

Qualification Handbook

BIIAB Level 1 Diploma in Introduction to Professional Cookery

601/6445/1

Version 2

BIIAB Level 1 Diploma in Introduction to Professional Cookery Handbook

Version and date	Change, alteration or addition	Section
Version 2, January 2018	Updated handbook throughout to remove reference to "QCF"	Front page, header, Section 1, 6, 12
	Updated RoC with TQT figures	Section 6

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1. About the BIIAB Level 1 Diploma in Introduction to Professional Cookery

BIIAB is regulated to deliver this qualification by Ofqual and CCEA Regulation in England and Northern Ireland respectively. The qualification has a unique Qualification Number (QN) which is shown below. Each unit within the qualification will also have a regulatory Unit Reference Number (URN).

The QN code will be displayed on the final certificate for the qualification.

Qualification Title	Qualification Number (QN)
BIIAB Level 1 Diploma in Introduction to Professional Cookery	601/6445/1

2. Objective and Purpose of this Qualification

The BIIAB Level 1 Diploma in Introduction to Professional Cookery has been designed to provide learners with introductory knowledge and skills in order to help them enter the professional cookery industry.

The qualification confirms the learner's competence and is suitable for those who wish to achieve the knowledge and skills to prepare for work in professional cookery in an educational environment, such as a college, rather than in the workplace.

Due to constant Regulatory, policy and funding changes users are advised to check this qualification is funded for use with individual learners before making registrations. If you are unsure about the qualification's status please contact BIIAB head office.

3. About this Handbook

This support pack has been developed to provide guidance for learners, assessors and verifiers undertaking, delivering, or quality assuring this qualification.

The purpose of the support pack is to provide the majority of the key information that may be needed to prepare for, and help support, the successful delivery of the qualification, in one place.

If this pack is updated, centres will be notified via the BIIAB monthly newsletter which goes to approved centres.

4. BIIAB Customer Service

BIIAB is committed to giving the highest possible levels of customer service. The BIIAB's Service Level Agreement is available via www.biiab.org.

Our Customer Service team can be contacted between the hours of 0900 and 1700 Monday to Friday by using the contact details below, or outside those hours, by leaving a message on our voicemail service.

Customer Service Contact Details: 01276 684449

Email: customersupport@bii.org

Our Customer Service team will be happy to assist with any administration-related enquiries you may have. For example:

- registration and certification enquiries
- re-certification issues
- Centres available in the local area
- appeals
- whistleblowing.

5. What are Rules of Combination (ROC)?

Under the Regulatory Framework qualifications can be made up of a combination of mandatory and/or optional units. The units and credits required to complete a qualification are set out by the rules of combination (ROC). The ROC allows for flexibility and transferability.

The ROC will specify:

- The total credit value of the qualification
- The amount of credit that must be achieved within specific groupings of units (eg Mandatory, Optional Unit, and Optional groups)
- The minimum credit which must be achieved at the level or above the level of the qualification
- The Guided Learning Hours (GLH)
- The title, Unit Regulation Number and BIIAB Unit number for each unit, alongside its level, credit, and GLH
- Any barred units (units that cannot be taken together as part of the qualification)

When choosing the appropriate route for a learner or group of learners, it is the responsibility of the centre to ensure the rules of combination are adhered to.

6. BIIAB Level 1 Diploma in Introduction to Professional Cookery Rules of Combination (ROC) and structure

To achieve the BIIAB Level 1 Diploma in Introduction to Professional Cookery learners **must** gain a **total of 58** credits. This **must** consist of:

- **Minimum total** credit: **58**
- Mandatory Group A **minimum** credit: **58**
- GLH: **430**
- TQT: **580**

The qualification has been developed based upon industry feedback as to the fundamental knowledge required for the sector at the level.

Listed overleaf are the qualification units.

**BIIAB Level 1 Diploma in Introduction to
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Mandatory Group A

Unit No.	URN	Unit Title	Credit	Level	GLH	Assessment Method
LH1	M/502/4894	Introduction to the Hospitality Industry	2	1	20	Assessment Knowledge Module
FSC	H/502/0132	Food safety in catering	1	2	9	Multiple Choice Questions
1GC06	L/500/9044	Health and safety awareness for catering and hospitality	2	1	10	Assessment Knowledge Module
1PC01	R/500/9045	Introduction to healthier foods and special diets	5	1	10	Assessment Knowledge Module
1PC02	T/601/2093	Introduction to kitchen equipment	5	1	31	Portfolio
1PC03	K/601/2107	Prepare and cook food by boiling, poaching and steaming	10	1	100	Portfolio
1PC04	M/601/2111	Prepare and cook food by stewing and braising	7	1	60	Portfolio
1PC05	L/601/2150	Prepare and cook food by baking, roasting and grilling	12	1	120	Portfolio
1PC06	D/601/2153	Prepare and cook food by deep frying and shallow frying	5	1	30	Portfolio
1PC07	T/601/2157	Regeneration of pre-prepared food	4	1	20	Portfolio
1PC08	T/601/2160	Cold food preparation	5	1	20	Portfolio

7. Age Restriction

The qualification in this handbook is appropriate for use in the following age ranges:

- Pre-16
- 16-18
- 19+.

8. Entry Requirements and Progression

There are no entry requirements for this qualification. However, learners must be assessed to ensure they have a reasonable chance of achievement and will be able to generate the required evidence.

