



# The qualification

## Introduction

The VTCT Level 3 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 work in a professional cooking environment. Specifically you will learn how to maintain the health, hygiene, safety and security of the working environment and develop productive working relationships with colleagues. You will also learn how to maintain food safety when storing, preparing and cooking food.

The optional units that make up this qualification will allow you to tailor your learning to your employer's needs and your personal interests and preferences. Units range from preparing, cooking and finishing and variety of complex dishes to contributing to the control of resources and the development of recipes and menus.

Throughout this qualification you will be 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:

- VTCT Level 3 NVQ Diploma in Professional Cookery (Preparation and Cooking)
- VTCT Level 3 Diploma in Advanced Professional Cookery
- VTCT Level 3 Diploma in Food and Beverage Service Supervision

Alternatively, you may wish to seek employment as:

- Sous chef or senior chef/cook (fine dining)
- Sous chef or senior chef/cook (restaurants, hotels and gastro pubs)

# Qualification structure

## Total credits required - 56 (minimum)

All mandatory units must be completed. A minimum of 38 credits must be at or above Level 3.

### Mandatory units - 17 credits

VTCT unit code	Ofqual unit reference	Unit title	Credit value	GLH	Level
UT31012	Y/502/9569	Maintain the health, hygiene, safety and security of the working environment	4	27	3
UT20869	D/601/6980	Maintain food safety when storing, preparing and cooking food	4	32	2
UT20950	M/501/0428	Develop productive working relationships with colleagues	9	27	2

### Optional units - 39 (minimum) credits

VTCT unit code	Ofqual unit reference	Unit title	Credit value	GLH	Level
UT30966	F/601/5479	Prepare fish for complex dishes	3	21	3
UT30971	H/601/5488	Prepare meat for complex dishes	4	28	3
UT30956	A/601/5495	Prepare poultry for complex dishes	3	23	3
UT30972	H/601/5507	Cook and finish complex fish dishes	4	38	3
UT30991	M/601/5557	Cook and finish complex meat dishes	4	31	3
UT30992	M/601/5560	Cook and finish complex poultry dishes	4	31	3
UT30993	M/601/5591	Cook and finish complex vegetable dishes	4	30	3
UT30958	A/601/5657	Prepare, cook and finish complex hot sauces	4	25	3
UT30982	K/601/5704	Prepare, cook and finish dressings and cold sauces	3	20	3
UT31000	R/601/5485	Prepare shellfish for complex dishes	4	28	3
UT31001	R/601/5499	Prepare game for complex dishes	4	28	3
UT30981	K/601/5556	Cook and finish complex shellfish dishes	4	31	3
UT30957	A/601/5562	Cook and finish complex game dishes	4	36	3
UT30967	F/601/5661	Prepare, cook and finish complex soups	4	29	3



Optional units - (continued)

VTCT unit code	Ofqual unit reference	Unit title	Credit value	GLH	Level
UT31002	R/601/5664	Prepare, cook and finish fresh pasta dishes	4	29	3
UT30961	D/601/5666	Prepare, cook and finish complex bread and dough products	4	27	3
UT30973	H/601/5670	Prepare, cook and finish complex cakes, sponges, biscuits and scones	5	35	3
UT30994	M/601/5672	Prepare, cook and finish complex pastry products	3	29	3
UT31008	T/601/5673	Prepare, process and finish complex chocolate products	5	42	3
UT30976	J/601/5676	Prepare, process and finish marzipan, pastillage and sugar products	5	42	3
UT30984	L/601/5677	Prepare, cook and present complex cold products	5	38	3
UT31013	Y/601/5682	Prepare, finish and present canapés and cocktail products	4	32	3
UT30985	L/601/5694	Prepare, cook and finish complex hot desserts	3	26	3
UT31003	R/601/5700	Prepare, cook and finish complex cold desserts	3	30	3
UT30962	D/601/5702	Produce sauces, fillings and coatings for complex desserts	4	33	3
UT20851	A/601/4962	Produce healthier dishes	3	28	2
UT30968	H/502/4097	Contribute to the control of resources	4	30	3
UT41028	K/502/4117	Contribute to the development of recipes and menus	4	22	4
UT30959	D/502/4163	Ensure food safety practices are followed in the preparation and serving of food and drink	5	35	3
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 quality assured by the centre to clearly demonstrate achievement of the learning outcomes. Assessment is sampled by VTCT external quality assurers.

## External assessment

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

Externally assessed question papers that are 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 quality assurers.

