

# VTCT Level 2 NVQ Diploma in Professional Cookery

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Operational start date:	<b>1 March 2012</b>
Credit value:	<b>58</b>
Total Qualification Time (TQT):	<b>580</b>
Guided learning hours (GLH):	<b>465 - 511</b>
Qualification number:	<b>600/4539/5</b>

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# Statement of unit achievement

By signing this statement of unit achievement you are confirming that all learning outcomes, assessment criteria and range statements (if/where applicable) have been achieved under specified conditions, and that the evidence gathered is authentic.

This statement of unit achievement table must be completed prior to claiming certification.

Unit code	Date achieved	Learner signature	Assessor initials	IQA signature (if sampled)
Mandatory units				
UT10833				
UT10845				
UT20869				
UT10840				



# The qualification

## Introduction

The VTCT Level 2 NVQ Diploma in Professional Cookery is a job ready qualification based on National Occupational Standards (NOS).

This qualification will develop your knowledge, understanding and skills to to work in a professional cooking environment. Specifically you will learn how to maintain a safe, hygienic and secure working environment, and work effectively as part of a hospitality team. You will also learn how to maintain, handle and clean knives and safely store, prepare and cook food.

The optional units in this qualification will allow you to tailor your learning to your employer's needs and your own personal interests and preferences. Optional units range from preparing game, to cooking and finishing pastry products to making basic stock.

Throughout this qualification you will supervised by specialist staff and assessed on your occupational competence.

## National Occupational Standards (NOS)

This qualification has been mapped to the relevant NOS, and is regulated on the Regulated Qualifications Framework.

This qualification is approved and supported by People 1st, the sector skills council for hospitality, leisure, travel and tourism.

## Prerequisites

There are no formal prerequisite qualifications that you must have prior to undertaking this qualification.

Your centre will have ensured that you have the required knowledge, understanding and skills to enrol and successfully achieve this qualification.



## Progression

On completion of this qualification you may choose to undertake further study; qualifications you could progress to include:

- Level 3 NVQ Diploma in Professional Cookery (Patisserie and Confectionery)
- Level 3 NVQ Diploma in Professional Cookery (Preparation and Cooking)
- Level 3 NVQ Diploma in Hospitality Supervision and Leadership
- Level 3 NVQ Diploma in Professional Cookery
- Level 3 Certificate in General Patisserie and Confectionary
- Level 3 Diploma in Advanced Professional Cookery

Alternatively, you may wish to seek employment as:

- Craft chef (fine dining)
- Kitchen assistant or team member
- Assistant chef/cook

# Qualification structure

## Total credits required - 58 (minimum)

All mandatory units must be completed. All 58 credits must be achieved, of which, 42 credits must be at Level 2 or above.

### Mandatory units - 13 credits

VTCT unit code	Ofqual unit reference	Unit title	Credit value	GLH	Level
UT10833	F/601/4218	Maintenance of a safe, hygienic and secure working environment	3	25	1
UT10845	T/601/4216	Working effectively as part of a hospitality team	3	22	1
UT20869	D/601/6980	Maintain food safety when storing, preparing and cooking food	4	32	2
UT10840	K/601/5041	Maintain, handle and clean knives	3	25	1

### Optional units - 45 (minimum) credits

VTCT unit code	Ofqual unit reference	Unit title	Credit value	GLH	Level
UT20883	H/601/5328	Prepare fish for basic dishes	4	33	2
UT20920	M/601/5333	Prepare shellfish for basic dishes	3	25	2
UT20854	A/601/5335	Prepare meat for basic dishes	4	33	2
UT20895	J/601/5354	Prepare poultry for basic dishes	4	33	2
UT20884	H/601/5359	Prepare game for basic dishes	4	35	2
UT20885	H/601/5362	Prepare offal for basic dishes	3	28	2
UT20896	J/601/5368	Prepare vegetables for basic dishes	4	33	2
UT20888	H/601/6494	Process dried ingredients prior to cooking	2	15	2
UT20861	A/601/6498	Prepare and mix spice and herb blends	2	19	2
UT20886	H/601/5376	Cook and finish basic fish dishes	4	32	2
UT20855	A/601/5383	Cook and finish basic shellfish dishes	4	34	2
UT20856	A/601/5402	Cook and finish basic meat dishes	5	48	2
UT20929	R/601/5390	Cook and finish basic poultry dishes	5	42	2



Optional units - (continued)

VTCT unit code	Ofqual unit reference	Unit title	Credit value	GLH	Level
UT20922	M/601/5395	Cook and finish basic game dishes	5	40	2
UT20911	L/601/5405	Cook and finish basic offal dishes	5	40	2
UT20887	H/601/5412	Cook and finish basic vegetable dishes	4	32	2
UT20904	L/601/4755	Cook-chill food	3	27	2
UT20863	D/601/4758	Cook-freeze food	3	27	2
UT20857	A/601/5416	Prepare, cook and finish basic hot sauces	4	33	2
UT20902	K/601/5671	Prepare, cook and finish basic soups	4	30	2
UT20858	A/601/5674	Make basic stock	3	26	2
UT20912	L/601/5680	Prepare, cook and finish basic rice dishes	4	33	2
UT20859	A/601/5688	Prepare, cook and finish basic pasta dishes	4	33	2
UT20923	M/601/5719	Prepare, cook and finish basic pulse dishes	4	33	2
UT20924	M/601/5722	Prepare, cook and finish basic vegetable protein dishes	4	33	2
UT20860	A/601/5724	Prepare, cook and finish basic egg dishes	3	27	2
UT20897	J/601/5774	Prepare, cook and finish basic bread and dough products	5	39	2
UT20928	R/601/5325	Prepare, cook and finish basic pastry products	5	43	2
UT20909	L/601/5355	Prepare, cook and finish basic cakes, sponges, biscuits and scones	5	39	2
UT20867	D/601/5358	Prepare, cook and finish basic grain dishes	4	30	2
UT20851	A/601/4962	Produce healthier dishes	3	28	2
UT20868	D/601/5361	Prepare, cook and finish basic cold and hot desserts	4	36	2
UT20921	M/601/5364	Prepare and present food for cold presentation	4	35	2
UT20903	K/601/6514	Prepare, cook and finish Dim Sum	5	43	2