The qualification is designed to equip learners with the knowledge and skills to work effectively within Professional Cookery at this level. The recommended progression route is to the BIIAB Level 2 Diploma in Professional Cookery. It also will allow for a number of progression routes to employment and into other areas of learning.

Achievement of the qualification offers opportunities for progression, including:

- 601/6941/2 BIIAB Level 2 Diploma in Professional Cookeryf

9. Assessment

Overview of assessment strategy

The qualification contains competence units, knowledge units and units that combine both competence and knowledge.

The qualification contains units which provide the learner with the ability to obtain knowledge and skills which can later be demonstrated in the workplace. These units are assessed by Assessment Knowledge Modules (AKMs). The AKMs are internally marked assessments, containing a series of questions, marked and internally verified by the centre and with external verification by the BIIAB External Quality Assurer (EQA).

BIIAB has developed a multiple choice examination in order to assess the following knowledge unit:

- FSC Food safety in catering

Assessments provided by BIIAB will ensure that effective learning has taken place and that learners have the opportunity to:

- Meet the assessment criteria
- Achieve the learning outcomes.

Alternatively, centres may wish to devise their own assessments for the knowledge units. If so Centres must obtain approval for any Centre Devised Assessments before their use. Please contact BIIAB for details of the Centre Devised Assessment process and procedure.

Assessment process

Assessment is the process used to judge the competence, of a learner, against set standards. The assessor is the person who is responsible for determining learners' competence. The assessor may be a work place supervisor or an external person who is trained and qualified, or working towards a qualification relevant to the assessor role.

Assessors base their judgement on performance and decide how it compares to the national standard. The assessor will also ask questions based on the knowledge required to do the work, to ascertain the knowledge and understanding of the learner.

When the required units have been completed and the assessor is satisfied that the learner has met the national standard, a recommendation for a certificate will be made.

An Internal Quality Assurer (IQA) is responsible for the quality assurance of the qualifications within the training organisation and will provide advice, guidance and support to the assessors. IQAs also ensure that the assessors apply the standards consistently and fairly. The IQA will see review the portfolio of evidence during the assessment process.

An External Quality Assurer (EQA), who is appointed by BIIAB, will verify the assessment and internal verification decisions involved in the development of the portfolio. The EQA will quality assure the qualification process, which ensures that certification of the qualification is reliable, consistent and to the national standard, by checking the consistency of assessments made by the training provider, and across training providers.

Assessment Strategy

The Assessment Strategy has been designed by People 1st. While BIIAB has not itself designed the strategy it agrees with the principles and their suitability as an Assessment Strategy for this qualification, it has agreed that this strategy will be applied for this qualification and it has agreed that it will monitor the compliance of BIIAB centres offering this qualification against the criteria. As such all centres and their assessment must adhere to the current People 1st designed assessment strategy for this qualification.

The assessment strategy for this qualification can be seen in the section which follows and it provides details of the key requirements for the qualification and the assessor, verifiers delivering, quality assuring and certificating the qualification.

People 1st Assessment Strategy

Occupational expertise of assessors and verifiers

The requirements relating to the occupational expertise of assessors and verifiers is set out in Table 1. Guidance on additional qualifications and / or training relevant to assessors and verifiers can be found in Table 2.

Table 1 - Occupational Expertise of Assessors and Verifiers

The requirements set out below relate to all assessors and verifiers. The only exception may relate to in-house employees and managers that are not required to achieve the regulatory approved assessor and verified units based on the arrangement referred to in section 4.1 of this assessment strategy.

✓ = mandatory

Assessors, Internal Quality Assurers and External Quality Assurers must:	A	IQA	EQA
Have a good knowledge and understanding of the national occupational standard and competence based units and qualifications that is being assessed or verified.	✓	✓	✓
Hold or be working towards relevant assessment and/or verification qualification(s) as specified by the appropriate authority, confirming their competence to assess or externally verify competence based units and qualifications assessment. These should be achieved within eighteen months of commencing their role. These are as follows:		✓	
Have relevant occupational expertise and knowledge, at the appropriate level of the occupational area(s) they are assessing and verifying, which has been gained through 'hands on' experience in the industry	✓	✓	✓
Adhere to the awarding organisation's assessment requirements and practice standardised assessment principles	✓	✓	✓
Have sufficient resources to carry out the role of assessor or verifier, i.e. time and budget	✓	✓	
Have supervisory/management, interpersonal and investigative skills, including the ability to analyse information, hold meetings, guide, advise, plan and make recommendations at all levels, taking into account the nature and size of the organisation in which assessment is taking place. High standards of administration and record keeping are also essential.		✓	✓
Hold qualifications, or have undertaken training, that has legislative relevance to the competence based units and qualifications being assessed (See Table 2).	✓	Good Practice	Good Practice
Update their occupational expertise and industry knowledge in the areas being assessed and verified through planned Continuous Professional Development (see Table 3).	✓	✓	✓

Table 2 - Qualifications and Training relevant to Assessors and Verifiers

The following sets out areas in which assessors, verifiers and external verifiers should either receive training or achieve qualifications. People 1st is not stipulating that assessors, verifiers or external verifiers must achieve specific qualifications, there is the option to either undertake appropriate training or an accredited qualification.

