



Qualification Guidance Document

BIIAB Level 1 Certificate in Food Preparation and Cooking

England – 601/6398/7

About Us

At BIIAB Qualifications Limited we continually invest in high quality qualifications, assessments and services for our chosen sectors. As a UK leading sector specialist, we continue to support employers and skills providers to enable individuals to achieve the skills and knowledge needed to raise professional standards across our sectors.

BIIAB Qualifications Limited have 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.

The system is accessed via a web browser by connecting to our secure website using a username and password: [Skills and Education Group Awards Secure Login](#)

Sources of Additional Information

The [BIIAB Qualifications Limited](#) website provides access to a wide variety of information.

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Specification Code

The specification code is C3365-01.

Issue	Date	Details of change
2.0	November 2016	Unit MFSSPCF correction to Evidence Requirements for LO1 and LO7

		Unit CF8 inclusion of LO3 in Evidence Requirements
3.0	January 2018	Updated handbook throughout to remove reference to "QCF" Updated RoC with TQT figures
3.1	March 2023	Reformatted into new branding
3.2	July 2025	Revised review date
3.3	June 2026	Updated to new company branding
3.4	August 2026	Revised review date and any reference to NVQ has been removed

This guide should be read in conjunction with the Indicative Content document which is available on our secure website using the link above.

Contents

About Us	1
Sources of Additional Information	1
Copyright	1
Specification Code.....	1
Qualification Summary.....	5
Introduction.....	6
Pre-requisites.....	6
Qualification Structure and Rules of Combination	6
Aim	8
Target Group.....	8
Assessment	8
Overview of assessment strategy.....	9
Assessment Strategy	9
Assessment.....	13
Simulation	13
Resources.....	14
Teaching Strategies and Learning Activities	14
Progression Opportunities	14
Tutor / Assessor Requirements.....	15
Language	15
Mandatory Group A Unit Details	16
Maintenance of a safe, hygienic, and secure working environment	16
Working effectively as part of a hospitality team	20
Maintain food safety when storing, preparing and cooking food.....	25
Optional Group B Unit Details	35
Prepare Vegetables.....	35
Cook Vegetables	38
Prepare and cook fish	40
Prepare and cook meat and poultry.....	43
Package food for delivery	46
Maintain customer care	48
Prepare and finish simple salad and fruit dishes	52
Prepare and clear areas for counter and takeaway service	54

Prepare Hot and Cold Sandwiches	59
Prepare and cook pasta	61
Provide a counter and takeaway service	64
Prepare and cook rice	68
Prepare and cook eggs	71
Prepare and cook pulses	74
Prepare and cook vegetable protein	76
Cook and finish simple bread and dough products	79
Prepare and cook grain	81
Certification	85
Exemptions	85
Glossary of Terms	86

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 1 Certificate in Food Preparation and Cooking								
Qualification Purpose	Develop the skills for working in the Hospitality and Catering industry, for example as a Kitchen Assistant							
Age Range	Pre 16	✓	16-18	✓	18+		19+	✓
Regulation	The above qualification(s) is/are regulated by: > Ofqual > CCEA Regulation							
Assessment	Portfolio of Evidence							
Type of Funding Available	See FaLA (Find a Learning Aim)							
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	01/09/2015							
Review Date	31/07/2029							
Operational End Date								
Certification End Date								
Guided Learning (GL)	147 hours							
Total Qualification Time (TQT)	180 hours							
Credit Value								
BIIAB Qualifications Limited Sector	Hospitality and Catering							
Regulator Sector	07.4 Hospitality and Catering							
Support from Trade Associations								

Introduction

BIIAB Qualifications Limited is regulated to deliver this qualification by Ofqual in England and CCEA Regulation in N Ireland. 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 1 Certificate in Food Preparation and Cooking	601/6398/1

Pre-requisites

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.

BIIAB Qualifications Limited expects approved centres to recruit with integrity on the basis of a trainee's ability to contribute to and successfully complete all the requirements of a unit(s) or the full qualification.

Qualification Structure and Rules of Combination

Rules of Combination: BIIAB Level 1 Certificate in Food Preparation and Cooking

To achieve the BIIAB Level 1 Certificate in Food Preparation and Cooking, learners **must** gain a total of **18** credits. This **must** consist of:

- > Mandatory Group A **minimum** credits: **10**
- > Optional Group B **minimum** credits: **8**

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

Listed below are the qualification units.

Unit Title	Unit Number	Level	Credit Value	GL
Mandatory Group A Minimum Credit Target – 10				
Maintenance of a safe, hygienic and secure working environment	F/601/4218 MSH2	1	3	25
Working effectively as part of a hospitality team	T/601/4216 WEPHT	1	3	22
Maintain food safety when storing, preparing and cooking food	D/601/6980 MFSSPCF	2	4	32

Unit Title	Unit Number	Level	Credit Value	GL
Optional Group B Minimum Credit Target – 8				
Prepare vegetables	A/601/5433 1FP1	1	3	25
Cook vegetables	A/601/5559 CV	1	3	22
Prepare and cook fish	T/601/5561 PC4	1	3	23
Prepare and cook meat and poultry	T/601/5575 PC5	1	4	33
Package food for delivery	H/601/5667 1PC1	1	3	24
Maintain Customer Care	H/601/5040 HCS2	1	3	25
Prepare and finish simple salad and fruit dishes	R/601/5437 PF1	1	2	16
Prepare and clear areas for counter and takeaway service	F/601/4994 PC1	1	3	25
Prepare hot and cold sandwiches	K/601/4844 PREP11	1	2	20
Prepare and cook pasta	A/601/5593 1FPC3	1	2	17
Provide a counter and takeaway service	L/601/5016 PCTS	1	3	30
Prepare and cook rice	R/601/5633 1FPC4	1	2	17
Prepare and cook eggs	A/601/5643 1FPC5	1	2	18

Prepare and cook pulses	K/601/5654 1FPC6	1	2	19
Prepare and cook vegetable protein	J/601/5659 1FPC7	1	2	19
Cook and finish simple bread and dough products	J/601/5662 CF8	1	3	25
Prepare and cook grain	Y/601/5665 1FPC9	1	3	22

Aim

This qualification has been designed to allow learners to obtain and then demonstrate the knowledge surrounding working in the hospitality sector, at Level 1.

The BIIAB Level 1 Certificate in Food Preparation and Cooking has been designed to allow learners to develop the skills for working in the Hospitality and Catering industry, for example as a Kitchen Assistant.

This qualification confirms the learner's competence.

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 qualification's status, please contact BIIAB Qualifications Limited.

Target Group

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

- > Pre-16
- > 16-18
- > 19+

Assessment

This qualification is internally assessed and requires internal and external moderation. Specific requirements and restrictions may apply to individual units within qualifications. Please check unit and qualification details for specific information.

Centres must take all reasonable steps to avoid any part of the assessment of a learner (including any internal quality assurance and invigilation) being undertaken by any person who has a personal interest in the result of the assessment.

