

Qualification handbook

BIIAB Level 3 Certificate in Hospitality and Catering Principles (Professional Cookery)

601/6214/4
C00/0743/3

Version 2

**BIIAB Level 3 Certificate in
Hospitality and Catering Principles
(Professional Cookery)**



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BIIAB Level 3 Certificate in Hospitality and Catering Principles (Professional Cookery)



1. About the BIIAB Level 3 Certificate in Hospitality and Catering Principles (Professional Cookery)

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

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

Qualification title	Qualification Number (QN)	Qualification Wales Approval/Designation Number
BIIAB Level 3 Certificate in Hospitality and Catering Principles (Professional Cookery)	601/6214/4	C00/0743/3

The BIIAB Level 3 Certificate in Hospitality and Catering Principles (Professional Cookery) has been designed to allow learners to obtain the knowledge to work at an operational level within a Professional Cookery environment.

It is also a key component part of the People 1st Advanced Level Apprenticeship in Catering and Professional Chefs.

2. About this pack

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

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

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

3. 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.

4. 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 (e.g. Mandatory, Optional Unit, and Optional groups)
- The minimum credit which must be achieved at the level or above the level of the qualification
- The Total Qualification Time (TQT)
- The title, Unit Regulation Number and BIIAB Unit number for each unit, alongside its level, credit, and Guided Learning Hours (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.

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5. BIIAB Level 3 Certificate in Hospitality and Catering Principles (Professional Cookery) Rules of Combination (ROC) and structure

To achieve the BIIAB Level 3 Certificate in Hospitality and Catering Principles (Professional Cookery) learners **must** gain a **total of 26** credits. This **must** consist of:

- **Minimum total credit: 26**
 - Mandatory group A **minimum** credit: **9**
 - Optional Group B **minimum** credit: **17**
- A **minimum of 25** credits **must** be achieved through the completion of units at **Level 3** and above.
- GLH: **186**
- TQT: **260**

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
3HCP1	A/600/1810	Health, Safety and Security in the Hospitality Working Environment	4	3	35	Assessment Knowledge Module
3HCP2	F/600/1808	Development of Working Relationships in Hospitality	4	3	30	Assessment Knowledge Module
FSC	H/502/0132	Food safety in catering	1	2	9	Multiple Choice Questions

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Optional Group B

Unit no	URN	Unit Title	Credit	Level	GLH	Assessment method
3FPC43	D/600/1816	Preparation, Cooking and Finishing of Meat Dishes	3	3	26	Assessment Knowledge Module
3FPC21	F/600/1811	Preparation, Cooking and Finishing of Hot Sauces	3	3	26	Assessment Knowledge Module
3FPC44	H/600/1817	Preparation, Cooking and Finishing of Poultry Dishes	3	3	26	Assessment Knowledge Module
3FPC31	J/600/1812	Preparation, Cooking and Finishing of Dressings and Cold Sauces	3	3	26	Assessment Knowledge Module
3FPC46	K/600/1818	Preparation, Cooking and Finishing of Vegetable Dishes	3	3	26	Assessment Knowledge Module
3FPC41	L/600/1813	Preparation, Cooking and Finishing of Fish Dishes	3	3	26	Assessment Knowledge Module
PFSSC	K/502/3775	The Principles of Food Safety Supervision for Catering	3	3	25	Multiple Choice Questions
3FPC22	D/502/8276	Principles of preparing, cooking and finishing complex soups	2	3	9	Assessment Knowledge Module
3FPC33	F/502/8254	Principles of preparing, cooking and finishing complex cold desserts	2	3	9	Assessment Knowledge Module
3FPC29	F/502/8318	Principles of preparing, cooking and presenting complex cold products	2	3	10	Assessment Knowledge Module
3FPC32	K/502/8328	Principles of preparing, cooking and finishing complex hot desserts	2	3	9	Assessment Knowledge Module
3FPC23	T/502/8266	Principles of preparing, cooking and finishing fresh pasta dishes	2	3	8	Assessment Knowledge Module
3FPC25	Y/502/8275	Principles of preparing, cooking and finishing complex cakes, sponges, biscuits and scones	2	3	12	Assessment Knowledge Module

6. Age Restriction

This qualification is appropriate for use in the following age ranges:

- 16-18
- 19+.

7. Entry Requirements and Progression

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

The qualification is designed to equip learners with the knowledge to work effectively in Professional Cookery. It also will allow for a number of progression routes into Level 4 qualifications, to employment or into other areas of learning.

Achievement of the qualification offers opportunities for progression, including:

- BIIAB Level 3 NVQ Diploma in Professional Cookery
- BIIAB Level 4 NVQ Diploma in Management
- Career progression.

8. Assessment

Overview of assessment strategy

The qualification contains knowledge units. These units are respectively assessed by both Assessment Knowledge Modules (AKMs) and Multiple-Choice Questions (MCQs) externally set by the BIIAB. The AKMs are internally marked assessments, containing a series of questions, marked and internally verified by the centre and with external verification by the BIIAB External Quality Assurer (EQA). The MCQs are externally set assessments that are required to be delivered under BIIAB examination conditions and are externally marked by BIIAB. Please refer to BIIAB's Centre Manual for full examination and invigilator instructions.

