



BIIAB Level 2 Certificate in Hospitality and Catering Principles (Professional Cookery)

England – 601/5685/5

Version 2.1

About Us

BIIAB Qualification Limited is part of Skills and Education Group, a charitable organisation that champions education and skills-oriented organisations, providers and learners, making real change locally, nationally and internationally.

BIIAB Qualifications Limited has an on-line registration system to help customers register learners on its qualifications, units and exams. In addition it provides features to view exam results, invoices, mark sheets and other information about learners already registered.

Sources of Additional Information

The BIIAB Qualifications Limited website www.biiab.co.uk provides access to a wide variety of information.

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| 2.1 | April 2023 | Reformatted into new branding |

Contents

| | |
|--|----|
| 1. About the BIIAB Level 2 Certificate in Hospitality and Catering Principles (Professional Cookery) | 5 |
| 2. Objective and Purpose of this Qualification..... | 5 |
| 3. About this Guidance | 5 |
| 4. BIIAB Qualifications Limited Customer Service | 6 |
| 5. What are Rules of Combination (ROC)? | 6 |
| 6. BIIAB Level 2 Certificate in Hospitality and Catering Principles (Professional Cookery) Rules of Combination (ROC) and Structure..... | 7 |
| 7. Age Restriction | 9 |
| 8. Entry Requirements and Progression..... | 10 |
| 9. Assessment | 10 |
| 10. Initial Assessment and Induction | 17 |
| 11. Resources..... | 17 |
| 12. Design and Delivery | 18 |
| 13. Format of Units..... | 19 |
| 14. Initial Registration..... | 20 |
| 15. Mandatory Units | 21 |

This is a live document and as such will be updated when required. It is the responsibility of the approved centre to ensure the most up-to-date version of the Qualification Specification is in use. Any amendments will be published on our website and centres are encouraged to check this site regularly.



Qualification Summary

| | |
|---|--|
| BIIAB Level 2 Certificate in Hospitality and Catering Principles (Professional Cookery) | |
| Qualification Purpose | To obtain and then demonstrate the skills and knowledge to work at an operational level in Hospitality and Catering Principles (Professional Cookery). |
| Age Range | Pre 16 16-18 ✓ 18+ 19+ ✓ |
| Regulation | The above qualification is regulated by: <ul style="list-style-type: none"> Ofqual |
| Assessment | <ul style="list-style-type: none"> Multiple Choice Examination Practical Demonstration/ Assignment |
| Type of Funding Available | See FaLa (Find a Learning Aim) |
| Qualification/Unit Fee | See BIIAB Qualifications Limited web site for current fees and charges |
| Grading | Pass/Fail To achieve a Pass grade, learners must achieve all the Learning Outcomes and Assessment Criteria in all the units completed |
| Operational Start Date | 01/03/2015 |
| Review Date | 30/06/2025 |
| Operational End Date | |
| Certification End Date | |
| Guided Learning (GL) | 143 hours |
| Total Qualification Time (TQT) | 260 hours |
| BIIAB Qualifications Limited Sector | Hospitality and Catering |
| Ofqual SSA Sector | 07.4 Hospitality and Catering |
| Support from Trade Associations | |
| Administering Office | See BIIAB Qualifications Limited web site |

1. About the BIIAB Level 2 Certificate in Hospitality and Catering Principles (Professional Cookery)

BIIAB Qualifications Limited is regulated to deliver this qualification by Ofqual in England. 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 Hospitality and Catering Principles (Professional Cookery) | 601/5685/5 |

2. Objective and Purpose of this Qualification

The BIIAB Level 2 Certificate in Hospitality and Catering Principles (Professional Cookery) has been designed to allow learners to obtain and then demonstrate the skills and knowledge to work at an operational level in Hospitality and Catering Principles (Professional Cookery), with some autonomy and some supervision.

This qualification meets the knowledge-based requirements of the following apprenticeships:

- Level 2 Apprenticeship Framework in Catering and Professional Chefs in Northern Ireland
- Level 2 Apprenticeship in Hospitality and Catering in Wales.

