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LEVEL 2 OCCUPATIONAL CERTIFICATE

Hospitality

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 Hospitality
Qualification objective	The WJEC Level 2 Occupational Certificate in Hospitality 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 Hospitality prepares students for employment in customer-facing hospitality settings, including food and beverage service and accommodation services, where they support service delivery, interact with customers and colleagues and contribute to maintaining service standards.
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 Hospitality.

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 – Hospitality – Food and Beverage Team	**Assessment 3:** Non-exam assessment: 27 weeks	25% of qualification	80 marks
	Assessment 4: Non-exam assessment: 10 hours	20% of qualification	61 marks
	Assessment 5: Assessment by examination: 2 hours	15% of qualification	80 marks
Content Area 2: Occupational Knowledge and Practice – Hospitality – Accommodation Team	**Assessment 3:** Non-exam assessment: 27 weeks	25% of qualification	80 marks
	Assessment 4: Non-exam assessment: 10 hours	20% of qualification	61 marks
	Assessment 5: Assessment by examination: 2 hours	15% of qualification	80 marks

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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 Hospitality prepares learners for employment across a range of hospitality settings, including restaurants, cafés, hotels, contract catering operations, visitor attractions, conference and event venues, and other customer-facing hospitality businesses.

The qualification provides learners with the knowledge, skills and behaviours required to work effectively within hospitality environments. Learners will develop occupationally relevant competence in areas including customer service, food and beverage service, food preparation, teamwork, health and safety, and professional working practices. The qualification supports learners to develop entry-level competence at Level 2 and begin progression towards full competence within recognised hospitality occupations.

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

- work safely and hygienically in hospitality environments in accordance with legal requirements and organisational procedures
- deliver professional customer service that supports positive customer experiences
- prepare, serve and present food and drink to meet customer and business requirements
- communicate effectively with customers, colleagues and supervisors
- work collaboratively as part of a team to achieve organisational goals
- operate equipment and systems safely and effectively within hospitality environments
- minimise waste and support sustainable working practices
- contribute to efficient hospitality operations through effective planning, organisation and problem solving.

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.

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.

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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 Hospitality has been designed to be delivered within 620 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%	320
Totals	**100%**	**620 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 as700 hours. This includes:

- 620 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.

2.4 Qualification Pathways

This Occupational Certificate offers two occupational pathways:

1. Food and Beverage Team
2. Accommodation Team.

All learners will complete the shared introductory content in Content Area 1 (Core Skills and Knowledge). Learners will then follow the occupation-specific content in Content Area 2, choosing **either** the Food and Beverage Team pathway **or** the Accommodation Team pathway. Learners are required to complete one occupational pathway in full and may not mix learning outcomes or assessment requirements across pathways.

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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 cooking, and food and drink preparation 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.
	
	Learners must be able to:
	• present and serve food and drink items safely using equipment, utensils, and resources in accordance with:

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	• 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.

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

- professional
- responsive
- inclusive
- adaptable.

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.

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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: • 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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Optional Pathways

Following completion of the core content in **Content Area 1**, learners will undertake one of two occupational pathways within **Content Area 2**:

- Food and Beverage Team
- Accommodation Team

The selected pathway provides the occupation-specific skills and knowledge required for the learner's chosen role within the hospitality sector.

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Content Area 2: Occupational Knowledge and Practice – Food and Beverage Team

GLH	320
Overview of content area	This content area develops the occupational knowledge, skills and behaviours required for employment as a Food and Beverage Team Member within the hospitality sector. Learners will develop the ability to deliver food and beverage service to organisational standards, apply food safety and allergen control procedures, use technology and equipment effectively, and contribute to positive customer experiences through effective communication, customer service and sales practices. Learners will develop an understanding of product knowledge, alcohol service responsibilities, stock management, customer satisfaction, teamwork and professional working practices. They will also learn how to identify and respond to customer needs, resolve service issues, participate effectively in team activities and maintain professional standards in the workplace. Successful completion of this content area will prepare learners for progression into employment within food and beverage service roles and support the development of occupational competence within the hospitality industry.
Learning outcomes	The content area is designed to raise learners' awareness of the industry and develop knowledge and understanding of: LO1: Food and beverage service delivery LO2: Food safety, allergen control and stock management LO3: Technology, equipment and fault reporting LO4: Customer service, sales and customer satisfaction LO5: Professional behaviours, teamwork and business operations
Learner preparation	Learners should have an interest in food and beverage service and be prepared to develop the occupational skills, knowledge and behaviours required within hospitality settings.

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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: • communicating, to interact clearly and professionally with customers, colleagues and supervisors • working with others, to contribute effectively within food and beverage service teams and wider hospitality operations • critical thinking and decision making, to respond appropriately to customer needs, service issues and operational requirements • 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
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.

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Content

Learning Outcome 1

LO1: Food and beverage service delivery and stock management	
Food and beverage service delivery is a key function within the hospitality industry, requiring staff to provide efficient, professional and consistent service while meeting customer needs and organisational standards. In this content area, learners will develop the knowledge, skills and behaviours needed to deliver food and beverage service effectively. Learners will explore service standards, product knowledge, and the responsibilities involved in serving food and beverages in line with business requirements. Learners will develop an understanding of food and beverage products, including prices, pairings, promotions and offers, enabling you to provide accurate information and support customer decision-making. Learners will also learn about the legal and organisational requirements associated with serving alcoholic beverages, including age verification, licensing responsibilities and the use of accurate measures. Throughout this content area, learners will develop the practical skills needed to follow service procedures, meet business standards and provide a professional customer experience that contributes to effective food and beverage service delivery.	
In this topic learners will gain knowledge, understanding and skills in the following areas: 1.1 Food and beverage service standards and service delivery 1.2 Product knowledge and alcohol service responsibilities	
Content	**Amplification**
1.1 Food and beverage service standards and service delivery	Learners must know and understand the business standards required to serve food and beverages effectively and consistently, and the importance of maintaining these standards to support service quality, customer satisfaction and a positive customer experience, including: • sequence and methods of service • service timing • presentation • portion control • customer interaction • clearing and resetting • meeting the organisation's expected standards. Learners must be able to serve food and beverages to business standards including: • following the business sequence of service and relevant service procedures • maintaining food and beverage service standards throughout the customer journey • presenting food and beverages in accordance with business requirements • completing service activities in line with organisational procedures.

