

MANAGEMENT PATHWAYS TO PROFESSIONALISM SCHEME



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What is the Pathways to Professionalism Scheme?

The '**Pathways to Professionalism**' scheme promotes a new and progressive approach to professional training for skilled (level 2) and professional (level 3) employees in the workplace.

This training is enhanced by a structured program of national standards, modern learning materials, on-the-job training through approved trainers, and a system of assessment and accreditation through designated Assessment Centers.

The framework is based on a number of underlying principles:

- The workplace can constitute a rich learning environment and work-based learning should be an integral part of the learning experience for employees
- A sustainable partnership between training providers, the workplace and accreditation providers is necessary for the development, delivery, support and assessment of the 'Pathways to Professionalism' scheme.

For the **Approved Employer**, the 'Pathways to Professionalism' scheme must be attractive, and it must be structured in such a way that accounts for business and operational realities, reduces bureaucracy and introduces a degree of flexibility in terms of how training is delivered in a 'real-world' setting.

For the **Approved Employees**, the 'Pathways to Professionalism' scheme must ensure that the required training is actually delivered, and also that the quality of that training is of a level that prepares them for a professional qualification.

the primary concern of the **Assessment Centers** is to ensure that the 'Pathways to Professionalism' scheme is credible in terms of quality assurance and that the measurement of learning outcomes is effective to ensure that all employees participating in the scheme have verifiably attained the standard necessary to attain recognition under the National Qualifications Framework.

The proposed 'Pathways to Professionalism' scheme is a 3-pillar and 10-step framework , incorporating guidelines, responsibilities and roles for the **National Advisory Committee** (Pillar 1), for the **Employers** (Pillar 2) and for the **Assessment & Accreditation Centers** (Pillar 3) as follows:

Pillar 1	Pillar 2	Pillar 3
<p>1. Select and approve employers in hospitality and tourism</p> <p>2. Select and register suitable employees from these organizations</p> <p>3. Develop professional job standards for the job profile of the employee</p>	<p>4. Prepare a training and development plan for participants in the scheme</p> <p>5. Prepare a Job Skills Portfolio for the employee</p> <p>6. Allocate an approved Departmental Mentor/Trainer, and approved Internal Verifier</p> <p>7. Verify and validate the process, performance and results of the Job Skills Portfolio through the Internal Verifier, who will then nominate the employee for attendance at the local Assessment Center</p>	<p>8. Employees to attend an Assessment Center for testing and approval of their work-based learning achievements; in terms of knowledge, skills and attitudes at Levels 2,3. To be determined by the Center of Accreditation and Quality Assurance. (CAQA)</p> <p>9. Accreditation level is approved or rejected based on the academic and practical grades achieved</p> <p>10. Employee is awarded a National 'Certificate of Professional Competence' by the relevant awarding authority</p>

To ensure the overall quality of the 'Pathways to Professionalism' scheme, a series of actions and tasks must be addressed within each of the 10 steps outlined in the framework.

A sustainable partnership between training providers, the workplace and accreditation providers is necessary for the successful development, delivery, support and assessment of the new 'Pathways to Professionalism' scheme.

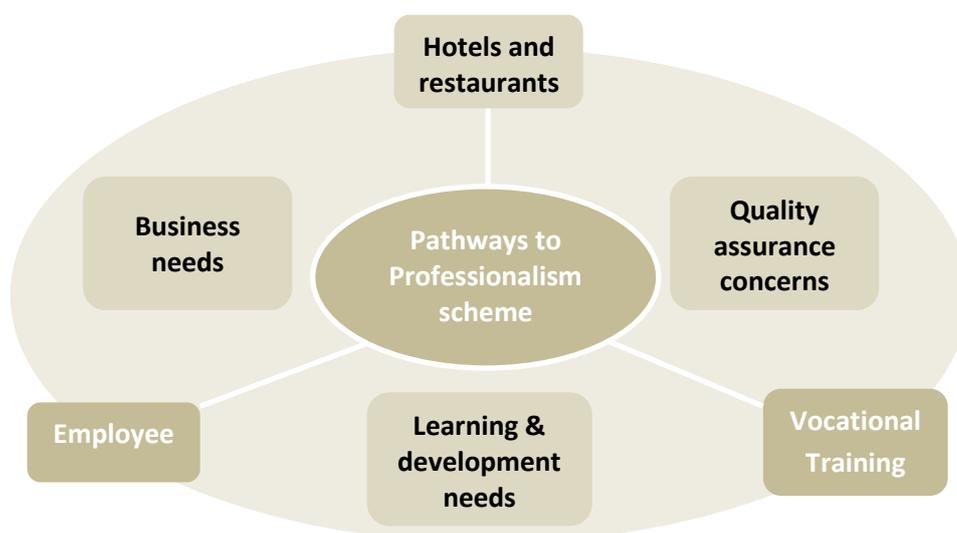
This document sets out the scope structure and approach required for the management of the 'Pathways to Professionalism' scheme at registered hotels and restaurants in Jordan.

Introduction

The Pathways to Professionalism Scheme (PTP) is an innovative labor market initiative that responds to current challenges faced by key stakeholders in the hotel industry in Jordan. For the Vocational Training Corporation (VTC), it can form part of the solution to the problem of demand-supply issues in relation to availability of places on college-based and other training programs. For employers, it provides a cost-effective opportunity to attract unskilled employees into the industry and, under structured and agreed training programs, to develop them to the standard required to achieve a nationally recognized qualification. For employees, who cannot either attain a place on a training program, or do not wish to do so, it affords them the opportunity to work full-time whilst receiving high quality on and off-the-job training. Under the PTP, programs will be offered in:

- Food Service
- Food Production
- Housekeeping

For the scheme to operate effectively, it must adequately balance the often competing needs of the key stakeholders, which include:



Hotels and restaurants– the scheme is structured in a way that accounts for business and operational realities, reduces bureaucracy and introduces a degree of flexibility in terms of how training is delivered in a ‘real-world’ setting.

