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LEVEL 2 OCCUPATIONAL CERTIFICATE

Culinary Skills

First teaching from September 2027, First Award 2029

Draft Specification

This DRAFT specification has yet to be approved by Ofqual. Centres should therefore expect changes in the final approved version.

Behind *every* TEACHER

Qualification title	WJEC Level 2 Occupational Certificate in Culinary Skills
Qualification objective	The WJEC Level 2 Occupational Certificate in Culinary Skills provides learners with the knowledge, understanding and occupational skills required to prepare for progression into a specific occupation or occupational area. The qualification supports progression to skilled employment, apprenticeships and further technical training through an engaging programme of vocational learning grounded in authentic occupational contexts. Achievement in the qualification provides valid and reliable evidence that a learner has developed the occupational competence, knowledge and skills specified for the qualification and may be used to support progression decisions by employers, training providers and apprenticeship providers. The Occupational Certificate in Culinary Skills prepares students for employment in a professional kitchen or bakery setting. In a professional kitchen they will work as part of a team to prepare, cook, and finish a wide range of food items from fresh across all sections in a kitchen. The qualification also provides the core skills needed to prepare students to work in a craft bakery, plant bakery or retail bakery outlet.
WJEC Qualification Code	
QAN Number	
Age groups approved for	16–19, 19+
First teaching	September 2027
First certification	Summer 2029

Version	Description	Date

Our specifications may change over time. WJEC will inform centres of any amendments and the most up-to-date version of the specification will always be on the website.

Supporting Qualification Documents

This specification provides the depth and breadth of the teaching and learning content, you should also refer to the other qualification-specific documents available on our website, including:

- Assessment Administration Guide
- Sample Assessment Materials; including:
  - Candidate Assessment Packs
  - Information for teachers
  - Candidate brief
  - Mark scheme
  - Resource files.

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This specification meets the requirements of the following regulatory documents published by Ofqual:

- Occupational Certificate Qualification Level Conditions and Requirements, which set out the regulatory requirements that apply to all Occupational Certificate Qualification qualifications.
- Occupational Certificate Qualification Level Guidance, which supports compliance with the Occupational Certificate Qualification Level Conditions and Requirements.
- Occupational Certificate Subject Content, which sets out the subject content specific to Occupational Certificate in Culinary Skills.

General Conditions of Recognition contain the rules that all awarding organisations and their qualifications must meet when offering regulated qualifications in England.

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Learning and achieving together

Educational reform creates opportunities for innovation and improvement, but it also brings significant demands for schools and colleges. Successfully introducing new qualifications requires more than effective qualification design; it requires an awarding organisation with the experience, expertise and commitment to support centres every step of the way.

WJEC has extensive experience developing and delivering both general and vocational qualifications and supporting centres through periods of qualification reform. Through close collaboration with teachers, leaders, employers and industry specialists, we understand the realities of implementing change and the practical support needed to ensure successful delivery.

Our approach is built on partnership. We recognise that introducing a new qualification is a significant investment of time, resource and expertise, and we are committed to working alongside centres from first approval through to first assessment and beyond. We listen to feedback, respond to emerging needs and continually refine our support to ensure it remains relevant, practical and effective.

Centres choosing WJEC will have access to a comprehensive support package designed to build confidence and reduce workload. This will include high-quality teaching and learning resources, detailed qualification guidance, assessment support materials, exemplification, professional learning opportunities, regular communications and access to subject specialists. Our support package will help centres understand qualification requirements, prepare learners effectively and approach assessment with confidence.

We believe that successful qualifications are built on strong relationships. By combining subject expertise, responsive support and a deep understanding of educational change, we aim to provide centres with the confidence to embrace new opportunities and focus on what matters most: delivering outstanding outcomes for learners.

As Occupational Certificates are introduced, our commitment is to be a trusted partner for centres, providing the guidance, resources and expertise needed to support successful implementation and long-term delivery.

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Summary of assessment

Content Area	Assessment	Weighting	Marks
Content Area 1: Core Occupational Knowledge and Practice – Catering and Hospitality	**Assessment 1:** Assessment by examination: 1 hour On-screen only	15% of qualification	40 marks
	Assessment 2: Non-exam assessment: 21 weeks	25% of qualification	100 marks
Content Area 2: Occupational Knowledge and Practice – Culinary Skills	**Assessment 3:** Non-exam assessment: 27 weeks	25% of qualification	100 marks
	Assessment 4: Non-exam assessment: 12 hours	20% of qualification	61 marks
	Assessment 5: Assessment by examination: 2 hours	15% of qualification	80 marks

Click here to enter accreditation number.

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1. Introduction

1.1. Purpose and aims

WJEC Level 2 Occupational Certificates are designed for learners who wish to develop the knowledge, understanding and skills required to progress towards employment in specific occupational areas. As Level 2 qualifications, Occupational Certificates support learners in developing occupationally relevant competence while preparing them for progression into employment, apprenticeships, workplace training and other technical or professional learning opportunities.

Occupational Certificates offer engaging and applied learning experiences that combine vocational knowledge with practical and occupationally focused skills. They are designed to enable learners to apply their learning in authentic and vocationally relevant contexts, reflecting workplace practices and expectations while supporting progression into occupations aligned to the qualification.

The qualifications are intended to provide learners with a clear route towards employment and the development of full occupational competence through further workplace experience, supported learning, apprenticeships and other relevant training. Achievement in an Occupational Certificate demonstrates that a learner has attained knowledge, understanding and skills relevant to their chosen occupational area and is ready to progress to the next stage of education, training or employment.

The qualifications are designed to provide valid and reliable evidence of attainment, supporting progression decisions made by employers, training providers and other stakeholders. They also enable learners to develop transferable behaviours and skills that support success in both employment and further learning.

WJEC Occupational Certificates:

- provide learners with nationally agreed knowledge, understanding and skills related to progression to a specific occupation, and transferable skills relevant to that overall sector
- provide learners with the ability to apply knowledge, understanding and skills in relevant practical and occupationally-specific contexts
- provide employers with accurate and consistent information concerning learners' attainment in relation to the knowledge, understanding and skills assessed as part of the qualification
- provide information about a learner's readiness to progress to an apprenticeship or employment
- motivate learners to complete the qualification and progress to a specific occupation
- provide a basis for schools and colleges to be held accountable for the performance of their learners.

This qualification is aligned with Level 2 of the Regulated Qualifications Framework (RQF) and forms part of the Occupational Certificate qualification suite regulated by Ofqual.

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The Occupational Certificate in Culinary Skills prepares learners for employment in a professional kitchen or bakery setting. In a professional kitchen they will work as part of a team to prepare, cook and finish a wide range of food items from fresh across all sections in a kitchen. The qualification also provides the core skills needed to prepare learners to work in a craft bakery, plant bakery or retail bakery outlet.

The qualification provides learners with the foundational knowledge, skills and supporting behaviours required to enter employment across a range of catering, bakery and hospitality contexts. The qualification supports learners to develop entry-level competence at Level 2 and begin progression towards full competence within a recognised occupation.

Learners will apply their knowledge, skills and understanding in practical and workplace-relevant contexts to:

- work safely and hygienically in catering and hospitality environments in accordance with legal requirements and procedures
- prepare, cook, bake, serve and present food and drink in catering and hospitality environments
- communicate menu and recipe information to meet customer requirements
- minimise waste and support sustainable working practices
- communicate and work effectively as part of a team
- safely operate and maintain equipment and systems in catering and hospitality environments
- deliver professional and responsive customer service that supports a positive customer experience.

1.2. Prior learning and progression

Although there is no specific requirement for prior learning, this qualification is intended for learners who are ready to undertake study at Level 2. Learners may enter the qualification from a range of educational backgrounds, including following the completion of Key Stage 4 study, foundation learning, or other relevant general, vocational or technical qualifications. The qualification is designed to support learners in developing the knowledge, understanding and skills associated with a specific occupational area and preparing for progression to employment and further occupational development.

This qualification provides learners with the opportunity to develop and demonstrate occupationally relevant knowledge, understanding and skills through learning and assessment that reflect authentic vocational and workplace contexts. Achievement of the qualification indicates that a learner is ready to progress towards employment in occupations aligned to the qualification and to continue developing occupational competence through workplace experience, apprenticeships, supported learning and other technical or professional training.

The qualification provides a coherent, satisfying and worthwhile course of study for learners seeking to develop occupationally relevant skills and understanding, regardless of whether they progress immediately into employment, an apprenticeship, further learning or a combination of work and training. It enables learners to apply their learning in practical contexts and develop the knowledge and skills valued within the relevant occupational sector.

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The qualification provides a suitable basis for progression to employment in occupations related to the subject area, apprenticeships, and further technical, vocational or professional learning. It supports learners in developing the knowledge, understanding and skills required for successful progression while providing employers and training providers with valid and reliable evidence of attainment.

Achievement of this qualification demonstrates that a learner has developed the knowledge, understanding and skills needed to progress towards full occupational competence. Learners can build on this achievement through employment, apprenticeships and further technical training within the occupational area.

1.3. Guided Learning Hours (GLH) and Total Qualification Time (TQT)

Occupational Certificate Culinary Skills has been designed to be delivered within 720 guided learning hours. The qualification has been designed as a 2-year programme for post-16 learners. Centres have flexibility in how they structure and deliver their courses within the total GLH for the qualification. The amount of content within each content area and its weighting within the qualification provides an indication of the anticipated percentage of GLH that may be required for each content area.

	Weighting	GLH
Content Area 1	42%	300
Content Area 2	58%	420
Totals	**100%**	**720 hours**

Total qualification time (TQT) is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a Learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

Total Qualification Time is comprised of the following two elements:

- the number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and:
- an estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike Guided Learning, not under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

The total qualification time for this qualification has been calculated as 800 hours. This includes:

- 720 hours of guided learning and/or supervised assessment
- 80 hours of non-supervised assessment related activities (for example independent research undertaken to support a supervised assessment task).

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1.4. Use of language

As our understanding of diversity, equity, and inclusion evolves, so must our language. Terminology will be updated as needed to ensure it reflects individual identities and fosters respect and accuracy. Language used will be specific as possible. Staying informed and adaptable is crucial, as inclusive language promotes dignity and equity. Recognising that language will continue to evolve, we will remain open to further amendments to ensure it accurately represents and supports all individuals. We will inform centres of any amendments and the most up to date version of the specification will always be on the website.

1.5. Equality and fair access

This qualification is designed to be accessible to all learners, regardless of gender, ethnicity, religion, culture, or any other protected characteristic as defined by the Equality Act 2010. These characteristics include age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. Inclusive design principles have been applied throughout the qualification, including the use of varied assessment formats, clear and unbiased language, and diverse examples that reflect the breadth and diversity of the catering and hospitality sector. Every effort has been made to avoid, where possible, features that could unjustifiably create barriers to access or achievement.

Access arrangements and reasonable adjustments are available for eligible learners to ensure they can participate fully in assessments and demonstrate their knowledge and skills. These adjustments do not alter the intended demand of the assessment but support fair access. Guidance on access arrangements and reasonable adjustments is provided in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments: General and Vocational Qualifications*, available at www.jcq.org.uk.

This qualification adheres to the principles outlined in the JCQ guidance. As a result of inclusive design and provision for reasonable adjustments, very few learners should encounter a complete barrier to any part of the assessment process.

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2. Content areas

2.1. Content area format

GLH	Indicates the estimated number of hours a learner will spend under direct supervision or instruction. This includes classroom teaching, practical activities, supervised study and accompanying assessment.
Overview of content area	Provides a concise summary of the content's purpose, scope, and relevance. It outlines the key themes, skills, and knowledge areas covered.
Learning Outcomes	Lists the learning outcomes which set out the essential knowledge, understanding and skills within the content area.
Learner preparation	Outlines the activities learners should undertake to develop the knowledge, skills and understanding required for assessment. This may include directed study, research, practical activities, workplace experience, reading and skills development tasks.
Transferable skills	Provides a concise statement of a skill or capability that can be applied across different roles, occupations and contexts. It outlines the broader competencies that support effective working, learning and progression.
Summary of assessment	Summarises the assessment methods for the content area.
Resources required for assessment	Details the materials, equipment, and facilities needed to carry out the assessment effectively. This ensures consistency and fairness in delivery across centres.
Amplification	Outlines the knowledge, understanding, and skills that learners need to be taught.