The primary purpose of the qualification is to progress to the next level of vocational learning by preparing for further learning or training by developing knowledge and/or skills in a subject area. However, employers can also rely on the knowledge provided as meeting nationally recognised standards at this level as such the sub-purpose is to develop knowledge and/or skills in a subject area.

Due to constant Regulatory, policy and funding changes users are advised to check this qualification has been placed in the relevant Apprenticeship Framework and / or is funded for use with individual learners before making registrations. If you are unsure about the qualifications status please contact BIIAB Qualifications Limited.

3. About this Guidance

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

The purpose of the guidance is to provide the majority of the key information that may

needed to prepare for, and help support, the successful delivery of the qualification, in one place.

If this guidance is updated, centres will be notified by BIIAB Qualifications Limited.

4. BIIAB Qualifications Limited Customer Service

BIIAB Qualifications Limited is committed to giving the highest possible levels of customer service. Our Service Level Agreement is available via www.biiab.co.uk

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 Support Contact Details: 0115 854 1620

Email: CustomerSupport@biiab.co.uk

Our Customer Support 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 Qualifications Framework (RQF), 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 groups 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 Qualifications Limited 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.

6. BIIAB Level 2 Certificate in Hospitality and Catering Principles (Professional Cookery) Rules of Combination (ROC) and Structure

To achieve the BIIAB Level 2 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: **7**
- Optional Group B **minimum** credit: **19**
- A **minimum of 20** credits **must** be achieved through the completion of units at **Level 2** and above.
- Minimum Guided Learning Hours: **143 hours**
- Total Qualification Time: **260 hours**

This qualification has been developed based upon industry feedback as to the fundamental knowledge required to work in the sector at this level.

Listed below are the qualification units.

Mandatory Unit Group A

| Unit No. | URN | Unit Title | Level | Credit | GLH | Assessment Method |
|----------|------------|---|-------|--------|-----|-----------------------------|
| H1 | R/600/0615 | Safe, Hygienic and Secure Working Environments in Hospitality | 1 | 2 | 16 | Assessment Knowledge Module |
| ET | Y/600/0616 | Effective Teamwork | 1 | 2 | 19 | Assessment Knowledge Module |
| PHMHCK | Y/502/8258 | Principles of how to Maintain, handle and Clean Knives | 2 | 1 | 11 | Assessment Knowledge Module |
| FSC | H/502/0132 | Food Safety in Catering | 2 | 1 | 9 | Multiple-choice Examination |

Optional Unit Group B

| Unit No. | URN | Unit Title | Level | Credit | GLH | Assessment Method |
|----------|------------|--|-------|--------|-----|-----------------------------|
| PCF1 | A/600/0639 | Preparation, Cooking and Finishing of Fish Dishes | 2 | 3 | 26 | Assessment Knowledge Module |
| PCF2 | J/600/0644 | Preparation, Cooking and Finishing of Poultry Dishes | 2 | 3 | 26 | Assessment Knowledge Module |
| PCF3 | T/600/0641 | Preparation, Cooking and Finishing of Meat Dishes | 2 | 3 | 26 | Assessment Knowledge Module |
| PCF4 | Y/600/0647 | Preparation, Cooking and Finishing of Vegetable Dishes | 2 | 3 | 26 | Assessment Knowledge Module |
| PCF5 | A/502/8267 | Principles of Preparing, Cooking and Finishing basic Egg Dishes | 2 | 2 | 9 | Assessment Knowledge Module |
| PCF6 | A/502/8270 | Principles of Preparing, Cooking and Finishing basic Rice Dishes | 2 | 2 | 9 | Assessment Knowledge Module |
| PCF7 | D/502/8259 | Principles of making basic stocks | 2 | 1 | 7 | Assessment Knowledge Module |
| PCF8 | F/502/8268 | Principles of Preparing, Cooking and Finishing basic Hot Sauces | 2 | 2 | 9 | Assessment Knowledge Module |
| PCF9 | F/502/8271 | Principles of Preparing, Cooking and Finishing Noodle Dishes | 2 | 1 | 8 | Centre Devised |
| PCF10 | H/502/8263 | Principles of Preparing and Cooking Food using Tandoor | 2 | 1 | 9 | Centre Devised |
| PCF11 | H/502/8277 | Principles of Preparing, Cooking and Finishing Game Dishes | 2 | 2 | 9 | Centre Devised |