✓ = mandatory

Qualification / Training	Competence based unit / qualification	A	IQA	EQA
Health and Safety	All sector units and qualifications	✓	Good Practice	Good Practice
Food Safety	Food Processing and Cooking	✓	Good Practice	Good Practice
	Multi-Skilled Hospitality Services	✓		
	Professional Cookery	✓		
	Food and Drink Service	✓		
	Hospitality Supervision and Leadership (with food and drink units)	✓		
Licensing	Food and Drink Service	✓	Good Practice	
	Hospitality Supervision (with food and drink units)			

Continuous Professional Development

To maintain high standards of quality and standardisation within assessment, and achieve best practice People 1st require all external verifiers, internal verifiers and assessors to maintain a record of their continuous professional development – see guidance at Table 3.

Table 3 - Continuous Professional Development for Assessors and Verifiers

It is necessary for assessors and verifiers to maintain a record of evidence of their continuous professional development (CPD). This is necessary to maintain currency of skills and understanding of the occupational area(s) being assessed, and can be achieved in a variety of ways. It should be a planned process, reviewed on an annual basis, for example as part of an individual’s performance review.

Assessors and verifiers should select CPD methods that are appropriate to meeting their development needs. The following provides an example of a variety of methods that can be utilised for CPD purposes.

Updating occupational expertise	<ul style="list-style-type: none"> • Internal and external work placements • Work experience and shadowing (e.g. within associated departments) • External visits to other organisations • Updated and new training and qualifications • Training sessions to update skills • Visits to educational establishments • Trade fairs
Keeping up to date with sector developments and new legislation	<ul style="list-style-type: none"> • Relevant sector websites • Membership of professional bodies • Papers and documents on legislative change • Networking events • Seminars, conferences, workshops, membership of committees / working parties (e.g. People 1st events) • Staff development days
Standardising and best practice in assessment	<ul style="list-style-type: none"> • Regular standardisation meetings with colleagues • Sharing best practice through internal meetings, newsletters, email circulars • Comparison of assessment and verification in other sectors • Attending awarding organisation meetings / seminars

Assessment

People 1st advocate the integration of national occupational standards within employers’ organisations in order to achieve a national level of competence across the sector’s labour market.

As such assessment of the sector’s competence based units and qualifications will, ideally, take place within the workplace and assessment should, where possible, be conducted by the candidate’s supervisors and/or line managers. People 1st recognise, however, that it is not always feasible for candidates to be assessed in the workplace and as such it permits the use of assessment within Realistic Working Environments (RWE). Additionally, where sector employers

do not have the infrastructure to manage assessment independently, it values the role of peripatetic assessors to support the assessment process.

Within these parameters, People 1st expects that:

- the majority of assessment of the sector's competence based units and qualifications will be based on performance evidence, i.e. direct observation, outputs of work and witness testimony within the workplace or an RWE approved by an awarding organisation, (see section 3.4 of People 1st Assessment Strategy).
- opportunities to ascertain candidate's accreditation of prior learning is maximised by early contact between the assessor and candidate and during initial assessment / induction period.

Simulation

Simulation can only be used to assess candidates for the sector's competence based units and qualifications where the opportunity to assess naturally occurring evidence is unlikely or not possible, for example assessment relating to health and safety, fire and emergency procedures. It should not include routine activities that must be covered by performance evidence.

There are no People 1st units that can be solely achieved by simulation. In the case of imported units, where simulation is acceptable in the evidence requirements, it should only be used when performance evidence is unlikely to be generated through normal working practices.

Appeals

If learners are dissatisfied with an assessment outcome, they have the right to appeal. The main reasons for an appeal are likely to be:

- Learners do **not** understand why they are **not** yet regarded as competent, because of unsatisfactory feedback from the assessor
- Learners believe they are competent and that the assessor has misjudged them, or has failed to utilise some vital evidence.

BIIAB expects most appeals from candidates to be resolved within the centre. BIIAB will only consider a candidate's appeal after the centre's internal appeals procedure has been fully exhausted.

For full details of the BIIAB's appeals procedure please refer to www.biiab.org

10. Initial Assessment and Induction

Prior to the start of any programme it is recommended that centres should make an initial assessment of each learner. This is to ensure that the learners are entered for an appropriate type and level of qualification.

The initial assessment should identify the specific training needs that the learner has, and the support and guidance that they may require when working towards their qualification.

The centre must also identify any units the learner has already completed, or credits they have accumulated, relevant to the qualification.

BIIAB suggests that centres provide an induction programme to ensure the learner fully understands the requirements of the qualification they will work towards, their responsibilities as a learner, and the responsibilities of the centre.

11. Resources

BIIAB provides the following additional resources for this qualification:

- Assessment Knowledge Modules (AKMs) for assessing specific units
- Assessor Guidance for assessing specific units
- Evidence recording matrices for the competence units
- a Summative Reflective account
- Access to the units.

All of these resources are available for download via The Hub on centrezone.bii.org.

The Hub is a secure area within CentreZone which centres approved for the qualification can access. The Hub contains documents relevant to the qualification. Centres will find The Hub on the list of tabs in CentreZone.

