

Qualification Handbook

BIIAB Level 2 Diploma in Professional Cookery

601/6941/2

Version 2

BIIAB Level 2 Diploma in Professional Cookery Handbook

Version and date	Change, alteration or addition	Section
Version 2, January 2018	Updated handbook throughout to remove reference to "QCF"	Front page, header, Section 1, 6, 12
	Updated RoC with TQT figures	Section 6

Table of Contents

1.	About the BIIAB Level 2 Diploma in Professional Cookery	3
2.	Objective and Purpose of this Qualification.....	3
3.	About this Handbook	4
4.	BIIAB Customer Service	4
5.	What are Rules of Combination (ROC)?	5
6.	BIIAB Level 2 Diploma in Professional Cookery Rules of Combination (ROC) and Structure	6
7.	Age Restriction.....	7
8.	Entry Requirements and Progression	8
9.	Assessment	9
10.	Initial Assessment and Induction.....	15
11.	Resources.....	16
12.	Design and Delivery.....	17
13.	Format of Units	18
14.	Initial Registration.....	19
15.	Qualification Review and Feedback.....	20
16.	Mandatory Units	20
17.	BIIAB Level 2 Diploma in Professional Cookery Sign-off Sheet	21

1. About the BIIAB Level 2 Diploma in Professional Cookery

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

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

Qualification Title	Qualification Number (QN)
BIIAB Level 2 Diploma in Professional Cookery	601/6941/2

2. Objective and Purpose of this Qualification

The BIIAB Level 2 Diploma in Professional Cookery has been designed to provide learners with the introductory knowledge, understanding and skills to work in the hospitality and catering sector, specifically in professional cookery, for example as a Chef.

The qualification is particularly appropriate for those who wish to learn in an educational environment, such as a college, rather than in the workplace.

The primary purpose of the qualification is to prepare the learner for further learning or training and to develop the learner's knowledge and skills in professional cookery.

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

3. About this Handbook

This support pack has been developed to provide guidance for learners, assessors and verifiers undertaking, delivering, or quality assuring this qualification.

The purpose of the support pack is to provide the majority of the key information that may be needed to prepare for, and help support, the successful delivery of the qualification, in one place.

If this pack is updated, centres will be notified via the BIIAB monthly newsletter which goes to approved centres.

4. BIIAB Customer Service

BIIAB is committed to giving the highest possible levels of customer service. The BIIAB's Service Level Agreement is available via www.biiab.org.

Our Customer Service team can be contacted between the hours of 0900 and 1700 Monday to Friday by using the contact details below, or outside those hours, by leaving a message on our voicemail service.

Customer Service Contact Details: 01276 684449

Email: customersupport@bii.org

Our Customer Service team will be happy to assist with any administration-related enquiries you may have. For example:

- registration and certification enquiries
- re-certification issues
- Centres available in the local area
- appeals
- whistleblowing.

5. What are Rules of Combination (ROC)?

Under the Regulatory Framework qualifications can be made up of a combination of mandatory and/or optional units. The units and credits required to complete a qualification are set out by the rules of combination (RoC). The RoC allows for flexibility and transferability.

The ROC will specify:

- The total credit value of the qualification
- The amount of credit that must be achieved within specific groupings of units (e.g. Mandatory, Optional Unit, and Optional groups)
- The minimum credit which must be achieved at the level or above the level of the qualification
- The Total Qualification Time (TQT)
- The title, Unit Regulation Number and BIIAB Unit number for each unit, alongside its level, credit, and Guided Learning Hours (GLH)
- Any barred units (units that cannot be taken together as part of the qualification).

When choosing the appropriate route for a learner or group of learners, it is the responsibility of the centre to ensure the rules of combination are adhered to.

6. BIIAB Level 2 Diploma in Professional Cookery Rules of Combination (ROC) and structure

To achieve the BIIAB Level 2 Diploma in Professional Cookery learners **must** gain a **total of 64** credits. This **must** consist of:

- **Minimum total credit: 64**
- Mandatory Group A **minimum** credit: **64**
- GLH: **438**
- TQT: **640**

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

Listed below are the qualification units.

Mandatory Group A

Unit No.	URN	Unit Title	Credit	Level	GLH	Assessment Method
FSC	H/502/0132	Food safety in catering	1	2	9	Multiple Choice Questions
2PC01	H/500/8935	Health and safety in catering and hospitality	3	2	12	Assessment Knowledge Module
2PC02	K/500/8936	Healthier food and special diets	1	2	7	Assessment Knowledge Module
COCMP	A/601/2130	Catering operations, costs and menu planning	6	2	40	Assessment Activity Module
2PC03	M/601/2139	Prepare and cook stocks, soups and sauces	6	2	40	Assessment Activity Module
2PC04	A/601/2144	Prepare and cook meat and offal	8	2	60	Assessment Activity Module

Unit No.	URN	Unit Title	Credit	Level	GLH	Assessment Method
2PC05	M/601/2142	Prepare and cook fruit and vegetables	6	2	40	Assessment Activity Module
2PC06	F/601/2159	Prepare and cook fish and shellfish	5	2	40	Assessment Activity Module
2PC07	Y/601/2152	Prepare and cook poultry	5	2	40	Assessment Activity Module
PCRPGED	J/601/2163	Prepare and cook rice, pasta, grains and egg dishes	6	2	20	Assessment Activity Module
2PC08	A/601/6503	Produce biscuit, cake and sponge products	4	2	28	Assessment Activity Module
2PC09	J/601/6505	Produce fermented dough products	4	2	28	Assessment Activity Module
PRO16	L/601/6506	Produce hot and cold desserts and puddings	3	2	24	Assessment Activity Module
2PC10	Y/601/6508	Produce paste products	3	2	20	Assessment Activity Module
2PC11	T/506/3549	Developing skills for employment in the catering and hospitality industry	3	2	30	Portfolio

7. Age Restriction

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

- 16-18
- 19+.

8. Entry Requirements and Progression

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

The qualification is designed to equip learners with the knowledge and skills to work effectively within professional cookery at this level. The recommended progression route is to the BIIAB Level 3 Diploma in Advanced Professional Cookery. It also will allow for a number of progression routes to employment and into other areas of learning.

