



## BIIAB Level 3 NVQ Diploma in Professional Cookery (Preparation and Cooking)

England – 601/6225/9

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

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The BIIAB Qualifications Limited website [www.biiab.co.uk](http://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 MFSSPCF correction to numbering of LO7 and text in Evidence Requirements for LO1
		Units 3FPC4, 3FPC7, 3FPC8, 3FPC10, 3FPC14 corrections to Evidence Requirements
		Unit 3FPC11 correction to AC6.5
3.0	January 2018	Updated handbook throughout to remove reference to "QCF"
3.1	June 2023	Reformatted into new branding

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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 3 NVQ Diploma in Professional Cookery (Preparation and Cooking) - 601/6225/9	
<b>Qualification Purpose</b>	To obtain and then demonstrate the skills to work at an operational level in Professional Cookery.
<b>Age Range</b>	<b>Pre 16</b> <b>16-18</b> ✓ <b>18+</b> <b>19+</b> ✓
<b>Regulation</b>	The above qualification is regulated by: <ul style="list-style-type: none"> <li>Ofqual</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>Portfolio of Evidence</li> </ul>
<b>Type of Funding Available</b>	See FaLa (Find a Learning Aim)
<b>Qualification/Unit Fee</b>	See BIIAB Qualifications Limited web site for current fees and charges
<b>Grading</b>	Pass/Fail To achieve a Pass grade, learners <b>must</b> achieve all the Learning Outcomes and Assessment Criteria in all the units completed
<b>Operational Start Date</b>	01/06/2015
<b>Review Date</b>	31/07/2025
<b>Operational End Date</b>	
<b>Certification End Date</b>	
<b>Guided Learning (GL)</b>	423 hours
<b>Total Qualification Time (TQT)</b>	560 hours
<b>Credit Value</b>	56
<b>BIIAB Qualifications Limited Sector</b>	Hospitality and Catering
<b>Ofqual SSA Sector</b>	07.4 Hospitality and Catering
<b>Support from Trade Associations</b>	
<b>Administering Office</b>	See BIIAB Qualifications Limited web site

## 1. About the BIIAB Level 3 NVQ Diploma in Professional Cookery (Preparation and Cooking)

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)
<b>BIIAB Level 3 NVQ Diploma in Professional Cookery (Preparation and Cooking)</b>	601/6225/9

## 2. Objective and Purpose of this Qualification

The BIIAB Level 3 NVQ Diploma in Professional Cookery (Preparation and Cooking) has been designed to allow learners to obtain and then demonstrate the skills to work at an operational level in Professional Cookery.

This qualification meets the competence-based requirements of the Level 3 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](http://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](mailto: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 3 NVQ Diploma in Professional Cookery (Preparation and Cooking) Rules of Combination (ROC) and Structure

To achieve the BIIAB Level 3 NVQ Diploma in Professional Cookery (Preparation and Cooking), learners **must** gain a **total of 56** credits. This **must** consist of:

- **Minimum total** credit: **56**
- Mandatory Group A **minimum** credit: **17**
- Optional Group B **minimum** credit: **33**
- Optional Group C **minimum** credit: **6**
- A **minimum of 40** credits **must** be achieved through the completion of units at **Level 3** and above.
- Minimum Guided Learning Hours: **423 hours**
- Total Qualification Time: **560 hours**

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

Listed below are the qualification units.

### Mandatory Unit Group A

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
H30	M/501/0428	Develop productive working relationships with colleagues	2	9	27	Portfolio
MFSSPCF	D/601/6980	Maintain food safety when storing, preparing and cooking food	2	4	32	Portfolio
MSH3	Y/502/9569	Maintain the health, hygiene, safety and security of the working environment	3	4	27	Portfolio



### Optional Unit Group B

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
3FP1	F/601/5479	Prepare fish for complex dishes	3	3	21	Portfolio
3FP3	H/601/5488	Prepare meat for complex dishes	3	4	28	Portfolio
3FP4	A/601/5495	Prepare poultry for complex dishes	3	3	23	Portfolio
3FC1	H/601/5507	Cook and finish complex fish dishes	3	4	38	Portfolio
3FC3	M/601/5557	Cook and finish complex meat dishes	3	4	31	Portfolio
3FC4	M/601/5560	Cook and finish complex poultry dishes	3	4	31	Portfolio
3FC6	M/601/5591	Cook and finish complex vegetable dishes	3	4	30	Portfolio
3FPC1	A/601/5657	Prepare, cook and finish complex hot sauces	3	4	25	Portfolio
3FPC11	K/601/5704	Prepare, cook and finish dressings and cold sauces	3	3	20	Portfolio

