Department for Education

T Level Foundation Year Supporting progression to T Level

National technical outcomes
Catering and hospitality route

July 2023

Contents

Introduction

This document sets out national technical outcomes (NTOs) for the T Level Foundation Year (formerly the T Level Transition Programme), relevant to a particular T Level route. Delivery of the NTOs is expected as part of the programme, as set out in the [Framework for Delivery](#) and the NTOs will provide the basis for the content of T Level Foundation Qualifications that will be available from 2026. The T Level Foundation Year is a level 2 study programme to prepare young people for progression onto a T Level in a particular T Level route. There are NTOs for each T Level route.

Updating the national technical outcomes

We will review whether the NTOs need updating if and when there are any changes to T Levels or their content. As the NTOs are high level and relevant across a T Level route, we expect that they may need updating only where there are significant changes to T Level content. Should the NTOs need revising, we would expect AOs to review their qualification specification.

Who is this publication for?

This document is for anybody with an interest in the T Level Foundation Year national technical outcomes. This includes:

- Schools, colleges, training providers and their representative bodies
- Awarding organisations and their representative bodies
- Third sector and representative organisations
- Students, parents/guardians/carers
- Employers

Contact

For enquiries about this document, please email the team at
TLevelTransition.PROGRAMME@education.gov.uk

National technical outcomes explained

The NTOs provide students with an introductory foundation for any T Level in their chosen T Level route. They consist of a minimum of three outcomes that students are expected to be able to demonstrate by the end of the programme, and the knowledge and skills they will need to develop and apply to demonstrate the outcomes. The outcome-based structure of the NTOs is important to prepare students for the nature of T Levels.

The knowledge and skills within each outcome consist of topic areas and the underpinning content to be covered (the bullet points). They relate to the content of the T Levels in the route and are appropriate for level 2 study. Behaviours integral to achieving the outcome, and which can be explicitly assessed, are embedded into the skills. It is intended that students will typically acquire the knowledge and skills through realistic employment-related contexts and situations, and the outcomes are worded in a way that allows them to be applied in different contexts. Two routes – Agriculture, environmental and animal care and Health and science – include an outcome based on applying knowledge only.

Supplementary information is included for education providers to use, at their discretion, to support teaching and learning. For each outcome there is:

- an explanation for the combination of outcomes selected for the route
- the rationale for each outcome
- how the outcomes could be delivered in combination
- how to set the level of demand to meet students' development needs
- illustrative examples of how breadth and depth could be introduced into teaching and learning
- opportunities to support the contextualised development and application of English, maths and digital skills, and
- examples of behaviours that are integral to the outcome but not expected to be assessed explicitly.

The NTOs are intended to provide a minimum foundation for the T Level route, not competence in any occupation. They are designed to be taught within approximately 120-150 guided learning hours (GLH), with each outcome designed for approximately 30-50 GLH, based on the minimum level of knowledge and skills essential for demonstrating the outcomes. This allows education providers to add more breadth or depth, according to students' development needs, whilst ensuring there is sufficient time for the other components of the T Level Foundation Year.

A glossary of terms is provided in the Annex.

Information for awarding organisations

- Each T Level Foundation Qualification must be based on the NTOs for a single T Level route.
- Awarding organisations will be expected to adhere to the principles for developing the NTOs into qualification content.
- Awarding organisations may also refer to the supplementary information should they wish to do so, but this is not required.
- T Level Foundation Qualifications must focus on students' demonstration of the outcomes in the NTOs, through the application of relevant knowledge and skills. The outcomes are designed to be demonstrated independently or in combination.
- The outcomes are broad and applicable to different contexts but assessments could be set in a single context.
- In determining their assessment design, awarding organisations will need to refer to Ofqual's conditions, requirements and guidance for these qualifications.

Principles for developing the national technical outcomes into qualification content

Principle 1: Qualification content must include all the outcomes for the route and the specified knowledge and skills

This will ensure an overall level of consistency across different qualifications in the same route. Assessment must focus on the demonstration of these outcomes. The knowledge and skills topic area headings and the underpinning bullets reflect the minimum needed to demonstrate the outcomes, so this is expected to be included in the qualification content. All the optional content will need to be developed, where optionality between or within an outcome is specified in the NTOs for the route, and this optionality must be available to students taking the qualification.

Principle 2: Elaboration of the detailed qualification content must fit within the guideline size of 120 to 150 GLH for these qualifications, be relevant to demonstrating the outcomes and must not constrain skills development

The guideline size reflects that the NTOs were designed so that the minimum knowledge and skills required to demonstrate the outcomes can be taught within this range, excluding assessment time. The knowledge and skills within the NTOs are expressed in high-level terms so they will need to be elaborated on to develop the detailed content to be taught. Detailed content should not be included where it is not relevant to demonstrating the outcome. Skills development takes time and is an important part of the NTOs as preparation for T Levels, so this should be allowed for when determining the detailed qualification content.