Overview of assessment strategy

Assessments will be accessible and will produce results that are valid, reliable, transparent and fair. BIIAB 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 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

Please refer to the [Instructions for the Conduct of Examinations and Other External Assessment](#) for further information.

Assessment Strategy

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

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

People 1st Assessment Strategy

Occupational expertise of assessors and verifiers

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

Table 1 – Occupational Expertise of Assessors and Verifiers

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

✓ = mandatory

Assessors, Internal Quality Assurers and External Quality Assurers must:	A	IQA	EQA
Have a good knowledge and understanding of the national occupational standard and competence-based units and qualifications that is being assessed or verified.	✓	✓	✓
Hold or be working towards relevant assessment and/or verification qualification(s) as specified by the appropriate authority, confirming their competence to assess or externally verify competence-based units and qualifications assessment. These should be achieved within eighteen months of commencing their role. These are as follows:		✓	
Have relevant occupational expertise and knowledge, at the appropriate level of the occupational area(s) they are assessing and verifying, which has been gained through 'hands on' experience in the industry	✓	✓	✓
Adhere to the awarding organisation's assessment requirements and practice standardised assessment principles	✓	✓	✓
Have sufficient resources to carry out the role of assessor or verifier, i.e. time and budget	✓	✓	
Have supervisory/management, interpersonal and investigative skills, including the ability to analyse information, hold meetings, guide, advise, plan and make recommendations at all levels, taking into account the nature and size of the organisation in which assessment is taking place. High standards of administration and record keeping are also essential.		✓	✓
Hold qualifications, or have undertaken training, that has legislative relevance to the competence-based units and qualifications being assessed (See Table 2).	✓	Good Practice	Good Practice

Update their occupational expertise and industry knowledge in the areas being assessed and verified through planned Continuous Professional Development (see Table 3).	✓	✓	✓
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Table 2 – Qualifications and Training relevant to Assessors and Verifiers

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

✓ = mandatory

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

Continuous Professional Development

To maintain high standards of quality and standardisation within assessment and achieve best practice People 1st require all external verifiers, internal verifiers

and assessors to maintain a record of their continuous professional development – see guidance at Table 3.

Table 3 – Continuous Professional Development for Assessors and Verifiers

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

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

Updating occupational expertise	> 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 assessments 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.

See Annex A of the Assessment Strategy for competence-based units which permit the use of simulation.

Resources

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

- > Evidence matrices for the competence / units
- > Purpose Statement
- > Learner Unit Achievement Checklist

Practice Assessment Material

BIIAB Qualifications Limited confirm that there is no practice assessment material for this qualification.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of all individuals. The aims and aspirations of all the learners, including those with identified special needs or learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Progression Opportunities

This qualification shows the learner has gained Level 1 skills in food preparation and cooking. It may help the learner to get a job, to improve performance at work or get promoted into higher job roles such as Commis chef.

- > BIIAB Level 2 Certificate in Hospitality and Catering Principles (Professional Cookery – Food Preparation and Cooking) 601/5684/3 (This qualification focusses on the knowledge required)
- > BIIAB Level 2 Diploma in Professional Cookery (Preparation and Cooking) 601/5692/2 (This qualification focusses on the skills required)

Centres should be aware that Reasonable Adjustments, which may be permitted for assessment, may in some instances limit a learner's progression into the sector. Centres must, therefore, inform learners of any limits their learning difficulty may impose on future progression.

Tutor / Assessor Requirements

BIIAB Qualifications Limited require those involved in the teaching and assessment process to be suitably experienced and / or qualified. Assessors should also be trained and qualified to assess or be working towards appropriate qualifications.

Those responsible for Internal Quality Assurance (IQA) must be knowledgeable of the subject/occupational area to a suitable level to carry out accurate quality assurance practices and processes.

Language

This specification and associated assessment materials are in English only.

Mandatory Group A Unit Details

Maintenance of a safe, hygienic, and secure working environment		
Unit Reference	F/601/4218	
Level	1	
Credit Value	3	
Guided Learning (GL)	25	
Unit Summary	This unit is aimed at learners who require an understanding of how to maintain personal health and hygiene and contribute to a hygienic, safe, and secure working environment. The unit covers the practical skills needed to maintain personal health and hygiene, including following appropriate routines and practices.	
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.19)	
The learner will	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 maintain 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 hazards in the workplace that may occur and how to deal with these
	4.4	State the 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	Describe the correct procedures for dealing with customer property
	4.19	State the importance of reporting all usual/ non-routine incidents to the appropriate person

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.
2. 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	
Level	1	
Credit Value	3	
Guided Learning (GL)	22	
Unit Summary	This unit is aimed at learners who need to develop the skills and knowledge required to plan and organise their own work, work effectively with others, and support their own personal development. The unit covers the practical ability to manage workloads, prioritise tasks, and use time effectively to meet objectives. Learners will also develop skills in working collaboratively with team members, including communication, cooperation, and contributing to shared goals.	
Learning Outcomes (1 to 6)	Assessment Criteria (1.1 to 6.4)	
The learner will	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 work and deal with this feedback positively
	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	Seek 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 caused 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
	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 team 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

Learning Outcome – The Learner will:	Assessment Requirements and Evidence Requirements	
1. Be able to maintain personal health and hygiene	Example Assessment Methods	Examples of Evidence
	Observation Witness testimony Questioning	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.	
2. Be able to work effectively with team members	Example Assessment Methods	Examples of Evidence
	Simulation Oral questions Written questions Professional discussion	Observation sheet Question /answer sheets Records of professional discussion

	Observation Witness testimony Questioning	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 Questioning	Examples of Evidence Observation sheets Notes of meetings With line manager Witness assessment Criteria

Maintain food safety when storing, preparing and cooking food

Unit Reference	D/601/6980	
Level	2	
Credit Value	4	
Guided Learning (GL)	32	
Unit Summary	This unit will give learners the knowledge and skills to demonstrate maintaining food safety when storing, preparing and cooking food.	
Learning Outcomes (1 to 9)	Assessment Criteria (1.1 to 9.16)	
The learner will	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 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 cover 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 cuts are present
	2.10	Describe what to do if anyone has an open cut
	2.11	State the importance of reporting illness 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 areas 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 and 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-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

	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 safety	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 9.2 9.3 9.4 9.5 9.6 9.7 9.8 9.9 9.10 9.11 9.12 9.13 9.14	State why it is necessary to defrost foods before cooking State when it is necessary to defrost foods before cooking Describe how to safely and thoroughly defrost food before cooking Describe how to recognise conditions leading to safety hazards State what to do if any food safety hazards are discovered State the importance of knowing that certain foods cause allergic reactions Describe organisational procedures to deal with foods possible of causing allergic reactions State what to do if a customer asks if a particular dish is free from certain food allergens Describe how cross-contamination can happen between different food types Describe how to avoid cross-contamination between different food types Explain why thorough cooking and reheating methods should be used State cooking, reheating, temperatures and times to use for food being worked with Describe how to check that food is thoroughly cooked or safely reheated State the importance of making sure that food is at the correct temperature before
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		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

