

CHEF DE PARTIE

NATIONAL CULINARY APPRENTICESHIP

EMPLOYERS HANDBOOK

Developed by Industry for Industry



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Introduction

This guide gives employers information on their responsibilities in employing and training a Chef de Partie Apprentice.

The Chef de Partie Apprentice Programme was designed by a consortium of industry and education providers as well as Fáilte Ireland. The Restaurant Association of Ireland, Irish Hotels Federation, Irish Hospitality Institute, Panel of Chefs Ireland, Euro-toque collaborated with the Technological Universities, ETBI, Solas and Fáilte Ireland to design this programme.

Your local Technological University team as well as your Employer Representative Bodies and Fáilte Ireland are here to guide, assist and support employer mentors in providing high quality on-the-job training to the apprentice.

**The National Chef De Partie Apprenticeship Programme is a
Level 7 BA in Culinary Arts**

A Chef de Partie is trained to:

- deliver advanced culinary skills in a professional kitchen;
- supervise a particular area or station within the kitchen;
- work on their own as well as train Commis Chefs.

Key Stakeholders in Apprenticeship

The new apprenticeship is a partnership programme involving the following stakeholders:

- The Apprenticeship Council - www.apprenticeshipcouncil.ie
- SOLAS – www.SOLAS.ie
- The Apprentice
- The Employer
- Technological Universities
- Higher Education Authority – www.hea.ie
- Trade Unions
- QQI – www.qqi.ie

Education Providers

The Munster Technological University has been appointed to act as **Lead Education Provider** for the National Chef de Partie Apprenticeship Programme and as such will be working closely with all approved education providers and employers/industry to deliver this new Apprenticeship Programme.

As the Lead Education Provider, the MTU is responsible for overall quality assurance and review of the programme. However, each Technological University will liaise with industry partners in the region to deliver and manage the programme. Other Technological Universities include TUD, SETU, ATU and TUS.

SOLAS

SOLAS is the statutory regulator for all apprenticeships. This responsibility includes assessing an employer's suitability to train apprentices, registration of apprentices and monitoring the apprentices while on-the-job. SOLAS has the statutory responsibility for ensuring that the apprentices' conditions conform to the law.

Every registered apprentice has an Authorised Officer allocated to them by Solas to provide support and guidance on any difficulties that the apprentice may encounter during the apprenticeship. In addition, each apprenticeship programme will have a Programme Manager who will assist in all matters pertaining to training in the workplace.

Authorised Officers

A network of Authorised Officers based in ETBs manage, support and administer a portfolio of apprentice approved companies and apprentices within their region on behalf of SOLAS. They operate under a certificate of appointment as Authorised Officers by the Chief Executive Officer of SOLAS under section 43 of the Industrial Training Act 1967, as amended (“the Act”).

The Authorised Officers provide an independent brokerage through which the integrity of the overall Apprenticeship programme is maintained and are a critical link between the Education Providers, the apprentice and the employer. Authorised Officers currently carry out range of functions on behalf of SOLAS including but not limited to those outlined in the table below:

- Conducting an assessment site visit to assess the Employer’s Suitability to TrainApprentices.
- Briefing employers on their roles and responsibilities in relation to the on-the-job elements of the apprenticeship.
- Assessing and approving employers to register apprentices, through SOLAS EmployerApproval and Code of Practice.
- Approving and registering new apprentices and apprentices changing employers.
- Providing an objective information and guidance service to all apprentices registered.
- Monitoring of employers during the apprentice’s on-the-job phases.
- Maintaining apprentice and employer records.

The Technological Universities work closely with the network of authorized officers and fully brief them on the programme-specific criteria for employer suitability to train apprenticeships.

Employer

This section outlines the responsibilities of employers and the co-ordinating provider as they relate to the apprentice as a learner and to the validated new apprenticeship programme.

The approval of an employer is conditional on their ability to provide a premises and mentor that is compatible with the requirements of the programme.

Apprenticeships are employer-driven. Employers are a critical part of the apprentice programme.

Apprentices have an employment status that is specified by statute.

They exclude the normal contractual responsibilities of an employer and the statutory responsibilities of SOLAS.

