



Department
for Education

Catering and Hospitality

**Level 2 Occupational Certificate
subject content**

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Introduction

Occupational Certificates are technical qualifications that will be taken as part of the 2-year Occupational pathway. They are designed for students who want to prepare for a particular occupation in a school or college-based setting, before progressing into employment in a relevant level 2 role.

The content for Occupational Certificates in catering and hospitality is aligned to the following level 2 occupational standards:

- ST0191A - Baker (Craft Baker)
- ST0191B - Baker (Plant Baker)
- ST0191C - Baker (Retail Baker)
- ST0228 - Commis Chef
- ST0589 - Production Chef
- ST1488 - Food and Beverage Team Member
- ST1420 - Hospitality Accommodation Team Member

Occupational Certificates comprise two components:

- broad introductory core content that is set centrally. This will include the knowledge and skills that are applicable across a range of occupations in the same, or similar, sectors, including key transferable skills that are needed to succeed, and
- occupation-specific content that is developed by awarding organisations. This will be aligned to an occupational standard and will deliver the knowledge and skills to enable the student to enter relevant level 2 employment and work towards full competence in their given occupation

This document is divided into two sections:

Part 1 - sets out the broad introductory core content which underpins all of the Occupational Certificates in this occupational route. This section is structured around learning outcomes and the associated knowledge, understanding and skills.

Part 2 - sets out the occupation-specific component for each specific Occupational Certificate and is aligned to the skills statements in the relevant occupational standards.

Awarding organisations must include the content from both Part 1 and Part 2 in their final qualification specification.

Qualifications

There will be two qualifications in this occupational route:

- **Level 2 Occupational Certificate in Culinary Skills: 720 GLH**
- **Level 2 Occupational Certificate in Hospitality: 620 GLH**

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

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.

The Occupational Certificate in Hospitality will have two optional pathways – Food and beverage team and Hospitality accommodation team.

Introductory core content guided learning hours (GLH) should normally be less than 50% of the total GLH for each qualification. The estimated size of the core content for this occupational certificate is 280 GLH.

The Department does not set mandatory prior learning requirements for Occupational Certificates. Providers may set their own entry requirements, including any GCSEs required.

Part 1: Introductory Core Content

1.1 Aims

This section sets out the knowledge, skills and supporting behaviours common to all Occupational Certificates in the catering and hospitality route. This content underpins the broad introductory core.

Catering and Hospitality covers a wide range of employment settings including, but not limited to, hotels, restaurants, contract catering operations, bakeries, cafes and take-away outlets.

The purpose of this content is to provide students with 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. The qualification supports students to develop entry-level competence at level 2 and to begin progression towards full competence within a recognised occupation.

Qualification specifications must enable students to apply their knowledge, skills and understanding in practical and workplace-relevant contexts to achieve the following learning outcomes:

- **Learning Outcome 1:** Work safely and hygienically in catering and hospitality environments in accordance with legal requirements and procedures
- **Learning Outcome 2:** Prepare, cook, bake, serve and present food and drink in catering and hospitality environments
- **Learning Outcome 3:** Communicate menu and recipe information to meet customer requirements
- **Learning Outcome 4:** Minimise waste and support sustainable working practices
- **Learning Outcome 5:** Communicate and work effectively as part of a team
- **Learning Outcome 6:** Safely operate and maintain equipment and systems in catering and hospitality environments
- **Learning Outcome 7:** Deliver professional and responsive customer service that supports a positive customer experience

Through these learning outcomes, qualification specifications should also support students to develop transferable skills¹ that are essential for employment and progression across the sector, including:

¹ Please refer to the [Framework for Transferable Skills and Work-related Behaviours](#), published alongside the subject content as part of the consultation

- communication skills, to interact clearly and professionally with colleagues, customers and supervisors
- teamwork and collaboration, to contribute effectively within kitchen, service and cross-functional teams
- critical thinking and problem-solving, to respond to routine challenges, customer needs and operational issues
- time management, to manage tasks, priorities and workload effectively during preparation and service
- professional behaviour and personal responsibility, including reliability, attention to detail and adherence to workplace standards

1.2 Subject Content

Guidance for awarding organisations on inclusion of content in qualification specifications

All content, unless specified otherwise, must be included in qualification specifications.

Lists of content which start with a colon ‘:’

This denotes that all the content in the list is compulsory and is expected to be included in awarding organisations’ qualification specifications.

Lists of content which start with ‘including’

This denotes that all the content in the list is compulsory and is expected to be included in awarding organisations’ qualification specifications. The list is a minimum; awarding organisations can choose to add to the list. To ensure comparability between awarding organisations’ qualification specifications in a subject, DfE will use this approach in limited instances where additional relevant content could reasonably be added without affecting the comparability of qualification specifications and assessments.

Use of ‘e.g.’

This is used to exemplify what is meant by the content statement. It is used to ensure awarding organisations have a clear and consistent understanding of the term; to signal that the example in use now may be superseded by more up-to-date examples; or where different examples could reasonably be included without affecting the comparability of qualification specifications and assessments. Awarding organisations can use the cited example, where it remains relevant and appropriate.