Achievement of the qualification offers opportunities for progression, including:

- 601/6954/0 BIIAB Level 3 Diploma in Advanced Professional Cookery

9. Assessment

Overview of assessment strategy

The qualification contains units that combine knowledge and skills, units that focus on knowledge and understanding and competence units. Competence units are assessed following NVQ principles.

The following three units focus on knowledge and understanding:

- FSC Food safety in catering
- 2PC01 Health and safety in catering and hospitality
- 2PC02 Healthier food and special diets

BIIAB has developed a multiple choice test for FSC and Assessment Knowledge Modules (AKM) for the other two units. AKMs are internally marked assessments, containing a series of questions, marked and internally verified by the centre and with external verification by the BIIAB External Quality Assurer (EQA).

BIIAB has developed Activity Assessment Modules (AAM) for the units that combine knowledge and skills. AAMs are internally marked assessments, containing a series of activities, marked and internally verified by the centre and with external verification by the BIIAB External Quality Assurer (EQA).

Assessments provided by BIIAB will ensure that effective learning has taken place and that learners have the opportunity to:

- Meet the assessment criteria
- Achieve the learning outcomes.

Alternatively, centres may wish to devise their own assessments for the knowledge units. If so Centres must obtain approval for any Centre Devised Assessments before their use. Please contact BIIAB for details of the Centre Devised Assessment process and procedure.

Assessment process

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

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

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

An Internal Quality Assurer (IQA) is responsible for the quality assurance of the qualifications within the training organisation and will provide advice, guidance and support to the assessors. IQAs also ensure that the assessors apply the standards consistently and fairly. The IQA will see review the portfolio of evidence during the assessment process.

An External Quality Assurer (EQA), who is appointed by BIIAB, will verify the assessment and internal verification decisions involved in the development of the portfolio. The EQA will quality assure the qualification process, which ensures that certification of the qualification is reliable, consistent and to the national standard, by checking the consistency of assessments made by the training provider, and across training providers.

Assessment Strategy

The Assessment Strategy has been designed by People 1st. While BIIAB has not itself designed the strategy it agrees with the principles and their suitability as an Assessment Strategy for this qualification, it has agreed that this strategy will be applied for this qualification and it has agreed that it will monitor the compliance of BIIAB centres offering this qualification against the criteria. As such all centres and their assessment must adhere to the current People 1st designed assessment strategy for this qualification.

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

People 1st Assessment Strategy

Occupational expertise of assessors and verifiers

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

Table 1 - Occupational Expertise of Assessors and Verifiers

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

✓ = mandatory

Assessors, Internal Quality Assurers and External Quality Assurers must:	A	IQA	EQA
Have a good knowledge and understanding of the national occupational standard and competence based units and qualifications that is being assessed or verified.	✓	✓	✓
Hold or be working towards relevant assessment and/or verification qualification(s) as specified by the appropriate authority, confirming their competence to assess or externally verify competence based units and qualifications assessment. These should be achieved within eighteen months of commencing their role. These are as follows:		✓	
Have relevant occupational expertise and knowledge, at the appropriate level of the occupational area(s) they are assessing and verifying, which has been gained through 'hands on' experience in the industry	✓	✓	✓
Adhere to the awarding organisation's assessment requirements and practice standardised assessment principles	✓	✓	✓
Have sufficient resources to carry out the role of assessor or verifier, i.e. time and budget	✓	✓	
Have supervisory/management, interpersonal and investigative skills, including the ability to analyse information, hold meetings, guide, advise, plan and make recommendations at all levels, taking into account the nature and size of the organisation in which assessment is taking place. High standards of administration and record keeping are also essential.		✓	✓
Hold qualifications, or have undertaken training, that has legislative relevance to the competence based units and qualifications being assessed (See Table 2).	✓	Good Practice	Good Practice
Update their occupational expertise and industry knowledge in the areas being assessed and verified through planned Continuous Professional Development (see Table 3).	✓	✓	✓

Table 2 - Qualifications and Training relevant to Assessors and Verifiers

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

✓ = mandatory

Qualification / Training	Competence based unit / qualification	A	IQA	EQA
Health and Safety	All sector units and qualifications	✓	Good Practice	Good Practice
Food Safety	Food Processing and Cooking	✓	Good Practice	Good Practice
	Multi-Skilled Hospitality Services	✓		
	Professional Cookery	✓		
	Food and Drink Service	✓		
	Hospitality Supervision and Leadership (with food and drink units)	✓		
Licensing	Food and Drink Service	✓	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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Regular standardisation meetings with colleagues • Sharing best practice through internal meetings, newsletters, email circulars • Comparison of assessment and verification in other sectors • Attending awarding organisation meetings / seminars

Assessment

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

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

do not have the infrastructure to manage assessment independently, it values the role of peripatetic assessors to support the assessment process.

Within these parameters, People 1st expects that:

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

Simulation

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

There are no People 1st units that can be solely achieved by simulation. In the case of imported units, where simulation is acceptable in the evidence requirements, it should only be used when performance evidence is unlikely to be generated through normal working practices.

Appeals

If learners are dissatisfied with an assessment outcome, they have the right to appeal. The main reasons for an appeal are likely to be:

- Learners do **not** understand why they are **not** yet regarded as competent, because of unsatisfactory feedback from the assessor
- Learners believe they are competent and that the assessor has misjudged them, or has failed to utilise some vital evidence.

BIIAB expects most appeals from candidates to be resolved within the centre. BIIAB will only consider a candidate's appeal after the centre's internal appeals procedure has been fully exhausted.

For full details of the BIIAB's appeals procedure please refer to www.biiab.org

10. Initial Assessment and Induction

Prior to the start of any programme it is recommended that centres should make an initial assessment of each learner. This is to ensure that the learners are entered for an appropriate type and level of qualification.

The initial assessment should identify the specific training needs that the learner has, and the support and guidance that they may require when working towards their qualification.