2.2 How to read the amplification

The amplification provided in the right-hand column uses the following two stems to indicate the expected depth of learning.

'Learners must know and understand' is used when learners are expected to acquire and demonstrate knowledge and understanding of theoretical facts, principles, concepts, and procedures, this includes being able to recall, describe, explain, interpret and discuss what they have learned.

'Learners must be able to' is used when learners are expected to use their knowledge and understanding in practical situations or demonstrate application of practical skills and techniques.

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2.3 Teaching content

Content is provided for each learning outcome, outlining the knowledge, understanding, and skills that learners need to be taught to meet the assessment criteria. All content must be delivered unless otherwise indicated:

- the use of ‘including’ indicates that the specified content is mandatory and may be assessed. Centres may also choose to incorporate additional content or examples beyond those listed
- the use of ‘for example’ or ‘such as’ indicates that the specified content is provided for guidance only, and alternative examples may be used.

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Content Area 1: Core Occupational Knowledge and Practice – Catering and Hospitality

GLH	300 hours
Overview of content area	This content area focuses on the foundational knowledge, skills and supporting behaviours required to enter employment across a range of catering, bakery and hospitality contexts, including food production, food service and accommodation settings.
Learning outcomes	The content area is designed to raise learners' awareness of the industry and develop knowledge and understanding of how to: LO1: Work safely and hygienically in catering and hospitality environments in accordance with legal requirements and procedures LO2: Prepare, cook, bake, serve and present food and drink in catering and hospitality environments LO3: Communicate menu and recipe information to meet customer requirements LO4: Minimise waste and support sustainable working practices LO5: Communicate and work effectively as part of a team LO6: Safely operate and maintain equipment and systems in catering and hospitality environments LO7: Deliver professional and responsive customer service that supports a positive customer experience
Learner preparation	Learners should have opportunities to develop and apply the knowledge, understanding and practical skills within realistic catering and hospitality contexts prior to assessment.
Transferable skills	Through these learning outcomes, learners will also develop transferable skills that are essential for employment and progression across the sector, including: • communicating, to interact clearly and professionally with colleagues, customers and supervisors • working with others, to contribute effectively within kitchen, service and cross-functional teams • critical thinking and decision making, to respond appropriately to routine challenges, customer needs and operational issues • planning and self-managing, to organise tasks, priorities and workload effectively and meet workplace expectations • professional behaviours and personal responsibility, including reliability, attention to detail, adaptability and adherence to workplace standards.

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Summary of assessment	Achievement of all learning outcomes requires learners to demonstrate both: • the required knowledge and understanding • the required practical skills. Knowledge and understanding identified within the content amplification will be assessed through timetabled assessments. Practical skills identified within the content amplification will be assessed through observation of performance in realistic occupational contexts against the assessment criteria set out in Assessment Criteria. Assessment tasks will be designed to reflect realistic catering and hospitality practices and may require learners to draw upon knowledge, understanding and practical skills in combination. The assessment of both knowledge and practical skills contributes to the overall qualification outcome.
Resources required for assessment	See Appendix B

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Content

Learning Outcome 1

LO1: Work safely and hygienically in catering and hospitality environments in accordance with legal requirements and procedures

This learning outcome establishes the foundations of safe and hygienic working practices within catering and hospitality environments. It develops the essential knowledge, skills and behaviours required for entry-level roles, enabling learners to apply food safety, hygiene, and workplace safety requirements in practical situations. Through activities such as maintaining personal hygiene, handling food safely, monitoring temperatures and following allergen procedures, learners gain a clear understanding of how safety, hygiene and workplace expectations work together to protect customers, colleagues and the wider business.

The learning outcome also supports the development of transferable skills including attention to detail, communication, and personal responsibility. Learners learn to follow procedures, record information accurately and work to defined standards, all of which are vital for effective performance in professional kitchens and service environments.

Achievement of this learning outcome provides a strong basis for progression into employment, further training or continued study within the catering and hospitality sector.

In this topic learners will gain knowledge, understanding and skills in the following areas:

1.1 Food safety and hygiene
1.2 Food Hygiene Regulations 2006
1.3 Allergens
1.4 Hazard Analysis and Critical Control Points (HACCP)
1.5 Legal requirements for allergen, nutrition and health and safety information
1.6 Food storage
1.7 Cleaning, sanitising and disinfecting
1.8 Safe handling
1.9 Fire safety and workplace emergency procedures
1.10 Lone working

Content	Amplification
1.1 Food safety and hygiene	Learners must know and understand the principles of food safety and hygiene including: • contamination risks • cross-contamination • food poisoning. Learners must be able to follow personal hygiene requirements in catering and hospitality environments, including: • handwashing • wearing protective clothing • use of hair restraints • controlling the wearing of jewellery • illness reporting.

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1.2 Food Hygiene Regulations 2013	Learners must know and understand the requirements of the Food Hygiene Regulations 2013 relevant to catering and hospitality environments.

1.3
Allergens
	Learners must know and understand the purpose and principles of allergen control including:
	• regulated allergens
	• preventing cross-contamination
	• accurate communication with customers and colleagues.
	
	Learners must be able to:
	• follow allergen control procedures, including:
	  • maintaining separation of ingredients
	  • preventing cross-contact
	• communicate allergen information accurately in line with workplace procedures.

1.4
Hazard Analysis and Critical Control Points (HACCP)
	Learners must know and understand the principles of HACCP-based food safety systems including:
	• identifying hazards and applying control measures
	• supporting risk control through:
	  • use of personal protective equipment (PPE)
	  • control of substances hazardous to health (COSHH).

1.5 Legal requirements for allergen, nutrition and health and safety information	Learners must know and understand legal and workplace requirements relating to allergen information, nutrition information, and health and safety: • The Food Information (Amendment) (England) 2019 Regulations – Natasha's Law (PPDS - prepacked for direct sale) • The Calorie Labelling (Out of Home Sector) Regulations 2021 • The Health and Safety at Work Act 1974.

1.6
Food storage
	Learners must know and understand safe food-storage practices:
	• temperature control
	• segregation of raw and ready-to-eat food
	• stock rotation using date coding (use-by dates and First in First Out FIFO)
	• monitoring and record-keeping to maintain food safety across:
	  • food storage
	  • preparation
	  • cooking
	  • service.
	
	Learners must be able to:
	• carry out and record temperature checks for:
	  • chilled storage
	  • frozen storage
	  • cooking and hot holding in accordance with workplace procedures
	• complete food safety and hygiene documentation, in line with workplace procedures including:
	  • listing temperature records and cleaning schedules accurately.

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1.7 Cleaning, sanitising and disinfecting	Learners must know and understand the purpose of cleaning, sanitising and disinfecting, including the use of colour-coded cleaning equipment. Learners must be able to follow safe cleaning and sanitising routines in line with instructions and workplace procedures: • using specified equipment • chemicals and PPE.
1.8 Safe handling	Learners must know and understand the safe handling practices in catering and hospitality environments, including: • manual handling techniques • safe movement and storage of stock and food items • safe use and movement of tools, equipment and utensils. Learners must be able to follow safe handling practices and workplace procedures when moving or handling the following items: • stock • food items • equipment and utensils.
1.9 Fire safety and workplace emergency procedures	Learners must know and understand fire safety principles and workplace emergency procedures, including: • recognising common fire hazards • preventing fire risks through safe working practices • raising the alarm and reporting fire incidents • use of emergency exits and escape routes. Learners must know and understand emergency procedures used in catering and hospitality environments, including: • responding to accidents and injuries • reporting emergencies to the appropriate person • following evacuation and assembly procedures. Learners must be able to follow: • fire safety procedures in line with workplace instructions • emergency procedures, including evacuation processes, in line with workplace instructions.
1.10 Lone working	Learners must know and understand the risks associated with lone working and the importance of following workplace procedures. Learners must be able to follow workplace procedures when working alone to maintain personal safety.
Supporting behaviours that are integral to the learning outcome but not assessed explicitly: • attention to detail • responsible • professional.	

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Learning Outcome 2

LO2: Prepare, cook, bake, serve and present food and drink in catering and hospitality environments

This learning outcome focuses on the practical skills required to prepare, cook, bake, serve and present food and drink in catering and hospitality environments. It reflects the routine responsibilities carried out in professional kitchens and service settings, supporting the development of both technical competence and transferable skills essential for entry-level roles.

Learners apply a defined range of preparation, cooking, baking and service techniques, enabling them to work safely, efficiently and to required standards. Through these activities, they develop key transferable skills such as communication, teamwork, organisation and numeracy, all of which contribute to effective service delivery and smooth kitchen operations.

Achievement of this learning outcome equips learners with the practical capability and workplace behaviours needed for progression into employment, further training or continued study within the catering and hospitality sector.

In this topic learners will gain knowledge, understanding and skills in the following areas:

2.1 Instructions and workflow principles
2.2 Prepare, cook and bake simple dishes
2.3 Cooking methods
2.4 Service and presentation

Content	Amplification

2.1 Instructions and workflow principles	Learners must know and understand:
	• how to weigh, measure and scale ingredients
	• the purpose of following instructions, including:
	  • recipes
	  • task lists and verbal directions in food and drink preparation and service activities
	• workflow principles* used in catering and hospitality operations including:
	  • the concept of mise en place
	  • how preparation, service and presentation activities are organised before, during and after service.
	
	Learners must be able to:
	• use weighing, measuring and scaling methods and equipment as directed
	• follow workflow requirements to organise and complete tasks in the correct sequence
	• prepare, measure and organise ingredients and equipment in accordance with mise en place requirements to support food and drink preparation and cooking, baking and service.
	
	*For the purpose of this qualification, workflow principles refer to the planning, organisation and sequencing of preparation, cooking, service and presentation activities before, during and after service to ensure work is completed efficiently and safely.

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2.2 Prepare, cook and bake simple dishes	Learners must know and understand how to prepare, cook or bake simple dishes. Learners must be able to prepare, cook, or bake simple dishes including: • soups (for example, vegetable soup) • salads (composed and simple) • sandwiches and wraps • pasta dishes (for example, tomato pasta, creamy pasta) • rice dishes (for example, pilaf-style, simple fried rice) • egg dishes (for example, omelette, scrambled eggs) • grilled or baked items (for example, chicken, fish, vegetables) • basic sauces (for example, tomato, white sauce) • basic breads (for example, bread rolls, white loaves) • brownies, cookies • sponge-based desserts • simple hot or cold desserts (for example, fruit desserts). Learners must know and understand how to prepare simple drinks and must be able to prepare: • tea and coffee • cold drinks (for example, juices, shakes, smoothies). Learners must be able to carry out food and drink preparation, and cooking safely using equipment, utensils, and resources.
2.3 Cooking methods	Learners must know and understand how to carry out boiling, grilling, baking, and frying as methods of cooking. Learners must be able to carry out: • boiling • grilling • baking • frying.

2.4
Service and presentation
	Learners must know and understand:
	• how presentation and service standards influence customer experience
	• service and presentation processes used in catering and hospitality environments, including:
	  • preparation of ingredients
	  • plating and presentation of food
	  • tray and counter service
	  • table service
	  • clearing
	• quality and presentation standards for food and drink, including:
	  • portion size
	  • temperature control
	  • cleanliness of crockery and glassware
	  • visual presentation
	• the importance of accuracy and consistency when portioning, presenting and serving food and drink.

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	Learners must be able to:
	• present and serve food and drink items safely using equipment, utensils, and resources in accordance with:
	  • required portion size
	  • temperature
	  • cleanliness
	  • visual presentation standards
	• work collaboratively with others to support safe and efficient operations during:
	  • food and drink preparation
	  • cooking
	  • baking
	  • presentation
	  • service activities
	• communicate operational information clearly with kitchen, service and support colleagues to coordinate food and drink preparation and service activities, including:
	  • calling orders
	  • confirming readiness
	  • advising of delays.