Access to the Units

Units form the qualification and the standard that **must** be achieved in order to be awarded each unit. This is covered within the learning outcomes, assessment criteria and the indicative content that form part of the delivery. The majority of these units are written by the Sector Skills Council, although some are written by other organisations. BIIAB includes the mandatory units within this pack, and makes all units available via centrezone.bii.org

Learner Summative Reflection

In order to claim the unit(s) for the qualification, the learner will need to complete a learner summative reflection, to reflect on their qualification, what they have learnt and how they have been able to apply this within their work role.

12. Design and Delivery

Centres must refer to the units that form the qualification and the standard that must be achieved in order to be awarded each unit. This is covered within the learning outcomes and assessment criteria that form part of the delivery.

Each unit within this qualification has been allocated a number of Guided Learning Hours (GLH).

This can include activities such as training/class room based sessions, tutorials, supervised study or supervised 'on-the-job' learning and face-to-face or other pre-arranged 1:1 teaching sessions (e.g. simultaneous electronic communication such as webcam contact or internet messaging). It could also include time spent undertaking assessments.

The qualification will be assigned Total Qualification Time (TQT), which, as well as GLH, will include the estimated number of hours spend in preparation, study or any other supervised learning, study or assessment for an average learner.

When planning how to deliver the qualification it is important to refer to this definition.

Centres must refer to the Assessment Principles and Additional Requirements detailed in this handbook when planning the delivery and assessment of these qualifications.

13. Format of Units

All units within this qualification will be presented in a standard format that is consistent with the format for all units of assessment. The format will give tutors and learners guidance as to the requirements of the unit for successful completion. Each unit within this specification will be in the format below:

Unit Title

This will be shown as it appears on the Register of Regulated Qualifications (<http://register.ofqual.gov.uk>).

Unit Number / Unit Reference Number (URN)

The Unit Reference Number is the unique code that the unit is given by the Regulator. This unit will be referenced on the final qualification certificate. The same unique code for the unit applies in whichever qualification the unit is included within. BIIAB also assign unique unit numbers which normally is consistent when the unit is used in multiple BIIAB qualifications.

Level

This identifies the level of demand for the unit, but may be a different level to that of the overall qualification. The level of the units will be set according to National Occupational Standards and the level descriptors.

Credit

When a whole unit is completed the learner will achieve credits specified by the number of hours' learning time it will take an average learner to complete the unit including the assessment.

Guided Learning Hours (GLH)

The required number of hours that learning should take place under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.

Learning Outcomes and Assessment Criteria

Learning Outcomes are what the learner is expected to know, understand or be able to do upon successful completion of the unit.

Assessment Criteria are descriptions of the requirements that a learner is expected to meet in order to demonstrate that a learning outcome has been achieved.

14. Initial Registration

Registration and Certification

Learners should be registered and certificated via BIIAB's On-line Registration and Certification Service (ORCS) www.orcs.biiab.org. Please refer to BIIAB's Centre Guidance for using ORCS.

Equal Opportunities and Diversity Policy

BIIAB has in place an equal opportunities policy, a copy can be found at <http://centrezone.bii.org/thehub/apprenticeships/qadocuments>.

BIIAB is committed to ensure that:

- Approved centres operate an equal opportunities policy
- Approved centres communicate the policy to staff and learners
- Approved centres have an effective complaints and appeals procedure of which both staff and learners are made aware
- Approved centres are aware of their responsibilities in providing equality of opportunity, particularly with regard to provision for learners with particular assessment requirements.

Reasonable Adjustment Policy

Learners who require reasonable adjustments for their assessments must inform their assessor at the beginning of their course of their requirements. BIIAB has a reasonable adjustment policy in place, a copy of which is provided to all BIIAB approved centres and can be found at <http://centrezone.bii.org/thehub/apprenticeships/qadocuments>.

15. Qualification Review and Feedback

BIIAB is committed to the ongoing review of this qualification to ensure it remains fit for purpose.

This review approach involves the collation of evidence in the form of any information, comments and complaints received from users of this qualification in relation to its development, delivery and award.

BIIAB will give due regard to any credible evidence received which suggests that a change in approach to the development, delivery and award of this qualification is required in order to ensure that no adverse effects will result. This qualification will be reviewed and revised to ensure the approach remains appropriate and that it is fit for purpose.

16. Mandatory Units

The following units are mandatory for this qualification. For access to all optional units please visit centrezone.bii.org.

Unit Title	Introduction to the Hospitality Industry	
BIIAB Reference	LH1	
Level	1	
Credit Value	2	
GLH	20	
Unit Reference No.	M/502/4894	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Know the structure of the hospitality industry	1.1	Identify different types of outlets within the industry
	1.2	Outline services offered within the industry
2 Know the career opportunities in the hospitality industry	2.1	Describe job roles in the industry
	2.2	Describe career opportunities in the industry
	2.3	State different working patterns in the industry
	2.4	Identify sources of information on training and career opportunities

