Skills Development Scotland

Hospitality Team Member Modern Apprenticeship

ⓘ Overview

This apprenticeship is designed to support the development of apprentices working in Hospitality roles such as bartender, housekeeper, waiter, barista and guest services.

The goal of this apprenticeship is to develop competence and the range of knowledge, experience and skills required to perform and deliver a specific role within a hospitality environment.

🕒 Duration

This apprenticeship is expected to take around 12 months to complete

📊 Level

SCQF Level 5. More information on SCQF can be found **here**.

🏅 Qualification achieved

The apprentice will achieve the following qualification:

- Diploma for Hospitality Team Member at SCQF Level 5 (GV70 45)

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Introduction

Apprenticeships aim to provide mixture of on-the-job (in the workplace) and off-the-job (through day or block release) learning to enable people to develop the knowledge, skills and expertise required by businesses today.

Designed by employers to attract new talent, tackle critical skills shortages and develop existing workforces, apprenticeships can both help people to enter the world of work and develop the skills of those already in work.

About Scottish Apprenticeships

Scottish Apprenticeships are for everyone and reflect the Government's commitment to promoting a world-class, inclusive, work-based learning system. They are administered by **Skills Development Scotland,** the National Skills Agency. Skills Development Scotland has a remit to contribute to the nation's economic growth and it does this by supporting individuals and businesses alike to develop and apply their skills in the workplace.

The Scottish Apprenticeship system focuses on three specific key elements:

- the **learning outcomes** aligned to the specific work situations of an apprentice's job;

- the **knowledge, skills and behaviours** that will be developed by apprentices, enabling them to work competently and confidently; and

- the **meta-skills** that will be developed by apprentices to help them to manage themselves, collaborate with others and interact with change.

Throughout their apprenticeship, apprentices will be supported and guided by their employer, mentor and learning provider, and will have their growing competence measured by an assessor to ensure they can perform their job to the standard required. On successful completion, apprentices will be awarded nationally recognised competence-based and/or professional qualifications in their chosen field.

About this standard and framework document

Working in partnership with businesses and stakeholders, this standard and framework document has been written to provide apprentices and employers with an overview of the key features of this apprenticeship. Please read this alongside the Hospitality Occupation Profile at SCQF Level 5.

Find further information on apprenticeships here!

Role of the apprentice

This apprenticeship is designed to support entry level hospitality roles across front of house and back of house including food and beverage, accommodation and lodging, and conferences and events.

There are a number of roles available at this level, such as bartender, server, barista, crew, team member, receptionist, guest host and housekeeping assistant.

All of these roles require apprentices to:

- Be a great team player

- Provide excellent customer service

- Develop their meta-skills

To ensure relevance and usability of these apprenticeships across a wide range of hospitality roles, there are multiple optional learning outcomes which can be selected to meet the apprentice's job role. These optional learning outcomes are dependent on job role and include, but are not limited to:

- Delivering barista services

- Serving food and drink

- Processing booking and reservations

- Servicing rooms

- Providing reception services

- Supporting event delivery

- Preparing simple dishes

For the full list of mandatory and optional learning outcomes see the Hospitality Occupation Profile at SCQF Level 5.

Knowledge, skills and behaviours

Knowledge, skills and behaviours

This apprenticeship is designed to develop apprentices' careers by developing their knowledge and understanding of their role, increasing their skills and enhancing their behaviours.

Hospitality employers have helped to identify the key knowledge, skills and behaviours that apprentices working in hospitality roles need to develop. Throughout their apprenticeship, apprentices should be regularly assessed to ensure they can demonstrate both know-how and ability in each of these areas; a high-level summary is provided below.

A full list of the specific knowledge, skills and behaviours for each pathway can be found in the Occupation Profile for Hospitality at SCQF Level 5.

