



Qualification Guidance Document

BIIAB Level 2 Certificate in Hospitality and Catering Principles (Food Production and Cooking)

England – 601/6227/2

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 C3364-02.

Issue	Date	Details of change
1.2	March 2023	Reformatted into new branding
1.3	July 2025	Revised review date

1.4	July 2026	Updated to new company branding
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This guide should be read in conjunction with the Indicative Content document which is available on our secure website using the link above.

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

Qualification Summary

BIIAB Level 2 Certificate in Hospitality and Catering Principles (Food Production and Cooking)								
Qualification Purpose	To confirm the learner's competence in Hospitality and Catering Principles (Food Production and Cooking).							
Age Range	Pre 16		16-18	✓	18+		19+	✓
Regulation	The above qualification(s) is/are regulated by: > Ofqual > CCEA Regulation							
Assessment	> Multiple Choice Examination > Practical Demonstration/ Assignment > 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	01/07/2015							
Review Date	31/07/2026							
Operational End Date								
Certification End Date								
Guided Learning (GL)	98 hours							
Total Qualification Time (TQT)	160 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. The qualification has a unique Qualification Number (QN) which is shown below. Each unit within the qualification will also have a regulatory Unit Reference Number (URN).

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

Qualification Title	Qualification Number (QN)
BIIAB Level 2 Certificate in Hospitality and Catering Principles (Food Production and Cooking)	601/6227/2

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 2 Certificate in Hospitality and Catering Principles (Food Production and Cooking)

To achieve the BIIAB Level 2 Certificate in Hospitality and Catering Principles (Food Production and Cooking), learners **must** gain a total of **16** credits. This **must** consist of:

- > Mandatory Group A **minimum** credits: **5**
- > Optional Group B and C **minimum** credit: **11**, which **must** include:
 - > Optional Group B **minimum** credit: **4**
 - > Remaining **minimum** additional credits from optional groups B and/ or C: **7**

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.

Unit Title	Unit Number	Level	Credit Value	GL
Mandatory Group A Minimum Credit Target – 5				
Safe, Hygienic and Secure Working Environments in Hospitality	R/600/0615 H1	1	2	16
Effective Teamwork	Y/600/0616 ET	1	2	19
Food safety in catering	H/502/0132 FSC	2	1	9

Unit Title	Unit Number	Level	Credit Value	GL
Optional Group B				
Principles of Producing basic meat dishes	A/502/8284 PPBMD	2	1	9
Principles of Producing basic pasta dishes	F/502/8285 PP1	2	2	5
Principles of Producing basic cakes, sponges and scones	H/502/8280 PP2	2	1	8
Principles of Producing basic vegetable dishes	H/502/8294 PPBVD	2	1	9
Principles of Producing flour, dough and tray baked products	H/502/8330 PP3	2	2	9
Principles of Producing basic hot sauces	J/502/8286 PP4	2	1	8
Principles of Producing basic fish dishes	K/502/8281 PPBFD	2	1	9
Principles of Producing cold starters and salads	K/502/8295 PPCSS	2	1	9
Principles of Producing basic poultry dishes	L/502/8290 PPBPD	2	1	9
Principles of Producing basic bread and dough products	M/502/8279 PP6	2	1	7
Principles of Producing basic pastry products	R/502/8288 PP5	2	1	8
Principles of Producing basic rice, pulse and grain dishes	R/502/8291 PP7	2	1	8
Principles of Producing basic hot and cold desserts	T/502/8283 PP9	2	2	9

Unit Title	Unit Number	Level	Credit Value	GL
Optional Group C				
Principles of Completing Kitchen Documentation	H/502/8313 PCKD	2	1	7
Principles of How to Maintain an Efficient use of Resources in the Kitchen	R/502/8257 PPC3	2	2	11
Principles of Preparing meals for distribution	R/502/8274 PPC4	2	1	6
Principles of Providing a Counter and Takeaway Service	T/502/8297 FDS4	1	1	6
Principles of setting up and closing the kitchen	T/502/8316 PSCK	2	1	7
Giving Customer a Positive Impression	D/600/0617 GCPI	2	1	18
Dealing with Payments	L/600/1133 H2	2	1	9
Principles of Customer Service in Hospitality Leisure Travel and Tourism	T/600/1059 PCS	2	1	10

Aim

The BIIAB Level 2 Certificate in Hospitality and Catering Principles (Food Production and Cooking) has been designed to allow learners to obtain the knowledge to work at an operational level within a Food Production and Cooking environment.

