Qualification Handbook

BIIAB Level 2 Certificate in Pub Chef Skills (QCF)

601/4163/3

Version 2

Version and date	Change, alteration or addition	Section
Version 2, August 2016	Correction to credits	Rules of Combination and Structure
	Change of assessment method for units T/601/7214, A/601/2130, J/601/2163	Rules of Combination and Structure
	Correction to credit for unit A/601/4766	Unit

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1. About the BIIAB Level 2 Certificate in Pub Chef Skills (QCF)

BIIAB is regulated to deliver this qualification by Ofqual in England, Wales and Northern Ireland. 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 2 Certificate in Pub Chef Skills (QCF)	601/4163/3

2. Objective and Purpose of this Qualification

The BIIAB Level 2 Certificate in Pub Chef Skills (QCF) has been designed in conjunction with licensed hospitality experts to allow learners to develop the skills for working as a chef in the pub industry.

Achievement of this qualification indicates competence. Alongside the BIIAB Level 2 Certificate in Pub Chef Operations and Functional Skills (Essential Skills in Wales) in English and Maths, the qualification is designed to make up the component parts of the Intermediate Apprenticeship for Catering and Professional Chefs in England and the Apprenticeship in Hospitality and Catering in Wales.

The primary purpose of the qualification is to confirm occupational competence.
As such, this qualification has value either as a stand-alone qualification or as part of an Apprenticeship.

Due to constant regulatory, policy and funding changes users are advised to check this qualification has been placed in the relevant Apprenticeship Framework and 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 handbook has been developed to provide guidance for learners, assessors and verifiers undertaking, delivering, or quality assuring this qualification.

The purpose of the handbook 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 handbook 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 2 Certificate in Pub Chef Skills (QCF) Rules of Combination (ROC) and Structure

To achieve the BIIAB Level 2 Certificate in Pub Chef Skills (QCF) learners **must** gain a **total of 35** credits. This **must** consist of:

- **Minimum total** credit: **35**

  - Mandatory Group A credit: **14**

  - Optional Group B **minimum 9 credits (3 units)**

  - Optional Group C **minimum 12 credits (4 units)**

- A **minimum of 24** credits **must** be achieved through the completion of units at **Level 2** and above.

- Minimum GLH: **285**

- Maximum GLH: **298**

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

Listed below are the qualification units.

Mandatory Group A

Unit No.	URN	Unit Title	Credit	Level	GLH	Assessment Method
WEPHT	T/601/4216	Working effectively as part of a hospitality team	3	1	22	Portfolio
MFSSPCF	D/601/6980	Maintain food safety when storing, preparing and cooking food	4	2	32	Portfolio
MHCK	K/601/5041	Maintain, handle and clean knives	3	1	25	Portfolio
SCK	L/601/4996	Set up and close kitchen	4	2	37	Portfolio

Optional Group B

Unit No.	URN	Unit Title	Credit	Level	GLH	Assessment Method
OS	M/601/5042	Order stock	4	2	33	Portfolio
ERRHLTS	T/601/7214	Employment Rights and Responsibilities in the Hospitality, Leisure, Travel and Tourism Sector	2	2	16	Assessment Knowledge Module
PMIADBS	Y/601/4855	Present menu items according to a defined brand standard	3	1	27	Portfolio
LHS15	D/504/6101	First aid essentials	1	2	10	Portfolio
MEURK	A/601/4766	Maintain an efficient use of resources in the kitchen	3	2	23	Portfolio
CKD	L/601/5372	Complete kitchen documentation	3	2	25	Portfolio
COCMP	A/601/2130	Catering operations, costs and menu planning	6	2	40	Assessment Activity Module

