BIIAB

BIIAB Level 2 NVQ Diploma in Hospitality Services

England – 601/6212/0

Version 3.1

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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Version	Date	Details of Change
2.0	March 2016	Unit ERRHLTS change to assessment methodology
		Unit MFSSHSF correction to AC numbering
		Unit MFSSPCF correction to numbering of LO7 and text in Evidence Requirements for LO1
		Unit CFAQ60 addition of Evidence Requirements
		Unit 2HK6 correction to AC reference in Evidence Requirements for LO3
		Unit PC2 correction to text in Evidence Requirements for LO3
3.0	January 2018	Updated handbook throughout to remove reference to "QCF"
		Updated RoC with TQT figures
3.1	April 2023	Reformatted Branding

Contents

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 NVQ Diploma in Hospitality Services							
Qualification Purpose	To obtain and then demonstrate the skills to work at an operational level in Hospitality Services.						
Age Range	**Pre 16**	✓	**16-18**	✓	**18+**		**19+**	✓

Regulation	The above qualification is regulated by: • Ofqual
Assessment	• Portfolio of Evidence
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	01/06/2015
Review Date	31/07/2025
Operational End Date	
Certification End Date	
Guided Learning (GL)	266 hours
Total Qualification Time (TQT)	370 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 NVQ Diploma in Hospitality Services

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 NVQ Diploma in Hospitality Services	601/6212/0

2. Objective and Purpose of this Qualification

The BIIAB Level 2 NVQ Diploma in Hospitality Services has been designed to allow learners to obtain and then demonstrate the skills to work at an operational level in Hospitality Services.

This qualification meets the competence-based requirements of the following apprenticeships:
- Level 2 Apprenticeship Framework in Hospitality in Northern Ireland
- Level 2 Apprenticeship in Hospitality and Catering in Wales.

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

Due to constant Regulatory, policy and funding changes users are advised to check this qualification has been placed in the relevant Apprenticeship Framework and / 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 be 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 NVQ Diploma in Hospitality Services Rules of Combination (ROC) and Structure

To achieve the BIIAB Level 2 NVQ Diploma in Hospitality Services learners **must** gain a **total of 37** credits. This **must** consist of:

- **Minimum total** credit: **37**
  - Mandatory Group A1 credits: **11**
  - The remaining **26 credits** can be taken from **A2, B1 or B2.** See below specific structure requirements.
- A **minimum of 24** credits **must** be achieved through the completion of units at **Level 2** and above.
- Minimum Guided Learning Hours: **266 hours**
- Total Qualification Time: **370 hours**

Structure Requirements

Option 1: Learners **not** working with food **must** complete **all** mandatory units from Group A1 (11 credits) **plus** a **minimum of 26 credits** from the optional units in Group B1 and/or Group B2.

Option 2: Learners **working** with food **must** complete **all** mandatory units from Group A1 (11 credits) **and one** of the units in Group A2 (a minimum of 4 credits) **plus** a **minimum** of **22** credits from the optional units in Group B1 and/or Group B2. Additional conditions for learners working with food:

- if the learner takes food and beverage service units, they **must** complete unit MFSSHSF (A/601/5030) from Group A2;
- if the learner takes food preparation units, they **must** complete unit MFSSPCF (D/601/6980) from Group A2.
- If the learner takes food preparation **and** food and beverage service units they **must** complete unit MFSSPCF (D/601/6980) from Group A2.

The learner may **only** select a **maximum of two level 1 units** from Group B1 and Group B2.

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
MSH2	F/601/4218	Maintenance of a safe, hygienic and secure working environment	1	3	25	Portfolio
WEPHT	T/601/4216	Working effectively as part of a hospitality team	1	3	22	Portfolio
CFAQ60	L/601/0933	Give customers a positive impression of yourself and your organisation	2	5	33	Portfolio

Mandatory Unit Group A2

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
MFSSPCF	D/601/6980	Maintain food safety when storing, preparing and cooking food	2	4	32	Portfolio
MFSSHSF	A/601/5030	Maintain food safety when storing, holding and serving food	2	4	31	Portfolio

Optional Unit Group B1

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
PC1	F/601/4994	Prepare and clear areas for counter and takeaway service	1	3	25	Portfolio
P1	L/601/5016	Provide a counter and takeaway service	1	3	30	Portfolio
PC2	F/601/4915	Prepare and clear areas for table service	1	4	32	Portfolio
SFT	H/601/4986	Serve food at the table	2	4	31	Portfolio
P2	J/601/4950	Provide a silver service	2	6	51	Portfolio
P3	A/601/4945	Provide a buffet and carvery	2	4	32	Portfolio
CRD	M/601/4697	Convert a room for dining	2	3	23	Portfolio
PC3	Y/601/4922	Prepare and clear the bar area	2	4	29	Portfolio
SASD	J/601/4978	Serve alcoholic and soft drinks	2	5	46	Portfolio
PS1	L/601/4982	Prepare and serve cocktails	2	5	40	Portfolio
PS2	K/601/4939	Prepare and serve wines	2	5	41	Portfolio
PS3	T/601/4927	Prepare and serve dispensed and instant hot drinks	2	3	30	Portfolio
PS4	F/601/4932	Prepare and serve hot drinks using specialist equipment	2	4	36	Portfolio
MCK	M/601/4909	Maintain cellars and kegs	2	3	23	Portfolio
CDDL	H/601/4907	Clean drink dispense lines	2	3	26	Portfolio
RSID	T/601/4975	Receive, store and issue drinks stock	2	3	24	Portfolio
PF1	R/601/5437	Prepare and finish simple fruit dishes	1	2	16	Portfolio