### Optional Unit Group C

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
3FP2	R/601/5485	Prepare shellfish for complex dishes	3	4	28	Portfolio
3FP5	R/601/5499	Prepare game for complex dishes	3	4	28	Portfolio
3FC2	K/601/5556	Cook and finish complex shellfish dishes	3	4	31	Portfolio
3FC5	A/601/5562	Cook and finish complex game dishes	3	4	36	Portfolio
3FPC2	F/601/5661	Prepare, cook and finish complex soups	3	4	29	Portfolio





Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
3FPC3	R/601/5664	Prepare, cook and finish fresh pasta dishes	3	4	29	Portfolio
3FPC4	D/601/5666	Prepare, cook and finish complex bread and dough products	3	4	27	Portfolio
3FPC5	H/601/5670	Prepare, cook and finish complex cakes, sponges, biscuits and scones	3	5	35	Portfolio
3FPC6	M/601/5672	Prepare, cook and finish complex pastry products	3	3	29	Portfolio
3FPC7	T/601/5673	Prepare, process and finish complex chocolate products	3	5	42	Portfolio
3FPC8	J/601/5676	Prepare, process and finish marzipan, pastillage and sugar products	3	5	42	Portfolio
3FPC9	L/601/5677	Prepare, cook and present complex cold products	3	5	38	Portfolio
3FPC10	Y/601/5682	Prepare, finish and present canapés and cocktail products	3	4	32	Portfolio
3FPC12	L/601/5694	Prepare, cook and finish complex hot desserts	3	3	26	Portfolio
3FPC13	R/601/5700	Prepare, cook and finish complex cold desserts	3	3	30	Portfolio
3FPC14	D/601/5702	Produce sauces, fillings and coatings for complex desserts	3	4	33	Portfolio
PRO3	A/601/4962	Produce Healthier Dishes	2	3	28	Portfolio
H31	H/502/4097	Contribute to the control of resources	3	4	30	Portfolio



Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
4CDRM	K/502/4117	Contribute to the development of recipes and menus	4	4	22	Portfolio
H32	D/502/4163	Ensure food safety practices are followed in the preparation and serving of food and drink	3	5	35	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:

- 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 3 skills in professional cookery. 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.

### 9. Assessment

#### Overview of assessment strategy

The qualification contains competence units and a knowledge unit. Competence units are assessed following NVQ principles.

Assessors must refer to the People 1st set Evidence Requirements and ensure they are being met in full for the 'what you must know', 'what you must do' and 'what you must cover'. The Evidence Requirements are available to download from the Hospitality section of the BIIAB website. They have also been included within the units in the handbook and unit pack.

BIIAB Qualifications Limited has developed an Assessment Knowledge Module (AKM) for unit ERRHLTS. 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 workplace 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 1<sup>st</sup>. 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 1<sup>st</sup> designed assessment strategy for this qualification.

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

### **People 1<sup>st</sup> 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

<b>Assessors, Internal Quality Assurers and External Quality Assurers must:</b>	<b>A</b>	<b>IQA</b>	<b>EQA</b>
Have a good knowledge and understanding of the national occupational standard and competence based units and qualifications that is being assessed or verified.	✓	✓	✓
Hold or be working towards relevant assessment and/or verification qualification(s) as specified by the appropriate authority, confirming their competence to assess or externally verify competence based units and qualifications assessment. These should be achieved within eighteen months of commencing their role. These are as follows:		✓	
Have relevant occupational expertise and knowledge, at the appropriate level of the occupational area(s) they are assessing and verifying, which has been gained through 'hands on' experience in the industry	✓	✓	✓
Adhere to the awarding organisation's assessment requirements and practice standardised assessment principles	✓	✓	✓
Have sufficient resources to carry out the role of assessor or verifier, i.e. time and budget	✓	✓	
Have supervisory/management, interpersonal and investigative skills, including the ability to analyse information, hold meetings, guide, advise, plan and make recommendations at all levels, taking into account the nature and size of the organisation in which assessment is		✓	✓

taking place. High standards of administration and record keeping are also essential.			
Hold qualifications, or have undertaken training, that has legislative relevance to the competence based units and qualifications being assessed (See Table 2).	✓	Good Practice	Good Practice
Update their occupational expertise and industry knowledge in the areas being assessed and verified through planned Continuous Professional Development (see Table 3).	✓	✓	✓