Employee – for the employee, the scheme will ensure that the required training is actually delivered, as well as that the quality of that training is of a level that prepares them for a career in hotels and restaurants.

Vocational Training Corporation (VTC) – for the Vocational Training Corporation (VTC), the primary concerns relate to ensuring that the scheme is credible in terms of quality assurance and that the measurement of learning outcomes is sufficient to ensure that all employees participating in the scheme have verifiably attained the standard necessary to attain recognition under the national qualifications framework.

These needs are addressed through an agreed framework for implementing the PTP scheme at individual hotels and restaurants, and which seeks to streamline the delivery of training while at the same time provides for rigorous quality assurance. This document provides comprehensive guidelines for all stakeholders, including an operational framework to support the management and implementation of the scheme.

Managing the Pathways to Professionalism scheme at your hotel

In seeking to implement the PTP initiative, it is vital as HR Managers that you understand the key components of the scheme, how it will operate and the roles and responsibilities associated with the scheme. The following framework offers a useful overview of the scheme,:



To provide for the overall quality assurance of the PTP, a range of measures must be addressed within each of the eight areas described above. Consequently, this document examines how the scheme will operate in practice within participating hotels and restaurants and outlines a framework for the:

- Program design
- Approval of hotels and restaurants
- Recruitment of employees
- Managing training Delivery and internal assessments
- National assessment and awarding
- Support structures and quality assurance

The content here is intended to provide detailed guidance for all stakeholders on the practical application of the PTP at participating organizations. This will ensure that all parties are clear on how the scheme will operate and their roles, responsibilities and obligations for ensuring successful operation.

1. Pathways to Professionalism Scheme – Program Design

The Pathways to Professionalism scheme is a direct response to the needs of an evolving and demanding hotel industry in Jordan. Supporting the provision of a skilled workforce for the industry, the design and content of the programs are the result of a partnership between key stakeholders and the scheme will provide participants with a nationally recognized qualification. Training under the PTP scheme will be offered in three disciplines:

PTP Program Overview
Food Production – 2 years (200 Direct Training Hours)
Food Service – 1 year (100 Direct Training Hours)
Housekeeping – 1 year (100 Direct Training Hours)
Behavioral Techniques – 50 hours

The programs are designed to take currently unskilled individuals and provide them with structured training to ensure that they achieve competence at a basic skills level in their chosen discipline over the duration of their program. Food production is designed as a two-year program to reflect the breadth of skills required and the need for an employee to be given appropriate opportunity to develop the necessary skills. Employees will also receive 50 hours off-the-job training in general hospitality skills.

Employers support the employees in paid employment for the duration of their program at a rate to be agreed between the employers and the Vocational Training Corporation (VTC).

The success of the PTP will be dependent upon the commitment of the employer, the employee and external stakeholders such as the Vocational Training Corporation (VTC).

1.1 Program Content

The key modules for each of the three programs are shown below.

Food Production

Unit	Main Topics	Hours of Learning	Direct Training Hours (20%)	Coaching/ Practice Hours (80)
Unit 1	Kitchen and organization	10	2	8
Unit 2	Safety practice and procedures	10	2	8
Unit 3	Kitchen equipment	10	2	8
Unit 4	Kitchen cleaning and preparing for work	10	2	8
Unit 5	Waste disposal	10	2	8
Unit 6	Pest control	10	2	8
Unit 7	Knife drill and safety	10	2	8
Unit 8	Food storage	10	2	8
Unit 9	Washing and cleaning food items	10	2	8
Unit 10	Introduction to cookery principles	35	7	28
Unit 11	Vegetable cookery	35	7	28
Unit 12	Salad preparation	35	7	28
Unit 13	Soups - general	35	7	28
Unit 14	Pasta	40	8	32
Unit 15	Stocks and sauces	40	8	32
Unit 16	Meat and poultry	40	8	32
Unit 17	Fish	40	8	32
Unit 18	Closing the kitchen	10	2	8
	TOTAL	400	80	320

Food Service

Unit	Main Topics	Hours of Learning	Direct Training Hours (20%)	Coaching/ Practice Hours (80)
Unit 1	Your role in the restaurant	5	1	4
Unit2	Personal presentation and service behavior	5	1	4
Unit 3	Hygiene standards for service and storage of food	5	1	4
Unit 4	Maintaining a safe and secure working environment	5	1	4
Unit 5	Restaurant furniture and equipment	5	1	4
Unit 6	Types of glasses, crockery and cutlery	5	1	4
Unit 7	Cleaning and storing crockery, glassware and cutlery	5	1	4
Unit 8	Setting up and preparing for service	10	2	8
Unit 9	Using a tray	5	1	4
Unit 10	Taking orders	5	1	4
Unit 11	Placing orders to the kitchen and dispense bar	5	1	4
Unit 12	Carrying and clearing	5	1	4
Unit 13	Serving techniques	15	3	12
Unit 14	Serving beverages	20	4	16
	Total	100	20	80

Housekeeping

Unit	Main Topics	Hours of Learning	Direct Training Hours (20%)	Coaching/ Practice Hours (80)
Unit 1	Housekeeping and organization	5	1	4
Unit 2	Safety and security in housekeeping	5	1	4
Unit 3	Fire precautions	5	1	4
Unit 4	Lost and found property	5	1	4
Unit 5	Cleaning equipment (mechanical and manual)	5	1	4
Unit 6	Cleaning agents, polishes and materials	5	1	4
Unit 7	General cleaning	10	2	8
Unit 8	Cleaning of public areas	10	2	8
Unit 9	Servicing of bedrooms	20	4	16
Unit 10	Servicing bathrooms	15	3	12
Unit 11	Bedding and bed linen	10	2	8
Unit 12	Laundry	5	1	4
	Total	100	20	80

Behavioral Techniques

Unit	Main Topics	Hours of Learning		Off-the-Job Training
Unit 1	Tourism and you	2		2
Unit 2	Tourism and the hotel industry	2		2
Unit 3	Caring for customers	2		2
Unit 4	Customer relations in practice	2		2
Unit 5	Effective communication	2		2
Unit 6	Languages	15		15
Unit 7	Using the telephone	2		2
Unit 8	Handling customer complaints	2		2
Unit 9	Health and hygiene practices	2.5		2.5
Unit 10	Basic hygiene for food handlers	5		5
Unit 11	Safety procedures	2.5		2.5
Unit 12	Basic first aid and responding to emergencies	5		5
Unit 13	Joining the work team	2		2
Unit 14	Working in teams	2		2
Unit 15	Developing your career in hospitality	2		2
	Total	50		50

The incorporation of these learning units in a departmental training plan to be implemented by the Approved Trainer /Mentor is outlined below.