| Unit No. | URN | Unit Title | Level | Credit | GLH | Assessment Method |
|----------|------------|--|-------|--------|-----|-----------------------------|
| PCKD | H/502/8313 | Principles of Completing Kitchen Documentation | 2 | 1 | 7 | Assessment Knowledge Module |
| PCF12 | J/502/8269 | Principles of Preparing, Cooking and Finishing basic Pulse Dishes | 2 | 2 | 9 | Assessment Knowledge Module |
| PCF13 | J/502/8272 | Principles of Preparing, Cooking and Finishing basic Grain Dishes | 2 | 2 | 9 | Assessment Knowledge Module |
| PCF14 | K/502/8278 | Principles of Processing Dried Ingredients prior to Cooking | 2 | 1 | 7 | Centre Devised |
| PCF15 | K/502/8331 | Principles of Preparing and Mixing Spice and Herb Blends | 2 | 1 | 9 | Centre Devised |
| PCF16 | L/502/8273 | Principles of Preparing, Cooking and Finishing basic Soups | 2 | 2 | 9 | Assessment Knowledge Module |
| PCF17 | M/502/8329 | Principles of Preparing, Cooking and Finishing Dim Sum | 2 | 2 | 9 | Centre Devised |
| PCF18 | R/502/8310 | Principles of preparing, cooking and finishing basic pastry products | 2 | 2 | 9 | Assessment Knowledge Module |
| PSCK | T/502/8316 | Principles of Setting up and Closing the Kitchen | 2 | 1 | 7 | Assessment Knowledge Module |
| PCS | T/600/1059 | Principles of Customer Service in Hospitality Leisure Travel and Tourism | 2 | 1 | 10 | Assessment Knowledge 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.

The qualification is designed to equip learners with the knowledge and skills to work effectively in Hospitality and Catering (Professional Cookery). It also will allow for a number of progression routes into Level 3 qualifications, to employment or into other areas of learning.

Achievement of the qualification offers opportunities for progression:

- BIIAB Level 2 NVQ Diploma in Professional Cookery 601/8691/0
- BIIAB Level 3 Award in Hospitality Supervision and Leadership Principles 601/5695/8

9. Assessment

Overview of assessment strategy

The qualification contains knowledge units. These units are respectively assessed by Assessment Knowledge Modules (AKMs) externally set by the BIIAB Qualifications Limited. 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).

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

- Meet the assessment criteria
- Achieve the learning outcomes.

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

Assessment process

Assessments will be accessible and will produce results that are valid, reliable, transparent and fair. BIIAB Qualifications Limited will ensure that the result of each assessment taken by a learner in relation to a qualification reflects the level of attainment demonstrated by that learner in the assessment, and will be based upon the achievement of all of the specified learning outcomes.

Details of the ordering process, assessment documentation, invigilation requirements to centres and the documentation to be completed can be found in the Examination and Invigilation Regulations for the Administration of BIIAB Qualifications document.

BIIAB Qualifications Limited will make every effort to ensure that it allows for assessment to:

- Be up to date and current
- Reflect the context from which the learner has been taught
- Be flexible to learner needs

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 Qualifications Limited, will quality assure the assessment and internal quality assurance decisions involved in the development of the portfolio. The EQA will quality assure the qualification process, which ensures that certification of the qualification is reliable, consistent and

to the national standard, by checking the consistency of assessments made by the training provider, and across training providers.

