

Pearson Edexcel Level 2 Certificate for Proficiency in Food Industry Skills

Specification

Competence-based qualification

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Issue 2

Edexcel, BTEC and LCCI qualifications

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This specification is Issue 2. Key changes are listed in the summary table on the next page. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: qualifications.pearson.com

This qualification was previously known as:

Edexcel Level 2 Award, Certificate and Diploma for Proficiency in Food Industry Skills (QCF)

The QN remains the same.

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Summary of Pearson Edexcel Level 2 Certificate for Proficiency in Food Industry Skills specification Issue 2 changes

Summary of changes made between previous Issue 1 and this current Issue 2	Page/section number
All references to QCF have been removed throughout the specification	Throughout
Definition of TQT added	1
Definition of sizes of qualifications aligned to TQT	2
TQT value added	4
QCF references removed from unit titles and unit levels in all units	21-752
Guided learning definition updated	17

Earlier issue(s) show(s) previous changes.

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

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Introducing Pearson NVQ/Competence-based qualifications

What are NVQ/Competence-based qualifications?

National Vocational Qualifications (NVQs) are work-based qualifications that give learners the opportunity to develop and demonstrate their competence in the area of work or job role to which the qualification relates.

NVQs are based on the National Occupational Standards (NOS) for the appropriate sector. NOS define what employees, or potential employees, must be able to do and know, and how well they should undertake work tasks and work roles. At Level 2 and above, these qualifications are recognised as the competence component of Apprenticeship Frameworks. Qualifications at Level 1 can be used in Traineeships, which are stepping-stones to Apprenticeship qualifications. NVQs qualifications can also be delivered as stand-alone for those who wish to take a work-based qualification.

NVQs qualifications are outcomes-based with no fixed learning programme – allowing flexible delivery that meets the individual learner’s needs. They are suitable for those in employment or those who are studying at college and have a part-time job or access to a substantial work placement so that they are able to demonstrate the competencies that are required for work.

Most learners will work towards their qualification in the workplace or in settings that replicate the working environment as specified in the assessment requirements/strategy for the sector. Colleges, training centres and/or employers can offer these qualifications provided they have access to appropriate physical and human resources.

Sizes of NVQ/Competence-based qualifications

For all regulated qualifications, we specify a total number of hours that learners are expected to undertake in order to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, we identify the number of Guided Learning Hours (GLH) that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

As well as guided learning, there may be other required learning that is directed by tutors or assessors. This includes, for example, private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

As well as TQT and GLH, qualifications can also have a credit value – equal to one tenth of TQT, rounded to the nearest whole number.

TQT and credit values are assigned after consultation with users of the qualifications.

NVQ/Competence-based qualifications are available in the following sizes:

- Award – a qualification with a TQT value of 120 or less (equivalent to a range of 1–12 credits)
- Certificate – a qualification with a TQT value in the range of 121–369 (equivalent to a range of 13–36 credits)
- Diploma – a qualification with a TQT value of 370 or more (equivalent to 37 credits and above).

Qualification title covered by this specification

This specification gives you the information you need to offer the Pearson Edexcel Level 2 Certificate for Proficiency in Food Industry Skills.

Qualification title	Qualification Number (QN)	Accreditation start date
Pearson Edexcel Level 2 Certificate for Proficiency in Food Industry Skills	600/1114/2	01/04/11

You should use the Qualification Number (QN), when you wish to seek public funding for your learners. Each unit within a qualification will also have a unique unit reference number, which are listed in this specification.

The qualification title and unit reference numbers will appear on the learners' final certification document. Learners need to be made aware of this when they are recruited by the centre and registered with Pearson.

Key features of the Pearson Edexcel Level 2 Certificate for Proficiency in Food Industry Skills

This qualification:

- is nationally recognised
- is based on the food industry skills National Occupational Standards (NOS). The NOS, assessment requirements/strategy and qualification structure(s) are owned by Improve.

The Pearson Edexcel Level 2 Certificate for Proficiency in Food Industry Skills has been approved as a component for the Food and Drink Manufacturing Apprenticeship framework.

What is the purpose of this qualification?

This qualification is designed for learners who are working in a range of food operations roles, typically in automated production/processing companies. It offers learners the opportunity to develop skills and knowledge required to prove competence at work. It will also suit learners competent at core production/processing activities, looking to expand their existing skills, perhaps to support multi-skilling or to develop into a specialist area such as quality assurance or laboratory operations.

Who is this qualification for?

This qualification is for all learners aged 16 and above who are capable of reaching the required standards.

Pearson's policy is that the qualification should:

- be free from any barriers that restrict access and progression
- ensure equality of opportunity for all wishing to access the qualification(s).

What are the benefits of this qualification to the learner and employer?

For the first time, the qualification offers the food industry a unique mix of occupational skills and knowledge units covering production/processing, food sales and service or support operations competencies, combined with the detailed knowledge units relevant to all roles.

The flexible choice of units allows learners to select units that are most relevant to their own employment, learning and progression requirements. The choice of units also reflects the wide variety of jobs which people do in different types of companies in the industry.

The common operations units also offer learners the opportunity to take competencies which are generic to the whole food and drink industry, such as food safety, working with others and quality.

What are the potential job roles for those working towards this qualification?

- Abattoir operative
- Baker
- Brewery worker
- Butcher
- Confectioner
- Food processing operative
- Food scientist/technologist
- Meat hygiene inspector
- Meat process worker
- Technical brewer

What progression opportunities are available to learners who achieve this qualification?

Learners may progress to the

- Pearson Edexcel Level 3 Award, Certificate or Diploma for Proficiency in Food Industry Skills
- Pearson Edexcel Level 3 Award, Certificate or Diploma for Proficiency in Food Manufacturing Excellence
- Pearson Edexcel Level 3 Award, Certificate or Diploma for Proficiency in Baking Industry Skills

Further information is available in *Annexe A*.

What is the qualification structure for the Pearson Edexcel Level 2 Certificate for Proficiency in Food Industry Skills?

Individual units can be found in the *Units* section.

To achieve the full level 2 Certificate, learners must achieve a minimum of 27 credits, comprising of the following combination of credits from each of the two unit groups: Group A, a minimum of 21 credits, Group B, it is not mandatory to take any units from Group B but up to 6 credits can be achieved. Any further credit will not count towards this qualification but will be recorded along with all the units that have been achieved towards the qualification and can be used as credit towards other appropriate qualifications.

The Total Qualification Time (TQT) for this qualification is 270.

Group A – Mandatory Food Industry Skills units

Unit reference	Unit title	Credit	Level
A/601/2919	Contribute to Environmental Safety in Food Operations	2	2
M/601/2920	Understand How to Contribute to Environmental Safety in Food Operations	2	2
H/601/5247	Contribute to the Effectiveness of Food Retail Operations	2	2
K/601/5248	Understand How to Contribute to the Effectiveness of Food Retail Operations	2	2
A/502/7474	Plan and Organise own Work Activities in Food Manufacture	1	2
L/502/7477	Understand how to Plan and Organise Your Own Work Activities in Food Manufacture	1	2
Y/602/5838	Contribute to Optimising Work Areas in Food Manufacture	3	3
D/602/5839	Understand How to Contribute to Optimising Work Areas in Food Manufacture	3	3
F/601/2923	Contribute to the Development of Product Specifications in Food Manufacture	3	2
J/601/2924	Understand How to Contribute to the Development of Product Specifications in Food Manufacture	2	2
Y/502/7465	Start Up Plant and Equipment in Food Manufacture	2	2
D/502/7466	Understand How to Start Up Plant and Equipment in Food Manufacture	2	2