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1.2 Product knowledge and alcohol service responsibilities	Learners must know and understand the product knowledge and legal responsibilities required to support food and beverage service including: • food and beverage ranges, ingredients, product characteristics, prices, portion or serving information, pairings, deals, promotions and offers • alcohol service including, server responsibilities under licensing requirements, responsible service, recognising signs of intoxication, age verification where required, refusal or escalation procedures, accurate measures and compliance with workplace procedures. Learners must be able to support food and beverage service through accurate product knowledge and responsible alcohol service including: • providing accurate product, price and offer information to customers • explaining food and beverage products where appropriate • applying workplace procedures when serving alcoholic beverages • applying relevant responsibilities relating to age verification and responsible service.

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Learning Outcome 2

LO2: Food safety, allergen control and stock management	
Food safety and allergen control are essential within hospitality environments to protect customers, maintain legal compliance and support high standards of service delivery. In this content area, you will develop the knowledge, skills and behaviours needed to maintain safe and hygienic working practices when handling food and beverages. You will explore food safety requirements, allergen management, stock control procedures and the role of employees in supporting compliance with organisational and legislative requirements. You will develop an understanding of the importance of personal hygiene, safe food handling, contamination prevention, stock rotation and the maintenance of suitable storage conditions. You will also learn about food safety inspections and the responsibilities of employees in maintaining food safety standards. Throughout this content area, you will develop the practical skills needed to follow food safety and allergen procedures, maintain hygienic working practices and contribute to safe food and beverage operations.	
In this topic learners will gain knowledge, understanding and skills in the following areas: 2.1 Hygiene and safe working practices 2.2 Food safety and allergen control 2.3 Stock management and rotation 2.4 Food safety inspections and compliance	
Content	**Amplification**
2.1 Hygiene and safe working practices	Learners must know and understand the hygiene and safe working practices including: • good personal hygiene, clean work areas, appropriate protective clothing, safe handling practices, cleaning routines and procedures for maintaining a secure food and beverage working environment. Learners must be able to maintain hygienic and safe working practices including: • maintaining good personal and workplace hygiene standards • following workplace procedures for safe working practices • using appropriate protective clothing and equipment where required • maintaining clean and safe work areas in accordance with organisational procedures.

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2.2 Food safety and allergen control	Learners must know and understand food safety and allergen control including: • safe handling of food, prevention of cross-contamination and allergen cross-contact, access to allergen information, communication of allergen requirements and escalation of uncertainty. Learners must be able to follow food safety and allergen procedures applicable to their own role including: • following procedures to prevent food contamination and allergen cross-contact • accessing and communicating allergen information in accordance with workplace procedures • escalating allergen or food safety concerns where appropriate • following workplace food safety and allergen control procedures.
2.3 Stock management and rotation	Learners must know and understand stock management and rotation procedures including: • checking deliveries, including verifying products against delivery documentation, checking quantities, date codes, storage conditions where relevant and product condition • correct storage, date marking, FIFO (First In, First Out) rotation, checking product condition and taking action where stock is unsuitable. Learners must be able to apply stock management and rotation procedures including: • applying safe food handling, storage and stock rotation procedures • checking relevant stock information and product condition • following date-marking and FIFO procedures • reporting or escalating food safety concerns relating to stock.
2.4 Food safety inspections and compliance	Learners must know and understand food safety inspections and compliance requirements including: • purpose of food safety inspections, the role of staff in maintaining standards, cooperation with authorised checks, recording relevant information, how records support monitoring, corrective action and continuous improvement, and the potential consequences of failing to comply. Learners must be able to follow workplace procedures during food safety inspections including: • cooperating with food safety inspections and authorised checks • following workplace procedures during food safety inspections • responding appropriately to identified non-compliance • recording or reporting relevant information in accordance with workplace procedures.

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Learning Outcome 3

LO3: Technology, equipment and fault reporting	
Technology and equipment play an important role in supporting food and beverage operations, enabling employees to work efficiently, maintain service standards and meet customer needs. In this content area, you will develop the knowledge, skills and behaviours needed to use technology and equipment safely and effectively within food and beverage environments. You will explore the functions of equipment and digital systems, safe operating procedures and the importance of following workplace and manufacturer guidance. You will also develop an understanding of the procedures used to identify, report and escalate equipment and technology faults. This includes recognising signs of malfunction, following reporting procedures and understanding the limits of your own role when dealing with faults and maintenance issues. Throughout this content area, you will develop the practical skills needed to use technology and equipment safely, complete required checks and report faults promptly in accordance with organisational procedures.	
In this topic learners will gain knowledge, understanding and skills in the following areas: 3.1 Technology and equipment used to support customer service 3.2 Reporting equipment and technology faults	
Content	**Amplification**
3.1 Technology and equipment used to support customer service	Learners must know and understand the functions, safe use and workplace procedures associated with equipment and technology relevant to customer service including: • workplace procedures: point-of-sale and ordering systems, payment equipment, communication technology and other equipment relevant to food and beverage service • safe and correct use: pre-use checks, correct operating procedures, security requirements, appropriate cleaning or care, and following workplace instructions. Learners must be able to use technology and equipment in line with business policy to meet customer needs including: • using relevant equipment and digital systems safely and correctly • following workplace procedures and manufacturer guidance where applicable • completing appropriate checks before and during use.
3.2 Reporting equipment and technology faults	Learners must know and understand company procedures for fixing or escalating equipment or technology faults and maintenance issues, including the limits of own role including: • recognising faults • reporting faults using organisational procedures • escalation procedures and when issues should be referred to others • limits of role, including authorised actions and responsibilities. Learners must be able to ensure equipment and technology faults and maintenance issues are reported promptly including:

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	• recognising faults that could affect safety, service or operations • stopping or isolating use where workplace procedures require this • reporting faults promptly to the appropriate person • providing accurate information about the fault • avoiding unauthorised repairs or actions outside own role.

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Learning Outcome 4

LO4: Customer service, sales and customer satisfaction

Providing excellent customer service is an essential part of working in the hospitality industry. Customers expect a welcoming, professional and efficient service that meets their needs and creates a positive experience. Good customer service can encourage repeat visits, recommendations and increased sales.

In this content area, learners will develop the knowledge, skills and behaviours needed to provide effective customer service and support sales. Learners will explore how product knowledge and understanding customer needs can help identify appropriate sales opportunities, including cross-selling, upselling and making relevant recommendations without creating pressure.