Annexes A and B form an integral part of the subject content and must be used by awarding organisations when designing qualifications. The definitions and requirements set out in the annexes apply consistently across all learning outcomes and content statements where relevant.

- Annex A defines the scope of catering and hospitality environments.
- Annex B sets out the minimum required range of tools, equipment, utensils and resources

Awarding organisations must ensure that the content, delivery and assessment of qualifications align with the requirements set out in these annexes. The annexes define the minimum expectations and must not be reduced.

Learning Outcomes

Learning outcomes describe what students will be able to do after a period of learning.

We have set out, below each learning outcome, the knowledge, skills and behaviours, where appropriate, that a student will need to know and apply to achieve that outcome:

- knowledge refers to both knowledge and understanding. It relates to the theoretical facts, principles, concepts, and procedures that students should acquire
- skills refer to subject-specific and transferable skills needed to achieve a learning outcome

Students are expected to apply the full range of their knowledge, understanding and skills in order to demonstrate achievement of the learning outcome.

For each learning outcome, a rationale is provided for contextual explanation only. It is not part of the subject content that awarding organisations are required to include in their specifications.

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

(see Annex A for defined scope of catering and hospitality environments and Annex B for list of equipment to be included).

Rationale:

This learning outcome introduces students to the foundational discipline of safe and hygienic working practices in catering and hospitality. By working with clearly defined food safety requirements and workplace practices, students engage in activities such as maintaining personal safety and hygiene, handling food safely, monitoring temperatures and following allergen protocols, reflecting the expectations of entry-level roles and supporting readiness for employment. This provides a structured and practical scope at level 2, ensuring an appropriate level of demand while enabling students to work consistently in routine environments. This reflects how safe working practices underpin all activities in catering and hospitality settings, where procedures are followed to protect customers and colleagues.

The content ensures students understand how safety, hygiene and workplace requirements operate together in practice. This enables students to apply these principles to reduce risk and maintain standards within defined tasks. The learning outcome also strengthens key transferable skills, including attention to detail, communication and responsibility, as students follow procedures, record information and communicate essential information. Students develop confidence in making appropriate decisions and demonstrate awareness of workplace expectations. This provides a coherent stepping stone to employment within the sector, with opportunities for further progression where appropriate.

To enable students to achieve this learning outcome, students must know and understand:

- the principles of food safety and hygiene: contamination risks, cross-contamination and food poisoning
- the requirements of the Food Hygiene (England) Regulations 2006 relevant to catering and hospitality environments
- the purpose and principles of allergen control: regulated allergens, preventing cross-contamination, and accurate communication with customers and colleagues
- the principles of HACCP-based food safety systems: identifying hazards and applying control measures, and how the use of personal protective equipment (PPE) and control of substances hazardous to health (COSHH) support risk control
- the 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), the Calorie Labelling (Out of Home Sector) Regulations 2021, and the Health and Safety at Work Act 1974

- safe food storage practices: temperature control, segregation of raw and ready-to-eat food, stock rotation using date coding (use-by dates and FIFO) and monitoring and record-keeping across food storage, preparation, cooking, and service to maintain food safety
- the purpose of cleaning, sanitising and disinfecting: the use of colour-coded cleaning equipment
- 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
- fire safety principles and workplace 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
- 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
- the risks associated with lone working and the importance of following workplace procedures

To enable students to achieve this learning outcome, students must be able to:

- follow personal hygiene requirements in catering and hospitality environments: handwashing, wearing protective clothing, use of hair restraints, controlling the wearing of jewellery, and illness reporting
- carry out and record temperature checks for: chilled storage, frozen storage, cooking and hot holding in accordance with workplace procedures
- follow allergen control procedures: maintaining separation of ingredients and preventing cross-contact
- communicate allergen information accurately in line with workplace procedures
- complete food safety and hygiene documentation: listing temperature records and cleaning schedules accurately and in line with workplace procedures
- follow safe cleaning and sanitising routines: using specified equipment, chemicals and personal protective equipment (PPE), in line with instructions and workplace procedures
- follow safe handling practices when moving or handling items: stock, food items, tools, equipment and utensils, in line with workplace procedures
- follow fire safety procedures in line with workplace instructions

- follow emergency procedures, including evacuation processes, in line with workplace instructions
- follow workplace procedures when working alone to maintain personal safety

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

- attention to detail
- responsible
- professional

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

(see Annex A for defined scope of catering and hospitality environments and Annex B for list of equipment to be included)

Rationale:

This learning outcome introduces students to the essential practice of food preparation and service in catering and hospitality. By working with a defined range of dishes, preparation techniques and service methods, students engage in practical activities that reflect typical responsibilities in entry-level roles and support readiness for employment. This structured exposure provides a realistic and accessible scope at level 2, ensuring students develop competence in routine tasks without unnecessary complexity. This mirrors how work is organised in catering and hospitality environments, where tasks are carried out to defined standards and coordinated as part of service delivery.