Unit reference	Unit title	Credit	Level
H/502/7467	Shut Down Plant and Equipment in Food Manufacture	2	2
M/502/7469	Understand How to Shut Down Plant and Equipment in Food Manufacture	2	2
T/502/7490	Start Up Multi-stage Operations in Food Manufacture	2	3
K/502/7471	Understand How to Start Up Multi-stage Operations in Food Manufacture	2	3
M/502/7472	Shut Down Multi-stage Operations in Food Manufacture	2	3
F/502/7475	Understand How to Shut Down Multi-stage Operations in Food Manufacture	2	3
J/502/7476	Report and Record Production Operations in Food Manufacture	2	2
M/502/7486	Understand How to Report and Record Production Operations in Food Manufacture	2	2
H/601/8309	Carry Out Product Changeovers in Food Manufacture	2	2
Y/601/8310	Understand How to Carry Out Product Changeovers in Food Manufacture	2	2
Y/601/2944	Contribute to Problem Diagnosis in Food Manufacture	2	2
D/601/2945	Understand How to Contribute to Problem Diagnosis in Food Manufacture	2	2
H/601/2946	Contribute to Problem Resolution in Food Manufacture	3	2
K/601/2947	Understand How to Contribute to Problem Resolution in Food Manufacture	2	2
T/601/5172	Operate Central Control Systems in Food Manufacture	2	2
A/601/5173	Understand How to Operate Central Control Systems in Food Manufacture	2	2
K/502/7468	Control Manual Size Reduction in Food Manufacture	2	2
H/502/7470	Understand How to Control Manual Size Reduction in Food Manufacture	3	2
M/602/1701	Control Size Reduction in Food Manufacture	3	2
T/602/1702	Control Weighing in Food Manufacture	2	2
A/602/1703	Control Mixing in Food Manufacture	3	2

Unit reference	Unit title	Credit	Level
A/601/4606	Control Heat Treatment in Food Manufacture	3	2
F/601/5174	Control Separation in Food Manufacture	3	2
Y/601/4631	Control Temperature Reduction in Food Manufacture	3	2
J/502/7364	Control Batching in Food Manufacture	3	2
R/502/7464	Control Conversion in Food Manufacture	3	2
L/502/7463	Control Conditioning in Food Manufacture	3	2
F/602/1704	Control Forming in Food Manufacture	3	2
J/601/4608	Control Depositing in Food Manufacture	3	2
F/601/4610	Control Enrobing in Food Manufacture	3	2
H/502/7453	Control Labelling in Food Manufacture	3	2
D/601/4632	Control Wrapping in Food Manufacture	3	2
L/601/5176	Control Bottling in Food Manufacture	3	2
Y/601/5178	Control Packaging in Food Manufacture	3	2
R/502/7481	Control Pelletising in Food Manufacture	3	2
A/502/7491	Control Milling in Food Manufacture	3	3
R/601/4613	Control Slicing in Food Manufacture	3	2
Y/601/4614	Understand How to Control Processes in Food Manufacture	4	2
T/601/4653	Slice and Bag Individual Food Products	2	2
R/601/4658	Understand How to Slice and Bag Individual Food Products	2	2
A/601/4573	Bake Off Food Products for Sale	2	2
J/601/4575	Understand How to Bake Off Food Products for Sale	2	2
J/602/1705	Control Defrosting in Food Manufacture	2	2
D/601/4663	Understand How to Control Defrosting in Food Manufacture	3	2
L/602/1706	Prepare Sauces and Marinades By Hand in Food Manufacture	3	2

Unit reference	Unit title	Credit	Level
R/602/1707	Understand How to Prepare Sauces and Marinades in Food Manufacture	2	2
K/502/7454	Control Membrane Processing in Food Manufacture	3	2
M/502/7455	Understand How to Control Membrane Processing in Food Manufacture	3	2
T/502/7456	Control Bottle-washing in Food Manufacture	3	2
A/502/7488	Understand How to Control Bottle-washing in Food Manufacture	4	2
A/502/7457	Control Canning in Food Manufacture	2	2
F/502/7458	Select and Prepare Raw Materials in Food Manufacture	3	2
K/601/4570	Prepare Ingredients and Store Fillings and Toppings in Food Manufacture	3	2
M/601/4571	Understand How to Prepare and Store Sweet Fillings and Toppings in Food Manufacture	3	2
H/601/4616	Understand How to Prepare and Store Savoury Fillings and Toppings in Food Manufacture	2	2
R/601/4580	Produce Individual Packs by Hand in Food Operations	3	2
L/601/8305	Sell Food Products in a Retail Environment	2	2
R/601/8306	Understand How to Sell Food Products in a Retail Environment	3	2
Y/601/8307	Display Food Products in a Retail Environment	3	2
D/601/8308	Understand How to Display Food Products in a Retail Environment	2	2
D/601/4582	Prepare to Operate a Counter/Take Away Service in Food Operations	2	2
J/601/4589	Understand How to Prepare to Operate a Counter/Take-away Service in Food Operations	2	2
F/601/4591	Operate a Counter/Take-away Service in Food Operations	2	2
D/601/4596	Understand How to Operate a Counter/Take Away Service in Food Operations	2	2
M/601/4599	Prepare to Operate a Table/Tray Service in Food Operations	2	2

Unit reference	Unit title	Credit	Level
H/601/4602	Understand How to Prepare to Operate a Table/Tray Service in Food Operations	2	2
M/601/4604	Operate a Table/Tray Service in Food Operations	2	2
T/601/4605	Understand How to Operate a Table/Tray Service in Food Operations	2	2
F/601/4607	Finish Bake Off Products	3	2
J/601/4611	Understand How to Finish Bake Off Products	2	2
D/601/4615	Assemble and Process Products for Food Service	2	2
M/601/4618	Understand How to Assemble and Process Products For Food Service	2	2
R/601/2490	Store and Retrieve Information	3	2
H/600/9724	Communicate Information and Knowledge	3	2
T/601/8301	Lift and Handle Materials Safely in Food Operations	2	2
A/601/8302	Understand How to Lift and Handle Materials Safely in Food Operations	2	2
T/601/2921	Contribute to the Maintenance of Plant and Equipment in Food Operations	3	2
A/601/2922	Understand How to Contribute to the Maintenance of Plant and Equipment in Food Operations	3	2
F/502/7461	Prepare to Receive Goods and Materials in Food Operations	1	2
A/502/7460	Receive Goods and Materials in Food Operations	2	2
J/502/7431	Understand How to Receive Goods and Materials in Food Operations	4	2
T/502/7358	Understand How to Unload Goods and Materials in Food Operations	2	2
A/601/4623	Store Goods and Materials in Food Operations	3	2
F/601/4624	Understand How to Store and Organise Goods and Materials in Food Operations	4	2
K/502/7440	Control Stock Levels in Food Operations	3	2
A/502/7359	Understand How to Control Stock Levels in Food Operations	1	2

Unit reference	Unit title	Credit	Level
J/601/4625	Supply Materials for Production in Food Operations	3	2
L/601/4626	Understand How to Supply Materials for Production in Food Operations	3	2
M/502/7360	Carry Out and Finish Bulk Filling in Food Operations	2	2
T/502/7361	Understand How to Carry Out and Finish Bulk Filling in Food Operations	2	2
A/502/7362	Carry Out and Finish Transfer of Materials in Food Operations	1	2
F/502/7363	Understand How to Carry Out and Finish Transfer of Materials in Food Operations	1	2
M/502/7441	Process Customer Orders in Food Operations	2	2
Y/502/7479	Understand How to Process Customer Orders in Food Operations	2	2
J/502/7462	Pick Orders and Store for Despatch in Food Operations	2	2
L/502/7480	Understand How to Pick Orders and Store for Despatch in Food Operations	2	2
F/601/8298	Understand How to Produce Product Packs in Food Operations	3	2
A/502/7443	Understand How to Produce Individual Packs By Hand in Food Operations	3	2
F/502/7444	Understand How to Meet Requirements for Producing Product Packs in Food Operations	2	2
R/601/4627	Pack Orders for Despatch in Food Operations	1	2
Y/601/4628	Understand How to Pack Orders for Despatch in Food Operations	1	2
R/502/7447	Assemble Different Products to a Pre-determined Pattern in Food Operations	5	2
Y/502/7448	Understand How to Assemble Different Products to a Pre-Determined Pattern in Food Operations	2	2
D/502/7449	Palletise and Wrap Products in Food Operations	3	2
R/502/7450	Understand How to Palletise and Wrap Products in Food Operations	2	2
Y/502/7451	Load Consignments for Despatch in Food Operations	1	2

