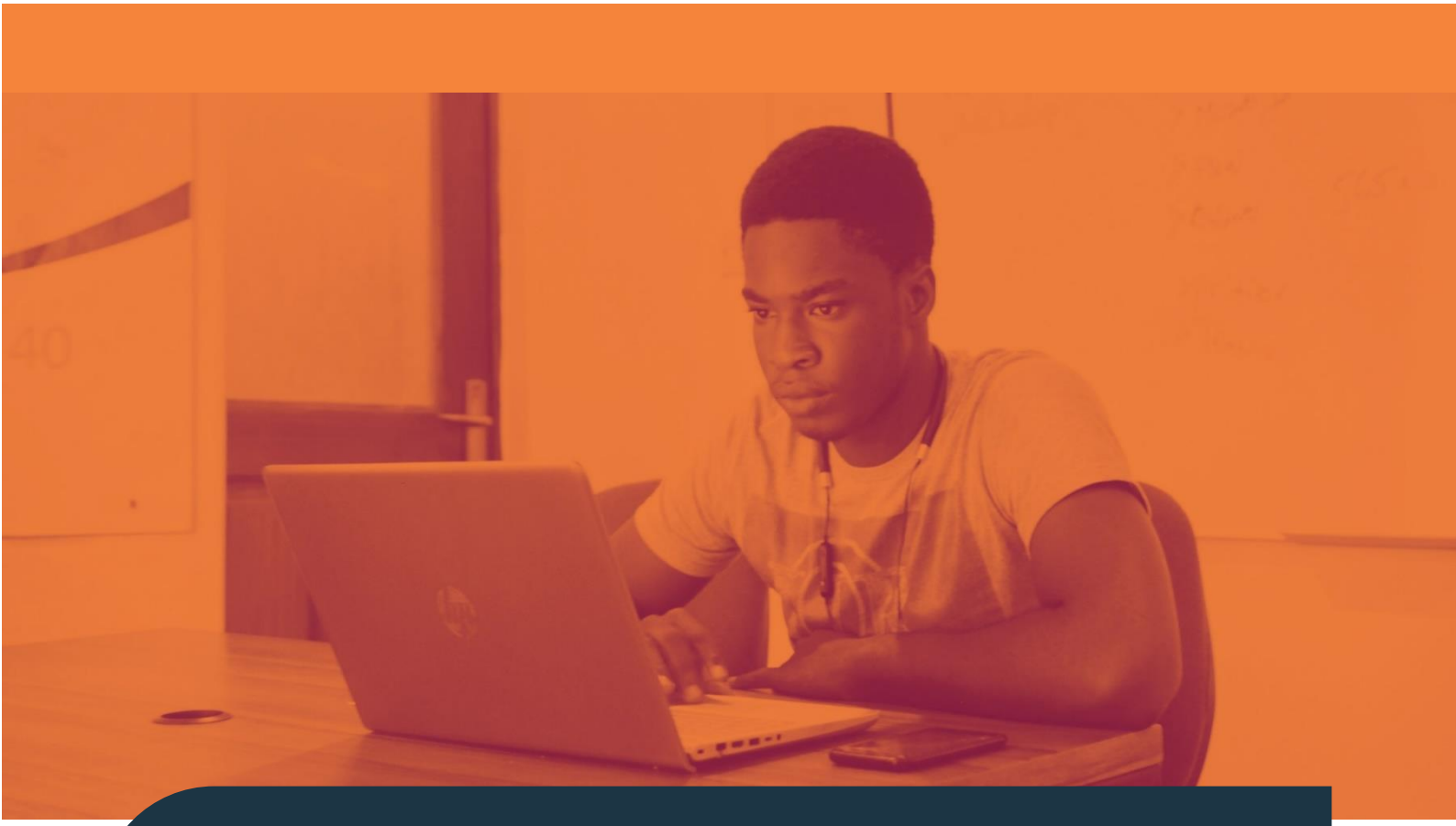
Qualification Guidance



BIIAB Level 2 Certificate in Understanding Nutrition and Health

Level 2 Certificate – England 601/7265/4
Wales C00/0937/6

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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This document may be copied by approved centres for the purpose of assessing learners. It may also be copied by learners for their own use.