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

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

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

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

Target Group

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

- > 16-18
- > 19+

Assessment

This qualification is assessed by external examination 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

This qualification is assessed by external examination 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

The Assessment Strategy has been designed by People 1st, in conjunction with an expert panel, educational experts and a steering group. All BIIAB approved training centres and their assessment must adhere to the designed assessment strategy for this qualification.

This qualification contains one knowledge unit, and this unit is externally set and marked by BIIAB Qualifications Limited. In order to assess formally the learners' knowledge, a **multiple-choice knowledge test** has been developed. For this qualification, the examination comprises of **20 Multiple Choice questions**. This can be taken online or on paper. The pass threshold for this award is 70%. To pass you must answer correctly 14 out of 20 questions. You will be allocated **25 minutes** for the test.

If taken online, the tests are scheduled in our BIIAB Customer Management System and each learner in a cohort will sit a unique test. The online tests are marked automatically.

Assessment materials allowed

Multiple Choice Questions Exam (Online)

Only the use of dictionaries is permitted. Learners must not refer to any books or materials whilst taking this examination. Learners may use the online calculator if required.

Multiple Choice Questions Exam (Paper)

Only the use of dictionaries is permitted. Learners must not refer to any books or materials whilst taking this examination. Learners may use a calculator if required.

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.

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

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

Resources

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

- > Purpose Statement
- > Learner Unit Achievement Checklist
- > Assessment Knowledge Modules (AKMs)
- > Assessment Guidance for each of the AKMs

Assessment Knowledge Modules (AKMs)

These provide a series of BIIAB set questions within the context of knowledge modules that can be used to assess the learner's competence. These modules should be released to the learner for the assessment when they are determined to be ready to be able to successfully achieve it. The assessment does not have to be undertaken within secure conditions but must be collected and held securely afterwards. Learners must be taught to the Learning Outcomes and Assessment Criteria within the unit not the assessment. A password will be provided to allow access to this document upon approval for the qualification.

These are internally marked and verified but must be available to the EQA for external verification purposes.

Assessment Guidance for each of the AKMs

These provide a series of BIIAB 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 to this document upon approval for the qualification.

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

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

Achievement of the qualification offers opportunities for progression, including:

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

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

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

3. Know about hazards and safety in the workplace	3.1	Identify the types of common hazards found in the workplace
	3.2	Identify types of emergencies that may happen in the workplace
	3.3	Describe why first aid procedures should be in place
	3.4	Identify possible causes of fire in the workplace
	3.5	Describe Fires Safety procedures
	3.6	Describe security procedures

Effective Teamwork		
Unit Reference	Y/600/0616	
Level	1	
Credit Value	2	
Guided Learning (GL)	19	
Unit Summary	This unit will enable the learner to understand the importance of effective teamwork.	
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.4)	
The learner will	The learner can	
1. Know how to organise their own work	1.1	State the order of work to complete a task
	1.2	Describe situations when it is appropriate to ask for help
	1.3	Describe situations when it is appropriate to help and support others
	1.4	State the importance of working to deadlines
	1.5	State why it is important to follow instructions accurately
	1.6	State the importance of keeping work areas clean and tidy
2. Know how to support the work of a team	2.1	State the benefits of helping team members
	2.2	State the importance of passing information to the relevant people
	2.3	State the importance of clear communication
	2.4	Describe ways to maintain good working relationships in a team

	2.5	State problems in working relationships that should be reported to line managers
3. Know how to contribute to their own learning development	3.1	List benefits of self-development
	3.2	State the importance of feedback from team members
	3.3	Describe how a learning plan could improve aspects of work
	3.4	List types of activities that help learning