Principle 3: Additional content may be proposed but we would expect this to be minimal; it must be relevant to demonstrating the outcome and fit within the size guideline

The rationale for proposing to include any additional content, above the minimum content set out in the NTOs, must be clear. Any extra content that is proposed should ensure the qualification size still fits within the size guideline for these qualifications and it does not change the nature of the outcome. Additional skills content, particularly transferable skills, should be prioritised over proposing extra knowledge content, as skills development is important preparation for T Levels. No additional outcomes may be introduced.

National technical outcomes: Catering and hospitality route

All students are to develop the knowledge and skills to be able to demonstrate the following three outcomes, by the end of the programme:

Outcome 1 (O1). Design healthy, sustainable meals[1] to meet specific individual needs
Outcome 2 (O2). Prepare healthy, sustainable dishes to meet specific individual needs
Outcome 3 (O3). Cook and finish healthy, sustainable dishes to meet specific individual needs

Introductory rationale

Preparing for progression to T Levels in the Catering and hospitality route

These national technical outcomes are designed to support progression to the T Level in Catering (introduced beyond 2024). This is currently the only T Level available in the Catering and hospitality route. Whilst there is content that is relevant across the route, such as employability and transferable skills, as there is no Hospitality T Level, the focus of these outcomes is on catering.

The outcomes introduce theories, concepts and principles that are relevant to the core of the T Level. They also allow for technical skills development related to the professional cookery occupational specialism. These skills can be applied in different contexts such as branded restaurants, industrial catering, fine dining, cafes and bakeries, enabling providers to tailor learning activities to the interests and abilities of students.

The outcomes will provide opportunities for students to learn about different occupations in professional cookery and the types of environments within which they operate. There is also an opportunity to learn about roles and responsibilities and entry and progression pathways for those occupations. This will enable students to make informed choices about their next step onto a T Level.

There is no T Level related to occupations in Hospitality from across the Catering and hospitality route, so these outcomes focus on catering. However, there is the inclusion of content that is useful for front of house roles, particularly transferable skills, such as communication, numeracy and digital skills. As such, there is the opportunity for students to learn about occupations in hospitality outside of a kitchen environment. This will support students to make informed choices about their next step onto a T Level.

---

[1] To note: Outcome 1 relates to the design of healthy meals, which may consist of a number of dishes.

Setting the level to meet individual student needs

For level 2, the individual needs, dishes and meals will be relatively straightforward and routine, set in contexts that are familiar. For example, in a school dining hall, a food hall in a shopping centre or fast-food outlet. The dishes that are prepared will also be straightforward and routine; developing knife skills by working with fresh, unprepared commodities and combining two or three ingredients to create dishes.

Providers may want to introduce stretch and challenge for students by introducing contexts that are more complex and unfamiliar. For example, fine dining or individuals with complex dietary needs.

Holistic delivery of outcomes

The outcomes can be delivered independently of each other, with each focussed on different types of individual needs, dishes and meals. This allows for students to explore different contexts, different types of commodities and different types of meals and dishes. It also allows students to design meals that are ambitious and aspirational. The meals may include dishes that are complex and require commodities that cannot easily be sourced or require skills that go beyond expectations for level 2. Therefore, creating a different brief for the design of the meal (O1) to the preparation of the dishes (O2) would ensure the student has the capability to prepare the dishes required.

However, they can also be delivered together in combination. For example, having designed healthy and sustainable meals for specific individual needs (O1) students could then prepare one or more dishes to meet those needs (O2) and then cook and finish the dishes (O3). The holistic nature of the project brief will need to ensure that students have the capability to follow the outcomes throughout and are not penalised or restricted by any initial ideas and designs in the early outcome.

Outcome 1: Design healthy, sustainable meals to meet specific individual needs

Rationale

This outcome focuses on designing meals that meet specific individual needs and are planned to use sustainable products and processes that minimise negative impacts to the environment. A meal would include more than one dish. The outcome provides a purposeful context for the introduction of fundamental technical knowledge relating to nutrition, allergens, sustainability and business concepts, which are also core elements of the T Level in Catering. These are all concepts that have been identified by providers as potentially challenging for students to grasp. Introducing these elements within familiar and straightforward contexts should enable students to grasp the fundamental concepts, principles and theories and show their ability to learn. This should then raise their confidence in their ability to learn and enable them to cope with grasping new concepts as they move to level 3 study.