Pathways to Professionalism

Cookery

Example of a Training Plan Template for a Trainee at VTC level 2

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Incorporating Related Knowledge, Skills and Behavioral Competences

Trainees will demonstrate the following competencies on completion of each module:

Module	Knowledge - the learner will demonstrate knowledge of:	Skills – the learner will be able to:	Attitude – the learner will demonstrate an appreciation of the importance of appropriate personal and professional attitudes and practices
1. Culinary Skills	<ul style="list-style-type: none"> • The organization of a professional kitchen • Quality food products and their production methods • The sensory properties of food, including visual examination, taste, color, texture, smell • Food and workplace safety (note: this will be threaded through all modules of the program) • Food cost and quality control (the food cost control cycle; materials costing, and purchase specifications; standard recipes and dish specification; portion control and dish costing; product viability) safety (note: this will be threaded through all modules in the program) • Scientific principles underpinning cookery processes (note: this will be 	<ul style="list-style-type: none"> • Demonstrate cutting skills including mirepoix, bouquet garni, julienne, brunoise, duxelles, tomato concassé • Prepare classical stocks, soups, sauces, glazes • Apply a range of cookery processes to meat, poultry, game, fish/shellfish, vegetables and other commodities; prepare a range of vegetarian meals • Prepare and present continental, cooked and buffet breakfasts • Comply with food, health and safety legislative and regulatory requirements (note: this will be threaded through all modules in the program) • Apply the principles of food cost, portion and quality control (note: this will be threaded through all modules 	

	threaded through all modules in the program)	in the program)	
2. Classical Cuisine	<ul style="list-style-type: none"> The historical origins, quality points and nutritional value of international, Middle Eastern and European classical dishes. 	<ul style="list-style-type: none"> Prepare and present a range of classical dishes from the chosen countries in both small scale and volume production 	<p>In Module 1, learners are introduced to key personal attributes, attitudes and professional practices required for a successful career in the hospitality sector.</p> <p>This learning is expanded and developed through <u>each of the 10 modules of the program</u> and should be reinforced through practical application in the workplace.</p> <p>Areas addressed include:</p> <p><u>Personal characteristics</u></p> <p>Learners will be able to:</p> <ul style="list-style-type: none"> Present a professional appearance through good grooming, hygiene, posture, wearing and maintaining uniform, following workplace dress code Be punctual, flexible and reliable Demonstrate workplace integrity Manage time effectively <p><u>Professional practice</u></p> <p>Learners will be able to:</p> <ul style="list-style-type: none"> Demonstrate awareness of personal
3. Larder	<ul style="list-style-type: none"> The classification, quality points and physical structure of a range of meats, poultry, game, fish, shellfish, offal, vegetables, dairy and farinaceous products, cereals, pulses, grains, eggs and fruits Food preservation and preparation techniques for a range of commodities Quality points of a range of local cheeses 	<ul style="list-style-type: none"> Prepare commodities including preparation of whole fish and relevant cuts; butchery of whole and part carcasses and cuts of meat Apply food preservation techniques, including smoking, curing, pickling, chutneys and relishes Produce a variety of classical and innovative salads, hors d'oeuvres, dressings, hot and cold sandwiches and a cheeseboard 	
4. Pastry, Baking & Desserts	<ul style="list-style-type: none"> Standards and grades for pastry, baking and dessert ingredients and products, including fresh and convenience products Processes and techniques for the production of a range of pastry, baking and dessert products 	<ul style="list-style-type: none"> Produce a range of fresh and convenience breads, pastes, cake and sponge products, hot and cold desserts 	
5. Menu Planning & Applied Nutrition	<ul style="list-style-type: none"> The principles of menu planning The role and function of menus Identification of nutrients and their 	Plan a well composed menu to meet nutritional and dietary needs, taking into account seasonality and local	

	sources; effects of processing on food	availability of produce, and current factors influencing food choice Design and print a menu card; demonstrate basic menu writing skills	accountability for knowing and complying with legislative and regulatory requirements <ul style="list-style-type: none"> • Demonstrate professional hygiene, health and safety practices • Describe the impact of a positive attitude on co-workers, the organization and customers • Exhibit ethical conduct in the workplace • Recognize and respect cultural and other diversity in colleagues and customers
6. Food Science & Technology	<ul style="list-style-type: none"> • Scientific principles influencing the properties, preservation and preparation of natural foods • Key features of modern kitchen equipment, technology and practices • Introduction to current and emerging trends in food production methods and technological advances in culinary preparation and techniques • Energy efficiency and waste management 	<ul style="list-style-type: none"> • Appropriately use of a range of contemporary kitchen equipment and food production systems in small scale and volume cookery 	<ul style="list-style-type: none"> • Reflect on current role and responsibilities, professional development and learning to date. • Identify personal strengths, weaknesses, challenges and opportunities <p><u>Learning and career development</u></p> <ul style="list-style-type: none"> • Receive and positively respond to feedback • Identify personal and career goals <p><u>Communications</u></p> <p>Learners will be able to:</p> <ul style="list-style-type: none"> • Explain the importance of communications between front and
7. Meal Service	<ul style="list-style-type: none"> • The concept of the 'meal experience' • Service styles for different food operations • The principles of effective customer service 	<ul style="list-style-type: none"> • Follow the sequence of service from initial guest interaction through plate and wine service to bill payment 	
8. International Cuisines	<ul style="list-style-type: none"> • Origin, cultural background, ingredients, dishes, cooking styles and specialised equipment associated with the major world cuisines 	<ul style="list-style-type: none"> • Prepare and present a range of authentic dishes from the Middle East, the Mediterranean, and other world cuisines 	
9. Personal Effectiveness	<ul style="list-style-type: none"> • The principles and practices of personal effectiveness 	<ul style="list-style-type: none"> • Effectively participate in teams (including multicultural teams) and 	