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 > trousers > tops/jackets > coats > disposable gloves > shoes > headgear > aprons > at least five from appropriate times to wash your hands > after going to the toilet or in contact with faeces > when going into food preparation and cooking areas including after any work breaks > after touching raw food and waste > before handling raw food > after disposing of waste > after cleaning > changing dressings or touching open wounds

	> none from unsafe behaviour > failure to wash hands thoroughly when necessary > touching your face, nose or mouth, blowing your nose > chewing gum > eating > smoking > 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 > ambient temperature > refrigerator > 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 > defrosting food > preparing food, including washing and peeling > cooking food > reheating food > holding food before serving > cooling cooked food not for immediate consumption > freezing cooked food not for immediate consumption > none from hazards > bacteria and other organisms > chemical > physical > allergenic Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Optional Group B Unit Details

Prepare Vegetables		
Unit Reference	A/601/5433	
Level	1	
Credit Value	3	
Guided Learning (GL)	25	
Unit Summary	This unit will enable the learner to have the knowledge and skills to prepare vegetables.	
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.2)	
The learner will	The learner can	
1. Be able to prepare vegetables	1.1	Check the vegetables are fit to be prepared
	1.2	Choose and use the correct tools and equipment
	1.3	Prepare the vegetables to meet the requirements
2. Understand how to prepare vegetables	2.1	State what to look for to ensure each type of vegetable is fit to be prepared
	2.2	Describe what to do if there are problems with the vegetables
	2.3	State the correct tools and equipment to use to prepare vegetables
	2.4	State the importance of using the correct tools and equipment
	2.5	Describe how to carry out different preparation methods

	2.6	State the importance of avoiding cross contamination with meat and fish products
	2.7	Describe how to avoid cross contamination with meat and fish products
3. Be able to store vegetables	3.1	Safely store any prepared vegetables for immediate use
4. Know how to store vegetables	4.1	State how to store frozen and unfrozen vegetables before preparation
	4.2	State how to store prepared vegetables not for immediate use

Assessment Requirements and Evidence Requirements

1 Be able to prepare vegetables

The assessor must assess assessment criteria 1.1, 1.2, 1.3 and 3.1 by directly observing the learner's work.

The assessor may assess assessment criteria 3.1 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:

- > **four** from **vegetables**
 - > tubers
 - > roots
 - > flower heads
 - > leaves
 - > vegetable fruits
 - > stems
 - > bulbs
 - > basic fungi
- > **four** from **prepare by**, which must include a minimum of **two** from **cutting**
 - > defrosting
 - > washing
 - > peeling
 - > re-washing

- > cutting:
 - > slicing
 - > chopping
 - > shredding
- > blanching

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Cook Vegetables		
Unit Reference	A/601/5559	
Level	1	
Credit Value	3	
Guided Learning (GL)	22	
Unit Summary	This unit provides the learner with the knowledge and skills required to cook vegetables.	
Learning Outcomes (1 to 2)	Assessment Criteria (1.1 to 2.8)	
The learner will	The learner can	
1. Be able to cook vegetables	1.1	Choose and use the correct tools and equipment
	1.2	Check vegetables meet quality standards
	1.3	Cook vegetables to meet requirements
	1.4	Finish vegetables as required
	1.5	Safely store any cooked vegetables not for immediate use
2. Understand how to cook vegetables	2.1	Describe how to store frozen and unfrozen vegetables before cooking
	2.2	Describe what to look for in vegetables before cooking
	2.3	Describe what to do if there are any problems with the vegetables
	2.4	State what tools and equipment to use for cooking vegetables
	2.5	State why it's important to use correct tools and equipment

	2.6	Describe how to carry out cooking methods for vegetables correctly
	2.7	Describe why it may be necessary to avoid contamination from meat and fish products and how to do so
	2.8	State how to store vegetables that are not for immediate use

Assessment Requirements and Evidence Requirements

1 Be able to cook vegetables

The assessor must assess assessment criteria 1.1, 1.2, 1.3, 1.4 and 1.5 by directly observing the learner's work.

The assessor may assess assessment criterion 1.6 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 **one** from **vegetables**
 - > frozen
 - > pre-prepared fresh
- > at least **two** from **cooking methods**
 - > boiling
 - > frying
 - > grilling
 - > microwaving

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Prepare and cook fish		
Unit Reference	T/601/5561	
Level	1	
Credit Value	3	
Guided Learning (GL)	23	
Unit Summary	This unit enables the learner to understand and demonstrate how to prepare and cook fish.	
Learning Outcomes (1 to 2)	Assessment Criteria (1.1 to 2.11)	
The learner will	The learner can	
1. Be able to prepare and cook fish	1.1	Safely store any fish not for immediate use
	1.2	De-frost fish when necessary
	1.3	Check fish is fit for cooking
	1.4	Choose right tools and equipment
	1.5	Prepare fish to meet requirements
	1.6	Cook fish as required
	1.7	Finish fish as required
	1.8	Make sure fish is at the correct temperature for holding and serving
2. Understand how to prepare and cook fish	2.1	Describe how to store frozen and unfrozen fish correctly before cooking
	2.2	Describe how to check that coated and uncoated fish, frozen and unfrozen is fit for preparation and cooking
	2.3	Describe how to decide whether fish needs de-frosting before cooking and why it is important

	2.4	State how to de-frost pre-prepared fish
	2.5	Describe what to do if there are any problems with fish or other ingredients
	2.6	State the right temperatures and cooking times for different types of fish
	2.7	State the right tools and equipment to prepare and cook fish
	2.8	State why it is important to use the right tools and equipment
	2.9	State the correct cooking methods to use
	2.10	Describe how to decide when different types of fish are properly cooked
	2.11	Describe how to garnish and present cooked fish

Assessment Requirements and Evidence Requirements

1 Be able to prepare and cook fish

The assessor must assess assessment criteria 1.3, 1.4, 1.6, 1.7 and 1.8 by directly observing the learner's work.