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
PC4	T/601/5561	Prepare and cook fish	1	3	23	Portfolio
PC5	T/601/5575	Prepare and cook meat and poultry	1	4	33	Portfolio
PREP11	K/601/4844	Prepare hot and cold sandwiches	1	2	20	Portfolio
PRO17	L/601/7333	Produce basic egg dishes	1	3	24	Portfolio
PRO4	H/601/4938	Produce basic fish dishes	2	4	34	Portfolio
PRO7	R/601/4949	Produce basic vegetable dishes	2	4	32	Portfolio
PRO9	K/601/4861	Produce basic rice, pulse and grain dishes	2	3	25	Portfolio
PRO10	F/601/7331	Produce basic pasta dishes	2	3	25	Portfolio
PREP9	M/601/5364	Prepare and present food for cold presentation	2	4	35	Portfolio
CKD	L/601/5372	Complete kitchen documentation	2	3	25	Portfolio
SCK	L/601/4996	Set up and close kitchen	2	4	37	Portfolio

Optional Unit Group B2

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
1HK1	F/601/5028	Collect linen and make beds	1	3	21	Portfolio
1HK2	K/601/5024	Clean windows from the inside	1	2	16	Portfolio
2HK1	J/601/5015	Cleaning and servicing a range of housekeeping areas	2	3	28	Portfolio
2HK2	D/601/5005	Use of different chemicals and equipment in housekeeping	2	4	33	Portfolio
2HK3	D/601/5036	Maintain housekeeping supplies	2	3	24	Portfolio
2HK4	D/600/6336	Clean, maintain and protect semi-hard and hard floors	4	2	23	Portfolio
2HK5	H/600/6337	Clean and maintain soft floors and furnishings	4	2	21	Portfolio
2HK6	H/601/5037	Providing a linen service	3	2	25	Portfolio
2HK7	K/601/5010	Carry out periodic room servicing and deep cleaning	3	2	27	Portfolio
2FOH2	D/601/5120	Deal with arrival of customers	4	2	32	Portfolio
2FOH3	L/601/5100	Deal with bookings	4	2	30	Portfolio
2FOH4	A/601/5125	Prepare customer accounts and deal with departures	4	2	30	Portfolio
2FOH1	F/601/5109	Deal with communications as part of the reception function	3	2	21	Portfolio
2FOH5	T/601/2482	Produce documents in a business environment	4	2	15	Portfolio

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
2FOH6	H/601/2493	Use office equipment	4	2	18	Portfolio
2FOH8	M/601/5123	Handle mail and book external services	3	2	28	Portfolio
2FOH9	K/601/2480	Provide reception services	3	2	15	Portfolio
2FOH10	R/601/2490	Store and retrieve information	3	2	17	Portfolio
2FOH11	R/601/5129	Provide tourism information services to customers	5	2	50	Portfolio
CFAQ55	M/601/1511	Resolve customer service problems	6	2	40	Portfolio
CFAQ48	D/601/0936	Promote additional services or products to customers	6	2	40	Portfolio
DCALD	A/601/1219	Deal with customers across a language divide	8	2	53	Portfolio
CFAQ54	Y/601/1227	Maintain customer service through effective handover	4	2	27	Portfolio
MDP	M/601/5039	Maintain and deal with payments	4	2	30	Portfolio
ERRHLTS	T/601/7214	Employment rights and responsibilities in the hospitality, leisure, travel and tourism sector	2	2	16	Assessment Knowledge Module

7. Age Restriction

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

- Pre - 16
- 16 - 18
- 19+

8. Entry Requirements and Progression

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

This qualification shows the learner has gained Level 2 skills in food and beverage service. It may help the learner to improve performance at work or get promoted into roles working with more autonomy.

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

- BIIAB Level 3 Award in Hospitality Supervision and Leadership Principles 601/5695/8

- BIIAB Level 3 NVQ Diploma in Hospitality Supervision and Leadership 601/5693/4

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 certificating the qualification.

People 1st Assessment Strategy

Occupational expertise of assessors and verifiers

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

Table 1 - Occupational Expertise of Assessors and Verifiers

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

✓ = mandatory

Assessors, Internal Quality Assurers and External Quality Assurers must:	A	IQA	EQA
Have a good knowledge and understanding of the national occupational standard and competence based units and qualifications that is being assessed or verified.	✓	✓	✓
Hold or be working towards relevant assessment and/or verification qualification(s) as specified by the appropriate authority, confirming their competence to assess or externally verify competence based units and qualifications assessment. These should be achieved within eighteen months of commencing their role. These are as follows:		✓	
Have relevant occupational expertise and knowledge, at the appropriate level of the occupational area(s) they are assessing and verifying, which has been gained through 'hands on' experience in the industry	✓	✓	✓

	A	IQA	EQA
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 Hospitality Supervision (with food and drink units)	✓	Good Practice	

Continuous Professional Development

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

Table 3 - Continuous Professional Development for Assessors and Verifiers

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

Updating occupational expertise	- Internal and external work placements - Work experience and shadowing (e.g. within associated departments) - External visits to other organisations - Updated and new training and qualifications - Training sessions to update skills - Visits to educational establishments - Trade fairs
Keeping up to date with sector developments and new legislation	- Relevant sector websites - Membership of professional bodies - Papers and documents on legislative change - Networking events - Seminars, conferences, workshops, membership of committees / working parties (e.g. People 1st events) - Staff development days

Standardising and best practice in assessment	• Regular standardisation meetings with colleagues • Sharing best practice through internal meetings, newsletters, email circulars • Comparison of assessment and verification in other sectors • Attending awarding organisation meetings / seminars

Assessment

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

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

Within these parameters, People 1st expects that:

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

Simulation

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

There are no People 1st units that can be solely achieved by simulation. In the case of imported units, where simulation is acceptable in the evidence requirements, it should

only be used when performance evidence is unlikely to be generated through normal working practices.