Optional Group C

Unit No.	URN	Unit Title	Credit	Level	GLH	Assessment Method
PRO10	F/601/7331	Produce basic pasta dishes	3	2	25	Portfolio
PRO7	R/601/4949	Produce basic vegetable dishes	4	2	32	Portfolio
PRO2	H/601/4955	Produce cold starters and salads	3	2	28	Portfolio
PREP9	M/601/5364	Prepare and present food for cold presentation	4	2	35	Portfolio
P3	A/601/4945	Provide a buffet and carvery service	4	2	32	Portfolio
PRO3	A/601/4962	Produce healthier dishes	3	2	28	Portfolio
PRO5	H/601/4941	Produce basic meat dishes	4	2	34	Portfolio
PRO4	H/601/4938	Produce basic fish dishes	4	2	34	Portfolio
PRO6	R/601/7303	Produce basic poultry dishes	4	2	33	Portfolio
PCRPGED	J/601/2163	Prepare and cook rice, pasta, grains and egg dishes	6	2	20	Assessment Activity Module
PREP11	K/601/4844	Prepare hot and cold sandwiches	2	1	20	Portfolio
PCF14	T/601/4782	Prepare and cook food to meet the requirements of allergy sufferers	3	2	26	Portfolio
PRO16	L/601/6506	Produce hot and cold desserts and puddings	3	2	24	Assessment Activity Module

7. Age Restriction

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

- 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.

This qualification shows the learner has gained Level 2 skills in pub chef skills. It may help the learner to move into supervisory or junior management roles within licensed hospitality.

Upon completion, the learner may be ready to progress to a higher level, for example by undertaking the following qualifications:

- BIIAB Level 3 NVQ Diploma in Professional Cookery (QCF)
- BIIAB Level 3 Diploma in Licensed Hospitality Skills (QCF)
- BIIAB Level 3 Certificate in Licensed Hospitality Operations (QCF)

9. Assessment

Overview of assessment strategy

The qualification contains competence units. Competence units are assessed following NVQ principles.

Assessors **must** refer to the People 1st set Evidence Requirements which have been included within the units in the handbook and unit pack.

The qualification also contains units that focus on knowledge or units that combine knowledge and skills. For these units, BIIAB has developed Assessment Knowledge Modules or Assessment Activity Modules. These are internally marked assessments, containing a series of questions or activities, marked and internally verified by the centre and with external verification by the BIIAB External Quality Assurer (EQA).

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.

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

All assessment must adhere to the current People 1st assessment strategy for this 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	- 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	- 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	- 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.

See Annex A of the Assessment Strategy for competence based units which permit the use of simulation.

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:

- Evidence matrices for the competence / NVQ units
- Assessment Knowledge Modules, Assessment Activity Modules and Assessor Guidance
- a Learner Summative Reflection
- 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 assessing learners' achievements and invigilated assessments. When planning how to deliver the qualification it is important to refer to this definition.

BIIAB will not prescribe how the qualification is delivered, but centres must ensure the delivery chosen meets their learners' needs.

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. to download the Unit Pack.

Unit Title	Working effectively as part of a hospitality team
BIIAB Reference	WEPHT
Level	1
Credit Value	3
GLH	22
Unit Reference No.	T/601/4216

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Be able to plan and organise own work	1.1	Make sure the requirements of the work are understood
	1.2	Ask questions if the requirements of the work are not clear
	1.3	Accurately follow instructions
	1.4	Plan work and prioritise tasks in order of importance
	1.5	Keep everything needed for the work organised and available
	1.6	Keep work areas clean and tidy
	1.7	Keep waste to a minimum
	1.8	Ask for help from the relevant person if it is needed
	1.9	Provide work on time and as agreed
2 Be able to work effectively with team members	2.1	Give team members help when they ask for it
	2.2	Ensure the help given to team members is within the limits of own job role
	2.3	Ensure the help given to team members does not prevent own work being completed on time
	2.4	Pass on important information to team members as soon as possible
	2.5	Maintain good working relationships with team members
	2.6	Report any problems with working relationships to the relevant person
	2.7	Communicate clearly and effectively with team members
3 Be able to develop own skills	3.1	Seek feedback on own work and deal with this feedback positively
	3.2	Identify with the relevant person aspects of own work which are up to standard and areas that could be improved
	3.3	Agree what has to be done to improve their work
	3.4	Agree a learning plan with the relevant person
	3.5	Seek opportunities to review and develop learning plan
4 Know how to plan and organise own work	4.1	State why it is essential to understand the requirements of the work
	4.2	List the benefits of planning and organising work
	4.3	Describe how to make the most efficient use of time and avoid things that may cause unnecessary disruptions
	4.4	List the benefits of keeping everything needed for own work organised and available
	4.5	State why it is important to keep work areas clean and tidy
	4.6	State why it is important to keep waste to a minimum
	4.7	State when to ask for help and who can be asked

Unit Title	Working effectively as part of a hospitality team
BIIAB Reference	WEPHT
Level	1
Credit Value	3
GLH	22
Unit Reference No.	T/601/4216