## Assessment explained

VTCT courses 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 - Group A				
		External	Internal	
VTCT unit code	Unit title	Question paper(s)	Observation(s)	Portfolio of Evidence
UT31012	Maintain the health, hygiene, safety and security of the working environment	0	✓	✓
UT20869	Maintain food safety when storing, preparing and cooking food	0	✓	✓
UT20950	Develop productive working relationships with colleagues	0	✓	✓

Optional units - Group B				
		External	Internal	
VTCT unit code	Unit title	Question paper(s)	Observation(s)	Portfolio of Evidence
UT30966	Prepare fish for complex dishes	0	✓	✓
UT30971	Prepare meat for complex dishes	0	✓	✓
UT30956	Prepare poultry for complex dishes	0	✓	✓
UT30972	Cook and finish complex fish dishes	0	✓	✓
UT30991	Cook and finish complex meat dishes	0	✓	✓
UT30992	Cook and finish complex poultry dishes	0	✓	✓
UT30993	Cook and finish complex vegetable dishes	0	✓	✓
UT30958	Prepare, cook and finish complex hot sauces	0	✓	✓
UT30982	Prepare, cook and finish dressings and cold sauces	0	✓	✓
UT31000	Prepare shellfish for complex dishes	0	✓	✓



# Unit assessment methods

Optional units - Group B (continued)				
		External	Internal	
VTCT unit code	Unit title	Question paper(s)	Observation(s)	Portfolio of Evidence
UT31001	Prepare game for complex dishes	0	✓	✓
UT30981	Cook and finish complex shellfish dishes	0	✓	✓
UT30957	Cook and finish complex game dishes	0	✓	✓
UT30967	Prepare, cook and finish complex soups	0	✓	✓
UT31002	Prepare, cook and finish fresh pasta dishes	0	✓	✓
UT30961	Prepare, cook and finish complex bread and dough products	0	✓	✓
UT30973	Prepare, cook and finish complex cakes, sponges, biscuits and scones	0	✓	✓
UT30994	Prepare, cook and finish complex pastry products	0	✓	✓
UT31008	Prepare, process and finish complex chocolate products	0	✓	✓
UT30976	Prepare, process and finish marzipan, pastillage and sugar products	0	✓	✓
UT30984	Prepare, cook and present complex cold products	0	✓	✓
UT31013	Prepare, finish and present canapés and cocktail products	0	✓	✓
UT30985	Prepare, cook and finish complex hot desserts	0	✓	✓
UT31003	Prepare, cook and finish complex cold desserts	0	✓	✓
UT30962	Produce sauces, fillings and coatings for complex desserts	0	✓	✓

# Unit assessment methods

Optional units - Group B (continued)				
		External	Internal	
VTCT unit code	Unit title	Question paper(s)	Observation(s)	Portfolio of Evidence
UT20851	Produce healthier dishes	0	✓	✓
UT30968	Contribute to the control of resources	0	✓	✓
UT41028	Contribute to the development of recipes and menus	0	✓	✓
UT30959	Ensure food safety practices are followed in the preparation and serving of food and drink	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.



# UT31012

Maintain the health, hygiene, safety and security of the working environment

The aim of this unit is to develop your knowledge, understanding and skills for everyday working life. You will be able to assess and minimise risks to colleagues and customers.

NOS

# HSL4

Level

## 3

Credit value

## 4

GLH

## 27

Observation(s)

## 2

External paper(s)

## 0



# Maintain the health, hygiene, safety and security of the working environment

## Learning outcomes

On completion of this unit you will:

1. Be able to maintain the health, hygiene, safety and security of the working environment
2. Understand the importance of maintaining the health, hygiene, safety and security of the working environment
3. Understand how to maintain the health, hygiene, safety and security of the working environment

## 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 outcomes 1f and 1g, 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 the health, hygiene, safety and security of the working environment

You can:

- a. Obtain information on the health, hygiene, safety and security procedures in own area of responsibility\*
- b. Ensure colleagues have relevant information on the health, hygiene, safety and security issues within own area of responsibility\*
- c. Inform colleagues about the importance of following health, hygiene, safety and security procedures\*
- d. Check that colleagues follow the health, hygiene, safety and security procedures in own area of responsibility\*
- e. Monitor own area of responsibility for risks to health, hygiene, safety and security\*
- f. Deal with risks and accidents promptly, following organisational and legal requirements for safeguarding customers and staff\*
- g. Follow organisational procedures when recording or reporting risks and any health, hygiene, safety or security action taken\*
- h. Pass on information about how health, hygiene, safety or security procedures are working\*
- i. Recommend improvements for health, hygiene, safety or 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:

