

Qualification Handbook

BIIAB Level 2 Certificate in Pub Chef Operations (QCF)

601/4246/7

Version 2

**BIIAB Level 2 Certificate in
Pub Chef Operations (QCF) Handbook**



Version and date	Change, alteration or addition	Section
Version 2, August 2016	Correction to credits to be achieved at Level 2 and above	Rules of Combination and Structure
	Correction to unit number and level for Effective Teamwork	Unit
	Correction to level for unit Y/502/8258	Unit

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1. About the BIIAB Level 2 Certificate in Pub Chef Operations (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 Operations (QCF)	601/4246/7

2. Objective and Purpose of this Qualification

The BIIAB Level 2 Certificate in Pub Chef Operations (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.

The qualification focusses on the knowledge required by pub chefs. Alongside the BIIAB Level 2 Certificate in Pub Chef Skills 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 prepare for further learning or training by developing knowledge and/or skills in a subject area. 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 Operations (QCF) Rules of Combination (ROC) and Structure

To achieve the BIIAB Level 2 Certificate in Pub Chef Operations (QCF) learners **must** gain a **total of 15 credits**. This **must** consist of:

- **Minimum total credit: 15**
- Mandatory Group A **minimum credit: 8**
- Optional Unit Group B **minimum credit: 3 (minimum 3 units)**
- Optional Unit Group C **minimum credit: 4 (minimum 2 units)**
- A **minimum of 11 credits must** be achieved through the completion of units at **Level 2** and above.
- Minimum GLH: **118**
- Maximum GLH: **128**

The qualification has been developed based upon industry feedback as to the fundamental knowledge 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
LSRPLH	H/601/7631	Legal and Social Responsibilities of a Personal Licence Holder	1	2	8	Multiple Choice Test
FSC	H/502/0132	Food safety in catering	1	2	9	Multiple Choice Test
HSW	H/601/9699	Health and Safety in the Workplace	1	2	10	Multiple Choice Test
ET	Y/600/0616	Effective teamwork	2	1	19	Assessment Knowledge Module
PSCK	T/502/8316	Principles of setting up and closing the kitchen	1	2	7	Assessment Knowledge Module
PHMHCK	Y/502/8258	Principles of how to maintain, handle and clean knives	2	1	11	Assessment Knowledge Module

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Optional Unit Group B

Unit No.	URN	Unit Title	Credit	Level	GLH	Assessment Method
PPBMD	A/502/8284	Principles of producing basic meat dishes	1	2	9	Assessment Knowledge Module
PPBPD	L/502/8290	Principles of producing basic poultry dishes	1	2	9	Assessment Knowledge Module
PPBVD	H/502/8294	Principles of producing basic vegetable dishes	1	2	9	Assessment Knowledge Module
PPCSS	K/502/8295	Principles of producing cold starters and salads	1	2	9	Assessment Knowledge Module
PPBFD	K/502/8281	Principles of producing basic fish dishes	1	2	9	Assessment Knowledge Module
PPBCS	M/502/8296	Principles of Providing a Buffet and Carvery Service	1	2	6	Assessment Knowledge Module
PCF6	A/502/8270	Principles of preparing, cooking and finishing basic rice dishes	2	2	9	Assessment Knowledge Module

Optional Unit Group C

Unit No.	URN	Unit Title	Credit	Level	GLH	Assessment Method
CT	K/600/3763	Cooking Theory	2	2	20	Multiple Choice Test
PCKD	H/502/8313	Principles of completing kitchen documentation	1	2	7	Assessment Knowledge Module
PCMLH	K/501/5420	Principles of Conflict Management in Licensed Hospitality	1	2	10	Multiple Choice Test
LHO	M/503/5152	Licensed Hospitality Operations	3	2	30	Multiple Choice Test
SC	A/503/7065	Stock control	2	3	10	Short Answer Questions

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 knowledge about the role of the pub chef. 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 units that focus on knowledge. For these units, BIIAB has developed Multiple Choice Tests, Short Answer Question Papers and Assessment Knowledge Modules (AKMs). AKMs 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.

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

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	<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.