Learners will also develop their communication skills, including active listening, questioning and adapting communication to different customers and situations and will learn how to manage service issues such as unavailable products, incorrect orders and delays, including offering suitable alternatives and escalating issues when necessary.

Finally, learners will explore how to check customer satisfaction, respond professionally to feedback and complaints, and use customer feedback to improve service. Throughout the content area, learners will develop a customer-focused and commercially aware approach, understanding how effective service can meet customer needs while supporting the success of the hospitality business.

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

4.1 Sales opportunities and customer experience
4.2 Communication and rapport with customers
4.3 Managing service issues and stock availability
4.4 Customer satisfaction, feedback and complaints

Content	Amplification
4.1 Sales opportunities and customer experience	Learners must know and understand customer-focused and commercial approaches to identifying sales opportunities and improving the customer experience including: • product and offer knowledge: product ranges, prices, pairings, meal or beverage combinations, promotions, deals and offers, including any conditions or restrictions • sales techniques: cross-selling complementary products, upselling higher-value or enhanced options, making recommendations, explaining benefits and recognising appropriate opportunities without creating pressure • customer needs: different customer types, reasons for visiting, preferences, dietary or accessibility requirements where communicated, expectations and how needs can change throughout the customer journey • customer experience: friendly and responsive service, accurate information, personalised recommendations, anticipating reasonable needs and ensuring sales activity supports rather than detracts from the customer experience. Learners must be able to identify opportunities and apply techniques to increase sales and improve customer experience including:

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	• identifying appropriate opportunities to recommend additional products • using product knowledge to make relevant recommendations • applying cross-selling and upselling techniques appropriately • adapting recommendations to customer needs and circumstances. • maintaining a customer-focused approach while supporting commercial objectives.
4.2 Communication and rapport with customers	Learners must know and understand methods of communication used with customers and colleagues and how communication should be adapted to different situations and needs including: • customer communication: active listening, questioning, appropriate tone, pace and language, positive body language, eye contact where appropriate and clear explanations • adapting communication: responding to different customer needs, levels of knowledge, communication preferences and situations while remaining respectful and professional • team communication: verbal briefings, handovers, written information and other workplace communication methods used to share customer requirements and service information • rapport: showing interest, empathy and professionalism, remembering relevant information during the interaction and creating a welcoming customer experience. Learners must be able to tailor communication techniques to meet customer needs and build rapport including: • using appropriate verbal and non-verbal communication • listening actively and respond appropriately to customer questions • adapting tone, language and level of information to the situation • communicating relevant information accurately to colleagues • building professional rapport while maintaining appropriate boundaries.

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4.3 Managing service issues and stock availability	Learners must know and understand how stock availability and service issues can affect customers and the financial performance of the business including: • stock availability: the relationship between availability, customer choice, service continuity, sales opportunities, customer satisfaction and revenue • service issues: identifying delays, unavailable products, incorrect orders and other issues that could affect the customer experience • resolution and escalation: providing accurate information, offering authorised alternatives, apologising where appropriate, recording or reporting issues and seeking supervisory support when required • commercial impact: lost sales, reduced customer satisfaction, waste or operational disruption resulting from poor stock availability or ineffective issue management. Learners must be able to deal with or escalate issues that impact service and customer experience, and implement any instructions given by a supervisor including: • recognising issues that could affect service delivery • informing customers appropriately when a requested product or service is unavailable • offering suitable alternatives within business procedures • escalate issues to the appropriate person when they are outside own authority • implementing instructions given by a supervisor accurately.
4.4 Customer satisfaction, feedback and complaints	Learners must know and understand methods for checking customer satisfaction and dealing with or escalating feedback, complaints and service issues in line with business standards including: • checking satisfaction: appropriate questioning at relevant points in the customer journey, active listening and observing verbal and non-verbal indicators of satisfaction • feedback and complaints: recognising positive and negative feedback, remaining calm and professional, acknowledging concerns and gathering accurate information • resolution: taking appropriate action within authority, explaining next steps, involving a supervisor where necessary and following agreed complaint-handling procedures • using feedback: recording relevant information, passing feedback to the appropriate team and using feedback to support improvements to service and customer experience. Learners must be able to check customers are satisfied with products and services through questioning and act on feedback in line with business procedures: • using appropriate questions to check customer satisfaction • listening to and acknowledge customer feedback • responding professionally to concerns and complaints • resolving issues within the limits of own role • escalating issues appropriately and follow business procedures.

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Learning Outcome 5

LO5: Professional behaviours, teamwork and business operations
Professional behaviour and effective teamwork are essential to the successful operation of hospitality businesses. Staff are expected to communicate professionally, work cooperatively, manage their workload effectively and maintain the standards expected in the workplace. In this content area, you will explore the professional standards required in hospitality, including communication, behaviour, appearance, timekeeping and efficient task delivery. You will develop your ability to plan and prioritise your workload, respond to changing service demands and seek support when required. You will also explore how feedback can be used to improve your performance and how keeping up to date with products and processes can support effective service. You will develop your understanding of teamwork and the importance of participating in team briefings, following instructions and sharing information that may affect colleagues or service delivery. Throughout this content area, you will develop the professional behaviours and practical skills needed to contribute effectively to a hospitality team and support smooth, efficient and consistent business operations.
In this topic learners will gain knowledge, understanding and skills in the following areas: 5.1 Professional standards 5.2 Planning own workload and prioritising tasks 5.3 Using feedback to improve performance 5.4 Keeping up to date with products and processes 5.5 Team briefings, instructions and feedback

Content	**Amplification**
5.1 Professional standards	Learners must know and understand professional standards of communication, behaviour, appearance, teamwork and task delivery expected in a hospitality environment including: • communication: clear verbal, non-verbal and written communication, handovers, service coordination, use of professional language and sharing information that affects customers or colleagues • professional behaviour: respectful conduct, positive attitude, reliability, cooperation, appropriate workplace language and maintaining professional boundaries • appearance: meeting workplace standards for uniform, grooming, personal presentation and any required protective clothing • timekeeping: arriving prepared and on time, following agreed schedules, managing breaks appropriately and informing the relevant person of unavoidable delays • efficient delivery: understanding priorities, completing tasks to the required standard, avoiding unnecessary delays and seeking clarification when instructions are unclear.