Assessment Strategy

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

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

People 1st Assessment Strategy

Occupational expertise of assessors and verifiers

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

Table 1 - Occupational Expertise of Assessors and Verifiers

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

✓ = mandatory

| Assessors, Internal Quality Assurers and External Quality Assurers must: | A | IQA | EQA |
|--|----------|------------|------------|
| Have a good knowledge and understanding of the national occupational standard and competence based units and qualifications that is being assessed or verified. | ✓ | ✓ | ✓ |
| Hold or be working towards relevant assessment and/or verification qualification(s) as specified by the appropriate authority, confirming their competence to assess or externally verify competence based units and | | ✓ | |

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

Table 2 - Qualifications and Training relevant to Assessors and Verifiers

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

✓ = mandatory

| Qualification / Training | Competence based unit / qualification | A | IQA | EQA |
|---------------------------------|--|----------|---------------|---------------|
| Health and Safety | All sector units and qualifications | ✓ | Good Practice | Good Practice |

| | | | | |
|-------------|--|---|---------------|---------------|
| Food Safety | Food Processing and Cooking | ✓ | Good Practice | Good Practice |
| | Multi-Skilled Hospitality Services | ✓ | | |
| | Professional Cookery | ✓ | | |
| | Food and Drink Service | ✓ | | |
| | Hospitality Supervision and Leadership (with food and drink units) | ✓ | | |
| Licensing | Food and Drink Service | ✓ | Good Practice | |
| | Hospitality Supervision (with food and drink units) | | | |

Continuous Professional Development

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

Table 3 - Continuous Professional Development for Assessors and Verifiers

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

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

| | |
|--|---|
| Updating occupational expertise | <ul style="list-style-type: none"> • Internal and external work placements • Work experience and shadowing (e.g. within associated departments) • External visits to other organisations • Updated and new training and qualifications • Training sessions to update skills • Visits to educational establishments • Trade fairs |
|--|---|

| | |
|--|---|
| Keeping up to date with sector developments and new legislation | <ul style="list-style-type: none"> • Relevant sector websites • Membership of professional bodies • Papers and documents on legislative change • Networking events • Seminars, conferences, workshops, membership of committees / working parties (e.g. People 1st events) • Staff development days |
| Standardising and best practice in assessment | <ul style="list-style-type: none"> • Regular standardisation meetings with colleagues • Sharing best practice through internal meetings, newsletters, email circulars • Comparison of assessment and verification in other sectors • Attending awarding organisation meetings / seminars |

Assessment

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

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

Within these parameters, People 1st expects that:

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

Simulation

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

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

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.

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 having sufficient knowledge
- learners believe they are competent and that they have been misjudged

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

For full details of the BIIAB Qualifications Limited's appeals procedure please refer to <https://biiab.co.uk/policies-and-procedures/>

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 Qualifications Limited 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 Qualifications Limited provides the following additional resources for this qualification:

- Assessment Knowledge Modules (AKMs)
- Assessment Guidance for each of the AKMs
- Access to the units

Please contact BIIAB Qualifications Limited for further information.

Assessment Knowledge Modules (AKMs)

These provide a series of BIIAB Qualifications Limited set questions within the context of knowledge modules that can be used to assess the learners competence. These modules should be released to the learner for the assessment when they are determined 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 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 Qualifications Limited 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. BIIAB Qualifications Limited includes the mandatory units within this guidance document.

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.

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 forms part of the delivery.

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

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

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

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

BIIAB Qualifications Limited 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 guidance document 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 Qualifications Limited also assign unique unit numbers which 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.

Total Qualification Time (TQT)

Total Qualification Time (TQT) is defined by Ofqual as the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a Learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification. TQT is comprised of the following two elements:

- The number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and
- An estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike Guided Learning, not under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

TQT is always assigned to the qualification however a similar calculation may on occasions also be assigned to a unit.

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. There are usually multiple assessment criteria for each Learning Outcome.

14. Initial Registration

Registration and Certification

Learners should be registered and certificated via BIIAB Qualifications Limited's Customer Management System.