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
5 Know how to work effectively with team members	5.1	State the importance of effective teamwork
	5.2	State the people in own team and explain how they fit into the organisation
	5.3	List the responsibilities of the team and why it is important to the organisation as a whole
	5.4	Describe how to maintain good working relationships with team members
	5.5	State how to determine if helping a team member will prevent own work from being completed on time
	5.6	State the limits of own job role and what can and cannot be done when helping team members
	5.7	State why essential information needs to be passed on to a team member as soon as possible
	5.8	List the types of behaviour that help teams to work effectively and behaviours that do not
	5.9	State why problems with working relationships should be reported to the relevant person
	5.10	Describe how to communicate clearly and why it is important to do so
6 Know how to develop own skills	6.1	State the importance of improving own knowledge and skills
	6.2	Describe how to get feedback from team members and how this is helpful
	6.3	Describe how a learning plan can improve own work
	6.4	State why it is important to regularly review own learning plan

Unit Title	Working effectively as part of a hospitality team
BIIAB Reference	WEPHT
Level	1
Credit Value	3
GLH	22
Unit Reference No.	T/601/4216

Learning Outcome - The learner will:	Assessment Requirements and Evidence Requirements	
1 Be able to plan and organise own work	**Example Assessment Methods** Observation Witness testimony Questioning	**Examples of Evidence** Observation sheets Notes of meetings with line manager Witness assessment criteria
	Should evidence for assessment criteria 1.8 not occur during the period of assessment, alternative assessment methods may be used.	
	Example Assessment Methods Simulation Oral questions Written questions Professional discussion	**Examples of Evidence** Observation sheet Question / answer sheets Records of professional discussion
2 Be able to work effectively with team members	**Example Assessment Methods** Observation Witness testimony Questioning	**Examples of Evidence** Records of oral questioning Question / answer sheets Records of professional discussion Cross reference to Learning Outcome 1
3 Be able to develop own skills	**Example Assessment Methods** Observation Witness testimony Questioning	**Examples of Evidence** Observation sheets Notes of meetings with line manager Witness assessment criteria

Unit Title	Maintain food safety when storing, preparing and cooking food
BIIAB Reference	MFSSPCF
Level	2
Credit Value	4
GLH	32
Unit Reference No.	D/601/6980

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Be able to keep yourself clean and hygienic	1.1	Wear clean and hygienic clothes appropriate to the jobs being undertaken
	1.2	Tie hair back and/or wear appropriate hair covering
	1.3	Only wear jewellery and other accessories that do not cause food safety hazards
	1.4	Change clothes when necessary
	1.5	Wash hands thoroughly at appropriate times
	1.6	Avoid unsafe behaviour that could contaminate the food working with
	1.7	Report any cuts, boils, grazes, illness and infections promptly to the appropriate person
	1.8	Make sure any cuts, boils, skin infections and grazes are treated and covered with an appropriate dressing
2 Know how to keep yourself clean and hygienic	2.1	State why clean and hygienic clothes must be worn
	2.2	State why hair must be tied back or an appropriate hair covering be worn
	2.3	State the different types of protective clothes are appropriate for different jobs in storage, preparation and cooking food
	2.4	Describe the food safety hazards that jewellery and accessories can cause
	2.5	State when clothing should be changed
	2.6	State the importance of changing clothes
	2.7	State why hands must be washed after going to the toilet, before going into food preparation and cooking areas, after touching raw food and waste, before handling ready-to-eat food
	2.8	Describe how to wash hands safely
	2.9	State the importance of not handling food when open cuts are present
	2.10	Describe what to do if anyone has an open cut
	2.11	State the importance of reporting illnesses and infections promptly
	2.12	State why stomach illnesses are particularly important to report
	2.13	State the importance of avoiding touching face, nose or mouth, blowing nose, chewing gum, eating, smoking when working with food

Unit Title	Maintain food safety when storing, preparing and cooking food
BIIAB Reference	MFSSPCF
Level	2
Credit Value	4
GLH	32
Unit Reference No.	D/601/6980