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	Learners must be able to demonstrate professional standards of communication, behaviour, appearance, teamwork and task delivery expected in a hospitality environment including: • communicate professionally with customers, colleagues and supervisors during service and coordinate tasks, adapting communication to the situation and the needs of individuals or teams • demonstrate appropriate behaviours • complete expected tasks efficiently and reliably.
5.2 Planning own workload and prioritising tasks	Learners must know and understand methods for planning workload and prioritising tasks to support effective day-to-day operations including: • planning: using task lists, briefings, schedules and workplace instructions to organise activities • prioritisation: distinguishing urgent, important and routine tasks and considering customer needs, service timings and operational consequences • changing priorities: responding to unexpected customer demands, delays, staff changes or operational issues while maintaining essential standards • workload support: communicating early when competing demands cannot reasonably be completed within the required timeframe. Learners must be able to manage own time and workload, prioritising tasks including: • identifying tasks that need to be completed • prioritising tasks according to urgency, importance and customer or operational needs • organising work to meet required timescales • adjusting priorities when service demands change • seeking support when workload cannot be managed safely or effectively.
5.3 Using feedback to improve performance	Learners must know and understand the principles of receiving and using feedback to maximise own performance including: • sources of feedback: feedback from supervisors, colleagues, customers, observations, reviews and other appropriate workplace sources • constructive response: listening without becoming defensive, asking relevant questions and identifying practical actions • applying feedback: changing working practices, repeating or practicing tasks, following revised instructions and checking the outcome • continuous improvement: using feedback as an ongoing part of professional development and recognising when further support is needed. Learners must be able to use feedback to improve own performance including: • listening to and receive feedback professionally • identifying strengths and areas for improvement • clarifying feedback where necessary • applying agreed improvements to future tasks • reflecting on whether changes have improved performance.

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5.4 Keeping up to date with products and processes	Learners must know and understand where to access accurate information about new products and processes within the business including: • information sources: team briefings, supervisors or managers, workplace systems, product information, notices, training materials and other authorised internal sources • keeping information current: checking for updates rather than relying on outdated instructions and confirming changes before applying them • applying changes: using updated product information, revised processes and new instructions consistently during service or operational activities • team communication: sharing relevant updates through appropriate workplace communication channels and checking colleagues understand changes where this forms part of the role. Learners must be able to keep up to date with changes to products and processes including: • access to current workplace information • checking for changes to products, procedures and processes • asking appropriate colleagues or supervisors for clarification • applying updated information correctly in own role • sharing relevant information with colleagues where appropriate.
5.5 Team briefings, instructions and feedback	Learners must know and understand the importance of teamwork and its impact on service delivery including: • teamwork: cooperation, shared responsibilities, clear communication, mutual support and understanding how individual actions affect colleagues and customers, importance of teamwork • briefings: sharing service information, changes to products or processes, customer requirements, operational priorities and relevant issues before or during service • implementing instructions: listening carefully, confirming understanding where necessary and carrying out agreed actions within the limits of own role • feedback and input: providing relevant, constructive information about service, processes or operational issues through appropriate channels • impact on service: how effective teamwork supports consistency, efficiency, customer satisfaction and the smooth operation of hospitality services Learners must be able to participate in team briefings, implementing instructions, and offering input or feedback where relevant including: • attending and contributing appropriately to team briefings • listening to and implementing relevant instructions • asking questions when instructions are unclear • providing constructive input or feedback where appropriate • communicating information that may affect colleagues or service delivery.

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Content Area 2: Occupational Knowledge and Practice – Accommodation Team

GLH	320
Overview of content area	This content area focuses on the knowledge, understanding and occupational skills required for the Accommodation Team Member role. Learners will develop the ability to support the guest journey, maintain guest accommodation and public areas, process transactions, contribute to business performance, work safely and hygienically, and support sustainable hospitality operations. The content reflects the responsibilities and standards expected of accommodation team members working in hospitality environments.
Learning outcomes	The content area is designed to raise learners' awareness of the industry and develop knowledge and understanding of how to: LO1: Deliver effective guest service and support the guest journey LO2: Support sales, transactions and guest loyalty LO3: Maintain safe, hygienic and effective hospitality operations LO4: Work effectively with colleagues and contribute to business performance LO5: Support sustainable hospitality operations
Learner preparation	Learners should have opportunities to develop and apply the knowledge, understanding and practical skills within realistic accommodation 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 guests, colleagues and supervisors • working with others, to contribute effectively within accommodation, housekeeping and wider hospitality teams • critical thinking and decision-making, to respond appropriately to guest needs, operational issues and workplace requirements • 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.

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Content

Learning Outcome 1

LO1: Deliver effective guest service and support the guest journey	
In this learning outcome, learners will develop the knowledge and skills needed to deliver effective guest service throughout the guest journey. They will explore how to communicate professionally, build rapport, respond to guest requests and contribute to guest satisfaction by applying workplace service standards. Learners will also consider how to handle feedback, complaints and service issues appropriately, including when to resolve matters within their role and when to seek support. The learning outcome also covers the importance of protecting guest privacy, maintaining confidentiality and handling room keys, access devices and guest property securely.	
In this topic learners will gain knowledge, understanding and skills in the following areas: 1.1 Guest service standards, guest journey and handling requests 1.2 Communication and building rapport 1.3 Customer service standards, guest satisfaction and feedback 1.4 Feedback, complaints, and issues 1.5 Guest privacy, room keys and guest property	
Content	**Amplification**
1.1 Guest service standards, guest journey and handling requests	Learners must know and understand guest service standards and the information and techniques required to support the guest journey, including: • business service standards: service expectations, guest interaction, responsiveness, signposting, communication between departments and maintaining continuity of service • guest journey: common stages of a guest stay and points where guests may transfer between teams such as reception, accommodation, restaurant and bar • guest requests: asking appropriate questions, clarifying requirements, providing information, directing or signposting guests, and knowing when a request should be handled directly, redirected or escalated. Learners must be able to support the guest journey, including: • asking appropriate questions to understand guest needs • responding to requests and providing relevant information • directing or signposting guests to appropriate services or departments. • sharing relevant information with colleagues to support continuity of service • escalating requests when they are outside the limits of own role.
1.2 Communication and building rapport	Learners must know and understand methods of communication used with guests and how communication can be adapted to different needs and situations, including: • verbal, non-verbal and written communication methods used with guests • active listening, questioning and checking understanding when communicating with guests • adapting tone, language, pace and level of detail to meet different guest needs and situations