Supporting behaviours that are integral to the learning outcome but not assessed explicitly: • focused • responsive • attention to detail.	

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Learning Outcome 3

LO3: Communicate menu and recipe information to meet customer requirements	
This learning outcome focuses on the importance of clear, accurate, and customer-focused communication within catering and hospitality environments. It develops the knowledge, skills and behaviours required for entry-level roles by enabling learners to interpret and communicate menu and recipe information confidently and correctly. Through activities such as explaining dishes, responding to customer queries and clarifying information relating to ingredients, allergens, dietary requirements and pricing, learners gain the ability to support customer understanding and informed decision-making. Learners also strengthen transferable skills including communication, literacy and problem-solving, enabling them to adapt explanations, provide accurate information, and recognise when queries should be referred to a supervisor or specialist. Achievement of this learning outcome prepares learners to interact effectively with customers and colleagues and provides a strong foundation for progression into employment, further training or continued study within the catering and hospitality sector.	
In this topic learners will gain knowledge, understanding and skills in the following areas: 3.1 Menus, recipes and customer requirements 3.2 Menus in different catering and hospitality settings	
Content	**Amplification**
3.1 Menus, recipes and customer requirements	Learners must know and understand: • the purpose of menus and recipes within catering and hospitality environments and how they support: customer choice, safe food selection and decision making • the relationship between menu choices, portion size, price and perceived value for customers • the types of information included on menus and recipes: dish descriptions, prices, portion information, allergen information and mandatory calorie information where applicable • methods for communicating menu and recipe information clearly to customers and colleagues, in written menu descriptions and verbal explanations • how customer requirements, including occasion, setting, age group, cultural or dietary needs influence menu content and presentation in different catering and hospitality settings • how cultural and religious dietary requirements influence menu choices and service: halal, kosher, vegetarian, vegan. Learners must be able to: • communicate menu and recipe information accurately to support customer queries and service delivery • communicate menu options, including portion size, price and perceived value for customers • respond to customer queries regarding menu and recipe items: ingredients, dietary requirements and allergen information • recognise when menu- and recipe-related queries or requests need to be referred to a supervisor or other responsible member of staff.

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3.2 Menus in different catering and hospitality settings	Learners must know and understand: • how menus vary according to service settings used in catering and hospitality: café, restaurant, accommodation, takeaway and event catering. Learners must be able to: • use menu information to support service delivery by checking availability of menu items and identifying suitable alternatives when requested items are unavailable or unsuitable.
Supporting behaviours that are integral to the learning outcome but not assessed explicitly: • responsive • professional.	

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Learning Outcome 4

LO4: Minimise waste and support sustainable working practices	
This learning outcome focuses on the importance of minimising waste and supporting sustainable working practices within catering and hospitality environments. It develops the knowledge, skills, and behaviours required for entry-level roles by enabling learners to apply stock control and resource management practices in routine tasks. Through activities such as storing and rotating stock, managing portions, reducing waste and following disposal procedures, learners gain an understanding of how efficient use of materials supports operational performance, cost control and environmental responsibility. Learners also develop transferable skills including problem-solving, numeracy and personal responsibility, enabling them to monitor stock, use resources efficiently, and make appropriate decisions during day-to-day operations. Achievement of this learning outcome provides a strong foundation for progression into employment, further training or continued study within the catering and hospitality sector.	
In this topic learners will gain knowledge, understanding and skills in the following areas: 4.1 Stock control 4.2 Food waste 4.3 Sustainable working practices and resource management 4.4 Waste disposal and recycling	
Content	**Amplification**
4.1 Stock control	Learners must know and understand: • the purpose of stock control in catering and hospitality environments in maintaining stock availability, supporting food safety, and controlling costs • stock control methods used in catering and hospitality operations: stock rotation systems (FIFO/FEFO), stock labelling, maintaining stock levels using the PAR level system, traceability and record-keeping procedures • the relationship between stock control, cost management and business efficiency. Learners must be able to: • check, replenish, store and rotate stock using FIFO/FEFO and PAR levels to maintain quality and safety.
4.2 Food waste	Learners must know and understand: • the causes and consequences of food waste in catering and hospitality operations: waste arising from over-ordering, incorrect storage, poor stock rotation and overproduction • the principles used to minimise waste in catering and hospitality operations: portion control, correct storage and the use of ingredients in date order. Learners must be able to: • take steps to reduce avoidable food waste during food preparation and service • use portion control and storage practices that support efficient use of ingredients and resources.

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4.3 Sustainable working practices and resource management	Learners must know and understand: • the sustainability practices used in catering and hospitality environments, including: responsible sourcing of ingredients, efficient use of energy and water, and reduction of food and packaging waste • the environmental impacts associated with catering and hospitality operations, including: food waste generation, packaging waste, energy consumption and water usage. Learners must be able to: • use equipment, utilities and materials efficiently to reduce energy use, water consumption and waste generation.
4.4 Waste disposal and recycling	Learners must know and understand: • the principles of waste disposal, recycling and segregation in catering and hospitality environments. Learners must be able to: • follow workplace procedures relating to waste disposal, recycling and sustainability.
Supporting behaviours that are integral to the learning outcome but not assessed explicitly: • attention to detail • inclusive.	

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Learning Outcome 5

LO5: Communicate and work effectively as part of a team
This learning outcome highlights the importance of effective communication and teamwork within catering and hospitality environments. It develops the knowledge, skills, and behaviours required for entry-level roles by enabling learners to follow instructions, share information, and coordinate tasks with colleagues during routine operations. Through these activities, learners gain an understanding of how clear communication and collaborative work contribute to safe, efficient, and inclusive workplace practices. Learners also build transferable skills such as communication, collaboration, and organisation, enabling them to work towards shared objectives, adapt to workplace expectations, and contribute positively within a team. Achievement of this learning outcome provides a strong foundation for progression into employment, further training or continued study within the catering and hospitality sector.
In this topic learners will gain knowledge, understanding and skills in the following areas: 5.1 Workplace roles and communication 5.2 Professional conduct and working with others 5.3 Equality, diversity, inclusion and workplace responsibilities 5.4 Time management and personal wellbeing

Content	**Amplification**
5.1 Workplace roles and communication	Learners must know and understand: • the roles within catering and hospitality environments: food preparation staff, service staff, supervisory staff, and their responsibilities across food and drink preparation, cooking, baking and service activities • workplace communication methods used to support these activities: verbal briefings, written instructions, task lists, checklists and digital systems • the purpose of team briefings, handovers and instructions in coordinating tasks and supporting safe and efficient operations • the role of effective communication in supporting food safety, health and safety and customer service in catering and hospitality environments. Learners must be able to: • communicate clearly with colleagues using verbal and written workplace communication methods • understand and respond to instructions, feedback and requests • report relevant information accurately to colleagues or supervisors to support safe and efficient preparation and service activities • follow workplace procedures and instructions to support coordinated teamwork.

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5.2 Professional conduct and working with others	Learners must know and understand: • principles of professional conduct and respectful communication when working with colleagues, stakeholders and customers, including: use of appropriate language and tone, and consideration of others' needs, perspectives and differences. Learners must be able to: • work collaboratively with colleagues to support preparation and service activities • adapt communication style and tone to suit different workplace situations and audiences • communicate professionally to minimise conflict and follow agreed procedures when issues arise.

5.3
Equality, diversity, inclusion and workplace responsibilities
	Learners must know and understand:
	• workplace responsibilities relating to equality, diversity and inclusion, discrimination and modern slavery, including:
	  • treating others fairly and respectfully
	  • recognising and responding appropriately to discrimination, harassment, unfair treatment and exclusion
	  • recognising signs of exploitation, coercion or modern slavery and reporting concerns appropriately
	• the purpose and workplace application of the Equality Act 2010 and the Modern Slavery Act 2015
	• religious or belief-based requirements that may affect workplace tasks, including:
	  • common workplace requirements: dietary requirements, dress requirements and prayer observance
	  • appropriate responses: adapting tasks where possible and respecting individual needs within workplace procedures.
	
	Learners must be able to:
	• follow workplace procedures to report equality, diversity and inclusion, discrimination and modern slavery concerns
	• carry out workplace tasks while respecting religious or belief-based requirements.

5.4
Time management and personal wellbeing
	Learners must know and understand:
	• the importance of time management and task coordination in supporting safe and efficient teamwork
	• the importance of personal wellbeing in the workplace, including:
	  • recognising signs of fatigue and stress
	  • managing workload
	  • seeking help and support when needed
	  • maintaining personal mental and physical health.
	
	Learners must be able to:
	• manage assigned tasks and timing during preparation and service activities to support team workflow and service requirements
	• maintain personal wellbeing by managing workload, recognising signs of fatigue and stress, and following workplace procedures to seek support where needed.

Supporting behaviours that are integral to the learning outcome but not assessed explicitly: • professional	

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- responsive
- inclusive
- adaptable.

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Learning Outcome 6

LO6: Safely operate and maintain equipment and systems in catering and hospitality environments

This learning outcome focuses on the safe operation and maintenance of equipment and systems within catering and hospitality environments. It develops the knowledge, skills and behaviours required for entry-level roles by enabling learners to apply safe working practices when operating equipment, carrying out routine checks, identifying faults and following maintenance procedures. Through these activities, learners gain an understanding of how correct equipment use and effective maintenance contribute to safe operations, risk reduction and reliable service delivery.

Learners also build transferable skills including attention to detail, responsibility and digital literacy, enabling them to follow instructions, monitor equipment performance and make appropriate decisions during routine tasks. Achievement of this learning outcome provides a strong foundation for progression into employment, further training or continued study within the catering and hospitality sector.

In this topic learners will gain knowledge, understanding and skills in the following areas:
6.1 Safe operation of equipment and systems
6.2 Equipment monitoring, maintenance and fault reporting

Content	Amplification
6.1 Safe operation of equipment and systems	Learners must know and understand: • requirements for the safe use, cleaning and routine maintenance of tools, equipment and systems used in catering and hospitality environments • workplace procedures for safely setting up, operating, cleaning and shutting down tools and equipment: pre-use checks, safe handling, cleaning and storage, and reporting faults or concerns • the importance of routine checks and preventative maintenance in reducing risk: visual inspection of equipment condition and completion of cleaning and maintenance records • hazards associated with the use of catering and hospitality equipment: cuts, burns, electrical hazards and slips, and the control measures used to reduce these risks. Learners must be able to: • set up, operate, clean and shut down equipment safely and correctly, following manufacturer instructions • carry out routine safety checks on tools and equipment and identify signs of damage and malfunction.
6.2 Equipment monitoring, maintenance and fault reporting	Learners must know and understand: • the purpose of fault reporting and escalation procedures in maintaining a safe working environment • the role of digital tools linked to equipment use in catering and hospitality environments: temperature monitoring devices and digital recording systems used for food safety monitoring. Learners must be able to: • use digital temperature monitoring devices and digital recording systems used for food safety checks in accordance with workplace procedures.

Supporting behaviours that are integral to the learning outcome but not assessed explicitly:

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- focused
- attention to detail
- professional.

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Learning Outcome 7

LO7: Deliver professional and responsive customer service to support a positive customer experience

This learning outcome focuses on the importance of delivering effective customer service within catering and hospitality environments. It develops the knowledge, skills and behaviours required for entry-level roles by enabling learners to apply customer service practices through activities such as preparing service areas, communicating with customers, taking orders, supporting service delivery and handling transactions. Through these activities, learners gain an understanding of how communication, service procedures and professional conduct contribute to positive customer experiences and efficient service operations.

Learners also build transferable skills including communication, numeracy, digital literacy and professionalism, enabling them to work accurately, respond appropriately to customers and meet workplace standards. Achievement of this learning outcome provides a strong foundation for progression into employment, further training or continued study within the catering and hospitality sector.