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
3 Be able to keep working area clean and hygienic	3.1	Make sure surfaces and equipment are clean and in good condition
	3.2	Use clean and suitable cloths and equipment for wiping and cleaning between tasks
	3.3	Remove from use any surfaces and equipment that are damaged or have loose parts
	3.4	Report damaged surfaces, equipment to the person responsible for food safety
	3.5	Dispose of waste promptly, hygienically and appropriately
	3.6	Identify, take appropriate action on any damage to walls, floors, ceilings, furniture and fittings
	3.7	Report any damage to walls, floors, ceilings, furniture and fittings to the appropriate person
	3.8	Identify, take appropriate action on any signs of pests
	3.9	Report any signs of pest to the appropriate person
4 Know how to keep working area clean and hygienic	4.1	State why surfaces and equipment must be clean, hygienic and suitable for the intended use before beginning a new task
	4.2	Describe how to ensure that surfaces and equipment are clean, hygienic and suitable for the intended use before beginning a new task
	4.3	State the importance of only using clean and suitable cloths when cleaning before tasks
	4.4	State how to ensure that clean and suitable cloths are used before tasks
	4.5	Explain why surfaces and equipment that are damaged or have loose parts can be hazardous to food safety
	4.6	List the types of damaged surfaces or equipment that can cause food safety hazards
	4.7	Describe how to deal with damaged surfaces and equipment
	4.8	State the importance of clearing and disposing of waste promptly and safely
	4.9	Describe how to safely dispose of waste
	4.10	Describe how damage to walls, floors, ceilings, furniture, food equipment and fittings can cause food safety hazards
	4.11	State the types of damage that should be looked out for
	4.12	State the types of pests that could be found in catering operations
	4.13	State how to recognise the signs that pests may be present

Unit Title	Maintain food safety when storing, preparing and cooking food
BIIAB Reference	MFSSPCF
Level	2
Credit Value	4
GLH	32
Unit Reference No.	D/601/6980

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
5 Be able to store food safely	5.1	Check that food is undamaged, at appropriate temperature and within 'use-by-date' on delivery
	5.2	Look at and retain any important labelling information
	5.3	Prepare food for storage
	5.4	Place food in storage as quickly as necessary to maintain its safety
	5.5	Make sure storage areas are clean, suitable and maintained at the correct temperature for the type of food
	5.6	Store food so that cross contamination is prevented
	5.7	Follow stock rotation procedures
	5.8	Safely dispose of food that is beyond 'use-by-date'
	5.9	Keep necessary records up-to-date
6 Know how to store food safely	6.1	State the importance of making sure food deliveries are undamaged, at the correct temperature and within use-by-date
	6.2	State the importance of preparing food for storage
	6.3	State why food must be put in the correct storage area
	6.4	State the temperature food should be stored at
	6.5	State the importance of keeping storage areas clean and tidy
	6.6	Describe what to do if storage areas are not clean and tidy
	6.7	State the importance of storing food at the correct temperature
	6.8	Describe how to store food at the correct temperature
	6.9	State what types of food are raw
	6.10	State why types of food are ready-to-eat
	6.11	State why stock rotation procedures are important
	6.12	State why food beyond its 'use-by-date' must be disposed of
7 Be able to prepare, cook and hold food safely	7.1	Check food before and during operations for any hazards
	7.2	Follow correct procedures for dealing with food hazards
	7.3	Follow organisational procedures for items that may cause allergic reactions
	7.4	Prevent cross-contamination between different types of food
	7.5	Use methods, times, temperatures and checks to make sure food is safe following operations
	7.6	Keep necessary records up-to-date

Unit Title	Maintain food safety when storing, preparing and cooking food
BIIAB Reference	MFSSPCF
Level	2
Credit Value	4
GLH	32
Unit Reference No.	D/601/6980
Learning Outcome - The learner will:	**Assessment Criterion - The learner can:**
8 Know how to maintain food safety	8.1 Describe how to operate a food safety management system 8.2 Explain the concept of hazards to food safety in a catering operation 8.3 State the necessity of controlling hazards to food safety in order to remove or keep risks to a safe level 8.4 Describe what may happen if hazards are not controlled 8.5 State the types of hazards that may occur in a catering operation 8.6 Describe how to control hazards by cooking, chilling, cleaning and the avoidance of cross-contamination 8.7 State why monitoring is important 8.8 State the key stages in the monitoring process 8.9 State the importance of knowing what to do when things go wrong 8.10 State why some hazards are more important than others in terms of food safety 8.11 State who to report to if there are food safety hazards