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	• professional ways of building rapport with guests while maintaining appropriate boundaries Learners must be able to communicate effectively with guests, including: • adapting communication to different guests, situations and needs • listening actively and checking understanding • using an appropriate tone, language and level of detail • building professional rapport while maintaining appropriate boundaries.
1.3 Customer service standards, guest satisfaction and feedback	Learners must know and understand the principles of customer service and the service mentality expected within hospitality, including: • customer service standards and the importance of applying them consistently • the effect of individual attitude, behaviour, reliability and responsiveness on guest satisfaction • ways individual employees can contribute to a positive guest experience, responding promptly and working effectively with colleagues • the importance of checking guest satisfaction and responding appropriately to feedback and taking appropriate action or escalating issues where necessary. Learners must be able to deliver customer service to business standards, including: • following relevant customer service standards and procedures • checking that guests are satisfied with products or service • responding appropriately to guest feedback • maintaining a professional and customer-focused approach throughout the guest interaction.
1.4 Feedback, complaints, and issues	Learners must know and understand the principles of handling guest feedback, complaints and service issues, including: • different types of guest feedback, complaints and service issues • listening to guest concerns without interrupting and acknowledging the guest's experience • de-escalation techniques • when an issue can be resolved within own role and when it should be escalated • recording and following up guest issues in line with business procedures. Learners must be able to assist in resolving feedback, complaints and issues, including: • listening to and acknowledging guest concerns • using appropriate de-escalation techniques • responding within the limits of own role • escalating issues appropriately • recording and following up issues in accordance with business procedures.

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1.5 Guest privacy, room keys and guest property	Learners must know and understand the requirements and procedures for protecting guest privacy, safety and property, including: • legislation, guidelines and local policies relevant to guest privacy and safety including, data protection, child protection and modern slavery • the importance of protecting guest information and maintaining confidentiality including, preventing unauthorised access, disclosure or use of personal information • workplace requirements for handling personal information securely including, using secure systems, protecting passwords and access details, checking authority before sharing information and keeping guest records secure • procedures for handling room keys, access devices and guest property, including lost property: issuing or replacing keys appropriately, checking guest authority, securing found property and recording and reporting lost property in line with workplace procedures • when unusual, disputed or security-related situations should be reported or escalated including, suspected unauthorised access, disputes about room access or guest information, suspicious behaviour, missing property or concerns about guest or colleague safety. Learners must be able to handle guest information, room keys and guest property securely, including: • protecting guest information and maintaining confidentiality • checking authority before providing access or information • handling, storing and issuing room keys or access devices securely • following procedures for found or lost property, including recording, securing and reporting items • escalating unusual, disputed or security-related situations appropriately.

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Learning Outcome 2

LO2: Support sales, transactions and guest loyalty

Sales activity is an important part of hospitality operations and can help businesses increase revenue while providing guests with services that meet their needs. Staff need to recognise appropriate opportunities to recommend products and services, provide accurate information and ensure that transactions are handled securely and correctly.

In this learning outcome, learners will explore how cross-selling and upselling can be used appropriately to support sales, enhance the guest experience and encourage guest loyalty. Learners will develop their understanding of how to recognise suitable sales opportunities, match recommendations to guest needs and provide accurate information about products and services.

Learners will also explore packages, allowances and the processes involved in handling transactions and payments. This will include checking prices, discounts and charges, applying packages and allowances, explaining charges to guests and following procedures for secure payment and the protection of guest information.

Throughout this learning outcome, learners will develop the knowledge, skills and behaviours needed to support sales, process transactions accurately and securely, meet guest needs and contribute to guest satisfaction and loyalty.

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

2.1 Sales opportunities and guest loyalty
2.2 Packages, allowances, transactions and payments

Content	Amplification
2.1 Sales opportunities and guest loyalty	Learners must know and understand techniques to maximise sales and improve the guest experience, including: • cross-selling and upselling and the difference between them • recognising appropriate opportunities to recommend products and services • matching recommendations to guest needs, preferences and circumstances • ways effective sales activity can improve the guest experience and support guest satisfaction and loyalty • the importance of accurate and up-to-date product and service information when making recommendations. Learners must be able to identify and act on appropriate sales opportunities, including: • identifying opportunities to recommend relevant products and services • using cross-selling and upselling techniques appropriately • matching recommendations to guest needs and circumstances • providing accurate information when making recommendations • supporting the guest experience and guest loyalty through appropriate sales activity.

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2.2 Packages, allowances, transactions and payments	Learners must know and understand packages, allowances and processes for handling transactions and payments securely, including: • stages of a customer transaction from confirming the purchase to completing payment • checking prices, totals, discounts, packages, allowances and charges accurately • secure handling of cash, cards and other approved payment methods • protecting payment and customer information including, keeping payment details and guest account information confidential • procedures for discrepancies, declined payments, refunds and transaction errors • types of packages and allowances used by a hospitality business • what is included or excluded within a package or allowance and checking guest eligibility and remaining allowance where applicable • explaining packages clearly and accurately to guests • recording or applying packages and allowances correctly and escalating discrepancies. Learners must be able to apply packages and allowances and process transactions securely, including: • checking guest eligibility and applying packages and allowances accurately • explaining packages, allowances and relevant charges clearly to guests • checking prices, totals, discounts and charges before completing transactions • processing approved payment methods securely protecting payment and customer information • following procedures for discrepancies, declined payments, refunds and transaction errors.