Employers Responsibilities

Recruitment, Registration, and Induction

It is the Employer's responsibility to:

- Recruit the apprentice and present the apprentice for registration. It is the responsibility of the employer to ensure that the apprentice is a suitable candidate for training, is sufficiently knowledgeable about the occupation to make an informed decision about agreeing to start the apprenticeship and meets the entry requirements for the validated programme.
- Make the apprentice and mentor available for the programme induction process.
- Introduce the new apprentice to the team within the establishment and to ensure that the apprentice is regarded as a novice member of the team.
- To provide individualised support to the apprentice where necessary, especially in the early stages of the apprenticeship.

It is the Education Provider's responsibility to:

- Acquaint the apprentice and mentor with the details of the training schedule, of the assessment procedures and the academic and apprentice regulations and the supports available to the apprentice.
- Provide adequate induction to the programme including supports available for the apprentices.
- Introduce the apprentice to the wider culinary network outside their own establishment as far as it is possible.

Training On and Off the Job

It is the Employer's responsibility to ensure:

- The apprentice is given the learning opportunities required for the programme. These opportunities should include skills knowledge and competencies designed to achieve the intended programme outcomes.
- The apprentice is freed to take advantage of training opportunities required by the programme that are not available in their own establishment.
- That there are sufficient mentors in the establishment, that they are suitably qualified and that they receive training in mentoring.

It is the Education Provider's responsibility to:

- Acquaint the employer of the curriculum for the on-the-job phases of the validated programme, of the assessment processes and of an indicative schedule of training.
- Ensure the employer accepts the quality assurance procedures for the programmes. The employer is responsible for co-operating with the education provider in implementing the quality assurance procedures. These procedures, where they impact on the employer, will be made clear to the employer.
- Identify deficiencies in provision available from the employer, and in collaboration with Solas to arrange the permanent or temporary transfer of the apprentice to an alternative employer.
- Provide training for the mentor, acquaint the mentors with the curriculum, the assessment system and the reporting and communication lines between mentor and programme team.

On-the-job Training – Management

It is the Employer's responsibility to:

- Appoint one member of staff as contact person for the Programme Co-ordinator.
- Allow programme team members access to and observation of the apprentice at work.
- To ensure that the apprentice keeps continuous records of experience and assessment and makes them available to the provider.

It is the Education Provider's responsibility to:

- Appoint the programme team members who will be observing the apprentice and liaising with the mentors
- Ensure that the programme team members do not disrupt the normal operation of the establishment.

Off-the-job Training – Management

It is the Employer's responsibility to:

- Release the apprentice for scheduled off-the- job training.

It is the education provider's responsibility to:

- Schedule the training for the apprentice and to inform the apprentice and the employer of any changes to the schedule.
- Ensure that the apprentice is fully briefed on the requirements of the off-the-job element.
- Provide the apprentice with the materials and information necessary for the successful completion of experience within their place of employment.

Workplace Mentors

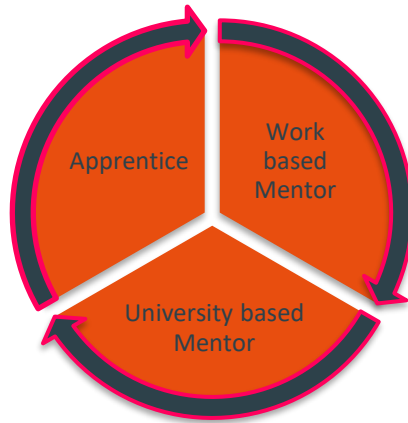
This section outlines the responsibilities of workplace mentors and the co-ordinating provider as they relate to the apprentice as a learner and to the validated new apprenticeship programme.

- Workplace Mentors will be appointed by the employer and approved by the Authorised Officer.
- They must be a qualified chef, preferably holding a Level 7 award or equivalent and/or holding the position of Chef De Partie with a minimum of 4-5 years of experience.

The Mentor has a vital role to play in the training of the apprentice, they should be a mature and skilled member of the kitchen brigade.

Workplace Mentors will be trained to ensure that they understand their responsibility in relation to training and facilitating the apprentice's learning on-the-job.

To facilitate the engagement of all employers and proposed mentors, workshops aimed at training mentors in their role and responsibilities will be delivered and attendance is mandatory.