The content supports the development of transferable skills that can be applied across different service contexts. Students apply preparation and service techniques consistently while taking responsibility for their own tasks. The sequencing of preparation, cooking, baking and service activities supports coordination and workflow. The learning outcome also strengthens key transferable skills, including communication, teamwork, numeracy and organisation, as students follow instructions, measure ingredients and coordinate tasks. Students develop confidence in communicating clearly, working to defined standards, and making appropriate decisions in routine tasks. This reflects employer expectations for reliability and quality. This provides a coherent stepping stone to employment within the sector, with opportunities for further progression where appropriate.

To enable students to achieve this learning outcome, students must know and understand:

- how to prepare, cook or bake simple dishes:
 - Soups (e.g. vegetable soup)
 - Salads (composed and simple)
 - Sandwiches and wraps
 - Pasta dishes (e.g. tomato pasta, creamy pasta)
 - Rice dishes (e.g. pilaf-style, simple fried rice)
 - Egg dishes (e.g. omelette, scrambled eggs)
 - Grilled or baked items (e.g. chicken, fish, vegetables)
 - Basic sauces (e.g. tomato, white sauce)
 - Basic breads (e.g. bread rolls, white loaves)
 - Brownies, cookies
 - Sponge-based desserts
 - Simple hot or cold desserts (e.g. fruit desserts)
- how to prepare simple drinks:

- Tea and coffee
- Cold drinks (juices, shakes, smoothies)
- cooking methods: boiling, grilling, baking, frying
- service and presentation processes used in catering and hospitality environments: preparation of ingredients, plating and presentation of food, tray and counter service, table service and clearing
- the purpose of following instructions: recipes, task lists and verbal directions in food and drink preparation and service activities
- workflow principles used in catering and hospitality operations: the concept of mise en place and how preparation, service and presentation activities are organised before, during and after service
- how presentation and service standards influence customer experience
- quality and presentation standards for food and drink: portion size, temperature control, cleanliness of crockery and glassware, and visual presentation
- the importance of accuracy and consistency when portioning, presenting and serving food and drink
- how to weigh, measure and scale ingredients

To enable students to achieve this learning outcome, students must be able to:

- prepare, cook, bake, serve and present food and drinks (the required range of dishes and beverages is defined in the knowledge statements for this learning outcome)
- carry out cooking methods: boiling, grilling, baking and frying
- prepare, measure and organise ingredients and equipment in accordance with mise en place requirements to support food and drink preparation, cooking, baking and service
- carry out food and drink preparation, cooking and service tasks safely using equipment, utensils, and resources
- follow workflow requirements to organise and complete tasks in the correct sequence
- present and serve food and drink items: required portion size, temperature, cleanliness and visual presentation standards
- work collaboratively with others during food and drink preparation, cooking, baking, presentation and service activities to support safe and efficient operations
- use weighing, measuring and scaling methods and equipment as directed
- communicate operational information clearly with kitchen, service and support colleagues to coordinate food and drink preparation and service activities, including calling orders, confirming readiness and advising of delays

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

- focused
- responsive
- attention to detail

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

(see Annex A for defined scope of catering and hospitality environments)

Rationale:

This learning outcome introduces students to the essential practice of communicating menu and recipe information in catering and hospitality. By developing the ability to interpret and communicate this information, students engage in activities such as explaining dishes, responding to queries, and clarifying details related to ingredients, allergens, dietary needs and pricing, reflecting typical customer interactions and supporting readiness for employment. This provides a structured and accessible scope at level 2, ensuring students develop confidence in routine communication tasks. This reflects how clear and accurate communication supports customer understanding and decision-making in service environments.

The structured focus supports the development of communication skills in service contexts. The learning outcome also strengthens key transferable skills, including communication, literacy and problem-solving, as students adapt explanations, clarify information and identify when to refer queries. Students develop confidence in communicating clearly, making appropriate decisions, and demonstrating awareness of customer service expectations. This reflects employer expectations for accurate and responsive communication. This provides a coherent stepping stone to employment within the sector, with opportunities for further progression where appropriate.

To enable students to achieve this learning outcome, students 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 types of information included on menus and recipes: dish descriptions, prices, portion information, allergen information and mandatory calorie information where applicable
- 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
- how menus vary according to service settings used in catering and hospitality: café, restaurant, accommodation, takeaway and event catering
- the relationship between menu choices, portion size, price and perceived value for customers
- methods for communicating menu and recipe information clearly to customers and colleagues, in written menu descriptions and verbal explanations

To enable students to achieve this learning outcome, students must be able to:

- communicate menu and recipe information accurately to support customer queries and service delivery
- respond to customer queries regarding menu and recipe items: ingredients, dietary requirements and allergen information
- communicate menu options: portion size, price and perceived value
- recognise when menu and recipe-related queries or requests need to be referred to a supervisor or other responsible member of staff
- 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 expected to be assessed:

- responsive
- professional

Learning Outcome 4: Minimise waste and support sustainable working practices

(see Annex A for defined scope of catering and hospitality environments)

Rationale:

This learning outcome introduces students to the core practice of minimising waste and supporting sustainable working practices in catering and hospitality, which forms a key requirement for entry-level roles within the sector. Working with clearly defined stock control and resource management approaches, students engage in activities such as storing and rotating stock, managing portions, reducing waste and following disposal procedures, reflecting routine responsibilities and supporting readiness for employment. This provides a structured and practical scope at level 2, ensuring an appropriate level of demand while enabling efficient day-to-day operations. This aligns with how resources are managed in catering and hospitality environments, where effective use of materials supports both operational performance and environmental responsibility.