Unit reference	Unit title	Credit	Level
D/502/7452	Understand How to Load Consignments for Despatch in Food Operations	4	2
M/602/1715	Prepare Orders for Despatch in Food Operations	3	2
M/602/1696	Understand How to Prepare Orders for Despatch in Food Operations	3	2
K/601/5184	Carry Out Disinfection in Food Operations	2	2
T/601/5186	Understand How to Carry Out Disinfection in Food Operations	2	2
M/601/4666	Control Washing and Drying Machinery in Food Operations	3	2
T/601/4670	Understand How to Control Washing and Drying Machinery in Food Operations	2	2
J/601/8299	Control Hygiene Cleaning in Food Operations	3	2
M/601/8300	Understand How to Control Hygiene Cleaning in Food Operations	3	2
T/502/7442	Contribute to Keeping the Workplace Secure in Food Operations	1	2
T/502/7439	Understand How to Contribute to Keeping the Workplace Secure in Food Operations	2	2
D/601/5229	Contribute to Maintaining Stock Security and Minimising Losses in Food Operations	2	2
L/601/5243	Understand How to Contribute to Maintaining Stock Security and Minimising Losses in Food Operations	2	2
R/601/5244	Control Effluent Treatment in Food Operations	2	2
Y/601/5245	Understand How to Control Effluent Treatment in Food Operations	3	2
D/601/5246	Understand How to Monitor Effluent Treatment in Food Operations	2	2

Unit reference	Unit title	Credit	Level
H/601/2896	Work Effectively with Others in Food Operations	2	2
K/601/2897	Understand How to Work Effectively with Others in Food Operations	2	2
T/601/2899	Maintain Product Quality in Food Operations	2	2
H/601/2901	Understand How to Maintain Product Quality in Food Operations	2	2
K/601/2902	Maintain Workplace Food Safety Standards in Operations	2	2
M/601/2903	Understand How to Maintain Workplace Food Safety Standards in Operations	2	2
M/601/2917	Maintain Workplace Health and Safety in Food Operations	2	2
T/601/2918	Understand How to Maintain Workplace Health and Safety in Food Operations	2	2
H/601/2929	Contribute to Continuous Improvement for Achieving Excellence in Food Operations	3	2
Y/601/2930	Understand How to Contribute to Continuous Improvement for Achieving Excellence in Food Operations	2	2
K/601/8313	Clean in Place (CIP) Plant and Equipment in Food Operations	3	2
M/601/8314	Understand How to Prepare for and Conduct Cleaning in Place (CIP) of Plant and Equipment in Food Operations	2	2
T/601/8315	Understand How to Avoid Contamination and Complete Cleaning in Place (CIP) of Plant and Equipment in Food Operations	2	2
A/601/8316	Carry Out Task Hand-over Procedures in Food Manufacture	2	2
F/601/8317	Understand How to Carry Out Task Hand-over Procedures in Food Manufacture	1	2

Group B – Optional Food Industry Knowledge units

Unit reference	Unit title	Credit	Level
L/502/7432	Principles of Product Quality and Improvements in Food Operations	2	2
K/502/0181	The Principles of Food Safety for Manufacturing	1	2
R/502/7433	Principles of Using and Storing Materials in Food Operations	1	2
Y/502/7434	Principles of Packing and Labelling Food Products in Food Operations	2	2
D/502/7435	Principles of Clean in Place (CIP) in Food Operations	1	2
H/502/7436	Principles of Food Processing Operations	1	2
D/602/4061	Principles of Raw Food Materials in Food Operations	2	3
K/502/7437	Principles of Sharpening, Maintaining and Selecting Cutting Tools and Equipment in Food Operations	2	2
K/602/0630	Principles of Cans and Closing Cans in Food Manufacture	2	2
M/502/7438	Principles of Glass Bottles and Related Closures in Food Manufacture	3	2
K/502/7499	Principles of Plastic Bottles and Related Closures in Food Manufacture	3	2
A/601/2631	Principles of HACCP-based Food Safety Systems	1	2
F/601/2954	Principles of Continuous Improvement Techniques (Kaizen) in Food Operations	3	3
L/601/2701	Principles of Sustainability in Food Operations	4	3
K/502/7356	Principles of Evaporation in Food Operations	1	2
H/601/5216	Principles of Valves and Pumps in Food Manufacture	2	2
K/601/5217	Principles of Plate Heat Exchangers in Food Manufacture	2	2
D/502/7354	Principles of Working in Explosion Risk Areas in Food Operations	1	2
M/502/7357	Principles of Instrumentation and Control Systems in Food Operations	3	2
M/602/4498	Principles of Using Information Communication Technology (ICT) and Management Information Systems (MIS) in Food Technology	3	3

Unit reference	Unit title	Credit	Level
Y/502/7496	Principles of Sensory Assessment in Food Technology	3	3
A/602/4505	Principles of Weights and Measures in Food Technology	4	3
T/602/4552	Principles of Cleaning Raw Food Materials	3	3
A/602/4553	Principles of Sorting and Grading Produce and Food Materials	3	3
F/602/4554	Principles of Bulk Size Reduction of Produce and Food Materials	4	3
F/602/4506	Principles of Freezing Methods in Food Technology	4	3
J/602/4555	Principles of Homogenisation in Food Technology	4	3
H/502/7498	Principles of Filtration in Food Technology	4	3
J/502/7493	Principles of Centrifugation in Food Technology	3	3
L/502/7494	Principles of Blanching in Food Technology	3	3
R/502/7495	Principles of Irradiation in Food Technology	4	3
L/602/4556	Principles of Aseptic Packaging in Food Technology	3	3
D/602/4562	Principles of Bar Coding in Food Operations	3	3
K/602/4564	Principles of Paper and Board Packaging in Food Operations	4	3
M/602/4565	Principles of Plastic and Cellulose Films in Food and Drink	4	3

How is the qualification graded and assessed?

The overall grade for the qualification is a 'pass'. The learner must achieve all the required units within the specified qualification structure.

To pass a unit the learner must:

- achieve **all** the specified learning outcomes
- satisfy **all** the assessment criteria by providing sufficient and valid evidence for each criterion
- show that the evidence is their own.

The qualification is designed to be assessed:

- in the workplace or
- in conditions resembling the workplace, as specified in the assessment strategy for the sector, or
- as part of a training programme.

Assessment strategy

The assessment strategy for this qualification has been included in *Annexe C*. It has been developed by Improve in partnership with employers, training providers, awarding organisations and the regulatory authorities. The assessment strategy includes details on:

- criteria for defining realistic working environments
- roles and occupational competence of assessors, expert witnesses, internal verifiers and standards verifiers
- quality control of assessment
- evidence requirements.

Evidence of competence may come from:

- **current practice** where evidence is generated from a current job role
- a **programme of development** where evidence comes from assessment opportunities built into a learning/training programme whether at or away from the workplace
- the **Recognition of Prior Learning (RPL)** where a learner can demonstrate that they can meet the assessment criteria within a unit through knowledge, understanding or skills they already possess without undertaking a course of learning. They must submit sufficient, reliable and valid evidence for internal and standards verification purposes. RPL is acceptable for accrediting a unit, several units or a whole qualification
- a **combination** of these.

It is important that the evidence is:

Valid	relevant to the standards for which competence is claimed
Authentic	produced by the learner
Current	sufficiently recent to create confidence that the same skill, understanding or knowledge persist at the time of the claim
Reliable	indicates that the learner can consistently perform at this level
Sufficient	fully meets the requirements of the standards.

Types of evidence (to be read in conjunction with the assessment strategy in *Annexe C*)

To successfully achieve a unit the learner must gather evidence which shows that they have met the required standard in the assessment criteria. Evidence can take a variety of different forms including the examples below. Centres should refer to the assessment strategy for information about which of the following are permissible.

- direct observation of the learner's performance by their assessor (O)
- outcomes from oral or written questioning (Q&A)
- products of the learner's work (P)
- personal statements and/or reflective accounts (RA)
- outcomes from simulation, where permitted by the assessment strategy (S)
- professional discussion (PD)
- assignment, project/case studies (A)
- authentic statements/witness testimony (WT)
- expert witness testimony (EPW)
- evidence of Recognition of Prior Learning (RPL).