Skills and Knowledge

- Communicating well with others
- Applying techniques relevant to your role to successfully complete tasks and duties
- Working well as part of a team and on your own
- Understanding who your customers are and how to adapt your style to different customers
- Understanding your organisation and their purpose and values
- Knowing the appropriate legislation and regulatory requirements that affect your organisation
- Knowing your hospitality specialism, which might be Food & Beverage, Housekeeping, Reception duties or guest services

Behaviours

- Taking an enthusiastic and positive approach to customer service
- Being organised and able to multi-task
- Complying with legal and regulatory requirements

Defining Meta-skills

Role of the apprentice

Meta-skills sit alongside and complement technical knowledge, skills and behaviours. As technology, society and the way we work change at an ever-increasing pace, meta-skills are the over-arching and future-focused attributes that enable other skills to be developed through consideration, reflection and implementation.

Meta-skills support improved performance and productivity, greater adaptability and resilience to change. For apprentices, meta-skills are a critical asset, supporting their ability to cope and excel in the face of change, to solve problems, to collaborate with others and to create successful futures. There are three categories, each with four meta-skills.

Managing yourself - focus, integrity, adaptability and initiative

Connecting with others - communication, feeling, collaboration and leadership

Interacting with change - curiosity, creativity, sense-making and critical thinking.

Developing meta-skills in Hospitality roles

Supported by their employer, mentor and learning provider, apprentices should consider, practice and reflect on their use of meta-skills during their apprenticeship, building those skills to enhance their personal effectiveness in their present role and their future careers.

Here are some examples of when a Hospitality Team Member apprentice may use Meta-skills.

Managing yourself

A clear **focus** is required to work safely in a kitchen or bar area; **integrity** is an essential element of customer service; **adaptability** is key to dealing with unexpected situations; **initiative** could be supporting a team member when your own tasks are completed.

Connecting with others

Clear and effective **communication** is important when dealing with orders and bookings; **feeling** is also essential to understand when customers are expressing concern or dissatisfaction; skills in **collaboration** are required to maintain positive working relationships; **leadership** could be shown through encouraging your colleagues during busy periods.

Interacting with change

A sense of **curiosity** can be shown by asking questions and exploring new ways of working; **creativity** is fundamental when working with customers who have bespoke requests; **sense-making** comes into play when trying to understand something unfamiliar like a new menu; and **critical thinking** is key to honestly assessing your own strengths and areas for improvement.

Key roles and responsibilities

A number of different parties will be involved in the delivery, management and assessment of a successful apprenticeship. As well as the apprentice, key roles include employer, mentor, learning provider and assessor. Each has a specific set of responsibilities during the apprenticeship.

Apprentice Responsibilities

In their day-to-day roles, apprentices have the same responsibilities to their employer as any other employee but they have additional and specific responsibilities for their own learning and development too.

- Agreeing a learning/ development plan with all parties involved and following it through
- Committing to learning throughout the duration of apprenticeship
- Participating in progress meetings with employer and learning provider representatives
- Participating in off-the-job learning where required
- Reflecting on performance and on development of skills, knowledge and behaviours required of the role
- Agreeing new goals to progress learning with all parties involved

Employer Responsibilities

- Providing apprentices with a contract of employment, a job description and an induction Programme
- Paying apprentices in line with company policy, current legislation, fair work principles, and equality and diversity expectations
- Ensuring a working environment that is free from discrimination, bullying and harassment

- Agreeing learning needs and a learning and development plan with the learning provider and apprentices including
  - agreeing when off-the-job learning will be required and releasing apprentices for this as required
  - making on-the-job learning arrangements
  - identifying additional support requirements and agreeing actions to implement these
- Providing a quality work-based learning environment for apprentices, including the facilities and training necessary to demonstrate competence and succeed in the apprenticeship
- Providing the support of a mentor, who has relevant industry experience and is familiar with the employer's business, to support apprentices' development
- Contributing to the ongoing assessment of occupational competence, including observing performance, verifying evidence and profiling meta-skills
- Meeting with apprentices and learning providers to review apprentices' progress and set future goals
- Providing an environment that supports apprentices to take responsibility for their own learning and development
- Supporting and encouraging apprentices during their apprenticeship
- Recognising the achievements of apprentices in career management and progression
- Providing constructive feedback to the learning provider on the quality of their service delivery to inform continuous improvement of both the Scottish Apprenticeships system and apprentices themselves

Key roles and responsibilities

Mentor Responsibilities

In their day-to-day roles, apprentices have the same responsibilities to their employer as any other employee but they have additional and specific responsibilities for their own learning and development too.