	<ul style="list-style-type: none"> • Communications, presentation skills and problem solving • Organizational structures and roles • Effective teamwork 	<p>in workplace meetings</p> <ul style="list-style-type: none"> • Deliver presentations, using appropriate visual aids • Demonstrate use of problem statements 	<p>back of house operations</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the importance of positive customer communication from initial contact through the sequence of service to bill payment and farewell • Appropriately respond to customer complaints and compliments
<p>10. Technology</p>	<ul style="list-style-type: none"> • Common uses, features of computers, stock control; technology and food hygiene and food testing instruments 	<ul style="list-style-type: none"> • Use technology to enhance understanding and legibility and be able to prepare information for mentor • Produce a formatted food costing template, complete with formulae • Prepare a HACCP recording sheet 	<ul style="list-style-type: none"> • Describe the characteristics of a successful team and its individual members • Identify sources of conflict and possible solutions • Assess strengths and weaknesses of own contribution to a team, and evaluate the overall achievement of the group • Demonstrate effective communications within teams, including multicultural teams <p>Teamwork</p> <ul style="list-style-type: none"> • Describe the characteristics of a successful team and its individual members • Identify sources of conflict and possible solutions • Assess strengths and weaknesses of own contribution to a team, and evaluate the overall achievement of the group • Demonstrate effective communications within teams, including multicultural teams <p>Learners will be able to:</p> <ul style="list-style-type: none"> • Demonstrate personal initiative and resourcefulness in editing and amending technology-based instruments to ensure they are fit for purpose.

2. Selection of Participating Organizations

The PTP will place signification obligations on hotels and restaurants in terms of managing implementation of the training programs and, given the commitment and resources involved, it is not a suitable initiative for application at all hotels and restaurants. In terms of entry-requirements, a number of fundamental restrictions will apply:

Commitment to Excellence – an important selection criterion will be that any hotel wishing to participate in the PTP must have a *demonstrable* commitment to excellence and, in particular, have a proven track record of implementing a classification or quality system. This, at one level, is an obvious requirement, as it ensures that employees on the scheme are only working in hotels and restaurants where the likelihood of them receiving quality training is high. Furthermore, hotels and restaurants which can show evidence that they have previously achieved recognition for excellence are likely to have the necessary human and other resources in place required to manage the PTP. Finally, a management team which can demonstrate that it has mastered the cultural and operational changes that are vital to achieve a quality/excellence recognition would clearly be in a better position to manage implementation of PTP at their operation, than that of a hotel that hasn't done so.

Hotel Size – the PTP will be applicable for hotels and restaurants of varying size, but to make it viable for hotels and restaurants to participate, these operations would likely want to recruit a number of employees onto the scheme across the included disciplines. This in turn has important implications, because, in very small hotels and restaurants, it may not be appropriate to have a high percentage of the overall number of employees on the PTP. Equally, very small operations will probably not have the necessary resources in place to manage the scheme.

Human Resources Requirement – participating hotels and restaurants must have a number of key personnel in place in order to join the scheme. These include:

- Human Resource Manager
- Training Manager
- Qualified Departmental Trainers
- In addition, the General Manager must play a key role in overseeing quality assurance.

Hotels and restaurants wishing to participate must also provide assurance that the employees recruited to the PTP scheme will not displace an existing employee. As part of their application to join the scheme, hotels and restaurants will be required to complete the Readiness Indicator Self-Assessment outlined in Appendix 2.

The employer must also agree to abide PTP Code of Practice (see Appendix 3). This code of practice is designed to safeguard the interests of both the employer and the trainee.

3. Recruitment of Employees

Approved hotels and restaurants will be in a position to recruit employees under the PTP scheme in Food Production, Food Service and Housekeeping roles. Some restrictions will apply in relation to the recruitment of employees:

- Employees selected must be over 18, school leavers or unemployed at the time of application. Existing employees cannot be transferred onto the scheme.
- One employee can be recruited per 10 rooms, with a maximum number of 10 employees participating on each year of the scheme within a hotel.
- The ratio of 'trainees' to full-time employees in any department must not exceed 1:5 at any given time.

The purpose of these requirements is twofold: in the first instance, they should prove attractive for employers, as it allows them to get maximum benefit out of the scheme in terms of the number of employees who can participate. On the other hand, limitations are set to ensure that an employer does not take on more employees than can be effectively trained under the scheme, or that there are not too many 'trainees' in any given department.

Employees will naturally be required to work for the duration of their training program at the rates of pay agreed for the scheme.

4. Managing Training Delivery

The PTP scheme will prepare employees to work at a basic skill level in their chosen discipline and is designed to equip them with the key technical competencies required to successfully develop and maintain a rewarding career in the industry. The success of the program and the quality of the learning experience will depend on a number of internal roles which are described here.

4.1 Roles and Responsibilities

A number of key personnel must be in place to support the operation of PTP at each approved hotel. However, equally as important, is the need for real commitment to training as well as a defined structure for managing the implementation of PTP. Consequently, the following positions are vital to the working of PTP:

- Qualified Departmental Trainers
- Human Resource Manager

The roles and responsibilities associated with these positions are described here.