The learning outcome also strengthens key transferable skills, including problem-solving, numeracy and responsibility, as students monitor stock levels, apply portion control and use resources efficiently. Students develop confidence in making appropriate decisions and demonstrating awareness of operational and sustainability expectations. This reflects employer expectations for efficient resource use. This provides a coherent stepping stone to employment within the sector, with opportunities for further progression where appropriate.

To enable students to achieve this learning outcome, students 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 causes and consequences of food waste in catering and hospitality operations: waste arising from over-ordering, incorrect storage, poor stock rotation and overproduction
- principles used to minimise waste in catering and hospitality operations: portion control, correct storage and the use of ingredients in date order
- sustainability practices used in catering and hospitality environments: responsible sourcing of ingredients, efficient use of energy and water, and reduction of food and packaging waste
- environmental impacts associated with catering and hospitality operations: food waste generation, packaging waste, energy consumption and water usage
- the principles of waste disposal, recycling and segregation in catering and hospitality environments

- the relationship between stock control, cost management and business efficiency

To enable students to achieve this learning outcome, students must be able to:

- check, replenish, store and rotate stock using FIFO/FEFO and PAR levels to maintain quality and safety
- 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
- follow workplace procedures for waste disposal, recycling and sustainability
- use equipment, utilities and materials efficiently to reduce energy use, water consumption and waste generation

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

- attention to detail
- inclusive

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

(see Annex A for defined scope of catering and hospitality environments)

Rationale:

This learning outcome introduces students to the essential practice of communication and teamwork in catering and hospitality. By developing these skills within clearly defined roles and expectations, students engage in activities such as following instructions, sharing information and coordinating tasks, reflecting the collaborative nature of entry-level roles and preparing students for employment. This provides a structured and accessible scope at level 2, ensuring students develop competence in team-based working. This aligns with how tasks are organised across teams in catering and hospitality environments, where effective communication supports safe and efficient service delivery.

The content ensures students understand how working with others contributes to safe and efficient operations, including awareness of equality, diversity and inclusion and personal wellbeing. The structured focus supports coordination and shared responsibility. The learning outcome also strengthens key transferable skills, including communication, collaboration and organisation, as students respond to instructions and adapt their communication to different situations. Students develop confidence in working to shared objectives, making appropriate decisions, and demonstrating awareness of workplace expectations, which reflects employer expectations for teamwork and professionalism. This provides a coherent stepping stone to employment within the sector, with opportunities for further progression where appropriate.

To enable students to achieve this learning outcome, students must know and understand:

- the roles within catering and hospitality environments: food preparation staff, service staff and 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
- principles of professional conduct and respectful communication when working with colleagues, stakeholders and customers: use of appropriate language and tone, and consideration of others' needs, perspectives and differences
- 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
- the importance of time management and task coordination in supporting safe and efficient teamwork
- the role of effective communication in supporting food safety, health and safety and customer service in catering and hospitality environments
- 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

To enable students to achieve this learning outcome, students must be able to:

- communicate clearly with colleagues using verbal and written workplace communication methods
- understand and respond to instructions, feedback and requests
- 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
- work collaboratively with colleagues to support preparation and service activities
- report relevant information accurately to colleagues or supervisors to support safe and efficient preparation and service activities
- adapt communication style and tone to suit different workplace situations and audiences
- manage assigned tasks and timing during preparation and service activities to support team workflow and service requirements
- communicate professionally to minimise conflict and follow agreed procedures when issues arise
- follow workplace procedures and instructions to support coordinated team working
- maintain personal wellbeing by managing workload, recognising signs of fatigue and stress, and following workplace procedures to seek support where needed

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

- professional
- responsive
- inclusive
- adaptable

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

(see Annex A for defined scope of catering and hospitality environments and Annex B for required equipment and systems list)

Rationale:

This learning outcome introduces students to the essential practice of safely operating and maintaining equipment and systems in catering and hospitality. By working with clearly defined tools, equipment and systems, students engage in activities such as operating equipment, carrying out checks and following maintenance procedures, reflecting practical responsibilities in entry-level roles and supporting readiness for employment. This provides a structured and practical scope at level 2, ensuring an appropriate level of demand while enabling safe and effective equipment use. This aligns with how equipment is used in catering and hospitality environments, where consistent operation supports reliable service delivery.

The content ensures students understand how correct use and maintenance contribute to safe service and risk reduction. The structured focus supports consistent and safe working practices. The learning outcome also strengthens key transferable skills, including attention to detail, responsibility and digital skills, as students follow instructions, identify faults and use monitoring tools. Students develop confidence in making appropriate decisions and demonstrating awareness of safety expectations. This reflects employer expectations for safe and reliable working practices. This provides a coherent stepping stone to employment within the sector, with opportunities for further progression where appropriate.