The assessor may assess assessment criterion 1.1, 1.2 and 1.5 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 fish
 - > coated
 - > un-coated
 - > frozen
 - > un-frozen
- > at least two from cooking methods
 - > boiling
 - > frying
 - > grilling
 - > microwaving

- > at least two from preparation methods
 - > deep frying
 - > grilling
 - > baking

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Prepare and cook meat and poultry

Unit Reference	T/601/5575	
Level	1	
Credit Value	4	
Guided Learning (GL)	33	
Unit Summary	This unit enables the learner to understand how to prepare and cook meat and poultry.	
Learning Outcomes (1 to 2)	Assessment Criteria (1.1 to 2.11)	
The learner will	The learner can	
1. Be able to prepare and cook meat/poultry	1.1	Safely store any meat/ poultry not for immediate use
	1.2	De-frost meat/ poultry when necessary
	1.3	Check that meat/poultry is fit for cooking
	1.4	Choose the right tools and equipment
	1.5	Prepare meat/poultry as required
	1.6	Cook meat/poultry as required
	1.7	Finish meat/poultry as required
	1.8	Make sure meat/poultry is at the correct temperature for holding and serving
2. Understand how to prepare and cook meat/poultry	2.1	Describe how to store fresh and frozen meat/poultry correctly before cooking
	2.2	Describe how to check that meat/poultry is fit for presentation and cooking
	2.3	Describe what to do if there are problems with the meat/poultry or other ingredients

	2.4	Describe how to decide when meat/poultry needs defrosting before cooking and why this is important
	2.5	State the right tools and equipment for: defrosting, seasoning and storing meat/poultry
	2.6	Describe how to prepare meat/poultry using different cooking methods
	2.7	State the correct tools and equipment for different cooking methods
	2.8	State why it is important to use correct tools and equipment
	2.9	Describe how to carry out different cooking methods
	2.10	Describe how to finish and season meat/poultry according to requirements
	2.11	State the correct temperatures for holding meat/poultry

Assessment Requirements and Evidence Requirements

1 Be able to prepare and cook meat/poultry

The assessor must assess assessment criteria 1.3, 1.4 1.6, 1.7 and 1.8 by directly observing the learner's work.

The assessor may assess assessment criteria 1.1, 1.2 and 1.5 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 meat/poultry:
 - > pre-prepared
 - > uncoated
 - > steaks
 - > chops
 - > chicken cuts
- > at least two from cooking methods:

- > grilling/griddling
- > shallow frying
- > deep frying
- > microwaving

- > one from preparation methods
 - > defrosting
 - > seasoning

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Package food for delivery		
Unit Reference	H/601/5667	
Level	1	
Credit Value	3	
Guided Learning (GL)	24	
Unit Summary	This unit will provide the knowledge to correctly package food for delivery.	
Learning Outcomes (1 to 2)	Assessment Criteria (1.1 to 2.12)	
The learner will	The learner can	
1. Be able to package food for delivery	1.1	Make sure all food has been prepared correctly
	1.2	Pack and seal food to organisational and legal requirements
	1.3	Accurately and clearly label all packed food
	1.4	Load packed food into the correct containers ready for collection
	1.5	Clean packaging areas and equipment to organisational and legal standards after use
2. Understand how to package food for delivery	2.1	State the importance of ensuring food is prepared to the organisational standards for appearance and temperature before packing
	2.2	State what quality points to look for in prepared meals
	2.3	Describe how dishes should be labelled correctly and clearly
	2.4	State why dishes should be correctly and clearly labelled

	2.5	State the importance of keeping packaging areas and equipment hygienic when packing food for delivery
	2.6	State the importance of time and temperature when packing food for delivery
	2.7	List the main contamination threats when packing for delivery
	2.8	State the importance of ensuring that packaging materials are not damaged before packing food
	2.9	State what problems can commonly occur with packing of food
	2.10	State how to identify common problems with the packing of food
	2.11	State what problems can commonly occur with the quality of packed food
	2.12	State how to identify food quality problems with packed food

Assessment Requirements and Evidence Requirements

1 Be able to package food for delivery

The assessor must assess assessment criteria 1.1, 1.2, 1.3, 1.4 and 1.5 by directly observing the learner's work.

There must be performance evidence, gathered through observing the learner's work for:

- > at least one from food
 - > hot food
 - > cold food

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Maintain customer care		
Unit Reference	H/601/5040	
Level	1	
Credit Value	3	
Guided Learning (GL)	25	
Unit Summary	This unit will provide the knowledge and the skills to provide and maintain customer care.	
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.8)	
The learner will	The learner can	
1. Be able to deal with customers	1.1	Follow organisational standards for dress and appearance
	1.2	Establish and maintain a friendly and polite relationship with the customer
	1.3	Maintain focus on the customer and their needs
	1.4	Deal with customer requests according to organisational service standards
	1.5	Anticipate and deal with any additional needs they may have
	1.6	Give customers the information they need without giving them any confidential information
	1.7	Provide the service correctly and check that the customer is satisfied
	1.8	Find out if the customer needs any other help
	1.9	Thank the customer when finished and give them a pleasant parting comment

2. Understand how to deal with customers	2.1	Describe organisational standards for customer care and how to put these into practice
	2.2	State the importance of customers and good customer care for self and organisation
	2.3	State organisational standards for dress and appearance and why these are important
	2.4	Describe how to make a good first impression on the customer and why this is important
	2.5	State the importance of maintaining focus on the customer and their needs
	2.6	Describe how to help customers feel welcome and at ease
	2.7	Describe routine and special requests that customers may have and how to answer these
	2.8	State the types of questions that customers may have and how to answer these
	2.9	State the types of information that should not be given to customers
	2.10	Describe how to show consideration to customers when providing a service
	2.11	State the importance of finding out if there are any other ways to help the customer
	2.12	Describe how to be polite and helpful to customers and behave in a way that makes them feel valued

	2.13	Describe the types of non-routine needs that customers may have and how to deal with these
3. Be able to deal with customers' problems	3.1	Recognise when something is a problem from the customer's point of view
	3.2	Show concern for the customer's problem and apologise for any inconvenience
	3.3	Reassure them that it will be dealt with quickly
	3.4	Explain what has caused the problem, if appropriate
	3.5	Deal with customer's problems quickly and calmly, following the correct procedures
	3.6	Ask an appropriate member of staff to help if a problem cannot be resolved by self
	3.7	Let the customer know what is happening
	3.8	Make sure the customer is satisfied with the way the problem has been dealt with
	3.9	Report customer problems to the appropriate member of staff when this will help improve customer care
4. Understand how to deal with customers' problems	4.1	State the importance of seeing the problem from the customers' point of view
	4.2	State why it is important to show concern and apologise
	4.3	Describe the types of problems that customers may have and how to deal with these
	4.4	State the type of customer problems that should be passed on to another member of staff and who this should be

	4.5	Describe situations where it is important to explain to the customer what has caused their problem
	4.6	State the importance of letting the customer know what is happening to solve their problem
	4.7	State the importance of making sure that the customer is satisfied with the outcome
	4.8	Describe how reporting customer problems can help to improve customer care in the future

Assessment Requirements and Evidence Requirements

1 Be able to deal with customers

The assessor must assess assessment criteria 1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 1.8 and 1.9 by directly observing the learner's work.

The assessor may assess assessment criterion 1.5 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 customers
 - > customers with routine needs
 - > customers with non-routine needs

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

3 Be able to deal with customers' problems

The assessor may assess all assessment criteria through questioning or witness testimony if no naturally occurring evidence is available.