Departmental Trainers and Mentors

Frequently, the provision of on-the-job skills training at hotels and restaurants is poor in terms of frequency and indeed quality - this cannot be allowed to happen in relation to the PTP. Consequently, an appropriate number of qualified trainers/assessors must be in place within an approved hotel - one in each department for which employees are to be recruited under the scheme. Trainers must be 'qualified' in both delivering training and assessing competence; their qualifications must be nationally recognized and current in the sense that they have been attained within the past five years. In addition, these trainers must attend the 5-Day Departmental Trainers program which has been developed as a support resource for the PTP. Specific roles and responsibilities of the Departmental Trainers include:

- Fully understand the skills and knowledge components of the programs for which they are responsible – i.e. chef, waiter etc.
- Work with the Human Resource Department to plan training in accordance with programs requirements.
- Deliver the required skills training in line with the PTP training plan and curricula.
- Conduct assessments of competence in line with program assessment criteria and ensure that all assessments are credible and accurate.
- Support, guide and coach employees on an on-going basis.
- Provide continuous feedback to the Human Resources Manager on their performance – attitudinal and skills related.
- Maintain all required records of training delivery and competence assessments in conjunction with the Human Resource Manager.

Human Resource Manager

The Human Resource Manager or Training Managers of participating hotels will take direct ownership for the implementation of the PTP scheme. They will be responsible for:

- Internally managing the applications/approval process and submitting all required documents.
- Ensuring that the necessary resources – human and otherwise – needed to support the scheme are in place within the hotel.
- Communicating the scheme internally to the wider management team, ensuring that individual roles and responsibilities are explained and that overall commitment to the scheme is high.
- Guiding Departmental Trainers in the on-going management of the scheme.
- Overseeing recruitment of employees to the scheme and ensuring their ongoing satisfaction with their training.
- Delivering the Hospitality Skills Training Module of the program.
- Acting as the Internal Verifier of competence assessments, as well acting as in monitoring the ongoing management of the scheme.
- Liaising with all external stakeholders in relation to the effective operation of the PTP scheme.

The Human Resource Manager has a vital role to play both in generating commitment amongst the wider management/supervisory team and employees but also in ensuring the scheme is operating in a viable, credible and sustainable fashion. However, given the range of activities that require the daily attention of the HR Manager, it is not feasible for them to take direct responsibility for the day-to-day management of the scheme – in fact, it is preferable that they do not do so as they can have greater impact through their verification and monitoring roles. Consequently, a Training Manager is required to manage the implementation of the PTP.

General Manager

Although the General Manager will not be involved in day-to-day training provision, they must take a leadership role in harnessing commitment to the implementation of the PTP and maintain an oversight role. Key responsibilities include:

- Adopting an overall leadership role in relation to the PTP.
- Generating 'buy-in' amongst the senior team and ensuring that all these managers fulfill their roles and responsibilities in relation to the PTP.
- Making the necessary decisions regarding resources to support implementation and ongoing operation of the scheme.
- Acting as the internal 'guardian' of quality assurance; both in terms of ensuring the accuracy and integrity of assessment and that the overall quality of the program is high.

The General Manager retains ultimate accountability for quality assurance of the program.

4.2 Training Delivery

Under the PTP, structured training is provided to employees whilst working full-time in their selected discipline. The training is designed to give participants the **skills** and **knowledge** required to succeed in their selected discipline as well as to develop the appropriate behavior/**attitude** required for a career in the hotel industry.

For each program, an employee will receive a designated number of hours of direct training which will form 20% of their total hours worked over the duration of their program, based on a 40-hour week. For the other 80% of the time they will practice the skills learned but this time period will also involve coaching from their leader to ensure they can fully master the skills learned.

Training Plans

For each of the units described in the previous sections, training plans – which reflect the needs of national occupational standards in these areas – will be developed and Departmental Trainers in the approved hotels and restaurants must follow the prescribed

schedule and cover the required content during their on-the-job training and coaching sessions.

Training Records

Each employee will have a *Jobs Skills Portfolio* within which training is recorded and competence signified. This document will also be used to facilitate internal and external verification of competence. This portfolio will be in line with the following extract shown for food production:

4.3 Job Skills Portfolio

Food Production – Job Skills Portfolio									
Unit	Training		Competence						
	Content	Date Training Provided	Competence Required	Date when trainee is considered competent	Internal Assessment		Internal Assessment Verified		External Verification Vocational Training Corporation (VTC)
					Employee Initials	Dept. Trainer Initials	HR Manager Initials	General Manager 'Sign-off'	
Unit 1 Kitchen and organization	Introduction		<ul style="list-style-type: none"> Employee demonstrates full understanding of the organization and structure of the modern kitchen and the key roles and responsibilities within it. 						
	Kitchen organization								
	The role of the Head Chef								
	Kitchen personnel								
Unit 2 Safety practice and procedures	Kitchen safety rules		<ul style="list-style-type: none"> Employee can explain and apply all relevant kitchen safety practices and procedures 						
	Uniforms & footwear								
	Hygiene and medical tests								
	Safe use of electric appliances								
	Safe use of cooking appliances								
	Safe use of processing appliances								
	Fire hazards and safety procedures								
Unit 3 Kitchen Equipment	Introduction		<ul style="list-style-type: none"> Employee is familiar with and can competently use the main kitchen equipment relevant to their role. 						
	Types of equipment								
	Large equipment								
	Small Equipment								
Unit 4 Kitchen	Introduction		<ul style="list-style-type: none"> Employee can explain and competently complete all 						
	Cleaning materials								

cleaning and preparing for work	Keeping the kitchen clean		<i>kitchen cleaning duties in a safe and hygienic manner.</i>						
	Cleaning large equipment								
Unit 5 Waste disposal	Introduction		<ul style="list-style-type: none"> Employee ensures that wastage is kept to a minimum and can dispose of different types of waste in the correct manner. 						
	Types of waste								
	Waste disposal								
	Equipment used in waste disposal								
	Recycling waste								
Unit 6 Pest control	Introduction		<ul style="list-style-type: none"> Employee demonstrates competence in identifying and applying pest control procedures 						
	Pests								
	Signs of infestation								
	Elimination of pests								
	Preventative measures								
Unit 7 Knife drill and safety	Introduction		<ul style="list-style-type: none"> Employee demonstrates competence in the use of knives for the preparation of a range of ingredients. 						
	Types of knife								
	Sharpening knives								
	Holding the knife								
	Safety rules								
Unit 8 Food storage	Introduction		<ul style="list-style-type: none"> Employee demonstrates correct procedure for storing the different food types and demonstrates safe practice in the storage of raw and cooked food items. 						
	Food types								
	Storage of perishable items								
	Storage of dry goods								
	Storage of frozen food								
Unit 9 Washing and cleaning food items	Introduction		<ul style="list-style-type: none"> Employee can explain and correctly apply the correct procedures for washing and leaning food items. 						
	Soaking food items								
	Washing food items								
	Disinfecting food items								
	Blanching food items								
Unit 10 Introduction to cookery principles	Introduction		<ul style="list-style-type: none"> Employee can identify and explain the main cookery principles associated with their program. 						
	Moist methods								
	Poaching								
	Steaming								
	Boiling								