The abbreviations may be used for cross-referencing purposes.

Learners can use one piece of evidence to prove their knowledge, skills and understanding across different assessment criteria and/or across different units. It is, therefore, not necessary for learners to have each assessment criterion assessed separately. Learners should be encouraged to reference the assessment criteria to which the evidence relates.

Evidence must be made available to the assessor, internal verifier and Pearson standards verifier. A range of recording documents is available on the Pearson website qualifications.pearson.com. Alternatively, centres may develop their own.

Centre recognition and approval

Centre recognition

Centres that have not previously offered Pearson qualifications need to apply for and be granted centre recognition as part of the process for approval to offer individual qualifications. New centres must complete both a centre recognition approval application and a qualification approval application.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by the new qualification and the conditions for automatic approval are met. Centres already holding Pearson approval are able to gain qualification approval for a different level or different sector via Edexcel online.

Approvals agreement

All centres are required to enter into an approvals agreement which is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any linked codes or regulations. Pearson will act to protect the integrity of the awarding of qualifications, if centres do not comply with the agreement. This could result in the suspension of certification or withdrawal of approval.

Quality assurance

Detailed information on Pearson's quality assurance processes is given in *Annexe A*.

What resources are required?

Each qualification is designed to support learners working in the food and drink manufacturing sector. Physical resources need to support the delivery of the qualifications and the assessment of the learning outcomes and must be of industry standard. Centres must meet any specific resource requirements outlined in *Annexe C: Assessment strategy*. Staff assessing the learner must meet the requirements within the overarching assessment strategy for the sector.

Unit format

Each unit in this specification contains the following sections.

Unit title:					This is the formal title of the unit that will appear on the learner's certificate.
Unit reference number:					This is the unit owner's reference number for the specified unit.
Level:					All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors by Ofqual, the qualifications regulator.
Credit value:					All units have a credit value. The minimum credit value is one, and credits can only be awarded in whole numbers. Learners will be awarded credits when they achieve the unit.
Guided learning hours:					Guided Learning Hours (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.
Unit summary:					This provides a summary of the purpose of the unit.
Assessment requirements/evidence requirements:					The assessment/evidence requirements are determined by the SSC. Learners must provide evidence for each of the requirements stated in this section.
Assessment methodology:					This provides a summary of the assessment methodology to be used for the unit.
Learning outcomes:	Assessment criteria:	Evidence type:	Portfolio reference:	Date:	
			The learner should use this box to indicate where the evidence can be obtained eg portfolio page number.	The learner should give the date when the evidence has been provided.	
Learning outcomes state exactly what a learner should know, understand or be able to do as a result of completing a unit.		The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or a set of learning outcomes, has been achieved.		Learners must reference the type of evidence they have and where it is available for quality assurance purposes. The learner can enter the relevant key and a reference. Alternatively, the learner and/or centre can devise their own referencing system.	

Units

Unit 1: Contribute to Environmental Safety in Food Operations

Unit reference number: A/601/2919

Level: 2

Credit value: 2

Guided learning hours: 5

Unit summary

This unit supports workforce development for those who contribute to environmental safety in food manufacture in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, contributing to environmental safety in food operations. It needs to be assessed on the job.

The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Contribute to workplace environmental safety	1.1 maintain environmentally safe working practices 1.2 take precautions to minimise environmental damage 1.3 identify any incidental damage and take action to minimise it 1.4 report environmental incidents and actions taken in response of them to the relevant person 1.5 follow procedures to dispose of waste materials safely			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 2: Understand How to Contribute to Environmental Safety in Food Operations

Unit reference number: M/601/2920

Level: 2

Credit value: 2

Guided learning hours: 11

Unit summary

This unit supports workforce development for those who need to understand how to contribute to environmental safety in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when contributing to environmental safety in food operations. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Know how to comply with requirements	1.1 describe the reporting procedures for environmental incidents 1.2 outline the organisational and legislative requirements relating to environmental damage			
2	Know how to recognise environmental damage	2.1 describe the different types of environmental damage 2.2 outline the types of damage that may occur 2.3 explain the impact that damage can have on the environment, and what corrective actions can be taken			
3	Know how to work in a way that reduces environmental damage	3.1 explain how to choose the most suitable materials and equipment, given the nature of the work activity, and its potential impact on the environment 3.2 describe the different methods that can be used to minimise environmental damage 3.3 describe how to dispose of waste in ways that minimise the risk to the environment			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 3: Contribute to the Effectiveness of Food Retail Operations

Unit reference number: H/601/5247

Level: 2

Credit value: 2

Guided learning hours: 10

Unit summary

This unit supports workforce development for those who contribute to the effectiveness of food retail operations in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, contributing to the effectiveness of food retail operations. It needs to be assessed on the job.

The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Organise own activities within food and drink retail operations	1.1 obtain correct instructions and specifications for own retail work schedule 1.2 organise own work activity to make the best use of resources within operational requirements 1.3 report any resource deficiencies to the relevant person 1.4 check that own retail work schedule is realistic and achievable within the constraints of the workplace			
2 Contribute to the improvement of food and drink retail operations	2.1 make a positive contribution to identifying opportunities to improve retail operations 2.2 gather information about possible improvements 2.3 suggest improvements which are required and realistic 2.4 share ideas for improvements with the relevant people and react positively to feedback 2.5 communicate own ideas in enough detail to allow further action to be agreed			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 4: Understand How to Contribute to the Effectiveness of Food Retail Operations

Unit reference number: K/601/5248

Level: 2

Credit value: 2

Guided learning hours: 11

Unit summary

This unit supports workforce development for those who understand how to contribute to the effectiveness of food retail operations in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when contributing to the effectiveness of food retail operations. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Know how to organise work activities to optimise effectiveness</p>	<p>1.1 describe how and where to get relevant work instructions, schedules and specifications</p> <p>1.2 outline the importance of organising activities within a schedule to the best results</p> <p>1.3 describe how to organise work activities efficiently and alter these if there are changes in retail needs</p> <p>1.4 describe how to organise work activities so that products are always at their best when they are sold</p> <p>1.5 state where and when to get help and advice</p> <p>1.6 outline the lines and methods and importance of effective communication</p>			
<p>2 Know how to contribute to the improvement of retail operations</p>	<p>2.1 describe how, where and when to make helpful suggestions for possible improvements to retail operations</p> <p>2.2 explain why continuous improvement is necessary and the benefits arising from it</p> <p>2.3 describe how to identify the short- and long-term benefits from improvements</p>			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 5: Plan and Organise Own Work Activities in Food Manufacture

Unit reference number: A/502/7474

Level: 2

Credit value: 1

Guided learning hours: 5

Unit summary

This unit supports workforce development for those who plan and organise own work activities in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, planning and organising own work activities in food manufacture. It needs to be assessed on the job.

The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Plan and organise their own work activities	1.1 check understanding of own work objectives 1.2 plan the actions needed to undertake work 1.3 prioritise work activities 1.4 check that the required resources are available 1.5 check that the available resources are suitable 1.6 take action if the required resources are unavailable or unsuitable			
2 Work effectively	2.1 work in a way that is efficient, safe and makes use of available time 2.2 use shared resources efficiently 2.3 leave shared resources in a suitable state for others to use			
3 Communicate with others	3.1 keep colleagues up to date on progress of work activity which may affect them 3.2 make suggestions to the relevant person on ways to improve work activities 3.3 inform the relevant person promptly about difficulties which prevent or delay meeting objectives			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 6: Understand how to Plan and Organise your Own Work Activities in Food Manufacture

Unit reference number: L/502/7477

Level: 2

Credit value: 1

Guided learning hours: 10

Unit summary

This unit supports workforce development for those who understand how to plan and organise own work activities in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when planning and organising own work activities in food manufacture. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Know how to plan and organise work activities</p>	<p>1.1 describe their own responsibilities and when to ask for help</p> <p>1.2 describe the importance of asking the appropriate person for help when a problem is outside their responsibility</p> <p>1.3 state the importance of having a clear plan of what to do before starting work</p> <p>1.4 describe how to plan, organise and prioritise work activities</p> <p>1.5 state where information is stored in the workplace</p> <p>1.6 state the importance of keeping records that are accurate, complete and up to date</p>			
<p>2 Know how to work effectively</p>	<p>2.1 describe how to read and interpret work instructions</p> <p>2.2 state the importance of checking availability of resources required for food manufacture</p> <p>2.3 describe how to use shared resources efficiently</p> <p>2.4 describe how to deal with conflicting demands on their time</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Know how to communicate with others in food manufacture	3.1 identify different types of information to be communicated 3.2 state the importance of communicating relevant information to the appropriate person promptly 3.3 state the importance of communicating information clearly 3.4 describe how to communicate with others in food manufacture			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 7: Contribute to Optimising Work Areas in Food Manufacture

Unit reference number: Y/602/5838

Level: 3

Credit value: 3

Guided learning hours: 26

Unit summary

This unit supports workforce development for those who contribute to optimising work areas in a food business.