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Prepare and finish simple salad and fruit dishes

Unit Reference	R/601/5437	
Level	1	
Credit Value	2	
Guided Learning (GL)	16	
Unit Summary	This unit will provide the learner with knowledge and skills to enable them to prepare and finish simple salads and fruit dishes.	
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.1)	
The learner will	The learner can	
1. Be able to prepare simple salad and fruit dishes	1.1	Check the ingredients to make sure they are fit for preparation
	1.2	Choose the correct tools and equipment
	1.3	Prepare the ingredients correctly for the dish
2. Understand how to prepare simple salad and fruit dishes	2.1	State how to store salad and fruit before preparation
	2.2	Describe how to check the salad, fruit or other ingredients to make sure they are fit for use
	2.3	Describe what to do if there is a problem with the salad, fruit or other ingredients
	2.4	State what tools and equipment are needed to carry out the relevant cooking methods
	2.5	State why it is important to use the correct tools and equipment
	2.6	State why it is important to avoid cross contamination with meat and fish products and how to do so

3. Be able to finish simple salad and fruit dishes	3.1	Present the dish to meet requirements
	3.2	Safely store any prepared items not for immediate use
4. Understand how to finish simple salad and fruit dishes	4.1	Describe how to store prepared salads and fruit that is not for immediate use

Assessment Requirements and Evidence Requirements

1 Be able to prepare simple salad and fruit dishes

3 Be able to finish simple salad and fruit dishes

The assessor must assess assessment criteria 1.1, 1.2, 1.3 and 3.1 by directly observing the learner's work. The assessor may assess assessment criterion 3.2 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 three from ingredients:
 - > frozen fruit
 - > fresh fruit
 - > fresh salad
 - > prepared fruit e) prepared salad
- > at least three from prepare by:
 - > peeling
 - > trimming
 - > washing
 - > soaking
 - > cutting
 - > mixing

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Prepare and clear areas for counter and takeaway service

Unit Reference	F/601/4994	
Level	1	
Credit Value	3	
Guided Learning (GL)	25	
Unit Summary	This unit will provide the knowledge and skills so the learner is able to prepare and clear areas for counter and takeaway service.	
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.6)	
The learner will	The learner can	
1. Be able to prepare areas for counter and takeaway service	1.1	Check that the work area and service equipment are hygienic, clean, free from damage and ready for use
	1.2	Check that sufficient stock of service items are clean, free from damage and arranged ready for service
	1.3	Switch on appropriate service equipment in time to reach the recommended operating temperature
	1.4	Prepare and display condiments and accompaniments ready for service where appropriate
	1.5	Display promotional materials ready for customer use
	1.6	Check that refuse and waste food containers are hygienic, empty and ready for use
	1.7	Display food immediately before service, in line with operational procedures

2. Know how to prepare areas for counter and takeaway service	2.1 Describe safe and hygienic working practices when preparing take-away areas for counter/take-away service and why these are important 2.2 State why waste must be handled and disposed of correctly 2.3 State why presentation standards must be maintained in the display of food 2.4 State how to display hot and cold food safely and why this is important 2.5 State why it is important to check expiry dates on appropriate food and drink items 2.6 State why all promotional material should be checked before use 2.7 State why it is important to have the correct serving equipment available for service 2.8 Outline the types of unexpected situations that may occur when preparing areas and how to deal with them
3. Be able to clear areas for counter and takeaway service	3.1 Deal with service equipment according to workplace procedures 3.2 Assemble for cleaning or store any reusable service items from the food service 3.3 Store condiments and accompaniments for future use in line with food hygienic legislation where appropriate 3.4 Dispose of rubbish, used disposables and waste food following recommended procedures 3.5 Check that the work area and service equipment are clean, free from damage and ready for future use

4. Know how to clear areas for counter and takeaway service	4.1	Describe safe and hygienic working practices when clearing areas for counter/take-away and why these are important
	4.2	State why certain electrical and gas equipment should be turned off after service
	4.3	State why waste must be handled and disposed of correctly
	4.4	State why all perishable food and drink items should be returned to the kitchen and storage area immediately after service
	4.5	State why service areas should be left clean after service
	4.6	Outline the types of unexpected situations that may occur when clearing areas and how to deal with them

Assessment Requirements and Evidence Requirements

1 Be able to prepare areas for counter and takeaway service

The assessor must assess assessment criteria 1.1, 1.2, 1.3, 1.6 and 1.7 by directly observing the learner's work. The assessor may assess assessment criteria 1.4 and 1.5 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 work area
 - > serving area
 - > seated area
 - > waiting area
- > at least two from service equipment
 - > display units
 - > heated units
 - > refrigerated units
 - > beverage equipment

- > at least four from service items
 - > trays
 - > straws
 - > service utensils
 - > food containers
 - > take-away food packaging
 - > disposable serviettes
 - > crockery
 - > cutlery
- > at least one from condiments and accompaniments
 - > seasonings
 - > sugars and sweeteners
 - > prepared sauces and dressings
- > at least one from promotional materials
 - > menus
 - > posters
 - > black/white board
 - > illustrated menus board
 - > promotional materials showing special offers

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

3 Be able to clear areas for counter and takeaway service

The assessor must assess assessment criteria 3.1, 3.2, 3.4 and 3.5 by directly observing the learner's work.

The assessor may assess assessment criterion 3.3 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 service equipment
 - > display units
 - > heated units
 - > refrigerated units
 - > beverage equipment
- > at least two from re-usable service items
 - > trays
 - > service utensils
 - > food containers

- > crockery
 - > cutlery
- > one from condiments and accompaniments
 - > seasonings
 - > sugars and sweeteners
 - > prepared sauces and dressings
- > at least two from work areas
 - > serving area
 - > seated area
 - > waiting area

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Prepare Hot and Cold Sandwiches

Unit Reference	K/601/4844	
Level	1	
Credit Value	2	
Guided Learning (GL)	20	
Unit Summary	This unit provides the learner with knowledge to enable them to prepare hot and cold sandwiches.	
Learning Outcomes (1 to 2)	Assessment Criteria (1.1 to 2.4)	
The learner will	The learner can	
1. Be able to prepare hot and cold sandwiches	1.1	Check the bread and fillings to make sure that they meet quality and quantity requirements
	1.2	Choose the right tools and equipment
	1.3	Prepare sandwiches as required
	1.4	Safely store any sandwich and fillings not for immediate use
2. Understand how to prepare hot and cold sandwiches	2.1	Explain how to check that bread and fillings are fit for purpose
	2.2	State the correct tools and equipment for making sandwiches
	2.3	Describe how to present sandwiches and bread products attractively
	2.4	State the correct methods of storage to avoid spoiling sandwiches and bread products between preparation and consumption

Assessment Requirements and Evidence Requirements

1 Be able to prepare hot and cold sandwiches

The assessor must assess assessment criteria 1.1, 1.2 and 1.3 by directly observing the learner's work. The assessor may assess assessment criterion 1.4 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 bread
 - > sliced bread
 - > un-sliced bread
 - > wraps
 - > bread rolls
- > at least four from fillings
 - > fats/pastes/spreads
 - > cooked meat and poultry
 - > cooked fish
 - > dairy products
 - > salad/vegetables/fruit
 - > sauces/dressings/relishes
- > at least two from preparation methods
 - > slicing
 - > preparing fillings
 - > garnishing
 - > heating/toasting