The content also refers to factors that influence food choices, which introduces students to potential customer types that engage with hospitality businesses. An understanding of menu design can help students if they engage with customers. For example, they can support customers to make appropriate food choices based on the customer's individual needs and wants. In addition, the content provides opportunities to demonstrate the skills in hospitality contexts, for example, demonstrating communication skills through front of house interactions with customers or interactions between front and back of house roles.

The outcome also provides an opportunity to develop the transferable skills of investigating, critical thinking and creativity, to support student progression to level 3 study, as well as progression to an apprenticeship within the Catering and hospitality route.

Communication skills are developed through this outcome. Students will carry out investigations where they will encounter written information to read and interpret. The development of written communication skills would therefore be through their note taking and synthesis of information obtained. The written communication theme is further developed through the production of clear and coherent documentation presenting their proposals for healthy sustainable meals. Oral communication skills will be developed through a presentation of their proposals to the individual with specific needs.

Numeracy skills focus on the application of the four operations: addition, division, multiplication and subtraction, in order to calculate the costs of meal options and their nutritional values.

There are also supporting digital skills to complement the content, which allow students to develop their investigation skills through the exploration of secondary data located on the internet. The digital skills will also complement their written communication skills, through the development of documents such as menus and presentation support materials, incorporating images such as photographs of the dishes included in the meals.

It is envisaged that this outcome will be delivered by presenting students with case studies relating to individuals and their needs. Students will be able to use the knowledge acquired and the information obtained through research, in order to design or adapt meals to meet the needs of the individual(s) in the case studies. They could then present their designs orally or in writing, demonstrating application of their communication skills.

Knowledge

Nutrition

- Recommended guidelines for a healthy diet

- Macronutrients: specific functions, main sources and dietary reference values

- Micronutrients: specific functions, main sources and dietary reference values

Customer needs

- Customers: different types of customers and their expectations from different types of catering outlets

- Food choices: factors that influence food choices and implications for design of dishes and meals

- Dietary needs: different types, implications for diets and food substitutions for nutritional needs

- Allergens: different types, relationship with different types of food, where details are located for different types of food items and differences between allergens and intolerances

Business

- Finance: key financial terms, concepts of budgeting, profit and loss

Sustainability

- Food to fork: where and how foods are grown, reared and/or caught, seasonality and implications for dishes and meals, primary and secondary stages of processing and production and products and processes that are used in catering to minimise the negative impacts on the environment

- Supply chain management: principles, sustainable procurement including provenance, carbon footprint, packaging, benefits and limitations of sustainable procurement

Information and data

- Sources of information: different methods used to present information on meals and menus, different formats and fitness for different audiences and locations

Investigation

- Validity of information and data: accuracy, reliability, currency and bias

- Referencing of sources: techniques used to reference sources directly, paraphrasing and different types of sources

Communication

- Reading: principles, reading for comprehension, identifying salient points, summarising key points and synthesising information from different sources

- Spelling, punctuation and grammar (SPAG): punctuation markers, grammatical conventions and spelling of key technical and non-technical terminology

- Vocabulary: technical and non-technical used to achieve particular effects and different purposes

- Oral communication: pitch, tone and intonation and their impact on how a message is received

- Non-verbal communication: meaning of different types of body language, types and value of images and support materials as visual aids and impact of non-verbal communication to support comprehension of key messages

- Engaging with an audience: techniques for establishing rapport when presenting proposals and clarifying information

Numeracy

- Standard units of measurement: time, temperature, money, weight, volume, capacity, size and conversion between units

- Numbers and the number system: techniques for application of the four operations (addition, subtraction, multiplication, division), working with whole numbers, fractions, decimals and percentages

- Techniques for checking calculations: estimation and approximation

- Algebra: standard mathematical formulae, techniques used to rearrange formulae to change the subject and algebraic notation

Digital

- Management of digital information: classification and organisation, naming conventions, protection methods and accessibility

- Online/internet searches: techniques used to carry out and refine searches, Search Engine Optimisation (SEO) and its implications for search results
- Software: features, functions and applications of different types of software that can be used to work with and present information and data about healthy and sustainable meals

Skills

Investigating

- Develop search criteria to support an investigation
- Identify sources of information required for an investigation
- Reference sources of information
- Interrogate data for validity

Critical thinking

- Effective questioning to elicit information
- Evaluating pros and cons of information provided
- Apply logic and reasoned argument to information presented
- Synthesise information from different sources
- Draw evidence-based conclusions

Decision-making

- Clarify logical choices
- Identify likely impact of decisions
- Assess evidence and advise to support decision-making
- Justify how a decision would lead to achieve outcomes
- Substantiate conclusions with evidence
- Conclude arguments