The centre must also identify any units the learner has already completed, or credits they have accumulated, relevant to the qualification.

BIIAB suggests that centres provide an induction programme to ensure the learner fully understands the requirements of the qualification they will work towards, their responsibilities as a learner, and the responsibilities of the centre.

11. Resources

BIIAB provides the following additional resources for this qualification:

- Assessment Knowledge Modules
- Assessment Activity Modules
- Multiple Choice Test
- Access to the units
- Matrices for recording evidence for the competence units

All of these resources are available for download via The Hub on centrezone.bii.org.

The Hub is a secure area within CentreZone which centres approved for the qualification can access. The Hub contains documents relevant to the qualification. Centres will find The Hub on the list of tabs in CentreZone.

Access to the Units

Units form the qualification and the standard that **must** be achieved in order to be awarded each unit. This is covered within the learning outcomes, assessment criteria and the indicative content that form part of the delivery. The majority of these units are written by the Sector Skills Council, although some are written by other organisations. BIIAB includes the mandatory units within this pack, and makes all units available via centrezone.bii.org

Learner Summative Reflection

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

12. Design and Delivery

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

Each unit within this qualification has been allocated a number of Guided Learning Hours (GLH).

This can include activities such as training/class room based sessions, tutorials, supervised study or supervised 'on-the-job' learning and face-to-face or other pre-arranged 1:1 teaching sessions (e.g. simultaneous electronic communication such as webcam contact or internet messaging). It could also include time spent undertaking assessments.

The qualification will be assigned Total Qualification Time (TQT), which, as well as GLH, will include the estimated number of hours spend in preparation, study or any other supervised learning, study or assessment for an average learner.

When planning how to deliver the qualification it is important to refer to this definition.

Centres must refer to the Assessment Principles and Additional Requirements detailed in this handbook when planning the delivery and assessment of these qualifications.

13. Format of Units

All units within this qualification will be presented in a standard format that is consistent with the format for all units of assessment. The format will give tutors and learners guidance as to the requirements of the unit for successful completion. Each unit within this specification will be in the format below:

Unit Title

This will be shown as it appears on the Register of Regulated Qualifications (<http://register.ofqual.gov.uk>).

Unit Number / Unit Reference Number (URN)

The Unit Reference Number is the unique code that the unit is given by the Regulator. This unit will be referenced on the final qualification certificate. The same unique code for the unit applies in whichever qualification the unit is included within. BIIAB also assign unique unit numbers which normally is consistent when the unit is used in multiple BIIAB qualifications.

Level

This identifies the level of demand for the unit, but may be a different level to that of the overall qualification. The level of the units will be set according to National Occupational Standards and the level descriptors.

Credit

When a whole unit is completed the learner will achieve credits specified by the number of hours' learning time it will take an average learner to complete the unit including the assessment.

Guided Learning Hours (GLH)

The required number of hours that learning should take place under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.

Learning Outcomes and Assessment Criteria

Learning Outcomes are what the learner is expected to know, understand or be able to do upon successful completion of the unit.

Assessment Criteria are descriptions of the requirements that a learner is expected to meet in order to demonstrate that a learning outcome has been achieved.

14. Initial Registration

Registration and Certification

Learners should be registered and certificated via BIIAB's On-line Registration and Certification Service (ORCS) www.orcs.biiab.org. Please refer to BIIAB's Centre Guidance for using ORCS.

Equal Opportunities and Diversity Policy

BIIAB has in place an equal opportunities policy, a copy can be found at <http://centrezon.bii.org/thehub/apprenticeships/qadocuments>.

BIIAB is committed to ensure that:

- Approved centres operate an equal opportunities policy
- Approved centres communicate the policy to staff and learners
- Approved centres have an effective complaints and appeals procedure of which both staff and learners are made aware
- Approved centres are aware of their responsibilities in providing equality of opportunity, particularly with regard to provision for learners with particular assessment requirements.

Reasonable Adjustment Policy

Learners who require reasonable adjustments for their assessments must inform their assessor at the beginning of their course of their requirements. BIIAB has a reasonable adjustment policy in place, a copy of which is provided to all BIIAB approved centres and can be found at <http://centrezon.bii.org/thehub/apprenticeships/qadocuments>.

15. Qualification Review and Feedback

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

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

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

16. Mandatory Units

The following units are mandatory for this qualification. For access to all optional units please visit centrezone.bii.org.

Unit Title	Food safety in catering	
BIIAB Reference	FSC	
Level	2	
Credit Value	1	
GLH	9	
Unit Reference No.	H/502/0132	
Learning Outcome - The learner will:	Assessment Criterion - 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 illnesses, 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 work flow, 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

Unit Title	Health and safety in catering and hospitality	
BIIAB Reference	2PC01	
Level	2	
Credit Value	3	
GLH	12	
Unit Reference No.	H/500/8935	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Understand the importance of health and safety in the catering and hospitality industry	1.1	Identify the groups who have responsibilities in current legislation
	1.2	Identify the legal responsibilities of employers and employees
	1.3	Discuss the power of enforcement officers
	1.4	Identify the action available to the enforcement officers in the event of non-compliance
	1.5	State regulations covering specific safety issues
	1.6	Identify common causes of ill health and accidents
	1.7	List the potential costs of non-compliant health and safety practices
	1.8	List the potential benefits of compliant health and safety practices
2 Be able to identify hazards in the catering and hospitality workplace	2.1	List causes of slips, trips and falls in the workplace
	2.2	State the steps to minimise the risk of slips, trips and falls
	2.3	Identify the main injuries from manual handling
	2.4	State ways to reduce the risk of injury from lifting, carrying and handling
	2.5	Identify the correct lifting procedure
	2.6	Identify ways machinery/equipment can cause injuries
	2.7	List control measures to avoid accidents from machinery/equipment
	2.8	State types of hazardous substances
	2.9	List control methods for hazardous substances to prevent exposure and protection of employees
	2.10	Indicate the main causes of fire and explosions
	2.11	State how elements of the fire triangle can be used to extinguish a fire
	2.12	Identify dangers associated with electricity
	2.13	Identify the measures to prevent electricity dangers
	2.14	State methods to deal with electrical dangers