Unit Title	Food safety in catering	
BIIAB Reference	FSC	
Level	2	
Credit Value	1	
GLH	9	
Unit Reference No.	H/502/0132	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Understand how individuals can take personal responsibility for food safety	1.1	Outline the importance of food safety procedures, risk assessment, safe food handling and behaviour
	1.2	Describe how to report food safety hazards
	1.3	Outline the legal responsibilities of food handlers and food business operators
2 Understand the importance of keeping him/herself clean and hygienic	2.1	Explain the importance of personal hygiene in food safety including its role in reducing the risk of contamination
	2.2	Describe effective personal hygiene practices, for example, protective clothing, hand washing, personal illnesses, cuts and wounds
3 Understand the importance of keeping the work areas clean and hygienic	3.1	Explain how to keep the work area and equipment clean and tidy to include cleaning and disinfection methods, safe use and storage of cleaning chemicals and materials, and waste disposal
	3.2	State how work flow, work surfaces and equipment can reduce contamination risks and aid cleaning
	3.3	Outline the importance of pest control
4 Understand the importance of keeping food safe	4.1	State the sources and risks to food safety from contamination and cross contamination to include microbial, chemical, physical and allergenic hazards
	4.2	Explain how to deal with food spoilage including recognition, reporting and disposal
	4.3	Describe safe food handling practices and procedures for storing, preparing, cooking, chilling, reheating, holding, serving and transporting food
	4.4	Explain the importance of temperature controls when storing, preparing, cooking, chilling, reheating, holding, serving and transporting food
	4.5	Describe stock control procedures including deliveries, storage, date marking and stock rotation

Unit Title	Health and safety awareness for catering and hospitality	
BIIAB Reference	1GC06	
Level	1	
Credit Value	2	
GLH	10	
Unit Reference No.	L/500/9044	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Be able to demonstrate awareness of health and safety practices in the catering and hospitality workplace	1.1	Define health and safety
	1.2	State the factors which affect health and safety in the workplace
	1.3	Identify the benefits of health and safety procedures
	1.4	State the cost of poor health and safety standards
	1.5	Define the most commonly used terms in health and safety
	1.6	Identify the responsibilities of employers and employees under current legislation
	1.7	List the consequences of non-compliance.
2 Be able to identify Hazards in the workplace	2.1	List causes of slips, trips and falls in the workplace
	2.2	State the ways to minimise the risk of slips, trips and falls
	2.3	Identify the main injuries from manual handling
	2.4	State ways to reduce the risk of injury from lifting, carrying and handling
	2.5	Identify the correct lifting procedures
	2.6	Identify ways machinery/equipment can cause injuries
	2.7	List control measures to avoid accidents from machinery/equipment
	2.8	State types of hazardous substances
	2.9	List the control methods for hazardous substances to prevent exposure and protection of employees
	2.10	Indicate the main causes of fire and explosions
	2.11	State how elements of the fire triangle can be used to extinguish a fire
	2.12	Identify dangers associated with electricity
	2.13	Identify the measures to prevent electricity dangers
	2.14	State methods to deal with electrical dangers
3 Be able to follow health and safety procedures	3.1	List the primary reasons for working safely
	3.2	State the functions of PPE
	3.3	State the employers' and employees' responsibilities regarding provision use, care and maintenance of PPE
	3.4	State how the main types of safety signs can be identified
	3.5	Identify hazardous and incidents that require reporting

Unit Title	Introduction to healthier foods and special diets	
BIIAB Reference	1PC01	
Level	1	
Credit Value	5	
GLH	10	
Unit Reference No.	R/500/9045	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Understand how to demonstrate awareness of healthier diets	1.1	State the benefits of healthier ingredients
	1.2	Identify the types of ingredients that contribute to a healthier diet
	1.3	Describe the consequences of not having healthier ingredients
	1.4	Describe why it is important for catering establishments to offer healthier choices
	1.5	Identify sources of current government nutritional guidelines
	1.6	Outline current nutritional guidelines
	1.7	Describe the changes that can be made to dishes to make them healthier choices according to current nutritional guidelines
2 Understand the need for special diets	2.1	Identify groups of people who have special dietary needs
	2.2	Identify the dietary/nutritional requirements of vulnerable groups
	2.3	Identify the dietary/nutritional requirements of those who need special diets

Unit Title	Introduction to kitchen equipment	
BIIAB Reference	1PC02	
Level	1	
Credit Value	5	
GLH	31	
Unit Reference No.	T/601/2093	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Be able to use large and small items of equipment and utensils	1.1	Demonstrate the correct selection of equipment and utensils for use
	1.2	Demonstrate the correct procedures when using, cleaning and maintaining equipment and utensils
	1.3	Demonstrate safe and hygienic storage of equipment and utensils
	1.4	State factors in selecting equipment and utensils for use
	1.5	State how to use equipment and utensils correctly and safely
	1.6	Identify associated hazards with using, cleaning and storing equipment and utensils
	1.7	State how to carry out routine care and storage of equipment and utensils
2 Be able to use knives and cutting equipment	2.1	Select appropriate knife or cutting equipment for use
	2.2	Demonstrate correct and safe sharpening technique
	2.3	Demonstrate correct and safe use of knives and cutting equipment for a variety of tasks
	2.4	Demonstrate maintenance and care of knives and cutting equipment
	2.5	Demonstrate correct and safe storage of knives and cutting equipment
	2.6	Identify the different types of knives and cutting equipment and uses
	2.7	State the importance of correct and safe use of knives and cutting equipment
	2.8	Describe how to clean, maintain and store knives and cutting equipment
	2.9	Identify relevant age restrictions specific to the use of cutting equipment