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Learning Outcome 3

LO3: Maintain safe, hygienic and effective hospitality operations
Safe, hygienic and effective working practices are essential to the successful operation of hospitality businesses. Accommodation teams are responsible for maintaining guest areas, supporting service delivery and ensuring that equipment, facilities and resources are used safely and appropriately. Staff must recognise issues promptly, follow workplace procedures and maintain the standards expected by the business. In this learning outcome, learners will explore how faults, damage and operational issues are identified, recorded and reported, including when concerns need to be escalated. Learners will also develop their understanding of food and beverage service requirements, including room service and in-room dining, food safety, allergen responsibilities and the responsible service of alcoholic beverages. Learners will develop their knowledge and skills in the safe use of specialist equipment and technology, as well as the cleaning and hygiene practices required to maintain guest accommodation and public areas. Learners will explore appropriate cleaning methods, infection-control practices, the safe use of chemicals and the importance of maintaining areas to the required business standards. Learners will also explore safe waste handling, disposal and recycling, together with stock management procedures. Throughout this learning outcome, learners will develop the knowledge, skills and behaviours needed to maintain safe, hygienic and effective hospitality operations, protect guests and colleagues, and contribute to consistent service and workplace standards.
In this topic learners will gain knowledge, understanding and skills in the following areas: 3.1 Reporting faults, issues and damage 3.2 Food service sequence, food safety and alcoholic beverage responsibilities 3.3 Specialist equipment and technology 3.4 Cleaning guest accommodation and public areas 3.5 Safe handling and disposal of waste 3.6 Stock management

Content	**Amplification**
3.1 Reporting faults, issues and damage	Learners must know and understand processes for reporting or recording faults, issues or damage and escalating guest feedback, including: • how faults, damage and operational issues are identified and assessed • business systems for reporting, recording and escalating issues • information required when reporting an issue • limits of own role and when specialist assistance is required • importance of prompt reporting to protect guests, colleagues, property and service standards. Learners must be able to identify, record and report faults, damage and issues, including: • recognising faults, damage and operational issues that could affect safety, service or operations • recording relevant information accurately • reporting issues promptly through the appropriate business system or reporting route • escalating issues when they are outside the limits of own role.

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3.2 Food service sequence, food safety and alcoholic beverage responsibilities	Learners must know and understand the requirements for relevant food and beverage service, including room service/in-room dining where applicable, including: • pre-service preparation: set-up and checking equipment and service areas • sequence of service from order-taking through to delivery and collection • resetting service equipment and areas between orders • cleaning and sanitising high-touch points in line with procedures • food safety responsibilities relevant to room service including prevention of cross-contamination and allergen cross-contact, maintaining personal hygiene, keeping food covered during delivery, separating raw and ready-to-eat foods, using appropriate utensils and equipment, and following procedures to prevent allergen cross-contact • accurate allergen information, safe food storage and handling, and temperature monitoring including checking authorised allergen information before responding to guest questions, following food storage and handling requirements, maintaining appropriate temperatures during preparation and delivery, and recording temperature checks where required. Learners must know and understand the responsibilities when serving alcohol as part of room service/in-room dining, including: • checking identification where required • following procedures for refusing service • using approved measures • recognising signs of intoxication • escalating concerns to a supervisor or manager in line with workplace procedures. Learners must be able to follow relevant food and beverage service procedures, including: • completing required set-up and pre-service checks • following the appropriate sequence of service and clearing • maintaining clean and hygienic service areas and high-touch points • following food safety and allergen procedures relevant to own role • preparing or serving food and beverages safely where required • applying relevant responsibilities when serving alcoholic beverages, including following age-verification, refusal and escalation procedures.
3.3 Specialist equipment and technology	Learners must know and understand the safe, correct and efficient use of on-site specialist equipment and technology, including: • purpose and correct operation of specialist equipment and technology • pre-use checks and safe operating procedures including, checking equipment is clean, undamaged and ready for use, checking cables, plugs and guards where relevant, and completing any required safety checks before operating equipment • following manufacturer and workplace instructions • safe handling, cleaning and storage of equipment • reporting faults and stopping use where equipment is unsafe or defective.

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	Learners must be able to use relevant specialist equipment and technology safely, correctly and efficiently, including: • completing appropriate pre-use checks • using equipment safely, correctly and efficiently • following workplace and manufacturer instructions where applicable • cleaning and storing equipment appropriately • stopping use and reporting faults where equipment is unsafe or defective.
3.4 Cleaning guest accommodation and public areas	Learners must know and understand the sequence and methods for cleaning guest accommodation and public areas, including: • order and sequence of cleaning tasks for guest rooms and public areas • priority areas and high-touch points • appropriate cleaning methods and equipment • checking completed areas against business standards • safe storage of cleaning equipment and maintaining separation from guest or food areas • personal and workplace hygiene standards • cleaning and sanitising routines that reduce contamination risks • recognising and reporting signs of pest activity • safe use and storage of cleaning chemicals in accordance with COSHH and workplace procedures. Learners must be able to follow the required cleaning sequence and maintain guest accommodation and public areas to business standards, including: • following the required order and sequence of cleaning tasks • cleaning priority areas and high-touch points appropriately • using suitable cleaning methods, equipment and chemicals safely • checking completed areas against business standards • maintaining appropriate hygiene and infection-control practice • storing cleaning equipment and chemicals safely.
3.5 Safe handling and disposal of waste	Learners must know and understand methods for the safe and environmentally appropriate handling and disposal of waste, including: • segregation and safe handling of different waste streams • safe procedures for broken glassware and sharp or hazardous items • handling food waste and reducing unnecessary waste • procedures for chemicals, biohazards and other controlled waste • appropriate disposal, recycling and reporting arrangements. Learners must be able to handle and dispose of waste safely and appropriately, including: • segregating waste correctly • handling broken, sharp or hazardous items safely • following procedures for food, chemical, biohazard and other controlled waste • using appropriate disposal and recycling arrangements • reporting waste-related issues or hazards where required.

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3.6 Stock management	Learners must know and understand stock management procedures relevant to own role, including: • receiving, checking and storing stock appropriately • stock rotation and use of stock within required dates • monitoring stock levels and identifying shortages • protecting stock from damage, contamination or loss • recording stock movements and reporting discrepancies. Learners must be able to manage stock in line with local procedures, including: • receiving, checking and storing stock appropriately • rotating stock and using stock within required dates • monitoring stock levels and identifying shortages • protecting stock from damage, contamination or loss • recording stock movements and reporting discrepancies.

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Learning Outcome 4

LO4: Work effectively with colleagues and contribute to business performance

Effective teamwork and individual performance are essential to the successful operation of hospitality businesses. Staff need to communicate clearly, work cooperatively, understand how their actions contribute to business performance and maintain the professional standards expected in the workplace. Good organisation and effective communication also help teams respond to changing operational demands and provide consistent service.

In this learning outcome, learners will explore how communication within and between teams supports efficient hospitality operations. Learners will develop an understanding of formal and informal communication methods, the importance of sharing accurate and timely information, and how key performance indicators can be used to monitor performance and identify areas for improvement.