In this topic learners will gain knowledge, understanding and skills in the following areas:

7.1 Professional customer service
7.2 Service operations and teamwork
7.3 Customer transactions, numeracy and digital systems
7.4 Licensing requirements
7.5 Safety, security and safeguarding concerns

Content	Amplification
7.1 Professional customer service	Learners must know and understand: • the principles of professional customer service within catering and hospitality environments: courtesy, professional language, tone of voice, personal presentation and conduct • the standard stages of customer service: initial contact, taking orders, delivering service, handling payment and completing service • the importance of clear communication and professionalism in maintaining positive customer experiences • types of customer feedback and complaints: direct feedback, online reviews and the process to respond or escalate issues. Learners must be able to: • communicate with customers using professional language, tone and behaviour, taking account of accessibility and communication needs • follow service procedures to support a positive and consistent customer experience from greeting to farewell • adapt communication and service approaches to meet different customer needs, including accessibility and communication needs • respond appropriately to customer requests, feedback and routine complaints, escalating issues when necessary.

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7.2
Service operations and teamwork
	Learners must know and understand service requirements and procedures in catering and hospitality environments:
	• the purpose and process of preparing service areas for customer use, including organisation, cleanliness and readiness of the service area and availability of equipment and materials
	• roles and responsibilities of front-of-house and back-of-house teams and how they work together to deliver service
	• communication methods used to coordinate service between front-of-house and back-of-house teams
	• the importance of maintaining service standards during preparation and service.
	
	Learners must be able to:
	• support service in line with workplace procedures, including:
	  • preparing service areas for customer use (for example, setting up tables, checking cleanliness and readiness)
	  • coordinating with front-of-house and back-of-house teams to support service delivery.

7.3 Customer transactions, numeracy and digital systems	Learners must know and understand: • legal and workplace requirements for handling transactions, processing payments and protecting customer information, including data protection requirements in accordance with the Data Protection Act 2018 • the purpose of digital systems used to support customer service and transactions: point-of-sale systems, ordering systems, booking systems and QR-based ordering platforms • how totals, change, discounts, service charges and costs are calculated when processing customer transactions. Learners must be able to: • use digital or simulated systems to record orders and service information accurately • process payments securely and issue receipts in line with workplace and data protection requirements • apply numeracy skills: correctly calculate totals, change, basic costs, discounts, and service charges • handle transactions securely and accurately in line with workplace procedures.

7.4
Licensing requirements
	Learners must know and understand:
	• workplace responsibilities relating to licensed premises, including
	  • the legal requirements for the sale and service of alcohol under the Licensing Act 2003, including age restrictions for alcohol sales, the requirement for authorisation by a responsible person, when service must be refused
	  • recognised age verification practices: Challenge 25.

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7.5 Safety, security and safeguarding concerns	Learners must know and understand safety and security responsibilities in catering and hospitality environments: • routine safety and security practices: maintaining safe and tidy work areas, following fire safety and emergency procedures, and following workplace security and access procedures • types of concerns: spillages, faulty or damaged equipment, fire hazards, suspicious behaviour, unauthorised access, safeguarding concerns • reporting procedures: reporting concerns to a supervisor or designated person in line with workplace procedures. Learners must be able to: • identify safeguarding, safety or security concerns and explain how they should be reported to an appropriate person in line with workplace procedures.
Supporting behaviours that are integral to the learning outcome but not assessed explicitly: • professional • empathetic.	

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Content Area 2: Occupational Knowledge and Practice – Culinary Skills

GLH	420 hours
Overview of content area	This content area develops the occupational knowledge, skills and behaviours required for employment within bakery and professional kitchen environments. Learners will develop the ability to plan and organise production activities, produce bakery products, prepare, cook, finish and present culinary dishes, use equipment safely and effectively, and apply food safety, hygiene and health and safety requirements. The content area also develops the communication, teamwork and professional working practices required to support bakery and culinary production operations. Successful completion of this content area will prepare learners for progression into employment within the catering and hospitality sector and support the development of occupational competence.
Learning outcomes	The content area is designed to raise learners' awareness of the industry and develop knowledge and understanding of how to: LO1: Plan and organise bakery production activities to meet workplace requirements LO2: Produce, bake, finish and present bakery products using appropriate professional techniques LO3: Plan and organise bakery and culinary production activities to meet workplace requirements LO4: Prepare, cook, finish and present culinary dishes using appropriate professional techniques LO5: Use and maintain bakery, kitchen and production equipment safely and effectively LO6: Apply food safety and health and safety controls in bakery and culinary production LO7: Communicate and work effectively with others to support bakery and culinary production operations.
Learner preparation	Learners should have opportunities to develop and apply the knowledge, understanding and practical skills within realistic bakery, kitchen and catering environments prior to assessment.

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Transferable skills	Through these learning outcomes, learners will also develop transferable skills that are essential for employment and progression across the sector, including: • planning, to organise production activities, manage workloads and prioritise tasks effectively • communicating, to work effectively with colleagues, supervisors and other workplace stakeholders • observing, to monitor product quality, workplace standards, food safety requirements and operational performance • critical thinking and evaluating, to identify issues, assess outcomes and support continuous improvement • decision making, to respond appropriately to changing priorities, workplace challenges and production requirements • physical dexterity, to carry out bakery and culinary techniques with precision and control • self-managing, to manage time effectively, take responsibility for own performance and respond constructively to feedback.
Summary of assessment	Achievement of all Learning Outcomes requires learners to demonstrate both: • the required knowledge and understanding • the required practical skills. Knowledge and understanding identified within the content amplification will be assessed through timetabled assessments. Practical skills identified within the content amplification will be assessed through observation of performance in realistic occupational contexts against the assessment criteria set out in Assessment Criteria. Assessment tasks will be designed to reflect realistic catering and hospitality practices and may require learners to draw upon knowledge, understanding and practical skills in combination. The assessment of both knowledge and practical skills contributes to the overall qualification outcome.
Resources required for assessment	See Appendix B

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Content

Learning Outcome 1

LO1: Plan and organise bakery production activities to meet workplace requirements.
This learning outcome develops the knowledge and skills required to plan and organise bakery production activities to meet workplace requirements. Learners will develop an understanding of how bakery operations are planned and controlled through the use of recipes, specifications, production plans and workplace procedures. They will learn how to interpret production information, organise tasks, prepare work areas and resources, and contribute to the efficient operation of bakery production activities. Learners will develop the ability to plan bakery tasks, organise materials and resources, receive and store ingredients, and complete workplace documentation in line with production requirements. They will also understand how planning, recipe scaling, stock management and workplace procedures contribute to efficient production, product quality and food safety.
In this topic learners will gain knowledge, understanding and skills in the following areas: 1.1 Planning bakery production activities 1.2 Prepare and manage bakery ingredients and stock

Content	**Amplification**
1.1 Planning bakery production activities	Learners must know and understand: • bakery recipes, specifications and production plans • bakery documentation and records • recipe scaling and baker's percentages • factors affecting production planning, including production schedules, available resources, stock levels and product requirements. Learners must be able to: • interpret bakery recipes, specifications and production plans • plan bakery production activities to meet workplace requirements • scale recipes using baker's percentages • complete bakery documentation and records in line with workplace requirements.
1.2 Prepare and manage bakery ingredients and stock	Learners must know and understand main bakery ingredients, including their types, origins, properties, nutritional value, purposes and uses, grades and quality, how ingredient choice and nutritional characteristics influence finished product quality and characteristics, yields, storage, handling and transport including: • flour • yeast • salt • sugar • fats • improvers • water • eggs • raising agents for confectionery and their functions including, baking powder, bicarbonate of soda, egg, egg white

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	• ingredient management and batch processing in large-scale production. Learners must be able to receive and store materials or stock from external suppliers and/or internal stores, including consideration of appropriate storage conditions, temperature control, stock rotation, allergen segregation, prevention of contamination, and maintenance of quality and food safety.

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Learning Outcome 2

LO2: Produce, bake, finish and present bakery products using appropriate professional techniques	
This learning outcome develops the practical knowledge and skills required to produce, bake, finish and present a range of bakery and confectionery products to professional standards. Learners will develop their ability to select and prepare ingredients, apply appropriate production methods and techniques, and control processes to achieve the required product characteristics. This includes the production of doughs, breads, pastries, cakes, and confectionery products, together with appropriate baking, finishing, and presentation techniques. Learners will develop an understanding of how ingredient selection, production methods, processing conditions, and finishing techniques influence product quality, consistency, appearance, and consumer appeal. The learning outcome also supports the development of professional working practices, including accurate weighing and scaling, effective use of equipment, safe and hygienic working, efficient production and quality control	
In this topic learners will gain knowledge, understanding and skills in the following areas: 2.1 Produce, bake and finish baked and confectionery items using appropriate professional techniques 2.2 Package, label and store finished baked and confectionery products	
Content	**Amplification**
2.1 Produce, bake and finish baked and confectionery items using appropriate professional techniques	Learners must know and understand baking methods and processes, including: • basic recipe formulation, weighing, mixing, dividing, proving, retarding, resting, shaping, scaling, blocking or forming, baking, fry-off, pre-bake, cooling and finishing; their functions, requirements and purpose and how they affect product quality • large-scale production principles including uniformity and consistency to drive consumer satisfaction, automated and mechanical processing methods • quality assurance and monitoring of processes, common baking faults and issues • principles of making dough: changes in physical properties during processing, types of dough for different products; bulk fermentation and no-time doughs (Chorleywood bread process) • principles of lamination and their application in laminated bakery products • different types of pastry including, sweet, savoury • aeration techniques – mechanical, natural and chemical. Learners must be able to prepare bakery and confectionery items including: • weigh or check weight of ingredients/products • scale up or down a recipe using percentages • prepare and mix ingredients • deposit, scale, or cut or divide mixtures • mould products • monitor prove • operate ovens and baking equipment to achieve product specifications • prepare and apply fillings or coatings where applicable • pre-bake and/or post-bake dressing of product • identify bakery product problems or faults and underlying causes

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	• check product specifications throughout the key process steps; identify and rectify or report production issues where appropriate.
2.2 Package, label and store finished baked and confectionery products	Learners must know and understand: • finished baked and confectionery product requirements including packaging, labelling, storage, handling and transportation. Learners must be able to: • store or display finished baked and confectionery products to meet workplace requirements • package bakery and confectionery products to meet workplace requirements • label bakery and confectionery products accurately, including allergen information where required.