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Prepare and cook pasta		
Unit Reference	A/601/5593	
Level	1	
Credit Value	2	
Guided Learning (GL)	17	
Unit Summary	This unit will provide the learner with the knowledge and skills to prepare and cook pasta.	
Learning Outcomes (1 to 6)	Assessment Criteria (1.1 to 6.2)	
The learner will	The learner can	
1. Be able to prepare pasta	1.1	Check the pasta to make sure it is fit for preparation
	1.2	Choose and use the correct tools and equipment
	1.3	Prepare the pasta as required
2. Know how to prepare pasta	2.1	List the different names and shapes of pasta that may be used
	2.2	Describe how to check pasta to make sure it is fit for preparation
	2.3	Describe what to do if there are problems with the pasta
	2.4	List the correct tools and equipment to prepare pasta
	2.5	State the importance of using the correct tools and equipment
3. Be able to cook pasta	3.1	Check the pasta to make sure it is fit for cooking
	3.2	Cook pasta as required

4. Know how to cook pasta	4.1	Describe how to check pasta to make sure it is fit for cooking
	4.2	List the correct tools and equipment to cook pasta
	4.3	Describe how to identify when cooked pasta has the correct texture
	4.4	State the importance of not over cooking pasta
	4.5	State the correct temperatures for holding and serving pasta
5. Be able to store pasta	5.1	Safely store cooked pasta not for immediate use
6. Know how to store pasta	6.1	Describe how to store cooked pasta
	6.2	Describe the conditions which need to be met for effective storage of cooked pasta

Assessment Requirements and Evidence Requirements

1 Be able to prepare pasta

3 Be able to cook pasta

The assessor must assess assessment criteria 1.1, 1.2, 1.3, 3.1 and 3.2 by directly observing the learner's work.

The assessor may assess assessment criterion 5.1 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 pasta
 - > dried
 - > fresh bought in
 - > frozen
- > at least two from preparation methods
 - > blanch
 - > strain

- > defrost
- > at least one from cooking methods
 - > boil
 - > microwave

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Provide a counter and takeaway service

Unit Reference	L/601/5016	
Level	1	
Credit Value	3	
Guided Learning (GL)	30	
Unit Summary	This unit provides the knowledge and skills to provide counter and takeaway service.	
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.7)	
The learner will	The learner can	
1. Be able to serve customers at the counter	1.1	Give customers information that meets their needs, and promotes organisations' products and service
	1.2	Find out what customers require, and if necessary, tell them about any waiting time
	1.3	Process the order promptly
	1.4	Serve food and drink items at the recommended temperature, using clean, hygienic and undamaged service equipment of the appropriate type
	1.5	Make sure there are appropriate condiments and accompaniments available for customers
2. Know how to serve customers at the counter	2.1	Describe safe and hygienic working practices for serving customers and why these are important
	2.2	State why it is important to use separate serving equipment for each food item
	2.3	State why portions must be controlled when serving customers

	2.4	State why food and drink items must be served at the correct temperature
	2.5	State why information given to customers must be accurate
	2.6	Outline the types of unexpected situations that may occur when serving customers and how to deal with them
3. Be able to maintain counter and service areas	3.1	Keep work area tidy, hygienic and free from rubbish and food debris during service
	3.2	Maintain enough stock of clean service items
	3.3	Restock with food and drink items when necessary
	3.4	Display and store food and drink items in line as required
	3.5	Clear work area of used and non-required service items at the appropriate times
	3.6	Dispose of rubbish, used disposable items and food waste as required
4. Know how to maintain counter and service areas	4.1	Describe safe and hygienic working practices for clearing and why these are important
	4.2	State why food which is prepared first should be served first
	4.3	State why counter preparation areas and dining areas must be kept tidy and free from rubbish and food debris throughout the service
	4.4	State why waste must be handled and disposed of correctly
	4.5	State why a constant stock of service items should be maintained

	4.6	State why maintaining food at the correct temperature is important and how this can be ensured
	4.7	Outline the types of unexpected situations that may occur when clearing away and how to deal with them

Assessment Requirements and Evidence Requirements

1 Be able to serve customers at the counter

The assessor must assess assessment criteria 1.1-1.5 by directly observing the learner's work.

There must be performance evidence, gathered through observing the learner's work for:

- > one from customers
 - > customers with routine needs
 - > customers with non-routine needs
- > at least two from information:
 - > items available
 - > ingredients
 - > prices, special offers and promotions
- > at least two from food and drink items:
 - > hot food
 - > cold food
 - > hot drinks
 - > cold drinks
- > at least two from condiments and accompaniments:
 - > seasonings
 - > sugars/sweeteners
 - > prepared sauces/dressings

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

3 Be able to maintain counter and service areas

The assessor must assess assessment criteria 3.1-3.6 by directly observing the learner's work.

There must be performance evidence, gathered through observing the learner's work for:

- > At least three from service items:
 - > service utensils
 - > food containers/dispensers
 - > trays
 - > crockery
 - > cutlery
 - > disposable items
- > At least two from food and drink items:
 - > hot food
 - > cold food
 - > hot drinks
 - > cold drinks

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Prepare and cook rice		
Unit Reference	R/601/5633	
Level	1	
Credit Value	2	
Guided Learning (GL)	17	
Unit Summary	This unit will provide the knowledge and skills to prepare and cook rice.	
Learning Outcomes (1 to 6)	Assessment Criteria (1.1 to 6.3)	
The learner will	The learner can	
1. Be able to prepare rice	1.1	Check the rice to make sure it is fit for preparation
	1.2	Choose the correct tools and equipment
	1.3	Prepare the rice to meet requirements
2. Understand how to prepare rice	2.1	Describe how to check rice is fit for preparation
	2.2	Describe what to do if there are problems with the rice
	2.3	State the correct tools and equipment to carry out different preparation methods
	2.4	State the importance of using the correct tools and equipment
	2.5	Describe how to carry out different preparation methods
3. Be able to cook rice	3.1	Check rice to make sure it is fit for cooking
	3.2	Cook the rice to meet requirements
	3.3	Make sure the rice is at the correct temperature for holding and serving

4. Understand how to cook rice	4.1	Describe how to check rice is fit for cooking
	4.2	State the correct tools and equipment to carry out different cooking methods
	4.3	Describe how to carry out different cooking methods
	4.4	State the correct temperature for holding and serving cooked rice
5. Be able to store rice	5.1	Safely store any cooked rice not for immediate use
6. Know how to store rice	6.1	Describe how to store uncooked rice
	6.2	Describe how to store cooked rice
	6.3	Describe the conditions needed for effective storage of cooked rice

Assessment Requirements and Evidence Requirements

1 Be able to prepare rice

3 Be able to cook rice

The assessor must assess assessment criteria 1.1, 1.2, 1.3, 3.1, 3.2 and 3.3 by directly observing the learner's work.