Unit Title	Maintain food safety when storing, preparing and cooking food
BIIAB Reference	MFSSPCF
Level	2
Credit Value	4
GLH	32
Unit Reference No.	D/601/6980
Learning Outcome - The learner will:	Assessment Criterion - The learner can:
9 Know how to prepare, cook and hold food safely	9.1 State why it is necessary to defrost foods before cooking 9.2 State when it is necessary to defrost foods before cooking 9.3 Describe how to safely and thoroughly defrost food before cooking 9.4 Describe how to recognise conditions leading to safety hazards 9.5 State what to do if any food safety hazards are discovered 9.6 State the importance of knowing that certain foods cause allergic reactions 9.7 Describe organisational procedures to deal with foods possible of causing allergic reactions 9.8 State what to do if a customer asks if a particular dish is free from certain food allergen 9.9 Describe how cross-contamination can happen between different food types 9.10 Describe how to avoid cross-contamination between different food types 9.11 Explain why thorough cooking and reheating methods should be used 9.12 State cooking, reheating, temperatures and times to use for food being worked with 9.13 Describe how to check that food is thoroughly cooked or safely reheated 9.14 State the importance of making sure that food is at the correct temperature before and during holding, prior to serving it to the customer 9.15 State the types of foods that may need to be chilled or frozen because they are not for immediate consumption 9.16 Describe how to safely store food not for immediate consumption

Unit Title	**Maintain food safety when storing, preparing and cooking food**
BIIAB Reference	MFSSPCF
Level	2
Credit Value	4
GLH	32
Unit Reference No.	D/601/6980
Learning Outcome - The learner will:	**Assessment Requirements and Evidence Requirements**
1 Be able to keep yourself clean and hygienic	The assessor **must** assess criteria 1.1, 1.2, 1.3 and 1.5 by directly observing the learner's work. The assessor may assess assessment criteria 1.4, 1.6, 1.7 and 1.8 through questioning or witness testimony if no naturally occurring evidence is available. There must be performance evidence, gathered through observing the learner's work for: • at least **four** from **clothes** a) trousers b) tops/jackets c) coats d) disposable gloves e) shoes f) headgear g) aprons • at least **five** from **appropriate times to wash your hands** a) after going to the toilet or in contact with faeces b) when going into food preparation and cooking areas including after any work breaks c) after touching raw food and waste d) before handling raw food e) after disposing of waste f) after cleaning g) changing dressings or touching open wounds • **none** from **unsafe behaviour** a) failure to wash hands thoroughly when necessary b) touching your face, nose or mouth, blowing your nose c) chewing gum d) eating e) smoking f) scratching Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Unit Title	Maintain food safety when storing, preparing and cooking food
BIIAB Reference	MFSSPCF
Level	2
Credit Value	4
GLH	32
Unit Reference No.	D/601/6980
Learning Outcome - The learner will:	**Assessment Requirements and Evidence Requirements**
3 Be able to keep working area clean and hygienic	The assessor **must** assess assessment criteria 3.1, 3.2, 3.5 and 3.6 by directly observing the learner's work. The assessor may assess assessment criteria 3.3, 3.4, 3.5, 3.8 and 3.9 through questioning or witness testimony if no naturally occurring evidence is available. There must be performance evidence, gathered through observing the learner's work for: at least **two** from **surfaces and equipment** a) surfaces and utensils for preparing, cooking and holding food b) surfaces and utensils used for displaying and serving food c) appropriate cleaning equipment Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.
5 Be able to store food safely	The assessor **must** assess assessment criteria 5.1, 5.2, 5.3, 5.4, 5.5, 5.6 and 5.7 by directly observing the learner's work. The assessor may assess assessment criteria 5.8 and 5.9 through questioning or witness testimony if no naturally occurring evidence is available. There must be performance evidence, gathered through observing the learner's work for: at least **two** from **storage areas** a) ambient temperature b) refrigerator c) freezer Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Unit Title	Maintain food safety when storing, preparing and cooking food
BIIAB Reference	**MFSSPCF**
Level	**2**
Credit Value	**4**
GLH	**32**
Unit Reference No.	**D/601/6980**
Learning Outcome - The learner will:	**Assessment Requirements and Evidence Requirements**

7 Be able to prepare, cook and hold food safely	The assessor **must** assess assessment criteria 7.4, 7.5 and 7.5 by directly observing the learner's work.
	
