with food preparation, school cook, cook or chef preparing, cooking and serving meals, including large volume meals
- Professional Cookery - Craft and Commis Chef in fine dining or casual dining settings or as Chef/Cook specialising in a range of Asian, Oriental and other cuisines
- Chefs in the Licensed Hospitality Industry - Commis Chef (Licensed Hospitality), Chef de Partie (Licensed Hospitality), Pub Chef and Chef

### **Specific job roles for Advanced Level Apprentices in Catering and Professional Chefs:**

- Patisserie and Confectionery - Pastry Chef

## **Aims and objectives of this framework (England)**

### **Aim of the framework**

The aim of this framework is to attract new people into Catering and Professional Chef roles from a wide range of backgrounds to replace those who leave or retire and to provide employers with the cooking, chef and craft cuisine skills they need to help increase productivity and profitability.

## **Objectives of this framework are to:**

1. contribute to increasing productivity and performance by ensuring that staff have the skills which employers in the catering industry need;
2. provide a flexible entry route to attract and retain people in the industry from under-represented groups, to ensure that the industry represents its customer base;
3. provide small businesses with access to a high quality training programme to help their businesses remain profitable;
4. contribute towards professionalising the industry by providing career pathways to jobs at level 4 and higher to aid retention and to fill management and leadership skills gaps.

# **Entry conditions for this framework**

There are no specific entry requirements for this framework to ensure that it is open to all who wish to pursue a career within the industry.

Employers are looking for those who are keen to work as part of a team, have a 'can do attitude' and have high standards of personal hygiene. Applicants will need basic communication skills on which this apprenticeship will build, be excellent timekeepers and be willing to work shifts, which will often be outside the 9.00 - 5.00 pattern.

Chefs in the Licensed Hospitality Industry apprentices must be aged 16 or over and must be prepared to work unsociable hours, in often hot, busy and noisy premises.

Entry to the Advanced Apprenticeship will require prior experience or qualifications - refer to the Level 3 pathways for further information.

## **Initial Assessment**

Training providers and employers will use initial assessment to ensure that applicants have a fair opportunity to demonstrate their ability and to tailor programmes to meet individual needs. This process will identify prior qualifications and experience which may count towards achievement of the framework. Where this is the case, apprentices will be encouraged to undertake new learning at a higher level and develop new skills.

# Level 2

Title for this framework at level 2

## Intermediate Level Apprenticeship in Catering and Professional Chefs

Pathways for the framework at level 2:

- |            |                                                                                              |
|------------|----------------------------------------------------------------------------------------------|
| Pathway 1: | Food Production and Cooking                                                                  |
| Pathway 2: | Professional Cookery                                                                         |
| Pathway 3: | Craft Cuisine-Pathway to be withdrawn 1st Jan 2018 (new apprenticeship Standard-Commis Chef) |
| Pathway 4: | Chefs in the Licensed Hospitality Industry                                                   |

# Level 2, Pathway 1: Food Production and Cooking

## Description of this pathway

### Catering and Professional Chefs (Food Production and Cooking).

Total minimum credits: 60 credits, representing:

- Competence: 37 credits;
- Knowledge: 13 credits;
- Functional Skills in English and Maths: 10 credits.

## Entry requirements for this pathway in addition to the framework entry requirements

There are no additional requirements other than the general entry conditions.



Job title(s)	Job role(s)
School Cook, Cook or Chef	Prepare, cook and serve large volumes of nutritious meals in a hygienic environment, ensuring recipes and portion controls are followed, complete kitchen documentation, minimise all kitchen wastage and maintain stocks.
Cook or Chef	Prepare, cook and serve nutritious meals in a hygienic environment, ensuring recipes and portion controls are followed, complete kitchen documentation, minimise all kitchen wastage and maintain stocks.
Kitchen Assistant	Keep the kitchen clean, tidy, safe and hygienic, maintain food safety when cooking, storing or putting clean items away, using basic kitchen equipment, chemicals, cleaning substances, collecting waste and disposing of it safely, unloading deliveries of food and equipment to the kitchen.

# Qualifications

## Competence qualifications available to this pathway

C1 - Level 2 NVQ Diploma in Food Production and Cooking (QCF)					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	500/9543/2	City and Guilds	40	329 - 336	N/A
C1b	500/9790/8	Edexcel	40	329 - 336	N/A
C1c	600/2060/X	LAO	40	329 - 336	N/A
C1d	600/3229/7	Skillsfirst	40	329 - 336	N/A
C1e	600/2388/0	SQA	40	329 - 336	N/A
C1f	600/4413/5	iCQ	40	329 - 336	N/A
C1g	600/4534/6	VTCT	40	329 - 336	N/A
C1h	600/7803/0	HABC	40	329 - 336	N/A
C1i	601/0323/1	Future	40	329 - 336	N/A
C1j	601/0383/8	NCFE	40	329 - 336	N/A
C1k	601/5688/0	BIIAB	40	329 - 336	N/A

C1 - Level 2 NVQ Diploma in Food Production and Cooking (QCF)					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C2a	500/9542/0	City and Guilds	37	309 - 323	N/A
C2b	500/9788/x	Edexcel	37	309 - 323	
C2c	600/2055/6	LAO	37	309 - 323	
C2d	600/3219/4	Skillsfirst	37	309 - 323	
C2e	600/2213/9	SQA	37	309 - 323	
C2f	600/8578/2	iCQ	37	297 - 345	
C2g	601/5690/9	BIIAB	37	309 - 323	

## Knowledge qualifications available to this pathway

### K1 - Level 2 Certificate in Hospitality and Catering Principles (Food Production and Cooking) - RQF

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K1a	600/0838/6	City and Guilds	16	98 - 142	N/A
K1b	600/0837/4	Edexcel	16	98 - 142	N/A
K1c	600/2707/1	LAO	16	98 - 142	N/A
K1d	600/3221/2	Skillsfirst	16	98 - 142	N/A
K1e	600/2676/5	SQA	16	98 - 142	N/A
K1f	600/4489/5	VTCT	16	98 - 142	N/A
K1g	600/7988/5	iCQ	16	98 - 142	N/A
K1h	603/5224/3	HABC	16	98 - 142	N/A
K1i	601/0325/5	Future	16	98 - 142	N/A
K1j	601/0511/2	NCFE	16	98 - 142	N/A
K1k	601/6227/2	BIIAB	16	98 - 142	N/A

### K2 - Level 2 Certificate in Hospitality and Catering Principles (Kitchen Services) - RQF

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K2a	600/0853/2	City and Guilds	13	99 - 111	N/A
K2b	600/0873/8	Edexcel	13	99 - 111	
K2c	600/2829/4	LAO	13	99 - 111	
K2d	600/3222/4	Skillsfirst	13	99 - 111	
K2e	600/2472/0	SQA	13	97 - 111	
K2f	600/8575/7	iCQ	13	109-111	
K2g	601/5683/1	BIIAB	13	99 - 111	

## Combined qualifications available to this pathway

N/A

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## Relationship between competence and knowledge qualifications

### School Cooks/Chefs and Cooks/Chefs:

- Competence qualification: Level 2 Diploma in Food Production and Cooking;
- Knowledge qualification: Level 2 Certificate in Hospitality and Catering Principles (Food Production and Cooking).

### Kitchen Assistants:

- Competence qualification: Level 2 NVQ Diploma in Kitchen Services;
- Knowledge qualification: Level 2 Certificate in Hospitality and Catering Principles (Kitchen Services).

Apprentices who have already achieved competence and/or knowledge qualifications before entry to the Apprenticeship, must select options which will equip apprentices with new skills and learning.

Apprentices do not have to select the same Awarding Organisation for both the competence and knowledge qualifications.

# Transferable skills (England)

Apprentices must complete, or have completed, one of the English transferable skills qualifications and one of the Mathematical transferable skills qualifications in order to successfully complete their Apprenticeship.

The list of acceptable qualifications may vary depending on the Apprentice's completion date of their Apprenticeship. Please check the qualifications that are acceptable for each Apprentice.

If Apprentices do not have acceptable evidence of the achievement of these mandatory qualifications, at the required grade/level, an Apprenticeship certificate cannot be awarded.

## ENGLISH

For the current list of acceptable English qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASE](#) on the [www.gov.uk](http://www.gov.uk) website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACE](#) website.

Does this framework require English achievement above the minimum SASE requirement?

**YES**  **NO**

If YES, please state the grade/level required for English:

Click here to enter text.

## MATHS

For the current list of acceptable Maths qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASE](#) on the [www.gov.uk](http://www.gov.uk) website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACE](#) website.