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:

- Evidence matrices for the competence / NVQ units
- A Learner Summative Reflection
- 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.

Maintenance of a Safe, Hygienic and Secure Working Environment

Unit Reference	F/601/4218
BIIAB Reference	MSH2
Level	1
Credit Value	3
Guided Learning (GL)	25
Unit Summary	This unit will provide the learner with knowledge and skills to enable them to maintain a safe, secure and hygienic working environment.
Learning Outcomes (1 to 4) The learner will:	**Assessment Criteria (1.1 to 4.19)** The learner can:
1. Be able to maintain personal health and hygiene	1.1 Wear clean, smart and appropriate clothing, footwear and headgear 1.2 Keep hair neat and tidy and wear it in line with organisational standards 1.3 Make sure any jewellery, perfume and cosmetics worn are in line with organisational standards 1.4 Get any cuts, grazes and wounds treated by the appropriate person 1.5 Report illness and infections promptly to the appropriate person
2. Know how to maintain personal health and hygiene	2.1 State own responsibilities under the Health and Safety at Work Act 2.2 State general rules on hygiene that must be followed 2.3 State correct clothing, footwear and headgear that should be worn at all times 2.4 State the importance of maintaining good personal hygiene

	2.5 Describe how to deal with cuts, grazes and wounds and why it is important to do so
3. Be able to help maintain a hygienic, safe and secure workplace	3.1 Identify any hazards or potential hazards and deal with these correctly
	3.2 Report any accidents or near accidents quickly and accurately to the proper person
	3.3 Follow health, hygiene and safety procedures during work
	3.4 Practise emergency procedures correctly
	3.5 Follow organisational security procedures
4. Know how to maintain a hygienic, safe and secure workplace	4.1 State the importance of working in a healthy, safe and hygienic way
	4.2 State where information about Health and Safety in your workplace can be obtained
	4.3 Describe the types of hazard in the workplace that may occur and how to deal with these
	4.4 State hazards that can be dealt with personally and hazards that must be reported to someone else
	4.5 State how to warn other people about hazards and why this is important
	4.6 State why accidents and near accidents should be reported and who these should be reported to
	4.7 Describe the type of emergencies that may happen in workplace and how to deal with these
	4.8 State where to find first aid equipment and who the registered first-aider is in the workplace

	4.9 State safe lifting and handling techniques that should be followed
	4.10 State other ways of working safely that are relevant to own position and why these are important
	4.11 Describe organisational emergency procedures, in particular fire, and how these should be followed
	4.12 State the possible causes for fire in the workplace
	4.13 Describe how to minimise the risk of fire
	4.14 State where to find fire alarms and how to set them off
	4.15 State why a fire should never be approached unless it is safe to do so
	4.16 State the importance of following fire safety laws
	4.17 Describe organisational security procedures and why these are important
	4.18 State the correct procedures for dealing with customer property
	4.19 State the importance of reporting all usual/non-routine incidents to the appropriate person

Maintenance of a Safe, Hygienic and Secure Working Environment

Unit Reference	F/601/4218
BIIAB Reference	MSH2
Level	1
Credit Value	3
Guided Learning (GL)	25
Learning Outcome- The Learner will:	**Assessment Requirements and Evidence Requirements**
1. Be able to maintain personal health and hygiene	The assessor must assess assessment criteria 1.1 and 1.2 by directly observing the learner's work. The assessor may assess assessment criteria 1.3, 1.4 and 1.5 through questioning or witness testimony if no naturally occurring evidence is available.
3. Be able to help maintain a hygienic, safe and secure workplace	The assessor must assess assessment criteria 3.1, 3.3, 3.4 and 3.5 by directly observing the learner's work. The assessor may assess assessment criterion 3.2 through questioning, witness testimony or simulation if no naturally occurring evidence is available. There must be performance evidence, gathered through observing the learner's work for: • at least one from hazards a) relating to equipment b) relating to areas where you work c) relating to personal clothing • none from ways of dealing with hazards a) putting them right yourself b) reporting them to appropriate colleagues c) warning other people • at least one from emergency procedures a) fire

	b) threat c) security Evidence for the remaining assessment criteria may be assessed through questioning, witness testimony or simulation.

Working Effectively as Part of a Hospitality Team

Unit Reference	T/601/4216
BIIAB Reference	WEPHT
Level	1
Credit Value	3
Guided Learning (GL)	22
Unit Summary	This unit will provide the learner with the knowledge and skills to work effectively as part of a hospitality team.