Optional units - (continued)					
VTCT unit code	Ofqual unit reference	Unit title	Credit value	GLH	Level
UT20862	A/601/6520	Prepare, cook and finish noodle dishes	4	33	2
UT20913	L/601/6537	Prepare and cook food using a Tandoor	4	30	2
UT20910	L/601/5372	Complete kitchen documentation	3	25	2
UT20907	L/601/4996	Set up and close kitchen	4	37	2
UT20918	M/601/5042	Order stock	4	33	2
UT10837	J/601/5662	Cook and finish simple bread and dough products	3	25	1
UT20935	Y/601/4760	Liaise with care team to ensure that an individual's nutritional needs are met	3	26	2
UT10835	F/601/5000	Prepare meals to meet relevant nutritional standards set for school meals	4	36	1
UT20934	T/601/7214	Employment rights and responsibilities in the hospitality, leisure, travel and tourism sector	2	16	2



# Guidance on assessment

This book contains the mandatory units that make up this qualification. Optional units will be provided in additional booklets (if applicable). Where indicated, VTCT will provide assessment materials. Assessments may be internal or external. The method of assessment is indicated in each unit.

## Internal assessment

*(any requirements will be shown in the unit)*

Assessment is set, marked and internally verified by the centre to clearly demonstrate achievement of the learning outcomes. Assessment is sampled by VTCT external verifiers.

## External assessment

*(any requirements will be shown in the unit)*

Externally assessed question papers completed electronically will be set and marked by VTCT.

Externally assessed hard-copy question papers will be set by VTCT, marked by centre staff and sampled by VTCT external verifiers.

## Assessment explained

VTCT qualifications are assessed and quality assured by centre staff. Work will be set to improve your practical skills, knowledge and understanding. For practical elements, you will be observed by your assessor. All your work must be collected in a portfolio of evidence and cross-referenced to requirements listed in this record of assessment book.

Your centre will have an internal quality assurer whose role is to check that your assessment and evidence is valid and reliable and meets VTCT and regulatory requirements.

An external quality assurer, appointed by VTCT, will visit your centre to sample and quality-check assessments, the internal quality assurance process and the evidence gathered. You may be asked to attend on a different day from usual if requested by the external quality assurer.

This record of assessment book is your property and must be in your possession when you are being assessed or quality assured. It must be kept safe. In some cases your centre will be required to keep it in a secure place. You and your course assessor will together complete this book to show achievement of all learning outcomes, assessment criteria and ranges.



## Creating a portfolio of evidence

As part of this qualification you are required to produce a portfolio of evidence. A portfolio will confirm the knowledge, understanding and skills that you have learnt. It may be in electronic or paper format.

Your assessor will provide guidance on how to prepare the portfolio of evidence and how to show practical achievement and understanding of the knowledge required to successfully complete this qualification. It is this booklet along with the portfolio of evidence that will serve as the prime source of evidence for this qualification.

Evidence in the portfolio may take the following forms:

- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies

All evidence should be documented in the portfolio and cross-referenced to unit outcomes. Constructing the portfolio of evidence should not be left to the end of the course.

# Unit assessment methods

This section provides an overview of the assessment methods that make up each unit in this qualification. Detailed information on assessment is provided in each unit.

Mandatory units				
		External	Internal	
VTCT unit code	Unit title	Question paper(s)	Observation(s)	Assignment(s)
UT10833	Maintenance of a safe, hygienic and secure working environment	0	✓	✓
UT10845	Working effectively as part of a hospitality team	0	✓	✓
UT20869	Maintain food safety when storing, preparing and cooking food	0	✓	✓
UT10840	Maintain, handle and clean knives	0	✓	✓

Optional units				
		External	Internal	
VTCT unit code	Unit title	Question paper(s)	Observation(s)	Assignment(s)
UT20883	Prepare fish for basic dishes	0	✓	✓
UT20920	Prepare shellfish for basic dishes	0	✓	✓
UT20854	Prepare meat for basic dishes	0	✓	✓
UT20895	Prepare poultry for basic dishes	0	✓	✓
UT20884	Prepare game for basic dishes	0	✓	✓
UT20885	Prepare offal for basic dishes	0	✓	✓
UT20896	Prepare vegetables for basic dishes	0	✓	✓
UT20888	Process dried ingredients prior to cooking	0	✓	✓
UT20861	Prepare and mix spice and herb blends	0	✓	✓

# Unit assessment methods

Optional units - (continued)				
		External	Internal	
VTCT unit code	Unit title	Question paper(s)	Observation(s)	Assignment(s)
UT20886	Cook and finish basic fish dishes	0	✓	✓
UT20855	Cook and finish basic shellfish dishes	0	✓	✓
UT20856	Cook and finish basic meat dishes	0	✓	✓
UT20929	Cook and finish basic poultry dishes	0	✓	✓
UT20922	Cook and finish basic game dishes	0	✓	✓
UT20911	Cook and finish basic offal dishes	0	✓	✓
UT20887	Cook and finish basic vegetable dishes	0	✓	✓
UT20904	Cook-chill food	0	✓	✓
UT20863	Cook-freeze food	0	✓	✓
UT20857	Prepare, cook and finish basic hot sauces	0	✓	✓
UT20902	Prepare, cook and finish basic soups	0	✓	✓
UT20858	Make basic stock	0	✓	✓
UT20912	Prepare, cook and finish basic rice dishes	0	✓	✓
UT20859	Prepare, cook and finish basic pasta dishes	0	✓	✓
UT20923	Prepare, cook and finish basic pulse dishes	0	✓	✓
UT20924	Prepare, cook and finish basic vegetable protein dishes	0	✓	✓
UT20860	Prepare, cook and finish basic egg dishes	0	✓	✓
UT20897	Prepare, cook and finish basic bread and dough products	0	✓	✓
UT20928	Prepare, cook and finish basic pastry products	0	✓	✓