This programme will be successful when all three parties work closely together to ensure a positive learning experience for the apprentice.

Mentors Responsibilities

Educate, Support, Inspire.

It is the Mentors responsibility to:

- Attend a mandatory briefing day and mentoring workshop prior as part of the apprenticeship programme.
- Provide opportunities to enable the apprentice to achieve the minimum intended programme learning outcomes.
- Develop a sense of professionalism in the apprentice including attributes such as dependability, maturity, politeness, respect, loyalty, and the ability to communicate effectively.
- Facilitate the apprentice's learning in the workplace by shadowing, coaching, observing, and guiding.
- Support the apprentice in communicating with the employer on training related issues.
- Support the apprentice in the workplace by ensuring that he/she/they are conversant with the normal work practices and rules pertaining to the occupation, including gastronomy, history, staffing structure, customer base and competitive position.
- Include the apprentice in networking within the workplace.

Programme Development and Periodic Review

It is the Employer's responsibility to:

- Work with the Education Provider to keep them informed about relevant changes in the occupation and to support programme reviews.
- Co-operate with the periodic review of the programme.

It is the Education Provider's responsibility to:

- Ensure that the programme is subject to ongoing development and organise the periodic review of the programme

Academic Timetable

STAGE	YEAR	Sept – Dec	Dec/Jan	Jan – May	June – August
STAGE 1	1	1 Week full time College Block (5 days) 3 Days work / 2 Days college	On the Job	1 Week full time College Block (5 days) 3 Days work / 2 Days college	On the Job training Work-Based Learning Captured
STAGE 2	2	1 Week full time College Block (5 days) 3 Days work / 2 Days college	On the Job	1 Week full time College Block (5 days) 3 Days work / 2 Days college	On the Job training Work-Based Learning Captured
STAGE 3	3	1 Week full time College Block (5 days) 4 Days work / 1 Day college	On the Job	1 Week full time College Block (5 days) 4 Days work / 1 Day college	On the Job training Work-Based Learning Captured
	4	1 Week full time College Block (5 days) 4 Days work / 1 Day college	On the Job	1 Week full time College Block (5 days) 4 days work / 1 Day college	On the Job training Work-Based Learning Captured

** there could be slight variations of this schedule depending on the specific TU.

Apprentice Scheduling

Both the apprentice and the employer are notified of the call for training by letter. Therefore, it is essential that the Authorised Officer and the Education Providers are informed of any changes to an apprentice or employer details.

To keep the apprenticeship on track it is essential that the apprentice is released to attend the off-the-job training; failure to attend will unnecessarily prolong your apprenticeship which will delay the apprentice's progression through the programme.

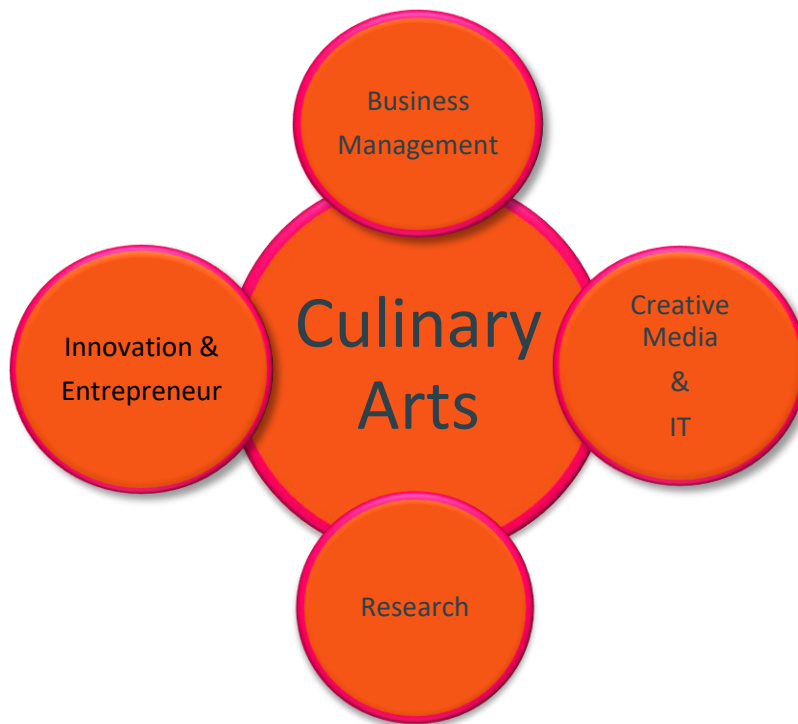
It is important to note that;

The Apprentice is to be released for off the job training with full pay.