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 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.

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Assessment Strategy

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

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

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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).	✓	✓	✓

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Table 2 - Qualifications and Training relevant to Assessors and Verifiers

The following sets out areas in which assessors, verifiers and external verifiers should either received training or achieve qualifications. People1st 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.

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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

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Assessment

People1st 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. People1st 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, People1st 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 People1st 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.

Assessment of the Knowledge Units

When assessing the knowledge and understanding based unit, it is important that the chosen assessment methodology is appropriate to this and is accurately recorded.

Assessment methodologies that are appropriate for the knowledge and understanding units include:

- Professional discussion
- Learner reflective accounts
- Question and Answer
- Assignments and Projects.

These **must** be planned, assessed and verified by centres, using approved and robust systems and procedures.

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Assessors and IQAs **must** ensure that they are able to demonstrate their own CPD and competence across the units being delivered and assessed, because of the nature of the theoretical content that has to be covered.

Particular attention must be paid to units which permit learners to use their places of study or research of organisations in order to achieve the unit, and those which can only be achieved if the learner is in current employment, or there is recognition of prior learning from extensive experience in that particular occupational sector.

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 appeals procedure please refer to www.biiab.org

9. 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.

10. Resources

BIIAB provides the following additional resources for this qualification:

- Assessment Knowledge Modules (AKMs)
- Assessment Guidance for each of the AKMs
- 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.

Assessment Knowledge Modules (AKMs)

These provide a series of BIIAB set questions within the context of knowledge modules that can be used to assess the learner's competence. These modules should be released to the learner for the assessment when they are deemed to be ready to be able to successfully achieve it. The assessment does **not** have to be undertaken within secure conditions, but **must** be collected and held securely afterwards. Learners **must** be taught to the Learning Outcomes and Assessment Criteria within the unit, **not** the assessment. A password will be provided to allow access to this document upon approval for the qualification.

These are internally marked and verified but **must** be available to the EQA for external verification purposes.

Assessment Guidance for each of the AKMs

These provide a series of BIIAB suggested possible answers for the questions within the knowledge modules. Assessors can accept other appropriate answers.

These modules **must** be kept secure, only released to the learner for the assessment and collected and held securely afterwards. Learners **must** be taught to the Learning Outcomes and Assessment Criteria within the unit, **not to** the possible answers of the assessment. A password will be provided to allow access this document upon approval for the qualification.

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 People 1st, although some are written by other organisations. BIIAB includes the mandatory units within this pack, and makes all units available via centrezone.bii.org

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Summative Reflective Account

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

11. Design and delivery

Each unit within this qualification has been allocated a number of guided learning hours (GLH). GLH are defined as the times when a tutor, trainer, mentor or line manager is giving specific advice relating to a learning outcome of the unit. This can include activities such as training sessions, tutorials, supervised study or 'on-the-job' learning. It could also include time spent by managers or mentors assessing learners' achievements. 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.

12. 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 / Unique Reference Number (URN)

The Unique 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 their own unique unit numbers which will in most instances be the same number 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 either National Occupational Standards or 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 time required by the unit for specific guidance to be provided by a tutor, mentor or expert in the subject area, for example in a training session or a one-to-one.

Learning Outcomes and Assessment Criteria

Learning Outcomes are what is expected that the learner will 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.

13. Initial registration

Registration and certification

Learners should be registered and certificated via BIIABs 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://centrezon.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://centrezon.bii.org/thehub/apprenticeships/qadocuments>.

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14. Mandatory Units

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

Unit Title	Health, Safety and Security in the Hospitality Working Environment	
BIIAB Reference	3HCP1	
Level	3	
Credit Value	4	
GLH	35	
Unit Reference No.	A/600/1810	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Know how to maintain health, hygiene, safety and security at work	1.1	Identify the enforcement agencies for health, hygiene, and safety laws and regulations
	1.2	State the importance for an organisation of having procedures which maintain health, hygiene, safety and security at work
	1.3	State the implications of breaking the law on health, hygiene and safety
	1.4	State the importance of having a named individual responsible for health, hygiene, safety and security
2 Understand the need for the maintenance of information regarding health, hygiene, safety and security	2.1	Identify people and organisations who may need access to information
	2.2	Explain procedures used to record and store information
	2.3	State the information that external authorities may require
	2.4	Identify the types of information that should be recorded and stored
	2.5	State the importance of having procedures for making recommendations about health, hygiene, safety and security
	2.6	Describe how to communicate with colleagues on issues to do with health, hygiene, safety, and security
3 Understand risk management in the work place	3.1	State the need to identify, report and deal with faulty equipment
	3.2	State the importance of contingency plans to reduce the impact of any health, hygiene, safety and security problems
	3.3	Explain how to monitor an area to maintain the health, hygiene, safety and security of employees, customers and other members of the public
	3.4	Identify the frequency with which health, hygiene, safety and security inspections should be carried out
	3.5	Explain how to minimise the risks associated with different types of health, hygiene, safety and security hazards
	3.6	State the importance of emergency procedures