Does this framework require Maths achievement above the minimum SASE requirement?

**YES**  **NO**

If YES, please state the grade/level required for Maths:

Click here to enter text.

## Inclusion of Information and Communications Technology (ICT)

Is ICT a framework requirement?      **YES**       **NO**

### ICT

For the current list of acceptable ICT qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASE](#) on the [www.gov.uk](http://www.gov.uk) website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACE](#) website.

Does this framework require ICT achievement above the minimum SASE requirement

**YES**       **NO**

If YES, please state the grade/level required for ICT:

Click here to enter text.

# Progression routes into and from this pathway

## Progression into the Intermediate Level Apprenticeship in Food Production and Cooking:

This will be from a range of routes, including:

- record of achievement from school;
- awards such as the Duke of Edinburgh or similar;
- employment - general or related to the catering industry;
- evidence of work experience/voluntary work or non accredited training/qualifications;
- through a portfolio or skills passport for the industry ([www.hospitalityguild.co.uk](http://www.hospitalityguild.co.uk));
- Entry level Certificate in Introduction to the Hospitality Industry;
- Entry level Award in Introduction to the Hospitality Industry;
- Level 1 Certificate in Introduction to the Hospitality Industry;
- Level 1 Award in Introduction to the Hospitality Industry;
- Level 1 Certificate in introduction to employment in the Hospitality Industry (pre employment);
- Level 1 Certificate in Food and Beverage Services;
- Level 1 NVQ Certificate in Hospitality Services;
- Young Apprenticeship in Hospitality;
- (14 – 19) Diploma in Hospitality;
- a range of vocational qualification(s);
- academic qualifications such as GCSEs.

Apprentices will undergo an initial assessment to identify prior learning and experience which may count towards the achievement of this Apprenticeship.

## Progression from the Intermediate Level Apprenticeship in Food Production and Cooking

### Jobs:

On completion of this Apprenticeship, the apprentice will be competent to work as:

- a Cook, School Cook or Chef, who could then progress into Catering Supervisor, Chef De Partie or Sous Chef roles;
- a Kitchen Assistant, who could then progress to a chef or cook in Food Production, Professional Cookery or Craft Cuisine or train as a supervisor.

## Advanced Level Apprenticeships:

- Advanced Level Apprenticeship in Catering Professional Cookery pathway;
- Advanced Level Apprenticeship in Hospitality - Hospitality Supervision and Leadership pathway.

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### **Further Education:**

A range of qualifications including:

- Level 3 Diploma in Professional Food and Beverage Service;
- Level 3 Diploma in Professional Patisserie and Confectionery.

For more information about careers and qualifications in the Catering and Hospitality sectors visit:  
[www.hospitalityguild.co.uk](http://www.hospitalityguild.co.uk)



## Employee rights and responsibilities

### ERR Delivery

The nine outcomes for ERR are embedded in the mandatory units of the competence based qualification for this pathway - (T/601/7214 - Employment Rights and Responsibilities in the Hospitality, Leisure, Travel and Tourism Sector).

The apprentice's induction is an important way of meeting some of the ERR requirements and apprentices must cover health and safety at the beginning of the Apprenticeship.

### Recording

Providers must ensure that Apprentices use an awarding organisation portfolio of evidence to record where and how they have learned about ERR.

### Evidence of ERR

The ERR unit is contained within the competence-based qualification for all pathways, therefore, evidence for this will be the certificate for this qualification with the ERR unit listed on the certificate as having been completed. The competence certificate must be submitted to People 1st when applying for an Apprenticeship completion certificate, together with a signed declaration form. From 19th December 2013, providers should upload Version 3 of the ACE Apprenticeship Declaration and Authorisation form as part of the certification process. This can be downloaded directly from ACE: [www.acecerts.co.uk/web/forms-documentation](http://www.acecerts.co.uk/web/forms-documentation)

### Certification Requirements for ERR

All providers and apprentices must complete the Apprenticeship Consent Form when claiming for the Apprentice's apprenticeship certificate. The universal form covers declarations for the apprentice to:

- confirm the existence of an Apprenticeship Agreement between themselves and their employer;
- confirm their achievement of all ERR requirements;
- confirm their achievement of all 6 PLTS;
- confirm that they have received at least the minimum levels of GLH set out in their framework and have undertaken training both on and off the job.

All apprentices must sign this form at the end of programme to give their authority for the claimant, named on the form, to make a claim, on their behalf, for their Apprenticeship completion certificate.

# Level 2, Pathway 2: Professional Cookery

## Description of this pathway

### Catering and Professional Chefs (Professional Cookery).

Total minimum credits: 94 credits, representing:  
Competence qualification: 58 credits;  
Knowledge qualification: 26 credits;  
Functional Skills English and Maths: 10 credits.

## Entry requirements for this pathway in addition to the framework entry requirements

There are no additional requirements other than the general entry conditions.

Job title(s)	Job role(s)
Craft Chef - fine dining	Cook, prepare and finish food, ensuring food section is constantly supplied with the full range of menu items avoiding shortages and wastage, food safety, health, safety and welfare of all guests and colleagues and cleaning duties.
Craft Chef - casual dining or restaurants, hotels and gastro pubs	Preparation and cooking of food in line with brand and menu specification, ensuring food section is constantly supplied with the full range of menu items avoiding shortages and wastage, food safety, health, safety and welfare of all guests and colleagues and cleaning duties.
Commis Chef - Bangladeshi Cuisine	Cook, prepare and finish food items using specialist spices and methods ensuring food section is constantly supplied with the full range of menu items avoiding shortages and wastage, food safety, health, safety and welfare of all guests and colleagues and cleaning duties.
Wok Chef, Deep Fry Chef - Chinese Cuisine	Cook and prepare and finish food items using specialist ingredients and methods ensuring food section is constantly supplied with the full range of menu items avoiding shortages and wastage, food safety, health, safety and welfare of all guests and colleagues and cleaning duties.
Chef/Cook Indian Cuisine	Cook and prepare and finish food items using specialist spices and methods ensuring food section is constantly supplied with the full range of menu items avoiding shortages and wastage, food safety, health, safety and welfare of all guests and colleagues and cleaning duties.
Stir Fry Specialist, Assistant Chef/Cook - Thai Cuisine	Cook and prepare and finish food items using specialist spices and methods ensuring food section is constantly supplied with the full range of menu items avoiding shortages and wastage, food safety, health, safety and welfare of all guests and colleagues and cleaning duties.

# Qualifications

## Competence qualifications available to this pathway

C1 - Level 2 NVQ Diploma in Professional Cookery (QCF)					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	500/9916/4	Edexcel	58	465 - 511	N/A
C1b	500/9979/6	City and Guilds	58	465 - 511	N/A
C1c	600/2219/X	SQA	58	465 - 511	N/A
C1d	600/4539/5	VTCT	58	465 - 511	N/A
C1e	600/5146/2	LAO	58	465 - 511	N/A
C1f	600/8658/0	iCQ	58	465 - 511	N/A
C1g	601/0386/3	NCFE	58	465 - 511	N/A
C1h	601/5691/0	BIIAB	58	465 - 511	N/A
C1i	601/7014/1	TQUK	58	465 - 511	N/A

C2 - Level 2 NVQ Diploma in Professional Cookery (Bangladeshi cuisine) - QCF					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C2a	500/9952/8	Edexcel	58	474 - 507	N/A

C3 - Level 2 NVQ Diploma in Professional Cookery (Chinese cuisine) - QCF					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C3a	500/9955/3	Edexcel	58	454 - 483	N/A

### C4 - Level 2 NVQ Diploma in Professional Cookery (Indian cuisine) - QCF

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C4a	500/9958/9	Edexcel	58	474 - 507	N/A

### C5 - Level 2 NVQ Diploma in Professional Cookery (Thai cuisine) - QCF

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C5a	500/9957/7	Edexcel	58	457 - 497	N/A

### C6 - Level 2 NVQ Diploma in Professional Cookery (Preparation and Cooking) QCF

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C6a	500/9869/X	City and Guilds	58	473 - 491	N/A
C6b	500/9953/X	Edexcel	58	473 - 491	N/A
C6c	600/2678/9	SQA	58	473 - 491	N/A
C6d	600/4535/8	VTCT	58	473 - 491	N/A
C6e	600/8538/1	iCQ	58	481 - 522	N/A
C6f	601/5692/2	BIIAB	58	473 - 491	N/A

## Knowledge qualifications available to this pathway

### K1 - Level 2 Certificate in Hospitality and Catering Principles (Professional Cookery) - QCF

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K1a	600/0832/5	City and Guilds	26	148 - 218	N/A
K1b	600/0833/7	Edexcel	26	148 - 218	N/A