To enable students to achieve this learning outcome, students 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
- 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

To enable students to achieve this learning outcome, students 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
- 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 expected to be assessed:

- focused
- attention to detail
- professional

Learning Outcome 7: Deliver professional and responsive customer service to support a positive customer experience

(see Annex A for defined scope of catering and hospitality environments)

Rationale:

This learning outcome introduces students to the essential practice of customer service delivery in catering and hospitality, which forms a key requirement for entry-level roles within the sector. By working with clearly defined service procedures and customer interaction processes, students engage in activities such as preparing service areas, taking orders, supporting service and handling transactions, reflecting typical responsibilities in entry-level roles and preparing students for employment. This provides a structured and accessible scope at level 2, ensuring students develop competence in routine customer service tasks. This mirrors how customer service is delivered in catering and hospitality environments, where clear communication, responsiveness and consistency are essential.

The content ensures students understand how communication and service procedures contribute to a positive customer experience. This enables students to deliver service confidently and respond appropriately within defined procedures. The learning outcome strengthens key transferable skills, including communication, numeracy, digital skills and professionalism. Students develop confidence in communicating clearly, working to service standards, making appropriate decisions and demonstrating awareness of workplace expectations, which reflects employer expectations for professionalism and accuracy. This provides a coherent stepping stone to employment within the sector, with opportunities for further progression where appropriate.

To enable students to achieve this learning outcome, students 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
- 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

- 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
- 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
- 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
 - reporting procedures: reporting concerns to a supervisor or designated person in line with workplace procedures
- types of customer feedback and complaints: direct feedback, online reviews and the process to respond or escalate issues
- the importance of clear communication and professionalism in maintaining positive customer experiences
- 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

To enable students to achieve this learning outcome, students 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
- handle transactions securely and accurately in line with workplace procedures
- support service in line with workplace procedures, including
 - preparing service areas for customer use (e.g. setting up tables, checking cleanliness and readiness)
 - coordinating with front-of-house and back-of-house teams to support service delivery
- respond appropriately to customer requests, feedback and routine complaints, escalating issues when necessary
- identify safeguarding, safety or security concerns and explain how they should be reported to an appropriate person in line with workplace procedures
- adapt communication and service approaches to meet different customer needs, including accessibility and communication needs

- 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

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

- professional
- empathetic

1.3 Links to Occupational Standards

The mapping below sets out which knowledge and skills statements from the occupational standards have been addressed in the introductory core content, and which need to be developed further by awarding organisations for inclusion in the occupation-specific component of the qualification. We would not expect the same knowledge and skills to appear in both the introductory core and the occupation-specific components of the qualification, unless there is a genuine need for greater contextualisation.

This table lists all the learning outcomes for the introductory core content and the knowledge and skills statements from each occupational standard that each learning outcome will address. Knowledge, skills and supporting behaviours (KSBs) have been selected for inclusion in the introductory core where they are common across the grouped occupational standards and essential for entry-level employment. Remaining KSBs, including those relating to specialist techniques, advanced processes, role-specific systems or contextual decision-making, are reserved for the occupation-specific component.

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	K27, K28, K29, K31	S28, S29, S30, S32	B2
Production Chef	ST0589	K16, 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

Employer feedback and analysis of current job adverts highlight increasing reliance on digital systems and enhanced record-keeping to support food safety compliance and due diligence. In response, the introductory core content includes the following employer-proposed elements:

- awareness of digital temperature monitoring and logging systems used in catering and hospitality settings, including the purpose of automated alerts and electronic records
- understanding the importance of accurate and timely completion of food safety documentation, whether digital or paper-based, to support legal compliance and audit requirements
- recognition of the role of staff in maintaining consistent hygiene standards across shifts, including shared responsibility for cleaning, checks and reporting
- awareness of how food safety practices protect customers, colleagues and workplace reputation, particularly in customer-facing environments

This employer-proposed content reflects current industry practice and strengthens students' readiness for the workplace by supporting accuracy, accountability and digital competence. It is additional to the occupational standards and does not replace or extend the required knowledge, skills and behaviours set out within those standards.

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, K6, K7	S3, S4, S5, S6	B2
Commis Chef	ST0228	K3, K5, K8, K10, K13, K14, K18, K19, K20	S1, S2, S4, S7, S8, S9, S10, S11, S12, S13, S15, S16, S20, S21	B3
Production Chef	ST0589	K3, K11, K4	S3, S9	B1
Food and Beverage Team Member	ST1488	K10	S2	B5
Hospitality Accommodation Team Member	ST1420	K25	S13	B5

Employers support an introductory focus on contribution to food preparation, service and presentation rather than independent execution. Feedback indicates that early-stage students benefit from developing awareness of workflow, quality standards, consistency, accuracy, presentation expectations and effective teamwork.