Unit Title	Health and safety in catering and hospitality	
BIIAB Reference	2PC01	
Level	2	
Credit Value	3	
GLH	12	
Unit Reference No.	H/500/8935	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
3 Understand how to control hazards in the workplace	3.1	Define the term 'hazard'
	3.2	Define the term 'risk'
	3.3	List the steps in the risk assessment process
	3.4	Identify the benefits of risk assessment
	3.5	State the control measures to reduce risk
	3.6	State the reasons for reporting accidents
	3.7	Explain the legal requirement for accident reporting
	3.8	Outline the information to be recorded in the Accident Book
	3.9	State the functions of PPE
	3.10	State the employers' and employees' responsibilities regarding provision, use, care and maintenance of PPE
	3.11	State how the main types of safety signs can be identified
4 Understand how to maintain a healthy and safe workplace	4.1	Briefly describe the sources of information which can assist in developing health and safety systems in the workplace
	4.2	Identify the features in the food preparation area which will affect safe working practices
	4.3	Identify the welfare facilities required for the staff in catering and hospitality operations
	4.4	Define incident reporting
	4.5	Outline the procedure to be followed when an incident is reported
	4.6	Identify situations where emergency procedures must be followed
	4.7	State the emergency procedure in the event of a serious accident/incident

Unit Title	Healthier food and special diets	
BIIAB Reference	2PC02	
Level	2	
Credit Value	1	
GLH	7	
Unit Reference No.	K/500/8936	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Understand the principle of balanced diets	1.1	Outline current government nutritional guidelines for a healthy diet
	1.2	State the sources of essential nutrients
	1.3	Describe the impact of diet on health
	1.4	Describe catering practices that help maintain the nutritional value of food
2 Understand how to plan and provide special diets	2.1	Outline the main features of special diets
	2.2	Describe the impact of special diets on health
	2.3	Describe catering practices to be considered when planning and providing meals for those on special diets

Unit Title	Catering operations, costs and menu planning	
BIIAB Reference	COCMP	
Level	2	
Credit Value	6	
GLH	40	
Unit Reference No.	A/601/2130	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Understand the organisation of kitchens	1.1	Describe the structure of a 'partie system'
	1.2	Identify current trends in food production operations
	1.3	Explain the importance of kitchen layout to promote good work flow in relation to food production systems
	1.4	Describe the importance of correct work flow in catering operations
	1.5	Outline the staffing hierarchy in a traditional kitchen
	1.6	Describe the responsibilities of specific job roles in a traditional kitchen organisation
	1.7	State the reasons for good working relationships within the kitchen and food service department
2 Be able to plan and prepare menus for catering operations	2.1	Describe menus for different types of meal occasion
	2.2	Interpret menus for food production
	2.3	Explain the importance of the menu for food production and food service
	2.4	Discuss the factors to be considered in the planning of menus
	2.5	Identify the technical terminology used in menu planning
3 Understand basic costs associated with the catering industry	3.1	Calculate costs and quantities relevant to simple activities in catering operations
	3.2	Display basic numeracy skills using calculator and manual methods based on metric measurements
	3.3	Calculate percentages to achieve a set gross profit
	3.4	Explain the importance of food costs within catering operations
	3.5	Describe the factors which must be monitored to control food costs and profit
4 Be able to apply basic calculations used in catering operations	4.1	Calculate the food cost of dishes and determine the food cost per portion of dishes
	4.2	Determine the selling price of different types of dish and menu at specific percentages of gross and net profit
	4.3	Describe the elements of cost associated with catering operations
	4.4	Explain the terms 'gross profit' and 'net profit'
	4.5	Discuss factors to be considered to ensure that agreed net profit is achieved

Unit Title	Prepare and cook stocks, soups and sauces	
BIIAB Reference	2PC03	
Level	2	
Credit Value	6	
GLH	40	
Unit Reference No.	M/601/2139	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Be able to prepare and cook stocks	1.1	Demonstrate the correct use of equipment to prepare, cook and store stocks
	1.2	Prepare ingredients for making stock
	1.3	Cook different types of stocks (fresh)
	1.4	Apply quality points to each stage of the process
	1.5	Demonstrate safe and hygienic practices
	1.6	Evaluate the finished product
	1.7	Identify different types of stock
	1.8	State the uses of stock
	1.9	Explain the quality points in preparing and cooking stocks
	1.10	Identify the preparation principles for stocks
	1.11	Explain why different stocks require different cooking times
	1.12	State the cooking times of different stocks
	1.13	Identify the cooking and chilling principles for stocks
	1.14	Identify correct storage procedures for stock
2 Be able to prepare and cook soups	2.1	Demonstrate the correct use of equipment to prepare, cook and store soups
	2.2	Prepare ingredients for making soup according to recipe or dish requirements
	2.3	Cook different types of soup
	2.4	Demonstrate finishing methods and present with appropriate accompaniments
	2.5	Apply quality points to each stage of the process
	2.6	Demonstrate safe and hygienic practices
	2.7	Evaluate the finished product
	2.8	Identify the different types of soup
	2.9	Explain the quality points in preparing and cooking soups
	2.10	Identify preparation and cooking principles for soups
	2.11	Identify appropriate finishing methods and accompaniments for soup

Unit Title	Prepare and cook stocks, soups and sauces	
BIIAB Reference	2PC03	
Level	2	
Credit Value	6	
GLH	40	
Unit Reference No.	M/601/2139	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
3 Be able to prepare and cook sauces	3.1	Demonstrate the correct use of equipment to prepare, cook and store sauces
	3.2	Prepare ingredients for making sauces according to recipe and dish requirements
	3.3	Produce different types of sauces
	3.4	Demonstrate finishing methods
	3.5	Apply quality points to each stage of the process
	3.6	Demonstrate safe and hygienic practices
	3.7	Evaluate the finished product
	3.8	Identify different types of sauces
	3.9	Identify sauce and dish combinations
	3.10	Explain the purpose of sauces
	3.11	Explain the quality points in preparing and cooking sauces
	3.12	Identify the preparation/cooking principles for sauces
	3.13	Describe the skills needed to check and finish sauces
	3.14	Identify correct storage procedures for sauces