**Table 2 - Qualifications and Training relevant to Assessors and Verifiers**

The following sets out areas in which assessors, verifiers and external verifiers should either receive training or achieve qualifications. People 1<sup>st</sup> 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

<b>Qualification / Training</b>	<b>Competence based unit / qualification</b>	<b>A</b>	<b>IQA</b>	<b>EQA</b>
Health and Safety	All sector units and qualifications	✓	Good Practice	Good Practice
Food Safety	Food Processing and Cooking	✓	Good Practice	Good Practice
	Multi-Skilled Hospitality Services	✓		
	Professional Cookery	✓		
	Food and Drink Service	✓		
	Hospitality Supervision and Leadership (with food and drink units)	✓		
Licensing	Food and Drink Service	✓	Good Practice	
	Hospitality Supervision (with food and drink units)			

## Continuous Professional Development

To maintain high standards of quality and standardisation within assessment, and achieve best practice People 1<sup>st</sup> 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.

<b>Updating occupational expertise</b>	<ul style="list-style-type: none"> <li>• Internal and external work placements</li> <li>• Work experience and shadowing (e.g. within associated departments)</li> <li>• External visits to other organisations</li> <li>• Updated and new training and qualifications</li> <li>• Training sessions to update skills</li> <li>• Visits to educational establishments</li> <li>• Trade fairs</li> </ul>
<b>Keeping up to date with sector developments and new legislation</b>	<ul style="list-style-type: none"> <li>• Relevant sector websites</li> <li>• Membership of professional bodies</li> <li>• Papers and documents on legislative change</li> <li>• Networking events</li> <li>• Seminars, conferences, workshops, membership of committees / working parties (e.g. People 1st events)</li> <li>• Staff development days</li> </ul>
<b>Standardising and best practice in assessment</b>	<ul style="list-style-type: none"> <li>• Regular standardisation meetings with colleagues</li> <li>• Sharing best practice through internal meetings, newsletters, email circulars</li> <li>• Comparison of assessment and verification in other sectors</li> <li>• Attending awarding organisation meetings / seminars</li> </ul>

## Assessment

People 1<sup>st</sup> 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 1<sup>st</sup> 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 1<sup>st</sup> 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 1<sup>st</sup> 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 1<sup>st</sup> 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 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.



### Develop Productive Working Relationships with Colleagues

<b>Unit Reference</b>	M/501/0428
<b>BIIAB Reference</b>	H30
<b>Level</b>	2
<b>Credit Value</b>	9
<b>Guided Learning (GL)</b>	27
<b>Unit Summary</b>	This unit will provide the learner with the knowledge and skills surrounding developing productive working relationships with colleagues
<b>Learning Outcomes (1 to 5)</b> The learner will:	<b>Assessment Criteria (1.1 to 5.9)</b> The learner can:
1. Develop productive working relationships with colleagues	<p>1.1 Establish working relationships with all colleagues who are relevant to the work being carried out</p> <p>1.2 Recognise, agree and respect the roles and responsibilities of colleagues</p> <p>1.3 Understand and take account of the priorities, expectations, and authority of colleagues in decisions and actions</p> <p>1.4 Fulfil agreements made with colleagues and let them know</p> <p>1.5 Advise colleagues promptly of any difficulties or where it will be impossible to fulfil agreements</p> <p>1.6 Identify and sort out conflicts of interest and disagreements with colleagues in ways that minimise damage to the work being carried out</p> <p>1.7 Exchange information and resources with colleagues to make sure that all parties can work effectively</p> <p>1.8 Provide feedback to colleagues on their performance and seek feedback from</p>