The assessor may assess assessment criterion 5.1 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 rice
 - > long
 - > short
 - > round
- > at least three from preparation and cooking methods
 - > washing

- > steaming
- > boiling
- > microwaving
- > straining

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Prepare and cook eggs		
Unit Reference	A/601/5643	
Level	1	
Credit Value	2	
Guided Learning (GL)	18	
Unit Summary	This unit will provide knowledge and skills to correctly prepare and cook eggs.	
Learning Outcomes (1 to 6)	Assessment Criteria (1.1 to 6.2)	
The learner will	The learner can	
1. Be able to prepare eggs	1.1	Check the eggs and other ingredients are fit for preparation
	1.2	Choose and use correct techniques, tools and equipment
	1.3	Prepare the eggs to meet requirements
2. Understand how to prepare eggs	2.1	State what quality points to look for in raw eggs
	2.2	Describe what to do if there are any problems with the eggs
	2.3	State the correct techniques, tools and equipment to carry out different preparation methods
	2.4	State the importance of using the correct tools and equipment
	2.5	State how to store eggs prior to cooking that are not required immediately
3. Be able to cook eggs	3.1	Check the eggs and other ingredients are fit for cooking
	3.2	Cook eggs to meet requirements

	3.3	Finish eggs as required
	3.4	Make sure the dish is at the correct temperature for holding and serving
4. Understand how to cook eggs	4.1	State the correct techniques, tools and equipment to carry out different cooking methods
	4.2	Describe how to carry out different cooking methods according to product requirements
	4.3	State how to identify when egg dishes have the correct colour, flavour, texture and quantity
5. Be able to store eggs	5.1	Safely store eggs not for immediate use
6. Know how to store eggs	6.1	State how to store eggs prior to cooking that are not required immediately
	6.2	State how to store cooked eggs not required for immediate use

Assessment Requirements and Evidence Requirements

1 Be able to prepare eggs

3 Be able to cook eggs

The assessor must assess assessment criteria 1.1, 1.2, 1.3, 3.1, 3.2, 3.3 and 3.4 by directly observing the learner's work.

The assessor may assess assessment criterion 5.1 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 five from preparation and cooking methods
 - > cracking
 - > beating
 - > seasoning
 - > boiling

- > shallow frying
- > griddling
- > scrambling

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Prepare and cook pulses		
Unit Reference	K/601/5654	
Level	1	
Credit Value	2	
Guided Learning (GL)	19	
Unit Summary	This unit will provide the knowledge and skills to prepare and cook pulses.	
Learning Outcomes (1 to 6)	Assessment Criteria (1.1 to 6.2)	
The learner will	The learner can	
1. Be able to prepare pulses	1.1	Check pulses to make sure they are fit to be prepared
	1.2	Choose and use correct techniques, tools and equipment
	1.3	Prepare pulses to meet requirements
2. Understand how to prepare pulses	2.1	Describe how to check different pulses are fit to be prepared
	2.2	Describe what to do if there are any problems with the pulses or other ingredients
	2.3	State the correct techniques, tools and equipment to carry out different preparation methods
	2.4	State the importance of using the correct tools and equipment
	2.5	Describe how to carry out different preparation methods correctly
3. Be able to cook pulses	3.1	Check pulses to make sure they are fit to be cooked
	3.2	Cook pulses for the dish as required

4. Understand how to cook pulses	4.1	State the correct techniques, tools and equipment to carry out different cooking methods
	4.2	State how to decide when pulses are correctly cooked
5. Be able to store pulses	5.1	Safely store any prepared pulses not for immediate use
6. Know how to store pulses	6.1	State how to store uncooked pulses before preparation
	6.2	State how to store cooked pulses not for immediate use

Assessment Requirements and Evidence Requirements

1 Be able to prepare pulses

3 Be able to cook pulses

The assessor must assess assessment criteria 1.1, 1.2, 1.3, 3.1 and 3.2, by directly observing the learner's work.

The assessor may assess assessment criterion 5.1 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 pulses
 - > beans
 - > peas
 - > lentils
- > at least two from prepare and cook
 - > washing
 - > soaking
 - > boiling

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Prepare and cook vegetable protein

Unit Reference	J/601/5659
Level	1
Credit Value	2
Guided Learning (GL)	19
Unit Summary	This unit will provide the knowledge and skills to enable learners to prepare and cook vegetable protein.
Learning Outcomes (1 to 6)	Assessment Criteria (1.1 to 6.2)
The learner will	The learner can
1. Be able to prepare vegetable protein	1.1 Check vegetable protein to make sure it is fit for preparation 1.2 Choose and use correct techniques, tools and equipment to prepare vegetable protein 1.3 Prepare the vegetable protein to meet requirements
2. Understand how to prepare vegetable protein	2.1 State what quality points to look for in vegetable protein 2.2 Describe what to do if there are any problems with the vegetable protein 2.3 State the importance of avoiding contamination with meat and fish products 2.4 Describe how to avoid contamination of vegetable protein products with meat and fish products 2.5 State the correct techniques, tools and equipment to carry out different preparation methods

	2.6	State the importance of using the correct tools and equipment
3. Be able to cook vegetable protein	3.1	Cook the vegetable protein to meet requirements
	3.2	Make sure the vegetable protein has the correct flavour, colour, texture and quantity to meet dish requirements
	3.3	Present the vegetable protein to meet requirements
4. Understand how to cook vegetable protein	4.1	State the correct techniques, tools and equipment to carry out different cooking methods
	4.2	State how to decide when vegetable protein is cooked
5. Be able to store vegetable protein	5.1	Safely store any prepared vegetable protein products not for immediate use
6. Know how to store vegetable protein	6.1	State how to store uncooked vegetable protein before cooking
	6.2	State how to store cooked vegetable protein

Assessment Requirements and Evidence Requirements

1 Be able to prepare vegetable protein

3 Be able to cook vegetable protein

The assessor must assess assessment criteria 1.1, 1.2, 1.3, 3.1, 3.2 and 3.3 by directly observing the learner's work.

The assessor may assess assessment criterion 5.1 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 vegetable protein
- > frozen

- > chilled
- > dried
- > tinned

- > at least one from preparation and cooking methods
 - > de-frosting
 - > frying
 - > grilling

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Cook and finish simple bread and dough products

Unit Reference	J/601/5662	
Level	1	
Credit Value	3	
Guided Learning (GL)	25	
Unit Summary	This unit will enable to learner to cook and finish simple bread and dough products.	
Learning Outcomes (1 to 5)	Assessment Criteria (1.1 to 5.1)	
The learner will	The learner can	
1. Be able to cook simple bread and dough products	1.1	Check the products to make sure they are fit for cooking
	1.2	Choose the correct tools and equipment to prepare and bake bread and dough products
	1.3	Prepare the products as required
2. Understand how to cook simple bread and dough products	2.1	State how to check to make sure bread and dough products are fit for preparation and baking
	2.2	Describe what to do if there are any problems with the products
	2.3	State the correct tools and equipment to use for different preparation methods
	2.4	State the importance of using the correct tools and equipment
	2.5	Describe how to carry out different cooking methods correctly
3. Be able to finish simple bread and dough products	3.1	Finish the product as required
	3.2	Make sure the bread and dough product is as the correct temperature for holding and serving

4. Understand how to finish simple bread and dough products	4.1	State the correct tools and equipment for different finishing methods
	4.2	Describe how to use different finishing methods correctly
	4.3	State the correct temperature for holding and serving simple bread and dough products
5. Be able to store bread and dough products	5.1	Safely store any uncooked bread and dough products

Assessment Requirements and Evidence Requirements

1 Be able to cook simple bread and dough products

3 Be able to finish simple bread and dough products

The assessor must assess assessment criteria 1.1, 1.2, 1.3, 3.1 and 3.2, by directly observing the learner's work.