# Unit assessment methods

Optional units - (continued)				
		External	Internal	
VTCT unit code	Unit title	Question paper(s)	Observation(s)	Assignment(s)
UT20909	Prepare, cook and finish basic cakes, sponges, biscuits and scones	0	✓	✓
UT20867	Prepare, cook and finish basic grain dishes	0	✓	✓
UT20851	Produce healthier dishes	0	✓	✓
UT20868	Prepare, cook and finish basic cold and hot desserts	0	✓	✓
UT20921	Prepare and present food for cold presentation	0	✓	✓
UT20903	Prepare, cook and finish Dim Sum	0	✓	✓
UT20862	Prepare, cook and finish noodle dishes	0	✓	✓
UT20913	Prepare and cook food using a Tandoor	0	✓	✓
UT20910	Complete kitchen documentation	0	✓	✓
UT20907	Set up and close kitchen	0	✓	✓
UT20918	Order stock	0	✓	✓
UT10837	Cook and finish simple bread and dough products	0	✓	✓
UT20935	Liaise with care team to ensure that an individual's nutritional needs are met	0	✓	✓
UT10835	Prepare meals to meet relevant nutritional standards set for school meals	0	✓	✓
UT20934	Employment rights and responsibilities in the hospitality, leisure, travel and tourism sector	0	✗	✓

# Unit glossary

	Description
<b>VTCT product code</b>	All units are allocated a unique VTCT product code for identification purposes. This code should be quoted in all queries and correspondence to VTCT.
<b>Unit title</b>	The title clearly indicates the focus of the unit.
<b>National Occupational Standards (NOS)</b>	NOS describe the skills, knowledge and understanding needed to undertake a particular task or job to a nationally recognised level of competence.
<b>Level</b>	Level is an indication of the demand of the learning experience; the depth and/or complexity of achievement and independence in achieving the learning outcomes.
<b>Credit value</b>	This is the number of credits awarded upon successful achievement of all unit outcomes. Credit is a numerical value that represents a means of recognising, measuring, valuing and comparing achievement.
<b>Guided learning hours (GLH)</b>	The activity of a learner in being taught or instructed by - or otherwise participating in education or training under the immediate guidance or supervision of - a lecturer, supervisor, tutor or other appropriate provider of education or training.
<b>Total qualification time (TQT)</b>	The number of hours an awarding organisation has assigned to a qualification for Guided Learning and an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study, or any other form of participation in education or training. This includes assessment, which takes place as directed - but, unlike Guided Learning, not under the immediate guidance or supervision of - a lecturer, supervisor, tutor or other appropriate provider of education or training.
<b>Observations</b>	This indicates the minimum number of competent observations, per outcome, required to achieve the unit.
<b>Learning outcomes</b>	The learning outcomes are the most important component of the unit; they set out what is expected in terms of knowing, understanding and practical ability as a result of the learning process. Learning outcomes are the results of learning.
<b>Evidence requirements</b>	This section provides guidelines on how evidence must be gathered.
<b>Observation outcome</b>	An observation outcome details the tasks that must be practically demonstrated to achieve the unit.
<b>Knowledge outcome</b>	A knowledge outcome details the theoretical requirements of a unit that must be evidenced through oral questioning, a mandatory written question paper, a portfolio of evidence or other forms of evidence.
<b>Assessment criteria</b>	Assessment criteria set out what is required, in terms of achievement, to meet a learning outcome. The assessment criteria and learning outcomes are the components that inform the learning and assessment that should take place. Assessment criteria define the standard expected to meet learning outcomes.
<b>Range</b>	The range indicates what must be covered. Ranges must be practically demonstrated in parallel with the unit's observation outcomes.

# UT10833

## Maintenance of a safe, hygienic and secure working environment

The aim of this unit is to develop your knowledge and understanding of basic health, hygiene, safety and security. You will be able to maintain a clean and hygienic personal appearance, ensuring any cuts and grazes are treated, and illnesses and infections reported. You will also cover safety and security in your workplace, helping to spot and deal with hazards, and following emergency procedures when necessary.

NOS

# 1GEN1

Level

# 1

Credit value

# 3

GLH

# 25

Observation(s)

# 2

External paper(s)

# 0





# Maintenance of a safe, hygienic and secure working environment

## Learning outcomes

On completion of this unit you will:

1. Be able to maintain personal health and hygiene
2. Be able to help maintain a hygienic, safe and secure workplace
3. Know how to maintain personal health and hygiene
4. Know how to maintain a hygienic, safe and secure workplace

## Evidence requirements

1. *Environment*  
Evidence for this unit should be ideally gathered within the workplace, however, you may be assessed within an approved realistic working environment (RWE) that meets People 1st's criteria.
2. *Simulation*  
Simulation is allowed for outcome 2b, if no naturally occurring evidence is available.
3. *Observation outcomes*  
Competent performance of Observation outcomes must be demonstrated on **at least two occasions**. Assessor observations, witness testimonies and products of work are likely to be the most appropriate sources of performance evidence. Professional discussion may be used as supplementary evidence for those criteria that do not naturally occur.

Assessed observations should not be carried out on the same day for the same learning outcome. There should be sufficient time between assessments for reflection and personal development.

You need to meet the same standard on a regular and consistent basis. Separating the assessments by a period of at least two weeks is recommended as competence must be demonstrated on a consistent and regular basis.

4. *Range*  
All ranges must be competently demonstrated as part of an assessed observation.
5. *Knowledge outcomes*  
There must be evidence that you possess all the knowledge and understanding listed in the Knowledge section of this unit. In most cases this can be done by professional discussion and/or oral questioning. Other methods, such as projects, assignments and/or reflective accounts may also be used.
6. *Tutor/Assessor guidance*  
You will be guided by your tutor/assessor on how to achieve learning outcomes and cover ranges in this unit. All outcomes and ranges must be achieved.
7. *External paper*  
There is no external paper for this unit.

# Achieving observations and range

## Achieving observation outcomes

Your assessor will observe your performance of practical tasks. The minimum number of competent observations required is indicated in the Evidence requirements section of this unit.

Criteria may not always naturally occur during a practical observation. In such instances you will be asked questions to demonstrate your competence in this area. Your assessor will document the criteria that have been achieved through professional discussion and/or oral questioning. This evidence will be recorded by your assessor in written form or by other appropriate means.

Your assessor will sign off a learning outcome when all criteria have been competently achieved.