Creativity skills

- Lateral thinking to consider opportunities from different perspectives
- Make novel connections between ideas
- Recognise ideas, alternatives and possibilities
- Form ideas iteratively

Communicating

- Engage an audience

- Summarise information and data

- Apply technical language in relevant contexts

- Apply oral communication skills to clearly articulate a message

- Apply written communication skills to clearly articulate a message

- Write for impact, adapting style and tone to audience and message

- Interpret information and data presented in a variety of forms

Numeracy skills

- Apply the four operations to calculate costs of meals

- Apply the four operations to calculate energy and nutritional values of meals

Digital skills

- Apply software functions to generate presentation support materials

- Apply software functions to generate menus

- Organise digital information

Supplementary information to support teaching and learning

Illustrative examples: Develop breadth through:

Contexts

- Types of catering outlets: restaurants, cafes, branded, hospitals, workplaces, street outlets, pop-up and takeaway

Nutrition

- Different types of macronutrients and micronutrients

- Values of different macronutrients: fat, protein and carbohydrates

- Values of different micronutrients: vitamins and water

Customer needs

- Different types of specific dietary needs: health needs, religious needs, cultural needs, lifestyle needs and life stage needs

- Range of factors that influence food choices: enjoyment, preferences, seasonality, costs, availability, time of day, activity, occasion, catering outlet, health, cultural, information available and marketing

Information and data

- Range of methods and situations used to present information about meals and menus

- Information presented to customers about meals and menus: sustainability/provenance, food labelling, menu design, recipes, social media, verbal and non-verbal

Communication

- Techniques for positive written communication: use of persuasive and descriptive language

- Financial information: statement of financial position and profit and loss accounts

Illustrative examples: Develop depth for stretch and challenge through:

- How peoples' nutritional needs change and how to plan a balanced diet for different life stages and life choices

- Consequences of malnutrition

- How technology impacts on the nutritional value of food

- How businesses measure performance

- Advanced software features and functions

- The relationship between front of house and kitchen staff in supporting positive customer experiences

Behaviours:

- Perceptive
- Enterprising
- Responsible
- Takes initiative

Mapping of opportunities to support students' development of English, maths and digital skills:

English
- GCSE: Critical reading and comprehension
    - Summarise information and data
    - Interpret information and data presented in a variety of forms
- GCSE: Writing
    - Apply technical language in relevant contexts
    - Apply written communication skills to clearly articulate a message
    - Write for impact, adapting style and tone to audience and message
- GCSE: Spoken language
    - Engage an audience
    - Apply oral communication skills to clearly articulate a message
- Functional skills: Reading
    - Summarise information and data
    - Interpret information and data presented in a variety of forms
- Functional skills: Writing
    - Apply technical language in relevant contexts
    - Apply written communication skills to clearly articulate a message
    - Write for impact, adapting style and tone to audience and message
- Functional skills: Speaking, listening and communicating
    - Engage an audience
    - Apply oral communication skills to clearly articulate a message

Maths
- GCSE: Number
    - Apply the four operations to calculate costs of meals
    - Apply the four operations to calculate energy and nutritional values of meals
- Functional skills: Using numbers and the number system
    - Apply the four operations to calculate costs of meals
    - Apply the four operations to calculate energy and nutritional values of meals
- Functional skills: Solving mathematical problems and decision making
    - Apply the four operations to calculate costs of meals
    - Apply the four operations to calculate energy and nutritional values of meals

Digital

- Functional skills: Using devices and handling information
    - Organise digital information
- Functional skills: Creating and editing
    - Apply software functions to generate presentation support materials
    - Apply software functions to generate menus

Outcome 2: Prepare healthy, sustainable dishes to meet specific individual needs

Rationale

This outcome focusses on the development of knife skills through the preparation of sustainable dishes. Sustainable dishes are those that use sustainable products and processes that minimise negative impacts on the environment and would contribute to a meal. Knife skills are fundamental to any catering occupation and support students progressing to and being successful on a T Level in Catering, where those skills are needed to engage with the occupational specialism performance outcomes.

In addition, this outcome provides a purposeful context for the introduction of fundamental technical knowledge relating to food safety, kitchen operations and food preparation techniques. Food safety applies to both front and back of house roles. Any level 3 Catering and hospitality related study would include reference to these concepts and would therefore prepare students for progression to further and higher-level learning.

This outcome includes opportunities to develop transferable team working skills. Working as a commis chef, supporting others, requires the application of team working skills. Therefore, including team working skills within this outcome would prepare students for working in challenging catering environments. It will also assist students to make appropriate decisions regarding their progression opportunities.

Communication skills are developed through this outcome to support team working, with a focus on oral communication and the development of listening and speaking skills.