	Stewing								
	Braising								
	Dry methods								
	Roasting								
	Baking								
	Grilling								
	Shallow frying								
	Deep frying								
	Microwave and convection cookery								
Unit 11 Vegetable cookery	Introduction		<ul style="list-style-type: none"> Employee can explain and apply the correct procedures for cooking various types of vegetables. 						
	Vegetable group								
	Classic vegetable cuts								
	Storage of vegetables								
	Vegetable garnish								
Unit 12 Salad Preparation	Types of appetizers		<ul style="list-style-type: none"> Employee can explain and apply the correct procedures for preparing the most popular salads. 						
	Introduction								
	Basic salads								
	Arabic salads								
	Composed salads (Greek salad etc)								
Unit 13 Soups - general	Introduction		<ul style="list-style-type: none"> Employee can explain and apply the correct procedures for preparing the most popular cold and hot soups. 						
	Classification of soups								
	Clear & puree soups and method								
	Arabic soups and method								
	Convenience soup (powdered/ canned)								
Unit 14 Pasta	Introduction		<ul style="list-style-type: none"> Employee can explain and apply the correct procedures for preparing the most popular pasta dishes. 						
	Pasta								
	Rice								
	Noodles								
Unit 15 Stocks and sauces	Introduction		<ul style="list-style-type: none"> Employee can explain and apply the correct procedures for preparing the most important stocks and sauces. 						
	Types of stock								
	Making stock								
	Types of sauces								
	Roux-based sauces								

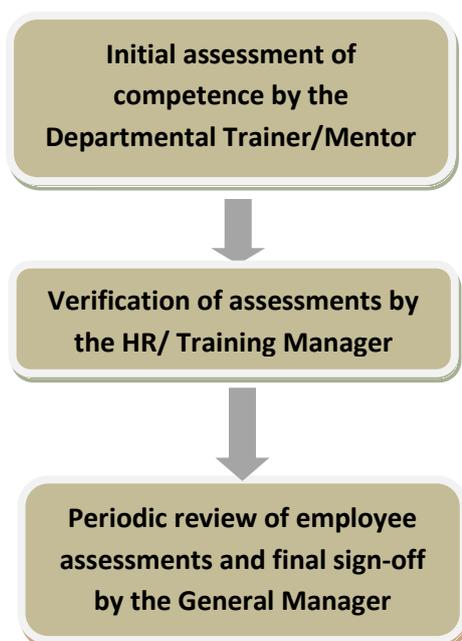
	Butter sauces								
	Reduced sauces								
	Cold sauces								
Unit 16 Meat and poultry	Introduction		<ul style="list-style-type: none"> Employee can explain and apply the correct procedures for preparing a range of meat and poultry dishes. 						
	Quality of meat and poultry								
	Selecting quality products (visit to meat market)								
	Cooking meat and poultry								
	Cooking meat for Arabic dishes								
Unit 17 Fish	Introduction		<ul style="list-style-type: none"> Employee can explain and apply the correct procedures for preparing a range of fish dishes. 						
	Categories of fish and seafood								
	Types of fish and their yields								
	Checking for quality								
	Shellfish types								
Unit 18 Closing the kitchen	Introduction		<ul style="list-style-type: none"> Employee can explain and apply the correct procedures for closing the kitchen. 						
	Storage of food								
	Electrical and gas appliances								
	Waste disposal								
	Security								

Trainee Obligations

It is important to note that participation in the PTP also places significant obligations on the trainee/employee. First, they must abide by the designated rules and regulations of employment within each hotel and conduct their work to a high standard at all times. Failure to do so will have the same consequences as would be the case for all employees. They must also take ownership for their own development and be prepared to expand their knowledge through self-directed learning. Under the PTP, online resources will be available to help employees to broaden their knowledge base in their chosen discipline.

5. Conducting & Verifying Internal Assessments

There will be both internal and external components to competence assessment under the PTP. External assessment will be addressed in the following section. Internal assessments will include:



In the first instance the *Departmental Trainer* will assess employee competence through a mix of observations and questioning and once competence is identified for each unit of their program, then they will sign-off the relevant section of the Job Skills Portfolio. The HR or Training Manager will serve as an Internal Verifier and will spot-check the employee competence and then sign off as appropriate. Finally, the General Manager will periodically review the assessments and then finally sign-off as appropriate.

The above process provides for a rigorous and credible approach to internal assessment of competence which creates a form of self-regulatory mechanism within the hotel. For

example, it is counterproductive, and indeed counterintuitive, for the General Manager – who acts as the final verifier of assessments – to finally sign-off on an employee’s competence where they do not feel it is a true reflection of reality. Ultimately, it is in the interests of the hotel to properly train their employees; not doing so would essentially be self-defeating for the General Manager and the senior team. In addition, were the General Manager to permit false assessments to go unchecked, he/she would be facilitating the underperformance of their management team, a situation which no serious General Manager is likely to tolerate.

Therefore, if hotels and restaurants participating in the scheme are effectively screened during the application process and the structures and processes described earlier, then many of the concerns about internal assessments can be minimized.

6. National Assessment Centers

Given that PTP programs lead to a nationally recognized qualification, an external assessment mechanism is required and this will be provided for by the holding of National Assessment Centers under the direction of the Vocational Training Corporation (VTC). These assessments will be held annually and employees who have completed their program and have been deemed as competent in all areas by their hotel will attend. The assessment centers will entail:

- Written test to confirm competence in key knowledge areas associated with their program.
- Personal interview to assess attitude and personal attributes.
- Skills test, under observation, to determine their competence in selected skills associated with their program.