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:

- Multiple Choice Tests
- Short Answer Question Papers
- Assessment Knowledge 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	Legal and Social Responsibilities of a Personal Licence Holder	
BIIAB Reference	LSRPLH	
Level	2	
Credit Value	1	
GLH	8	
Unit Reference No.	H/601/7631	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Understand the nature, purpose and period of validity of a Personal Licence	1.1	State what a Personal Licence is
	1.2	State what a Personal Licence entitles the holder to do
	1.3	State the period of validity of a Personal Licence
2 Understand the application process and legal duties when applying for a Personal Licence	2.1	State the procedures for applying for a Personal Licence including eligibility criteria for a new Personal Licence
	2.2	Outline the licensing authorities' process for the grant or rejection of new Personal Licences and renewals
	2.3	Identify who may object to the grant or renewal of a Personal Licence
	2.4	Define what is meant by the terms 'relevant offences' and 'foreign offences'
	2.5	State the duty of an applicant to declare if they are convicted of any relevant or foreign criminal offences during the application process
	2.6	State the penalty for failing to declare conviction of relevant or foreign offences during the application process
3 Understand the legal duties of a Personal Licence Holder	3.1	State the duties of a Personal Licence Holder if charged with a relevant or foreign offence
	3.2	State the duties of a Personal Licence Holder if convicted with a relevant or foreign offence after the licence is granted
	3.3	State the duties of a Personal Licence Holder if a personal licence is renewed, surrendered or revoked
	3.4	State the duties of a Personal Licence Holder if a change of name and/or address occurs
	3.5	State the duties of a Personal Licence Holder if asked to produce the licence by an authorised person
	3.6	State the penalties for breaching any legal duties of a Personal Licence
	3.7	State the consequences for a Personal Licence Holder if convicted of a drink driving offence
4 Understand the roles, responsibilities and functions of licensing authorities	4.1	State what licensing authorities are
	4.2	Outline the roles and responsibilities of licensing authorities
	4.3	Outline what a licensing policy is
	4.4	Outline the purpose of a licensing hearing including appeals

Unit Title BIIAB Reference Level Credit Value GLH Unit Reference No.	Legal and Social Responsibilities of a Personal Licence Holder LSRPLH 2 1 8 H/601/7631	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
5 Understand the Licensing Objectives and the importance of partnerships in promoting these objectives	5.1 5.2 5.3 5.4 5.5	Identify the Licensing Objectives and their importance to the licensing system State what an operating schedule is State what an operating schedule should include in order to promote the Licensing Objectives Identify the importance of partnerships in supporting the Licensing Objectives Identify the role of Crime and Disorder Reduction Partnerships
6 Understand the nature and strength of alcohol and the effect on the body	6.1 6.2 6.3 6.4 6.5 6.6 6.7	State the legal definition of alcohol in the Licensing Act 2003 State what 'supply of alcohol' means State how the strength of an alcoholic drink is measured Define the terms 'alcohol-free' and 'low alcohol' State the UK Government's sensible drinking advice State the intoxicating nature of alcohol Identify the effects of alcohol on the body
7 Understand the law in relation to premises licences	7.1 7.2 7.3 7.4 7.5 7.6 7.7 7.8 7.9 7.10	Explain what a premises licence is State the procedures for a premises licence application State the grounds for a hearing and an appeal in respect of a premises licence application Explain the purposes of a premises licence review State the mandatory conditions attached to all premises licences that authorises the sale of alcohol Identify the 4 licensable activities defined by the Licensing Act 2003 State the law in relation to variations to premises licences State the law in relation to what constitutes unauthorised licensable activities Identify what a due diligence defence is and when it may be used State penalties for breaching conditions on a premises licence
8 Understand the role and responsibilities of the Designated Premises Supervisor (DPS)	8.1 8.2	Outline the job role of the DPS State the responsibility of the DPS to carry out a risk assessment in order to promote the licensing objectives