Numeracy skills focus on the application of the four operations: addition, division, multiplication and subtraction, in order to calculate resource requirements and the conversion between different measurement systems.

It is envisaged that students will work in preparing dishes based on recipes that are provided. They are likely to work in a kitchen environment for different purposes, working with different types of ingredients, commodities and produce that would support the development of knife skills. This could be through working as a commis chef to support a chef that will be cooking and finishing dishes for service.

The range of foods and ingredients to be studied for this outcome should come from major commodity groups and reflect the government's recommended Eatwell Guide on eating healthy and more sustainable food and achieving a balanced diet.

The [Eatwell Guide food groups](#)[2] are:

- Fruit and vegetables
- Potatoes, bread, rice, pasta and other starchy carbohydrates
- Dairy and alternatives
- Beans, pulses, fish, eggs, meat and other proteins
- Oils and spreads

Knowledge

Food safety

- The principles of Hazard Analysis Critical Control Points (HACCP)

- Bacteria: types of bacterial cross-contamination and their prevention

- Food spoilage: signs of spoilage, growth conditions and control for enzyme action, mould growth and yeast production and factors which affect bacterial growth

- Food storage requirements for different foods: temperature, packaging and monitoring

Food preparation techniques

- Techniques applied with a knife: characteristics, purpose including cutting, slicing, dicing, shaping and scoring

- Techniques applied manually or with tools and equipment: characteristics and purpose

Food science

- Properties of food: characteristics of foods in different food groups, sensory and nutritional and functional properties

- Processes in foods arising from the application of techniques: scientific processes, effects on foods and benefits and limitations

Health and safety

- Typical health and safety hazards that individuals can create and encounter when preparing healthy and sustainable dishes in a kitchen environment

- Likelihood and severity of health and safety risks associated with typical hazards

- Risk assessment: purpose, use and content

- Controls used to minimise risks

- Organisational health and safety policies, their role in meeting legal requirements and typical employee responsibilities

---

[2] The Eatwell Guide
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/528193/Eatwell_guide_colour.pdf

- Cleaning procedures used to maintain safe and hygienic environments: 'clean as you go', pre-cleaning, sanitising, disinfecting, rinsing, drying and handwashing

- Techniques used to support healthy and safe working practices, including manual handling

Tools and equipment

- Knives: characteristics, purpose, safety (including infection control), maintenance, security and operation when preparing foods

- Equipment: characteristics, purpose, safety (including infection control), maintenance, security, storage, operation and applications

Quality

- Quality points: characteristics in different food groups and sensory techniques that are applied to assess them

Sustainability

- Technological developments and their contribution to the preparation of healthy and sustainable dishes

- Waste management: principles, techniques (refuse, reduce, reuse, repurpose, recycle) and applications when preparing food in kitchen environments

People

- Value of an equal, diverse and inclusive workforce to an organisation and the effect of unconscious bias on performance

- Ethics: definition, characteristics of ethical behaviour

- Team dynamics: characteristics of effective teams, team formation and development principles and processes, team dynamics, expectations of effective team members, qualities of an effective team member and roles and responsibilities of team members

- Professional behaviours: definitions and how behaviours are demonstrated in a kitchen environment

- Roles and responsibilities of different occupations in kitchen environments

Communication

- Principles of effective communication: two-way process (send and receive messages), methods (verbal, non-verbal), styles (formal, informal) and suitability for different purposes and audiences

- Vocabulary: technical and non-technical used to achieve particular effects and for different purposes

- Listening techniques: active and deep

- Non-verbal communication: meaning of different types of body language and impact of non-verbal communication to support comprehension of key messages

- Oral communication: pitch, tone and intonation and their impact on how a message is received

Numeracy

- Numbers and the number system: techniques and applications of the four operations (addition, division, multiplication, subtraction), working with whole numbers, fractions, decimals and percentages

- Standard units of measurement: volume, weight, time, temperature, capacity and conversion between units

- Algebra: standard mathematical formula

Skills

Food preparation skills

- Prepare work area for food preparation activities, with attention to detail

- Assess produce for quality with attention to detail

- Apply food safety practices to preparation of food with attention to detail

- Apply techniques to effectively use knives to meet requirements of a task

- Apply techniques to effectively use equipment to meet requirements of a task

- Measure produce with attention to detail

- Apply food preparation techniques with attention to detail

- Minimise waste

- Clean as you go

Health and safety skills

- Assess a situation for potential adverse effects

- Assess an area for potential health and safety risks

- Establish a safe working area

- Apply Personal Protective Equipment (PPE) appropriately following agreed procedures

- Apply manual handling techniques when handling and moving equipment and cooked items in the kitchen