Unit Title	Development of Working Relationships in Hospitality	
BIIAB Reference	3HCP2	
Level	3	
Credit Value	4	
GLH	30	
Unit Reference No.	F/600/1808	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Understand the key elements that encourage good working relationships	1.1	Explain the importance of clear communication in the workplace
	1.2	Identify methods for communicating clearly with colleagues, managers and customers
	1.3	Identify the basic legal requirements that cover working with colleagues
	1.4	State the importance of recognising and valuing diversity
	1.5	Explain the importance of meeting the special needs that colleagues and customers may have
2 Understand the principles of maintaining good working relationships with colleagues	2.1	State the importance of working as a team
	2.2	State the importance of providing honest, helpful and motivating feedback to colleagues on their performance
	2.3	State the importance of discussing issues with colleagues
	2.4	Explain how to build colleagues' strengths and weaknesses in the context of a team
	2.5	State the importance of showing that colleagues are respected as individuals
	2.6	Explain how to deal with disagreements between colleagues
	2.7	Identify the types of information about colleagues and customers that should be kept confidential
3 Know how to work well with a manager	3.1	State the importance of keeping managers up-to-date with work related issues
	3.2	Describe situations where a manager's help and advice should be sought
	3.3	State the importance of responding positively to feedback from a manager
	3.4	State the importance of having procedures to follow for when someone has a disagreement with their manager

Unit Title	Development of Working Relationships in Hospitality	
BIIAB Reference	3HCP2	
Level	3	
Credit Value	4	
GLH	30	
Unit Reference No.	F/600/1808	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
4 Know how to maintain good customer relations	4.1	Describe how to present a positive and professional image to customers
	4.2	Identify the need to adapt behaviour for different customers
	4.3	Identify types of issues that customers need to be kept informed about
	4.4	Describe how to explain to customers when their needs and expectations cannot be met
	4.5	State the value of exceeding customers' expectations
	4.6	Identify the importance of knowing limits of personal authority when solving customers problems
	4.7	State the importance for having procedures for dealing with customer complaints
	4.8	State the importance for having procedures for dealing with customers who are aggressive and abusive

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

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15. BIIAB Level 3 Certificate in Hospitality and Catering Principles (Professional Cookery) – sign-off sheet

To achieve the BIIAB Level 3 Certificate in Hospitality and Catering Principles (Professional Cookery) learners **must** gain a **total of 26** credits. This **must** consist of:

- **Minimum total credit: 26**
 - Mandatory group A **minimum** credit: **9**
 - Optional Group B **minimum** credit: **17**
- A **minimum of 25** credits **must** be achieved through the completion of units at **Level 3** and above.
- GLH: **186**
- TQT: **260**

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

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Mandatory Group A

Unit no	URN	Unit Title	Learner Signature	Date	Assessor Signature	Date	Internal Quality Assurer signature (if sampled)	Date
3HCP1	A/600/1810	Health, Safety and Security in the Hospitality Working Environment						
3HCP2	F/600/1808	Development of Working Relationships in Hospitality						
FSC	H/502/0132	Food safety in catering						

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Optional Group B

Unit no	URN	Unit Title	Learner Signature	Date	Assessor Signature	Date	Internal Quality Assurer signature (if sampled)	Date
3FPC43	D/600/1816	Preparation, Cooking and Finishing of Meat Dishes						
3FPC21	F/600/1811	Preparation, Cooking and Finishing of Hot Sauces						
3FPC44	H/600/1817	Preparation, Cooking and Finishing of Poultry Dishes						
3FPC31	J/600/1812	Preparation, Cooking and Finishing of Dressings and Cold Sauces						
3FPC46	K/600/1818	Preparation, Cooking and Finishing of Vegetable Dishes						
3FPC41	L/600/1813	Preparation, Cooking and Finishing of Fish Dishes						
PFSSC	K/502/3775	The Principles of Food Safety Supervision for Catering						
3FPC22	D/502/8276	Principles of preparing, cooking and finishing complex soups						

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Unit no	URN	Unit Title	Learner Signature	Date	Assessor Signature	Date	Internal Quality Assurer signature (if sampled)	Date
3FPC33	F/502/8254	Principles of preparing, cooking and finishing complex cold desserts						
3FPC29	F/502/8318	Principles of preparing, cooking and presenting complex cold products						
3FPC32	K/502/8328	Principles of preparing, cooking and finishing complex hot desserts						
3FPC23	T/502/8266	Principles of preparing, cooking and finishing fresh pasta dishes						
3FPC25	Y/502/8275	Principles of preparing, cooking and finishing complex cakes, sponges, biscuits and scones						

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