- Helping new apprentices orientate into the workplace
- Providing information, advice and guidance relating to the learning and assessment aspects of the apprenticeship
- Supporting apprentices to define meta-skills in their shared work context
- Working with apprentices, employers and learning providers to ensure problems are resolved quickly
- Acting as an expert witness for apprentices
- Providing support to apprentices as they adjust to the workplace and progress in their career

Employer Responsibilities

- Providing an appropriate apprenticeship programme for apprentices and employers
- Agreeing the learning needs of the apprentices with both the apprentice and the employer
- Agreeing when off-the-job learning will be required and defining roles and responsibilities for this with relevant parties
- Ensuring apprentices have access to the best quality learning opportunities available
- Ensuring apprentices and employers fully understand the principles and processes of competence-based assessment
- Registering apprentices through MA Online and with relevant awarding bodies, sector skills organisations and Skills Development Scotland as appropriate

- Compiling and agreeing learning and development plans and assessment plans with apprentices and employers
- Completing assessment records and submitting records and evidence for verification/moderation
- Reviewing apprentices' progress at regular intervals with the
- employer
- Supporting apprentices to develop their reflective practice
- Advising apprentices who to approach for support, advice and encouragement both within and outwith the workplace
- Seeking and providing feedback from and to employers and apprentices to inform continuous improvement of the Scottish Apprenticeships system and apprentices themselves

Assessor Responsibilities

- Meeting with apprentices, mentors and employers to plan learning and review progress
- Monitoring apprentices' progress against learning and
- development plans
- Observing and assessing apprentices in the workplace and judging whether their work meets the competence requirements set by the qualification awarding body
- Assessing different types of evidence from apprentices
- Providing constructive feedback on performance and offering suggestions for improvement
- Maintaining current knowledge of industry standards and seeking innovative new methods of work-based learning delivery

Before the apprenticeship starts

The recruitment of apprentices is primarily the responsibility of the employer and, before an apprenticeship starts, consideration should be given to entry requirements and also to ensuring that the workplace adheres to fair work, inclusion and diversity principles.

There are no formal entry requirements; however, the apprentice must be employed in a suitable job role to gain the experience and knowledge required to achieve the Hospitality Team Member Modern Apprenticeship and the associated SCQF Level 5 qualification. In addition, an apprentice should:

- Have good communication skills
- Have a positive attitude and show enthusiasm for the Hospitality sector
- Enjoy working as part of a team and interacting with others
- Be prepared to attend off-the-job training
- Be prepared to adhere to a flexible working pattern

Recognition of Prior Learning

Individuals applying for an apprenticeship will undergo selection based on the employer's existing HR processes. Learning providers should take account of this and liaise with employers to provide advice and guidance on any RPL and experience that will be accepted for entry onto the programme.

It is recommended that a flexible approach to RPL is adopted, on a case-by-case basis, with all relevant experience as well as any previous qualifications considered. Learning providers should always consider how they can best recognise apprentices' prior learning to minimise repetition of content. You can find more information on RPL here.

Apprenticeship agreement and employment status

All post-school apprentices must hold a contract of employment for the period of the apprenticeship. In addition, an apprenticeship agreement, confirming the commitment of the employer, the apprentice and the learning provider to the agreed apprenticeship must be signed by all parties. This agreement forms part of the individual employment arrangements between the apprentice and the employer; and of the learning arrangements between the learning provider, the employer and the apprentice.

Registration and certification

Registration and certification of apprenticeships is undertaken through Modern Apprenticeship Online. It is the responsibility of the learning provider to ensure that the registration of apprentices is completed within four weeks of the start of their apprenticeship.

⚖️ Fair work and inclusion

The Scottish Apprenticeships system aims to embed fair work principles. Fair Work First is the Scottish Government's flagship policy for driving high quality and fair work across the labour market in Scotland by applying fair work criteria to grants, other funding and contracts being awarded by and across the public sector, where it is relevant to do so. Through this approach the Scottish Government is asking employers to adopt fair working practices, specifically:

- appropriate channels for effective voice, such as trade union recognition;
- investment in workforce development;
- no inappropriate use of zero hours contracts;
- action to tackle the gender pay gap and create a more diverse and inclusive workplace; and
- payment of at least the minimum Living Wage.