Unit Title	Prepare and cook food by boiling, poaching and steaming	
BIIAB Reference	1PC03	
Level	1	
Credit Value	10	
GLH	100	
Unit Reference No.	K/601/2107	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Be able to prepare and cook food by boiling	1.1	Check that food items and cooking liquids for boiling are of the correct type, quantity and quality
	1.2	Select appropriate equipment for preparing and cooking boiled foods
	1.3	Prepare and cook food items according to dish specifications monitoring quality at all stages
	1.4	Demonstrate control of time and temperature throughout preparation, cooking and serving
	1.5	Finish and present the product in line with dish/customer requirements
	1.6	Work in a safe and hygienic manner
	1.7	Describe the process of cooking food items by boiling
	1.8	Identify the purpose of boiling
	1.9	Identify the food items which may be boiled
	1.10	Identify the liquids which may be used when boiling
	1.11	State the importance of using the correct proportion of liquid to food to achieve the finished dish requirements
	1.12	State the importance of using associated techniques to achieve the finished dish requirements
	1.13	Describe the methods used to produce associated products
	1.14	List the methods used when boiling
	1.15	Identify suitable equipment for boiling
	1.16	Explain how time and the movement of liquids are determined by the item to be boiled
	1.17	List the quality points to look for during selection of food items, preparation, cooking and finishing of dishes

Unit Title	Prepare and cook food by boiling, poaching and steaming	
BIIAB Reference	1PC03	
Level	1	
Credit Value	10	
GLH	100	
Unit Reference No.	K/601/2107	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
2 Be able to prepare and cook food by poaching	2.1	Check that food items and cooking liquids for poaching are of the correct type, quantity and quality
	2.2	Select appropriate equipment for preparing and cooking poached foods
	2.3	Prepare and cook food items according to dish specifications monitoring quality at all stages
	2.4	Demonstrate control of time and temperature throughout preparation, cooking and serving
	2.5	Finish and present the product in line with dish/customer requirements
	2.6	Work in a safe and hygienic manner
	2.7	Describe the process of cooking food items by poaching
	2.8	Identify the purpose of poaching
	2.9	Identify the food items which may be poached
	2.10	Identify the liquids which may be used when poaching
	2.11	State the importance of using the correct proportion of liquid to food to achieve the finished dish requirements
	2.12	Describe the methods of poaching
	2.13	Explain how time and the movement of liquids are determined by the item to be poached
	2.14	State the importance of using the associated techniques to achieve the finished dish requirements
	2.15	Describe the methods used to produce associated products

Unit Title	Prepare and cook food by boiling, poaching and steaming	
BIIAB Reference	1PC03	
Level	1	
Credit Value	10	
GLH	100	
Unit Reference No.	K/601/2107	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
3 Be able to prepare and cook food by steaming	3.1	Check that food items and cooking liquids for steaming are of the correct type, quantity and quality
	3.2	Select appropriate equipment for preparing and steaming foods
	3.3	Prepare and cook food items according to dish specifications monitoring quality at all stages
	3.4	Demonstrate control of time and temperature throughout preparation, cooking and serving
	3.5	Finish and present the product in line with dish/customer requirements
	3.6	Work in a safe and hygienic manner
	3.7	Describe the process of cooking food items by steaming
	3.8	Identify the purpose of steaming
	3.9	Identify the food items which may be steamed
	3.10	Identify the liquids which may be used when steaming foods
	3.11	State the importance of using the associated techniques to achieve the finished dish requirements
	3.12	Describe the methods of steaming
	3.13	Identify suitable equipment for steaming food
	3.14	Explain how time and temperature are determined by the food item to be steamed
	3.15	List the quality points to look for during selection of food items, preparation, cooking and finishing of dishes

Unit Title	Prepare and cook food by stewing and braising	
BIIAB Reference	1PC04	
Level	1	
Credit Value	7	
GLH	60	
Unit Reference No.	M/601/2111	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Be able to prepare and cook food by stewing	1.1	Check that food items and cooking liquids for stewing are of the correct type, quantity and quality
	1.2	Select appropriate equipment for preparing and cooking stewed foods
	1.3	Prepare and cook food items according to dish specifications monitoring quality at all stages
	1.4	Demonstrate control of time and temperature throughout preparation, cooking and serving
	1.5	Finish and present the product in line with dish/customer requirements
	1.6	Work in a safe and hygienic manner
	1.7	Describe the process of cooking food items by stewing
	1.8	Identify the purpose of stewing
	1.9	Identify the food items which may be stewed
	1.10	Identify the liquids which may be used when stewing foods
	1.11	State the importance of using the correct proportion of liquid to food to achieve the finished dish requirements
	1.12	Explain how time and temperature are determined by the item to be stewed
	1.13	List the methods used when stewing
	1.14	State the importance of using associated techniques to achieve the finished dish requirements
	1.15	Identify suitable equipment for stewing
	1.16	List the quality points to look for during selection of food items, preparation, cooking and finishing of details

Unit Title	Prepare and cook food by stewing and braising	
BIIAB Reference	1PC04	
Level	1	
Credit Value	7	
GLH	60	
Unit Reference No.	M/601/2111	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
2 Be able to prepare and cook food by braising	2.1	Check that food items and cooking liquids for braising are of the correct type, quantity and quality
	2.2	Select appropriate equipment for preparation and cooking of braised foods
	2.3	Prepare and cook food items according to dish specifications monitoring quality at all stages
	2.4	Demonstrate control of temperature throughout preparation, cooking and serving
	2.5	Finish and present the product in line with dish/customer requirements
	2.6	Work in a safe and hygienic manner
	2.7	Describe the process of cooking food items by braising
	2.8	Identify the purpose of braising
	2.9	Identify the food items which may be braised
	2.10	Identify the liquids which may be used when braising foods
	2.11	State the importance of using the correct proportion of liquid to food to achieve the finished dish requirements
	2.12	Explain how time and temperature are determined by the item to be braised
	2.13	List the methods used when braising
	2.14	State the importance of associated techniques to achieve the finished dish requirements
	2.15	Identify suitable equipment for braising
	2.16	List the quality points to look for during selection of food items, preparation, cooking and finishing of dishes