Equal Opportunities and Diversity Policy

BIIAB Qualifications Limited has in place an equal opportunities policy, a copy can be found at <https://www.biiab.co.uk/policies-and-procedures/>

BIIAB Qualifications Limited 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 Qualifications Limited has a reasonable adjustment policy in place, a copy of which is provided to all approved centres and can be found at <https://www.biiab.co.uk/policies-and-procedures/>

15. Mandatory Units Group A

The following units are mandatory for this qualification.



Safe, Hygienic and Secure Working Environments in Hospitality

| | |
|---|--|
| Unit Reference | R/600/0615 |
| BIIAB Reference | H1 |
| Level | 1 |
| Credit Value | 2 |
| Guided Learning (GL) | 16 |
| Unit Summary | This unit will provide the learner with knowledge and understanding surrounding safe, hygienic and secure working environments in hospitality. |
| Learning Outcomes (1 to 3) The learner will: | Assessment Criteria (1.1 to 3.6) The learner can: |
| 1. Know their personal responsibilities under the Health and Safety at Work Act | 1.1 State personal responsibility for health and safety when in the workplace 1.2 Identify the importance of following safety procedures in the workplace 1.3 State reporting procedures in the case of personal illness |
| 2. Know why it is important to work in a safe and hygienic way | 2.1 State why it is important to maintain good personal hygiene 2.2 State why correct clothing, footwear and headgear should be worn at all times 2.3 State why, and to whom, accidents and near accidents should be reported 2.4 Describe safe lifting and handling techniques that must be followed 2.5 State why it is important to report all unusual/nonroutine incidents to the appropriate person |
| 3. Know about hazards and safety in the workplace | 3.1 Identify the types of common hazards found in the workplace |

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| | <p>3.2 Identify types of emergencies that may happen in the workplace</p> <p>3.3 Describe why first aid procedures should be in place</p> <p>3.4 Identify possible causes of fire in the workplace</p> <p>3.5 Describe Fires Safety procedures</p> <p>3.6 Describe security procedures</p> |
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Effective Teamwork

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| Unit Reference | Y/600/0616 |
| BIIAB Reference | ET |
| Level | 1 |
| Credit Value | 2 |
| Guided Learning (GL) | 19 |
| Unit Summary | This unit will enable to the learner to understand the importance of effective teamwork. |
| Learning Outcomes (1 to 3) The learner will: | Assessment Criteria (1.1 to 3.4) 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 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