- Apply handwashing techniques

- Apply cleaning techniques

Sustainability skills

- Use materials sustainably

- Dispose of waste sustainably

Team working skills

- Work with others towards achieving objectives

Planning

- Identify discrete steps required to achieve an outcome

- Estimate time and resources required to achieve an outcome

- Prioritise activities required to achieve an outcome

- Sequence activities required to achieve an outcome

Physical dexterity

- Apply precise and controlled movements when using knives and equipment to prepare dishes

Communicating

- Interpret dish requirements for food preparation activities

- Apply technical language in relevant contexts

- Apply active listening techniques to situations in a kitchen environment

- Apply oral communication skills to obtain and clarify information

- Engage in conversation listening to and responding to questions and feedback

- Apply an inclusive approach to engaging with others

Numeracy skills

- Apply the four operations to calculate resource requirements

- Apply formula to scale resource requirements

- Apply formula to convert between different measurement systems

Supplementary information to support teaching and learning

Illustrative examples: Develop breadth through:

Contexts

- Types of catering outlets: restaurants, cafes, branded, hospitals, workplaces, street outlets, pop-up and takeaway
- Different food items from within the food groups for different dishes

Food safety

- Signs of spoilage: enzymic action, mould growth, yeast production and bacteria

Food preparation techniques

- Techniques applied manually or with tools and equipment: shredding, marinating, weighing and measuring, greasing, mixing, rolling, blending, skewering, binding and shaping

Food science

- Processes in foods: emulsification, acid denaturing, enzymic browning and oxidisation

Health and safety

- Types of hazards that individuals can create and encounter (working with chemicals, working with electrical equipment and sharp knives)

Tools and equipment

- Different types of knives and food preparation equipment

Quality

- Different quality points: aroma and texture

Illustrative examples: Develop depth for stretch and challenge through:

- The relationship between front of house and kitchen staff in supporting positive customer experiences
- How Hazard Analysis Critical Control Points (HACCP) principles are incorporated into a Food Management System and how the system is implemented to ensure due diligence requirements are met when preparing foods
- How to work in a challenging, quality focussed, and timebound environment
- Pathological causes of food spoilage
- Chemical properties of foods and how they are changed through the use of different preparation techniques
- How kitchen operations vary in different types of kitchens (size, types of menus, types of service)
- Relationship between organisational policies and practices and legislation
- Combinations of preparation techniques
- Differences between authority, accountability and responsibility
- Taking on leadership roles in a team and qualities of effective team leadership

Behaviours:

- Resilience
- Respectful
- Responsive
- Self-aware
- Self-confidence

Mapping of opportunities to support students' development of English, maths and digital skills:

English

- GCSE: Critical reading and comprehension
    - Interpret dish requirements for food preparation activities
- GCSE: Spoken language
    - Apply active listening techniques to situations in a kitchen environment
    - Apply oral communication skills to obtain and clarify information and data
    - Engage in conversation listening to and responding to questions and feedback
    - Apply an inclusive approach to engaging with others
    - Apply technical language in relevant contexts
- Functional skills: Reading
    - Interpret dish requirements for food preparation activities
- Functional skills: Speaking, listening and communicating
    - Apply active listening techniques to situations in a kitchen environment
    - Apply oral communication skills to obtain and clarify information and data
    - Engage in conversation listening to and responding to questions and feedback
    - Apply an inclusive approach to engaging with others
    - Apply technical language in relevant contexts

Maths

- GCSE: Number
    - Apply the four operations to calculate resource requirements
    - Apply formula to scale resource requirements
    - Apply formula to convert between different measurement systems
- Functional skills: Using numbers and the number system
    - Apply the four operations to calculate costs of meals
    - Apply formula to scale resource requirements
    - Apply formula to convert between different measurement systems

Outcome 3: Cook and finish healthy, sustainable dishes to meet specific individual needs

Rationale

This outcome focuses on the cooking and finishing of healthy and sustainable dishes. Sustainable dishes are those that use sustainable products and processes that minimise negative impacts on the environment and would contribute to a meal. It also provides opportunities to reinforce health and safety and food safety principles and practices and also concepts associated with food science. Food science is a core topic in the T Level in Catering, which is considered by providers as potentially challenging for students to grasp.

The outcome provides opportunities for students to develop knife skills that are fundamental to any study or workplace associated with catering occupations. They are therefore technical skills that are fundamental to success in the T Level in Catering.

The outcome also provides an opportunity for students to develop transferable skills of creativity applied to finishing and presenting dishes. It also provides an opportunity to develop transferable skills of self-management and self-reflection to support student progression to level 3 study.