## Achieving range

The range section indicates what must be covered. The specified number of ranges must be practically demonstrated as part of an assessed observation. Evidence for the remaining points under the range must be assessed through questioning or witness testimony.

Every range item must be evidenced.

You may be required to undertake additional observations to ensure all range items have been covered. VTCT recommends that where possible all ranges are covered practically. Your assessor will document the portfolio reference once a range has been covered.

## Guidance for tutors and assessors

Tutors and assessors must refer to the document(s) listed below, prior to delivering this unit. Document(s) can be downloaded from <http://www.people1st.co.uk>:

- Sector Assessment Strategy for competence based units of assessment and qualifications



# Observations

## Learning outcome 1

### Be able to maintain personal health and hygiene

You can:

- a. Wear clean, smart and appropriate clothing, footwear and headgear
- b. Keep hair neat and tidy and wear it in line with organisational standards
- c. Make sure any jewellery, perfume and cosmetics worn are in line with organisational standards\*
- d. Ensure any cuts, grazes and wounds are treated by the appropriate person\*
- e. Report illness and infections promptly to the appropriate person\*

\*May be assessed by supplementary evidence.

Observation	1	2	Optional	Optional
Criteria questioned orally				
Date achieved				
Portfolio reference				
Learner signature				
Assessor initials				



## Learning outcome 2

### Be able to help maintain a hygienic, safe and secure workplace

You can:

- a. Identify any hazards or potential hazards and deal with these correctly
- b. Report any accidents or near accidents quickly and accurately to the proper person\*
- c. Follow health, hygiene and safety procedures during work
- d. Practice emergency procedures correctly
- e. Follow organisational security procedures

\*May be assessed by supplementary evidence.

Observation	1	2	Optional	Optional
Criteria questioned orally				
Date achieved				
Portfolio reference				
Learner signature				
Assessor initials				



# Range

You must practically demonstrate that you have:

Dealt with a <b>minimum of 1</b> type of hazard	Portfolio reference
Relating to equipment	
Relating to areas where you work	
Relating to personal clothing	
Used a <b>minimum of 1</b> method when dealing with hazards	Portfolio reference
Putting them right yourself	
Reporting them to appropriate colleagues	
Warning other people	
Followed a <b>minimum of 1</b> emergency procedure	Portfolio reference
Fire	
Threat	
Security	

Where applicable, the specified number of ranges must be practically demonstrated as part of an observation. Those remaining must be evidenced by practical observation or other assessment methods. All ranges must be evidenced in your portfolio.

# Developing knowledge

## Achieving knowledge outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below\*:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

*\*This is not an exhaustive list.*

# Knowledge



Learning outcome 3

## Know how to maintain personal health and hygiene

You can:	Portfolio reference
a. State own responsibilities under the Health and Safety at Work Act	
b. State general rules on hygiene that must be followed	
c. State correct clothing, footwear and headgear that should be worn at all times	
d. State the importance of maintaining good personal hygiene	
e. Describe how to deal with cuts, grazes and wounds and why it is important to do so	



## Learning outcome 4

### Know how to maintain a hygienic, safe and secure workplace

You can:	Portfolio reference
a. State the importance of working in a healthy, safe and hygienic way	
b. State where information about health and safety in your workplace can be obtained	
c. Describe the types of hazard in the workplace that may occur and how to deal with these	
d. State hazards that can be dealt with personally and hazards that must be reported to someone else	
e. State how to warn other people about hazards and why this is important	
f. State why and to whom accidents and near accidents should be reported	
g. Describe the type of emergencies that may happen in the workplace and how to deal with these	
h. State where to find first aid equipment and who the registered first aider is in the workplace	
i. State safe lifting and handling techniques that should be followed	
j. State other ways of working safely that are relevant to own position and why these are important	
k. Describe organisational emergency procedures, in particular fire, and how these should be followed	
l. State the possible causes of fire in the workplace	
m. Describe how to minimise the risk of fire	





## Learning outcome 4 (continued)

### Know how to maintain a hygienic, safe and secure workplace

You can:	Portfolio reference
n. State where to find fire alarms and how to set them off	
o. State why a fire should never be approached unless it is safe to do so	
p. State the importance of following fire safety laws	
q. Describe organisational security procedures and why these are important	
r. State the correct procedures for dealing with customer property	
s. State the importance of reporting all unusual/non-routine incidents to the appropriate person	

# Notes

Use this area for notes and diagrams



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# UT10845

## Working effectively as part of a hospitality team

This unit will enable you to make a useful contribution to the work of a team, where the team includes your line manager and/or supervisor as well as the other people working at the same level as yourself. You will learn how to accurately follow instructions, help others when they need help, communicate with the people you work with, obtain feedback on what you do well and where you could improve, and continue to learn and develop yourself.

NOS

# 1GEN4

Level

# 1

Credit value

# 3

GLH

# 22

Observation(s)

# 2

External paper(s)

# 0



# Working effectively as part of a hospitality team

## Learning outcomes

On completion of this unit you will:

1. Be able to plan and organise own work
2. Be able to work effectively with team members
3. Be able to develop own skills
4. Know how to plan and organise own work
5. Know how to work effectively with team members
6. Know how to develop own skills

## Evidence requirements

1. *Environment*  
Evidence for this unit should be gathered within the workplace, however, you may be assessed within an approved realistic working environment (RWE) that meets People 1st's criteria.
2. *Simulation*  
Simulation is allowed for outcome 1h, if no naturally occurring evidence is available.
3. *Observation outcomes*  
Competent performance of Observation outcomes must be demonstrated on **at least two occasions**. Assessor observations, witness testimonies and products of work are likely to be the most appropriate sources of performance evidence. Professional discussion may be used as supplementary evidence for those criteria that do not naturally occur.

Assessed observations should not be carried out on the same day for the same learning outcome. There should be sufficient time between assessments for reflection and personal development.

You need to meet the same standard on a regular and consistent basis. Separating the assessments by a period of at least two weeks is recommended as competence must be demonstrated on a consistent and regular basis.

4. *Knowledge outcomes*  
There must be evidence that you possess all the knowledge and understanding listed in the Knowledge section of this unit. In most cases this can be done by professional discussion and/or oral questioning. Other methods, such as projects, assignments and/or reflective accounts may also be used.
5. *Tutor/Assessor guidance*  
You will be guided by your tutor/assessor on how to achieve learning outcomes in this unit. All outcomes must be achieved.
6. *External paper*  
There is no external paper for this unit.