Food Safety in Catering		
Unit Reference	H/502/0132	
Level	2	
Credit Value	1	
Guided Learning (GL)	9	
Unit Summary	This unit will provide knowledge and understanding on the importance of food safety in catering.	
Learning Outcomes (1 to 4)	Assessment Criteria (1.1 to 4.5)	
The learner will	The learner can	
1. Understand how individuals can take personal responsibility for food safety	1.1	Outline the importance of food safety procedures, risk assessment, safe food handling and behaviour
	1.2	Describe how to report food safety hazards
	1.3	Outline the legal responsibilities of food handlers and food business operators
2. Understand the importance of keeping him/herself clean and hygienic	2.1	Explain the importance of personal hygiene in food safety including its role in reducing the risk of contamination
	2.2	Describe effective personal hygiene practices, for example, protective clothing, hand washing, personal illness, cuts and wounds
3. Understand the importance of keeping the work areas clean and hygienic	3.1	Explain how to keep the work area and equipment clean and tidy to include cleaning and disinfection methods, safe use and storage of cleaning chemicals and materials, and waste disposal
	3.2	State how workflow, work surfaces and equipment can reduce contamination risks and aid cleaning

	3.3	Outline the importance of pest control
4. Understand the importance of keeping food safe	4.1	State the sources and risks to food safety from contamination and cross contamination to include microbial, chemical, physical and allergenic hazards
	4.2	Explain how to deal with food spoilage including recognition, reporting and disposal
	4.3	Describe safe food handling practices and procedures for storing, preparing, cooking, chilling, reheating, holding, serving and transporting food
	4.4	Explain the importance of temperature controls when storing, preparing, cooking, chilling, reheating, holding, serving and transporting food
	4.5	Describe stock control procedures including deliveries, storage, date marking and stock rotation

Optional Group B Unit Details

Principles of Producing Basic Meat Dishes		
Unit Reference	A/502/8284	
Level	2	
Credit Value	1	
Guided Learning (GL)	9	
Unit Summary	This unit will provide knowledge surrounding the principles of producing basic meat dishes.	
Learning Outcomes (1 to 2)	Assessment Criteria (1.1 to 2.4)	
The learner will	The learner can	
1. Know how to cook basic meat dishes	1.1	Outline quality points in prepared meat
	1.2	Describe how to deal with problems with meat
	1.3	State the benefits of sealing meat
	1.4	Describe how different cuts of meat should be cooked
	1.5	State the importance of using the correct tools and equipment to cook meat
	1.6	State the temperature required for cooking meat
2. Know how to finish basic meat dishes	2.1	Describe methods used for correcting meat dishes to meet dish requirements
	2.2	Describe garnish and presentation methods for meat dishes
	2.3	State the correct temperature for holding meat dishes
	2.4	State healthy eating options when cooking and finishing meat dishes

Principles of Producing Basic Pasta Dishes

Unit Reference	F/502/8285	
Level	2	
Credit Value	2	
Guided Learning (GL)	5	
Unit Summary	This unit will provide knowledge and understanding on the principles of producing basic pasta dishes.	
Learning Outcomes (1 to 2)	Assessment Criteria (1.1 to 2.4)	
The learner will	The learner can	
1. Understand how to cook basic pasta dishes	1.1	Outline the quality points in pasta and dish ingredients
	1.2	Describe how to deal with problems with pasta
	1.3	Describe why time and temperature are important when cooking pasta
	1.4	State which equipment is important when cooking pasta
	1.5	State the importance of using the correct equipment and techniques when producing pasta dishes
	1.6	Explain how to identify when pasta meets dish requirements for colour, consistency and flavour
2. Know how to finish basic pasta dishes	2.1	State the temperature for holding and serving pasta dishes
	2.2	Describe how to cool pasta prior to storage
	2.3	State how to store cooked pasta dishes

	2.4	State healthy eating considerations when producing pasta dishes
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Principles of Producing basic Cakes, Sponges and Scones