Unit Title BIIAB Reference Level Credit Value GLH Unit Reference No.	Legal and Social Responsibilities of a Personal Licence Holder LSRPLH 2 1 8 H/601/7631	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
9 Understand the law in relation to Temporary Event Notices	9.1 9.2 9.3 9.4	State what is meant by the term 'permitted temporary activities' State what a Temporary Event Notice (TEN) is State the law in relation to the frequency of permitted temporary activities State the circumstances under which the police and environmental health officers can object to a TEN
10 Understand the rights and legal duties of the responsible persons in relation to operation of licensed premises	10.1 10.2 10.3 10.4 10.5 10.6	State the duty to refuse the sale of alcohol to a drunken person State the law and industry guidelines on irresponsible drinks promotions Identify anti-violence strategies that can be adopted on licensed premises Identify the consequences of allowing illegal drug use and dealing on licensed premises Identify who is legally responsible for preventing disorderly conduct on licensed premises State penalties for allowing drunk and disorderly conduct on licensed premises
11 Understand the law in relation to the protection of children on licensed premises	11.1 11.2 11.3 11.4 11.5 11.6 11.7 11.8	State the law in relation to the sale of alcohol to children State the law in relation to the purchase or attempted purchase of alcohol by or for children State the law in relation to the unsupervised sale of alcohol by a child Identify the types and features of acceptable proof of age documents Outline the importance of other legislation related to the protection of children State the law in relation to the presence of children in licensed premises State the law in relation to the consumption of alcohol by children State penalties for breaching the law in relation to the protection of children on licensed premises

Unit Title	Legal and Social Responsibilities of a Personal Licence Holder	
BIIAB Reference	LSRPLH	
Level	2	
Credit Value	1	
GLH	8	
Unit Reference No.	H/601/7631	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
12 Understand the powers of the police and other authorities in relation to licensed premises	12.1	State the powers of the police to close identified licensed premises in respect of disorder or nuisance
	12.2	State the powers of police to apply for a closure order covering a particular geographical area
	12.3	State the powers of an Environmental Health Officer to close identified licensed premises in relation to noise nuisance
	12.4	Identify which authorities have a right of entry to licensed premises and when they can exercise these rights
13 Understand prohibitions and exemptions in relation to licensable activities	13.1	Identify the difference between retail sale and wholesale of alcohol
	13.2	Identify which forms of entertainment are regulated and which are exempt
	13.3	Identify which types of premises are prohibited from selling alcohol
	13.4	State the law in relation to the sale of alcohol on moving vehicles

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 BIIAB Reference Level Credit Value GLH Unit Reference No.	Health and Safety in the Workplace HSW 2 1 10 H/601/9699	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Understand roles and responsibilities for health, safety and welfare in the workplace	1.1	Outline employers' and employees' duties relating to health, safety and welfare at work
	1.2	Outline the consequences for non-compliance with health and safety legislation
	1.3	Outline the requirements for training and competence in the workplace
	1.4	Outline the ways in which health and safety information can be communicated
2 Understand how risk assessments contribute to health and safety	2.1	Define the terms 'hazard' and 'risk'
	2.2	Outline the process for carrying out a risk assessment
	2.3	Describe how risk assessment can be used to reduce accidents and ill health at work
3 Understand how to identify and control the risks from common workplace hazards	3.1	Describe the hazards that may be found in a range of workplaces
	3.2	Describe how hazards can cause harm or damage to people, work processes, the workplace and the environment
	3.3	Describe the principle of the risk control hierarchy
	3.4	List examples of risk controls for common workplace hazards
4 Know the procedures for responding to accidents and incidents in the workplace	4.1	State the common causes of workplace accidents and ill health
	4.2	Identify the actions that might need to be taken following an incident in the workplace
	4.3	List the arrangements that should be in place in a workplace for emergencies and first aid
	4.4	Outline why it is important to record all incidents, accidents and ill health