Although the focus of this outcome is on the cooking and finishing of dishes, there are opportunities to apply front of house skills in the presentation of those dishes to customers. The transferable skills developed through this outcome are also relevant across a range of occupations in hospitality as well as catering. As such, there is an opportunity to learn about the relationship between front of house and back of house and the occupations and career prospects that exist in these contexts.

It is envisaged that this outcome will be delivered with students working with prepared ingredients to cook and finish dishes, showing creativity and flair in their presentation.

The range of foods and ingredients to be studied for this outcome should come from major commodity groups and reflect the government's recommended Eatwell Guide on eating healthy and more sustainable food and achieving a balanced diet.

The Eatwell Guide food groups[3] are:

- Fruit and vegetables
- Potatoes, bread, rice, pasta and other starchy carbohydrates

---

[3] The Eatwell Guide
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/528193/Eatwell_guide_colour.pdf

- Dairy and alternatives
- Beans, pulses, fish, eggs, meat and other proteins
- Oils and spreads

Knowledge

Food safety

- Ambient, chilled and frozen foods: differences, temperatures, cooking considerations, serving considerations, storage considerations and potential food safety risks

- Packaging: types, characteristics, suitability for different food items and food safety implications for use

- Cross-contamination: types of bacteria that arise in cooking and finishing and prevention of bacteria growth and cross contamination

- Documentation: records of food safety activities

Cooking and finishing techniques

- Characteristics and purpose of a range of cooking and finishing techniques that are applied to produce healthy and sustainable dishes

- Techniques used to deal with cooking and finishing problems and issues within a kitchen environment

Food science

- Properties of foods: characteristics of foods in different food groups, sensory, nutritional and functional properties

- Cooking processes: scientific process, effects on food including taste, texture, aroma, nutritional value, benefits and limitations

- The effect of cooking on sensory and nutritional properties of foods

Health and safety

- Typical health and safety hazards that individuals can create and encounter when cooking and finishing foods in a kitchen environment

- Control used to minimise risk

- Cleaning procedures used to maintain safe and hygienic environments: 'clean as you go', pre-cleaning, sanitising, disinfecting, rinsing, drying and handwashing

- Techniques used to support healthy and safe working practices, including manual handling

Tools and equipment

- Tools: characteristics, purpose, safety (including food safety controls), security, storage, maintenance, operation and applications

- Equipment: characteristics, purpose, safety (including food safety controls), security, storage, maintenance, operation and applications

Quality

- Measurement of quality: quality points (including taste, appearance, aroma, texture) to look for in cooked foods and finished dishes and techniques and equipment that are applied to assess them

Sustainability

- Waste management: techniques and their application when cooking and finishing dishes for service

People

- Ethics: definition, characteristics of ethical behaviour

- Professional behaviours: definitions and how behaviours are demonstrated in a kitchen environment

Skills

Cooking and finishing skills

- Prepare work area for cooking and finishing activities, with attention to detail

- Apply food safety practices to cooking and finishing of dishes with attention to detail

- Apply cooking and finishing techniques to dishes with attention to detail

Health and safety skills

- Establish a safe working area

- Apply Personal Protective Equipment (PPE) appropriately following agreed procedures

- Apply manual handling techniques when carrying, handling and moving cooked food items

- Apply handwashing techniques

- Apply cleaning techniques

Use of tools and equipment

- Apply techniques to effectively use tools to meet requirements of a task and situation

- Apply techniques to effectively use equipment to meet requirements of a task and situation

Sustainability skills

- Minimise waste

Planning

- Identify discrete steps to be followed

- Estimate time and resources required

- Prioritise actions

- Sequence activities

Self-managing

- Monitor own performance against objectives

- Reflect on feedback on own performance

- Manage own time in achieving objectives

- Set personal goals

Physical dexterity skills

- Apply precise and controlled movement to the finishing of dishes

Creativity skills

- Lateral thinking to consider opportunities from different perspectives

- Make novel connections between ideas

- Recognise ideas, alternatives and possibilities

- Form ideas iteratively

Self-reflecting

- Identify success criteria for a task

- Consider process and evidence available for review

- Make judgements based on evidence available

Communicating

- Interpret dish requirements for food cooking activities

Supplementary information to support teaching and learning

Illustrative examples: Develop breadth through:

Contexts

- Types of catering outlets: restaurants, cafes, branded, hospitals, workplaces, street outlets, pop-up and takeaway
- Different types of food items and dishes

Cooking and finishing techniques

- Techniques: boiling, grilling, roasting and shallow frying

Food science

- Cooking processes: dextrinisation and gelatinisation
- Finishing techniques that can be used to manipulate the sensory properties of dishes: seasoning, glazing, portioning and presentation and food styling