Unit Reference	H/502/8280	
Level	2	
Credit Value	1	
Guided Learning (GL)	8	
Unit Summary	This unit will provide the learner with an understanding of the principles of producing basic cakes, sponges and scones.	
Learning Outcomes (1 to 2)	Assessment Criteria (1.1 to 2.5)	
The learner will	The learner can	
1. Know how to cook cakes, sponges and scones	1.1	Outline quality points in ingredients for cakes, sponges and scones
	1.2	State the importance of using the correct tools and equipment to cook cakes, sponges and scones
	1.3	Describe how to deal with problems with the ingredients
	1.4	Describe preparation methods for cakes, sponges and scones
	1.5	Describe cooking methods for cakes, sponges and scones
2. Know how to finish cakes, sponges and scones	2.1	State how to identify when cakes, sponges and scones have the correct flavour, colour, texture and quality
	2.2	Describe finishing methods for cakes, sponges and scones
	2.3	Describe how to present cakes, sponges and scones
	2.4	State how to store cakes, sponges and scones

	2.5	State healthy eating options when making cakes, sponges and scones
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Principles of Producing Basic Vegetable Dishes

Unit Reference	H/502/8294	
Level	2	
Credit Value	1	
Guided Learning (GL)	9	
Unit Summary	This unit will provide the learner with an understanding of the principles of producing basic vegetable dishes.	
Learning Outcomes (1 to 2)	Assessment Criteria (1.1 to 2.3)	
The learner will	The learner can	
1. Know how to cook vegetable dishes	1.1	Outline quality points in prepared vegetables
	1.2	Describe how to deal with problems with vegetables
	1.3	State the importance of using the correct tools and equipment to cook vegetables
	1.4	Describe cooking methods for vegetable dishes
	1.5	State the temperature required cooking vegetables
	1.6	Describe how the nutritional value of vegetables can be maintained during cooking
	1.7	State the benefits of blanching vegetables
	1.8	Identify vegetables suitable for high and low-pressure steaming
2. Know how to finish vegetable dishes	2.1	Describe finishing methods for vegetable dishes

	2.2	State the correct temperature for holding and serving vegetable dishes
	2.3	State healthy eating options when cooking and finishing vegetable dishes

Principles of producing basic flour, dough and tray baked products

Unit Reference	H/502/8330	
Level	2	
Credit Value	2	
Guided Learning (GL)	9	
Unit Summary	This unit will provide the learner with knowledge and understanding of the principles of producing basic flour, dough and tray baked products.	
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.3)	
The learner will	The learner can	
1. Know how to prepare flour, dough and tray baked products	1.1	Describe problems that can occur when preparing flour, dough and tray baked products
	1.2	Explain why ovens should be at the correct temperature before baking starts
	1.3	Explain why time and temperature are important when preparing flour, dough and tray baked products
	1.4	Outline quality points in flour, dough and other ingredients for tray baked products
	1.5	Describe preparation methods for flour, dough and tray baked products
2. Know how to cook flour, dough and tray baked products	2.1	Describe cooking methods for flour, dough and tray baked products
	2.2	Describe how to identify when flour, dough and tray baked products have the correct aroma, colour, texture and consistency
	2.3	Describe problems that can occur when cooking flour, dough and tray baked products

3. Know how to finish and present flour, dough and tray baked products	3.1	Describe how to present flour, dough and tray-baked products
	3.2	State why it is important to use the correct equipment when portioning
	3.3	State healthy eating considerations when producing flour, dough and tray-baked products

Principles of Producing Basic Hot Sauces

Unit Reference	J/502/8286	
Level	2	
Credit Value	1	
Guided Learning (GL)	8	
Unit Summary	This unit will provide the learner with an understanding surrounding the principles of producing basic hot sauces.	
Learning Outcomes (1 to 2)	Assessment Criteria (1.1 to 2.3)	
The learner will	The learner can	
1. Know how to cook basic hot sauces	1.1	Describe the safe use of alcohol in hot sauces
	1.2	Outline the quality points in sauce ingredients
	1.3	State the importance of using the correct equipment and techniques when producing hot sauces
	1.4	State the required temperature when cooking various hot sauces
	1.5	Describe how to identify when hot sauces meet requirements for colour, consistency and flavour
2. Know how to finish basic hot sauces	2.1	Outline how to present cooked sauces
	2.2	State the temperature for holding and serving hot sauces
	2.3	State healthy eating considerations when producing hot sauces