Unit Title	Prepare and cook meat and offal	
BIIAB Reference	2PC04	
Level	2	
Credit Value	8	
GLH	60	
Unit Reference No.	A/601/2144	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Be able to prepare meat and offal	1.1	Demonstrate the correct use of tools and equipment to prepare meat and offal
	1.2	Demonstrate preparation skills for meat and offal according to dish specification
	1.3	Demonstrate portion control with cuts of meat and offal
	1.4	Apply flavourings to joints/cuts of meat and offal
	1.5	Line appropriate moulds/basins or shape pastes according to dish specifications
	1.6	Apply coatings to cuts of meat and types of offal
	1.7	Demonstrate safe and hygienic practices
	1.8	Undertake correct storage procedures for meat and offal
	1.9	Identify types of meat and offal
	1.10	Explain the quality points of meat and offal
	1.11	State the most commonly used joints and cuts of meat and offal
	1.12	Describe methods used for preservation of meat and offal
	1.13	Describe the advantages/disadvantages of preservation methods
	1.14	Explain portion sizes/weights of meat and offal
	1.15	State the correct temperature for storing meat and offal

Unit Title	Prepare and cook meat and offal	
BIIAB Reference	2PC04	
Level	2	
Credit Value	8	
GLH	60	
Unit Reference No.	A/601/2144	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
2 Be able to cook meat and offal	2.1	Select correct tools and equipment used in the cooking and/or use of fresh/preserved meat and offal
	2.2	Apply appropriate cooking methods and principles to meat and offal
	2.3	Make sauces, coulis, gravies and jus for meat and offal dishes
	2.4	Prepare dressings for meat and offal dishes
	2.5	Make appropriate flavoured butters/oils for meat and offal dishes
	2.6	Prepare garnishes for meat and offal dishes
	2.7	Apply finishing skills to meat and offal dishes
	2.8	Assemble dishes according to dish specifications
	2.9	Demonstrate safe and hygienic practices
	2.10	Evaluate the finished dish/dishes
	2.11	Identify tools and equipment used in the cooking of meat and offal
	2.12	Explain suitable cooking methods for joints or cuts of meat and offal
	2.13	Explain reasons for applying cooking principles to meat and offal
	2.14	Explain how to determine when meat and offal are cooked
	2.15	Describe the skills needed to check and finish the dish to specification

Unit Title	Prepare and cook fruit and vegetables	
BIIAB Reference	2PC05	
Level	2	
Credit Value	6	
GLH	40	
Unit Reference No.	M/601/2142	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Be able to prepare fruit and vegetables	1.1	Check that fruit, vegetables and accompanying ingredients are of the correct type, quantity and quality
	1.2	Demonstrate the correct use of tools and equipment to prepare fruit and vegetables
	1.3	Peel, wash or trim fruit and vegetables and prepare according to dish specifications
	1.4	Store prepared fruit and vegetables appropriately prior to cooking if required
	1.5	Assemble vegetables prior to cooking
	1.6	Demonstrate safe and hygienic practices
	1.7	Identify commonly used fruit and vegetables
	1.8	Identify the seasons for commonly used fruit and vegetables
	1.9	Group fruit and vegetables into classifications
	1.10	Identify the quality points for fruit and vegetables
	1.11	Identify correct storage procedures for fruit and vegetables to maintain quality, nutrients and the reduction of waste
	1.12	State the most commonly used preparation methods for fruit and vegetables
	1.13	Identify additions and coatings used when preparing vegetables for cooking
	1.14	State the preservation methods for fruit and vegetables

Unit Title	Prepare and cook fruit and vegetables	
BIIAB Reference	2PC05	
Level	2	
Credit Value	6	
GLH	40	
Unit Reference No.	M/601/2142	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
2 Be able to cook fruit and vegetables	2.1	Demonstrate the correct use of tools and prepare equipment to cook fruit and vegetables
	2.2	Cook and assemble fruit and vegetables to dish specifications using appropriate skills
	2.3	Hold and serve cooked fruit and vegetables
	2.4	Store vegetables safely after cooking if appropriate
	2.5	Demonstrate safe and hygienic practices
	2.6	Identify suitable tools and equipment to cook fruit and vegetables
	2.7	Identify cooking methods for fruit and vegetables
	2.8	Identify cooking liquids and sauces
	2.9	Explain the cooking principles for fruit and vegetables
	2.10	Explain the actions to be carried out to check the quality of fruit and vegetable dishes
	2.11	Describe finishing and garnishing requirements for fruit and vegetable dishes
	2.12	Explain how cooked fruit and vegetables should be held correctly for service
	2.13	Explain how cooked fruit and vegetables should be stored correctly after cooking

Unit Title	Prepare and cook fish and shellfish	
BIIAB Reference	2PC06	
Level	2	
Credit Value	5	
GLH	40	
Unit Reference No.	F/601/2159	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Be able to prepare fish and shellfish	1.1	Demonstrate the correct use of tools and equipment to prepare fish and shellfish
	1.2	Demonstrate preparation skills for fish and shellfish according to dish specifications
	1.3	Demonstrate portion control with cuts of fish
	1.4	Apply flavourings to fish and shellfish
	1.5	Line appropriate moulds, basins or shape pastes according to dish specifications
	1.6	Apply coatings to fish and shellfish
	1.7	Demonstrate safe and hygienic practices
	1.8	Undertake correct storage procedures for fish and shellfish
	1.9	Identify types of fish and shellfish
	1.10	Explain the quality points of fish and shellfish
	1.11	State the most commonly used cuts of fish
	1.12	Describe methods used to preserve fish and shellfish
	1.13	Describe the advantages and disadvantages of the preservation methods
	1.14	Explain portion sizes/weights for cuts of fish and shellfish for dish requirements
	1.15	State the correct storage procedures and temperatures for fish and shellfish