Learning Outcomes (1 to 6) The learner will:	**Assessment Criteria (1.1 to 6.4)** The learner can:
1. Be able to plan and organise own work	1.1 Make sure the requirements of the work are understood 1.2 Ask questions if the requirements of the work are not clear 1.3 Accurately follow instructions 1.4 Plan work and prioritise tasks in order of importance 1.5 Keep everything needed for the work organised and available 1.6 Keep work areas clean and tidy 1.7 Keep waste to a minimum 1.8 Ask for help from the relevant person if it is needed 1.9 Provide work on time and as agreed
2. Be able to work effectively with team members	2.1 Give team members help when they ask for it 2.2 Ensure the help given to team members is within the limits of own job role

	2.3 Ensure the help given to team members does not prevent own work being completed on time 2.4 Pass on important information to team members as soon as possible 2.5 Maintain good working relationships with team members 2.6 Report any problems with working relationships to the relevant person 2.7 Communicate clearly and effectively with team members
3. Be able to develop own skills	3.1 Seek feedback on own and deal with this feedback 3.2 Identify with the relevant person aspects of own work which are up to standard and areas that could be improved 3.3 Agree what has to be done to improve their work 3.4 Agree a learning plan with the relevant person 3.5 See opportunities to review and develop learning plan
4. Know how to plan and organise own work	4.1 State why it is essential to understand the requirements of the work 4.2 List the benefits of planning and organising work 4.3 Describe how to make the most efficient use of time and avoid things that may cause unnecessary disruptions 4.4 List the benefits of keeping everything needed for own work organised and available

	4.5 State why it is important to keep work areas clean and tidy
	4.6 State why it is important to keep waste to a minimum
	4.7 State when to ask for help and who can be asked
5. Know how to work effectively with team members	5.1 State the importance of effective teamwork
	5.2 State the people in own team and explain how they fit into the organisation
	5.3 List the responsibilities of the team and why it is important to the organisation as a whole
	5.4 Describe how to maintain good working relationships with team members
	5.5 State how to determine if helping a team member will prevent own work from being completed on time
	5.6 State the limits of own job role and what can and cannot be done when helping team members
	5.7 State why essential information needs to be passed on to a team member as soon as possible
	5.8 List the types of behaviour that help teams to work effectively and behaviours that do not
	5.9 State why problems with working relationships should be reported to the relevant person
	5.10 Describe how to communicate clearly and why it is important to do so

6. Know how to develop own skills	6.1 State the importance of improving own knowledge and skills
	6.2 Describe how to get feedback from team members and how this is helpful
	6.3 Describe how a learning plan can improve own work
	6.4 State why it is important to regularly review own learning plan

Working Effectively as Part of a Hospitality Team

Unit Reference	T/601/4216	
BIIAB Reference	WEPHT	
Level	1	
Credit Value	3	
Guided Learning (GL)	22	
Learning Outcome- The Learner will:	**Assessment Requirements and Evidence Requirements**	
1. Be able to plan and organise own work	**Example Assessment Methods** Observation Witness testimony Questioning	**Examples of Evidence** Observation sheets Notes of meetings with line manager Witness assessment criteria
	Should evidence for assessment criteria 1.8 not occur during the period of assessment, alternative assessment methods may be used.	
	Example Assessment Methods Simulation Oral Questions Written Questions Professional discussion	**Examples of Evidence** Observation sheets Question / answer sheets Records of professional discussion
2. Be able to work effectively with team members	**Example Assessment Methods** Observation Witness testimony Questioning	**Examples of Evidence** Records of oral questioning Question/ answer sheets Records of professional discussion Cross reference to Learning Outcome 1
3. Be able to develop own skills	**Example Assessment Methods** Observation Witness testimony	**Examples of Evidence** Observation sheets

	Questioning	Notes of meetings with line manager Witness assessment criteria

Give Customers a Positive Impression of yourself and your Organisation

Unit Reference	L/601/0933
BIIAB Reference	CFAQ60
Level	2
Credit Value	5
Guided Learning (GL)	33
Unit Summary	This unit will provide the learner with knowledge and skills to give customers a positive impression of themselves and the organisation
Learning Outcomes (1 to 4) The learner will:	**Assessment Criteria (1.1 to 4.5)** The learner can:
1. Establish rapport with customers	1.1 Meet their organisation's standards of appearance and behaviour 1.2 Greet their customer respectfully and in a friendly manner 1.3 Communicate with their customer in a way that makes them feel valued and respected 1.4 Identify and confirm their customer's expectations 1.5 Treat their customer courteously and helpfully at all times 1.6 Keep their customer informed and reassured 1.7 Adapt their behaviour to respond to different customer behaviour
2. Respond appropriately to customers	2.1 Respond promptly to a customer seeking help 2.2 Choose the most appropriate wat to communicate with their customer 2.3 Check with their customer that they have fully understood their expectations

	2.4 Respond promptly and positively to their customers' questions and comments
	2.5 Allow their customer time to consider their response and give further explanation when appropriate
3. Communicate information to customers	3.1 Quickly find information that will help their customer
	3.2 Give their customer information they need about the services or products offered by their organisation
	3.3 Recognise information that their customer might find complicated and check whether they fully understand
	3.4 Explain clearly to their customers any reasons why their expectations cannot be met
4. Understand how to give customers a positive impression of themselves and the organisation	4.1 Describe their organisations' standards for appearance and behaviour
	4.2 Explain their organisation's guidelines for how to recognise what their customer wants and respond appropriately
	4.3 Identify their organisation's rules and procedures regarding the methods of communication they use
	4.4 Explain how to recognise when a customer is angry or confused
	4.5 Identify their organisation's standards for timeliness in responding to customer questions and requests for information

Give Customers a Positive Impression of yourself and your Organisation

Unit Reference	L/601/0933
BIIAB Reference	CFAQ60
Level	2
Credit Value	5
Guided Learning (GL)	33
Evidence Requirements	

Wherever possible the learner's evidence should be based on a real job, whether paid or voluntary, and when dealing with real customers, whether internal or external to the organisation. However, for this unit, evidence based on a realistic working environment or a work placement is permissible. Simulation is not allowed for any performance evidence within this unit.