Principles of Producing Basic Fish Dishes

Unit Reference	K/502/8281	
Level	2	
Credit Value	1	
Guided Learning (GL)	9	
Unit Summary	This unit will provide the learner with knowledge surrounding producing basic fish dishes.	
Learning Outcomes (1 to 2)	Assessment Criteria (1.1 to 2.4)	
The learner will	The learner can	
1. Know how to cook basic fish dishes	1.1	Outline the quality points to look for in fish
	1.2	Describe how to deal with problems with fish
	1.3	State the importance of using the correct tools and equipment to cook fish
	1.4	Describe cooking methods for fish
	1.5	State why the correct cooking method must be used in relation to different types of fish
	1.6	State the required temperature when cooking fish
	1.7	Explain the importance of cooking fish at the correct temperature
2. Know how to finish basic fish dishes	2.1	Give examples of how to garnish and present fish dishes
	2.2	Explain how to correct a fish dish to ensure it meets dish requirements for colour, consistency and flavour

	2.3	State the temperature for holding and serving fish dishes
	2.4	State healthy eating considerations when producing fish dishes

Principles of Producing Cold Starters and Salads

Unit Reference	K/502/8295	
Level	2	
Credit Value	1	
Guided Learning (GL)	9	
Unit Summary	This unit will provide knowledge surrounding producing cold starters and salads.	
Learning Outcomes (1 to 2)	Assessment Criteria (1.1 to 2.5)	
The learner will	The learner can	
1. Know how to prepare cold starters and salads	1.1	Outline quality points in cooked, cured and prepared foods
	1.2	Describe how to deal with problems with food products or garnishes
	1.3	State the importance of using the correct tools and equipment
	1.4	Describe methods used to prepare food products and garnishes for cold presentation
	1.5	Describe how to produce basic dressings and cold sauces
2. Know how to finish cold starters and salads	2.1	Describe methods for finishing cold starters and salads
	2.2	State how to identify when cold starters and salads have the correct flavour, colour, texture and quality
	2.3	Explain why time and temperature are important when preparing cooked, cured and prepared foods for presentation

	2.4	Explain why cooked, cured and prepared foods should be kept at the required temperature before presentation
	2.5	State healthy eating options when preparing and presenting food for cold presentation

Principles of Producing Basic Poultry Dishes

Unit Reference	L/502/8290	
Level	2	
Credit Value	1	
Guided Learning (GL)	9	
Unit Summary	This unit will provide the learner with knowledge surrounding producing basic poultry dishes.	
Learning Outcomes (1 to 2)	Assessment Criteria (1.1 to 2.4)	
The learner will	The learner can	
1. Know how to cook basic poultry dishes	1.1	Outline the quality points in poultry
	1.2	Describe how to deal with problems with poultry
	1.3	State the importance of using the correct tools and equipment to cook poultry
	1.4	Describe cooking methods for poultry
	1.5	State the importance of using the correct cooking method
	1.6	State the required temperature when cooking poultry
2. Know how to finish basic poultry dishes	2.1	Describe how to garnish and present poultry dishes
	2.2	Explain how to correct a poultry dish to ensure it meets dish requirements for colour, consistency and flavour
	2.3	State the temperatures for holding and serving poultry dishes
	2.4	State healthy eating considerations when producing and finishing poultry dishes