Tools and equipment

- Different types of cooking and finishing equipment

Customer needs

- Different types of specific dietary needs: health needs, religious needs, cultural needs, lifestyle needs and life stage needs
- Range of factors that influence food choices: enjoyment, preferences, seasonality, costs, availability, time of day, activity, occasion, catering outlet, health, cultural, information available and marketing

Illustrative examples: Develop depth for stretch and challenge through:

- The purpose of cooking food and how heat is transferred to food through conduction, convection and radiation
- How Hazard Analysis Critical Control Points (HACCP) principles are incorporated into a Food Management System and how the system is implemented to ensure due diligence requirements are met when cooking and finishing dishes
- How to work in a challenging, quality focussed and timebound environment
- How kitchen operations vary in different types of kitchens (size, types of menus, types of service)
- Combinations of cooking and finishing techniques
-
- Different service requirements and the relationship to finishing dishes for service
- Advanced or specialist techniques: patisserie

Behaviours:

- Responsible
- Takes initiative
- Self-aware
- Self-confidence

There are no mapping references for this outcome, as the outcome does not include English, maths and digital skills.

Annex: Glossary

Term	Description
Behaviours	The behaviours included are enabling attributes and attitudes identified by employers as important to industry and to achieving the outcomes. They are taken from the list developed for T Levels, available from the [Operating Instructions for the Creation of Outline Content](#) Annex E. Most of the behaviours have been included as supplementary information for providers in designing teaching and learning. Those that can be assessed in context have been incorporated into the skills to be assessed. These are: "self-reflecting" and "self-managing".
Content	The national technical outcomes set out at a high level, the minimum content needed to demonstrate the outcomes for the specified route. The content includes the outcomes, all knowledge and skills topic area headings and the underpinning bullets.
English, maths and digital	There are English (communication), maths (numeracy) and digital topic areas in the knowledge and skills where they are required to achieve the outcome and must be covered in the qualification. Supplementary information provides mapping and references to relevant English, maths and digital qualification subject content. This is to support naturally occurring opportunities for these skills to be developed and applied in context, to help consolidate students' learning and understand their relevance and value to industry. The mapping references relate to qualification subject content from: • [GCSE English language](#) • [GCSE mathematics](#) • [Functional Skills English](#) • [Functional Skills mathematics](#) • [Functional Skills Qualifications - digital subject content](#)
Holistic delivery	Holistic delivery involves integrated learning so that students make connections between skills, knowledge and understanding from across the programme.
Illustrative examples of breadth and depth	Illustrative examples of how breadth and depth could be introduced into teaching and learning. Developing breadth – supports the consolidation of knowledge and skills at the same level, by applying concepts, facts and theories to different contexts. Developing depth – provides stretch and challenge to move students towards the next level, by analysing information and ideas from across the contexts, to draw conclusions and make judgements.

Term	Description
Knowledge and understanding	The knowledge content included in each outcome includes both knowledge and understanding, which relate to the theoretical facts, principles, concepts, procedures and techniques that students should acquire.
Outcomes	The national technical outcomes describe what the student should be able to do by the end of the programme. They encompass: • the activities that students will undertake to demonstrate their learning • the content (knowledge and skills) being taught and learnt • the knowledge, skills and behaviours being developed in students. Most outcomes include both knowledge and skills. The Agriculture, environmental and animal care and Health and science routes include an outcome with knowledge only.
Rationale	This is the reasoning for the content. There is an introductory rationale for each set of national technical outcomes and a rationale for each outcome.
Route	The Sainsbury Review set out 15 routes structuring occupations across the labour market that require technical education. There are T Levels for 12 Technical Education routes.
Route-based approach	There is one set of national technical outcomes for each of the 12 T Level routes, rather than each T Level or occupational specialism. This is to enable progression to any T Level within the route.
Route-based project	T Level Foundation Year students are expected to complete a small project relevant to their route. A resource is available to help education providers design and deliver effective route-based projects.
Skills	There are different types of skills included in the national technical outcomes: • Technical skills – which are occupation-specific, mostly practical skills. These may vary widely between industry, sector, occupation and job type. • Employability or transferable skills – which correspond to those developed for T Levels, examples of which are available from the Operating Instructions for the Creation of Outline Content Annex E. Also included are English, maths and digital skills which appear under Communication, Numeracy and Digital headings.
Topic areas	The topic areas are the headings which set out, at a high level, the underpinning key knowledge and skills areas required to demonstrate the outcome.

About this publication:

enquiries   www.education.gov.uk/contactus
download   www.gov.uk/government/publications

Follow us on Twitter:
@educationgovuk

Like us on Facebook:
facebook.com/educationgovuk