Unit Title	Prepare and cook food by baking, roasting and grilling	
BIIAB Reference	1PC05	
Level	1	
Credit Value	12	
GLH	120	
Unit Reference No.	L/601/2150	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Be able to prepare and cook food by baking	1.1	Check that food items for baking are of the correct type, quantity and quality
	1.2	Select appropriate equipment for preparing and baking foods
	1.3	Prepare and cook food items according to dish specifications monitoring quality at all stages
	1.4	Demonstrate control of time and temperature throughout preparation, cooking and serving
	1.5	Finish and present the product in line with dish/customer requirements
	1.6	Work in a safe and hygienic manner
	1.7	Describe the process of cooking food items by baking
	1.8	Identify the purpose of baking
	1.9	Identify the food items which may be baked
	1.10	State the importance of using associated techniques to achieve the finished dish requirements
	1.11	State the points requiring consideration when baking foods
	1.12	Describe the methods used when baking
	1.13	Identify suitable equipment for baking
	1.14	List the quality points to look for during selection of food items, preparation, cooking and finishing of dishes

Unit Title	Prepare and cook food by baking, roasting and grilling	
BIIAB Reference	1PC05	
Level	1	
Credit Value	12	
GLH	120	
Unit Reference No.	L/601/2150	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
2 Be able to prepare and cook food by roasting	2.1	Check that food items for roasting are of the correct type, quantity and quality
	2.2	Select appropriate equipment for preparing and roasting foods
	2.3	Prepare and cook food items according to dish specifications monitoring quality at all stages
	2.4	Demonstrate control of time and temperature throughout preparation, cooking and serving
	2.5	Finish and present the product in line with dish/customer requirements
	2.6	Work in a safe and hygienic manner
	2.7	Describe the process of cooking food items by roasting
	2.8	Identify the purpose of roasting
	2.9	Identify the food items which may be roasted
	2.10	State the importance of using associated techniques to achieve the finished dish requirements
	2.11	Describe associated products
	2.12	State the points requiring consideration when roasting foods
	2.13	Describe the methods of roasting
	2.14	Identify suitable equipment to roast food
	2.15	List the quality points to look for during selection of food items, preparation, cooking and finishing of dishes

Unit Title	Prepare and cook food by baking, roasting and grilling	
BIIAB Reference	1PC05	
Level	1	
Credit Value	12	
GLH	120	
Unit Reference No.	L/601/2150	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
3 Be able to prepare and cook food by grilling	3.1	Check that food items for grilling are of the correct type, quantity and quality
	3.2	Select appropriate equipment for preparing and grilling foods
	3.3	Prepare and cook food items according to dish specifications monitoring quality at all stages
	3.4	Demonstrate control of time and temperature throughout preparation, cooking and serving
	3.5	Finish and present the product in line with dish/customer requirements
	3.6	Work in a safe and hygienic manner
	3.7	Describe the process of cooking food items by grilling
	3.8	Identify the purpose of grilling
	3.9	Identify the food items which may be grilled
	3.10	State the importance of using associated techniques to achieve the finished dish requirements
	3.11	Describe associated products
	3.12	State the points requiring consideration when grilling foods
	3.13	Describe the methods of grilling
	3.14	Identify suitable equipment to grill food
	3.15	List the quality points during selection of food items, preparation, cooking and finishing of dishes

Unit Title	Prepare and cook food by deep frying and shallow frying	
BIIAB Reference	1PC06	
Level	1	
Credit Value	5	
GLH	30	
Unit Reference No.	D/601/2153	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Be able to prepare and cook food by deep frying	1.1	Check that food items and frying mediums for deep frying are of the correct type, quantity and quality
	1.2	Select appropriate equipment for preparing and deep frying foods
	1.3	Prepare and cook food items according to dish specifications monitoring quality at all stages
	1.4	Demonstrate control of time and temperature throughout preparation, cooking and serving
	1.5	Finish and present the product in line with dish/customer requirements
	1.6	Work in a safe and hygienic manner
	1.7	Describe the process of cooking food items by deep frying
	1.8	Identify the purpose of deep frying
	1.9	Identify the food items which may be deep fried
	1.10	Identify the frying mediums which may be used when deep frying foods
	1.11	State the importance of using associated techniques to achieve the finished dish requirements
	1.12	Describe associated products for deep frying
	1.13	State the points requiring consideration when deep frying
	1.14	List the methods used when deep frying
	1.15	Identify suitable equipment to deep fry food
	1.16	List the quality points to look for during selection of food items, preparation, cooking and finishing of dishes