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

Occupational standard	Reference	Knowledge	Skills	Behaviours
Baker	ST0191	K30, K31	S21	B3
Commis Chef	ST0228	K35	S35, S36	B5
Production Chef	ST0589	K8, K10	S7, S8	B3
Food and Beverage Team Member	ST1488	K1, K2, K3, K4, K7, K22	S2, S3	B3
Hospitality Accommodation Team Member	ST1420	K1, K2, K3, K4	S1, S3	B3

Employer feedback emphasised the need for students to understand how menus operate as communication tools, not just lists of food. The introductory core therefore includes

- awareness of how menus are adapted for different service contexts (e.g. daytime service, limited menus, specials)
- understanding the importance of clear allergen and dietary communication to customers and colleagues
- recognition of how menu choices link to cost control, waste reduction and customer satisfaction

This content reflects common entry-level expectations and supports effective communication across customer-facing roles.

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

Occupational standard	Reference	Knowledge	Skills	Behaviours
Baker	ST0191	K7, K9, K10, K13, K28	S14, S15, S16, S17, S19	B2
Commis Chef	ST0228	K17, K30	S3, S22, S31	B4
Production Chef	ST0589	K7, K18, K23	S6, S15, S20	B4
Food and Beverage Team Member	ST1488	K15, K20	S13, S18	B4
Hospitality Accommodation Team Member	ST1420	K18, K19, K26	S17, S18, S24	B4

Employers consistently identified food waste and sustainability as growing priorities. To reflect current practice, the introductory core includes:

- awareness of food waste monitoring practices, including separating and recording waste types where required
- understanding how portion control and storage decisions affect waste and cost
- recognition of the role of staff in supporting workplace sustainability targets, such as recycling and energy efficiency

This content develops environmental awareness and responsibility without introducing higher-level stock management duties.

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

Occupational standard	Reference	Knowledge	Skills	Behaviours
Baker	ST0191	K15, K17, K9	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, K13, K21, K22, K28	S9, S21, S22, S23,	B5

Employers consistently identify communication and collaboration as essential employability skills across all catering and hospitality pathways. The introductory core therefore includes:

- awareness of service-time communication practices, such as briefings, handovers and clear verbal instructions
- understanding how poor communication can impact safety, service speed and customer experience
- recognition of inclusive communication practices when working with diverse teams
- the importance of students following instructions, sharing information and contributing positively to team activities to support safe, professional and efficient service delivery

This content supports employability and workplace readiness across all catering and hospitality settings.

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

Occupational standard	Reference	Knowledge	Skills	Behaviours
Baker	ST0191	K6	S11, S12, S13	B4
Commis Chef	ST0228	K26	S27	B3
Production Chef	ST0589	K19, K20, K29	S16, S24	B1
Food and Beverage Team Member	ST1488	K8, K11	S7, S14	B4
Hospitality Accommodation Team Member	ST1420	K15	S10, S14	B4

Employer feedback highlights the need for students to be confident in the safe and correct use of tools, equipment and systems relevant to their role, including those used in kitchen, front-of-house and accommodation contexts.

Employers support a core focus on safety, compliance and correct use, while technical maintenance, configuration and specialist operation are expected to be addressed within occupation-specific content. The core content therefore includes:

- understanding the importance of reporting faults early to prevent disruption and safety risks
- recognition of staff responsibility for basic care of shared equipment

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, K30	S21, S27	B3
Commis Chef	ST0228	K25, K37	S26, S38	B4
Production Chef	ST0589	K13, K15, K16	S7, S12	B3
Food and Beverage Team Member	ST1488	K3, K4, K9, K16, K18, K23	S1, S2, S3, S7, S8, S10, S15, S17	B3
Hospitality Accommodation Team Member	ST1420	K1, K2, K3, K4, K5, K8, K11, K12, K14, K23	S1, S2, S3, S4, S5, S7, S8, S11, S14, S20	B3, B1

Employer feedback identified customer service consistency as critical to business reputation. The introductory core therefore includes:

- awareness of workplace service standards, including tone, appearance and conduct
- understanding common customer feedback channels, such as verbal comments, reviews or internal reporting systems
- recognition of the importance of professional responses to complaints, including when to escalate issues
- focus on customer interaction, secure handling of transactions, effective use of tools and systems, and responding constructively to customer feedback or complaints

This content reflects entry-level expectations across customer-facing roles and supports positive guest experiences.

1.4 Links to Foundation Certificates

The policy aims for Occupational Certificates state that, where appropriate, the specification should provide opportunities for co-teaching with Foundation Certificate students. Introductory core content should therefore share learning outcomes and outline content with Foundation Certificates in similar sectors, wherever it is appropriate to do so.

There are currently no Foundation Certificates in Catering and Hospitality.

Part 2: Occupation-specific Content

2.1 Aims

The occupation-specific component of the Occupational Certificate will address the outstanding knowledge, skills and supporting behaviours in the occupational standard.

This section sets out the skills statements, taken from the relevant occupational standards, that must be addressed in the occupation-specific component of each qualification. The skills listed below have not been covered in full as part of the introductory core content, although some may have been partially covered. Awarding organisations should use this list of skills, alongside the broad introductory core content set out in Part 1, as a framework to prepare their detailed qualification specifications and ensure that all relevant KSBs are covered. All content from Part 1 and Part 2 must be included.