Learners will also explore how feedback can be used to improve their own performance and how keeping up to date with business information and procedures supports effective working practices. Learners will develop their understanding of equality, diversity and inclusion in the workplace and the importance of treating colleagues and guests fairly, respectfully and inclusively.

Learners will also develop the skills needed to plan and prioritise their workload, respond appropriately when operational demands change, and complete effective shift handovers. Throughout this learning outcome, learners will develop the knowledge, skills and behaviours needed to work effectively with colleagues, contribute to business performance and support smooth, efficient and inclusive hospitality operations.

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

4.1 Communication within and between teams
4.2 Key performance indicators and business performance
4.3 Using feedback to improve performance
4.4 Keeping up to date with business information and procedures
4.5 Planning own workload

Content	Amplification
4.1 Communication within and between teams	Learners must know and understand the central role of communication within and between teams in ensuring operational effectiveness and efficiency, including: • formal and informal communication methods used within hospitality teams including, team briefings, staff meetings, handovers, emails, written notes, telephone calls, messaging systems and face-to-face conversations • information that needs to be shared between departments and during handovers including, guest requests, room status, maintenance issues, special requirements, complaints, VIP arrangements, changes to bookings and outstanding tasks • clear, accurate and timely communication including how poor communication can affect service, safety, efficiency and guest experience • appropriate channels for routine information, urgent issues and escalation including, using a handover or staff communication system for routine updates, contacting the relevant colleague directly for urgent issues, and following workplace procedures to report or escalate serious concerns.

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	Learners must be able to communicate accurately and promptly with colleagues and other teams, including: • sharing relevant information clearly and accurately. • using appropriate communication methods and channels • communicating information during handovers • escalating urgent or important information appropriately.
4.2 Key performance indicators and business performance	Learners must know and understand key performance indicators (KPIs) and their own responsibility for contributing to efficiency, performance and profitability, including: • the purpose of KPIs in hospitality businesses including monitoring and measuring performance against defined targets and standards • examples of performance measures including productivity, guest satisfaction, quality, waste and resource efficiency • how individual actions contribute to team and business performance including working efficiently, recording information accurately, responding promptly to guest requests and avoiding unnecessary waste • importance of accurate records and meeting agreed standards including, recording room status correctly, completing cleaning or maintenance records, entering guest information accurately and meeting agreed service and quality standards • using performance information to identify improvements including, identifying repeated guest complaints, delays in completing rooms, excessive waste or missed service standards and taking appropriate action to improve performance. Learners must be able to work towards relevant KPIs and contribute to efficiency, performance and profitability, including: • completing work to agreed standards and targets • maintaining accurate records where required • using relevant performance information to identify opportunities for improvement • recognising how own actions affect team and business performance.

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4.3 Using feedback to improve performance	Learners must know and understand the principles of receiving and using feedback to maximise own performance including: • sources of feedback: feedback from supervisors, colleagues, customers, observations, reviews and other appropriate workplace sources • constructive response: listening without becoming defensive, asking relevant questions and identifying practical actions • applying feedback: changing working practices, repeating or practicing tasks, following revised instructions and checking the outcome • continuous improvement: using feedback as an ongoing part of professional development and recognising when further support is needed. Learners must be able to use feedback to improve own performance and achieve personal goals, including: • listening to and receive feedback professionally • identifying strengths and areas for improvement • clarifying feedback where necessary • applying agreed improvements to future tasks • reflecting on whether changes have improved performance.
4.4 Keeping up to date with business information and procedures	Learners must know and understand procedures for staying up to date with business information and new procedures and discussing implementation within the team, including: • sources of current information including, team briefings, supervisors or managers, workplace systems, staff notices, digital communication platforms, training materials and authorised workplace documents • importance of using current versions of workplace information, including following the latest procedures, instructions and product information and avoiding outdated or superseded guidance • how changes are communicated including, through team briefings, staff notices, emails, digital systems, workplace communication platforms or directly by supervisors and managers • discussing changes with colleagues and checking understanding, including asking questions, clarifying instructions and confirming how changes affect own tasks or team responsibilities • implementing updated procedures consistently, including following revised instructions correctly, applying changes within own role and seeking clarification where requirements are unclear. Learners must be able to participate appropriately in team briefings, including: • listening to and implementing relevant instructions • providing relevant input or feedback • checking understanding when information or procedures are unclear • accessing and using current business information.

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4.5 Planning own workload	Learners must know and understand methods for planning own workload and procedures for starting and finishing a shift including: • identifying allocated duties and required completion • prioritising tasks according to urgency, importance and guest impact • organising tasks around service periods and operational demands • adjusting priorities when circumstances change • seeking support when workload cannot be completed safely or to standard • pre-shift checks, preparation and attendance requirements • reviewing instructions, bookings, priorities and outstanding tasks • handover information that colleagues need at the end of a shift • recording or communicating unresolved issues • leaving work areas, equipment and information ready for the next shift. Learners must be able to plan and prioritise work so allocated tasks are completed within required times, including: • organising tasks according to urgency, importance and guest impact • adjusting priorities when circumstances change • completing required pre-shift and end-of-shift procedures • providing relevant handover information • communicating unresolved issues • seeking support when work cannot be completed safely or to standard.

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Learning Outcome 5

LO5: Support sustainable hospitality operations

Sustainable practices are increasingly important to the successful operation of hospitality businesses. Hospitality operations can generate significant levels of waste and are expected to work responsibly, minimise unnecessary consumption and meet the sustainability standards expected in the workplace.

In this learning outcome, learners will explore the different resources used in hospitality operations and methods for reducing unnecessary consumption and waste. Learners will develop their ability to work efficiently during routine activities, including reducing avoidable use of water, energy, consumables and materials and managing stock appropriately.

Learners will also explore how items can be reused, recycled and segregated appropriately to support waste reduction. Learners will develop their understanding of business sustainability policies, targets and procedures and how these should be applied in day-to-day work. Learners will also learn how to identify and report opportunities where waste management or other sustainable working practices could be improved.

Throughout this learning outcome, learners will develop the knowledge, skills and behaviours needed to support sustainable hospitality operations, minimise waste and contribute positively to the business's sustainability expectations through consistent and responsible working practices.