Unit Title	Prepare and cook food by deep frying and shallow frying	
BIIAB Reference	1PC06	
Level	1	
Credit Value	5	
GLH	30	
Unit Reference No.	D/601/2153	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
2 Be able to prepare and cook food by shallow frying	2.1	Check that food items and frying mediums for shallow frying are of the correct type, quantity and quality
	2.2	Select appropriate equipment for preparing and shallow frying foods
	2.3	Prepare and cook food items according to dish specifications monitoring quality at all stages
	2.4	Demonstrate control of time and temperature throughout preparation, cooking and serving
	2.5	Finish and present the product in line with dish/customer requirements
	2.6	Work in a safe and hygienic manner
	2.7	Describe the process of cooking food items by shallow frying
	2.8	Identify the purpose of shallow frying
	2.9	Identify the food items which may be shallow fried
	2.10	Identify the frying mediums which may be used when shallow frying foods
	2.11	State the importance of using the associated techniques to achieve the finished dish requirements
	2.12	Describe associated products
	2.13	State the points requiring consideration when shallow frying
	2.14	Describe the methods of shallow frying
	2.15	Identify suitable equipment to shallow fry food
	2.16	List the quality points to look for during selection of food items, preparation, cooking and finishing of dishes

Unit Title	Regeneration of pre-prepared food	
BIIAB Reference	1PC07	
Level	1	
Credit Value	4	
GLH	20	
Unit Reference No.	T/601/2157	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Be able to identify pre-prepared foods that can be regenerated	1.1	List different types of regenerated pre-prepared foods
	1.2	State the quality points in pre-prepared foods for regeneration
	1.3	Describe the differences between regenerated pre-prepared foods from other food types
	1.4	Explain the purpose of regenerated pre-prepared foods in the food industry
	1.5	State the possible limitations of using regenerated pre-prepared foods
	1.6	Explain the potential healthy eating implications and nutritional value and content if consuming excessive amounts of regenerated pre-prepared foods
2 Be able to regenerate pre-prepared food	2.1	Select food types of suitable quality for regeneration
	2.2	Select and use suitable tools and equipment to regenerate different food types
	2.3	Demonstrate the correct methods to regenerate pre-prepared foods
	2.4	Prepare, cook or re-generate foods to meet dish specifications monitoring quality at all stages
	2.5	Demonstrate control of time and temperature throughout the regeneration process
	2.6	Finish and present regenerated products in line with dish/customer requirements
	2.7	Work in a safe and hygienic manner
	2.8	State the correct methods for regenerating different pre-prepared foods
	2.9	Identify the purpose of regenerating pre-prepared foods
	2.10	Identify different food types that may be regenerated
	2.11	State the suitable tools and equipment and their use when regenerating foods
	2.12	List quality points relevant to selection, preparation and regeneration of pre-prepared foods
	2.13	Explain the use of any associated products when re-generating pre-prepared foods

Unit Title	Cold food preparation	
BIIAB Reference	1PC08	
Level	1	
Credit Value	5	
GLH	20	
Unit Reference No.	T/601/2160	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Be able to prepare cold food	1.1	Prepare a range of Hors D'oeuvres
	1.2	Prepare a range of salads
	1.3	Prepare a range of sandwiches
	1.4	Work in a safe and hygienic manner
	1.5	State the meal occasions when cold food may be presented
	1.6	List the types of food used in cold food preparation
	1.7	State the quality points when preparing cold food
	1.8	Explain the term Hors D'oeuvre
	1.9	State examples of salads for cold food preparation
	1.10	State types of sandwiches for cold food preparation
2 Be able to present cold food	2.1	Present a range of Hors D'oeuvres
	2.2	Present a range of salads
	2.3	Present a range of sandwiches
	2.4	Work in a safe and hygienic manner
	2.5	Explain why the presentation of cold foods is important
	2.6	Explain how the different styles of service will affect the presentation of cold food
	2.7	Identify suitable equipment to present cold food
	2.8	List the techniques used to present cold food
	2.9	State the quality points when presenting cold food
	2.10	State the amount of time cold products can be left ambient

17. BIIAB Level 1 Diploma in Introduction to Professional Cookery Sign-off Sheet

To achieve the BIIAB Level 1 Diploma in Introduction to Professional Cookery learners **must** gain a **total of 58** credits. This **must** consist of:

- **Minimum total** credit: **58**
- Mandatory Group A **minimum** credit: **58**
- GLH: **430**
- TQT: **580**

Learners and centres should complete the following table to confirm when a unit is considered as complete. Only units that are a requirement of the RoC and Optional units that are selected to meet the RoC requirements need to be completed.

Mandatory Group A

Unit No.	URN	Unit Title	Learner Signature	Date	Assessor Signature	Date	Internal Quality Assurer signature (if sampled)	Date
LH1	M/502/4894	Introduction to the Hospitality Industry						
FSC	H/502/0132	Food safety in catering						
1GC06	L/500/9044	Health and safety awareness for catering and hospitality						
1PC01	R/500/9045	Introduction to healthier foods and special diets						
1PC02	T/601/2093	Introduction to kitchen equipment						
1PC03	K/601/2107	Prepare and cook food by boiling, poaching and steaming						
1PC04	M/601/2111	Prepare and cook food by stewing and braising						
1PC05	L/601/2150	Prepare and cook food by baking, roasting and grilling						
1PC06	D/601/2153	Prepare and cook food by deep frying and shallow frying						
1PC07	T/601/2157	Regeneration of pre-prepared food						
1PC08	T/601/2160	Cold food preparation						

Notices

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