The Apprentice must be employed on a full-time basis (as per the Code of Practice) for the duration of the programme.

Programme Overview Themes

This programme is built around five themes or pillars: **Culinary, IT & Multimedia, Innovation & Entrepreneurship, Business Management and Research, which are all underpinned by Work Based Learning.**



An integral part of the apprenticeship is Work Based Learning. The Industry and Academic working groups developed the programme to ensure that there is a structured work-based learning element within each practical modules and assessments require students to demonstrate the learning that has taken place in the workplace.

Theoretical modules require the students to apply their learning to their workplace through projects and reflective journals. Each five-credit module requires an associated 100 hours of student effort. This effort includes class contact as well as the student's own independent work which may take place in the workplace to reinforce the classroom learning and enhancing their skills and techniques.

Work based learning also takes place over the summer months with the student submitting a reflective journal for practical modules to demonstrate how they have developed and achieved the learning outcomes of the module.

Industry mentors will support the apprentice through their studies. Each semester the industry mentor will receive a week-by-week schedule of programme content.

Overview of Programme Themes Linked to Programme Modules

The table below shows how each of these themes develops over the semesters embedded modules. It should be noted that some modules overlap more than one theme.

BA CULINARY ARTS YEAR 1 & 2

	YEAR 1		YEAR 2	
Themes	Semester 1	Semester 2	Semester 3	Semester 4
CULINARY ARTS	Fundamental Culinary Skills (10 credits) Fundamentals of Pastry Principles (5 credits)	Culinary Skills Development (10 credits) Developing Pastry and Baking Techniques (5 credits) Nutrition and Diet (5 credits)	Planning a Culinary Event (10 credits) Contemporary Cuisine (5 credits) Patisserie and Plated Desserts (10 credits)	Apprentice Led Culinary Event (10 credits) Principles of Garde Manger & Classical Cuisine (10 credits)
RESEARCH	Learning at Third Level (5 credits)	Workplace Communication (5 credits)	Planning a Culinary Event (10 credits)	Apprentice Led Culinary Event (10 credits) Exploring Food (5 credits)
IT AND CREATIVE MEDIA	Information Technology (5 credits)			Apprentice Led Culinary Event (10 credits)
INNOVATION & ENTREPRENEURSHIP			Planning a Culinary Event (10 credits)	Apprentice Led Culinary Event (10 credits)

BUSINESS/MANAGEMENT

**Introduction to
Food Safety and
Culinary
Science (5
credits)**

**Introduction to Food
and Beverage Service (5
credits)**

**Applied Food and Beverage
Costing (5 credits)**

**Applied Food Safety
Management (5 credits)**

**Apprentice Led Culinary
Event (10 credits)**

BA CULINARY ARTS YEAR 3 & 4

	YEAR 3		YEAR 4	
Themes	Semester 5	Semester 6	Semester 7	Semester 8
CULINARY	Advanced Pastry Arts (5 credits)	Classical Culinary Practice (5 credits)	Contemporary Garde Manger (5 credits)	Advanced Pastry Arts and Design (5 credits)
RESEARCH	Applied Culinary Management (10credits)	Research Methods (5 Credits)	Food Product Design and Innovation (5 credits)	Applied Research for Industry (5 credits) Food Product Development with Enterprise (10 Credits)
IT AND CREATIVE MEDIA		Food Photography & SocialMedia (5 credits)		
INNOVATION & ENTREPRENEURS HIP	Applied Culinary Management (10credits)		Food Product Design and Innovation (5 credits)	Food Product Development with Enterprise (10 Credits)
BUSINESS/MANAGEMENT	Applied Culinary Management (10credits)		Food Product Design and Innovation (5 credits)	Food Product Development with Enterprise (10 Credits)



TUS

**Technological University of the Shannon:
Midlands Midwest**

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Lár Tíre Iarthar Láir



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