# Achieving observations and range

## Achieving observation outcomes

Your assessor will observe your performance of practical tasks. The minimum number of competent observations required is indicated in the evidence requirements section of this unit.

Criteria may not always naturally occur during a practical observation. In such instances you will be asked questions to demonstrate your competence in this area. Your assessor will document the criteria that have been achieved through professional discussion and/or oral questioning. This evidence will be recorded by your assessor in written form or by other appropriate means.

Your assessor will sign off a learning outcome when all criteria have been competently achieved.

## Achieving range

There is no range section that applies to this unit.

## Guidance for tutors and assessors

Tutors and assessors must refer to the document(s) listed below, prior to delivering this unit. Document(s) can be downloaded from <http://www.people1st.co.uk>:

- Sector Assessment Strategy for competence based units of assessment and qualifications



# Observations

## Learning outcome 1

### Be able to plan and organise own work

You can:

- a. Make sure the requirements of the work are understood\*
- b. Ask questions if the requirements of the work are not clear\*
- c. Accurately follow instructions\*
- d. Plan work and prioritise tasks in order of importance\*
- e. Keep everything needed for the work organised and available\*
- f. Keep work areas clean and tidy\*
- g. Keep waste to a minimum\*
- h. Ask for help from the relevant person if it is needed\*
- i. Provide work on time and as agreed\*

\*May be assessed by supplementary evidence.

Observation	1	2	Optional	Optional
Criteria questioned orally				
Date achieved				
Portfolio reference				
Learner signature				
Assessor initials				



## Learning outcome 2

### Be able to work effectively with team members

You can:

- a. Give team members help when they ask for it\*
- b. Ensure the help given to team members is within the limits of own job role\*
- c. Ensure the help given to team members does not prevent own work being completed on time\*
- d. Pass on important information to team members as soon as possible\*
- e. Maintain good working relationships with team members\*
- f. Report any problems with working relationships to the relevant person\*
- g. Communicate clearly and effectively with team members\*

\*May be assessed by supplementary evidence.

Observation	1	2	Optional	Optional
Criteria questioned orally				
Date achieved				
Portfolio reference				
Learner signature				
Assessor initials				





**Learning outcome 3**

**Be able to develop own skills**

You can:

- a. Seek feedback on own work and deal with this feedback positively\*
- b. Identify with the relevant person aspects of own work which are up to standard and areas that could be improved\*
- c. Agree what has to be done to improve your work\*
- d. Agree a learning plan with the relevant person\*
- e. Seek opportunities to review and develop learning plan\*

\*May be assessed by supplementary evidence.

Observation	1	2	Optional	Optional
Criteria questioned orally				
Date achieved				
Portfolio reference				
Learner signature				
Assessor initials				

# Developing knowledge

## Achieving knowledge outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below\*:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

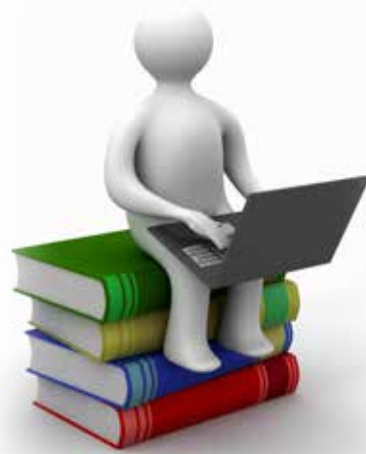
Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

*\*This is not an exhaustive list.*

# Knowledge



## Learning outcome 4

### Know how to plan and organise own work

You can:	Portfolio reference
a. State why it is essential to understand the requirements of the work	
b. List the benefits of planning and organising work	
c. Describe how to make the most efficient use of time and avoid things that may cause unnecessary disruptions	
d. List the benefits of keeping everything needed for own work organised and available	
e. State why it is important to keep work areas clean and tidy	
f. State why it is important to keep waste to a minimum	
g. State when to ask for help and who can be asked	



## Learning outcome 5

### Know how to work effectively with team members

You can:	Portfolio reference
a. State the importance of effective teamwork	
b. State the people in own team and explain how they fit into the organisation	
c. List the responsibilities of the team and why it is important to the organisation as a whole	
d. Describe how to maintain good working relationships with team members	
e. State how to determine if helping a team member will prevent own work from being completed on time	
f. State the limits of own job role and what can and cannot be done when helping team members	
g. State why essential information needs to be passed on to a team member as soon as possible	
h. List the types of behaviour that help teams to work effectively and behaviours that do not	
i. State why problems with working relationships should be reported to the relevant person	
j. Describe how to communicate clearly and why it is important to do so	



## Learning outcome 6

### Know how to develop own skills

You can:	Portfolio reference
a. State the importance of improving own knowledge and skills	
b. Describe how to get feedback from team members and how this is helpful	
c. Describe how a learning plan can improve own work	
d. State why it is important to regularly review own learning plan	

# Notes

Use this area for notes and diagrams



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# UT20869

## Maintain food safety when storing, preparing and cooking food

The aim of this unit is to develop your knowledge and understanding of the main competencies needed for preparing and cooking food safely. You will focus on the four main areas of control (cooking, cleaning, chilling and preventing cross-contamination). It provides you with a broad understanding of reviewing hazards and hazard procedures, and the ability to work as part of a team maintaining food safety.

NOS

# 2GEN3

Level

# 2

Credit value

# 4

GLH

# 32

Observation(s)

# 2

External paper(s)

# 0





# Maintain food safety when storing, preparing and cooking food

## Learning outcomes

On completion of this unit you will:

1. Be able to keep yourself clean and hygienic
2. Be able to keep working area clean and hygienic
3. Be able to store food safely
4. Be able to prepare, cook and hold food safely
5. Know how to keep yourself clean and hygienic
6. Know how to keep working area clean and hygienic
7. Know how to store food safely
8. Know how to maintain food safety
9. Know how to prepare, cook and hold food safely

## Evidence requirements

1. *Environment*  
Evidence for this unit should be gathered within the workplace, however, you may be assessed within an approved realistic working environment (RWE) that meets People 1st's criteria.
2. *Simulation*  
Simulation is not allowed in this unit.
3. *Observation outcomes*  
Competent performance of Observation outcomes must be demonstrated on **at least two occasions**. Assessor observations, witness testimonies and products of work are likely to be the most appropriate sources of performance evidence. Professional discussion may be used as supplementary evidence for those criteria that do not naturally occur.