	The assessor may assess assessment criteria 7.1, 7.2, 7.3 and 7.6 through questioning or witness testimony if no naturally occurring evidence is available.
	
	There must be performance evidence, gathered through observing the learner's work for:
	
	• at least **four** from **operations**
	
	    a) defrosting food
	    b) preparing food, including washing and peeling
	    c) cooking food
	    d) reheating food
	    e) holding food before serving
	    f) cooling cooked food not for immediate consumption
	    g) freezing cooked food not for immediate consumption
	
	• **none** from **hazards**
	
	    a) bacteria and other organisms
	    b) chemical
	    c) physical
	    d) allergenic
	
	Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Unit Title	Maintain, handle and clean knives
BIIAB Reference	MHCK
Level	1
Credit Value	3
GLH	25
Unit Reference No.	K/601/5041

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Be able to maintain, handle and clean knives	1.1	Prioritise work and carry it out in an organised and efficient manner
	1.2	Ensure knives are clean
	1.3	Sharpen knives using safe sharpening methods
	1.4	Select knives appropriate to the task to be undertaken
	1.5	Ensure that the cutting edge is firm and secure and appropriate for the task
	1.6	Safely handle knives while undertaking tasks
	1.7	Clean and store knives according to organisational requirements
	1.8	Report damage to knives to the appropriate person
2 Know how to maintain, handle and clean knives	2.1	State why knives should be kept sharp
	2.2	State why knives should be stored safely
	2.3	Explain why and to whom all accidents should be reported
	2.4	Explain why the appropriate knife should be selected for specific task
	2.5	State why handles of knives should not be allowed to become greasy during use
	2.6	Explain why knives should be handled and carried correctly
	2.7	State why cutting surfaces should be firm and secure
	2.8	Explain why knives should be cleaned between dealing with different food groups
	2.9	Describe what risks there are of contamination from poorly maintained knives
	2.10	State why surfaces should be clean
	2.11	Explain why damaged knives should not be used
	2.12	Describe what action can be taken to prevent allergenic reactions amongst consumers when handling and cleaning knives

Unit Title	Maintain, handle and clean knives
BIIAB Reference	MHCK
Level	1
Credit Value	3
GLH	25
Unit Reference No.	K/601/5041

Learning Outcome - The learner will:	Assessment Requirements and Evidence Requirements

1 Be able to maintain, handle and clean knives	The assessor **must** assess assessment criteria 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 and 1.7 by directly observing the learner's work.
	
	The assessor may assess assessment criterion 1.8 through questioning or witness testimony if no naturally occurring evidence is available.
	
	There must be performance evidence, gathered through observing the learner's work for:
	
	• at least **two** from **knives**
	
	   a) straight bladed knives and cleavers
	   b) Serrated blades
	   c) Scissors/secateurs
	
	• at least **five** from **tasks**
	
	   a) Preparing basic vegetable cuts
	   b) Preparing meat, poultry and fish
	   c) preparing bread
	   d) opening packaging
	   e) sharpening
	   f) washing and cleaning knives after use
	
	Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Unit Title	Set Up and Close Kitchen
BIIAB Reference	SCK
Level	2
Credit Value	4
GLH	37
Unit Reference No.	L/601/4996

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Be able to prepare kitchen for food operations	1.1 Prioritise work and carry it out in an efficient manner 1.2 Check that food preparation and cooking tools and kitchen equipment are clean, and of the right type and in working order 1.3 Turn on appropriate kitchen equipment at the correct time and to correct setting 1.4 Report any unhygienic or defective tools or kitchen equipment, or other problems to the proper person 1.5 Conduct work in line with legal requirements, workplace procedures and current legislation relating to hygienic and safe working practices when preparing the kitchen for food operation
2 Understand how to prepare kitchen for food operations	2.1 State why knives/utensils should be handled correctly 2.2 State why and to whom all incidents should be reported 2.3 Describe how to safely turn on different types of equipment 2.4 State why faulty equipment and maintenance requirements should be reported to the proper person 2.5 State why it is important to ensure all appropriate equipment is safely turned off
3 Be able to prepare food items for operation and service	3.1 Prepare work and carry it out in an efficient manner 3.2 Ensure that there are sufficient ingredients in stock in line with establishment requirements 3.3 Prepare ingredients to the organisational needs and quality requirements 3.4 Report any ingredients that are not prepared to the correct quantity or quality to the proper person 3.5 Conduct work in line with legal requirements, workplace procedures and current legislation relating to hygienic and safe working practices when preparing food items ready for operations
4 Understand how to prepare food items for operation and service	4.1 State why machinery should be cleared between tasks 4.2 State why it is important to monitor the temperature of kitchen storage equipment and areas 4.3 Describe the organisational menu requirements in terms of the type, quality and number of ingredients