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Learning Outcome 3

LO3: Plan and organise bakery and culinary production activities to meet workplace requirements	
This learning outcome develops the knowledge and skills required to prepare effectively for bakery and culinary activities. Learners will develop an understanding of how to plan and organise their own workload, prepare service areas, organise equipment and resources, and establish appropriate preparation and par levels to meet expected daily demand. They will also consider factors that influence demand and how effective preparation supports efficient operations, customer service, and the control of waste and costs. Learners will develop the ability to apply workplace procedures when preparing for service, ensuring that areas, equipment, stock and supplies are ready for use. They will also develop their ability to monitor requirements, prioritise tasks and respond appropriately to changing workplace demands, recognising when additional preparation, replenishment, or support is required.	
In this topic learners will gain knowledge, understanding and skills in the following areas: 3.1 Plan and organise own workload to meet workplace requirements 3.2 Know and apply workplace key performance indicators (KPIs) 3.3 Manage preparation and par levels to meet workplace requirements, reduce waste and maximise yield 3.4 Preparing and closing service areas and/or product changeover where applicable	
Content	**Amplification**
3.1 Plan and organise own workload to meet workplace requirements	Learners must know and understand how to plan and organise their own workload to meet workplace requirements including: • methods of planning workload including, identifying tasks to be completed, understanding own responsibilities and expected outcomes, breaking larger tasks into manageable activities, estimating the time and resources required, organising tasks to meet agreed deadlines and the use of planning tools such as task lists, schedules, calendars and workplace planning systems • prioritising tasks including, identifying tasks that are urgent, important or time-critical, prioritising tasks according to deadlines, customer needs, operational requirements and potential impact on others, recognising when priorities need to change, balancing routine and unexpected tasks • organising and monitoring work including, monitoring progress against planned activities, adjusting plans when circumstances change, checking completed work against requirements • managing time and resource including, using available time effectively, avoiding unnecessary delays and duplication of work, organising equipment, materials and information needed to complete tasks, recognising when additional resources or support are required • responding to changing priorities including, re-prioritising work when new tasks or issues arise, communicating changes that may affect colleagues or service delivery, seeking guidance when priorities conflict or cannot be achieved within available time, maintaining quality and professional standards when working under pressure. Learners must be able to manage own time to meet workplace requirements including:

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	• planning workload and prioritising tasks • using appropriate methods to plan work • organising equipment, materials and information needed to complete tasks • managing time effectively • responding to changing priorities.
3.2 Know and apply workplace key performance indicators (KPIs)	Learners must know and understand production, performance, and budget key performance indicators and own responsibility for contributing to them including: • purpose of key performance indicators (KPIs) including what KPIs are and why organisations use them • how KPIs monitor production, performance and cost control • the importance of meeting workplace standards and targets • production KPIs including, meeting required quantities, deadlines and expected outputs • maintaining product quality and consistency • working efficiently to minimise waste, errors, rework and unnecessary use of resources. Performance KPIs including, individual and team productivity expectations: • attendance, timekeeping and reliability where relevant • customer service and quality standards • meeting responsibilities and deadlines • responding to feedback and taking action to improve performance. Budget and cost awareness KPIs including, working within agreed budgets: • basic principles of cost control • avoiding unnecessary waste of ingredients, materials, equipment, energy and other resources • understanding how errors, waste and inefficient working increase costs • using resources responsibly • own contribution to KPIs including how individual performance supports team and organisational targets • taking responsibility for meeting own targets and standards • reporting problems that may prevent standards being achieved • taking appropriate action to improve performance. Learners must be able to apply workplace key performance indicators (KPIs) relevant to own role including: • producing the required quantity of dishes/products within the allocated time • maintaining portion sizes and product quality • reducing food waste and avoiding unnecessary use of ingredients • following recipes and specifications to maintain consistency • using equipment, energy and resources efficiently • minimising errors and rework • meeting service deadlines.

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3.3 Manage preparation and par levels to meet workplace requirements, reduce waste and maximise yield	Learners must know and understand the principles of stock control, rotation and efficient preparations procedures to reduce waste and maximise yield, including: • the purpose of preparation levels and par levels • factors affecting daily demand • monitoring and adjusting preparation levels • methods of reducing waste and maximising yield • workplace systems used to monitor preparation requirements. Learners must be able to: • follow workplace procedures for preparation and par levels • monitor preparation requirements • adjust preparation levels in line with workplace requirements • follow workplace procedures to reduce waste and maximise yield.

3.4
Preparing and closing service areas and/or product changeover where applicable
	Learners must know and understand how to prepare and close down service areas including:
	• preparing an area for service, including**:**
	  • checking that the service area is clean, tidy, safe and ready for use
	  • following opening and preparation checklists where applicable
	  • setting up equipment, utensils and other resources according to service requirements
	  • checking that equipment is clean, safe and operational
	  • ensuring required stock, ingredients, consumables and service items are available
	  • organising the work area to support efficient service
	  • completing appropriate pre-service checks
	  • identifying and reporting faults, hazards, shortages or other issues before service
	  • following relevant food safety, health and safety and organisational procedures.
	• closing down following service, including:
	  • clearing and cleaning work and service areas appropriately
	  • cleaning, checking and storing equipment and utensils correctly
	  • returning stock, ingredients and resources to appropriate storage
	  • applying appropriate stock rotation and date-checking procedures
	  • safely disposing of waste and recycling materials in accordance with organisational procedures
	  • cleaning and sanitising surfaces and equipment as required
	  • switching off equipment safely where appropriate
	  • securing or storing equipment, materials and stock appropriately
	  • completing required closing-down checks, records or handovers
	  • reporting faults, damage, shortages or outstanding tasks to the appropriate person
	  • leaving the area clean, safe, secure and ready for the next service.
	• product changeover procedures where applicable, including:
	  • clearing raw ingredients from equipment and plant
	  • cleaning and sanitising equipment
	  • following workplace allergen separation procedures

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	• following mechanical and recipe adjustment procedures, document process in accordance with workplace procedures. Learners must be able to: • prepare and close down service areas • follow workplace procedures to prepare and close down service areas and/or product changeover where applicable.

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Learning Outcome 4

LO4: Prepare, cook, finish and present culinary dishes using appropriate professional techniques.

This learning outcome reflects the importance of effective ingredient preparation and the application of professional cooking, finishing and presentation techniques in professional kitchen environments and supports the development of the knowledge, skills and behaviours required for entry-level roles within the catering and hospitality sector.

Learners apply culinary preparation techniques through practical activities such as selecting and using appropriate knives and tools, preparing ingredients through chopping, slicing, trimming and peeling, and maintaining ingredient quality throughout the preparation process.

Learners also apply a range of appropriate cooking methods to prepare and cook ingredients and dishes, finish dishes to specification, and portion and present dishes to workplace standards. Through these activities, learners develop an understanding of how accurate preparation, controlled cooking and effective finishing and presentation techniques contribute to efficiency, consistency, food quality and the successful production of dishes.

The learning outcome also supports the development of transferable skills such as precision and attention to detail, enabling learners to work safely, follow instructions accurately and prepare, cook, finish and present dishes to the required standard. Achievement of this learning outcome provides a foundation for progression to employment, training or further study within the sector.

In this topic learners will gain knowledge, understanding and skills in the following areas:

4.1 Selection and preparation of a range of fresh ingredients and convenience foods
4.2 Cook and finish fresh, frozen and pre-prepared ingredients to produce a range of dishes
4.3 Portion and plate a range of dishes

Content	Amplification

4.1 Selection and preparation of a range of fresh ingredients and convenience foods	Learners must know and understand how to select and prepare a range of fresh ingredients and convenience foods, including:
	• the quality indicators for a range of ingredients including fresh vegetables, a range of fresh poultry, fresh meat, fresh fish, pre-packaged and dry goods, frozen and chilled foods including: absence of defects, colour, size, shape, texture
	• the seasonal calendar of food (fish, meat, game and vegetables) and its impact on availability, cost, quality, flavour, and customer satisfaction
	• the correct knife for a task, including: chef's knife, paring knife, filleting knife, boning knife, carving knife, turning knife, palette knife, serrated knife
	• the correct use of knives when preparing, cooking and presenting food and why using these correctly is important
	• methods of weighing, measuring, and scaling including: measuring weight, volume; standard units of measurement
	• principles of portion control and yield, including methods of monitoring yield and how yield management supports operational efficiency and profitability through:
	  • cost control
	  • reducing waste

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	• improving yield • consistent portion sizes • stock management • pricing decisions • methods of reducing waste and improving sustainability by maximising the use of ingredients including: nose to tail / root to stem production, stock rotation, menu planning • methods of preparing meat, offal, game, poultry, fish, shellfish, fruit and vegetables and other ingredients for a range of dishes. • methods of stuffing, filling and panéing across food types • methods of flavour ingredients using seasoning, spices, rubs and marinades. Learners must be able to select and prepare a range of fresh ingredients and convenience foods: • select ingredients of the right quality that supports sustainability and seasonality • select the correct knives for the task and use these effectively and efficiently • weigh, measure and scale ingredients to requirements • exercise portion control and act to maximise yield • prepare fresh and convenience ingredients, for a range of dishes including: • meat, poultry, game and offal, including: cutting, slicing, dicing, mincing, trimming, boning, jointing, tying, checking and preparing cavities, skinning, tenderising • fish and shellfish, including: cleaning, deveining, descaling, skinning, trimming, filleting, removing bones, shelling, cutting, marinating, coating • fruit and vegetables, including: washing, peeling, chopping, slicing, trimming, grating, turning • sauces, stocks and soups, including: weighing, measuring, chopping, roux, skimming, passing, straining, blending, whisking • noodles, pasta, pulses and grains, including: washing, soaking, straining • eggs including: beating, whisking • dough including: weighing, measuring, sieving, mixing, kneading, proving, knocking back, shaping, resting, chilling, piping, rolling, cutting, trimming, glazing, portioning • pastry including: weighing, measuring, sieving, mixing, shaping, resting, chilling, piping, rolling, cutting, trimming, glazing, portioning • cakes, sponges, biscuits, scones, hot and cold desserts including: weighing, measuring, sieving, mixing, shaping, rubbing in, creaming, resting, piping, rolling, cutting, trimming, lining, beating, folding, greasing, glazing, portioning, aeration, adding flavours/colours, puréeing, combining, chilling • stuff, fill and pané across food types • use seasoning, spices, rubs, and marinades to flavour ingredients • regenerate dried and frozen ingredients and dishes.
4.2 Cook and finish fresh, frozen and pre-prepared	Learners must understand how to cook and finish fresh, frozen and pre-prepared ingredients to produce a range of dishes, including: • the following methods of cooking and their effects on food: • sealing • grilling

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ingredients to produce a range of dishes	• deep frying • shallow frying • stir frying • sauté • braising • stewing • baking • roasting • boiling • poaching • across the following food types, ingredients and dishes: • meat • offal • game • poultry • fish • shellfish • fruit and vegetables • stocks and sauces • soups • noodles and fresh or convenience pasta • pulses and grains, including long and short grain rice. • eggs and egg-based dishes • leavened and unleavened dough products • sweet and savoury pastry products using short, sweet, and choux • scones, biscuits, sponge cakes, and non-sponge cakes • hot and cold desserts • alternative ingredients, including: plant based, gluten free. • the principles of seasoning and flavouring during cooking and finishing to create balanced dishes, including: salt and pepper, dry herbs and spices, addition of fresh herbs, acids (lemon juice or vinegar) • how to finish a range of dishes to meet specifications, including: adjusting consistency, carving, chilling, de-moulding, garnishing, glazing, gratinate, moulding, re-heating, resting, saucing, seasoning, shaping, skimming, slicing, straining • the quality indicators related to: • aroma • colour • consistency • flavour • taste • texture. Learners must be able to use the following methods to cook and finish fresh, frozen and pre-prepared ingredients to produce a range of dishes: • a range of cooking methods to cook a range of dishes using fresh and convenience foods including: • meat, for example: beef, lamb, pork, veal including pre-portioned fresh and frozen • offal, for example: liver, kidneys, tongue, heart • game, for example: feathered, furred

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	• poultry, for example: chicken, turkey, duck including pre-portioned fresh and frozen • fish, for example: round, flat, oily including pre-portioned fresh and frozen • shellfish, for example: crustacea and mollusca • fruit including frozen fruit for example, citrus, hard, soft, stoned, tropical • vegetables including frozen vegetables, for example: bulbs, fungi, flower, leaves and brassicas, nuts, pods and seeds, roots, squash, stems and shoots, tubers • sauces including, roux-based, stock-based, emulsified; hot and cold sweet and savoury sauces including plant based and gluten free • soups including puréed, cream and stock-based soups • noodles and fresh or convenience pasta • pulses and grains for example, beans, lentils, peas, rice including long and short grain rice • eggs or egg-based dishes including batter, poached, boiled, fried, omelette, scrambled • leavened and unleavened dough products, for example: basic dough, enriched dough, fermented dough, batter • sweet and savoury pastry products using short, sweet, and choux • scones, biscuits, sponge cakes, and non-sponge cakes • hot and cold desserts • alternative ingredients, for example: plant based, gluten free • seasoning ingredients, as required, during cooking to create balanced dishes • finishing dishes to meet specifications and workplace standards • achieving intended quality of dishes • identifying and resolving errors during the production process.
4.3 Portion and plate a range of dishes	Learners must know and understand how to portion and plate a range of dishes to meet dish specifications and workplace standards. Learners must be able to: • portion individual dishes to meet dish specifications • plate and present individual dishes to meet dish specification and workplace standards.

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Learning Outcome 5

LO5: Use and maintain bakery, kitchen and production equipment safely and effectively.