The unit is designed for use primarily by team leaders and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Control the preparation of the work area and equipment for use	1.1 access and interpret information and instructions for the use of the work area and equipment 1.2 assess the impact of instructions on operations 1.3 allocate duties and responsibilities to others according to their proven competence and availability 1.4 inspect the work location, machinery and equipment to ensure they comply with statutory, environmental and operational requirements 1.5 check that services and utilities available in the work location meet operational requirements 1.6 check that sufficient quantities of materials, machines and equipment are available for production			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Monitor the use of work areas and equipment	2.1 evaluate reports received on the status of machinery and equipment after start-up 2.2 identify the impact of machinery and equipment performance on operations 2.3 record the contraventions of regulations and operational procedures, and make documentation available to relevant people 2.4 report contraventions to the relevant people 2.5 take corrective action within the limits of own authority			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Control the use of work areas to meet production targets	3.1 access and interpret the production requirements to achieve the production targets and quality specifications 3.2 clarify conflicting information with relevant people 3.3 agree and implement production requirements with relevant people 3.4 evaluate the individual's output against production targets and quality specifications 3.5 organise work schedules to meet operational requirements, taking account of: <ul style="list-style-type: none"> - rest periods - tedium of activity - individual's competence 3.6 confirm with relevant people, that quality specifications, throughput targets and output are met 3.7 identify problems affecting the quality of products and output targets 3.8 take corrective actions within the limits of own authority			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Control work completion procedures	4.1 minimise wastage of consumable items and other materials 4.2 recycle re-usable materials according to operational and statutory requirements 4.3 complete work in the allotted time and within operational constraints 4.4 report work which cannot be completed in the allotted time to the relevant people 4.5 complete documentation and make it available to the relevant people			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 8: Understand How to Contribute to Optimising Work Areas in Food Manufacture

Unit reference number: D/602/5839

Level: 3

Credit value: 3

Guided learning hours: 15

Unit summary

This unit supports workforce development for those who contribute to optimising work areas in a food business.

The unit is designed for use primarily by team leaders and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know what the requirements of optimising work areas are	1.1 describe the types of information and instructions needed to control the preparation of the work area 1.2 explain how to access, interpret and evaluate information and instructions, and why this needs to be done 1.3 describe how conflict can arise between sources of information and how to resolve it 1.4 outline the reporting and recording procedures, explain how to complete documentation and describe who to make it available to 1.5 explain why accurate and complete records are important and how to assess their impact 1.6 state why contravention of statutory regulations needs to be recorded and reported			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to control work areas	2.1 outline why reports need to be received on the status of machinery after start-up 2.2 explain how to check that production targets, output and quality specifications, throughput targets and why this needs to be done at regular intervals 2.3 explain the effects of wastage on production and on the organisation and how to minimise it 2.4 describe how to recycle re-usable materials and why they should be recycled 2.5 explain the importance of understanding the competence and availability of others in the work area and describe to allocate roles and responsibilities 2.6 describe how to deal with rest periods, tedium of activity and diversity of individual competence 2.7 explain why individuals' outputs should be evaluated against production targets and quality specifications and how to conduct the evaluation			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Know how to monitor and maintain work areas	3.1 explain how to inspect all aspects of the work area, and why it is important to carry out inspections 3.2 describe reasons why faults and problems occur in work areas 3.3 outline how to identify problems and why this should be done as early as possible 3.4 explain the importance of the range of corrective actions and procedures available, and to deal with problems 3.5 outline why work needs to be completed in the allotted time and how this can be achieved 3.6 explain why it is important to investigate and report work which cannot be achieved			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 9: Contribute to the Development of Product Specifications in Food Manufacture

Unit reference number: F/601/2923

Level: 2

Credit value: 3

Guided learning hours: 25

Unit summary

This unit supports workforce development for those who contribute to developing production specifications in a food manufacturing business.

The unit is designed for use primarily by food manufacturing operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, when contributing to the development of production specifications in food manufacture. It needs to be assessed on the job.

The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Contribute to identifying criteria for product specifications	1.1 take the opinions of relevant people into account when ascertaining the criteria required for the development of specifications 1.2 assess the products and processes, relevant information and influencing factors to determine the validity of the identified criteria 1.3 assess the validity of the proposed checking methods against the identified criteria			
2 Contribute to the development of draft criteria	2.1 assemble the criteria into a consistent order in a draft specification and submit it to the relevant people for comment 2.2 monitor the criteria used in specifications to check that they continue to be relevant to customer, product and process requirements 2.3 take action to deal with any discrepancies in line with the limits of own authority			
3 Contribute to confirming a final specification	3.1 agree which criteria will be incorporated into the final specification with relevant people 3.2 submit the final specifications in a suitable manner and format for the approval of relevant people			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 10: Understand How to Contribute to the Development of Product Specifications in Food Manufacture

Unit reference number: J/601/2924

Level: 2

Credit value: 2

Guided learning hours: 14

Unit summary

This unit supports workforce development for those who need to understand how to contribute to the development of production specifications in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when contributing to the development of production specifications in food manufacture. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand how to identify and develop criteria	1.1 describe what criteria are used to develop specifications 1.2 state what criteria are needed and how to develop them for inclusion in specifications 1.3 explain how to assemble and assess criteria for inclusion for specifications			
2 Understand the consultation process	2.1 explain how to consult with others and obtain their opinions 2.2 detail why it is important to consult others and state who to consult with about the development of specifications			
3 Understand how to develop the specification	3.1 describe the specification formats 3.2 describe the processes and procedures for specification development 3.3 describe how to draft and submit specifications for approval 3.4 state the relevant statutory regulations and operational requirements and how they affect specifications development			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 11: Start Up Plant and Equipment in Food Manufacture

Unit reference number: Y/502/7465

Level: 2

Credit value: 2

Guided learning hours: 13

Unit summary

This unit supports workforce development for those who start up plant and equipment in a food business.

The unit is designed for use primarily by team leaders and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, starting up plant and equipment in food manufacture. It needs to be assessed on the job.

The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Prepare to start up plant and equipment	1.1 make sure that all necessary plant, equipment, materials and services are available and fit for use 1.2 ensure that instrumentation is working according to specifications 1.3 take appropriate action in response to any identified faults			
2 Start up plant and equipment	2.1 ensure that plant settings are set to achieve the best performance 2.2 start up plant and equipment following specified procedures 2.3 make sure that resources are used efficiently			
3 Evaluate the start-up of plant and equipment	3.1 assess the usefulness of start-up procedures and suggest improvements to the relevant person 3.2 analyse how faults affect operations and correct them within the limits of own authority 3.3 complete documentation and process it according to specified procedures 3.4 maintain communication with managers and colleagues			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 12: Understand how to Start Up Plant and Equipment in Food Manufacture

Unit reference number: D/502/7466

Level: 2

Credit value: 2

Guided learning hours: 9

Unit summary

This unit supports workforce development for those who understand how to start up plant and equipment in a food business.