Assessed observations should not be carried out on the same day for the same learning outcome. There should be sufficient time between assessments for reflection and personal development.

You need to meet the same standard on a regular and consistent basis. Separating the assessments by a period of at least two weeks is recommended as competence must be demonstrated on a consistent and regular basis.

4. *Range*  
All ranges must be competently demonstrated as part of an assessed observation.
5. *Knowledge outcomes*  
There must be evidence that you possess all the knowledge and understanding listed in the Knowledge section of this unit. In most cases this can be done by professional discussion and/or oral questioning. Other methods, such as projects, assignments and/or reflective accounts may also be used.
6. *Tutor/Assessor guidance*  
You will be guided by your tutor/assessor on how to achieve learning outcomes and cover ranges in this unit. All outcomes and ranges must be achieved.
7. *External paper*  
There is no external paper for this unit.

# Achieving observations and range

## Achieving observation outcomes

Your assessor will observe your performance of practical tasks. The minimum number of competent observations required is indicated in the Evidence requirements section of this unit.

Criteria may not always naturally occur during a practical observation. In such instances you will be asked questions to demonstrate your competence in this area. Your assessor will document the criteria that have been achieved through professional discussion and/or oral questioning. This evidence will be recorded by your assessor in written form or by other appropriate means.

Your assessor will sign off a learning outcome when all criteria have been competently achieved.

## Achieving range

The range section indicates what must be covered. The specified number of ranges must be practically demonstrated as part of an assessed observation. Evidence for the remaining points under the range must be assessed through questioning or witness testimony.

Every range item must be evidenced.

You may be required to undertake additional observations to ensure all range items have been covered. VTCT recommends that where possible all ranges are covered practically. Your assessor will document the portfolio reference once a range has been covered.

## Guidance for tutors and assessors

Tutors and assessors must refer to the document(s) listed below, prior to delivering this unit. Document(s) can be downloaded from <http://www.people1st.co.uk>:

- Sector Assessment Strategy for competence based units of assessment and qualifications



# Observations

## Learning outcome 1

### Be able to keep yourself clean and hygienic

You can:

- a. Wear clean and hygienic clothes appropriate to the jobs being undertaken
- b. Tie back hair and/or wear appropriate hair covering
- c. Only wear jewellery and other accessories that do not cause food safety hazards
- d. Change clothes when necessary\*
- e. Wash hands thoroughly at appropriate times
- f. Avoid unsafe behaviour that could contaminate the food with which you are working\*
- g. Report any cuts, boils, grazes, illness and infections promptly to the appropriate person\*
- h. Make sure any cuts, boils, skin infections and grazes are treated and covered with an appropriate dressing\*

\*May be assessed by supplementary evidence.

Observation	1	2	Optional	Optional
Criteria questioned orally				
Date achieved				
Portfolio reference				
Learner signature				
Assessor initials				



## Learning outcome 2

### Be able to keep working area clean and hygienic

You can:

- a. Make sure surfaces and equipment are clean and in good condition
- b. Use clean and suitable cloths and equipment for wiping and cleaning between tasks
- c. Remove from use any surfaces and equipment that are damaged or have loose parts\*
- d. Report damaged surfaces and/or equipment to the person responsible for food safety\*
- e. Dispose of waste promptly, hygienically and appropriately
- f. Identify and take appropriate action on any damage to walls, floors, ceilings, furniture and fittings\*
- g. Report any damage to walls, floors, ceilings, furniture and fittings to the appropriate person\*
- h. Identify and take appropriate action on any signs of pests\*
- i. Report any signs of pests to the appropriate person\*

\*May be assessed by supplementary evidence.

Observation	1	2	Optional	Optional
Criteria questioned orally				
Date achieved				
Portfolio reference				
Learner signature				
Assessor initials				



### Learning outcome 3

## Be able to store food safely

You can:

- a. Check that food is undamaged, at appropriate temperature and within 'use-by date' on delivery
- b. Look at and retain any important labelling information
- c. Prepare food for storage
- d. Place food in storage as quickly as necessary to maintain its safety
- e. Make sure storage areas are clean, suitable and maintained at the correct temperature for the type of food
- f. Store food so that cross-contamination is prevented
- g. Follow stock rotation procedures
- h. Safely dispose of food that is beyond 'use-by date'<sup>\*</sup>
- i. Keep necessary records up-to-date<sup>\*</sup>

<sup>\*</sup>May be assessed by supplementary evidence.

Observation	1	2	Optional	Optional
Criteria questioned orally				
Date achieved				
Portfolio reference				
Learner signature				
Assessor initials				



## Learning outcome 4

### Be able to prepare, cook and hold food safely

You can:

- a. Check food before and during operations for any hazards
- b. Follow correct procedures for dealing with food hazards\*
- c. Follow organisational procedures for items that may cause allergic reactions\*
- d. Prevent cross-contamination between different types of food
- e. Use methods, times, temperatures and checks to make sure food is safe following operations
- f. Keep necessary records up-to-date\*

\*May be assessed by supplementary evidence.

Observation	1	2	Optional	Optional
Criteria questioned orally				
Date achieved				
Portfolio reference				
Learner signature				
Assessor initials				



# Range

You must practically demonstrate that you have:

Worn a <b>minimum of 4</b> suitable types of clothing	Portfolio reference
Trousers	
Tops/jackets	
Coats	
Disposable gloves	
Shoes	
Headgear	
Aprons	
Washed your hands in a <b>minimum of 5</b> appropriate situations	Portfolio reference
After going to the toilet or in contact with faeces	
When going into food preparation and cooking areas including after any work breaks	
After touching raw food and waste	
Before handling raw food	
After disposing of waste	
After cleaning	
Before and after changing dressings or touching open wounds	
Displayed <b>no</b> types of unsafe behaviour	Portfolio reference
Failure to wash hands thoroughly when necessary	
Touching your face, nose or mouth, blowing your nose	
Chewing gum	
Eating	
Smoking	
Scratching	

Where appropriate, the specified number of ranges must be practically demonstrated as part of an observation. Those remaining must be evidenced by practical observation or other assessment methods. All ranges must be evidenced in your portfolio.