Version	Date	Details of Change
2.0	April 2016	Assessment methodology – RoC
3.0	January 2018	Updated throughout to remove reference to "QCF & RoC updated with TQT figures
3.1	April 2023	Reformatted Qualification Guide into new branding
3.2	July 2025	Updated review date to 31/08/2028
3.3	August 2025	Updated operational and certification end dates

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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 Understanding Nutrition and Health – England 601/7265/4 Wales C0009376								
Qualification Purpose	To prepare for further learning or training by developing knowledge in a subject area.							
Age Range	**Pre 16**	✓	**16-18**	✓	**18+**		**19+**	✓
Regulation	The above qualification is regulated by Ofqual							
Assessment	• Internal assessment • Internal and external moderation							
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	01/04/2016							
Review Date	31/08/2028							
Operational End Date	31/08/2025							
Certification End Date	31/08/2026							
Guided Learning (GL)	126 hours							
Total Qualification Time (TQT)	145 hours							
Credit Value	15							
BIIAB Qualifications Limited Sector	Health and Social Care							
Ofqual SSA Sector	1.3 Health and Social Care							
Support from Trade Associations								
Administering Office	See BIIAB Qualifications Limited web site							

1. About the BIIAB Level 2 Certificate in Understanding nutrition and Health

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

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

Qualification Title	Qualification Number (QN)
BIIAB Level 2 Certificate in Understanding Nutrition and Health	England 601/7265/4 Wales C00/0937/6

2. Objective and Purpose of this Qualification

This qualification has been designed to allow learners to obtain and then demonstrate knowledge about dignity and safeguarding. It is appropriate for learners of all ages, whether employed or not, and applies to all sectors but particularly health and social care, hospitality and catering or sport and fitness.

The primary purpose of the qualification is to prepare for further learning or training by developing knowledge in a subject area.

Due to constant regulatory, policy and funding changes users are advised to check this qualification is funded for use with individual learners before making registrations. If you are unsure about the qualification's status please contact BIIAB Qualifications Limited head office.

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 Certificate in Understanding Nutrition and Health

To achieve the BIIAB Level 2 Certificate in Understanding Nutrition and Health, learners **must** gain a **total of 15** credit. This **must** consist of:

- Minimum total credit: **15**
- Mandatory Group A **minimum** credit: **15**
- A minimum of **15 credits** must be achieved at **Level 2 or above**
- Minimum Guided Learning Hours**: 126 hours**
- Total Qualification Time: 145 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 on the next page are the qualification units.

Mandatory Unit Group A

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
2UNH1	R/505/2204	Explore principles of healthy eating	2	5	38	Portfolio
2UNH2	J/601/2535	Consider nutritional needs of a variety of individuals	2	4	35	Portfolio
2UNH3	M/601/2545	Use food and nutrition information to plan a healthy diet	2	3	25	Portfolio
2UNH4	L/505/2203	The principles of weight management	2	1	8	Portfolio
2UNH5	D/506/2928	Understanding eating disorders	2	1	10	Portfolio
2UNH6	T/506/3146	Principles of food safety for the home environment	2	1	10	Portfolio

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.

The qualification is designed to equip learners with knowledge in nutrition and health.

Learners may wish to broaden their knowledge by undertaking level 2 qualifications or progressing on to level 3 qualifications within their chosen sector.

This qualification will allow for a number of progression routes to employment and into other areas of learning.

9. Assessment

Overview of assessment strategy

The qualification contains knowledge units. Centres may devise their own assessments for the units, but the assessments must

- Meet the assessment criteria
- Achieve the learning outcomes

Assessment Process

Assessment is the process used to judge the competence, of a learner, against set standards. The assessor is the person who is responsible for determining learners' competence. The assessor may be a work place supervisor or an external person who is trained and qualified, or working towards a qualification relevant to the assessor role.

Assessors base their judgement on performance and decide how it compares to the national standard. The assessor will also ask questions based on the knowledge required to do the work, to ascertain the knowledge and understanding of the learner.

When the required units have been completed and the assessor is satisfied that the learner has met the national standard, a recommendation for a certificate will be made.