Further guidance on Fair Work First is available from **here.** The design and development of Scottish Apprenticeships aims to embed these principles in practical ways by including opportunities for feedback from apprentices as well as the availability of clear pathways into future opportunities beyond the apprenticeship itself.

The Equality Act 2010 includes nine protected characteristics, which are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, and sex and sexual orientation. It is against the law to discriminate based on these protected characteristics. Skills Development Scotland is a Corporate Parent and, to that end, includes 'care experienced' in a similar way to protected characteristics in all its funded programmes and services.

Attracting the best people into apprenticeships involves ensuring that barriers are removed. Receiving the right support at the right time unlocks the potential of people who could otherwise be denied the opportunity to go on and become valued employees. Supporting people to feel confident about disclosing their protected characteristics in a safe and respectful way allows employers and learning providers to put the right conditions in place to unlock that potential; the right time for this is often at the start of an apprenticeship or even at the recruitment stage. In practice, it might involve ensuring that reasonable adjustments are made to accommodate apprentices, where that is possible and to help them make the most of their apprenticeship journey. Examples might include (but are not limited to) supporting people with sensory impairments, supporting people for whom English is not their first language and supporting people who are care experienced (for example, through fostering, adoption or residential care).

Protected characteristics

Fair work, inclusion and diversity

Consistently higher female representation.

Higher for apprentices from BME communities

Higher representation of those from areas of high deprivation than low deprivation, this is reflective of all MA's nationally.

Consistently higher disability disclosure rate

Lower care experience disclosure rate

Compared to national MA disclosure rates over a 5 year pattern from 2016/2017 to 2022/2023

Modern Apprenticeships starts for Hospitality have shown positive trends against the national MA averages for diversity.

There are some good examples of ED&I being highlighted as important for a successful business, closing industry skills gaps and the overall UK economy in the following reports; FSA Equality and Diversity Commitment 2023, Ethnic Minorities in the Hospitality Sector and Mentoring for gender equality: Supporting female leaders in the hospitality industry. Recruitment and delivery of this framework should take into account the need to be flexible and adapt to support the different needs of learners. These guides contain practical steps to make your recruitment more inclusive.

Once the apprenticeship starts, there are a number of key considerations, tasks and milestones that apprentices, employers, learning providers, mentors and assessors should undertake to optimise a successful outcome for all parties.

Work-based Learning

Work-based learning – aligned to and assessed against both the **learning outcomes** and the **knowledge, skills and behaviours** of the apprenticeship – is the central and most significant component of an apprenticeship and is based on apprentices' real-life experiences in the workplace. Work-based learning is a partnership between apprentice, employer and learning provider and all apprentices must have the support of a mentor in the workplace. Get more information on work-based learning here.

Meta-skills Development

This apprenticeship includes a learning outcome that provides opportunities to develop meta-skills. To effectively develop the meta-skills outlined earlier, apprentices must first understand what they are and how they might apply them in their role. To help with this, a simple exercise to define what meta-skills mean in their role (in language that both apprentice and employer are comfortable with) should be used. This will allow apprentices to consider their own meta-skills profile and which meta-skills they might need to develop or apply in order to perform effectively at work. Setting development goals, action planning and regularly reflecting on progress will help apprentices to develop their meta-skills and it is vital to provide the time and space for reflections to take place. Naturally occurring opportunities to discuss and reflect on meta-skills might include inductions or performance management, career development and performance review sessions.

Delivery of Training

The majority of training undertaken in any apprenticeship is focused on skills developed in the workplace. However, in some apprenticeships there is a requirement for elements of structured formal taught learning/training to be delivered outside the normal workplace, for example, in a college or training centre which might include classroom and or development of skills in a workshop/realistic work environment. We often describe this as "off-the-job" training. The way this is delivered is an individual negotiation between the learning provider and the employer. On the job training should:

- Achieve clear and specific outcomes which contribute directly to the successful achievement of the MA framework and this may include accredited and non-accredited elements.
- Be planned, reviewed and evaluated jointly between the modern apprentice and a tutor, mentor or manager.
- Allow access as and when required by the modern apprentice either to a tutor, mentor or manager.
- Be delivered during contracted working hours.
- Be delivered through two or more the following methods: individual and group teaching, e-learning, distance learning, coaching, mentoring, feedback and assessment, collaborative/network learning with peers, guided study.