You must practically demonstrate that you have:

Cleaned a <b>minimum of 2</b> surfaces and equipment	Portfolio reference
Surfaces and utensils for preparing, cooking and holding food	
Surfaces and utensils used for displaying and serving food	
Appropriate cleaning equipment	
Maintained conditions in a <b>minimum of 2</b> storage areas	Portfolio reference
Ambient temperature	
Refrigerator	
Freezer	
Carried out a <b>minimum of 4</b> operations	Portfolio reference
Defrosting food	
Preparing food, including washing and peeling	
Cooking food	
Reheating food	
Holding food before serving	
Cooling cooked food not for immediate consumption	
Freezing cooked food not for immediate consumption	
Taken into account <b>all</b> hazards	Portfolio reference
Bacteria and other organisms	
Chemical	
Physical	
Allergenic	

Where appropriate, the specified number of ranges must be practically demonstrated as part of an observation. Those remaining must be evidenced by practical observation or other assessment methods. All ranges must be evidenced in your portfolio.



# Developing knowledge

## Achieving knowledge outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below\*:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

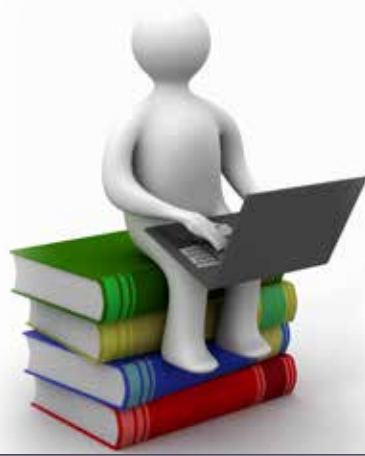
Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

*\*This is not an exhaustive list.*

# Knowledge



## Learning outcome 5

### Know how to keep yourself clean and hygienic

You can:	Portfolio reference
a. State why clean and hygienic clothes must be worn	
b. State why hair must be tied back or an appropriate hair covering be worn	
c. State the different types of protective clothes that are appropriate for different jobs in storage, preparation and cooking food	
d. Describe the food safety hazards that jewellery and accessories can cause	
e. State when clothing should be changed	
f. State the importance of changing clothes	
g. State why hands must be washed after going to the toilet, before going into food preparation and cooking areas, after touching raw food and waste and before handling ready-to-eat food	
h. Describe how to wash hands safely	
i. State the importance of not handling food when open cuts are present	
j. Describe what to do if anyone has an open cut	
k. State the importance of reporting illnesses and infections promptly	
l. State why stomach illnesses are particularly important to report	
m. State the importance of avoiding touching the face, nose or mouth, blowing nose, chewing gum, eating and smoking when working with food	



## Learning outcome 6

### Know how to keep working area clean and hygienic

You can:	Portfolio reference
a. State why surfaces and equipment must be clean, hygienic and suitable for the intended use before beginning a new task	
b. Describe how to ensure that surfaces and equipment are clean, hygienic and suitable for the intended use before beginning a new task	
c. State the importance of only using clean and suitable cloths when cleaning before tasks	
d. State how to ensure that clean and suitable cloths are used before tasks	
e. Explain why surfaces and equipment that are damaged or have loose parts can be hazardous to food safety	
f. List the types of damaged surfaces or equipment that can cause food safety hazards	
g. Describe how to deal with damaged surfaces and equipment	
h. State the importance of clearing and disposing of waste promptly and safely	
i. Describe how to safely dispose of waste	
j. Describe how damage to walls, floors, ceilings, furniture, food equipment and fittings can cause food safety hazards	
k. State the types of damage that should be looked out for	
l. State the types of pests that could be found in catering operations	
m. State how to recognise the signs that pests may be present	



## Learning outcome 7

### Know how to store food safely

You can:	Portfolio reference
a. State the importance of making sure food deliveries are undamaged, at the correct temperature and within use-by date	
b. State the importance of preparing food for storage	
c. State why food must be put in the correct storage area	
d. State the temperature at which food should be stored	
e. State the importance of keeping storage areas clean and tidy	
f. Describe what to do if storage areas are not clean and tidy	
g. State the importance of storing food at the correct temperature	
h. Describe how to store food at the correct temperature	
i. State what types of food are raw	
j. State why types of food are ready-to-eat	
k. State why stock rotation and procedures are important	
l. State why food beyond its 'use-by date' must be disposed of	



## Learning outcome 8

### Know how to maintain food safety

You can:	Portfolio reference
a. Describe how to operate a food safety management system	
b. Explain the concept of hazards to food safety in a catering operation	
c. State the necessity of controlling hazards to food safety in order to remove or keep risks to a safe level	
d. Describe what may happen if hazards are not controlled	
e. State the types of hazards that may occur in a catering operation	
f. Describe how to control hazards by cooking, chilling, cleaning and the avoidance of cross-contamination	
g. State why monitoring is important	
h. State the key stages in the monitoring process	
i. State the importance of knowing what to do when things go wrong	
j. State why some hazards are more important than others in terms of food safety	
k. State who to report to if there are food safety hazards	



## Learning outcome 9

### Know how to prepare, cook and hold food safely

You can:	Portfolio reference
a. State why it is necessary to defrost foods before cooking	
b. State when it is necessary to defrost foods before cooking	
c. Describe how to safely and thoroughly defrost food before cooking	
d. Describe how to recognise conditions leading to safety hazards	
e. State what to do if any food safety hazards are discovered	
f. State the importance of knowing that certain foods cause allergic reactions	
g. Describe organisational procedures to deal with foods possible of causing allergic reactions	
h. State what to do if a customer asks if a particular dish is free from a certain food allergen	
i. Describe how cross-contamination can happen between different food types	
j. Describe how to avoid cross-contamination between different food types	
k. Explain why thorough cooking and reheating methods should be used	
l. State cooking, reheating temperatures and times to use for food being worked with	
m. Describe how to check that food is thoroughly cooked or safely reheated	



## Learning outcome 9 (continued)

### Know how to prepare, cook and hold food safely

You can:	Portfolio reference
n. State the importance of making sure that food is at the correct temperature before and during holding, prior to serving it to the customer	
o. State the types of foods that may need to be chilled or frozen because they are not for immediate consumption	
p. Describe how to safely store food not for immediate consumption	

# Notes

Use this area for notes and diagrams



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# UT10840

## Maintain, handle and clean knives

The aim of this unit is to develop your knowledge, understanding and safe use and care of knives within professional kitchens.