The learner may collect the evidence for the unit through work in a private sector organisation, a not for-profit organisation or a public services organisation.

The learner must provide evidence that shows they have done this over a sufficient period of time with different customers on different occasions for their assessor to be confident that they are competent.

The learner's **communication** with customers may be:
a) Face to face
b) In writing
c) By telephone
d) Text message
e) Email
f) Internet (including social networking)
g) Intranet
Or by any other method they would be expected to use within their job role

The learner must provide evidence of creating a **positive impression** with customers: a) During routine delivery of customer service
b) During a busy time in their job
c) During a quiet time in their job
d) When people, systems or resources have let them down

The learner's **communication** with customers may be:
a) Face to face
b) In writing
c) By telephone
d) Text message
e) Email

f) Internet (including social networking)
g) Intranet
Or by any other method they would be expected to use within their job role

The learner must provide evidence that they **communicate** with customers effectively by:
a) Using appropriate spoken or written language
b) Applying the conventions and rules appropriate to the method of communication they have chosen

16. Mandatory Units Group A2

Maintain Food Safety when Storing, Preparing and Cooking Food

Unit Reference	D/601/6980
BIIAB Reference	MFSSPCF
Level	2
Credit Value	4
Guided Learning (GL)	32
Unit Summary	This unit will provide the learner with the knowledge and skills to maintain food safety when storing, preparing and cooking food.
Learning Outcomes (1 to 9) The learner will:	Assessment Criteria (1.1 to 9.16) The learner can:
1. Be able to keep yourself clean and hygienic	1.1 Wear clean and hygienic clothes appropriate to the jobs being undertaken 1.2 Tie hair back and/or wear appropriate hair covering 1.3 Only wear jewellery and other accessories that do not cause food safety hazards 1.4 Change clothes when necessary 1.5 Wash hands thoroughly at appropriate times 1.6 Avoid unsafe behaviour that could contaminate the food working with 1.7 Report any cuts, boils, grazes, illness and infections promptly to the appropriate person 1.8 Make sure any cuts, boils, skin infections and grazes are treated and covered with an appropriate dressing
2. Know how to keep yourself clean and hygienic	2.1 State why clean and hygienic clothes must be worn

	2.2 State why hair must be tied back or an appropriate hair covering be worn
	2.3 State the different types of protective clothes are appropriate for different jobs in storage, preparation and cooking food
	2.4 Describe the food safety hazards that jewellery and accessories can cause
	2.5 State when clothing should be changed
	2.6 State the importance of changing clothes
	2.7 State why hands must be washed after going to the toilet, before going into food preparation and cooking areas, after touching raw food and waste, before handling ready-to-eat food
	2.8 Describe how to wash hands safely
	2.9 State the importance of not handling food when open cuts are present
	2.10 Describe what to do if anyone has an open cut
	2.11 State the importance of reporting illnesses and infections promptly
	2.12 State why stomach illnesses are particularly important to report
	2.13 State the importance of avoiding touching face, nose or mouth, blowing nose, chewing gum, eating, smoking when working with food
3. Be able to keep working area clean and hygienic	3.1 Make sure surfaces and equipment are clean and in good condition
	3.2 Use clean and suitable cloths and equipment for wiping and cleaning between tasks

	3.3 Remove from use any surfaces and equipment that are damaged or have loose parts 3.4 Report damaged surfaces, equipment to the person responsible for food safety 3.5 Dispose of waste promptly, hygienically and appropriately 3.6 Identify, take appropriate action on any damage to walls, floors, ceilings, furniture and fittings 3.7 Report any damage to walls, floors, ceilings, furniture and fittings to the appropriate person 3.8 Identify, take appropriate action on any signs of pests 3.9 Report any signs of pest to the appropriate person
4. Know how to keep working area clean and hygienic	4.1 State why surfaces and equipment must be clean, hygienic and suitable for the intended use before beginning a new task 4.2 Describe how to ensure that surfaces and equipment are clean, hygienic and suitable for the intended use before beginning a new task 4.3 State the importance of only using clean and suitable cloths when cleaning before tasks 4.4 State how to ensure that clean and suitable cloths are used before tasks 4.5 Explain why surfaces and equipment that are damaged or have loose parts can be hazardous to food safety

	4.6 List the types of damaged surfaces or equipment that can cause food safety hazards 4.7 Describe how to deal with damaged surfaces and equipment 4.8 State the importance of clearing and disposing of waste promptly and safely 4.9 Describe how to safely dispose of waste 4.10 Describe how damage to walls, floors, ceilings, furniture, food equipment and fittings can cause food safety hazards 4.11 State the types of damage that should be looked out for 4.12 State the types of pests that could be found in catering operations 4.13 State how to recognise the signs that pests may be present
5. Be able to store food safely	5.1 Check that food is undamaged, at appropriate temperature and within 'use-by-date' on delivery 5.2 Look at and retain any important labelling information 5.3 Prepare food for storage 5.4 Place food in storage as quickly as necessary to maintain its safety 5.5 Make sure storage areas are clean, suitable and maintained at the correct temperature for the type of food 5.6 Store food so that cross contamination is prevented 5.7 Follow stock rotation procedures