K1c	600/2674/1	SQA	26	148 - 218	N/A
K1d	600/4583/8	LAO	26	148 - 218	N/A
K1e	600/4529/2	VTCT	26	148 - 218	N/A
K1f	600/8579/4	iCQ	26	143 - 216	N/A
K1g	601/0416/8	NCFE	26	180	N/A
K1h	601/5685/5	BIIAB	26	143 - 216	N/A
K1i	601/7010/4	TQUK	26	148 - 218	N/A

### K2 - Level 2 Certificate in Hospitality and Catering Principles (Professional Cookery - Bangladeshi Cuisine) - QCF

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K2a	600/0877/5	Edexcel	26	152 - 218	N/A

### K3 - Level 2 Certificate in Hospitality and Catering Principles (Professional Cookery - Chinese Cuisine) QCF

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K3a	600/0874/X	Edexcel	26	156 - 211	N/A

### K4 - Level 2 Certificate in Hospitality and Catering Principles (Professional Cookery - Indian Cuisine) - QCF

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K4a	600/0875/1	Edexcel	26	152 - 218	N/A

### K5 - Level 2 Certificate in Hospitality and Catering Principles (Professional Cookery - Thai Cuisine) - QCF

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K5a	600/0876/3	Edexcel	26	150 - 219	N/A

**K6 - Level 2 Certificate in Hospitality and Catering Principles (Professional Cookery - food preparation and cooking) - QCF**

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K6a		City and Guilds	26	168 - 198	N/A
K6b		Edexcel	26	168 - 198	N/A
K6c		SQA	26	168 - 198	N/A
K6d		iCQ	26	168 - 198	N/A
K6e		VTCT	26	168 - 198	N/A
K6f		BIIAB	26	168 - 198	N/A

## Combined qualifications available to this pathway

N/A

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## Relationship between competence and knowledge qualifications

### **Craft Chef: Fine dining:**

- Competence qualification: Level 2 NVQ Diploma in Professional Cookery;
- Knowledge qualification: Level 2 Certificate in Hospitality and Catering Principles (Professional Cookery).

### **Craft Chef - Casual dining or restaurants, hotels and gastro pubs:**

- Competence qualification: Level 2 NVQ Diploma in Professional Cookery (Preparation and Cooking);  
Knowledge qualification: Level 2 Certificate in Hospitality and Catering Principles (Professional Cookery -food preparation and cooking).

### **Commis Chef :Bangladeshi Cuisine:**

- Competence qualification: Level 2 NVQ Diploma in Professional Cookery (Bangladeshi cuisine);
- Knowledge qualification: Level 2 Certificate in Hospitality and Catering Principles (Professional Cookery –Bangladeshi Cuisine).

### **Wok Chef or Deep Fry Chef: Chinese Cuisine:**

- Competence qualification:Level 2 NVQ Diploma in Professional Cookery (Chinese cuisine);
- Knowledge qualification: Level 2 Certificate in Hospitality and Catering Principles (Professional Cookery –Chinese Cuisine).

### **Chef/Cook - Indian Cuisine:**

- Competence qualification: Level 2 NVQ Diploma in Professional Cookery (Indian cuisine);
- Knowledge qualification:Level 2 Certificate in Hospitality and Catering Principles (Professional Cookery –Indian Cuisine).



### **Stir Fry Specialist, Assistant Chef/Cook: Thai Cuisine:**

- Competence qualification: Level 2 NVQ Diploma in Professional Cookery (Thai cuisine);
- Knowledge qualification: Level 2 Certificate in Hospitality and Catering Principles (Professional Cookery –Thai Cuisine).

Apprentices who have already achieved competence and/or knowledge qualifications before entry to the Apprenticeship, must select options which will equip apprentices with new skills and learning.

Apprentices do not have to select the same Awarding Organisation for both the competence and knowledge qualifications.

# Transferable skills (England)

Apprentices must complete, or have completed, one of the English transferable skills qualifications and one of the Mathematical transferable skills qualifications in order to successfully complete their Apprenticeship.

The list of acceptable qualifications may vary depending on the Apprentice's completion date of their Apprenticeship. Please check the qualifications that are acceptable for each Apprentice.

If Apprentices do not have acceptable evidence of the achievement of these mandatory qualifications, at the required grade/level, an Apprenticeship certificate cannot be awarded.

## ENGLISH

For the current list of acceptable English qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASE](#) on the [www.gov.uk](http://www.gov.uk) website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACE](#) website.

Does this framework require English achievement above the minimum SASE requirement?

**YES**  **NO**

If YES, please state the grade/level required for English:

Click here to enter text.

## MATHS

For the current list of acceptable Maths qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASE](#) on the [www.gov.uk](http://www.gov.uk) website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACE](#) website.

Does this framework require Maths achievement above the minimum SASE requirement?

**YES**  **NO**

If YES, please state the grade/level required for Maths:

Click here to enter text.

## Inclusion of Information and Communications Technology (ICT)

Is ICT a framework requirement?      **YES**       **NO**

### ICT

For the current list of acceptable ICT qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASE](#) on the [www.gov.uk](http://www.gov.uk) website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACE](#) website.

Does this framework require ICT achievement above the minimum SASE requirement

**YES**       **NO**

If YES, please state the grade/level required for ICT:

Click here to enter text.

# Progression routes into and from this pathway

## Progression into the Intermediate Level Apprenticeship in Professional Cookery:

This will be from a range of routes, including:

- record of achievement from school;
- awards such as the Duke of Edinburgh or similar;
- employment - general or related to the hospitality, leisure, travel and tourism or retail industries;
- evidence of work experience/voluntary work or non accredited training/qualifications;
- through a portfolio or skills passport for the industry ([www.hospitalityguild.co.uk](http://www.hospitalityguild.co.uk));
- Entry level Certificate in Introduction to the Hospitality Industry;
- Entry level Award in Introduction to the Hospitality Industry;
- Level 1 Certificate in Introduction to the Hospitality Industry;
- Level 1 Award in Introduction to the Hospitality Industry;
- Level 1 Certificate in introduction to employment in the Hospitality Industry (preemployment);
- Level 1 Certificate in investigating the Hospitality Industry;
- Level 1 Certificate in Food and Beverage Services;
- Level 1 NVQ Certificate in Hospitality Services;
- Young Apprenticeship in Hospitality;
- (14 – 19) Diploma in Hospitality;
- a range of vocational qualification(s) including Catering, Hospitality, Customer Service,
- academic qualifications such as GCSEs.

Apprentices will undergo an initial assessment to identify prior learning and experience which may count towards the achievement of this Apprenticeship.

## Progression from the Intermediate Level Apprenticeship in Professional Cookery:

### Jobs

On completion of the Apprenticeship, the apprentice will be competent to work as:

- Craft Chef - fine or casual dining, progressing to Chef De Partie, Sous Chef or Team Supervisor. Eventual progression could be to Head Chef, Food and general management;
- Bangladeshi cuisine, progression could be to Second Chef, Tandoori Chef and ultimately to Head Chef/Executive Chef. There may be potential to progress to roles such as Chef De Partie, Sous Chef or Team Supervisor outside of this sub-sector;
- Chinese cuisine, progressing to Head Chef/Executive Chef. There may be potential to progress to roles such as Chef De Partie, Sous Chef or Team Supervisor outside of this sub-sector;

- Indian cuisine, progressing to Sous Chef and ultimately to Head Chef/Executive Chef. There may be potential to progress to roles such as Chef De Partie, Sous Chef or Team Supervisor outside of this sub-sector;
- Thai cuisine - progressing to Assistant Chef/Cook (depending on the size of the organisation) and ultimately to Head Chef.

### Advanced Level Apprenticeships

- Advanced Level Apprenticeship - Professional Cookery;
- Advanced Level Apprenticeship - Patisserie and Confectionery;
- Advanced Level Apprenticeship in Craft Cuisine;
- Advanced Level Apprenticeship in Hospitality Supervision and Leadership.

### Further Education

Other qualifications such as:

- Level 3 Diploma in Professional Cookery;
- Level 3 Diploma in Professional Patisserie and Confectionery.

For more information about careers and qualifications in the Catering and Hospitality Sectors visit: [www.hospitalityguild.co.uk](http://www.hospitalityguild.co.uk)

## Employee rights and responsibilities

### ERR Delivery

The nine outcomes for ERR are embedded in the mandatory units of the competence based qualification for this pathway - (T/601/7214 - Employment Rights and Responsibilities in the Hospitality, Leisure, Travel and Tourism Sector).