Unit Title	Prepare and cook fish and shellfish	
BIIAB Reference	2PC06	
Level	2	
Credit Value	5	
GLH	40	
Unit Reference No.	F/601/2159	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
2 Be able to cook fish and shellfish	2.1	Demonstrate the correct use of tools and equipment in cooking or use of fresh or preserved fish and shellfish
	2.2	Apply appropriate cooking methods and principles to fish and shellfish
	2.3	Make appropriate sauces or coulis for fish and shellfish
	2.4	Prepare dressings for fish and shellfish dishes
	2.5	Make suitable flavoured butters/oils for fish and shellfish dishes
	2.6	Prepare garnishes for fish and shellfish dishes
	2.7	Apply Finishing Skills to fish and shellfish dishes
	2.8	Assemble dishes according to dish specification
	2.9	Evaluate the finished dish/dishes
	2.10	Demonstrate safe and hygienic practices
	2.11	Identify tools and equipment used in the cooking of fish and shellfish
	2.12	Explain suitable cooking methods for fish and shellfish
	2.13	Explain reasons for applying cooking principles to fish and shellfish
	2.14	Explain how to determine when fish and shellfish are cooked
	2.15	Describe the skills needed to check and finish the dish to specification

Unit Title	Prepare and cook poultry	
BIIAB Reference	2PC07	
Level	2	
Credit Value	5	
GLH	40	
Unit Reference No.	Y/601/2152	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Be able to prepare poultry	1.1	Demonstrate the correct use of tools and equipment to prepare poultry
	1.2	Demonstrate preparation skills for poultry according to dish specification
	1.3	Demonstrate portion control with cuts of poultry
	1.4	Apply flavourings to cuts of poultry
	1.5	Apply coatings to cuts of poultry
	1.6	Demonstrate safe and hygienic practices
	1.7	Undertake correct storage procedures for poultry
	1.8	Identify different types of poultry
	1.9	Explain the quality points of poultry
	1.10	State the most commonly used cuts of poultry
	1.11	Describe methods used for preservation of poultry
	1.12	Describe the advantages/disadvantages of preservation methods
	1.13	Explain portion sizes/weights of poultry
	1.14	State the correct temperature for storing poultry
2 Be able to cook poultry	2.1	Demonstrate correct use of tools and equipment to cook poultry
	2.2	Apply appropriate cooking methods and principles to poultry
	2.3	Make sauces, coulis, gravies and jus for poultry dishes
	2.4	Prepare dressings for poultry dishes
	2.5	Make appropriately flavoured butters/oils for poultry dishes
	2.6	Prepare garnishes for poultry dishes
	2.7	Apply finishing skills to poultry dishes
	2.8	Assemble dish according to dish specifications
	2.9	Demonstrate safe and hygienic practices
	2.10	Evaluate the finished dish
	2.11	Identify tools and equipment used to cook different types of poultry
	2.12	Identify suitable cooking methods for poultry
	2.13	Explain reasons for applying cooking principles to poultry
	2.14	Explain how to determine when poultry is cooked
	2.15	Describe the skills needed to check and finish the dish to specification

Unit Title	Prepare and cook rice, pasta, grains and egg dishes	
BIIAB Reference	PCRPGED	
Level	2	
Credit Value	6	
GLH	20	
Unit Reference No.	J/601/2163	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Be able to prepare and cook rice	1.1	Use the correct type and amount of rice for the dish specification
	1.2	Pick over and wash the rice
	1.3	Demonstrate the correct use of tools and equipment to prepare rice dishes
	1.4	Prepare and cook rice according to dish specifications
	1.5	Demonstrate control of the cooking process to obtain the required quality
	1.6	Assemble and finish the dish in line with dish/customer requirements
	1.7	Evaluate finished rice dishes
	1.8	Demonstrate safe and hygienic practices
	1.9	Identify types of rice and the appropriate cooking method
	1.10	Identify suitable equipment to prepare rice dishes
	1.11	Describe preparation methods for rice
	1.12	Describe the cooking process and adjustments necessary for rice dishes
	1.13	Describe the skills needed to check and finish the dish to specification
	1.14	State the correct holding and storage procedures for rice and rice dishes

Unit Title	Prepare and cook rice, pasta, grains and egg dishes	
BIIAB Reference	PCRPGED	
Level	2	
Credit Value	6	
GLH	20	
Unit Reference No.	J/601/2163	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
2 Be able to prepare and cook pasta	2.1	Use the correct type and amount of pasta for the dish specification
	2.2	Demonstrate the correct use of tools and equipment to prepare and cook pasta dishes
	2.3	Prepare and cook pasta according to dish specifications
	2.4	Demonstrate control of the cooking process to obtain the required quality
	2.5	Assemble and finish the dish in line with dish/customer requirements
	2.6	Evaluate finished pasta dishes
	2.7	Demonstrate safe and hygienic practices
	2.8	Identify types of pasta and the appropriate cooking method
	2.9	Identify sauces and additions used with pasta
	2.10	Identify suitable equipment to prepare pasta dishes
	2.11	Identify preparation and cooking methods for pasta
	2.12	Describe the cooking process and adjustments necessary for pasta dishes
	2.13	Describe the skills needed to check and finish to dish specification
	2.14	State the correct holding and storage procedures for pasta and pasta dishes

Unit Title	Prepare and cook rice, pasta, grains and egg dishes	
BIIAB Reference	PCRPGED	
Level	2	
Credit Value	6	
GLH	20	
Unit Reference No.	J/601/2163	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
3 Be able to prepare and cook grains	3.1	Use the correct type and amount of grain for the dish specification
	3.2	Demonstrate the correct use of tools and equipment to prepare grain dishes
	3.3	Prepare and cook grain or products according to dish specifications
	3.4	Demonstrate control of the cooking process to obtain the required quality
	3.5	Assemble and finish the dish in line with dish/customer requirements
	3.6	Evaluate finished grain dishes
	3.7	Demonstrate safe and hygienic practices
	3.8	Identify commonly used types of grain and their use
	3.9	Identify sauces and additions
	3.10	Identify the appropriate tools and equipment to prepare grain dishes
	3.11	Identify preparation and cooking methods for grains
	3.12	Describe the cooking process and adjustments necessary for grain dishes
	3.13	Describe the skills needed to check and finish to specification
	3.14	State the correct holding and storage procedures for grain dishes