Indicative Content

Learning Outcome:	Indicative Content (additional information)
<p>1 Understand roles and responsibilities for health, safety and welfare in the workplace</p>	<p>1.1 Outline employers' and employees' duties relating to health, safety and welfare at work</p> <ul style="list-style-type: none"> - Different Health and Safety regulations • Health and Safety at Work Act 1974 • Health and Safety Executive (HSE) regulations are governed by Statute <p>1.2 Outline the consequences for non-compliance with health and safety legislation</p> <ul style="list-style-type: none"> - Consequences for non-compliance • Criminal records • Fines • Imprisonment • HSE and Enforcement Officers • HSE sanctions - Criminal and Civil Law - Burden of proof - UK court structure - Where you can find health and safety information <p>1.3 Outline the requirements for training and competence in the workplace</p> <ul style="list-style-type: none"> - Health and Safety Regulations - The law in regards to staff training on what to do in a fire <p>1.4 Outline the ways in which health and safety information can be communicated</p> <ul style="list-style-type: none"> - Health and Safety Information for Employees Regulations 1989 - Management of Health and Safety at Work Regulations 1999 - Health and Safety at Work Act 1974 - Where can you find health and safety information • HSE website and leaflets • Employer Health and Safety Training, guidelines and procedures • Other information resources
<p>2 Understand how risk assessments contribute to health and safety</p>	<p>2.1 Define the terms 'hazard' and 'risk'</p> <ul style="list-style-type: none"> - Definition of a hazard – anything with the potential to cause harm - Definition of a Risk – likelihood of a hazard causing harm - Reducing consequences <p>2.2 Outline the process for carrying out a risk assessment</p> <ul style="list-style-type: none"> - Definition of a risk assessment • Steps which need to be taken • Risk assessment grid - HSE and Health and Safety regulations and risk assessment - Hierarchy of control • Steps 1-5

Learning Outcome:	Indicative Content (additional information)
	<ul style="list-style-type: none"> - What is reasonably practical? - Specific risk assessments <ul style="list-style-type: none"> • Manual handling • Fire • Electricity • Noise • Lone workers • Self employed <p>2.3 Describe how risk assessment can be used to reduce accidents and ill health at work</p> <ul style="list-style-type: none"> - Learning from risk assessments - Reviewing risk assessments - HSE and Health and Safety regulations and risk assessment - Hierarchy of control <ul style="list-style-type: none"> • Steps 1-5
<p>3 Understand how to identify and control the risks from common workplace hazards</p>	<p>3.1 Describe the hazards that may be found in a range of workplaces</p> <ul style="list-style-type: none"> - Fire regulations - Fire <ul style="list-style-type: none"> • Triangle of fire • Your eyes and others • Removing an element from the triangle of fire - Fire control <ul style="list-style-type: none"> • Types of fire extinguishers • Servicing and checking • Information to be displayed on extinguishers • Other types of fire control devices • Emergency lighting • Fire practice and training and the law - Manual handling <ul style="list-style-type: none"> • Manual handling operations regulations 1992 • Cycle for manual handling risk assessment • Weight labels - Electricity <ul style="list-style-type: none"> • Electricity at Work Regulations 1989 • PAT test • What to report • Static, Direct Current (DC) and Alternating Current (AC) • Fuses - Display Screens <ul style="list-style-type: none"> • Health and Safety (Display Screen Equipment) Regulation 1992 - Control of Substances Hazardous to Health (COSHH) <ul style="list-style-type: none"> • Dangerous substances • CSHH Safety data sheets • COSHH symbols <p>3.2 Describe how hazards can cause harm or damage to people, work processes, the workplace and the</p>

Learning Outcome:	Indicative Content (additional information)	
	3.3	environment - Fire - Manual handling - Electricity - Display Screens - Control of Substances Hazardous to Health (COSHH) - What is our environment? Describe the principle of the risk control hierarchy - Hierarchy of control • Steps 1-5 - What is reasonably practical?
	3.4	List examples of risk controls for common workplace hazards - Fire regulations - Fire - Manual handling - Electricity - Display Screens - Control of Substances Hazardous to Health (COSHH)
4 Know the procedures for responding to accidents and incidents in the workplace	4.1 4.2 4.3 4.4	4.1 State the common causes of workplace accidents and ill health - Definition of an accident and an incident - Investigating accidents 4.2 Identify the actions that might need to be taken following an incident in the workplace - Reporting to the HSE and police - How to report accidents and incidents - Investigating incidents - Consequences of reporting – possible new codes of practices 4.3 List the arrangements that should be in place in a workplace for emergencies and first aid - Fire • Extinguishers • Other fire control devices • Emergency lighting • Fire practice and training- fire marshals - Health and Safety (first aid) Regulations 1981 - First Aid 4.4 Outline why it is important to record all incidents, accidents and ill health - The benefits of reporting accidents and incidents including the accident pyramid - Reporting to the HSE and police - How to report accidents and incidents - The importance of reporting ill health