The apprentice's induction is an important way of meeting some of the ERR requirements and apprentices must cover health and safety at the beginning of the Apprenticeship.

### Recording

Providers must ensure that Apprentices use an awarding organisation portfolio of evidence to record where and how they have learned about ERR.

### Evidence of ERR

The ERR unit is contained within the competence-based qualification for all pathways, therefore, evidence for this will be the certificate for this qualification with the ERR unit listed on the certificate

as having been completed. The competence certificate must be submitted to People 1st when applying for an Apprenticeship completion certificate, together with a signed declaration form. From 19th December 2013, providers should upload Version 3 of the ACE Apprenticeship Declaration and Authorisation form as part of the certification process. This can be downloaded directly from ACE: <https://acecerts.co.uk/web/form s-documentation>

### **Certification Requirements for ERR**

All providers and apprentices must complete the Apprenticeship Consent Form when claiming for the Apprentice's apprenticeship certificate. The universal form covers declarations for the apprentice to:

- confirm the existence of an Apprenticeship Agreement between themselves and their employer;
- confirm their achievement of all ERR requirements;
- confirm their achievement of all 6 PLTS;
- confirm that they have received at least the minimum levels of GLH set out in their framework and have undertaken training both on and off the job.

All apprentices must sign this form at the end of programme to give their authority for the claimant, named on the form, to make a claim, on their behalf, for their Apprenticeship completion certificate.

## Level 2, Pathway 3: Craft Cuisine-Pathway to be withdrawn 1st Jan 2018 (new apprenticeship Standard-Commis Chef)

### Description of this pathway

### Entry requirements for this pathway in addition to the framework entry requirements

<b>Job title(s)</b>	<b>Job role(s)</b>
Click here to enter text.	Click here to enter text.



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# Qualifications

## Competence qualifications available to this pathway

N/A

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## Knowledge qualifications available to this pathway

N/A

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## Combined qualifications available to this pathway

N/A

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## Relationship between competence and knowledge qualifications

[Click here to enter text.](#)

# Transferable skills (England)

Apprentices must complete, or have completed, one of the English transferable skills qualifications and one of the Mathematical transferable skills qualifications in order to successfully complete their Apprenticeship.

The list of acceptable qualifications may vary depending on the Apprentice's completion date of their Apprenticeship. Please check the qualifications that are acceptable for each Apprentice.

If Apprentices do not have acceptable evidence of the achievement of these mandatory qualifications, at the required grade/level, an Apprenticeship certificate cannot be awarded.

## ENGLISH

For the current list of acceptable English qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASE](#) on the [www.gov.uk](http://www.gov.uk) website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACE](#) website.

Does this framework require English achievement above the minimum SASE requirement?

**YES**  **NO**

If YES, please state the grade/level required for English:

Click here to enter text.

## MATHS

For the current list of acceptable Maths qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASE](#) on the [www.gov.uk](http://www.gov.uk) website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACE](#) website.

Does this framework require Maths achievement above the minimum SASE requirement?

**YES**  **NO**

If YES, please state the grade/level required for Maths:

Click here to enter text.

## Inclusion of Information and Communications Technology (ICT)

Is ICT a framework requirement?      **YES**       **NO**

### ICT

For the current list of acceptable ICT qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASE](#) on the [www.gov.uk](http://www.gov.uk) website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACE](#) website.

Does this framework require ICT achievement above the minimum SASE requirement

**YES**       **NO**

If YES, please state the grade/level required for ICT:

Click here to enter text.

# Progression routes into and from this pathway

[Click here to enter text.](#)

## Employee rights and responsibilities

[Click here to enter text.](#)

## Certification Requirements for ERR

All providers and apprentices must complete the Apprenticeship Consent Form when claiming for the Apprentice's apprenticeship certificate. The universal form covers declarations for the apprentice to:

- confirm the existence of an Apprenticeship Agreement between themselves and their employer;
- confirm their achievement of all ERR requirements;
- confirm their achievement of all 6 PLTS;
- confirm that they have received at least the minimum levels of GLH set out in their framework and have undertaken training both on and off the job.

All apprentices must sign this form at the end of programme to give their authority for the claimant, named on the form, to make a claim, on their behalf, for their Apprenticeship completion certificate.

# Level 2, Pathway 4: Chefs in the Licensed Hospitality Industry

## Description of this pathway

Total minimum credits: 60 credits, representing:

- Competence: 35 credits;
- Knowledge: 15 credits;
- Transferable Skills - 10 Credits ( English and Maths)

## Entry requirements for this pathway in addition to the framework entry requirements

There are no additional requirements other than the general entry conditions.

Job title(s)	Job role(s)
Commis Chef (Licensed Hospitality)	Preparing and producing a variety of foods within a kitchen environment
Chef de Partie (Licensed Hospitality)	Responsible for organising kitchen operations and preparing and serving a range of dishes and ensure brand standards
Pub Chef	Working with fresh, local produce while also committed to high standards, cooking good quality pub food
Chef	Menu planning and costing, ordering, stock control and kitchen hygiene

# Qualifications

## Competence qualifications available to this pathway

C1 - Level 2 Certificate in Pub Chef Skills					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	601/4163/3	BIIAB	35	285-298	N/A

## Knowledge qualifications available to this pathway

K1 - Level 2 Certificate in Pub Chef Operations					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K1a	601/4246/7	BIIAB	15	118-128	N/A



## Combined qualifications available to this pathway

N/A

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## Relationship between competence and knowledge qualifications

The units have been specifically chosen to ensure that they complement what industry requires, in addition that skills and knowledge are fully tested throughout the framework. Apprentices will complete a skills and knowledge unit for each work area. For example the skills unit; Produce Basic Poultry Dishes, is complemented by the knowledge unit; Principles of Producing Basic Poultry Dishes

# Transferable skills (England)

Apprentices must complete, or have completed, one of the English transferable skills qualifications and one of the Mathematical transferable skills qualifications in order to successfully complete their Apprenticeship.

The list of acceptable qualifications may vary depending on the Apprentice's completion date of their Apprenticeship. Please check the qualifications that are acceptable for each Apprentice.

If Apprentices do not have acceptable evidence of the achievement of these mandatory qualifications, at the required grade/level, an Apprenticeship certificate cannot be awarded.

## ENGLISH

For the current list of acceptable English qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASE](#) on the [www.gov.uk](http://www.gov.uk) website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACE](#) website.

Does this framework require English achievement above the minimum SASE requirement?

**YES**  **NO**

If YES, please state the grade/level required for English:

GCSE qualification in English (with enhanced functional content) - C

## MATHS

For the current list of acceptable Maths qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASE](#) on the [www.gov.uk](http://www.gov.uk) website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACE](#) website.

Does this framework require Maths achievement above the minimum SASE requirement?

**YES**  **NO**

If YES, please state the grade/level required for Maths:

GCSE qualification (with enhanced functional content) in Mathematics - C

## Inclusion of Information and Communications Technology (ICT)

Is ICT a framework requirement?      **YES**       **NO**

### ICT

For the current list of acceptable ICT qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASE](#) on the [www.gov.uk](http://www.gov.uk) website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACE](#) website.

Does this framework require ICT achievement above the minimum SASE requirement

**YES**       **NO**

If YES, please state the grade/level required for ICT:

Click here to enter text.

# Progression routes into and from this pathway

Progression from this pathway could be into kitchen management and Head Chef roles within licensed hospitality.

Much of the skills and knowledge covered within the framework are transferable across the Catering sector.

For example:

- Food Safety in Catering
- Health and Safety in the Workplace
- Legal and Social Responsibilities of a Personal Licence Holder
- Cooking Theory

For more information about careers and qualifications in the Hospitality and Catering Sectors visit: [www.hospitalityguild.co.uk](http://www.hospitalityguild.co.uk)

Examples of job opportunities that can be found in Licensed Hospitality can be found at: <http://www.barzone.co.uk/>

Learners may decide to progress onto the level 3 Professional Cookery qualification or onto level 3 qualifications for the Hospitality sector. Qualifications available to learners can be found at: <http://register.ofqual.gov.uk>

## Employee rights and responsibilities

### ERR Delivery

The nine outcomes for ERR are embedded in the mandatory units of the competence based qualification for this pathway - (T/601/7214 - Employment Rights and Responsibilities in the Hospitality, Leisure, Travel and Tourism Sector).

The apprentice's induction is an important way of meeting some of the ERR requirements and apprentices must cover health and safety at the beginning of the Apprenticeship.