The unit is designed for use primarily by team leaders and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when starting up plant and equipment in food manufacture. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to start up plant and equipment in food manufacture	1.1 explain how the start-up process works 1.2 describe the specified procedures for start-up and the importance of following them 1.3 outline how to access and interpret the relevant plant, process, equipment and materials specifications 1.4 explain the lines and methods of communication and importance of using them 1.5 explain what paperwork has to be completed and why it is important to do this 1.6 outline the limits of own authority and competence and the importance of working within them			
2 Know how to deal with problems arising during the start-up of plant and equipment	2.1 explain methods for diagnosing and solving problems 2.2 describe the main types of equipment breakdowns 2.3 explain how faults can impact on operations			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 13: Shut Down Plant and Equipment in Food Manufacture

Unit reference number: H/502/7467

Level: 2

Credit value: 2

Guided learning hours: 6

Unit summary

This unit supports workforce development for those who shut down plant and equipment in food manufacture in a food business.

The unit is designed for use primarily by team leaders and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, shutting down plant and equipment in food manufacture. It needs to be assessed on the job.

The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Implement shut-down procedures	1.1 ensure that plant shut-down times and durations optimise efficiency 1.2 shut down plant, equipment and associated services in line with procedures 1.3 deal with residual materials in a manner which enables their re-use			
2 Complete the shut-down of plant and equipment	2.1 ensure that plant and equipment are safe, secure and fit for purpose so that operations can continue when necessary 2.2 evaluate effectiveness of shut-down procedures 2.3 make any recommendations for improvements to the relevant people 2.4 complete the documentation accurately and clearly and process it according to specified procedures 2.5 maintain communication with managers and colleagues			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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Internal verifier signature: _____

Date: _____

(if sampled)

Unit 14: Understand How to Shut Down Plant and Equipment in Food Manufacture

Unit reference number: M/502/7469

Level: 2

Credit value: 2

Guided learning hours: 8

Unit summary

This unit supports workforce development for those who understand how to shut down plant and equipment in a food business.

The unit is designed for use primarily by team leaders and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when shutting down plant and equipment in food manufacture. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to implement shut-down procedures	1.1 explain the limits of their authority and competence and the importance of working within them 1.2 explain the procedures for shut-down and importance of following them			
2 Know how to complete plant and equipment shut down	2.1 explain what happens after shut-down and how own actions affect this 2.2 outline the procedures for dealing with residual materials and why it is important to follow them 2.3 explain the documentation requirements and importance of meeting them 2.4 outline the lines and methods of effective communication and importance of using them			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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Date: _____

(if sampled)

Unit 15: Start Up Multi-stage Operations in Food Manufacture

Unit reference number: T/502/7490

Level: 3

Credit value: 2

Guided learning hours: 9

Unit summary

This unit supports workforce development for those who start up multi-stage operation in a food business.

The unit is designed for use primarily by team leaders and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, starting up multi-stage operations in food manufacture. It needs to be assessed on the job.

The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Prepare to start up multi-stage operations	1.1 evaluate the effectiveness of start-up procedures 1.2 make recommendations for improvements to procedures to the relevant people 1.3 establish and maintain communication with managers and colleagues 1.4 ensure that all necessary plant, equipment, materials and services are available and fit for use			
2 Start up multi-stage operations	2.1 ensure that required instrumentation is working to specifications and take relevant action in response to any faults 2.2 ensure that plant is configured to achieve optimum performance 2.3 ensure that start-up is in accordance with procedures and uses resources efficiently 2.4 evaluate faults for impact on operations and take appropriate action within the limits of own authority 2.5 complete necessary documentation and process it according to specified procedures			

Learner name: _____

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Learner signature: _____

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Assessor signature: _____

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Internal verifier signature: _____

Date: _____

(if sampled)

Unit 16: Understand How to Start Up Multi-stage Operations in Food Manufacture

Unit reference number: K/502/7471

Level: 3

Credit value: 2

Guided learning hours: 11

Unit summary

This unit supports workforce development for those who understand how to start up multi-stage operations in a food business.

The unit is designed for use primarily by team leaders and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when starting up multi-stage operations in food manufacture. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to start up multi-stage operations	1.1 explain how the start-up process works 1.2 describe the procedures for start-up and explain why it is important to follow them 1.3 explain how to access and interpret the relevant plant, process, equipment and materials specifications 1.4 explain the lines and methods of communication and importance of using them 1.5 explain the documentation requirements and why it is important to meet them 1.6 outline limits of own authority and competence and why it is important to work within them			
2 Know how to deal with problems arising during the start-up of operations	2.1 describe the main types of equipment malfunction 2.2 explain how to use problem-solving and diagnostic techniques and the importance of this 2.3 explain how faults can impact on operations			

Learner name: _____

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Learner signature: _____

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Assessor signature: _____

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(if sampled)

Unit 17: Shut Down Multi-stage Operations in Food Manufacture

Unit reference number: M/502/7472

Level: 3

Credit value: 2

Guided learning hours: 9

Unit summary

This unit supports workforce development for those who shut down multi-stage operations in a food business.

The unit is designed for use primarily by team leaders and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, shutting down multi-stage operations in food manufacture. It needs to be assessed on the job.

The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Prepare to shut down multi-stage operations	1.1 maintain communication with managers and colleagues 1.2 ensure that plant shut-down times and durations optimise efficiency 1.3 ensure that the plant is shut down efficiently			
2 Shut down multi-stage operations	2.1 shut down designated plant, equipment and associated services in accordance with procedures 2.2 deal with residual materials in a manner which optimises their future use 2.3 ensure that plant and equipment are safe, secure and fit for purpose so that operations can continue when necessary 2.4 evaluate the effectiveness of shut-down procedures for effectiveness 2.5 make recommendations for improvements to procedures to relevant people 2.6 complete documentation and process it according to specified procedures			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

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Internal verifier signature: _____

Date: _____

(if sampled)

Unit 18: Understand how to Shut Down Multi-stage Operations in Food Manufacture

Unit reference number: F/502/7475

Level: 3

Credit value: 2

Guided learning hours: 9

Unit summary

This unit supports workforce development for those who understand how to shut down multi-stage operations in a food business.

The unit is designed for use primarily by team leaders and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when shutting down multi-stage operations in food manufacture. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to shut down multi-stage operations in food manufacture	1.1 outline the limits of own authority and competence and why it is important to work within them 1.2 explain why it is important to use the lines and methods of communication available 1.3 outline the importance of meeting documentation requirements 1.4 outline the procedures for dealing with residual materials and the importance of following them 1.5 describe what happens after shut-down and how this influences actions 1.6 explain the procedures for shut-down and the importance of following them			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 19: Report and Record Production Operations in Food Manufacture

Unit reference number: J/502/7476

Level: 2

Credit value: 2

Guided learning hours: 13

Unit summary

This unit supports workforce development for those who report and record production operations in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, reporting and recording production operations in food manufacture. It needs to be assessed on the job.

The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to record operational activities	1.1 identify information and data that need to be reported 1.2 identify the appropriate method of recording information and data 1.3 record information and data collected 1.4 complete records within defined timescales 1.5 follow company procedures to process and store records			
2 Be able to report on operational activities	2.1 identify information and events that need to be reported 2.2 report information and events to the appropriate person or people 2.3 make verbal reports of information and events 2.4 make written reports of information and events 2.5 check that reporting of information and events is to the point and accurate			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 20: Understand how to Report and Record Production Operations in Food Manufacture

Unit reference number: M/502/7486

Level: 2

Credit value: 2

Guided learning hours: 13

Unit summary

This unit supports workforce development for those who understand how to report and record production operations in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding.

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when reporting and recording production operations in food manufacture. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to report production operations	1.1 identify situations, events, problems and information that need reporting 1.2 explain the importance of: <ul style="list-style-type: none"> - working with others to obtain information - establishing facts before reporting - reporting clearly, concisely, accurately and promptly - including adequate detail in reports 1.3 list the key people to whom reports should be made 1.4 outline the key principles of verbal, written and electronic reporting			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to record production operations	2.1 list the key types of information and data that need to be recorded 2.2 describe different methods of recording information and data 2.3 explain the importance of recording information and data methodically 2.4 describe the potential consequences of errors in records 2.5 explain the importance of records for maintaining traceability and quality assurance 2.6 outline the concept of due diligence including legal defence			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 21: Carry Out Product Changeovers in Food Manufacture

Unit reference number: H/601/8309

Level: 2

Credit value: 2

Guided learning hours: 11

Unit summary

This unit supports workforce development for those who carry out product changeovers in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, carrying out product changeovers in food manufacture. It needs to be assessed on the job.