The assessor may assess assessment criterion 5.1 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 bread and dough products
 - > freshly made dough
 - > ready-made par-cooked dough
- > at least two from preparation and finishing methods
 - > baking
 - > re-heating
 - > glazing

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Prepare and cook grain		
Unit Reference	Y/601/5665	
Level	1	
Credit Value	3	
Guided Learning (GL)	22	
Unit Summary	The unit will provide knowledge and skills to enable the learner to prepare and cook grain.	
Learning Outcomes (1 to 6)	Assessment Criteria (1.1 to 6.3)	
The learner will	The learner can	
1. Be able to prepare grain	1.1	Check the grain to make sure it is fit for preparation
	1.2	Choose and use correct techniques, tools and equipment
2. Understand how to prepare grain	2.1	Describe how to check the grain to make sure it is fit for preparation
	2.2	Describe what to do if there are any problems with the grain
	2.3	State the correct tools and equipment to carry out different preparation methods
	2.4	State the importance of using the correct tools and equipment
	2.5	Describe how to carry out different preparation methods correctly
3. Be able to cook grain	3.1	Cook the grain correctly for the dish
	3.2	Make sure the grain is at the correct temperature for holding and serving
4. Understand how to cook grain	4.1	Describe how to check the grain to make sure it is fit for cooking

	4.2	State the correct tools and equipment to carry out different cooking methods
	4.3	Describe how to carry out different cooking methods correctly
	4.4	State the correct cooking times and processes for different types of grain
	4.5	State the correct temperatures for holding and serving cooked grain
5. Be able to store grain	5.1	Safely store any cooked grain not for immediate use
6. Know how to store grain	6.1	State how to store uncooked grain
	6.2	State how to store any cooked grain
	6.3	Describe the conditions which need to be met to store cooked grain effectively

Assessment Requirements and Evidence Requirements

1 Be able to prepare grain

3 Be able to cook grain

The assessor must assess assessment criteria 1.1, 1.2, 3.1 and 3.2 by directly observing the learner's work.

The assessor may assess assessment criterion 5.1 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 grain
 - > barley (pearl and pot)
 - > buckwheat
 - > corn/maize (polenta)
 - > oats
 - > millet
 - > wheat (bulgar, semolina, couscous)
 - > quinoa

- > at least two from preparation and cooking methods
 - > boiling
 - > leaving covered
 - > soaking
 - > straining

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies

BIIAB Qualifications Limited policy enables learners to avoid duplication of learning and assessment in a number of ways:

- > **Recognition of Prior Learning (RPL)** – a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.
- > **Exemption** – Exemption applies to any certificated achievement which is deemed to be of equivalent value to a unit within BIIAB Qualifications Limited qualification, but which does not necessarily share the exact learning outcomes and assessment criteria. It is the assessor's responsibility, in conjunction with the Internal Moderator, to map this previous achievement against the assessment requirements of the BIIAB Qualifications Limited qualification to be achieved in order to determine its equivalence.
 - > Any queries about the relevance of any certificated evidence should be referred in the first instance to your centre's internal moderator and then to BIIAB Qualifications Limited.
 - > It is important to note that there may be restrictions upon a learner's ability to claim exemption or credit transfer which will be dependent upon the currency of the unit/qualification and a learner's existing levels of skill or knowledge.
 - > Where past certification only provides evidence that could be considered for exemption of part of a unit, learners must be able to offer additional evidence of previous or recent learning to supplement their evidence of achievement.
- > **Credit Transfer** – BIIAB Qualifications Limited may attach credit to a qualification, a unit or a component. Credit transfer is the process of using certificated credits achieved in one qualification and transferring that achievement as a valid contribution to the award of another qualification. Units/Components transferred must share the same learning outcomes and assessment criteria along with the same unit number. Assessors must ensure that they review and verify the evidence through sight of:
 - > Original certificates OR
 - > Copies of certificates that have been signed and dated by the internal moderator confirming the photocopy is a real copy and make these available for scrutiny by the External Moderator.
- > **Equivalencies** – opportunities to count credits from the unit(s) from other qualifications or from unit(s) submitted by other recognised organisations towards the place of mandatory or optional unit(s) specified in the rule of combination. The unit must have the same credit value or greater than the unit(s) in question and be at the same level or higher.

BIIAB Qualifications Limited encourages its centres to recognise the previous achievements of learners through Recognition of Prior Learning (RPL), Exemption, Credit Transfer and Equivalencies. Prior achievements may have resulted from past or present employment, previous study or voluntary activities. Centres should provide advice and guidance to the learner on what is appropriate evidence and present that evidence to the external moderator in the usual way.

Further guidance can be found in 'Delivering and Assessing Qualifications' which can be downloaded from biiab.co.uk/for-centres/

Certification

Learners will be certificated for all units and qualifications that are achieved and claimed.

BIIAB Qualifications Limited policies and procedures are available on the website.

Exemptions

This qualification contains no exemptions. For further details see Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies.

Glossary of Terms

GL (Guided Learning)

GL is where the learner participates in education or training under the immediate guidance or supervision of a tutor (or other appropriate provider of education or training). It may be helpful to think – ‘Would I need to plan for a member of staff to be present to give guidance or supervision?’

GL is calculated at qualification level and not unit/component level.

Examples of Guided Learning include:

- > Face-to-face meeting with a tutor
- > Telephone conversation with a tutor
- > Instant messaging with a tutor
- > Taking part in a live webinar
- > Classroom-based instruction
- > Supervised work
- > Taking part in a supervised or invigilated formative assessment
- > The learner is being observed as part of a formative assessment.

TQT (Total Qualification Time)

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.’ The size of a qualification is determined by the TQT.

TQT is made up of the Guided Learning (GL) plus all other time taken in preparation, study or any other form of participation in education or training but not under the direct supervision of a lecturer, supervisor or tutor.

TQT is calculated at qualification level and not unit/component level.

Examples of unsupervised activities that could contribute to TQT include:

- > Researching a topic and writing a report
- > Watching an instructional online video at home/e-learning
- > Watching a recorded webinar
- > Compiling a portfolio in preparation for assessment
- > Completing an unsupervised practical activity or work
- > Rehearsing a presentation away from the classroom
- > Practising skills unsupervised
- > Requesting guidance via email – will not guarantee an immediate response.