	5.8 Safely dispose of food that is beyond 'use-by-date'
	5.9 Keep necessary records up-to-date
6. Know how to store food safely	6.1 State the importance of making sure food deliveries are undamaged, at the correct temperature and within use-bydate
	6.2 State the importance of preparing food for storage
	6.3 State why food must be put in the correct storage area
	6.4 State the temperature food should be stored at
	6.5 State the importance of keeping storage areas clean and tidy
	6.6 Describe what to do if storage areas are not clean and tidy
	6.7 State the importance of storing food at the correct temperature
	6.8 Describe how to store food at the correct temperature
	6.9 State what types of food are raw
	6.10 State why types of food are ready-to-eat
	6.11 State why stock rotation procedures are important
	6.12 State why food beyond its 'use-by-date' must be disposed of
7. Be able to prepare, cook and hold food safely	7.1 Check food before and during operations for any hazards
	7.2 Follow correct procedures for dealing with food hazards

	7.3	Follow organisational procedures for items that may cause allergic reactions
	7.4	Prevent cross-contamination between different types of food
	7.5	Use methods, times, temperatures and checks to make sure food is safe following operations
	7.6	Keep necessary records up-to-date
8. Know how to maintain food safely	8.1	Describe how to operate a food safety management system
	8.2	Explain the concept of hazards to food safety in a catering operation
	8.3	State the necessity of controlling hazards to food safety in order to remove or keep risks to a safe level
	8.4	Describe what may happen if hazards are not controlled
	8.5	State the types of hazards that may occur in a catering operation
	8.6	Describe how to control hazards by cooking, chilling, cleaning and the avoidance of cross-contamination
	8.7	State why monitoring is important
	8.8	State the key stages in the monitoring process
	8.9	State the importance of knowing what to do when things go wrong
	8.10	State why some hazards are more important than others in terms of food safety

	8.11 State who to report to if there are food safety hazards
9. Know how to prepare, cook and hold food safely	9.1 State why it is necessary to defrost foods before cooking
	9.2 State when it is necessary to defrost foods before cooking
	9.3 Describe how to safely and thoroughly defrost food before cooking
	9.4 Describe how to recognise conditions leading to safety hazards
	9.5 State what to do if any food safety hazards are discovered
	9.6 State the importance of knowing that certain foods cause allergic reactions
	9.7 Describe organisational procedures to deal with foods possible of causing allergic reactions
	9.8 State what to do if a customer asks if a particular dish is free from certain food allergen
	9.9 Describe how cross-contamination can happen between different food types
	9.10 Describe how to avoid cross-contamination between different food types
	9.11 Explain why thorough cooking and reheating methods should be used
	9.12 State cooking, reheating, temperatures and times to use for food being worked with
	9.13 Describe how to check that food is thoroughly cooked or safely reheated

	9.14 State the importance of making sure that food is at the correct temperature before and during holding, prior to serving it to the customer 9.15 State the types of foods that may need to be chilled or frozen because they are not for immediate consumption 9.16 Describe how to safely store food not for immediate consumption

Cooking Food

Unit Reference	D/601/6980
BIIAB Reference	MFSSPCF
Level	2
Credit Value	4
Guided Learning (GL)	32
Learning Outcome- The learner will	Assessment Requirements and Evidence Requirements
1. Be able to keep yourself clean and hygienic	The assessor must assess criteria 1.1, 1.2, 1.3 and 1.5 by directly observing the learner's work. The assessor may assess assessment criteria 1.4, 1.6, 1.7 and 1.8 through questioning or witness testimony if no naturally occurring evidence is available. There must be performance evidence, gathered through observing the learner's work for: • at least four from clothes a) trousers b) tops/jackets c) coats d) disposable gloves e) shoes f) headgear g) aprons • at least five from appropriate times to wash your hands a) after going to the toilet or in contact with faeces b) when going into food preparation and cooking areas including after any work breaks c) after touching raw food and waste d) before handling raw food e) after disposing of waste f) after cleaning g) changing dressings or touching open wounds

	• none from unsafe behaviour a) failure to wash hands thoroughly when necessary b) touching your face, nose or mouth, blowing your nose c) chewing gum d) eating e) smoking f) scratching Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.
3. Be able to keep working area clean and hygienic	The assessor must assess assessment criteria 3.1, 3.2, 3.5 and 3.6 by directly observing the learner's work. The assessor may assess assessment criteria 3.3, 3.4, 3.5, 3.8 and 3.9 through questioning or witness testimony if no naturally occurring evidence is available. There must be performance evidence, gathered through observing the learner's work for: • at least two from surfaces and equipment a) surfaces and utensils for preparing, cooking and holding food b) surfaces and utensils used for displaying and serving food c) appropriate cleaning equipment Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.
5. Be able to store food safely	The assessor must assess assessment criteria 5.1, 5.2, 5.3, 5.4, 5.5, 5.6 and 5.7 by directly observing the learner's work. The assessor may assess assessment criteria 5.8 and 5.9 through questioning or witness testimony if no naturally occurring evidence is available.