7. Awarding

Once the employee has attended the assessment center and completed the above tests, they will be validated as competent and recommended for certification.

8. Program Supports and Quality Assurance

8.1 Supports

A range of supports have been put in place to support the implementation of the PTP. These include:

Information Seminars

In addition to this comprehensive guide for stakeholders, a series of awareness seminars will be held for employers and employees to explain the PTP scheme, its advantages and application and implementation procedures.

Human Resource & Training Manager Seminars

A two-day course entitled 'Managing the Pathways to Professionalism Program' will be offered for HR Managers from hotels and restaurants approved to participate in the scheme. This program will help HR Managers to:

- Recognize the key components of the program and their roles and responsibilities and those of others
- Identify how to plan training in line with program requirements
- Define their role as Internal Verifiers and recognize how to fulfill their obligations in this regard.

The program will ensure that HR Managers can confidently manage the implementation of the PTP scheme at their hotel.

Trainers and Mentors

A five day program will be offered to all Mentors and Trainers, which is designed to help participants to:

- Recognize their roles and responsibilities under the Pathways to Professionalism scheme
- Identify the role of training in the workplace, and recognize how to maximize its effectiveness
- Deliver structured skills-based training sessions
- Improve the co-ordination and management of the training function at their hotel with regard to the Pathways to Professionalism scheme
- Deliver structured knowledge-based training sessions.
- Develop their skills as assessors to enable them to conduct assessments of competence under the Pathways to Professionalism scheme

Other Supports

Approved hotels and restaurants will be provided with a range of resources to help them manage the PTP in their hotel, including full curricula for each of the three programs with training plans that indicate what training should be provided and when.

8.2 Quality Assurance

Maintaining the credibility of the PTP is a vital consideration for all stakeholders and will require internal and external components. Internally within each approved hotel, the HR Manager and General Manager will be collectively responsible for monitoring how the scheme is being implemented on a continuous basis and that the quality of the approach is as required.

Furthermore, external monitoring visits by the Vocational Training Corporation (VTC) will take place at defined intervals to review how the scheme is being implemented within each approved hotel. These meetings will take place with the HR Manager IQS and participating employees will also be given an opportunity during these visits to provide feedback on their experiences or concerns.

Appendix 1 - Pathway to Professionalism Scheme – Hotel Readiness Indicator

Pathway to Professionalism - Business Readiness Assessment			
Self-Assessment Criteria	We are currently strong in this area	We need to improve in this area	We are currently weak in this area
Criteria	Rating (Please tick as appropriate)		
1. Commitment to Quality			
1. The business is currently participating in an externally verified quality/classification scheme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> All key business operations are guided by defined quality assurance criteria that reflect Jordanian and international best practice Business owners and key managers have received training on quality management and are familiar with the main requirements for effective quality management 			
2. The business has achieved an award or recognition under that scheme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> The business has been independently assessed as part of the awarding process by a recognized and accredited quality expert The business has received a feedback report as part of the assessment process and an action plan for addressing identified areas for improvement has been implemented as a result 			
3. Key managers and personnel are actively involved in managing quality in the business	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Managers and key personnel have defined quality responsibilities as part of their job descriptions and these areas form part of their appraisal and reward mechanisms There are regular quality improvement meetings held within the business, with action plans arising from them 			
4. Quality assurance is measured within the business and can be verified	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Customer satisfaction levels with product and service quality are continuously measured and tracked and action plans are developed to address identified shortcomings Internal and external quality audits take place at defined intervals to assess overall quality on offer and define areas for improvement 			
2. Commitment to Human Resources			
5. The Human Resource function has been defined as a key process within the business	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Key Human Resource activities have been defined for the business and policies and procedures developed and applied for each A strategic approach to Human Resource Management has been adopted in the business and forms part of the overall company strategy 			
6. A full-time Human Resource Manager is employed in the business and is seen as a senior leader	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> A specific job description has been prepared for the role of Human Resource Manager and the position reports directly to the Owner/General Manager The appointed person has attained an appropriate qualification in Human Resource Management and has appropriate practical experience in the field 			
7. An annual Human Resource Plan is prepared as part of the business planning process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> The Human Resource Plan forms an integral part of the annual business plan and is linked to other components of the plan such as finance and marketing An annual budget for the Human Resource function is allocated and is sufficient to achieve the targets set in the plan and appropriate for the size and type of business 			
8. Key measures are in place to demonstrate the effectiveness of the human resource function at the business	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Specific targets in relation to the Human Resource function, such as employee turnover and employee satisfaction levels are defined in the business and action taken to achieve them Systems for gathering required Human Resource performance data such as employee surveys 			

Pathway to Professionalism - Business Readiness Assessment			
Self-Assessment Criteria	We are currently strong in this area	We need to improve in this area	We are currently weak in this area
Criteria	Rating (Please tick as appropriate)		
etc. are in place			
3. Commitment to Training			
9. An annual Training Plan is prepared as part of the Human Resource Plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> The training plan includes solutions for management development, employee development, quality and service and legislative training requirements The plan is compiled following an effective training needs analysis process which balances individual and business needs 			
10. An annual training budget is prepared in line with the plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Overall expenditure on training by the business corresponds to best practice industry norms and is appropriate for the size and type of business The effectiveness of training expenditure is monitored on an ongoing basis and end-of-year analysis demonstrates the impact of training expenditure on the business 			
11. The business has a defined induction program in place which is delivered to all new employees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Each employee receives a structured and comprehensive introduction to the business within one month of commencement (a summary first day introduction is provided until the full induction is given) Each employee receives a structured and comprehensive introduction to their department which includes the preparation of a skills training program covering their first month of employment and beyond 			
12. The Human Resource Manager actively guides the planning, delivery and assessment of training outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Appropriate tools and resources to support the planning, delivery and assessment of training are available in the business and widely used The Human Resource Manager coordinates the activities of all those involved in the planning, delivery and assessment of training outcomes 			
13. An appropriate system is in place to maintain the necessary training records	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Training records are maintained for all business-wide training provided to employees and especially for all statutory training The Human Resource Manager ensures that all requirements in terms of training record-keeping are fulfilled to the necessary standard 			
14. The training function has been independently assessed as representing a best practice approach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> An independent assessment of the training function in the business has taken place by an accredited expert in Human Resources/Training The business has received a feedback report as part of the assessment process and an action plan for addressing identified areas for improvement has been implemented as a result 			
4. Commitment to Departmental Training			
15. Qualified Departmental Trainers are employed in all key operational departments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> At least one accredited on-the-job trainer is working within each of the departments where participants on the Pathway to Professionalism scheme will be working Trainer skills are regularly updated and at least one refresher training course is provided for trainers every two years 			
16. These Departmental Trainers have defined obligations in terms of managing and delivering training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Specific requirements as regards the amount of on-the-job training to be provided in each department has been defined and agreed with trainers 			