Suggested Reading

BIIAB workbook for Health and Safety in the workplace

www.hse.gov.uk

5 steps to Risk Assessment <http://www.hse.gov.uk/pubns/indg163.pdf>

<http://www.hse.gov.uk/chip/>

<http://www.hse.gov.uk/pubns/indg136.pdf>

<http://www.hse.gov.uk/electricity/electricequip.htm>

<http://www.hse.gov.uk/pubns/indg36.pdf>

<http://www.hse.gov.uk/riddor/riddor.htm#who>

<http://www.businesslink.gov.uk/bdotg/action/detail?itemId=1073791512&type=RESOURCES>

<http://www.hse.gov.uk/involvement/1977.htm>

<http://www.hse.gov.uk/involvement/1996.htm>

<http://www.hse.gov.uk/pubns/indg184.htm>

Guidance for Tutors

This unit covers key underpinning knowledge related to health and safety for the workplace. This unit could be delivered in conjunction with Maintenance of a safe, hygienic and secure working environment from the BIIAB Level 2 Certificate in Licensed Hospitality Skills.

Unit Title	Effective Teamwork	
BIIAB Reference	ET	
Level	1	
Credit Value	2	
GLH	19	
Unit Reference No.	Y/600/0616	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Know how to organise their own work	1.1	State the order of work to complete a task
	1.2	Describe situations when it is appropriate to ask for help
	1.3	Describe situations when it is appropriate to help and support others
	1.4	State the importance of working to deadlines
	1.5	State why it is important to follow instructions accurately
	1.6	State the importance of keeping work areas clean and tidy
2 Know how to support the work of a team	2.1	State the benefits of helping team members
	2.2	State the importance of passing information to the relevant people
	2.3	State the importance of clear communication
	2.4	Describe ways to maintain good working relationships in a team
	2.5	State problems in working relationships that should be reported to line managers
3 Know how to contribute to their own learning and development	3.1	List benefits of self-development
	3.2	State the importance of feedback from team members
	3.3	Describe how a learning plan could improve aspects of work
	3.4	List types of activities that help learning

Unit Title	Principles of setting up and closing the kitchen	
BIIAB Reference	PSCK	
Level	2	
Credit Value	1	
GLH	7	
Unit Reference No.	T/502/8316	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Know how to set up the kitchen	1.1	Explain why knives and utensils must be handled correctly
	1.2	State to whom incidents must be reported
	1.3	State why incidents must be recorded
	1.4	Explain why faulty equipment and maintenance requirements must be reported
2 Know how to close the kitchen	2.1	Explain why it is important to turn off equipment safely
	2.2	Explain why tools should be cleaned and stored following use
	2.3	State the legal requirements for the storage of food when the kitchen is closed
	2.4	State who problems should be reported to

Unit Title	Principles of how to maintain, handle and clean knives	
BIIAB Reference	PHMHCK	
Level	1	
Credit Value	2	
GLH	11	
Unit Reference No.	Y/502/8258	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Know how to maintain, handle and clean knives	1.1	State why knives should be kept sharp
	1.2	State why knives should be stored safely
	1.3	State why accidents must be reported
	1.4	Identify the appropriate knives required for different tasks
	1.5	State safety considerations when handling knives
	1.6	Outline why knives should be cleaned when using for different foodstuffs
	1.7	Describe the risks associated with using poorly maintained or damaged knives
	1.8	State why cutting surfaces should be clean
	1.9	Describe actions to be taken to prevent allergic reactions

Notices

This book does not purport to contain an authoritative or definitive statement of the law or practice on any subject and the publishers supply the information on the strict understanding that no legal or other liability attaches to them in respect of it. References to sources of further guidance or information have been made where appropriate.

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Infor House
1 Lakeside Road
Farnborough
Hampshire
GU14 6XP