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

Maintain Food Safety when Storing, Holding and Serving Food

Unit Reference	A/601/5030
BIIAB Reference	MFSSHSF
Level	2
Credit Value	4
Guided Learning (GL)	31
Unit Summary	This unit will provide the learner with the knowledge and skills to maintain food safety when storing, holding and serving food.
Learning Outcomes (1 to 9) The learner will:	Assessment Criteria (1.1 to 9.7) The learner can:
1. Be able to maintain food safety	1.1 Describe what might happen if significant food safety hazards are not controlled 1.2 Describe the types of significant food safety hazards likely to come across when handling and storing food 1.3 Describe how these hazards should be controlled by person hygiene, cleaning, safe storage and the avoidance of cross contamination 1.4 State why some hazards are more important than others in terms of food safety 1.5 State who to report significant foods safety hazards to
2. Be able to keep yourself clean and hygienic	2.1 Wear clean and suitable clothes appropriate to the jobs to be done 2.2 Only wear jewellery and other accessories that do not cause food safety hazards 2.3 Change clothes when necessary to prevent bacteria spreading 2.4 Wash hands thoroughly at appropriate times

	2.5 Avoid unsafe behaviour that could contaminate the food
	2.6 Report any cuts, graze, illness and infections promptly to the proper person
	2.7 Make sure any cuts and grazes are treated and covered with an appropriate dressing
3. Know how to keep self clean and hygienic	3.1 State why clean and suitable clothes appropriate to job must be worn
	3.2 State what types of clothes are appropriate to different jobs in the handling and serving of food
	3.3 Describe how jewellery and accessories can cause food safety hazards
	3.4 State when to change clothes to prevent bacteria spreading and why this is important
	3.5 State why hands should be washed after going to the toilet
	3.6 State the importance of not handling food with an open wound
	3.7 State how to deal with open wounds when handling food
	3.8 State the importance of reporting illnesses and infections promptly
	3.9 State why it is important to report stomach illnesses in particular
	3.10 State the importance of avoiding touching face, nose or mouth, chewing gum, eating, smoking when working with food
4. Be able to keep working area clean and hygienic	4.1 Make sure surfaces and equipment for displaying and serving food are clean and in good condition

	4.2 Use clean and suitable cloths and equipment for wiping and cleaning between tasks
	4.3 Remove from use any surfaces and equipment that are damaged or have loose parts
	4.4 Report any surfaces and equipment that have damaged or loose parts to the person responsible for food safety
	4.5 Dispose of waste promptly, hygienically and appropriately
	4.6 Identify, take appropriate action on and report to the appropriate person any damage to walls, floors, ceilings, furniture and fittings
	4.7 Identify, take appropriate action on and report to appropriate person and signs of pests
5. Know how to keep working area clean and hygienic	5.1 State why surfaces and equipment must be clean before beginning a new task and how to do so
	5.2 State the importance of only using clean and suitable cloths and equipment when cleaning between tasks and how to do so
	5.3 State why surfaces and equipment that are damaged or have loose parts can be dangerous to food safety
	5.4 List the types of damaged surfaces and equipment that can cause food safety hazards
	5.5 Describe how to deal with damaged surfaces and equipment that are dangerous to food safety

	5.6 State the importance of clearing and disposing of waste promptly and safely
	5.7 Describe how to clear and dispose of waste safely
	5.8 State how damage to walls, floors, ceiling, furniture and fitting that could cause food safety hazards
	5.9 State what types of damage to look for in walls, floors, ceiling, furniture and fitting that could cause food safety hazards
	5.10 List the types of pests that could be found in catering operations
	5.11 Describe how to identify the signs that pests are present
6. Be able to store food safely	6.1 Check that food is undamaged and within its 'use-by date' once it has been received
	6.2 Prepare food for storage
	6.3 Put food in the correct storage area as quickly as necessary to maintain its safety
	6.4 Make sure storage areas are clean and maintained at the correct temperature for the type of food
	6.5 Store food so that cross-contamination is prevented
	6.6 Follow stock rotation
	6.7 Safely dispose of food that is beyond 'use-by date'
	6.8 Keep necessary records up-to-date
7. Know how to store food safely	7.1 State the importance of making sure food deliveries are undamaged and within their 'use-by date'