This learning outcome reflects the importance of using bakery, kitchen and production equipment safely and maintaining tools and equipment to workplace standards and supports the development of the knowledge, skills and behaviours required for entry-level roles within the catering and hospitality sector.

Learners apply safe working practices through practical activities such as carrying out pre-use checks, using bakery and kitchen equipment correctly, reporting faults promptly and maintaining tools and equipment in a clean and serviceable condition. Through these activities, learners develop an understanding of how safe equipment use, routine maintenance and effective fault reporting contribute to workplace safety, operational efficiency and product quality.

The learning outcome also supports the development of transferable skills such as responsibility, reliability and risk awareness, enabling learners to follow procedures, identify potential issues and contribute to a safe and effective working environment. Achievement of this learning outcome provides a foundation for progression to employment, training or further study within the sector.

In this topic learners will gain knowledge, understanding and skills in the following areas:

5.1 Selection, preparation and cleaning of food preparation and cooking tools and equipment
5.2 Use food preparation and cooking equipment
5.3 Maintain food preparation and cooking equipment

Content	Amplification

5.1 Selection, preparation and cleaning of food preparation and cooking tools and equipment	Learners must know and understand how to select, prepare and clean food preparation and cooking equipment including:
	• the importance of keeping work areas and environment clean and tidy, and tools, utensils and equipment in good order, clean condition and stored correctly
	• types of small tools and equipment and their application including, blender, chopping boards, food processor, frying pan/ wok, measuring jug, mixers, moulds and cases, pastry brushes, piping bag and nozzles, saucepans, scales, sieve, spatula, strainers, trays, packaging and labelling
	• types of large tools and equipment and their application including, cold holding equipment, hot holding equipment, fryers and griddles, grills, hotplates, hobs, ovens, steamers, processing equipment
	• methods and frequency of cleaning and maintenance of equipment, surfaces and environment and how they affect food safety in the workplace
	• the process for preparing and cleaning tools and equipment including:
	  • required personal protective equipment
	  • how to dismantle component parts before cleaning
	  • the six-stage cleaning process
	  • how to reassemble component parts after cleaning.
	• how to check tools and equipment to ensure they are ready for use including, damage, cleanliness, sharpness, power cords, safety guards, checking temperatures, calibration

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	• safe preparation and handling of tools and equipment including, follow manufacturer's instructions, keep electrical equipment away from wet surfaces or standing water, disconnect the power source before cleaning, changing blades, bits, or attachments.
	
	Learners must be able to select, prepare and clean food preparation and cooking equipment including:
	• select appropriate tools and equipment for task
	• follow processes to prepare and clean tools and equipment prior to use including:
	  • using personal protective equipment (PPE)
	  • dismantling component parts before cleaning
	  • following the six-stage cleaning process
	  • reassembling component parts after cleaning
	• check tools and equipment are ready for use including, damage, cleanliness, sharpness, power cords, safety guards, checking temperatures, calibration
	• safely handle tools and equipment including, follow manufacturer's instructions, keep electrical equipment away from wet surfaces or standing water, disconnect the power source before cleaning, changing blades, bits, or attachments.

5.2 Use food preparation and cooking equipment	Learners must understand how to use food preparation and cooking tools and equipment including: • standard operating procedures for the safe and appropriate use of equipment including, following manufacturer's operating instructions, selecting appropriate settings, speeds, temperatures or attachments where applicable • how to use tools and small equipment effectively including, using tools and equipment only for their intended purpose, safe handling of sharp tools. Learners must be able to use food preparation and cooking equipment including: • following standard operating procedures to use and operate appropriate tools and equipment for task, demonstrating care and attention during use.

5.3
Maintain food preparation and cooking equipment
	Learners must understand how to maintain food preparation and cooking tools and equipment including:
	• preventative maintenance requirements of tools and equipment including workplace maintenance schedules, periodic checks, recording completed maintenance checks, equipment service dates, manufacturer recommendations and workplace procedures, limits of own responsibility and competence
	• the process for cleaning tools and equipment after use including
	  • required personal protective equipment (PPE)
	  • how to dismantle component parts before cleaning
	  • the six-stage cleaning process
	  • how to reassemble component parts after cleaning
	• safe and hygienic storage including, following manufacturer instructions and workplace procedures
	• types of damage or faults including, cracked, loose or damaged handles, loose or missing components, blunt, chipped or damaged blades, frayed, cut or exposed electrical cables, damaged plugs or plug pins, loose or damaged switches, cracked electrical casings, damaged or missing guards

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	• how to report any damage or faults including, escalating faults to an authorised person. Learners must be able to maintain food preparation and cooking tools and equipment including: • carry out preventative maintenance of manual and electrical tools, equipment and technology within own authority • follow processes to clean tools and equipment after use safely and hygienically store tools and equipment after use • report any damage or faults to appropriate person where appropriate.

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Learning Outcome 6

LO6 Apply food safety and health and safety controls in bakery and culinary production
This learning outcome reflects the importance of working safely and maintaining high standards of food safety, hygiene, health and safety and allergen control in bakery and culinary production environments. It supports the development of the knowledge, skills and behaviours required for entry-level roles within the catering and hospitality sector. Learners apply safe working practices through practical activities such as maintaining personal and food hygiene, following food safety procedures, preventing cross-contamination, applying allergen controls, using tools and equipment safely, and identifying and reporting hazards and risks. Through these activities, learners develop an understanding of how effective hygiene practices, safe working procedures, allergen controls and risk management contribute to food safety, consumer safety, workplace safety and product quality. The learning outcome also supports the development of transferable skills such as responsibility, reliability, attention to detail and risk awareness, enabling learners to follow procedures, recognise potential hazards and take appropriate action to maintain a safe and hygienic working environment. Achievement of this learning outcome provides a foundation for progression to employment, training or further study within the sector.
In this topic learners will gain knowledge, understanding and skills in the following areas: 6.1 Food safety legislation and workplace systems and procedures for maintaining a clean and hygienic working environment 6.2 Health and safety legislation and workplace systems and procedures for maintaining a healthy and safe working environment

Content	**Amplification**

6.1
Food safety legislation and workplace systems and procedures for maintaining a clean and hygienic working environment
	Learners must know and understand food safety legislation and workplace systems and procedures for maintaining a clean and hygienic working environment, including:
	• key food safety and allergen legislation and workplace requirements relevant to bakery and culinary production environments
	• workplace food safety systems including: food safety management systems (Safer Food Better Business), Hazard Analysis Critical Control Points (HACCP)
	• workplace procedures including:
	  • safe food handling including:
	  • separation of raw and ready-to-eat foods
	  • separation and appropriate handling of foods containing allergens
	  • prevention of bacterial and allergen cross-contamination
	  • use of colour-coded cutting boards and equipment
	  • safe handling of food during preparation and cooking
	  • appropriate use and checking of food thermometers
	  • food storage and temperature control
	  • cooking, reheating, holding and cooling temperature control
	  • relevant checks and recording, and actions to take when food safety controls are not met
	  • cleaning and sanitising including:
	  • following correct procedures
	  • appropriate cleaning methods and equipment
	  • use and storage of chemicals
	  • correct chemical dilution and contact times
	  • appropriate PPE

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	• cleaning schedules • clean-as-you-go practices • preventing recontamination • waste disposal • relevant checks and recording • actions to take when cleaning and sanitising requirements are not met • maintaining food safety and product quality during the storage and handling of food in bakery and culinary production environments • pest control including recognising signs of pest activity, preventive measures to reduce the risk of infestation, protecting food from contamination, reporting pest activity and taking appropriate action in accordance with workplace procedures • packaging and labelling of items for direct sale, where applicable, including: • selection of suitable food-grade packaging • protection of food from contamination and damage • appropriate sealing and portioning • accurate product and allergen information • date marking • storage information and other required labelling information • traceability • relevant checks and recording • appropriate action where packaging or labelling requirements are not met • personal hygiene requirements and workplace procedures to prevent food contamination and allergen cross-contact. Learners must be able to apply food safety legislation and workplace systems and procedures to maintain a clean and hygienic working environment including: • workplace standards of personal hygiene including: • effective handwashing and drying • maintaining personal cleanliness • appropriate hair, clothing and PPE requirements • management of cuts and wounds • jewellery and personal items • appropriate glove use • avoiding behaviours that could contaminate food • reporting illness and hygiene concerns • preventing contamination and allergen cross-contact • workplace safety systems and procedures during the delivery, storage, preparation, cooking and holding of food including: • safe food handling • cleaning and sanitising • storage and stock rotation. • pest control • packaging and labelling where applicable.

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6.2
Health and safety legislation and workplace systems and procedures for maintaining a healthy and safe working environment
	Learners must know and understand health and safety legislation and workplace systems and procedures to maintain a healthy and safe working environment including:
	• health and safety legislation, workplace systems and procedures relevant to bakery and culinary production environments
	• workplace health and safety systems and procedures including risk assessment, method statements, standard operating procedures
	• workplace procedures including:
	  • general health and safety procedures including:
	  • following workplace health and safety policies
	  • following workplace procedures and risk assessments
	  • carrying out appropriate checks before using tools, equipment and work areas
	  • using tools and equipment only for their intended purpose and in accordance with Standard Operating Procedures (SOPs) and manufacturer instructions
	  • using appropriate PPE and protective clothing for the task
	  • recognising when to stop work and seek assistance where a hazard cannot be safely controlled
	• safe use of knives, tools and equipment in accordance with workplace procedures
	• safe working practices when using hot equipment and handling hot substances
	• safe manual handling procedures relevant to bakery and culinary production activities
	• maintaining safe and tidy work areas to reduce workplace hazards
	• chemicals and hazardous substances including:
	  • safe handling and use of cleaning chemicals
	  • following manufacturer's instructions and workplace procedures
	  • using appropriate PPE when handling chemicals
	  • storing chemicals safely and separately from food and food-contact equipment
	  • reporting spills, leaks or inappropriate storage of chemicals.
	
	Learners must be able to apply health and safety legislation and workplace procedures to maintain a safe working environment including:
	• compliance with workplace systems, procedures and guidelines to maintain a safe working environment relevant to role including:
	  • general health and safety procedures
	  • use of knives and other sharp tools and equipment
	  • hot equipment and substances
	  • manual handling
	  • general housekeeping to prevent slips and trips
	  • chemicals and hazardous substances.

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Learning Outcome 7

LO7: Communicate and work effectively with others to support bakery and culinary production operations.

This learning outcome develops the professional communication, teamwork and workplace behaviours required to operate effectively within bakery and culinary production environments. Learners will develop their ability to communicate with colleagues, supervisors and other workplace stakeholders to support production activities, contribute to team performance, respond appropriately to feedback and workplace issues, and work within the limits of their own role and authority.

The learning outcome also develops an understanding of workplace expectations, including supporting equality, diversity and inclusion, maintaining personal wellbeing, contributing to team performance and using feedback to improve professional practice. Learners will apply these skills within bakery and culinary production contexts, recognising when issues should be escalated and how professional behaviours contribute to safe, productive and effective operations.