Skills should not be developed in isolation. Awarding organisations will be required to use the occupational standards to identify the appropriate knowledge, understanding and behaviours needed to underpin these skills and should embed these in their final qualification specifications.

The approach of using skills statements for the occupation-specific component is less prescriptive than our approach to setting introductory core content. It allows awarding organisations the opportunity to tailor their qualifications to local requirements where needed, without compromising on the quality or consistency of the skills delivered.

The tables below list the skills that must be addressed in the following qualifications:

- Occupational Certificate in Culinary Skills
- Occupational Certificate in Hospitality:
 - Food and Beverage Team option
 - Accommodation Team option

2.2 Occupational Certificate in Culinary Skills

Essential skills

This single qualification combines skills from three different occupational standards: Baker, Commis Chef and Production Chef. All of the following skills should be included. There is no optionality within this qualification.

Occupational Standards: Craft Baker (ST0191A), Plant Baker (ST0191B), Retail Baker (ST0191C)

The occupation-specific component builds on the practical skills developed through the introductory core. Awarding organisations should ensure that learners demonstrate the practical baking skills required for the Baker occupational standards when designing and assessing this component.

Occupational standard	Skill
S1	Read and interpret information, for example specification, recipe and production plan.
S2	Plan bakery tasks.
S4	Prepare ingredients.
S5	Weigh or check weight of ingredients/products.
S6	Mix ingredients.
S9	Monitor prove.
S11	Select, prepare/set-up and use equipment and machinery.
S12	Operate ovens.
S13	Clean and check tools and equipment.
S15	Receive and store materials/stock from external suppliers and/or internal stores.
S17	Package and label bakery products for example, allergens.
S19	Clean and tidy work area. Dispose of waste and recycle.
S21	Record information – paper-based or electronic.
S23	Craft baker. Scale up/down a recipe using percentages.

Occupational Standard: Commis Chef (ST0228)

Occupational standard	Skill
S1	Selects correct knife for task.
S2	Uses knives effectively and efficiently.
S3	Selects ingredients of the right quality that support sustainability and seasonality.
S4	Weighs, measures, and scales ingredients.
S5	Cooks from fresh producing complete dishes.
S6	Prepares, cooks, and finishes meat, offal, game, poultry, fish, and shellfish from whole; trim, de-vein, portion, break down, bone, skin, fillet, shell.
S7	Prepares, cooks, and finishes fruit and vegetables.
S8	Prepares, cooks, and finishes sauces.
S9	Prepares, cooks and finishes pureed and cream soup and stock based dishes.
S10	Prepares and cooks noodles, and fresh or convenience pasta.
S11	Prepares and cooks pulses and grains, including long and short grain rice.
S12	Prepares, cooks and finishes eggs or egg based dishes.
S13	Prepares, cooks and finishes leavened and unleavened dough products.
S14	Prepares, cooks and finishes sweet and savoury pastry products using short, sweet, and choux.
S15	Prepares, cooks, and finishes scones, biscuits, sponge cakes, and non-sponge cakes.
S16	Prepares, produces, and finishes hot and cold desserts.
S17	Stuffs, fills and panés across food types.
S18	Prepares and cooks dishes using alternative ingredients e.g. plant-based, gluten-free.
S19	Prepares fresh ingredients, including from whole, using them across a menu to reduce waste and improve sustainability
S20	Uses seasoning, spices, rubs, and marinades to flavour ingredients.
S21	Sears, grills, deep fries, shallow fries, stir fries, sautés, braises, stews, bakes, roasts, boils, poaches across food types.

Occupational standard	Skill
S22	Portions, plates, finishes, garnishes, and presents individual dishes.
S23	Exercises portion control and acts to maximise yield.
S24	Achieves intended quality in terms of texture, flavour, and appearance.
S25	Identifies and resolves errors during the production process.
S27	Prepares, cleans and uses manual and electrical food-preparation and cooking equipment and machinery safely, correctly and efficiently.
S31	Undertakes stock control, storage, and rotation.
S34	Uses techniques for maintaining good mental health and wellbeing to support self and others, including asking for and giving help with daily tasks.
S37	Uses feedback to improve own performance.
S38	Manages own time to ensure tasks are completed.

Occupational Standard: Production Chef (ST0589)

Occupational standard	Skill
S1	Prepare and cook pre-portioned fresh and frozen meat, fish, and poultry to business standards.
S2	Prepare and cook fresh and frozen fruit and vegetables to business standards.
S3	Prepare salad vegetables to business standards.
S4	Cook poached, simmered, steamed, boiled, braised, stewed, baked, grilled, and fried dishes.
S5	Regenerate dried and frozen ingredients and dishes.
S6	Undertake stock control, storage, and rotation.
S9	Follow specifications to produce, portion, and present food.
S10	Manage own time to ensure allocated tasks are completed.
S11	Use techniques for maintaining good mental health and wellbeing to support self and others, including asking for and giving help with daily tasks.
S12	Use feedback to improve own performance.