Principles of Producing Basic Bread and Dough Products

Unit Reference	M/502/8279	
Level	2	
Credit Value	1	
Guided Learning (GL)	7	
Unit Summary	This unit will provide the learner with the knowledge surrounding the principles of producing bread and dough products.	
Learning Outcomes (1 to 2)	Assessment Criteria (1.1 to 2.5)	
The learner will	The learner can	
1. Know how to cook bread and dough products	1.1	Outline quality points in ingredients for bread and dough products
	1.2	State the importance of using the correct tools and equipment to cook bread and dough products
	1.3	Describe how to deal with problems with the ingredients
	1.4	Describe cooking methods for bread and dough products
2. Know how to finish bread and dough products	2.1	State how to identify when bread and dough have the correct flavour colour texture and quality
	2.2	Describe finishing methods for bread and dough products
	2.3	State the correct temperature and conditions for holding bread and dough products
	2.4	State how to store bread and dough products

	2.5	State healthy eating options when making bread and dough products
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Principles of Producing Basic Pastry Products

Unit Reference	R/502/8288	
Level	2	
Credit Value	1	
Guided Learning (GL)	8	
Unit Summary	This unit will provide the learner with knowledge surrounding producing basic pastry products.	
Learning Outcomes (1 to 2)	Assessment Criteria (1.1 to 2.3)	
The learner will	The learner can	
1. Know how to cook basic pastry products	1.1	Outline the quality points of ingredients used to cook pastry products
	1.2	Describe how to deal with problems with ingredients
	1.3	Describe the importance of following the recipe when preparing pastry products
	1.4	Describe how to use tools and equipment when preparing and cooking pastry products
	1.5	State the importance of using the correct tools and equipment to cook pastry products
	1.6	Describe preparation methods for pastry products
	1.7	Describe cooking methods for pastry products
	1.8	State the required temperature when cooking pastry products
2. Know how to finish basic pastry products	2.1	Describe how to identify when pastry products have the correct colour, texture and flavour

	2.2	State how to store pastry products after preparation and cooking
	2.3	State healthy eating considerations when producing pastry dishes

Principles of Producing Basic Rice, Pulse and Grain Dishes

Unit Reference	R/502/8291	
Level	2	
Credit Value	1	
Guided Learning (GL)	8	
Unit Summary	This unit will provide the learner with knowledge surrounding producing basic rice, pulse and grain dishes.	
Learning Outcomes (1 to 2)	Assessment Criteria (1.1 to 2.4)	
The learner will	The learner can	
1. Know how to cook rice, pulse and grains	1.1	Outline quality points in rice, pulse and grain
	1.2	Describe how to deal with problems with rice, pulse and grain
	1.3	State the importance of using the correct tools and equipment to cook rice, pulse and grain
	1.4	Describe cooking methods for rice, pulse and grain
2. Know how to finish rice, pulse and grain dishes	2.1	State how to identify when rice, pulse and grain-based dishes have the correct flavour colour texture and quality
	2.2	Describe methods for cooling cooked rice, grain and pulses that maintain food safety
	2.3	State the correct temperature for holding rice, pulse and grain dishes
	2.4	State healthy eating options when cooking rice, pulse and grain dishes

Principles of Producing Basic Hot and Cold Desserts

Unit Reference	T/502/8283	
Level	2	
Credit Value	2	
Guided Learning (GL)	9	
Unit Summary	This unit will provide the learner with knowledge surrounding producing basic hot and cold desserts.	
Learning Outcomes (1 to 2)	Assessment Criteria (1.1 to 2.6)	
The learner will	The learner can	
1. Know how to cook basic hot and cold desserts	1.1	Describe how to deal with problems with ingredients
	1.2	Describe the importance of following the recipe when producing hot and cold desserts
	1.3	State the importance of using the correct tools and equipment to produce hot and cold desserts
	1.4	Describe preparation and cooking methods for hot and cold desserts
2. Know how to finish basic hot and cold desserts	2.1	Explain how to identify when hot and cold desserts have the correct consistency, colour, texture and flavour
	2.2	State why time and temperature are important when finishing hot and cold desserts
	2.3	Describe finishing methods for hot and cold desserts
	2.4	Describe quality points in hot and cold desserts

	2.5	State how to store hot and cold desserts after preparation and cooking
	2.6	State healthy eating considerations when producing hot and cold desserts