The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Prepare for changeovers in a way that minimises down-time and waste	1.1 obtain the information and any required authorisation before changeover begins 1.2 alert those who need to be involved, maintaining communication throughout the changeover process 1.3 assemble required resources in the appropriate place and make sure they meet specifications 1.4 remove resources from the previous run which are not needed 1.5 ensure plant surfaces that are in contact with ingredients and product are clean			
2 Carry out changeovers	2.1 adjust plant and equipment to conform to specification without affecting any other part of the plant 2.2 maintain communication where required			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Complete changeovers	3.1 complete the changeover within the specified time 3.2 inform those who need to know that changeover is complete 3.3 take appropriate action when change parts are removed 3.4 report the condition of worn or damaged parts to the relevant person 3.5 ensure that, following changeover, output matches specification and is produced at the required rate 3.6 complete all records			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 22: Understand How to Carry Out Product Changeovers in Food Manufacture

Unit reference number: Y/601/8310

Level: 2

Credit value: 2

Guided learning hours: 16

Unit summary

This unit supports workforce development for those who understand how to carry out product changeovers, in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when carrying out product changeovers in food manufacture. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

It is recommended that this unit is taken with the relevant Occupational Skills Unit.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know about the requirements for carrying out product changeovers	1.1 state why the changeover is taking place 1.2 state the time allowed for changeovers 1.3 state the limits of own authority, and the importance of working within them 1.4 outline the procedures for authorisation to work, isolation of equipment and services and what may happen if they are not followed 1.5 describe how to communicate and record information to meet specifications and the importance of doing so 1.6 state how to obtain and interpret specifications 1.7 describe what may happen if specifications are not interpreted correctly			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to carry out product changeovers	2.1 state the functions and use of machine parts, tools and safety equipment needed for changeovers 2.2 state the key materials and resources that are required and how to check their suitability for use 2.3 state the effect critical control settings have on quality and production volumes 2.4 state why it is important to notify the relevant person that a changeover has been completed and what may happen if this is not done 2.5 state the importance of keeping accurate and prompt records			
3 Know how to deal with problems during changeovers	3.1 outline difficulties and problems that might arise during changeovers and the action to be taken in each case 3.2 explain why cleaning is important and what may happen if this is not done when required 3.3 outline the appropriate action to take when change parts are removed and describe what may happen if this is not done 3.4 describe how to recognise wear and tear on change parts			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 23: Contribute to Problem Diagnosis in Food Manufacture

Unit reference number: Y/601/2944

Level: 2

Credit value: 2

Guided learning hours: 10

Unit summary

This unit supports workforce development for those who need to understand how to contribute to problem diagnosis in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, contributing to problem diagnosis in food manufacture. It needs to be assessed on the job.

The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Contribute to identifying problems	1.1 identify variations to normal operating conditions 1.2 contribute to the assessment of the impact of these problems 1.3 take the appropriate action to make sure you and your colleagues remain safe			
2 Contribute to problem diagnosis	2.1 contribute to determining the nature, cause and the effect of the problems 2.2 contribute to investigating the problems in a safe and cost-effective manner, with minimum delay or wastage			
3 Contribute to reporting problems	3.1 communicate problems to the appropriate person 3.2 complete and process all records of problems			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 24: Understand How to Contribute to Problem Diagnosis in Food Manufacture

Unit reference number: D/601/2945

Level: 2

Credit value: 2

Guided learning hours: 15

Unit summary

This unit supports workforce development for those who need to understand how to contribute to problem diagnosis in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when contributing to problem diagnosis in food manufacture. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

It is recommended that this unit is taken with the relevant Occupational Skills Unit.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to contribute to identifying problems in your area of work	1.1 outline the importance of contributing to problem solving is important 1.2 detail how to recognise differences from specification 1.3 outline the relevant operating procedures 1.4 detail operating problems and their possible effect on other operations 1.5 state how to help investigate problems in a safe and cost-effective manner and why it is important to do so 1.6 state how to assist the team or individual define and verify the root cause of a problem			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to contribute to analysing and reporting problems within your work area	2.1 state how to use any relevant tools and test equipment 2.2 detail different methods can be used to gather evidence about problems 2.3 outline how to help analyse problems to determine their nature, cause and effects 2.4 detail lines and methods of effective communication and why it is important to use them 2.5 state documentation requirements and why it is important to meet them			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 25: Contribute to Problem Resolution in Food Manufacture

Unit reference number: H/601/2946

Level: 2

Credit value: 3

Guided learning hours: 13

Unit summary

This unit supports workforce development for those who contribute to problem resolution in a food business.

The unit is designed for use primarily by operatives or team leaders and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, contributing to problem resolution in food manufacture. It needs to be assessed on the job.

The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Contribute to identifying the causes of problems	1.1 check and follow legal or regulatory requirements, hygiene, health and safety and environmental standards 1.2 check the available information and clarify or seek further information			
2 Contribute to implementing solutions to problems	2.1 contribute to selecting solutions which are effective in relation to operational requirements 2.2 help to ensure that the corrective actions determined meet with organisational requirements 2.3 contribute to putting into action the chosen solution to restore operating conditions safely and effectively 2.4 monitor operations to ensure that correct operating conditions are met and maintained 2.5 communicate the results of own actions to the appropriate person			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Contribute to reporting on action to be taken to resolve problems	3.1 contribute to the identification of needs for further work and report this to the relevant person in sufficient detail for action to be taken 3.2 make suggestions for avoiding the problem happening again and ways to improve operations to managers and colleagues 3.3 complete all records accurately and clearly, and process it promptly			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 26: Understand How to Contribute to Problem Resolution in Food Manufacture

Unit reference number: K/601/2947

Level: 2

Credit value: 2

Guided learning hours: 18

Unit summary

This unit supports workforce development for those who need to understand how to contribute to problem resolution in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when contributing to problem resolution in food manufacture. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

It is recommended that this unit is taken with the relevant Occupational Skills Unit.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to contribute to problems in your area of work and how to communicate to colleagues	1.1 state operating problems and their possible effect on other operations 1.2 detail the operating procedures 1.3 state why it is important to record and communicate problems 1.4 detail the lines and methods of effective communication and why it is important to use them			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to contribute to identifying resolutions to problems	2.1 outline factors to take into consideration when contributing to selecting solutions 2.2 state how to help: <ul style="list-style-type: none"> - recognise both temporary and permanent solutions, deciding which should be used - assess the impact of solutions on other operations - analyse problems in a systematic way - overcome problems and restore operations in an effective way 2.3 state how to monitor product integrity when overcoming problems and how they have been overcome 2.4 state how to evaluate the effectiveness of the solutions implemented			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 27: Operate Central Control Systems in Food Manufacture

Unit reference number: T/601/5172

Level: 2

Credit value: 2

Guided learning hours: 11

Unit summary

This unit supports workforce development for those who operate central control systems in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to use central control systems	1.1 log on, if required, at the specified time 1.2 monitor the process at the required frequency 1.3 respond to alarms and take appropriate action within the limits of own responsibility 1.4 operate necessary control sequences according to procedures 1.5 complete records			
2 Be able to overcome problems using control systems	2.1 make alterations to control parameters, auto/manual selection and sequencing as required 2.2 take corrective action within the limits of own authority when problems or possible future problems are identified 2.3 inform key people of any corrective action and its effects 2.4 complete records of problems resolved 2.5 maintain effective communications			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 28: Understand How to Operate Central Control Systems in Food Manufacture

Unit reference number: A/601/5173

Level: 2

Credit value: 2

Guided learning hours: 10

Unit summary

This unit supports workforce development for those who understand how to operate central control systems, in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when operating central control systems in food manufacture. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

It is recommended that this unit is taken with the relevant Occupational Skills Unit.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the functions of central control systems	1.1 describe the plant and equipment layout 1.2 outline the process equipment sequences and what may happen if controls are not sequenced properly 1.3 describe the effect of plant, equipment, services or control systems not performing to specification and the remedial action to be taken 1.4 state how to respond to alarms in the system			
2 Know how to avoid potential problems in the central control system	2.1 describe what could happen if the process is not monitored at the required frequency 2.2 describe what may happen if recognised procedures are not followed when sequencing necessary controls 2.3 outline the limits of own authority and competence and importance of working within them 2.4 explain how to meet recording, reporting and communication requirements and the importance of doing so			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 29: Control Manual Size Reduction in Food Manufacture

Unit reference number: K/502/7468

Level: 2

Credit value: 2

Guided learning hours: 15

Unit summary

This unit supports workforce development for those who control manual size reduction in a food manufacturing business.