Unit Title	Prepare and cook rice, pasta, grains and egg dishes	
BIIAB Reference	PCRPGED	
Level	2	
Credit Value	6	
GLH	20	
Unit Reference No.	J/601/2163	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
4 Be able to prepare and cook eggs	4.1	Use the correct type and amount of eggs for the dish specification
	4.2	Demonstrate the correct use of tools and equipment to prepare egg dishes
	4.3	Prepare and cook eggs according to dish specifications
	4.4	Demonstrate control of the cooking process to obtain the required quality
	4.5	Assemble and finish the dish in line with dish/customer requirements
	4.6	Evaluate finished egg dishes
	4.7	Demonstrate safe and hygienic practices
	4.8	Identify types of eggs and use
	4.9	Identify sauces and additions for egg dishes
	4.10	Identify the appropriate tools and equipment to prepare egg dishes
	4.11	Identify preparation and cooking methods for egg
	4.12	Describe the cooking process and adjustments necessary for egg dishes
	4.13	Describe the skills needed to check and finish to specification
	4.14	State the correct holding, serving and storage procedures for eggs

Unit Title	Produce biscuit, cake and sponge products	
BIIAB Reference	2PC08	
Level	2	
Credit Value	4	
GLH	28	
Unit Reference No.	A/601/6503	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Prepare and cook biscuit, cake and sponge products	1.1	Identify different types of biscuit, cake and sponge product
	1.2	Identify the quality points of the main ingredients for biscuit, cake and sponge products
	1.3	Prepare biscuit products for baking
	1.4	Prepare and cook cake and sponge mixtures for baking
	1.5	Demonstrate use of the correct tools and equipment to prepare and cook biscuit, cake and sponge products
	1.6	State the uses for biscuit, cake and sponge products
	1.7	State how to adjust the quantity of ingredients to give the correct portion yield from biscuit, cake and sponge products
	1.8	Demonstrate safe and hygienic practices
	1.9	Describe the preparation and cooking methods for biscuit, cake and sponge products
2 Finish biscuit, cake and sponge products	2.1	Use tools and equipment in the finishing of biscuit, cake and sponge products
	2.2	Describe the quality points when checking finished biscuit, cake and sponge products
	2.3	Identify fillings, glazes, creams and icings that may be used to finish biscuit, cake and sponge products
	2.4	Finish and present biscuit, cake and sponge products
	2.5	Describe finishing and decorating techniques
	2.6	Check the finished product meets dish requirements
	2.7	State the storage procedures for finished products
	2.8	Identify ingredients in biscuit, cake and sponge products that may cause allergic reactions

Unit Title	Produce fermented dough products	
BIIAB Reference	2PC09	
Level	2	
Credit Value	4	
GLH	28	
Unit Reference No.	J/601/6505	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Prepare and cook fermented dough products	1.1	Identify different types of fermented dough product
	1.2	Identify quality points of the main ingredients for fermented dough products
	1.3	Prepare fermented dough products for baking
	1.4	Use correct tools and equipment to prepare and cook fermented dough products
	1.5	State the uses of fermented dough products
	1.6	State how to adjust the quantity of ingredients to give the correct portion yield from fermented dough products
	1.7	Demonstrate safe and hygienic practices
	1.8	Describe preparation and cooking methods for fermented dough products
	1.9	State storage procedures for raw dough
2 Finish fermented dough products	2.1	Use correct tools and equipment in the finishing of fermented dough products
	2.2	Describe the quality points when checking finished fermented dough products
	2.3	Identify fillings, glazes, creams and icings that may be used for fermented dough products
	2.4	Finish and present fermented dough products
	2.5	Describe finishing and decorating techniques
	2.6	Check the finished product meets dish requirements
	2.7	State the storage procedures for fermented dough products
	2.8	Identify ingredients in fermented dough products that may cause allergic reactions

Unit Title	Produce hot and cold desserts and puddings	
BIIAB Reference	PRO16	
Level	2	
Credit Value	3	
GLH	24	
Unit Reference No.	L/601/6506	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Prepare and cook cold desserts	1.1	Identify different types of cold dessert
	1.2	Identify quality points of ingredients for cold desserts
	1.3	Prepare and cook cold desserts using correct equipment
	1.4	Apply quality points to each stage of the process
	1.5	State how to adjust the quantity of ingredients to give the correct portion yield from cold desserts
	1.6	Demonstrate safe and hygienic practices
	1.7	Describe preparation and cooking methods for cold desserts
2 Finish cold desserts	2.1	Finish and present cold desserts using correct equipment
	2.2	Describe the quality points when finishing cold desserts
	2.3	Describe finishing and decorating techniques
	2.4	Identify sauces, creams and coulis that may be served with cold desserts
	2.5	Check the finished product meets dish requirements
	2.6	Identify correct holding and storage procedures for finished products
	2.7	Identify ingredients in cold desserts that may cause allergic reactions
3 Prepare and cook hot desserts and puddings	3.1	Identify different types of hot desserts and puddings
	3.2	Identify quality points of ingredients for hot desserts and puddings
	3.3	Prepare and cook hot desserts and puddings using correct equipment
	3.4	Apply quality points to each stage of the process
	3.5	State how to adjust the quantity of ingredients to give the correct portion yield from hot desserts and puddings
	3.6	Demonstrate safe and hygienic practices
	3.7	Describe preparation and cooking methods for hot desserts and puddings

Unit Title	Produce hot and cold desserts and puddings	
BIIAB Reference	PRO16	
Level	2	
Credit Value	3	
GLH	24	
Unit Reference No.	L/601/6506	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
4 Finish hot desserts and puddings	4.1	Finish and present hot desserts and puddings using correct equipment
	4.2	Describe the quality points when finishing hot desserts and puddings
	4.3	Describe finishing and decorating techniques
	4.4	Identify sauces, creams and coulis that may be served with hot desserts and puddings
	4.5	Check the finished product meets dish requirements
	4.6	Identify correct holding and storage procedures for finished products
	4.7	Identify ingredients in hot desserts and puddings that may cause allergic reactions

