

Advanced Professional Programme in Food Safety and Occupational Health and Safety Leadership

A guide to the eight stages, training, assessment and applied project

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Advanced Professional Programme in Food Safety and Occupational Health and Safety Leadership

A guide to the eight training stages, learning objectives, assessment and applied project of the International Union of Arab Master Chefs programme for food and hospitality professionals.

Purpose and approach

Kitchen management requires decisions that protect both consumers and workers. Receiving and storing ingredients, selecting cleaning products, operating equipment and allocating tasks need to be considered from both food safety and workplace safety

perspectives. This programme brings the two areas together in a progressive professional pathway, moving from hazard identification to plans that can be implemented and reviewed.

The programme aims to develop the participant's ability to recognise a problem, assess its significance, select an appropriate response, document the decision and check whether the response works. Learning connects scientific concepts with operational practice in kitchens, restaurants and food establishments.

Who the programme is for

The programme is intended for chefs, food handlers, kitchen supervisors, restaurant and catering managers, and professionals developing responsibilities in safety or quality. Establishments can use its learning outputs to improve internal procedures and team training.

Practical experience helps participants connect learning to their own work. Entry and preparation requirements will be set according to applicants' backgrounds, with foundational learning before advanced analysis, auditing and leadership tasks.

What the eight stages mean

The eight stages are an internal training structure with increasingly demanding tasks and responsibilities. Their numbers do not represent national qualification framework levels or automatic equivalence to other providers' qualifications. Progress is assessed through demonstrated work and explanation. Study hours and requirements will be specified in the intake information before enrolment.

Stage 1 Understanding food and workplace hazards

This stage establishes a shared language for recognising hazards, their sources and the people or products they may affect. It covers biological, chemical and physical food hazards and allergens, alongside heat, sharp tools, slips, equipment and workplace chemicals.

Participants learn to distinguish a hazard from the level of risk in a particular situation and to describe specific issues instead of making broad statements about a kitchen being

unsafe.

Exercise: analyse a fictional kitchen layout or photographs, identify hazards and explain their possible effects. **Output:** an initial hazard register with justified priorities for action.

Stage 2 Prevention hygiene and control

Participants develop everyday practices covering personal hygiene, handwashing, workflow separation, cleaning and disinfection, waste management, pest prevention, cross-contamination and allergen cross-contact.

The stage focuses on writing procedures that people can follow and supervisors can verify. Participants specify who performs each task, when it happens and how completion is checked, while following product instructions and site requirements for cleaning chemicals.

Exercise: write a workstation cleaning procedure and a plan to separate raw food handling from ready-to-eat food. **Output:** a practical operating procedure and monitoring checklist.

Stage 3 Controlling food operations

This stage follows food from suppliers and receipt through storage, preparation, cooking, holding, transport and service. Learning covers monitoring, reliable measurements and records, traceability and justified decisions to accept, reject or hold materials against defined criteria.

Control decisions require accurate product and process information. Operational and temperature limits must reflect applicable local requirements and suitable references for the specific situation, rather than one number being applied to all foods.

Exercise: review receiving and holding records containing omissions or deviations and explain an appropriate response. **Output:** a process flow diagram, monitoring record and deviation procedure.

Stage 4 Protecting workers and the workplace

Topics include equipment operation, burns, cuts, slips, chemicals, load handling and

movement through the kitchen. Participants relate these to workstation design, maintenance, supervision and communication.

They consider removing or reducing hazards before selecting suitable control measures, recognise the limits of their responsibilities and identify when work should stop or be referred to a qualified specialist.

Exercise: assess a task involving equipment use or cleaning. **Output:** a task risk assessment and clear working instructions.

Stage 5 Developing safety plans and systems

Participants combine their learning in connected plans covering Good Hygiene Practices (GHP), Hazard Analysis and Critical Control Points (HACCP), responsibilities, monitoring, corrective actions, verification and documentation.

FAO's toolbox describes HACCP work through product and process description, hazard analysis, control points, limits, monitoring, verification and records. These concepts provide a learning reference for programme exercises while allowing for differences between products and establishments.

Exercise: develop part of a food safety plan for a defined product or operation and connect it with a workplace risk register. **Output:** a plan linking hazards, controls, responsible people, monitoring and verification evidence.

Stage 6 Investigation and emergency response

This stage addresses decisions following a deviation, incident or complaint. Participants work on preserving information, sequencing their response, escalating to the responsible person, analysing causes and preventing recurrence.

Simulations include refrigeration failure, a potentially unsafe product and an equipment incident. Assessment considers the order of decisions, supporting information, authority limits and communication with relevant people.

Exercise: respond to an evolving scenario in which information arrives in stages. **Output:** an incident report, response plan and corrective actions with defined responsibilities.

Stage 7 Auditing and leading improvement

Participants review performance through observation, interviews and records and write precise evidence-based findings. They distinguish identifying a non-conformity, correcting it immediately, addressing its causes and checking whether it recurs.

The stage also covers team training, task allocation, reporting concerns and following performance indicators. ILO guidance on occupational safety and health management systems provides a reference for risk management and continual improvement.

Exercise: prepare an audit report for a fictional establishment. **Output:** a professional report, prioritised improvement plan and short team training material.

Stage 8 Applied project and discussion

Participants choose a real establishment with its owner's permission or a documented fictional case and prepare an integrated food and workplace safety project. They explain how controls relate to actual hazards and what evidence is needed to establish their effectiveness.

The project includes scope, process mapping, a risk register, selected operating procedures, monitoring forms, a response plan, team training and corrective-action follow-up. Participants present their work and answer questions about decisions, alternatives and limitations.

Output: a coherent practical portfolio that can be developed for use following appropriate review. Assessment focuses on decisions, method and evidence rather than document length or presentation alone.

Training and assessment

The proposed training design combines guided teaching, cases, record analysis, template preparation, simulations and discussion. Knowledge and analytical elements can be delivered online. Evidence for practical skills will be specified in the intake plan; remote learning requires assessment evidence suited to the skill concerned.

Assessment examines conceptual understanding, hazard identification, decision reasoning, documentation and the ability to explain and verify controls. Pass criteria, assessment

weights, attendance requirements and reassessment arrangements will be published before enrolment.

The assessment design identifies critical errors requiring correction and reassessment, such as ignoring a significant hazard in the assigned case or presenting misleading records. An overall score alone cannot establish competence in a critical task.

Target competencies and achievement documentation

The programme aims to develop the ability to prepare risk registers, write operating procedures, review monitoring records, address deviations systematically, participate in investigation and audit, train team members and connect product safety with workplace safety in an applied project.

These abilities develop through workplace practice and follow-up. Achievement documentation will describe completed learning and assessment. The certificate name, issuing organisation and scope will be stated in the official enrolment information.

Scientific references and programme status

International references support content development and terminology. WHO's Five Keys cover cleanliness, separation of raw and cooked food, thorough cooking, safe temperatures and safe water and raw materials.

This is professional training developed by the Union, with its scope and requirements stated clearly. Use of WHO, FAO and ILO references is educational and does not imply their accreditation, sponsorship or endorsement of the programme.

Schedule hours and enrolment

Duration, learning hours, timetable, teaching language, participation and assessment requirements, and fees will be announced before enrolment. Eight stages do not automatically mean eight months; duration depends on the learning and practical work required.

For programme and intake information, contact the Union directly on WhatsApp:

References

1. [WHO Five Keys to Safer Food](#)
2. [FAO Good Hygiene Practices and HACCP Toolbox](#)
3. [ILO Occupational Safety and Health Management Systems](#)



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