NOS

# 1GEN7

Level

# 1

Credit value

# 3

GLH

# 25

Observation(s)

# 2

External paper(s)

# 0



# Maintain, handle and clean knives

## Learning outcomes

On completion of this unit you will:

1. Be able to maintain, handle and clean knives
2. Know how to maintain, handle and clean knives

## Evidence requirements

1. *Environment*  
Evidence for this unit should be gathered within the workplace, however, you may be assessed within an approved realistic working environment (RWE) that meets People 1st's criteria.
2. *Simulation*  
Simulation is not allowed in this unit.
3. *Observation outcomes*  
Competent performance of Observation outcomes must be demonstrated on **at least two occasions**. Assessor observations, witness testimonies and products of work are likely to be the most appropriate sources of performance evidence. Professional discussion may be used as supplementary evidence for those criteria that do not naturally occur.

Assessed observations should not be carried out on the same day for the same learning outcome. There should be sufficient time between assessments for reflection and personal development.

You need to meet the same standard on a regular and consistent basis. Separating the assessments by a period of at least two weeks is recommended as competence must be demonstrated on a consistent and regular basis.

4. *Range*  
All ranges must be competently demonstrated as part of an assessed observation.
5. *Knowledge outcomes*  
There must be evidence that you possess all the knowledge and understanding listed in the Knowledge section of this unit. In most cases this can be done by professional discussion and/or oral questioning. Other methods, such as projects, assignments and/or reflective accounts may also be used.
6. *Tutor/Assessor guidance*  
You will be guided by your tutor/assessor on how to achieve learning outcomes and cover ranges in this unit. All outcomes and ranges must be achieved.
7. *External paper*  
There is no external paper for this unit.

# Achieving observations and range

## Achieving observation outcomes

Your assessor will observe your performance of practical tasks. The minimum number of competent observations required is indicated in the Evidence requirements section of this unit.

Criteria may not always naturally occur during a practical observation. In such instances you will be asked questions to demonstrate your competence in this area. Your assessor will document the criteria that have been achieved through professional discussion and/or oral questioning. This evidence will be recorded by your assessor in written form or by other appropriate means.

Your assessor will sign off a learning outcome when all criteria have been competently achieved.

## Achieving range

The range section indicates what must be covered. The specified number of ranges must be practically demonstrated as part of an assessed observation. Evidence for the remaining points under the range must be assessed through questioning or witness testimony.

Every range item must be evidenced.

You may be required to undertake additional observations to ensure all range items have been covered. VTCT recommends that where possible all ranges are covered practically. Your assessor will document the portfolio reference once a range has been covered.

## Guidance for tutors and assessors

Tutors and assessors must refer to the document(s) listed below, prior to delivering this unit. Document(s) can be downloaded from <http://www.people1st.co.uk>:

- Sector Assessment Strategy for competence based units of assessment and qualifications



# Observations

## Learning outcome 1

### Be able to maintain, handle and clean knives

You can:

- a. Prioritise work and carry it out in an organised and efficient manner
- b. Ensure knives are clean
- c. Sharpen knives using safe sharpening methods
- d. Select knives appropriate to the task to be undertaken
- e. Ensure that the cutting edge is firm and secure and appropriate for the task
- f. Safely handle knives while undertaking tasks
- g. Clean and store knives according to organisational requirements
- h. Report damage to knives to the appropriate person\*

\*May be assessed by supplementary evidence.

Observation	1	2	Optional	Optional
Criteria questioned orally				
Date achieved				
Portfolio reference				
Learner signature				
Assessor initials				

# Range



You must practically demonstrate that you have:

Worked with a <b>minimum of 2</b> types of knife	Portfolio reference
Straight bladed knives and cleavers	
Serrated blades	
Scissors/secateurs	
Used knives for a <b>minimum of 5</b> tasks	Portfolio reference
Preparing basic vegetable cuts	
Preparing meat, poultry and fish	
Preparing bread	
Opening packaging	
Sharpening	
Washing and cleaning knives after use	

Where applicable, the specified number of ranges must be practically demonstrated as part of an observation. Those remaining must be evidenced by practical observation or other assessment methods. All ranges must be evidenced in your portfolio.

# Developing knowledge

## Achieving knowledge outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below\*:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
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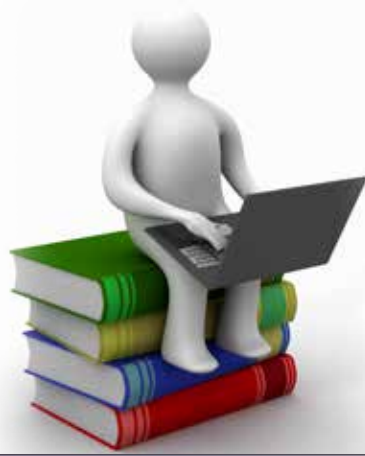
Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

*\*This is not an exhaustive list.*

# Knowledge



## Learning outcome 2

### Know how to maintain, handle and clean knives

You can:	Portfolio reference
a. State why knives should be kept sharp	
b. State why knives should be stored safely	
c. Explain why and to whom all accidents should be reported	
d. Explain why the appropriate knife should be selected for a specific task	
e. State why handles of knives should be not be allowed to become greasy during use	
f. Explain why knives should be handled and carried correctly	
g. State why cutting surfaces should be firm and secure	
h. Explain why knives should be cleaned between dealing with different food groups	
i. Describe what risks there are of contamination from poorly maintained knives	
j. State why surfaces should be clean	
k. Explain why damaged knives should not be used	
l. Describe what action can be taken to prevent allergic reactions amongst consumers when handling and cleaning knives	