Maintained <b>all</b> procedures	Portfolio reference
Use of safe working practices (including manual handling)	
Safe use of equipment	
Safe use of hazardous substances	
Cleanliness and hygiene	
Personal presentation (including the use of personal protective equipment)	
Security of the workplace	
Emergency procedures	
Identified and dealt with <b>all</b> hazards	Portfolio reference
Unsafe working practices	
Unsafe equipment	
Unsafe use of hazardous substances	
Unhygienic conditions	
Poor personal presentation (including the use of personal protective equipment)	
Breaches in security	
Staff illness	

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

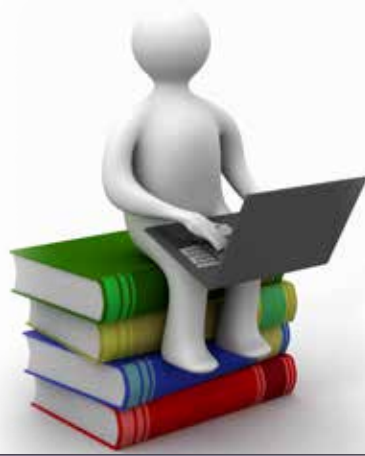
Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

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 2

### Understand the importance of maintaining the health, hygiene, safety and security of the working environment

You can:	Portfolio reference
a. Identify the statutory authorities that enforce the health, hygiene and safety laws and regulations	
b. Explain the implications of breaking the law on health, hygiene and safety for individuals and the organisation	
c. Describe the main areas of health, hygiene and safety laws and regulations for own area of responsibility	
d. Describe the organisation's health, hygiene, safety and security procedures for own area of responsibility	
e. Describe own responsibilities for health, hygiene, safety, and security	
f. Explain the importance of making sure permanent and temporary staff are aware of relevant procedures	
g. Explain how to communicate with colleagues on issues relating to health, hygiene, safety and security	
h. Identify the person in the organisation who is responsible for first aid, health, hygiene, safety and security and their responsibilities	
i. Explain the organisation's emergency procedures	
j. Describe the evacuation procedures that relate to own area of responsibility	
k. Describe the procedures that should be followed when recording and storing information about health, hygiene, safety and security	
l. Describe the procedures that should be followed when making recommendations about health, hygiene, safety and security	
m. Identify to whom recommendations should be made regarding health, hygiene, safety and security	



### Learning outcome 3

## Understand how to maintain the health, hygiene, safety and security of the working environment

You can:	Portfolio reference
a. Identify information about health, hygiene, safety and security that should be recorded and stored	
b. Identify other people and organisations who need to have access to information about health, hygiene, safety and security	
c. Identify the information on health, hygiene, safety and security that external authorities may need to access	
d. Identify the potential health, hygiene, safety and security hazards that exist, or may exist, in own area of responsibility	
e. Explain how to monitor own area of responsibility to ensure maintenance of health, hygiene, safety and security of employees, customers and other members of the public	
f. Identify how frequently health, hygiene, safety and security inspections should be carried out	
g. Explain how to assess the potential risks associated with the typical health, hygiene, safety and security hazards in own area of responsibility	
h. Explain how to eliminate or minimise the risk associated with potential health, hygiene, safety and security hazards	
i. Explain the limits of own authority when dealing with risks and hazards	
j. Explain the procedures to follow when dealing with faults of equipment in own area of responsibility	
k. Explain how to develop contingency plans to reduce the impact of any health, hygiene, safety and security problems that occur	
l. Explain the procedure to follow in the event of an emergency, including bomb alerts and fire	

# 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

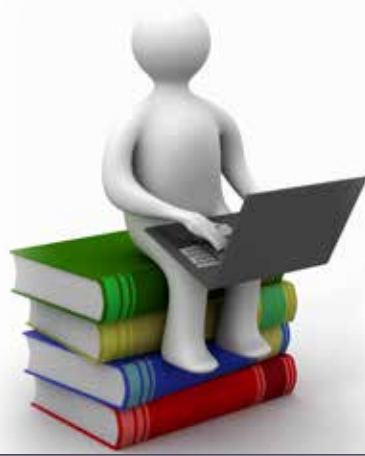
Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

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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# UT20950

## Develop productive working relationships with colleagues

The aim of this unit is to develop your working relationships with colleagues within your own and other organisations. You will develop relationships that are productive in terms of supporting and delivering your work and that of the overall organisation.