In this topic learners will gain knowledge, understanding and skills in the following areas:

7.1 Effective teamworking and conflict resolution skills and techniques to support effective bakery and culinary operations

7.2 Workplace practices that support equality, diversity and inclusion and promote personal wellbeing

7.3 Skills and techniques to respond to feedback, complaints and issues

Content	Amplification

7.1
Effective teamworking and conflict resolution skills and techniques to support effective bakery and culinary operations
	Learners must know and understand teamworking and conflict resolution skills and techniques to support effective bakery and culinary operations including:
	• purpose and importance of teamwork including:
	  • the role of teamwork in achieving organisational and team objectives
	  • benefits of effective teamwork for efficiency, productivity, morale and service quality
	  • the impact of effective and ineffective teamwork on service delivery
	• principles of effective team working including:
	  • cooperation, collaboration and mutual respect
	  • sharing information, resources and responsibilities
	  • effective communication within the team
	  • building trust and maintaining positive working relationships
	  • supporting colleagues during busy or challenging periods
	• professional standards of communication including:
	  • being respectful, polite, professional and inclusive
	  • using appropriate language, tone and terminology
	  • maintaining professionalism when communicating under pressure or dealing with disagreement
	  • recognising the importance of confidentiality and discretion
	• team coordination including**:**
	  • coordinating tasks and activities to meet service requirements
	  • prioritising tasks and managing workloads
	  • understanding how individual actions affect other team members
	  • maintaining continuity when team members are absent or workloads change

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	• impact of conflict including:
	  • effects on individuals, team morale and working relationships
	  • impact on productivity, communication and service delivery
	  • impact on customer experience and organisational reputation
	• reasons for workplace conflict including, communication breakdowns, competing priorities, workload, misunderstandings, differences of opinion
	• difficult behaviours including, aggression, hostility, negativity, unreasonable demands, uncooperative behaviour
	• approaches to conflict resolution including:
	  • remaining calm and professional
	  • listening to all perspectives
	  • asking questions to establish facts and understand the situation
	  • identifying areas of agreement and disagreement,
	  • focusing on solutions rather than blame
	  • negotiation, compromise, collaborative problem-solving
	  • agreeing actions and reviewing outcomes
	  • following workplace policies and procedures.
	
	Learners must be able to demonstrate teamworking, professional communication and conflict resolution skills and techniques to support effective bakery and culinary operations including:
	• effective and professional teamwork within their own team and across teams and departments, carrying out own responsibilities, supporting colleagues, responding appropriately to changing priorities.
	• professional standards of communication including, being respectful, polite, professional and inclusive, using appropriate language, tone and terminology, maintaining professionalism when communicating under pressure.

7.2
Workplace practices that support equality, diversity and inclusion and promote personal wellbeing
	Learners must know and understand workplace practices that support equality, diversity and inclusion and promote personal wellbeing including:
	• principles of equity, diversity and inclusion including, meaning of equality, equity, diversity, inclusion and discrimination, importance of treating people fairly, respectfully and with dignity, benefits of an inclusive workplace
	• relevant legislation and workplace policies and procedures including:
	  • Equality Act requirements
	  • equality, diversity and inclusion policies
	  • anti-discrimination policies
	  • bullying and harassment policies
	  • expected standards of workplace behaviour
	  • reporting concerns and knowing who to approach for support
	• inclusive workplace behaviours including, using respectful and appropriate language, avoiding assumptions, stereotypes and discriminatory behaviour, respecting individual differences, cultures, beliefs and backgrounds, adapting communication and working practices to meet individual needs where appropriate, challenging or reporting inappropriate behaviour appropriately
	• techniques for maintaining good mental health and personal wellbeing including, maintaining healthy routines and work-life balance, managing everyday pressures and stress, recognising

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	when support may be needed, asking for help with daily tasks, accessing appropriate workplace and external support, supporting colleagues appropriately. Learners must be able to demonstrate behaviours that support equality, diversity and inclusion and promote personal wellbeing including: • inclusive workplace behaviours including using respectful and appropriate language, respecting individual differences, cultures, beliefs and backgrounds • techniques for maintaining good mental health and personal wellbeing including maintaining healthy routines and work-life balance, supporting colleagues appropriately.

7.3
Skills and techniques to respond to feedback, complaints and issues
	Learners must know and understand the skills and techniques to respond to feedback, complaints and issues including:
	• principles of handling feedback to resolve complaints and issues including, listening and responding professionally, remaining calm and respectful when dealing with complaints or difficult situations, acknowledging concerns and establishing the relevant facts, avoiding blame or confrontation, following organisational procedures, maintaining confidentiality where appropriate, resolving issues within the limits of own role, escalating unresolved or more serious issues to an appropriate person
	• problem-solving techniques and own level of authority including, identifying the nature and cause of a problem, gathering relevant information, considering possible solutions, taking appropriate action within own role and authority, recognising when an issue is outside own authority, knowing when and how to report or escalate an issue, distinguishing between routine and non-routine issues, taking proactive action to prevent problems where appropriate
	• methods for using feedback to improve own performance including:
	  • listening to and acknowledging feedback
	  • identifying strengths and areas for improvement
	  • clarifying feedback where necessary
	  • identifying appropriate actions to improve performance
	  • applying feedback to future tasks or activities
	  • seeking further guidance or support where required.
	
	Learners must be able to demonstrate skills and techniques to respond to feedback, complaints and issues including:
	• using problem-solving techniques to resolve routine and non-routine issues within scope of own role including identifying the nature and cause of a problem, gathering relevant information, considering possible solutions, taking appropriate action within own role and authority, taking proactive action to prevent problems where appropriate
	• using feedback to improve own performance including identifying strengths and areas for improvement, identifying appropriate actions to improve performance, applying feedback to future tasks or activities, seeking further guidance or support where required.

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3 Assessment

Assessment support materials will include all detailed information relating to assessment.

Learning Outcomes (LOs)

Learning outcomes describe what learners will be able to do after a period of learning. Learners are expected to apply the full range of their knowledge, understanding and skills in order to demonstrate achievement of the learning outcome.

3.1 Learning outcomes and weightings

The table below shows the weighting of each LO for each assessment and for the qualification as a whole.

Content area 1

	LO1	LO 2	LO 3	LO 4	LO 5	LO 6	LO 7	Total
Assessment 1	32.5%	0%	0%	0%	22.5%	15%	30%	100%
Assessment 2	9%	22%	18%	22%	13%	5%	11%	100%
Overall weighting	**16%**	**16%**	**13%**	**16%**	**16%**	**8%**	**15%**	**100%**

Content area 2

	LO1	LO 2	LO 3	LO 4	LO 5	LO 6	LO 7	Total
Assessment 3	9%	11%	24%	18%	12%	8%	18%	100%
Assessment 4	10%	8%	15%	32%	13%	15%	7%	100%
Assessment 5	14%	0%	10%	19%	30%	9%	18%	100%
Overall weighting	**11%**	**7%**	**17%**	**22%**	**18%**	**10%**	**15%**	**100%**

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3.2 Assessment overview

Assessment 1

Assesses Learning Outcomes 1-7 within Content Area 1.
A multiple-choice examination assessing learners' knowledge and understanding of the mandatory core content within Content Area 1. The assessment comprises 40 marks and is externally set and marked.

Assessment 2

Assesses Learning Outcomes 1-7 within Content Area 1.
A practical assessment requiring learners to apply knowledge, skills and understanding from Content Area 1 in a realistic catering and hospitality context. The assessment comprises 100 marks and is internally assessed and externally moderated.

A new brief will be issued annually through Portal from November for use within that academic year. Learners must not have access to the brief or associated tasks until the start of the assessment.

Learners are provided with the assessment window in which to complete the assessment. This flexibility allows centres to integrate the assessment within their programme of delivery while providing sufficient opportunity for learners to engage with the tasks, produce evidence, and demonstrate the knowledge, skills and understanding required by the content area under controlled conditions.

Assessment sessions may be arranged across multiple sittings within the window, allowing learners to undertake the practical and applied tasks in a manageable manner while generating the evidence required for assessment.

Assessment 3

Assesses Learning Outcomes 1-7 within Content Area 2.
A practical assessment requiring learners to demonstrate bakery and culinary production skills through a series of workplace-relevant tasks. The assessment comprises 100 marks and is internally assessed and externally moderated.

A new brief will be issued annually through Portal from the second week of September for use within that academic year. Learners must not have access to the brief or associated tasks until the start of the assessment.

Learners are provided with the assessment window in which to complete the assessment. This flexibility allows centres to integrate the assessment within their programme of delivery while providing sufficient opportunity for learners to engage with the tasks, produce evidence, and demonstrate the knowledge, skills and understanding required by the content area under controlled conditions.

Assessment sessions may be arranged across multiple sittings within the window, allowing learners to undertake the practical and applied tasks in a manageable manner while generating the evidence required for assessment.

Synoptic assessment

Assessments 4 and 5 are synoptic assessments which require learners to draw together knowledge, understanding and skills from across the content area and apply them in response to realistic workplace tasks and scenarios. Learners are required to make decisions, solve problems and demonstrate extended reasoning in occupationally relevant contexts.

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Assessment 4

Assesses Learning Outcomes 1-7 through synoptic application of knowledge, understanding and skills from across the qualification.
A synoptic practical assessment requiring learners to integrate and apply knowledge, understanding and skills in bakery and culinary production activities. The assessment comprises 61 marks and is internally assessed and externally moderated.

A new brief will be issued annually through Portal from the March for use within that academic year. Learners must not have access to the brief or associated tasks until the start of the assessment.

Learners are provided with the assessment window in which to complete the assessment. This flexibility allows centres to integrate the assessment within their programme of delivery while providing sufficient opportunity for learners to engage with the tasks, produce evidence, and demonstrate the knowledge, skills and understanding required by the content area under controlled conditions.

Assessment sessions may be arranged across multiple sittings within the window, allowing learners to undertake the practical and applied tasks in a manageable manner while generating the evidence required for assessment.

Assessment 5

Assesses Learning Outcomes 1-7 through synoptic application of knowledge, understanding and skills from across the qualification.
An externally set synoptic examination assessing learners' ability to apply knowledge and understanding from across Content Area 2 to a range of bakery and culinary production scenarios. The assessment comprises 80 marks and is externally marked.

Content area 1 Assessment 1, and Content Area 2 Assessment 5 are assessed through an externally set and marked examination.

The assessment must be taken under invigilated examination conditions in accordance with JCQ requirements (www.jcq.org.uk.-- *Instructions for conducting examinations*).

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Content area 1, Assessment 2, and Content Area 2, Assessment 3 and Assessment 4, are assessed through an externally set non-exam assessment, which are marked by the centre and externally moderated by WJEC. Learners are required to complete a series of tasks based on an externally set brief.

A new brief will be issued annually through Portal for use within that academic year. Learners must not have access to the brief or associated tasks until the start of the assessment. Centres have the flexibility to schedule the assessment at any point during the academic year.

Centres may choose to deliver the assessment in a single sitting or across multiple shorter sessions, depending on learner needs and the length of the tasks.

The assessment must be submitted digitally, either as scanned handwritten responses or completed electronically.

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4 Technical information

4.1 Assessment availability

Assessment	Winter Yr-1	Summer Yr-1	Winter Yr-2	Summer Yr-2
Content Area 1 Core: Occupational Knowledge – Catering and Hospitality Assessment 1	✓	✓	✓	✓
Content Area 1 Core: Occupational Knowledge and Practice – Catering and Hospitality Assessment 2	×	✓	×	✓
Content Area 2 Occupational Knowledge and Practice – Culinary Skills Assessment 3	×	×	×	✓
Content Area 2 Occupational Practice - Culinary Skills Assessment 4	×	×	×	✓
Content Area 2 Occupational Knowledge - Culinary Skills Assessment 5	×	×	✓	✓

4.2 Assessment entries

You must enter candidates for each assessment they wish to take. Entry for assessments must be made using the entry code below.

	Entry code
Assessment 1	
Assessment 2	
Assessment 3	
Assessment 4	
Assessment 5	

If a candidate has been entered, but is absent for an assessment, the absence does not count as an attempt.

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4.3 Claiming the qualification

Once candidates have completed all their assessments, you must claim their qualification using the cash-in code below.

Claiming the qualification and entering the cash-in code enables aggregation to take place, grades to be calculated, and results to be issued.

Cash-in code	

The current edition of our Entry Procedures and Coding Information gives up-to-date entry procedures.

4.4 Grading and reporting

Occupational Certificate qualifications and the assessments within them are reported on a three-point scale: Distinction, Merit and Pass. Learners who do not achieve the minimum standard required for a Pass will be awarded an Unclassified result.

Individual assessment results are reported on a uniform mark scale (UMS) with the following grade equivalences:

	Max.	**Distinction**	**Merit**	**Pass**
Assessment 1	90	72	54	36
Assessment 2	150	120	90	60
Assessment 3	150	120	90	60
Assessment 4	120	96	72	48
Assessment 5	90	72	54	36

The uniform marks obtained for each assessment are added up and the qualification grade is based on this total.