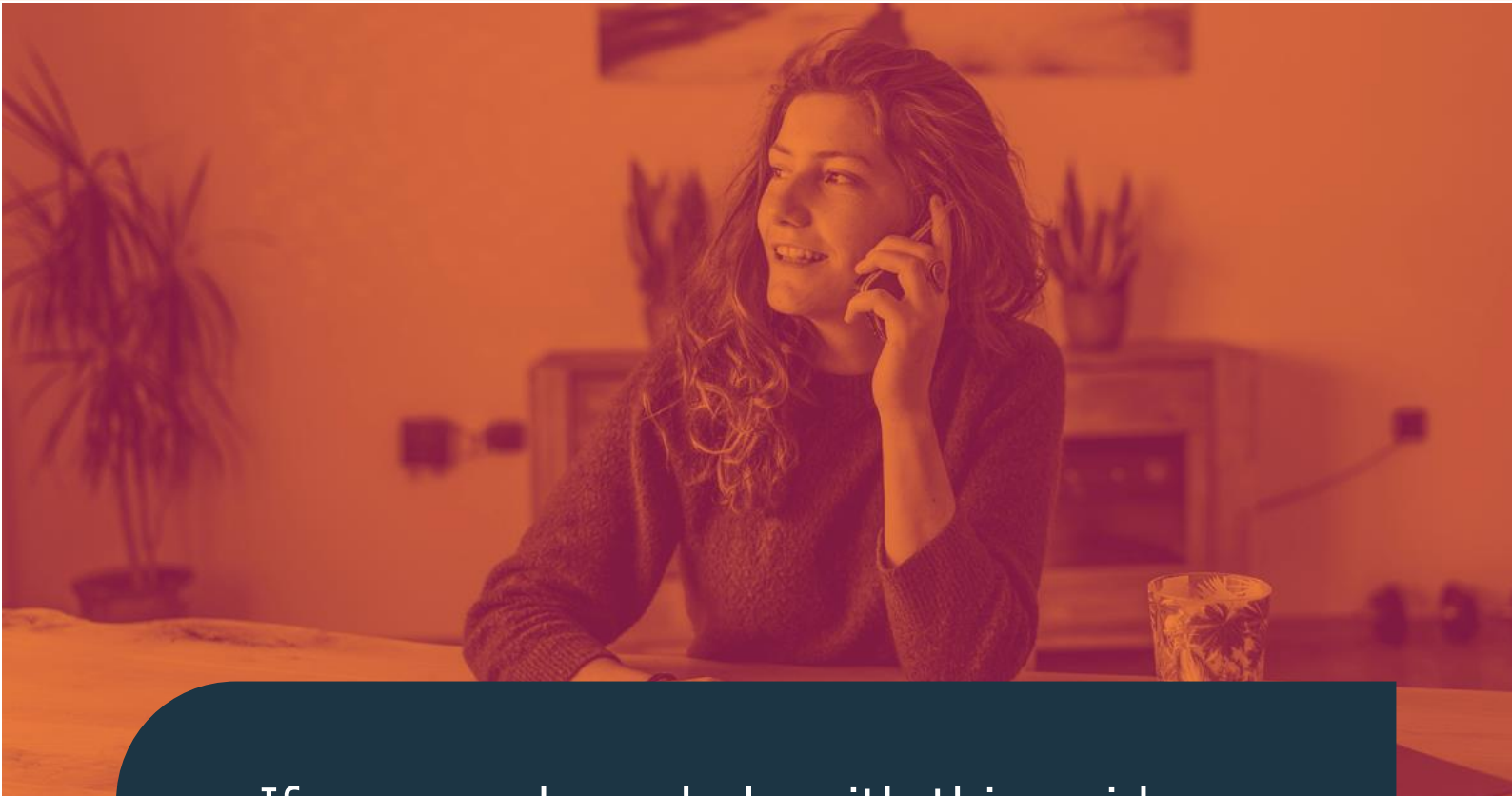|	
	7.2 State why it is important that food is stored at the correct temperature
	7.3 Describe how to ensure that food is stored at the correct temperature
	7.4 State the importance of preparing food for storage whilst retaining important labelling information
	7.5 State why food must be put in the correct storage area
	7.6 State what temperature different foods should be stored at
	7.7 State the importance of clean storage areas
	7.8 Describe what to do if storage areas are not kept clean
	7.9 Describe how to check food is stored at the correct temperature
	7.10 State the importance of separating raw and ready-to-eat food
	7.11 List what types of food are raw and which are ready-to-eat
	7.12 Explain why stock rotation procedures are important
	7.13 State why food is beyond its 'use-by-date' must be disposed of
8. Be able to hold and serve food safely	8.1 Handle food in a way that protects it from hazards
	8.2 Follow organisational procedures for items that may cause allergic reactions
	8.3 Use methods, times and temperatures that maintain food safety

	8.4	Keep necessary records up to date
9. Know how to hold and serve food safely	9.1	Describe how to check food during holding and serving
	9.2	State the importance of knowing that certain foods can cause allergic reactions
	9.3	State what procedure to follow to deal with food that can cause allergic reactions
	9.4	State what to do if a customer asks if a particular dish is free from a certain food allergen
	9.5	Describe how cross contamination can happen between raw food and food that is ready to eat
	9.6	Describe how to avoid cross contamination between raw and ready to eat food
	9.7	State the holding temperature and times that must be used for the food

Maintain Food Safety when Storing, Holding and Serving Food

Unit Reference	A/601/5030
BIIAB Reference	MFSSHSF
Level	2
Credit Value	4
Guided Learning (GL)	31
Learning Outcome – The Learner will:	Assessment Requirements and Evidence Requirements
2. Be able to keep yourself clean and hygienic	The assessor must assess assessment criteria 2.1, 2.2 and 2.4 by directly observing the learner's work. The assessor may assess assessment criteria 2.3, 2.5, 2.6 and 2.7 through questioning or witness testimony if no naturally occurring evidence is available.
3. Know how to keep self clean and hygienic	Understanding of why you must be clean and hygienic must be assessed through questioning.
4. Be able to keep working area clean and hygienic	The assessor must assess assessment criteria 4.1, 4.2 and 4.5 by directly observing the learner's work. The assessor may assess assessment criteria 4.3, 4.4, 4.6 and 4.7 through questioning or witness testimony if no naturally occurring evidence is available. There must be performance evidence, gathered through observing the learner's work for: • **both** from **surfaces** and **equipment** a) surfaces and utensils used for displaying and serving food b) appropriate cleaning equipment Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony
6. Be able to store food safely	The assessor must assess assessment criteria 6.1, 6.2, 6.3, 6.4, 6.5 and 6.6 by directly observing the learner's work.

	The assessor may assess assessment criteria 6.7 and 6.8 through questioning or witness testimony if no naturally occurring evidence is available. There must be performance evidence, gathered through observing the learner's work for: • at least one from storage areas a) ambient temperature b) refrigerator c) freezer Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.
8. Be able to hold and serve food safely	The assessor must assess assessment criteria 8.1, 8.3 by directly observing the learner's work. The assessor may assess assessment criteria 8.2 and 8.4 through questioning or witness testimony if no naturally occurring evidence is available. There must be performance evidence, gathered through observing the candidate's work for: • at least three from hazards a) sources of bacteria and other organisms b) chemical c) physical d) allergenic Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

If you need any help with this guide please contact our team.

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