Optional Group C Unit Details

Principles of Completing Kitchen Documentation		
Unit Reference	H/502/8313	
Level	2	
Credit Value	1	
Guided Learning (GL)	7	
Unit Summary	This unit will provide the learner with knowledge surrounding the principles of completing kitchen documentation.	
Learning Outcomes (1 to 1)	Assessment Criteria (1.1 to 1.9)	
The learner will	The learner can	
1. Know how to complete kitchen documentation	1.1	State why it is important to complete kitchen documentation
	1.2	Explain how to complete kitchen documents
	1.3	State where documentation is obtained from
	1.4	State when documentation needs to be copied and where this needs to be kept
	1.5	Explain who to contact and why if problems occur
	1.6	State why kitchen documentation needs to remain confidential
	1.7	State which information needs to be recorded and retained to comply with legislation
	1.8	Explain why information needs to be accurate

	1.9	Explain the implications of fraudulently completing documentation
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Principles of How to Maintain an Efficient use of Resources in the Kitchen

Unit Reference	R/502/8257	
Level	2	
Credit Value	2	
Guided Learning (GL)	11	
Unit Summary	This unit will provide the learner with knowledge surrounding the principles of maintaining efficient resources in the kitchen.	
Learning Outcomes (1 to 1)	Assessment Criteria (1.1 to 1.8)	
The learner will	The learner can	
1. Know how to use resources efficiently	1.1	State the principles of stock control
	1.2	State the principles of portion control
	1.3	Describe the financial impact of wastage within an organisation
	1.4	State the importance of maintaining minimum stock levels
	1.5	Describe how opened stock items should be stored and labelled
	1.6	State the principles of energy efficiency and waste reduction
	1.7	Explain how to minimise the wastage of electricity and gas
	1.8	Describe how different types of waste should be handled

Principles of Preparing Meals for Distribution

Unit Reference	R/502/8274	
Level	2	
Credit Value	1	
Guided Learning (GL)	6	
Unit Summary	This unit will provide the learner with knowledge surrounding the principles of preparing meals for distribution.	
Learning Outcomes (1 to 1)	Assessment Criteria (1.1 to 1.6)	
The learner will	The learner can	
1. Know how to prepare meals for distribution	1.1	State equipment used to transfer food within an operation
	1.2	Describe systems that can be used to transfer food within an organisation
	1.3	State food safety considerations
	1.4	State health and safety considerations
	1.5	State the temperatures for holding food
	1.6	State maximum timescales for holding food

Principles of Providing a Counter and Takeaway Service

Unit Reference	T/502/8297	
Level	1	
Credit Value	1	
Guided Learning (GL)	6	
Unit Summary	This unit will provide the learner with knowledge surrounding the principles of providing a counter and takeaway service.	
Learning Outcomes (1 to 2)	Assessment Criteria (1.1 to 2.4)	
The learner will	The learner can	
1. Know how to serve customers at the counter	1.1	Describe safe and hygienic working practices for serving customers and its importance
	1.2	State the importance of controlling portions when serving customers
	1.3	State the importance of giving accurate information to customers
	1.4	Describe the types of unexpected situations that might occur when serving customers
2. Know how to maintain counter and service areas	2.1	Describe safe and hygienic working practices for clearing counter and service areas
	2.2	State the importance of keeping counter preparation areas and dining areas tidy and free from rubbish and food debris throughout the service
	2.3	State the importance of maintaining a constant stock of service items

	2.4	Describe the types of unexpected situations that might occur when clearing away
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Principles of Setting up and Closing the Kitchen

Unit Reference	T/502/8316	
Level	2	
Credit Value	1	
Guided Learning (GL)	7	
Unit Summary	This unit will provide the learner with knowledge surrounding the principles of setting up and closing the kitchen.	
Learning Outcomes (1 to 2)	Assessment Criteria (1.1 to 2.4)	
The learner will	The learner can	
1. Know how to set up the kitchen	1.1	Explain why knives and utensils must be handled correctly
	1.2	State to whom incidents must be reported
	1.3	State why incidents must be recorded
	1.4	Explain why faulty equipment and maintenance requirements must be reported
2. Know how to close the kitchen	2.1	Explain why it is important to turn off equipment safely
	2.2	Explain why tools should be cleaned and stored following use
	2.3	State the legal requirements for the storage of food when the kitchen is closed
	2.4	State who problems should be reported to