### Recording

Providers must ensure that Apprentices use an awarding organisation portfolio of evidence to record where and how they have learned about ERR.

### Evidence of ERR

The ERR unit is contained within the competence-based qualification for all pathways, therefore, evidence for this will be the certificate for this qualification with the ERR unit listed on the certificate as having been completed. The competence certificate must be submitted to People 1st when applying for an Apprenticeship completion certificate, together with a signed declaration form. From 19th December 2013, providers should upload Version 3 of the ACE Apprenticeship Declaration and Authorisation form as part of the certification process. This can be downloaded directly from ACE: <https://acecerts.co.uk/web/form-s-documentation>

### Certification Requirements for ERR

All providers and apprentices must complete the Apprenticeship Consent Form when claiming for the Apprentice's apprenticeship certificate. The universal form covers declarations for the apprentice to:

- confirm the existence of an Apprenticeship Agreement between themselves and their employer;
- confirm their achievement of all ERR requirements;
- confirm their achievement of all 6 PLTS;
- confirm that they have received at least the minimum levels of GLH set out in their framework and have undertaken training both on and off the job.

All apprentices must sign this form at the end of programme to give their authority for the claimant, named on the form, to make a claim, on their behalf, for their Apprenticeship completion certificate.

# Level 3

Title for this framework at level 3

## Advanced Level Apprenticeship in Catering and Professional Chefs

Pathways for the framework at level 3:

- |            |                                                                                                   |
|------------|---------------------------------------------------------------------------------------------------|
| Pathway 1: | Professional Cookery-Pathway removal 1st Jan 2018 (new apprenticeship standard-Chef de Partie)    |
| Pathway 2: | Patisserie and Confectionery                                                                      |
| Pathway 3: | Craft Cuisine-pathway will be withdrawn 1st Jan 2018 (new apprenticeship standard-Chef de partie) |

## Level 3, Pathway 1: Professional Cookery-Pathway removal 1st Jan 2018 (new apprenticeship standard-Chef de Partie)

### Description of this pathway

### Entry requirements for this pathway in addition to the framework entry requirements

Job title(s)	Job role(s)



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# Qualifications

## Competence qualifications available to this pathway

N/A

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## Knowledge qualifications available to this pathway

N/A

---

## Combined qualifications available to this pathway

N/A

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## Relationship between competence and knowledge qualifications

# Transferable skills (England)

Apprentices must complete, or have completed, one of the English transferable skills qualifications and one of the Mathematical transferable skills qualifications in order to successfully complete their Apprenticeship.

The list of acceptable qualifications may vary depending on the Apprentice's completion date of their Apprenticeship. Please check the qualifications that are acceptable for each Apprentice.

If Apprentices do not have acceptable evidence of the achievement of these mandatory qualifications, at the required grade/level, an Apprenticeship certificate cannot be awarded.

## ENGLISH

For the current list of acceptable English qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASE](#) on the [www.gov.uk](http://www.gov.uk) website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACE](#) website.

Does this framework require English achievement above the minimum SASE requirement?

**YES**  **NO**

If YES, please state the grade/level required for English:

Click here to enter text.

## MATHS

For the current list of acceptable Maths qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASE](#) on the [www.gov.uk](http://www.gov.uk) website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACE](#) website.

Does this framework require Maths achievement above the minimum SASE requirement?

**YES**  **NO**

If YES, please state the grade/level required for Maths:

Click here to enter text.

## Inclusion of Information and Communications Technology (ICT)

Is ICT a framework requirement?      **YES**       **NO**

### ICT

For the current list of acceptable ICT qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASE](#) on the [www.gov.uk](http://www.gov.uk) website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACE](#) website.

Does this framework require ICT achievement above the minimum SASE requirement

**YES**       **NO**

If YES, please state the grade/level required for ICT:

Click here to enter text.

# Progression routes into and from this pathway

[Click here to enter text.](#)

## Employee rights and responsibilities

[Click here to enter text.](#)

## Certification Requirements for ERR

All providers and apprentices must complete the Apprenticeship Consent Form when claiming for the Apprentice's apprenticeship certificate. The universal form covers declarations for the apprentice to:

- confirm the existence of an Apprenticeship Agreement between themselves and their employer;
- confirm their achievement of all ERR requirements;
- confirm their achievement of all 6 PLTS;
- confirm that they have received at least the minimum levels of GLH set out in their framework and have undertaken training both on and off the job.

All apprentices must sign this form at the end of programme to give their authority for the claimant, named on the form, to make a claim, on their behalf, for their Apprenticeship completion certificate.

# Level 3, Pathway 2: Patisserie and Confectionery

## Description of this pathway

### Catering and Professional Chefs (Patisserie and Confectionery)

Total minimum credits: 87 credits, representing:

- Competence qualification: 46 credits;
- Knowledge qualification: 31 credits;
- Functional Skills in English and Maths: 10 credits.

## Entry requirements for this pathway in addition to the framework entry requirements

- At least nine months experience of working in the catering industry, OR
- Completion of an Intermediate Level Apprenticeship in Catering and Professional Chefs - Food Production and Cooking, Professional Cookery or Craft Cuisine pathway.

Job title(s)	Job role(s)
Pastry Chef	Prepare, cook and finish desserts and confectionery dishes, monitoring the production of food, ensuring consistent quality and portion control, stock control, stock order and rotation to minimise wastage.

# Qualifications

## Competence qualifications available to this pathway

### C1 - Level 3 NVQ Diploma in Professional Cookery (Patisserie and Confectionery) - QCF

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	500/9438/5	City and Guilds	46	354	N/A
C1b	500/9323/X	Edexcel	46	354	N/A
C1c	600/2234/	SQA	46	342-362	N/A
C1d	601/6244/2	BIIAB	46	354	N/A

## Knowledge qualifications available to this pathway

### K1 - Level 3 Certificate in General Patisserie and Confectionery (QCF)

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K1a	500/9893/7	ABC	31	269	N/A
K2b	601/3141/X	City and Guilds	31	269	N/A
K2c	600/2384/3	SQA	31	269	N/A
K2d	601/6242/9	BIIAB	31	269	N/A



## Combined qualifications available to this pathway

N/A

---

## Relationship between competence and knowledge qualifications

### Pastry Chef:

- Competence qualification: Level 3 NVQ Diploma in Professional Cookery (Patisserie and Confectionery);
- Knowledge qualification: Level 3 Certificate in General Patisserie and Confectionery.

Apprentices who have already achieved competence and/or knowledge qualifications before entry to the Apprenticeship, must select options which will equip apprentices with new skills and learning.

Apprentices do not have to select the same Awarding Organisation for both the competence and knowledge qualifications.

# Transferable skills (England)

Apprentices must complete, or have completed, one of the English transferable skills qualifications and one of the Mathematical transferable skills qualifications in order to successfully complete their Apprenticeship.

The list of acceptable qualifications may vary depending on the Apprentice's completion date of their Apprenticeship. Please check the qualifications that are acceptable for each Apprentice.

If Apprentices do not have acceptable evidence of the achievement of these mandatory qualifications, at the required grade/level, an Apprenticeship certificate cannot be awarded.

## ENGLISH

For the current list of acceptable English qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASE](#) on the [www.gov.uk](http://www.gov.uk) website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACE](#) website.

Does this framework require English achievement above the minimum SASE requirement?

**YES**  **NO**

If YES, please state the grade/level required for English:

Click here to enter text.

## MATHS

For the current list of acceptable Maths qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASE](#) on the [www.gov.uk](http://www.gov.uk) website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACE](#) website.

Does this framework require Maths achievement above the minimum SASE requirement?

**YES**  **NO**

If YES, please state the grade/level required for Maths:

Click here to enter text.

## Inclusion of Information and Communications Technology (ICT)

Is ICT a framework requirement?      **YES**       **NO**

### ICT

For the current list of acceptable ICT qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASE](#) on the [www.gov.uk](http://www.gov.uk) website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACE](#) website.

Does this framework require ICT achievement above the minimum SASE requirement

**YES**       **NO**

If YES, please state the grade/level required for ICT:

Click here to enter text.

# Progression routes into and from this pathway

## Progression into the Advanced Level Apprenticeship in Patisserie and Confectionery

Applicants must have:

- at least nine months experience of working in the catering industry; OR
- completed an Intermediate Level Apprenticeship in Catering and Professional Chefs in either Food Production and Cooking, Professional Cookery or Craft Cuisine.

In addition, but not limited to, applicants may also have achieved one of the following:

- (14 – 19) Diploma in Hospitality;
- Vocational qualification(s) related to cooking;
- Academic qualifications such as GCSEs.