Principles of how to Maintain, Handle and Clean Knives

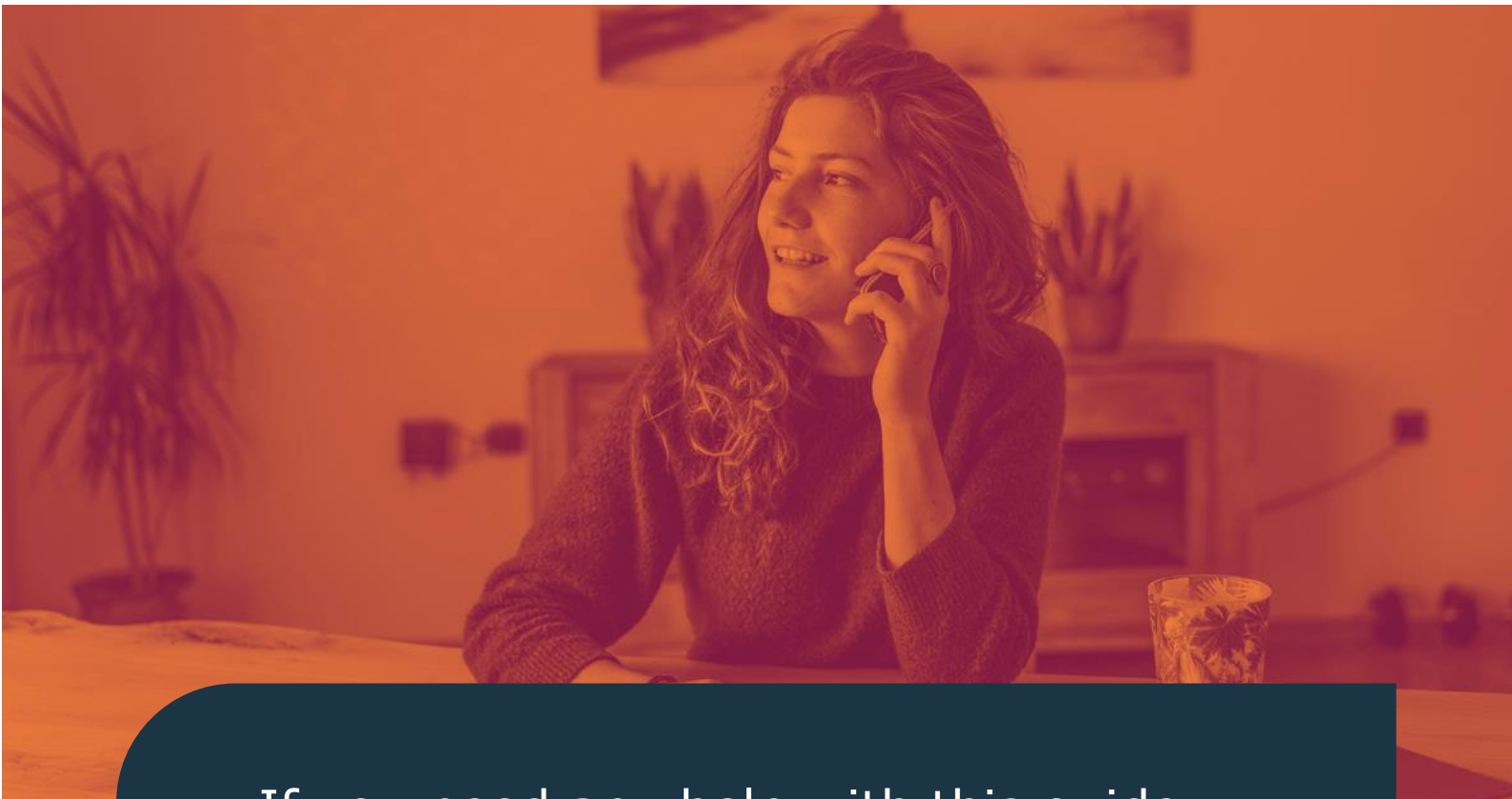
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| Unit Reference | Y/502/8258 |
| BIIAB Reference | PHMHCK |
| Level | 1 |
| Credit Value | 2 |
| Guided Learning (GL) | 11 |
| Unit Summary | This unit will provide the learner with the knowledge surrounding maintaining, handling and cleaning knives. |
| Learning Outcomes (1 to 1) The learner will: | Assessment Criteria (1.1 to 1.9) 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 safely 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 |



Food Safety in Catering

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| Unit Reference | H/502/0132 |
| BIIAB Reference | FSC |
| Level | 2 |
| Credit Value | 1 |
| Guided Learning (GL) | 9 |
| Unit Summary | This unit will provide the learner with the knowledge and understanding surrounding food safety in catering. |
| Learning Outcomes (1 to 4) The learner will: | Assessment Criteria (1.1 to 4.5) 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 |

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| <p>4. Understand the importance of keeping food safe</p> | <p>4.1 State the sources and risks to food safety from contamination and cross contamination to include microbial, chemical, physical and allergenic hazards</p> <p>4.2 Explain how to deal with food spoilage including recognition, reporting and disposal</p> <p>4.3 Describe safe food handling practices and procedures for storing, preparing, cooking, chilling, reheating, holding, serving and transporting food</p> <p>4.4 Explain the importance of temperature controls when storing, preparing, cooking, chilling, reheating, holding, serving and transporting food</p> <p>4.5 Describe stock control procedures including deliveries, storage, date marking and stock rotation</p> |
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If you need any help with this guide
please contact our team.

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