Unit Title	Produce paste products	
BIIAB Reference	2PC10	
Level	2	
Credit Value	3	
GLH	20	
Unit Reference No.	Y/601/6508	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Prepare and cook paste products	1.1	Identify different types of paste product
	1.2	Identify the quality points of the main ingredients
	1.3	Use correct tools and equipment to prepare and cook paste products, including <ul style="list-style-type: none"> • Short • Sweet • Puff • Choux
	1.4	State the uses for paste products
	1.5	State how to adjust the quantity of ingredients to give the correct portion yield from paste products
	1.6	Demonstrate safe and hygienic practices
	1.7	Describe the preparation and cooking methods for paste products
2 Finish paste products	2.1	Use tools and equipment in the finishing of paste products
	2.2	Describe the quality points when checking finished paste products
	2.3	Identify fillings, glazes, creams and icings that may be used to finish paste products
	2.4	Finish and present paste products
	2.5	Describe finishing and decorating techniques
	2.6	Check the finished product meets dish requirements
	2.7	State the storage procedures for finished products
	2.8	Identify ingredients in paste products that may cause allergic reactions

Unit Title	Developing Skills for Employment in the Catering and Hospitality Industry	
BIIAB Reference	2PC11	
Level	2	
Credit Value	3	
GLH	30	
Unit Reference No.	T/506/3549	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Understand the catering and hospitality industry	1.1	Describe the key influences on the catering and hospitality industry
	1.2	Describe scope and size of the catering and hospitality industry
	1.3	Explain the importance of the industry to the national economy
	1.4	Use sources of information about the catering and hospitality industry
	1.5	Describe the functions of professional associations
	1.6	Identify the legal requirements to work within the catering and hospitality industry
2 Be able to maintain personal appearance and manage time	2.1	State the importance of maintaining personal hygiene and a professional appearance
	2.2	Describe how to maintain personal hygiene and a professional appearance
	2.3	Maintain personal hygiene and a professional appearance
	2.4	State the importance of time management
	2.5	Describe how to manage time
	2.6	Manage time to meet deadlines and targets
3 Be able to produce a plan to develop skills	3.1	Describe the purpose of a personal development plan
	3.2	Describe how development plans are produced
	3.3	Evaluate current skills against job aims
	3.4	Identify an opportunity to develop a skill
	3.5	Set and work towards targets
	3.6	Record skills developed and areas for further improvement
	3.7	Explain the importance of feedback
4 Be able to prepare for a job application	4.1	Produce a Curriculum Vitae and covering letter
	4.2	Identify a variety of interview skills
	4.3	State the purpose of a Curriculum Vitae and the information to be included
	4.4	Explain the purpose of a covering letter and its importance
	4.5	State the importance of professional presentation and quality of content

17. BIIAB Level 2 Diploma in Professional Cookery Sign-off Sheet

To achieve the BIIAB Level 2 Diploma in Professional Cookery learners **must** gain a **total of 64** credits. This **must** consist of:

- **Minimum total** credit: **64**
- Mandatory Group A **minimum** credit: **64**
- Minimum GLH: **438**
- Maximum GLH: **438**

Learners and centres should complete the following table to confirm when a unit is considered as complete. Only units that are a requirement of the RoC and Optional units that are selected to meet the RoC requirements need to be completed.

Mandatory Group A

Unit No.	URN	Unit Title	Learner Signature	Date	Assessor Signature	Date	Internal Quality Assurer signature (if sampled)	Date
FSC	H/502/0132	Food safety in catering						
2PC01	H/500/8935	Health and safety in catering and hospitality						
2PC02	K/500/8936	Healthier food and special diets						
COCMP	A/601/2130	Catering operations, costs and menu planning						
2PC03	M/601/2139	Prepare and cook stocks, soups and sauces						
2PC04	A/601/2144	Prepare and cook meat and offal						
2PC05	M/601/2142	Prepare and cook fruit and vegetables						
2PC06	F/601/2159	Prepare and cook fish and shellfish						
2PC07	Y/601/2152	Prepare and cook poultry						

Unit No.	URN	Unit Title	Learner Signature	Date	Assessor Signature	Date	Internal Quality Assurer signature (if sampled)	Date
PCRPGED	J/601/2163	Prepare and cook rice, pasta, grains and egg dishes						
2PC08	A/601/6503	Produce biscuit, cake and sponge products						
2PC09	J/601/6505	Produce fermented dough products						
PRO16	L/601/6506	Produce hot and cold desserts and puddings						
2PC10	Y/601/6508	Produce paste products						
2PC11	T/506/3549	Developing skills for employment in the catering and hospitality industry						

Learner Summative Reflection



The purpose of this summative reflection is to enable you, the learner, to reflect on your qualification, what you have learnt and how you have been able to apply this within your work role.

You will need to complete your statement in the space provided below and sign and date the document. Alternatively you and your assessor may wish to record your reflection on a voice recorder.

Learner Name: _____

Qualification Unit Summary

Unit No.	Completion Date	Assessor Signature	Unit No.	Completion Date	Assessor Signature

Learner Reflection

Learner Signature: _____

Date: _____

Assessor Signature: _____

Date: _____

Notices

This book does not purport to contain an authoritative or definitive statement of the law or practice on any subject and the publishers supply the information on the strict understanding that no legal or other liability attaches to them in respect of it. References to sources of further guidance or information have been made where appropriate.

© BIIAB January 2018

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, whether electronic, mechanical, photocopying, scanning, recording or otherwise, without written permission of the publisher except in accordance with the provisions of the Copyright, Designs and Patents Act 1988. Applications for written permission to reproduce any part of the publication should be addressed in writing to the publisher. Any unauthorised or restricted act in relation to this publication may result in civil proceedings and/or criminal prosecution.

Infor House
1 Lakeside Road
Farnborough
Hampshire
GU14 6XP