An Internal Quality Assurer (IQA) is responsible for the quality assurance of the qualifications within the training organisation and will provide advice, guidance and support to the assessors. IQAs also ensure that the assessors apply the standards

consistently and fairly. The IQA will review the portfolio of evidence during the assessment process.

An External Quality Assurer (EQA), who is appointed by BIIAB, will 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 Principles

Assessment of knowledge based Learning Outcomes (e.g. those beginning with 'know' or 'understand') may take place in or outside of a real work environment.

Assessment decisions for knowledge based Learning Outcomes must be made by an occupationally knowledgeable assessor.

Assessment decisions for knowledge based Learning Outcomes must be made by an assessor qualified to make assessment decisions. Where assessment is electronic or undertaken according to a set grid, the assessment decisions are made by the person who has set the answers.

Internal Quality Assurance

Internal quality assurance is key to ensuring that the assessment of evidence for units is of a consistent and appropriate quality. Those carrying out internal quality assurance must be occupationally knowledgeable in the area they are assuring and be qualified to make quality assurance decisions.

Definitions

Occupationally competent: This means that each assessor must be capable of carrying out the full requirements within the competency units they are assessing. Being occupationally competent means they are also occupationally knowledgeable. This occupational competence should be maintained annually through clearly demonstrable continuing learning and professional development.

Occupationally knowledgeable: This means that each assessor should possess relevant knowledge and understanding, and be able to assess this in units designed to test specific knowledge and understanding, or in units where knowledge and

understanding are components of competency. This occupational knowledge should be maintained annually through clearly demonstrable continuing learning and professional development.

Qualified to make assessment decisions: This means that each assessor must hold a qualification suitable to support the making of appropriate and consistent assessment decisions. Awarding Organisations will determine what will qualify those making assessment decisions according to the unit of competence under assessment. In any case of significant uncertainty the SSCs will be consulted.

Qualified to make quality assurance decisions: Awarding Organisations will determine what will qualify those undertaking internal quality assurance to make decisions about that quality assurance.

Expert witness: An expert witness must:

- have a working knowledge of the units on which their expertise is based
- be occupationally competent in their area of expertise.
- have EITHER any qualification in assessment of workplace performance OR a professional work role which involves evaluating the everyday practice of staff.

Assessment of the Knowledge Units

When assessing knowledge and understanding based units, it is important that the chosen assessment methodology is appropriate 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
- A Learner Summative Reflection template
- Access to the units

All of these resources are available on request.

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.

Learner Summative Reflection

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

12. Design and Delivery

Centres must refer to the units that form the qualification and the standard that must be achieved in order to be awarded each unit. This is covered within the learning outcomes and assessment criteria that 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.

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. Qualification Review and Feedback

BIIAB Qualifications Limited is committed to the ongoing review of this qualification to ensure it remains fit for purpose.

This review approach involves the collation of evidence in the form of any information, comments and complaints received from users of this qualification in relation to its development, delivery and award.

BIIAB Qualifications Limited will give due regard to any credible evidence received which suggests that a change in approach to the development, delivery and award of this qualification is required in order to ensure that no adverse effects will result. This qualification will be periodically reviewed and revised to ensure the content remains relevant, assessment approach remains appropriate and that it remains valid and fit for purpose.

16. Mandatory Units

The following units are mandatory for this qualification.

Explore principles of healthy eating

Unit Reference	R/505/2204
BIIAB Reference	2UNH1
Level	2
Credit Value	5
Guided Learning (GL)	38
Unit Summary	This unit provides the learner with the knowledge of preparing food for a balanced diet and understanding how our diet is linked to our health
Learning Outcomes (1 to 4) The learner will:	**Assessment Criteria (1.1 to 4.3)** The learner can:
1. Understand how diet is linked to health	1.1 Define the term 'healthy diet' 1.2 Describe the difference between healthy diets of adults and children 1.3 Outline the lifestyle diseases associated with an unhealthy diet 1.4 Identify the sources of energy from food 1.5 Identify the amounts of energy supplied by each source 1.6 Estimate own Basal Metabolic Rate (BMR) 1.7 Estimate own Physical Activity Level (PAL) 1.8 Use findings from BMR and PAL estimates to determine own energy requirements 1.9 Identify factors affecting a person's energy requirements 1.10 Outline the relationship between energy intake, energy expenditure and weight