Apprentices will undergo an initial assessment to identify prior learning and experience which may count towards the achievement of this Apprenticeship.

## Progression from the Advanced Level Apprenticeship in Patisserie and Confectionery

### Jobs

- on completion of this Apprenticeship, the apprentice will be competent to work as a Pastry Chef;
- following further training and development, apprentices can progress to Sous Chef and ultimately to Head Chef or general management.

### Higher Apprenticeships

- Higher Apprenticeship in Hospitality Management (Level 4).

### Further and Higher Education

- Foundation Degree in Culinary Arts, or in Hospitality Management.

For more information about careers and qualifications in the Catering and Hospitality Sectors visit: <http://www.hospitalityguild.co.uk>

## Employee rights and responsibilities

### ERR Delivery

The nine outcomes for ERR are embedded in the mandatory units of the competence based qualification for this pathway - (T/601/7214 - Employment Rights and Responsibilities in the Hospitality, Leisure, Travel and Tourism Sector).

The apprentice's induction is an important way of meeting some of the ERR requirements and apprentices must cover health and safety at the beginning of the Apprenticeship.

### Recording

Providers must ensure that Apprentices use an awarding organisation portfolio of evidence to record where and how they have learned about ERR.

### Evidence of ERR

The ERR unit is contained within the competence-based qualification for all pathways, therefore, evidence for this will be the certificate for this qualification with the ERR unit listed on the certificate as having been completed. The competence certificate must be submitted to People 1st when applying for an Apprenticeship completion certificate, together with a signed declaration form. From 19th December 2013, providers should upload Version 3 of the ACE Apprenticeship Declaration and Authorisation form as part of the certification process. This can be downloaded directly from ACE: <https://acecerts.co.uk/web/form s-documentation>

### Certification Requirements for ERR

All providers and apprentices must complete the Apprenticeship Consent Form when claiming for the Apprentice's apprenticeship certificate. The universal form covers declarations for the apprentice to:

- confirm the existence of an Apprenticeship Agreement between themselves and their employer;
- confirm their achievement of all ERR requirements;
- confirm their achievement of all 6 PLTS;
- confirm that they have received at least the minimum levels of GLH set out in their framework and have undertaken training both on and off the job.

All apprentices must sign this form at the end of programme to give their authority for the claimant, named on the form, to make a claim, on their behalf, for their Apprenticeship completion certificate.

**Level 3, Pathway 3: Craft Cuisine-pathway will be withdrawn 1st Jan 2018 (new apprenticeship standard-Chef de partie)**

**Description of this pathway**

**Entry requirements for this pathway in addition to the framework entry requirements**

Job title(s)	Job role(s)

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# Qualifications

## Competence qualifications available to this pathway

N/A

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## Knowledge qualifications available to this pathway

N/A

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## Combined qualifications available to this pathway

N/A

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## Relationship between competence and knowledge qualifications

[Click here to enter text.](#)

# Transferable skills (England)

Apprentices must complete, or have completed, one of the English transferable skills qualifications and one of the Mathematical transferable skills qualifications in order to successfully complete their Apprenticeship.

The list of acceptable qualifications may vary depending on the Apprentice's completion date of their Apprenticeship. Please check the qualifications that are acceptable for each Apprentice.

If Apprentices do not have acceptable evidence of the achievement of these mandatory qualifications, at the required grade/level, an Apprenticeship certificate cannot be awarded.

## ENGLISH

For the current list of acceptable English qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASE](#) on the [www.gov.uk](http://www.gov.uk) website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACE](#) website.

Does this framework require English achievement above the minimum SASE requirement?

**YES**  **NO**

If YES, please state the grade/level required for English:

Click here to enter text.

## MATHS

For the current list of acceptable Maths qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASE](#) on the [www.gov.uk](http://www.gov.uk) website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACE](#) website.

Does this framework require Maths achievement above the minimum SASE requirement?

**YES**  **NO**

If YES, please state the grade/level required for Maths:

Click here to enter text.

## Inclusion of Information and Communications Technology (ICT)

Is ICT a framework requirement?      **YES**       **NO**

### ICT

For the current list of acceptable ICT qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASE](#) on the [www.gov.uk](http://www.gov.uk) website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACE](#) website.

Does this framework require ICT achievement above the minimum SASE requirement

**YES**       **NO**

If YES, please state the grade/level required for ICT:

Click here to enter text.

# Progression routes into and from this pathway

[Click here to enter text.](#)

## Employee rights and responsibilities

[Click here to enter text.](#)

### Certification Requirements for ERR

All providers and apprentices must complete the Apprenticeship Consent Form when claiming for the Apprentice's apprenticeship certificate. The universal form covers declarations for the apprentice to:

- confirm the existence of an Apprenticeship Agreement between themselves and their employer;
- confirm their achievement of all ERR requirements;
- confirm their achievement of all 6 PLTS;
- confirm that they have received at least the minimum levels of GLH set out in their framework and have undertaken training both on and off the job.

All apprentices must sign this form at the end of programme to give their authority for the claimant, named on the form, to make a claim, on their behalf, for their Apprenticeship completion certificate.

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The remaining sections apply to all levels and pathways within this framework.

# How equality and diversity will be met

There are in the region of 219,600 chefs working throughout England.

Due in no small part to the range of cuisines available through England, the role of chef attracts a high proportion of migrant workers; indeed, over a third (35 percent) were born overseas.

## Age of the workforce

Although wider hospitality roles tend to attract a very young workforce, the age spread of chefs is much more evenly distributed. 31 percent are aged under 30, 36 percent are 30-44, 27 percent are 45-59 with a further six percent aged over 60.

## Gender

Almost two thirds (64 percent) of chefs are male which is potentially due to the lack of female role models and the working hours.

## Ethnicity

The proportion of individuals of black and minority ethnic (BME) origins working as chefs is almost a quarter (24 percent). This in comparison to the national average of 9% is on the whole generally representative of the multicultural society in which we live and there are perhaps more opportunities for ethnic minorities to achieve economic success than most sectors. There may be a perception that we can only eat food that has been cooked and served by someone from that ethnic background.

Specific industries vary in terms of Black and Minority Ethnic (BME) employees with restaurants employing the highest proportion of BME workers (27%) but only 5% in pubs, bar and nightclubs. Reasons for this low take up are varied and could include the working hours required in this sector.

## Profile of apprentices

Take up and achievement figures for Catering apprentices are not available as the catering pathways have now been separated from the Hospitality and Catering framework. However, of those apprentices starting the Hospitality and Catering framework at levels 2 and 3 in 2010/11, male/female apprentices were a 50/50 balance which is encouraging.

8.3% reported apprentices as having a learning difficulty or disability and 93% are White, with the remainder being fairly evenly split between Black, Asian and Chinese/Mixed origin. People 1st will be monitoring take up by these under represented groups for the separate Catering

framework to identify barriers and take action to redress this.

### **Actions to redress imbalances in the workforce**

Our Apprenticeship Strategy includes raising awareness of the sector Apprenticeships and careers in the industry. The aim is to encourage a wider range of applicants and to support them whilst they are training and includes:

- <http://www.hospitalityguild.co.uk> - The Hospitality Guild portal gives individuals a single access point to all the information, resources and support on offer to develop a fulfilling career in the hospitality industry. The portal showcases the career pathways and is home to the latest hospitality vacancies and quality training programmes from leading hospitality employers, industry bodies and training providers. Individuals are invited to register on the Hospitality Guild portal to track their development and career achievements.
- promoting Apprenticeship Awards to both providers and employers delivering the programme in the sector;
- identifying employer champions;
- producing a step-by-step guide to setting up an Apprenticeship Programme aimed at employers;
- DVD highlighting the benefits of an Apprenticeship to both employers and learners;
- working with employers and learning providers to develop case studies highlighting the Apprenticeship and its benefits which have been promoted via our website, external websites, events and newsletters;
- The Women 1st programme, which has developed a network of mentees and mentors as well as 'step-up' training programmes to help support more women reach more senior positions in the sector. ( <http://www.women1st.co.uk>);
- Employment 1st - nearly 30 large sector employers have signed up to the Service Academy approach, which larger employers felt was an opportunity to take pre-employment training into their own hands in order to maximise the employment opportunities of jobseekers, as well as to benefit smaller employers by providing trained and experienced individuals. ([www.employment1st.co.uk/business-and-training-support/employment-1st](http://www.employment1st.co.uk/business-and-training-support/employment-1st)).