	colleagues on their own performance in order to identify areas for improvement
2. Use appropriate behaviours for developing productive working relationships with colleagues	<p>2.1 Present information clearly, concisely, and accurately and in ways that promote understanding</p> <p>2.2 Demonstrate that they seek to understand people’s needs and motivations</p> <p>2.3 Demonstrate that they make time available to support others</p> <p>2.4 Demonstrate that they clearly agree what is expected of others and hold them to account</p> <p>2.5 Demonstrate that they know how to work to develop an atmosphere of professionalism and mutual support</p> <p>2.6 Demonstrate model behaviour that shows respect, helpfulness and co-operation</p> <p>2.7 Demonstrate that they keep promises and honour commitments</p> <p>2.8 Consider the impact of their own actions on others</p> <p>2.9 Say no to unreasonable requests</p> <p>2.10 Demonstrate that they show respect for the views and actions of others</p>
3. Know and understand how to develop productive working relationships with colleagues using general knowledge	<p>3.1 Demonstrate the benefits of developing productive working relationships with colleagues</p> <p>3.2 Demonstrate the principles of effective communication and how to apply them in order to communicate effectively with colleagues</p> <p>3.3 Demonstrate how to identify disagreements with colleagues and the techniques for sorting them out</p>

	<p>3.4 Demonstrate how to identify conflicts of interest with colleagues and the measures that can be used to manage or remove them</p> <p>3.5 Demonstrate how to take account of diversity issues when developing working relationships with colleagues</p> <p>3.6 Demonstrate the importance of exchanging information and resources with colleagues</p> <p>3.7 Demonstrate how to get and make use of feedback on their performance from colleagues</p> <p>3.8 Demonstrate how to provide colleagues with useful feedback on their performance</p>
<p>4. Know and understand how to develop productive working relationships with colleagues using industry and sector specific knowledge</p>	<p>4.1 Demonstrate they know about regulations and codes of practice that apply in the industry or sector</p> <p>4.2 Demonstrate they know about standards of behaviour and performance in the industry or sector</p> <p>4.3 Demonstrate they know about the working culture of the industry or sector</p>
<p>5. Know and understand how to develop productive working relationships with colleagues using context specific knowledge</p>	<p>5.1 Identify current and future work being carried out</p> <p>5.2 Identify colleagues who are relevant to the work being carried out, their work roles and responsibilities</p> <p>5.3 Identify processes within the organisation for making decisions</p> <p>5.4 Identify line management responsibilities and relationships within the organisation</p> <p>5.5 Practise the organisation’s values and culture</p>



	<p>5.6 Identify power, influence and politics within the organisation</p> <p>5.7 Adhere to standards of behaviour and performance expected in the organisation</p> <p>5.8 Identify information and resources that different colleagues might need</p> <p>5.9 Reach agreements with colleagues</p>
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### Maintain Food Safety when Storing, Preparing and Cooking Food

<b>Unit Reference</b>	D/601/6980
<b>BIIAB Reference</b>	MFSSPCF
<b>Level</b>	2
<b>Credit Value</b>	4
<b>Guided Learning (GL)</b>	32
<b>Unit Summary</b>	This unit will provide the learner with the knowledge and skills surrounding maintaining food safety when storing, preparing and cooking food.
<b>Learning Outcomes (1 to 9)</b> The learner will:	<b>Assessment Criteria (1.1 to 9.16)</b> 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

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

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

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

	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-by-date
	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

	<p>7.3 Follow organisational procedures for items that may cause allergic reactions</p> <p>7.4 Prevent cross-contamination between different types of food</p> <p>7.5 Use methods, times, temperatures and checks to make sure food is safe following operations</p> <p>7.6 Keep necessary records up-to-date</p>
<p>8. Know how to maintain food safety</p>	<p>8.1 Describe how to operate a food safety management system</p> <p>8.2 Explain the concept of hazards to food safety in catering operation</p> <p>8.3 State the necessity of controlling hazards to food safety in order to remove or keep risks to a safe level</p> <p>8.4 Describe what may happen if hazards are not controlled</p> <p>8.5 State the types of hazards that may occur in a catering operation</p> <p>8.6 Describe how to control hazards by cooking, chilling, cleaning and the avoidance of cross-contamination</p> <p>8.7 State why monitoring is important</p> <p>8.8 State the key stages in the monitoring process</p> <p>8.9 State the importance of knowing what to do when things go wrong</p> <p>8.10 State why some hazards are more important than others in terms of food safety</p> <p>8.11 State who to report to if there are food safety hazards</p>