	1.11 Explain why it is important to control salt intake
2. Understand the components of a healthy diet	2.1 Identify the 5 food groups 2.2 Identify foods belonging to each of the 5 food groups 2.3 Give examples of current healthy eating advice 2.4 Describe the importance of eating a wide variety of foods to provide a healthy diet
3. Know the nutrients in food and their role in maintaining health	3.1 Define the term nutrients 3.2 Describe nutrients needed by the body 3.3 Identify foods that are a good source of each nutrient 3.4 Describe the role of nutrients in maintaining health 3.5 Describe the factors that influence how much of each nutrient a person needs 3.6 Explain the importance of adequate fluid intake
4. Understand the principles of healthy food preparation	4.1 Identify factors to be considered when planning healthy meals 4.2 Explain how a variety of cooking methods affects the nutritional values of foods 4.3 Identify healthy food preparation methods for a range of types of food

Consider nutritional needs of a variety of individuals

Unit Reference	J/601/2535
BBIAB Reference	2UNH2
Level	2
Credit Value	4
Guided Learning (GL)	35
Unit Summary	This unit provides the learner with the knowledge of the nutritional needs for individuals and the barriers to healthy eating
Learning Outcomes (1 to 4) The learner will:	**Assessment Criteria (1.1 to 4.5)** The learner can:
1. Know the nutritional needs of children and young people	1.1 Plan balanced meals and snacks for a day for a chosen age group 1.2 Explain why the meals and snacks chosen are appropriate 1.3 Describe factors influencing eating patterns of various different age groups 1.4 Identify energy requirements of various different age groups 1.5 Identify the consequences of a diet lacking in iron 1.6 Outline the importance of calcium and vitamin D for bone development 1.7 Identify good food sources of key nutrients for children and young people 1.8 Outline nutritional recommendations for children and young people

2. Know the nutritional needs of older people	2.1 Plan balanced meals and snacks for a day for an older person 2.2 Explain how the meals and snacks chosen are appropriate for the person 2.3 Describe factors influencing energy requirements of older people 2.4 Describe reasons why older people may be at risk of malnutrition 2.5 Outline nutritional recommendations for older people
3. Understand special dietary requirements	3.1 Explain why people have specific dietary requirements 3.2 Identify the special dietary requirements of 2 religious or ethnic groups 3.3 Describe different types of vegetarian diet 3.4 Describe precautions to take when preparing food for a person with specific dietary requirements
4. Understand barriers to healthy eating	4.1 Outline how public confusion over healthy eating may prevent people from choosing a balanced diet 4.2 Identify how costs may prevent people from choosing a balanced diet 4.3 Describe how accessibility may prevent people from choosing a balanced diet 4.4 Describe how pre-prepared and convenience foods may prevent people from choosing a balanced diet

	4.5 Give examples of how individual lifestyle choices may prevent people from choosing a balanced diet

Use food and nutrition information to plan a healthy diet

Unit Reference	M/601/2545
BIIAB Reference	2UNH3
Level	2
Credit Value	3
Guided Learning (GL)	25
Unit Summary	This unit provides the learner with the knowledge to understand food labelling and food additives
Learning Outcomes (1 to 3) The learner will:	**Assessment Criteria (1.1 to 3.3)** The learner can:
1. Understand food labelling	1.1 Identify nutritional information which must be provided on food labels 1.2 Identify the guideline daily amounts of fat, sugar and salt in an adult diet 1.3 Use nutritional information from food labels to determine if each of the foods is high, low or neither in terms of fat, sugar and salt content 1.4 Use nutritional information from food labels to calculate the energy provided by fat, protein and carbohydrate in each food 1.5 Outline ways in which food label claims and descriptions may be misleading
2. Understand food additives	2.1 Define the term food additives 2.2 Describe the main groups of additives and their functions 2.3 Explain the benefits of food additives

	2.4 Give examples of legislation surrounding the use of food additives
3. Apply principles of healthy eating	3.1 Record own food and drink intake for one week 3.2 Compare own food and drink intake against current healthy eating advice 3.3 Outline the steps that could be taken to make their diet more healthy