Apprenticeships are seen as a vital route to attract a greater diversity of individuals into the industry, therefore, entry conditions to this framework have been made extremely flexible. Mentoring has been recommended as part of off the job guided learning to offer additional support to increase the chances of apprentices achieving the framework and staying with the employer.

Four new pathways have been introduced so far aimed at chefs and cooks working in Bangladeshi, Chinese, Indian and Thai cuisines to provide the skills and knowledge that are specific to those sectors. More specialist cuisine pathways will be added based on demand.

Training providers and employers MUST comply with the Equality Act 2010 to ensure that applicants are not discriminated against in terms of entry to and promotion within, the

Industry, using the 9 protected characteristics of:

1. Age
2. Disability
3. Gender
4. Gender reassignment
5. Marriage and civil partnerships
6. Pregnancy and maternity
7. Race
8. Religion and Belief
9. Sexual orientation

Download the guidance on the Equality Act here:

<http://www.equalityhumanrights.com/advice-and-guidance/new-equality-act-guidance/>

People 1st will monitor take up and achievement of all Apprenticeships through its industry expert groups and take steps to address any barriers to take up and achievement.



# On and off the job guided learning (England)

## Total GLH for each pathway

### Intermediate Level Apprenticeship:

#### Pathway 1: Food Production and Cooking:

1. Minimum recommended duration of programme is 12 months.
2. Total of 484 minimum GLH for the duration of the programme.
3. Breakdown of this pathway as follows:
  - Competence: 297 GLH;
  - Knowledge: 97 GLH;
  - Functional Skills in English and Maths: 90 GLH.

#### Pathway 2: Professional Cookery:

1. Minimum recommended duration of programme is 18 months.
2. Total of 687 minimum GLH: 438 for the first 12 months and 249 for the final 6 months.
3. Breakdown for this pathway as follows:
  - Competence: 454 GLH;
  - Knowledge: 143 GLH;
  - Functional Skills in English and Maths: 90 GLH.

#### Pathway 4: Chefs in the Licensed Hospitality Industry

1. Minimum recommended duration of programme is 12 months
2. Total minimum GLH of 545 and maximum GLH of 568
3. Breakdown for this pathway as follows:
  - Competence: 285 GLH
  - Knowledge: 118 GLH
  - Functional Skills in English and Maths: 90 GLH
  - Induction: 12 GLH
  - Mentoring: 40 GLH

## Advanced Level Apprenticeship:

### Pathway 2: Patisserie and Confectionery:

1. Minimum recommended duration of programme is 18 months.
2. Total of 701 minimum GLH; 463 for the first 12 months and 238 for the final six months.
3. Breakdown for this pathway as follows:
  - Competence: 342 GLH;
  - Knowledge: 269 GLH;
  - Functional Skills in English and Maths: 90 GLH.

### General statement about Guided Learning Hours: GLH:

- must be planned, reviewed and evaluated jointly between the apprentice and tutor, teacher, mentor or manager;
- must allow access as and when required by the apprentice either to a tutor, teacher, mentor or manager;
- are delivered through one or more of the following methods: individual and group teaching, e-learning, distance learning, coaching, mentoring; feedback and assessment; collaborative/networked learning with peers; guided study; refer to "how this requirement will be met" in the off the job and on the job GLH sections;
- completed in relation to accredited components of the framework achieved prior to the apprenticeship training may count towards the GLH requirement for the framework;
- where an apprentice completes an Apprenticeship part way through the final 12 month period (which is after the first 12 months), an apprentice must receive a proportion of the minimum of 280 GLH which is at least equal to the proportion of the final 12 month period spent on the Apprenticeship.

### Recommendations about the minimum duration, minimum hours of employment and new skills and learning:

- GLH are delivered during contracted working hours;
- the minimum hours of employment for an apprentice should be at least 30 hours per week. By exception, where the individual's circumstances or the particular nature of employment in a given sector makes this impossible, then an absolute minimum of 16 hours must be met. In such cases the duration of the Apprenticeship should be extended;
- **apprentices aged between 16 and 18** - the Apprenticeship must last at least 12 months in order to stretch the candidate;
- **apprentices aged 19 and over** - the Apprenticeship must be at least 12 months, unless relevant prior learning is recorded. Where this is the case, Apprenticeships will not be less than six months and must include new skills and new learning in order to stretch the candidate;
- where an apprentice has prior learning accredited, the programme must include new

skills and learning;

- where an apprentice does not have level 2 Functional Skills in Maths and English, they are given the opportunity to progress towards this.

## Minimum off-the-job guided learning hours

### Intermediate Level Apprenticeship:

#### Pathway 1: Food Production and Cooking:

1. Minimum recommended duration of programme is 12 months.
2. Total of 187 minimum off the job GLH for the duration of the programme.
3. Breakdown for this pathway as follows:
  - Knowledge: 97 minimum GLH;
  - Functional Skills in English and Maths: 90 GLH.

#### Pathway 2: Professional Cookery:

1. Minimum recommended duration of programme is 18 months;
2. Total of 233 minimum off the job GLH: 133 GLH in the first 12 months and 100 GLH in the final six months;
3. Breakdown for this pathway as follows:
  - Knowledge: 143 minimum GLH;
  - Functional Skills in English and Maths: 90 GLH.

#### Pathway 4: Chefs in the Licensed Hospitality Industry

1. Minimum recommended duration of programme is 12 months
2. Total of 248 minimum off the job GLH for the duration of the programme
3. Breakdown for this pathway as follows:
  - Knowledge: 118 minimum GLH
  - Functional Skills in English and Maths: 90 GLH;
  - Mentoring: 40 GLH

### Advanced Level Apprenticeship:

#### Pathway 2: Patisserie and Confectionery: GLH:

1. Minimum recommended duration of programme is 18 months;
2. Total of 359 minimum off the job GLH: 239 GLH in the first 12 months and 120 GLH in the final six months;
3. Breakdown for this pathway as follows:

- Knowledge: 269 minimum GLH;
- Functional Skills in English and Maths: 90 GLH.

## How this requirement will be met

Off the job GLH should:

- achieve clear and specific outcomes which contribute directly to the successful achievement of the framework and this may include accredited and non-accredited elements of the framework;
- be planned, reviewed and evaluated jointly between the Apprentice and a tutor, teacher, mentor or manager; allow access as and when required by the Apprentice either to a tutor, teacher, mentor or manager;
- be delivered through one or more of the following methods:
- individual and group, teaching; e-learning; distance learning; coaching; mentoring; feedback and assessment; collaborative/networked learning with peers; guided study;
- off the job GLH is typically delivered through day/block release on a regular basis
- mentoring often increases the chances of Apprentices completing the programme, therefore, as a guide, it is recommended that Apprentices receive about one hour a week mentoring, although some Apprentices will need more than this at the beginning and this will decrease as they progress.

### Evidence of off the job GLH Intermediate Level Apprenticeship for all pathways:

- Level 2 Knowledge certificate for the relevant pathway;
- Level 1 Functional Skills Certificates for Maths, English or equivalent;
- Declaration signed by the apprentice that the off the job GLH has been completed. From 19th December 2013, providers should upload Version 3 of the ACE Apprenticeship Declaration and Authorisation form as part of the certification process. This can be downloaded directly from ACE: <https://acecerts.co.uk/web/form s-documentation>

### Evidence of off the job GLH Advanced Level Apprenticeship for all pathways:

- Level 3 Knowledge certificate for the relevant pathway;
- Level 2 Functional Skills Certificates for Maths, English or equivalent;
- Declaration signed by the apprentice that the off the job GLH has been completed. From 19th December 2013, providers should upload Version 3 of the ACE Apprenticeship Declaration and Authorisation form as part of the certification process. This can be downloaded directly from ACE: <https://acecerts.co.uk/web/form s-documentation>

## Minimum on-the-job guided learning hours

### Intermediate Level Apprenticeship:

#### Pathway 1: Food Production and Cooking:

1. Minimum recommended duration of programme is 12 months.
2. Total of 297 minimum on the job GLH for the duration of the programme.
3. Breakdown for this pathway as follows:
  - Competence: 297 minimum GLH.

#### Pathway 2: Professional Cookery:

1. Minimum recommended duration of programme is 18 months;
2. Total of 454 minimum on the job GLH; 300 In the first 12 months and 154 in the final six months.
3. Breakdown for this pathway as follows:
  - Competence: 454 minimum GLH.

#### Pathway 3: Craft Cuisine:

1. Minimum recommended duration of programme is 24 months.
2. Total of 1094 minimum on the job GLH; 547 GLH delivered on the job for the first 12 months and 547 for the final 12 months.
3. Breakdown for this pathway as follows:
  - Competence: 1094 minimum GLH.