An initial assessment and learning plan should be developed at the outset with input from the apprentice, employer and the learning provider, to identify any additional needs and provide apprentices with the appropriate support or adaptations required to successfully complete their apprenticeship.

Quality assurance

Skills Development Scotland is responsible for making sure all funded learning is of high quality and benefits the apprentice. A quality assurance framework is in place to cover the delivery of work-based learning in an apprenticeship and is designed to demonstrate how effectively learning providers and employers support this by ensuring apprentices:

- Receive appropriate support and guidance to enable them to become successful apprentices and confident individuals;
- Receive quality learning and develop their skills to achieve their learning goals;
- Are treated with dignity and respect in a way that promotes equality and inclusion; and
- Work towards successful outcomes, leading to future employment or further appropriate career progression.

The relevant awarding and accreditation bodies will undertake the quality assurance of the assessment of competence-based and professional qualifications.

Approaches to Assessment

Assessment is generally carried out in the apprentice's place of work but where this is not possible assessment can be carried out in a training environment, but the situation should reflect a real work environment as far as possible. For further details refer to the relevant section of the Specific Assessment Strategy Appendix for Hospitality and Professional Cookery. Regular reviews should take place with the apprentice as well as their employer/mentor/supervisor (whichever is appropriate) to discuss progress. Apprentices keep a record of activities carried out in the workplace using work logs and task sheets.

Observation, questioning and examination of product evidence

This three-method approach classifies all assessments under observation, questioning and examination of product evidence. It is therefore based on the development of a portfolio of work and regular reflection on learning and skills development through professional dialogue between apprentices and mentors, employers and learning providers. The following approaches to assessment were identified by employers in the relevant sectors as being the most appropriate and operationally useful at this level:

- Observation
- Evidence of prior achievement
- Questioning
- Personal statements and reflective accounts
- Presentations
- Product evidence
- Witness testimonies
- Professional discussion

Holistic Assessment

The holistic approach allows larger pieces of work to evidence a number of learning outcomes, rather than a piecemeal process of finding separate evidence for each outcome and/or its associated knowledge, skills and behaviours. Work-based projects or problem-based activities often provide the richest opportunities for holistic assessment.

Qualification Requirements

Qualification Requirements

During their apprenticeship, apprentices must complete the following competence-based qualification:

- Diploma for Hospitality Team Member at SCQF Level 5 (GV70 45)

This qualification brings together the development and assessment of all the learning outcomes and knowledge, skills and behaviours required of the apprentices role in a single qualification. It includes the development and holistic assessment of meta-skills which are integrated with the development and assessment of technical skills.

Other awards, qualifications or training programmes

In addition to achieving the competence-based qualification noted above, apprentices will complete the following awards (where relevant):

- Basic Health & Safety at Work Certificate (all apprentices)
- Allergen Awareness Certificate (for apprentices dealing with food and/or drink)
- Basic Food Hygiene Certificate (for apprentices dealing with food)
- Scottish Award for Licensed Premises Staff (for apprentices dealing with the sale or service of alcohol)

All training related to the above enhancements must meet the rules as set out in the relevant Health and Safety and food and drink legislation.

Core Skills

Core Skills are broad transferable skills, which can be used in addition to meta-skills, to help apprentices learn how to manage and adapt how they respond to a changing society.

The five Core Skills are: Communication, Numeracy, Information and Communication Technology, Problem Solving and Working with Others.

Core Skills at SCQF Level 4 are embedded within this Framework therefore no separate certification is necessary.

Pathways and progression

A successfully completed apprenticeship, including the achievement of competence-based and professional qualifications, opens the door to a number of opportunities for progression in both work and further learning.

Successful apprentices may progress to:

- A higher-level role in same (or related)
- Higher Level Apprenticeships in same (or related) disciplines
- Further study at FE/HE

Higher level apprenticeships

- Hospitality (Supervision and Leadership) at SCQF Level 7
- Hospitality Management Skills Technical Apprenticeship at SCQF Level 8

Amendments

Version Number	Date	Description