	Max.	Distinction	Merit	Pass
Qualification	600	480	360	240

Candidates who do not achieve the uniform marks required to achieve a Pass will have their achievement recorded as U (unclassified) and will not receive a certificate.

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Appendix A – Glossary of terms

Term	Definition
Allergen control	The procedures and practices used to identify, manage and communicate the presence of allergens in food and drink to reduce the risk of harm to customers
Cleaning	The removal of visible dirt, food residue and grease from surfaces, equipment and utensils using appropriate methods and substances
Contamination	The presence of harmful substances or organisms in food, including physical, chemical, biological or allergenic contaminants
Cross-contact	The unintentional transfer of a food allergen from one food or surface to another food that does not normally contain that allergen, making it unsafe for people with food allergies. May result in allergic reaction/anaphylaxis
Cross-contamination	The transfer of harmful bacteria (or microorganisms) or allergens from one food, surface or person to another, which may make food unsafe to consume. May result in food poisoning
Due diligence	Actions taken by an organisation or individual to demonstrate compliance with legal and regulatory requirements, including accurate record-keeping
FEFO (First Expired, First Out)	A stock rotation method where items with the earliest use-by or expiry date are used first, regardless of delivery date
FIFO (First In, First Out)	A stock rotation method where items received first are used first to maintain food safety and reduce waste
Food safety	Practices and procedures that ensure food is prepared, stored and served in a way that prevents illness or harm
HACCP (Hazard Analysis and Critical Control Points)	A systematic, preventative approach to identifying, evaluating and controlling food safety hazards at key stages of food handling and production
COSHH	Control of Substances Hazardous to Health Regulations 2002
PPE	Personal Protective Equipment
PAR	Periodic Automatic Replenishment
Health and safety	Measures and procedures used to protect individuals from harm in the workplace, including risks related to equipment, substances and working practices
Introductory core content	The centrally set component of an Occupational Certificate that covers shared knowledge, skills and behaviours common across grouped occupational standards
Mise en place	The essential culinary practice of preparing, measuring, and organising all ingredients and equipment before cooking

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Occupation-specific content	The component of an Occupational Certificate designed by awarding organisations to deliver the remaining knowledge, skills and behaviours required for a specific occupational standard
Occupational standard	A standard published by Skills England that sets out the knowledge, skills and behaviours required to achieve competence in a specific occupation
Personal hygiene	Practices undertaken by individuals to maintain cleanliness and reduce the risk of contamination, including handwashing and appropriate workwear
Portion control	The practice of measuring and serving consistent quantities of food to support quality, cost control and waste reduction
Record-keeping	The accurate and timely completion of required documentation, either paper-based or digital, to support safety, quality and compliance
Sanitising	The process of reducing harmful microorganisms on surfaces or equipment to a safe level after cleaning
Sustainability	Working practices that reduce environmental impact, including waste minimisation, efficient use of resources and responsible sourcing
Transferable skills	Skills applicable across different roles and settings, such as communication, teamwork, problem-solving and self-management
Waste minimisation	Practices aimed at reducing avoidable waste through effective storage, portioning, reuse and recycling

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Appendix B – Minimum delivery requirements/resources

Standardised Equipment, Tools, Utensils and Resources

This list represents the minimum required range for the delivery of this qualification.

Food Preparation Tools and Utensils

- knives: chef's knife, paring knife, bread knife
- chopping boards (colour-coded)
- peelers, graters
- weighing scales (digital/manual), measuring jugs, spoons
- mixing bowls, whisks, spatulas, wooden spoons
- sieves, colanders
- tongs, ladles

Cooking and Baking Equipment

- ovens (conventional or fan-assisted)
- hobs (induction, gas or electric)
- grills
- fryers
- roasting trays
- mixers (hand or stand), blenders
- cake tins
- baking trays and baking tins appropriate to the product being prepared
- cooling racks
- dough preparation utensils

Holding and Storage Equipment

- refrigerators
- freezers
- hot holding units (bain-marie, hot cupboards)
- labelled storage containers

Service Equipment

- crockery: plates (main, side), bowls, glassware: water glasses, beverage glasses
- trays: service trays, bar
- service utensils: serving spoons, tongs, ladles
- jugs

Beverage Equipment

- kettles
- coffee machines (manual or automatic)
- water dispensers
- beverage preparation tools (jugs, stirrers)
- ice machines

Cleaning Equipment and Materials

- cloths, brushes, mops, buckets
- detergents, sanitisers, disinfectants
- sinks, dishwashers
- vacuum cleaner

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Safety Equipment and PPE

- aprons, gloves, hair coverings
- oven gloves, heat-resistant mats
- spill kits
- warning signage (wet floor signs)

Digital Tools and Systems

- temperature probes, thermometers
- point-of-sale (POS) systems
- handheld or tablet-based ordering systems

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Appendix C – Links to Occupational Standards

Content Area 1

Learning Outcome 1 (LO1): Work safely and hygienically in catering and hospitality environments in accordance with legal requirements and procedures

Occupational standard	Reference	Knowledge	Skills	Behaviours
Baker	ST0191	K11, K12, K14, K18	S18, S19	B1
Commis Chef	ST0228	K29, K31	S28, S29, S30, S32	B2
Production Chef	ST0589	K21, K22, K26	S18, S19, S21	B1
Food and Beverage Team Member	ST1488	K5, K6, K7, K25	S4, S5, S6	B4
Hospitality Accommodation Team Member	ST1420	K13, K17, K20	S12, S16, S19	B4

Learning Outcome 2 (LO2): Prepare, cook, bake, serve and present food and drink in catering and hospitality environments

Occupational standard	Reference	Knowledge	Skills	Behaviours
Baker	ST0191	K4, K5, K7	S3, S4, S5, S6, S12	B2
Commis Chef	ST0228	K3, K5, K8, K10, K13, K14, K19	S4, S7, S8, S9, S10, S11, S12, S13, S15, S16, S21	B3
Production Chef	ST0589	K3, K4, K11	S3, S9	B1
Food and Beverage Team Member	ST1488	K10		B5
Hospitality Accommodation Team Member	ST1420		S13	B5

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Learning Outcome 3 (LO3): Communicate menu and recipe information to meet customer requirements

Occupational standard	Reference	Knowledge	Skills	Behaviours
Baker	ST0191			B3
Commis Chef	ST0228	K35	S35, S36	B5
Production Chef	ST0589	K10	S7, S8	B3
Food and Beverage Team Member	ST1488	K2, K4, K22	S3	B3
Hospitality Accommodation Team Member	ST1420	K3	S1, S3	B3

Learning Outcome 4 (LO4): Minimise waste and support sustainable working practices

Occupational standard	Reference	Knowledge	Skills	Behaviours
Baker	ST0191	K10, K13	S14, S15, S16, S19	B2
Commis Chef	ST0228	K17, K30	S3, S31	B4
Production Chef	ST0589	K7, K18, K23	S6, S15, S20	
Food and Beverage Team Member	ST1488	K15, K20	S13, S18	B4
Hospitality Accommodation Team Member	ST1420	K18, K19, K26	S17, S18, S24	B4

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Learning Outcome 5 (LO5): Communicate and work effectively as part of a team

Occupational standard	Reference	Knowledge	Skills	Behaviours
Baker	ST0191	K17	S20	B4
Commis Chef	ST0228	K32, K33, K34, K35	S33, S34, S35	B1
Production Chef	ST0589	K8, K9, K10, K12	S7, S11, S22	B4
Food and Beverage Team Member	ST1488	K10, K12, K13, K21	S9, S11, S12, S19, S20	B5
Hospitality Accommodation Team Member	ST1420	K6, K10, K28	S9, S22, S23	B5

Learning Outcome 6 (LO6): Safely operate and maintain equipment and systems in catering and hospitality environments

Occupational standard	Reference	Knowledge	Skills	Behaviours
Baker	ST0191		S11, S12, S13	B4
Commis Chef	ST0228	K26	S27	B3
Production Chef	ST0589	K19, K29	S16, S24	B1
Food and Beverage Team Member	ST1488	K8, K11	S7	B4
Hospitality Accommodation Team Member	ST1420			B4

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Learning Outcome 7 (LO7): Deliver professional and responsive customer service that supports a positive customer experience

Occupational standard	Reference	Knowledge	Skills	Behaviours
Baker	ST0191	K29	S21, S27	B3
Commis Chef	ST0228	K25	S26	B4
Production Chef	ST0589	K13, K16	S7	B3
Food and Beverage Team Member	ST1488	K4, K9, K16, K23	S1, S3, S7, S8, S10, S15	B3
Hospitality Accommodation Team Member	ST1420	K1, K3, K4, K5, K8, K11, K12, K14, K23	S1, S3, S4, S5, S7, S11	B3

Content Area 2:

Learning Outcome 1 (LO1): Plan and organise bakery production activities to meet workplace requirements.

Occupational standard	Reference	Knowledge	Skills
Baker	ST0191	K4, K7, K10, K18, K21(CB) K27(PB)	S1, S2, S3, S14, S15, S21, S23

Learning Outcome 2 (LO2): Produce, bake, finish and present bakery products using appropriate professional techniques

Occupational standard	Reference	Knowledge	Skills
Baker	ST0191	K3, K4, K5, K8, K15, K16 K20(CB) K22(CB) K23(CB) K24(CB) K25(CB) K27(PB)	S4, S5, S6, S9, S12, S17, S22, S23(CB) S24(CB) S26(PB)

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Learning Outcome 3 (LO3): Plan and organise bakery and culinary production activities to meet workplace requirements

Occupational standard	Reference	Knowledge	Skills	Behaviours
Baker	ST0191	K10, K18	S2, S13, S14, S19	B1, B2, B4
Commis Chef	ST0228	K17, K22, K36, K37	S23, S31, S37, S38	B3, B4
Production Chef	ST0589	K12, K16, K18, K23, K28	S10, S13, S15, S20, S23	B1, B2

Learning Outcome 4 (LO4): Prepare, cook, finish and present culinary dishes using appropriate professional techniques

Occupational standard	Reference	Knowledge	Skills	Behaviours
Baker	ST0191			
Commis Chef	ST0228	K1, K2, K3, K4, K5, K6, K7, K8, K9, K10, K11, K12, K13, K14, K15, K16, K18, K19, K20, K21, K22, K23, K24, K26	S1, S2, S3, S4, S5, S6, S7, S8, S9, S10, S11, S12, S13, S14, S15, S16, S17, S18, S19, S20, S21, S22, S23, S24, S25	B2, B3, B4
Production Chef	ST0589	K4, K11, K19, K23	S4, S5, S9, S20, S24	B1, B2

Learning Outcome 5 (LO5): Use and maintain bakery, kitchen and production equipment safely and effectively

Occupational standard	Reference	Knowledge	Skills	Behaviours
Baker	ST0191	K6, K11, K12, K14, K16, K18	S13, S19, S21	B1, B2
Commis Chef	ST0228	K1, K26, K27, K28, K29,	S1, S2, S27	B2, B3, B4
Production Chef	ST0589	K19, K20, K21, K22, K26, K29	S16, S24	B1, B2

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Learning Outcome 6 (LO6): Apply food safety and health and safety controls in bakery and culinary production

Occupational standard	Reference	Knowledge	Skills	Behaviours
Baker	ST0191	K11, K12, K13, K14, K18	S17, S18, S19, S21	B1, B2
Commis Chef	ST0228	K27, K28, K29	S28, S29, S30	B2, B3
Production Chef	ST0589	K6, K21, K22, K26	S18, S19, S21	B1, B2

Learning Outcome 7 (LO7): Communicate and work effectively with others to support bakery and culinary production operations

Occupational standard	Reference	Knowledge	Skills	Behaviours
Baker	ST0191	K17, K19	-	B2, B5, B6
Commis Chef	ST0228	K25, K32, K33, K34, K35, K37	S34, S37	B1, B4, B5
Production Chef	ST0589	K8, K9, K10, K14, K15, K17, K27	S11, S12, S14	B2, B3, B4

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