#### Pathway 4: Chefs in the Licensed Hospitality Industry

1. Minimum recommended duration of programme is 12 months
2. Total of 285 minimum on the job GLH for the duration of the programme
3. Breakdown for this pathway as follows:
  - Competence: 285 minimum GLH

### Advanced Level Apprenticeship:

#### Pathway 1: Professional Cookery:

1. Minimum recommended duration of programme is 18 months.
2. Total of 360 GLH; 240 GLH in the first 12 months and 120 GLH in the final six months.
3. Breakdown for this pathway as follows:

- Competence: 360 GLH.

### **Pathway 2: Patisserie and Confectionery:**

1. Minimum recommended duration of programme is 18 months.
2. Total of 342 minimum on the job GLH; 224 GLH in the first 12 months and 118 GLH in the final six months.
3. Breakdown for this pathway as follows:
  - Competence: 342 GLH.

### **Pathway 3: Craft Cuisine:**

1. Minimum recommended duration of programme is 30 months.
2. Total of 954 minimum on the job GLH; 381 GLH in the first and second 12 months and 192 GLH for the final six months.
3. Breakdown for this pathway as follows:
  - Competence: 954 GLH.

## **How this requirement will be met**

### **On the job GLH should:**

- achieve clear and specific outcomes which contribute directly to the successful achievement of the framework and this may include accredited and non-accredited elements of the framework;
- be planned, reviewed and evaluated jointly between the apprentice and a tutor, teacher, mentor or manager;
- allow access as and when required by the apprentice either to a tutor, teacher, mentor or manager;
- be delivered through one or more of the following methods: individual and group teaching; e-learning; distance learning; coaching; mentoring; feedback and assessment;
- collaborative/networked learning with peers; guided study;
- coaching and mentoring record, log or diary - not required at certification;
- PLTS learning and recording using a log book or diary – not required at certification.

### **Evidence for on-the-job GLH :**

#### **INTERMEDIATE LEVEL APPRENTICESHIP - all pathways**

- Certificate for one of the Level 2 competence qualifications for the relevant pathway, which embeds ERR and evidence that this has been completed;
- Declaration signed by the apprentice that the on the job GLH has been completed. From 19th December 2013, providers should upload Version 3 of the ACE Apprenticeship Declaration and Authorisation form as part of the certification process. This can be downloaded directly from ACE: <https://acecerts.co.uk/web/forms-documentation>

## ADVANCED LEVEL APPRENTICESHIP - all pathways

- Certificate for one of the Level 3 competence qualifications for the relevant pathway which embeds ERR and evidence that this has been completed;
- Declaration signed by the apprentice that the on the job GLH has been completed. From 19th December 2013, providers should upload Version 3 of the ACE Apprenticeship Declaration and Authorisation form as part of the certification process. This can be downloaded directly from ACE: <https://acecerts.co.uk/web/form s-documentation>

## Certification Requirements for GLH

All providers and apprentices must complete the Apprenticeship Consent Form when claiming for the apprentice's Apprenticeship certificate. The universal form covers declarations for the apprentice to:

- confirm the existence of an Apprenticeship Agreement between themselves and their employer;
- confirm their achievement of all ERR requirements;
- confirm their achievement of all 6 PLTS;
- confirm that they have received at least the minimum levels of GLH set out in their framework and have undertaken training both on and off the job.

All apprentices must sign this form at the end of programme to give their authority for the claimant, named on the form, to make a claim, on their behalf, for their Apprenticeship completion certificate.



# Personal learning and thinking skills assessment and recognition (England)

## Summary of Personal Learning and Thinking Skills

Apprentices must be introduced to all Personal Learning and Thinking Skills (PLTS) during induction so that they learn to recognise for themselves when and where they are practicing these skills.

## Evidencing and recognition of each PLTS

All PLTS are embedded in the mandatory competence units of each pathway. Each of the PLTS is cross-referenced within the unit's assessment documentation and also cross-referenced to the mandatory unit's documentary evidence.

The assessors will take a holistic approach to assessment of all PLTS and they will document this on the evidence sheet which is signed off by the apprentice and the assessor.

This process will therefore mean that:

- all of the PLTS are met with the achievement of the competence qualification which is required to be completed as part of this Apprenticeship;
- the evidence that PLTS has been achieved will be the certificate for the competence qualification and confirmation of PLTS is contained in the certificate application form declaration. From 19th December 2013, providers should upload Version 3 of the ACE Apprenticeship Declaration and Authorisation form as part of the certification process. This can be downloaded directly from ACE: <https://acecerts.co.uk/web/form-s-documentation>

Please see each individual PLTS below for further information.

## Certification Requirements for PLTS

All providers and apprentices must complete the Apprenticeship Consent Form when claiming for the apprentice's Apprenticeship certificate. The universal form covers declarations for the apprentice to:

- confirm the existence of an Apprenticeship Agreement between themselves and their employer;
- confirm their achievement of all ERR requirements;
- confirm their achievement of all 6 PLTS;
- confirm that they have received at least the minimum levels of GLH set out in their framework and have undertaken training both on and off the job.

All apprentices must sign this form at the end of programme to give their authority for the claimant, named on the form, to make a claim, on their behalf, for their Apprenticeship completion certificate.

## Creative thinking

People think creatively by generating and exploring ideas, making original connections. They try different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value.

To demonstrate these skills, behaviours and personal qualities, apprentices should:

- Generate ideas and explore possibilities;
- Ask questions to extend their thinking;
- Connect their own and others' ideas and experiences in inventive ways; Question their own and others' assumptions;
- Try out alternatives or new solutions and follow ideas through; Adapt ideas as circumstances change.

## Independent enquiry

People process and evaluate information in their investigations, planning what to do and how to go about it. They take informed and well-reasoned decisions, recognising that others have different beliefs and attitudes.

Skills, behaviours and personal qualities for apprentices:

- Identify questions to answer and problems to resolve;
- Plan and carry out research, appreciating the consequences of decisions; Explore issues, events or problems from different perspectives;
- Analyse and evaluate information, judging its relevance and value;
- Consider the influence of circumstances, beliefs and feelings on decisions and events; Support conclusions, using reasoned arguments and evidence.

## Reflective learning

People evaluate their strengths and limitations, setting themselves realistic goals with criteria for success. They monitor their own performance and progress, inviting feedback from others and making changes to further their learning.

To demonstrate these skills, behaviours and personal qualities, apprentices should:

- Assess themselves and others, identifying opportunities and achievements;
- Set goals with success criteria for their development and work;
- Review progress, acting on the outcomes;
- Invite feedback and deal positively with praise, setbacks and criticism; Evaluate experiences and learning to inform future progress;
- Communicate their learning in relevant ways for different audiences.

## Team working

People work confidently with others, adapting to different contexts and taking responsibility for their own part. They listen to and take account of different views. They form collaborative relationships, resolving issues to reach agreed outcomes.

To demonstrate these skills, behaviours and personal qualities, apprentices should:

- Collaborate with others to work towards common goals;
- Reach agreements, managing discussions to achieve results;
- Adapt behaviour to suit different roles and situations, including leadership roles; Show fairness

- and consideration to others;
- Take responsibility, showing confidence in themselves and their contribution;
- Provide constructive support and feedback to others.

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## Self management

People organise themselves, showing personal responsibility, initiative, creativity and enterprise with a commitment to learning and self-improvement. They actively embrace change, responding positively to new priorities, coping with challenges and looking for opportunities.

To demonstrate these skills, behaviours and personal qualities, apprentices should:

- Seek out challenges or new responsibilities and show flexibility when priorities change;
- Work towards goals, showing initiative, commitment and perseverance;
- Organise time and resources, prioritising actions;
- Anticipate, take and manage risks;
- Deal with competing pressures, including personal and work-related demands;
- Respond positively to change, seeking advice and support when needed;
- Manage their emotions, and build and maintain relationships.

## Effective participation

People actively engage with issues that affect them and those around them. They play a full part in the life of their school, college, workplace or wider community by taking responsible action to bring improvements for others as well as themselves.

To demonstrate these skills, behaviours and personal qualities, apprentices should:

- Discuss issues of concern, seeking resolution where needed;
- Present a persuasive case for action;
- Propose practical ways forward, breaking these down into manageable steps;
- Identify improvements that would benefit others as well as themselves;
- Try to influence others, negotiating and balancing diverse views to reach workable solutions;
- Act as an advocate for views and beliefs that may differ from their own.

# apprenticeship **FRAMEWORK**

For more information visit-  
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