Occupational standard	Skill
S13	Prepare and close down an area for service.
S14	Use problem-solving techniques to resolve routine and non-routine issues within scope of own role.
S15	Maintain prep and par levels according to business need.
S16	Clean and maintain manual and electrical food-preparation and cooking tools, equipment, and technology.
S17	Follow standard operating procedures to select and safely use appropriate knives and boards for the task, for example red handled knife and red board for raw meat.
S19	Apply hygiene management techniques to maintain a safe clean work environment, for example COSHH, personal hygiene, and uniform.
S20	Reduce the waste of resources, acting to measure and reduce plate waste, exercise portion control, and maximise yield.
S23	Deliver to key performance indicators to support the production, performance, and budget within own area of responsibility.
S24	Use manual and electrical food-preparation and cooking tools, equipment, machinery, and technology.

2.3 Occupational Certificate in Hospitality

This Occupational Certificate has two optional pathways: Food and beverage team member and accommodation team member. All students will follow the same introductory core content as students studying culinary skills, but they will choose between either food and beverage or accommodation team member for their occupation-specific component.

Essential skills – Food and Beverage Team option

Occupational Standard: Food and beverage team member (ST1488)

Occupational standard	Skill
S1	Serve food and beverages to individual business standards.
S2	Identify opportunities and apply techniques to increase sales and improve customer experience.
S3	Tailors communication techniques to meet customer needs and build rapport.
S6	Follow food safety and allergen legislation and procedures applicable to own role.
S7	Use technology and equipment in line with business policy to meet customer needs.
S10	Deal with or escalate issues that impact service and customer experience, and implement any instructions given by supervisor.
S11	Use professional methods of communication that are tailored to different situations, and individual and team needs.
S12	Manages own time and workload, prioritising tasks.
S14	Ensure equipment and technology faults and maintenance issues are reported promptly.
S15	Check customers are satisfied with products and services through questioning and act on feedback in line with business procedures.
S16	Keep up to date with changes to products and processes.
S17	Uses feedback to improve own performance.
S20	Participate in team briefings, implementing instructions, and offering input or feedback where relevant.

Essential skills – Accommodation Team option

Occupational Standard: Accommodation team member (ST1420)

Occupational standard	Skill
S1	Asks questions to support and direct the guest journey, and responds to, redirects, or escalates guest requests, taking opportunities to signpost other services e.g. dining, bar.
S2	Identifies and acts on opportunities to increase sales and guest loyalty.
S3	Tailors communication to meet guest needs and build rapport.
S4	Delivers customer service to business standards, checks that guests are satisfied with products or service, and acts on feedback.
S5	Assists in the resolution of feedback, complaints, and issues.
S6	Handles room keys and guest property, including lost property, in line with business procedures.
S8	Applies packages and allowances to guest purchases, explains packages, allowances, and processes to guests, and takes payments if required.
S9	Communicates within and between teams to ensure operational effectiveness and efficiency.
S10	Reports or records faults, issues or damage to e.g. equipment, rooms, and escalates guest feedback as appropriate.
S11	Follows steps of food service for relevant business e.g. set up, reset, touch points, sequence of service.
S13	Prepares and serves alcoholic and non-alcoholic beverages to business standards.
S14	Uses on-site specialist equipment and technology relevant to business correctly and efficiently.
S15	Follows sequence for cleaning guest accommodation and public areas in line with business processes and standards for relevant business e.g. touch points, sequence of service.
S17	Handles and disposes of waste safely.
S18	Manages stock across departments in line with local procedures relevant to own role.

Occupational standard	Skill
S20	Delivers to key performance indicators to support efficiency, performance and profitability within own area of responsibility.
S21	Uses feedback from managers and team to improve own performance and meet personal goals.
S22	Attends team briefings and implements instructions, offering input or feedback where relevant within team.
S23	Manages own time to ensure allocated tasks are completed.
S24	Reduces the waste of resources, taking sustainability into account, in line with business expectations.

Annex

Annex A: Defined Scope of Catering and Hospitality Environments

Definition (Mandatory Interpretation)

For the purpose of this qualification, “catering and hospitality environments” are defined as structured settings where food and/or drink are prepared, cooked, served or sold to customers as part of an organised service operation.

In-scope environments must be covered.

Awarding organisations must ensure delivery reflects the following environment types:

- restaurants (casual and formal dining)
- cafés and coffee shops
- bakeries and bakery production environments
- hotels (food service areas)
- contract catering environments including schools, hospitals, workplaces
- takeaway and fast-food outlets

Annex B: Standardised Equipment, Tools, Utensils and Resources

The list represents the minimum required range and must not be reduced.

1. 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

2. 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

3. Holding and Storage Equipment

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

4. Service Equipment

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

5. Beverage Equipment

- kettles

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

6. Cleaning Equipment and Materials

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

7. Safety Equipment and PPE

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

8. Digital Tools and Systems

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

Annex C: 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

Term	Definition
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
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

Note: This glossary is intended to ensure consistent interpretation of key terms across awarding organisations. Definitions are aligned to the scope of the introductory core content and do not prescribe delivery or assessment methods.



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