Pathway to Professionalism - Business Readiness Assessment			
Self-Assessment Criteria	We are currently strong in this area	We need to improve in this area	We are currently weak in this area
Criteria	Rating (Please tick as appropriate)		
<ul style="list-style-type: none"> The Human Resource Manager plays a strong oversight role in ensuring that departmental training obligations are adhered to 			
17. Departmental Training Plans are prepared on an ongoing basis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> As part of the annual training plan, general priorities for on-the-job training in all departments in the coming year are defined and agreed On a monthly basis, each departmental trainer prepares a training plan for the department which is approved by the Human Resource Manager 			
18. Documented Standards of Performance are widely used in the business to ensure the consistency of on-the-job training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Key operational and service-focused activities have been defined in all departments and agreed by senior management For each of these activities standards of performance have been developed and are widely used for training and assessment purposes 			
19. There is an approach in place to assess the effectiveness of departmental training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Departmental trainers are also qualified in on-the-job competence assessments and ensure that, over time, all employees are competent in all key departmental activities The Human Resource Manager adopts an 'Internal Verification' role to monitor the effectiveness of training and assessment procedures in all departments 			
20. Appropriate departmental training records are maintained and supporting learning resources can be made available to employees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Records are also maintained of training provided on-the-job for employees in each of the relevant departments The Human Resource Manager monitors the effectiveness of department training record-keeping to ensure requirements are fulfilled. 			

Assessment Scoring

Pathway to Professionalism Readiness Assessment			
Scoring Sheet	<i>We are currently strong in this area</i>	<i>We need to improve in this area</i>	<i>We are currently weak in this area</i>
	2 points	1 point	0 points
Commitment to Quality			
1. The business is currently participating in an externally verified quality/classification scheme			
2. The business has achieved an award or recognition under that scheme			
3. Key managers and personnel are actively involved in managing quality in the business			
4. Quality assurance is measured within the business and can be verified			
Sub-Total			
Commitment to Human Resources			
5. The Human Resource function has been defined as a key process within the business			
6. A full-time Human Resource Manager is employed in the business and is seen as a senior leader			
7. An annual Human Resource Plan is prepared as part of the business planning process			
8. Key measures are in place to demonstrate the effectiveness of the human resource function at the business			
Sub-Total			
Commitment to Training			
9. An annual Training Plan is prepared as part of the Human Resource Plan			
10. An annual training budget is prepared in line with the plan			
11. The business has a defined induction program in place which is delivered to all new employees			
12. The Human Resource Manager actively guides the planning, delivery and assessment of training outcomes			
13. An appropriate system is in place to maintain the necessary training records			
14. The training function has been independently assessed as representing a best practice approach			
Sub-Total			
Commitment to Departmental Training			
15. Qualified Departmental Trainers are employed in all key operational departments			
16. These Departmental Trainers have defined obligations in terms of managing and delivering training			
17. Departmental Training Plans are prepared on an ongoing basis			
18. Documented Standards of Performance are widely used in the business to ensure the consistency of on-the-job training			
19. There is an approach in place to assess the effectiveness of departmental training			
20. Appropriate departmental training records are maintained and supporting learning resources can be made available to employees			
Sub-Total			

Scoring Summary

Summary Scoring Sheet		
Area	<i>Minimum Score Required</i>	Achieved Score
1. Commitment to Quality	6/8	
2. Commitment to Human Resources	6/8	
3. Commitment to Training	9/12	
4. Commitment to Departmental Training	9/12	
	<i>Overall Minimum Score Required</i>	
	30/40	

- Businesses applying for participation in the scheme must achieve the minimum scores required for each of the four areas, as well as the minimum overall score.
- The scoring requirements under areas 1 and 2 have intentionally been set at an achievable level to ensure that smaller businesses can participate in the scheme.

Appendix 2– Code of Practice for Pathways to Professionalism Program

Code of Practice

Employee Name: _____

Name of Establishment: _____

Address of Establishment: _____

It is recognised that the success of the Pathways to Professionalism scheme depends on the commitment of both the employer and the employee.

Employers must commit to:

- Provide paid employment to the employee during all aspects of the program, according to the rates agreed for the PTP scheme.
- Provide an environment that will encourage and support the employee in terms of structured on-the-job training.
- Provide the employee with a formal induction into their place of employment and an effective support system which will offer guidance and training during their time at the hotel.
- Appoint a qualified Departmental Trainer for each department where PTP employees are working and ensure these trainers follow the designated training plan and offer quality training in line with the agreed curricula.
- Ensure that the Human Resource Manager/Trainer provides off-the-job training according to the agreed curriculum.
- Ensure that all records are maintained according to requirements.

Trainees must commit to:

- At all times work to the best of their ability, to learn and apply the new skills and make a positive contribution to their employer’s business.
- Adhere to all rules and regulations associated with the PTP scheme, and abide by all employment terms specified by the employer.

I agree to implement and abide by this code of practice

Employer’s Name: _____
(please print)

Employer’s Signature: _____ **Date:** _____
(on behalf of establishment)

Trainee Signature: _____ **Date:** _____