The principles of weight management

Unit Reference	L/505/2203
BIIAB Reference	2UNH4
Level	2
Credit Value	8
Guided Learning (GL)	1
Unit Summary	This unit provides the learner with the knowledge of the risks and effective methods of weight management
Learning Outcomes (1 to 4) The learner will:	**Assessment Criteria (1.1 to 4.3)** The learner can:
1. Know the risks associated with ineffective weight management	1.1 Define the terms: • Obese • Emaciated • Malnourished 1.2 Describe the health risks associated with obesity 1.3 Describe the health risks associated with emaciation 1.4 Identify the signs and symptoms of malnourishment
2. Understand how body image may influence weight management	2.1 Explain what is meant by 'body image' 2.2 Give examples of how media portrayals of body image may impact on an individual's weight management
3. Know about effective methods of weight management	3.1 Describe the role of a balanced diet in weight management 3.2 Explain the term 'energy balance'

	3.3 Explain the implications of energy balance in weight management 3.4 Outline lifestyle choices that impact on weight management 3.5 List common weight loss myths 3.6 Describe the characteristics of an effective weight management programme
4. Be able to plan a short-term weight management programme for an individual	4.1 Identify suitable goals for the weight management programme 4.2 Collect information to plan a weight management programme 4.3 Use information collected to plan a short-term weight management programme

Understanding eating disorders

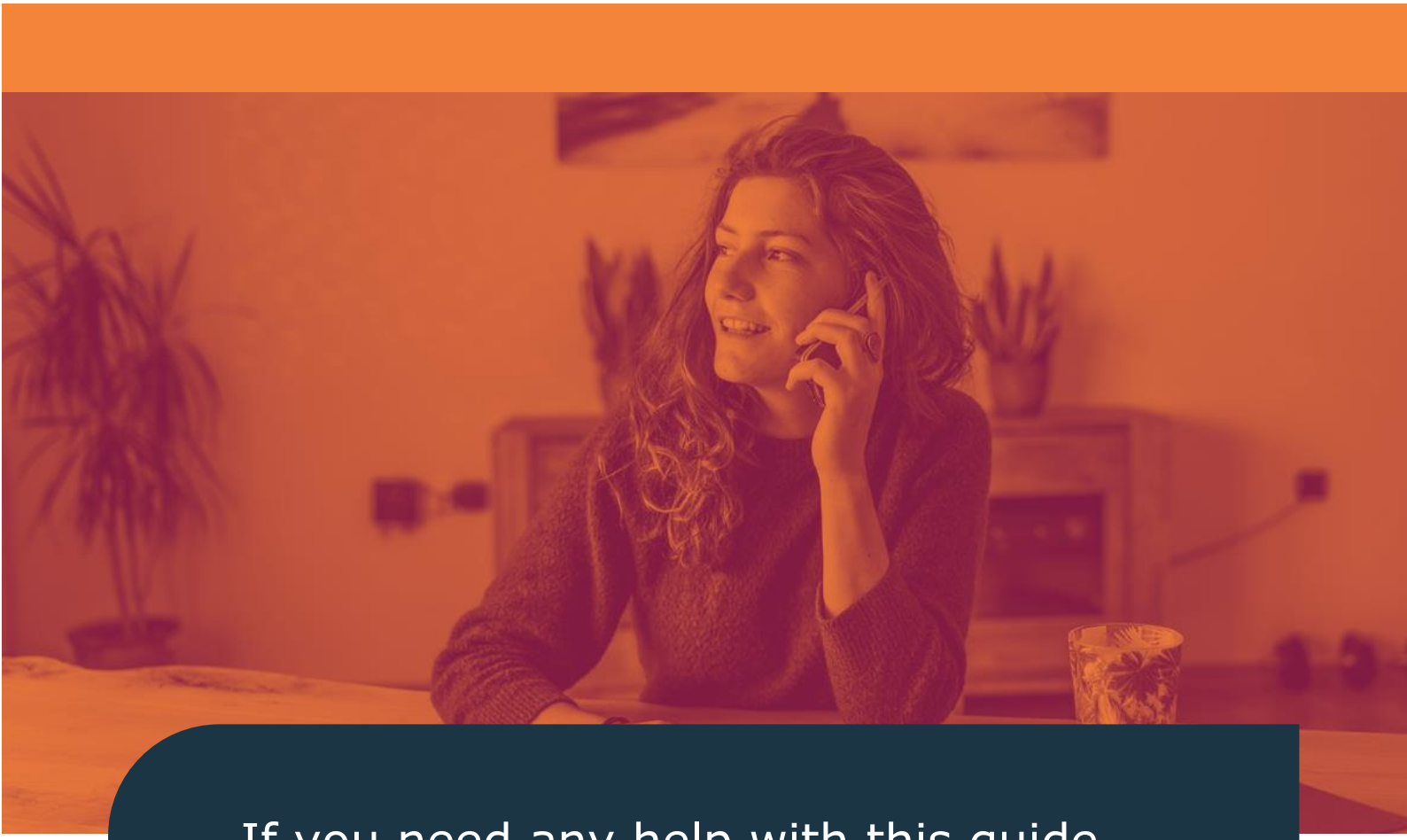
Unit Reference	D/506/2928
BIIAB Reference	2UNH5
Level	2
Credit Value	1
Guided Learning (GL)	10
Unit Summary	This unit provides the learner with the knowledge to understand the causes and effects of eating disorders
Learning Outcomes (1 to 4) The learner will:	**Assessment Criteria (1.1 to 4.3)** The learner can:
1. Understand the term 'eating disorder'	1.1 Give a definition of the term 'eating disorder' 1.2 Describe possible types of eating disorders
2. Understand the causes of eating disorders	2.1 Describe possible causes of eating disorders
3. Understand how an eating disorder may affect the individual and others	3.1 Give examples of the signs and symptoms associated with eating disorders 3.2 Describe the feelings an individual with an eating disorder may experience 3.3 Describe some of the ways an eating disorder may affect the individual and their life 3.4 Explain how an individual's eating disorder may affect others
4. Understand how a specific eating disorder may be managed	4.1 Describe different approaches to the treatment of eating disorders