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

5.1 Sustainable use of resources and waste reduction

Content	Amplification
5.1 Sustainable use of resources and waste reduction	Learners must know and understand methods to sustainably reduce the waste of resources, including: • types of resources used in hospitality operations including food and beverages, water for guest rooms and laundry, electricity and gas, cleaning products, toiletries, guest supplies, laundry products, paper products and packaging • ways to reduce unnecessary use of resources during routine work including switching off lights and equipment when not required, avoiding unnecessary water use, using cleaning products according to instructions, taking only the supplies needed for a task, and avoiding unnecessary printing • reuse, recycling and appropriate segregation of waste including reusing suitable guest-room items where permitted, recycling paper, cardboard, glass and plastics, separating food waste from general waste, and disposing of used cleaning materials or chemicals through the appropriate waste stream • how efficient stock, energy and water use can reduce waste including ordering and using stock according to demand, rotating stock to reduce items becoming unusable, avoiding excessive water use when cleaning rooms, using energy-efficient settings on equipment, and switching off lights or equipment when not required • following business sustainability policies, targets and procedures, and reporting opportunities for improvement including following procedures for reducing water and energy

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	use, meeting targets for recycling or reducing waste, using specified environmentally preferable products, recording resource use where required, and reporting opportunities such as excessive water consumption, unnecessary energy use or avoidable waste to a supervisor. Learners must be able to reduce unnecessary resource use and waste in line with business sustainability expectations, including: • using resources efficiently during routine work • reducing unnecessary use of water, energy, consumables and materials • reusing and recycling where appropriate • segregating waste correctly • following business sustainability policies, targets and procedures identifying and reporting opportunities for improvement.

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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	LO2	LO3	LO4	LO5	LO6	LO7	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 Food and Beverage Team

	LO1	LO2	LO3	LO4	LO5	Total
Assessment 3	9%	5%	19%	26%	41%	100%
Assessment 4	11%	18%	20%	39%	12%	100%
Assessment 5	25%	35%	0%	31%	9%	100%
Overall weighting	**15%**	**19%**	**12%**	**32%**	**22%**	**100%**

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Content area 2 Accommodation Team

	LO1	LO 2	LO 3	LO 4	LO 5	Total
Assessment 3	30%	10%	30%	28%	2%	100%
Assessment 4	28%	10%	36%	18%	8%	100%
Assessment 5	22%	11%	18%	18%	31%	100%
Overall weighting	**27%**	**10%**	**27%**	**21%**	**15%**	**100%**

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: Occupational Skills Assessment

Assesses Learning Outcomes 1-5 within Content Area 2.

Food and Beverage Team pathway

A practical assessment requiring learners to demonstrate occupational knowledge, understanding and skills associated with food and beverage service through a series of workplace-relevant tasks. The assessment comprises 80 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.

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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.

Accommodation Team pathway

A practical assessment requiring learners to demonstrate occupational knowledge, understanding and skills associated with accommodation services through a series of workplace-relevant tasks. The assessment comprises 80 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.

Assessment 4

Assesses Learning Outcomes 1-5 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 realistic hospitality activities and occupational contexts. 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.

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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 1-5 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 realistic hospitality scenarios relevant to their chosen pathway.

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*).

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 - Food and Beverage Team Assessment 3	×	×	×	✓
Content Area 2: Occupational Practice - Food and Beverage Team Assessment 4	×	×	×	✓
Content Area 2: Occupational Knowledge - Food and Beverage Team Assessment 5	×	×	✓	✓
Content Area 2 Occupational Knowledge and Practice - Accommodation Team Assessment 3	×	×	×	✓
Content Area 2 Occupational Practice - Accommodation Team Assessment 4	×	×	×	✓
Content Area 2: Occupational Knowledge – accommodation Team Assessment 5	×	×	✓	✓

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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

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Cleaning Equipment and Materials

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

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: Food and Beverage Team

Learning Outcome 1 (LO1): Food and beverage service delivery

Occupational Standard	Reference	Knowledge	Skills	Behaviours
Food and Beverage Team Member	ST1488	K1, K2, K23, K24	S1	-

Learning Outcome 2 (LO2): Food safety and allergen control

Occupational standard	Reference	Knowledge	Skills	Behaviours
Food and Beverage Team Member	ST1488	K5, K6, K7, K15, K25	S6	B4

Learning Outcome 3 (LO3): Technology, equipment and fault reporting

Occupational Standard	Reference	Knowledge	Skills	Behaviours
Food and Beverage Team Member	ST1488	K8, K11	S7, S14	-

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Learning Outcome 4 (LO4): Customer service, sales and customer satisfaction

Occupational Standard	Reference	Knowledge	Skills	Behaviours
Food and Beverage Team Member	ST1488	K2, K3, K4, K12, K14, K16, K22	S2, S3, S10, S15	B2, B3

Learning Outcome 5 (LO5): Professional behaviours, teamwork and business operations

Occupational Standard	Reference	Knowledge	Skills	Behaviours
Food and Beverage Team Member	ST1488	K10, K12, K13, K17, K18, K19	S11, S12, S16, S17, S20	B1, B5, B6

Content Area 2: Hospitality Accommodation Team Member

Learning Outcome 1 (LO1): Deliver effective guest service and support the guest journey

Occupational Standard	Reference	Knowledge	Skills	Behaviours
Hospitality Accommodation Team Member	ST1420	K1, K2, K4, K5, K6, K7	S1, S3, S4, S5, S6	B3, B4

Learning Outcome 2 (LO2): Support sales, transactions and guest loyalty

Occupational Standard	Reference	Knowledge	Skills	Behaviours
Hospitality Accommodation Team Member	ST1420	K2, K8, K9	S2, S8	B3, B4

Learning Outcome 3 (LO3): Maintain safe, hygienic and effective hospitality operations

Occupational Standard	Reference	Knowledge	Skills	Behaviours
Hospitality Accommodation Team Member	ST1420	K11, K12, K13, K14, K16, K17, K18, K19	S10, S11, S13, S14, S15, S17, S18	B4, B5, B6

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Learning Outcome 4 (LO4): Work effectively with colleagues and contribute to business performance

Occupational Standard	Reference	Knowledge	Skills	Behaviours
Hospitality Accommodation Team Member	ST1420	K10, K21, K22, K24, K25, K27, K28	S9, S20, S21, S22, S23	B1, B5, B6

Learning Outcome 5 (LO5): Support sustainable hospitality operations

Occupational Standard	Reference	Knowledge	Skills	Behaviours
Hospitality Accommodation Team Member	ST1420	K26	S24	-

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