NOS

# HSL2

Level

**2**

Credit value

**9**

GLH

**27**

Observation(s)

**2**

External paper(s)

**0**



# Develop productive working relationships with colleagues

## Learning outcomes

On completion of this unit you will:

1. Be able to develop productive working relationships with colleagues
2. Be able to use appropriate behaviours for developing productive working relationships with colleagues
3. Know and understand how to develop productive working relationships with colleagues using general knowledge
4. Know and understand how to develop productive working relationships with colleagues using industry and sector specific knowledge
5. Know and understand how to develop productive working relationships with colleagues using context specific knowledge

## 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. *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 develop productive working relationships with colleagues

You can:

- a. Establish working relationships with all colleagues who are relevant to the work being carried out\*
- b. Recognise, agree and respect the roles and responsibilities of colleagues\*
- c. Understand and take account of the priorities, expectations, and authority of colleagues in decisions and actions\*
- d. Fulfil agreements made with colleagues and let them know
- e. Advise colleagues promptly of any difficulties or where it will be impossible to fulfil agreements\*
- f. Identify and sort out conflicts of interest and disagreements with colleagues in ways that minimise damage to the work being carried out\*
- g. Exchange information and resources with colleagues to make sure that all parties can work effectively\*
- h. Provide feedback to colleagues on their performance and seek feedback from colleagues on your own performance in order to identify areas for improvement\*

\*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 use appropriate behaviours for developing productive working relationships with colleagues

You can:

- a. Present information clearly, concisely, accurately and in ways that promote understanding\*
- b. Demonstrate that you seek to understand people's needs and motivations\*
- c. Demonstrate that you make time available to support others\*
- d. Demonstrate that you clearly agree what is expected of others and hold them to account\*
- e. Demonstrate that you know how to work to develop an atmosphere of professionalism and mutual support\*
- f. Demonstrate model behaviour that shows respect, helpfulness and co-operation\*
- g. Demonstrate that you keep promises and honour commitments\*
- h. Consider the impact of your own actions on others\*
- i. Say no to unreasonable requests\*
- j. Demonstrate that you show respect for the views and actions of others\*

\*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\*:

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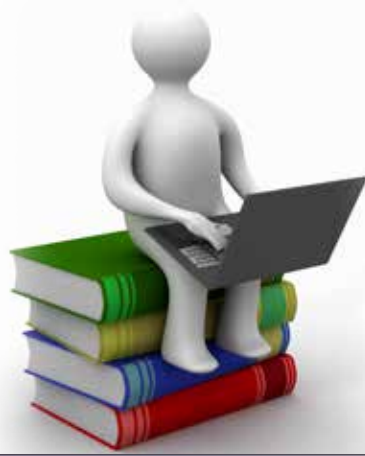
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Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned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

*\*This is not an exhaustive list.*

# Knowledge



## Learning outcome 3

### Know and understand how to develop productive working relationships with colleagues using general knowledge

You can:	Portfolio reference
a. Demonstrate the benefits of developing productive working relationships with colleagues	
b. Demonstrate the principles of effective communication and how to apply them in order to communicate effectively with colleagues	
c. Demonstrate how to identify disagreements with colleagues and the techniques for sorting them out	
d. Demonstrate how to identify conflicts of interest with colleagues and the measures that can be used to manage or remove them	
e. Demonstrate how to take account of diversity issues when developing working relationships with colleagues	
f. Demonstrate the importance of exchanging information and resources with colleagues	
g. Demonstrate how to get and make use of feedback on your performance from colleagues	
h. Demonstrate how to provide colleagues with useful feedback on their performance	





## Learning outcome 4

### Know and understand how to develop productive working relationships with colleagues using industry and sector specific knowledge

You can:	Portfolio reference
a. Demonstrate knowledge about regulations and codes of practice that apply in the industry or sector	
b. Demonstrate knowledge about standards of behaviour and performance in the industry or sector	
c. Demonstrate knowledge about the working culture of the industry or sector	



## Learning outcome 5

### Know and understand how to develop productive working relationships with colleagues using context specific knowledge

You can:	Portfolio reference
a. Identify current and future work being carried out	
b. Identify colleagues who are relevant to the work being carried out, their work roles and responsibilities	
c. Identify processes within the organisation for making decisions	
d. Identify line management responsibilities and relationships within the organisation	
e. Practice the organisation's values and culture	
f. Identify power, influence and politics within the organisation	
g. Adhere to standards of behaviour and performance expected in the organisation	
h. Identify information and resources that different colleagues might need	
i. Reach agreements with colleagues	