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



	<p>before and during holding, prior to serving it to the customer</p> <p>9.15 State the types of foods that may need to be chilled or frozen because they are not for immediate consumption</p> <p>9.16 Describe how to safely store food not for immediate consumption</p>
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## Maintain Food Safety when Storing, Preparing and Cooking Food

<b>Unit Reference</b>	D/601/6980
<b>BIIAB Reference</b>	MFSSPCF
<b>Level</b>	2
<b>Credit Value</b>	4
<b>Guided Learning (GL)</b>	32
<b>Learning Outcomes- The Learner will:</b> The learner will:	<b>Assessment Criteria- The Learner can:</b> The learner can:
1. Be able to keep yourself clean and hygienic	<p>The assessor must assess criteria 1.1, 1.2, 1.3 and 1.5 by directly observing the learner's work.</p> <p>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.</p> <p>There must be performance evidence, gathered through observing the learner's work for:</p> <ul style="list-style-type: none"> <li>• <b>At least four from clothes</b> <ol style="list-style-type: none"> <li>a) Trousers</li> <li>b) Tops/jackets</li> <li>c) Coats</li> <li>d) Disposable gloves</li> <li>e) Shoes</li> <li>f) Headgear</li> <li>g) Aprons</li> </ol> </li> <li>• <b>At least five from appropriate times to wash your hands</b> <ol style="list-style-type: none"> <li>a) After going to the toilet or in contact with faeces</li> <li>b) When going into food preparation and cooking areas including after any work breaks               <ol style="list-style-type: none"> <li>a) After touching raw food and waste</li> <li>b) Before handling raw food</li> <li>c) After disposing of waste</li> <li>d) After cleaning</li> <li>e) Changing dressings or touching open wounds</li> </ol> </li> </ol> </li> </ul>

	<ul style="list-style-type: none"> <li>• <b>None</b> from <b>unsafe behaviour</b></li> <li>a) failure to wash hands thoroughly when necessary</li> <li>b) Touching your face, nose or mouth, blowing your nose</li> <li>c) Chewing gum</li> <li>d) Eating</li> <li>e) Smoking</li> <li>f) Scratching</li> </ul> <p>Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.</p>
<p>3. Be able to keep working area clean and hygienic</p>	<p>The assessor <b>must</b> assess assessment criteria 3.1, 3.2, 3.5 and 3.6 by directly observing the learner's work.</p> <p>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.</p> <p>There must be performance evidence, gathered through observing the learner's work for:</p> <p>At least <b>two</b> from <b>surfaces and equipment</b></p> <ul style="list-style-type: none"> <li>a. Surfaces and utensils for preparing, cooking and holding food</li> <li>b. Surfaces and utensils used for displaying and serving food</li> <li>c. Appropriate cleaning equipment</li> </ul> <p>Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.</p>
<p>5. Be able to store food safely</p>	<p>The assessor <b>must</b> 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.</p> <p>The assessor may assess assessment criteria 5.8 and 5.9 through questioning or witness testimony if no naturally occurring evidence is available.</p>

	<p>There must be performance evidence, gathered through observing the learner’s work for:</p> <ul style="list-style-type: none"> <li>• At least <b>two</b> from <b>storage areas</b> <ol style="list-style-type: none"> <li>a. Ambient temperature</li> <li>b. Refrigerator</li> <li>c. Freezer</li> </ol> </li> </ul> <p>Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.</p>
<p>7. Be able to prepare, cook and hold food safely</p>	<p>The assessor must assess assessment criteria 7.4, 7.5 and 7.5 by directly observing the learner’s work.</p> <p>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.</p> <p>There must be performance evidence, gathered through observing the learner’s work for:</p> <ul style="list-style-type: none"> <li>• At least <b>four</b> from <b>operations</b> <ol style="list-style-type: none"> <li>a. Defrosting food</li> <li>b. Preparing food, including washing and peeling</li> <li>c. Cooking food</li> <li>d. Reheating food</li> <li>e. Holding food before serving</li> <li>f. Cooling cooked food not for immediate consumption</li> <li>g. Freezing cooked food not for immediate consumption</li> </ol> </li> <li>• <b>None</b> from <b>hazards</b> <ol style="list-style-type: none"> <li>a. Bacteria and other organisms</li> <li>b. Chemical</li> <li>c. Physical</li> <li>d. Allergenic</li> </ol> </li> </ul> <p>Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.</p>