Giving Customers a Positive Impression

Unit Reference	D/600/0617	
Level	2	
Credit Value	2	
Guided Learning (GL)	18	
Unit Summary	This unit will provide the learner with the knowledge and skills to give customers a positive impression.	
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.4)	
The learner will	The learner can	
1. Know how to establish positive relationships with customers	1.1	Identify the importance of correct appearance and behaviour
	1.2	Describe the importance of recognising customer needs and expectations
	1.3	State the importance of product knowledge when relating to customers
	1.4	Identify signs of when a customer is angry or confused
2. Understand why organisations have standards and procedures	2.1	Describe the legal frameworks by which organisations provide goods and services to customers
	2.2	State the importance of contractual agreements that customers have with organisations
	2.3	State the importance of codes of practice and standards that affect the way products and services are delivered to customers
3. Know how to communicate information to customers	3.1	State why there are limits to an individual's responsibilities when dealing with customers

	3.2	State the importance of clear, polite and confident communication
	3.3	Identify different methods of communication
	3.4	Describe when the different methods of communication are used

Dealing with Payments		
Unit Reference	L/600/1133	
Level	2	
Credit Value	1	
Guided Learning (GL)	9	
Unit Summary	This unit will provide the learner with knowledge and understanding of how to deal with payments.	
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.2)	
The learner will	The learner can	
1. Know how to take customer orders	1.1	Identify the materials needed to set up and maintain a payment point
	1.2	State the importance of having procedures for collecting the contents of the payment point
2. Know how to operate a payment point	2.1	Describe the correct procedures for handling payments
	2.2	State the importance of reporting errors that may occur during payment
	2.3	Identify security procedures for handling cash and other types of payments
	2.4	State the legal requirements for operating a payment point when taking payments from customers
3. Know the problems that may occur at the payment point	3.1	Describe the types of problems that might happen when dealing with a payment
	3.2	State the importance of telling the customer about any delays during the payment process

Principles of Customer Service in Hospitality Leisure Travel and Tourism

Unit Reference	T/600/1059	
Level	2	
Credit Value	1	
Guided Learning (GL)	10	
Unit Summary	This unit will provide the learner with knowledge and understanding of the principles of customer service in hospitality, leisure travel and tourism.	
Learning Outcomes (1 to 3)	Assessment Criteria (1.1 to 3.6)	
The learner will	The learner can	
1. Understand the importance to the organisation in providing excellent customer service in the hospitality, leisure, travel and tourism industries	1.1	Describe the role of the organisation in relation to customer service
	1.2	Identify the characteristics and benefits of excellent customer service
	1.3	Give examples of internal and external customers in the industries
	1.4	Describe the importance of product knowledge and sales to organisational success
	1.5	Describe the importance of organisational procedures for customer service
2. Understand the role of the individual in delivering customer service in the hospitality, leisure, travel and tourism industries	2.1	Identify the benefits of excellent customer service for the individual
	2.2	Describe the importance of positive attitude, behaviour and motivation in providing excellent customer service
	2.3	Describe the importance of personal presentation within the industries
	2.4	Explain the importance of using appropriate types of communication

	2.5	Describe the importance of effective listening skills
3. Understand the importance of customers' needs and expectations in the hospitality, leisure, travel and tourism industries	3.1	Identify what is meant by customer needs and expectations in the industries
	3.2	Identify the importance of anticipating and responding to varying customers' needs and expectations
	3.3	Describe the factors that influence the customers' choice of products and services
	3.4	Describe the importance of meeting and exceeding customer expectations
	3.5	Describe the importance of dealing with complaints in a positive manner
	3.6	Explain the importance of complaint handling procedures

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.