Unit Title	Set Up and Close Kitchen
BIIAB Reference	SCK
Level	2
Credit Value	4
GLH	37
Unit Reference No.	L/601/4996
Learning Outcome - The learner will:	**Assessment Criterion - The learner can:**
5 Be able to close kitchen after operations	5.1 Prioritise work and carry it out in an efficient manner 5.2 Check that tools are cleaned and stored to organisational and legal requirements 5.3 Check food storage equipment meets organisational and legal requirements for kitchen closure 5.4 Check that cooking equipment is turned off, unplugged and cleaned following manufacturer's and organisation's instructions 5.5 Report any un-cleaned tools, food storage or cooking equipment or problems to the appropriate person 5.6 Conduct work in line with legal requirements, workplace procedures and current legislation relating to hygienic and safe working practices when closing down the kitchen after operations
6 Understand how to close kitchen after operations	6.1 State why tools and equipment should be cleaned and stored following use 6.2 Describe organisational and legal requirements for food storage equipment when kitchen is closed 6.3 State organisational and legal requirements for turning off, unplugging and cleaning cooking equipment following use 6.4 State who problems should be reported to

Unit Title	Set Up and Close Kitchen
BIIAB Reference	SCK
Level	2
Credit Value	4
GLH	37
Unit Reference No.	L/601/4996
Learning Outcome - The learner will:	**Assessment Requirements and Evidence Requirements**

1 Be able to prepare kitchen for food operations	The assessor **must** assess assessment criteria 1.1, 1.2, 1.3 and 1.5 by directly observing the learner's work.
	
	The assessor may assess assessment criterion 1.4 through questioning or witness testimony if no naturally occurring evidence is available.
	
	There must be performance evidence, gathered through observing the learner's work for:
	
	    both from **tools** a) knives
	    b) utensils
	   - at least **five** from **kitchen equipment** a) oven/combination oven
	    b) grill
	    c) hob
	    d) fryer
	    e) microwave
	    f) steamer
	    g) fridge/freezer
	
	Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Unit Title	Set Up and Close Kitchen
BIIAB Reference	SCK
Level	2
Credit Value	4
GLH	37
Unit Reference No.	L/601/4996
Learning Outcome - The learner will:	**Assessment Requirements and Evidence Requirements**
3 Be able to prepare food items for operation and service	The assessor **must** assess assessment criteria 3.1, 3.2, 3.3 and 3.5 by directly observing the learner's work. The assessor may assess assessment criterion 3.4 through questioning or witness testimony if no naturally occurring evidence is available. There must be performance evidence, gathered through observing the learner's work for: - at least **one** from **establishment requirements** a) number of customers b) menu requirements - at least **two** from **ingredients** a) vegetables b) garnishes c) frozen products d) fresh high-risk products - at least **two** from **prepare** a) washing b) cutting c) defrosting d) weighing Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Unit Title	Set Up and Close Kitchen
BIIAB Reference	SCK
Level	2
Credit Value	4
GLH	37
Unit Reference No.	L/601/4996

Learning Outcome - The learner will:	Assessment Requirements and Evidence Requirements

5 Be able to close kitchen after operations	The assessor **must** assess assessment criteria 5.1, 5.2, 5.3, 5.4 and 5.6 by directly observing the learner's work.
	
	The assessor may assess assessment criterion 5.5 through questioning or witness testimony if no naturally occurring evidence is available.
	
	There must be performance evidence, gathered through observing the candidate's work for:
	
	   • **both** from **tools**
	     a) knives
	     b) utensils
	   • at least **two** from **food storage equipment**
	     a) fridge
	     b) freezer
	     c) dry store / larder
	   • at least **four** from **cooking equipment**
	     a) oven/combination oven
	     b) grill
	     c) hob
	     d) fryer
	     e) microwave
	     f) steamer
	
	Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Notices

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