## Maintain The Health, Hygiene, Safety and Security of the Working Environment

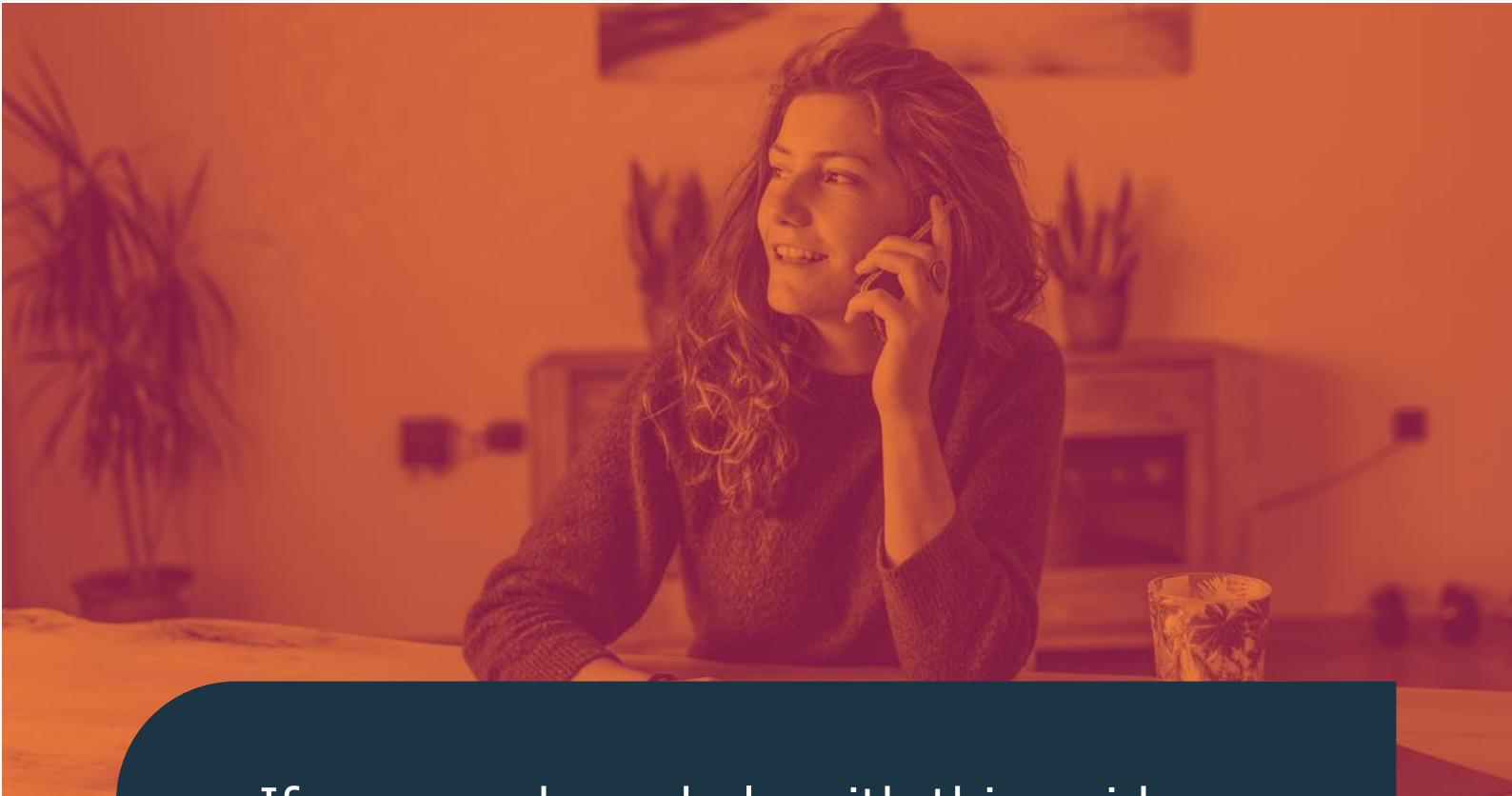
<b>Unit Reference</b>	Y/502/9569
<b>BIIAB Reference</b>	MSH3
<b>Level</b>	3
<b>Credit Value</b>	4
<b>Guided Learning (GL)</b>	27
<b>Unit Summary</b>	This unit will provide the learner with the knowledge and skills to maintain the health, hygiene, safety and security of the working environment
<b>Learning Outcomes (1 to 3)</b> The learner will:	<b>Assessment Criteria (1.1 to 3.12)</b> The learner can:
1. Be able to maintain the health, hygiene, safety and security of the working environment	1.1 Obtain information on the health, hygiene, safety and security procedures in own area of responsibility  1.2 Ensure colleagues have relevant information on the health, hygiene, safety and security issues within own area of responsibility  1.3 Inform colleagues about the importance of following health, hygiene, safety and security procedures  1.4 Check that colleagues follow the health, hygiene, safety and security procedures in own area of responsibility  1.5 Monitor own area of responsibility for risks to health, hygiene, safety and security  1.6 Deal with risks and accidents promptly, following organisational and legal requirements for safeguarding customers and staff  1.7 Follow organisational procedures when recording or reporting risks and any