	4.2 Explain what others could do to help an individual recover from a specific eating disorder 4.3 Describe local resources and treatments that would be available to an individual experiencing an eating disorder

Principles of food safety for the home environment

Unit Reference	D/506/2928
BIIAB Reference	2UNH6
Level	2
Credit Value	1
Guided Learning (GL)	10
Unit Summary	This unit provides the learner with the knowledge of preparing, cooking and storing food correctly
Learning Outcomes (1 to 7) The learner will:	**Assessment Criteria (1.1 to 7.2)** The learner can:
1. Know the importance of handling food safely	1.1 Explain why it is important to handle food safely 1.2 Identify hazards relating to food safety 1.3 Identify ways in which food should be handled safely to avoid contamination during the following operations: • storage • preparation • cooking • serving • re-heating
2. Know the importance of personal hygiene when handling food	2.1 Explain ways of maintaining personal hygiene when handling food that helps reduce the risk of contamination 2.2 Identify how and when to wash hands 2.3 Describe potential problems resulting from not maintaining personal hygiene when handling food
3. Know how to store food safely	3.1 Explain how to store the following types of food correctly to avoid

	contamination: • fresh • convenience • high risk • low risk 3.2 Explain why it is important to follow food storage instructions
4. Know how food storage can affect the nutritional value of food	4.1 Outline how storage methods can affect the nutritional value of food
5. Know how to keep the food work area clean	5.1 Describe why it is important to keep the food work area clean, hygienic and disinfected 5.2 Outline ways of keeping the food work area clean, hygienic and disinfected
6. Know how to check food is cooked to the correct temperature	6.1 Describe why it is important to ensure that food is cooked to the correct temperature 6.2 Give examples of ways to check food is cooked to the correct temperature
7. Know how to dispose of food waste safely	7.1 Describe why it is important to dispose of food waste safely 7.2 Outline how to dispose of food waste safely



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

0115 854 1620
QualsDevelopment@BIIAB.co.uk

biiab.co.uk

We are part of the Skills and Education Group.