	<p>health, hygiene, safety or security action taken</p> <p>1.8 Pass on information about how health, hygiene, safety or security procedures are working</p> <p>1.9 Recommend improvements for health, hygiene, safety or security procedures</p>
<p>2. Understand the importance of maintaining the health, hygiene, safety and security of the working environment</p>	<p>2.1 Identify the statutory authorities that enforce the health, hygiene and safety laws and regulations</p> <p>2.2 Explain the implications of breaking the law on health, hygiene and safety for - individuals - organisation</p> <p>2.3 Describe the main areas of health, hygiene and safety laws and regulations for own area of responsibility</p> <p>2.4 Describe the organisation’s health, hygiene, safety and security procedures for own area of responsibility</p> <p>2.5 Describe own responsibilities for health, hygiene, safety, and security</p> <p>2.6 Explain the importance of making sure permanent and temporary staff are aware of relevant procedures</p> <p>2.7 Explain how to communicate with colleagues on issues relating to health, hygiene, safety, and security</p> <p>2.8 Identify the person responsible in the organisation for first aid, health, hygiene, safety and security and their responsibilities</p> <p>2.9 Explain the organisation’s emergency procedures</p>

	<p>2.10 Describe the evacuation procedures that relate to own area of responsibility</p> <p>2.11 Describe the procedures that should be followed when recording and storing information about health, hygiene, safety and security</p> <p>2.12 Describe the procedures that should be followed when making recommendations about health, hygiene, safety and security</p> <p>2.13 Identify who to make recommendations to regarding health, hygiene, safety and security</p>
<p>3. Understand how to maintain the health, hygiene, safety and security of the working environment</p>	<p>3.1 Identify information about health, hygiene, safety and security that should be recorded and stored</p> <p>3.2 Identify other people and organisations who need to have access to information about health, hygiene, safety and security</p> <p>3.3 Identify the information on health, hygiene, safety and security that external authorities may need to access</p> <p>3.4 Identify the potential health, hygiene, safety and security hazards that exist, or may exist, in own area of responsibility</p> <p>3.5 Explain how to monitor own area of responsibility to ensure maintenance of health, hygiene, safety and security of employees, customers and other members of the public</p> <p>3.6 Identify how frequently health, hygiene, safety and security inspections should be carried out</p> <p>3.7 Explain how to assess the potential risks associated with the typical health,</p>

	<p>hygiene, safety and security hazards in own area of responsibility</p> <p>3.8 Explain how to eliminate or minimise the risk associated with potential health, hygiene, safety and security hazards</p> <p>3.9 Explain the limits of own authority when dealing with risks and hazards</p> <p>3.10 Explain the procedures to deal with faults of equipment in own area of responsibility</p> <p>3.11 Explain how to develop contingency plans to reduce the impact of any health, hygiene, safety and security problems that occur</p> <p>3.12 Explain the procedure to follow in the event of an emergency, including – bomb alert – fire</p>
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If you need any help with this guide  
please contact our team.

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