The unit is designed for use primarily by food manufacturing operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace when controlling manual size reduction in food manufacture. It needs to be assessed on the job.

The learner must be able to demonstrate their competent performance consistently over a period of time to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Prepare for manual size reduction	1.1 check product specifications at the specified time 1.2 make sure that the material for size reduction is available and fit for use 1.3 take action in response to operating problems 1.4 maintain communication throughout the process			
2 Carry out manual size reduction	2.1 handle and store materials and products in a manner which maintains quality 2.2 achieve the output to the required specification 2.3 make sure the product is transferred to the next stage in the manufacturing operation 2.4 take action in response to operating problems			
3 Finish manual size reduction	3.1 deal with materials that can be recycled or re-worked according to specified procedures 3.2 dispose of waste according to specified procedures 3.3 make equipment and the immediate work area ready for future use after completion of the process 3.4 complete all records			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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Internal verifier signature: _____

Date: _____

(if sampled)

Unit 30: Understand How to Control Manual Size Reduction in Food Manufacture

Unit reference number: H/502/7470

Level: 2

Credit value: 3

Guided learning hours: 17

Unit summary

This unit supports workforce development for those who control manual size reduction in a food manufacturing business.

The unit is designed for use primarily by food manufacturing operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when controlling manual size reduction in food manufacture. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to control manual size reduction in food manufacture	1.1 describe what equipment and materials to use and in what quantity 1.2 outline how to obtain and interpret the relevant process specification 1.3 outline how to establish fitness for use of material and how to deal with material which is not fit for use 1.4 state why it is important to work within limits of own authority and competence 1.5 describe how to carry out and the importance of recording, reporting and communicating			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to control manual size reduction	2.1 describe how to carry out the process in an efficient manner, and the importance of this 2.2 describe what operating problems are associated with size reduction and the appropriate response to make 2.3 outline what might happen if material was used which was not fit for use 2.4 describe how and when to seek assistance 2.5 describe the action to take when the process specification is not met 2.6 outline how to follow work instructions, and the importance of doing so			
3 Know how to complete manual size reduction	3.1 describe how to deal with items that can be recycled or re-worked 3.2 describe how to dispose of waste, and the importance of this 3.3 outline how to make equipment ready for future use			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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Internal verifier signature: _____

Date: _____

(if sampled)

Unit 31: Control Size Reduction in Food Manufacture

Unit reference number: M/602/1701

Level: 2

Credit value: 3

Guided learning hours: 20

Unit summary

This unit supports workforce development for those who control size reduction in a food manufacturing business.

The unit is designed for use primarily by food manufacturing operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace when controlling size reduction in food manufacture. It needs to be assessed on the job.

The learner must be able to demonstrate their competent performance consistently over a period of time to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Prepare for size reduction	1.1 check product specifications at the specified time 1.2 make sure that material for size reduction is available and fit for use 1.3 make sure that services meet requirements 1.4 start up the plant and equipment according to specified procedures so that it runs to specification 1.5 take action in response to operating problems 1.6 maintain communication throughout the process			
2 Carry out size reduction	2.1 use equipment according to specified procedures 2.2 make sure that equipment is supplied with materials and services as required 2.3 achieve output to the required specification 2.4 make sure the product is transferred to the next stage in the manufacturing operation according to specified procedures 2.5 take action in response to operating problems within the limits of own responsibility			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Finish size reduction	3.1 check the specifications to time shut-down 3.2 follow procedures to shut down equipment 3.3 deal with items that can be recycled or re-worked according to specified procedures 3.4 dispose of waste according to specified procedures 3.5 make equipment ready for future use after completion of the process 3.6 complete all records			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 32: Control Weighing in Food Manufacture

Unit reference number: T/602/1702

Level: 2

Credit value: 2

Guided learning hours: 10

Unit summary

This unit supports workforce development for those who control weighing in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, controlling weighing in food manufacture. It needs to be assessed on the job.

The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Prepare to weigh food products following company procedures	1.1 assemble equipment and materials for weighing 1.2 make sure there is a free flow of product for weighing and deal with any problems if not 1.3 set up weighing equipment 1.4 check that space is available to receive weighed products and deal with any problems if not			
2 Carry out weighing operations following company procedures	2.1 monitor the flow of product for weighing and deal with any problems 2.2 carry out the weighing operation 2.3 deal with any variations to company specifications during weighing 2.4 monitor the output of product to the correct place and deal with any build-up 2.5 identify and dispose of waste and product not meeting customer specifications to the correct place			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 33: Control Mixing in Food Manufacture

Unit reference number: A/602/1703

Level: 2

Credit value: 3

Guided learning hours: 20

Unit summary

This unit supports workforce development for those who control mixing in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, controlling mixing in food manufacture. It needs to be assessed on the job.

The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Prepare for mixing according to specifications	1.1 check product specifications at the right time 1.2 set up equipment 1.3 check that material for mixing is available and fit for use 1.4 make sure that services meet requirements 1.5 start up the plant and check that it is running to specification 1.6 take action in response to operating problems 1.7 maintain communication throughout the mixing process			
2 Carry out mixing according to specifications	2.1 use equipment and make sure that it is supplied with appropriate materials and services 2.2 achieve required output 2.3 make sure the product is transferred to the next stage in the manufacturing operation 2.4 take action in response to operating problems within the limits of own responsibility 2.5 maintain effective communication			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Finish mixing according to specification	3.1 check the specifications to time shut-down accurately 3.2 shut down equipment 3.3 take action to deal with items that can be recycled or re-worked 3.4 dispose of waste 3.5 make equipment ready for future use after completion of the process 3.6 maintain effective communication 3.7 complete all records and reports.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 34: Control Heat Treatment in Food Manufacture

Unit reference number: A/601/4606

Level: 2

Credit value: 3

Guided learning hours: 20

Unit summary

This unit supports workforce development for those who control heat treatment in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, controlling heat treatment in food manufacture. It needs to be assessed on the job.

The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to prepare for heat treatment according to specifications	1.1 check product specifications 1.2 set up equipment 1.3 make sure that material for heat treatment is available and fit for use 1.4 make sure that services meet requirements 1.5 start up the plant and check that it is running to specification 1.6 take action in response to operating problems 1.7 maintain communication throughout the process			
2 Carry out heat treatment according to specifications	2.1 use equipment and make sure that it is supplied with appropriate materials and services 2.2 achieve required output 2.3 make sure the product is transferred to the next stage in the manufacturing operation 2.4 take action in response to operating problems within the limits of own responsibility 2.5 maintain communication			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Finish heat treatment according to specifications and procedures	3.1 check the specifications to time shut-down accurately 3.2 shut down equipment 3.3 take action to deal with items that can be recycled or re-worked 3.4 dispose of waste 3.5 make equipment ready for future use after completion of the process 3.6 maintain effective communication 3.7 complete all records and reports			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 35: Control Separation in Food Manufacture

Unit reference number: F/601/5174

Level: 2

Credit value: 3

Guided learning hours: 20

Unit summary

This unit supports workforce development for those who control separation, in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Prepare for separation according to specifications	1.1 check product specifications at the right time 1.2 set up equipment 1.3 make sure that material for separation is available and fit for use 1.4 make sure that services meet requirements 1.5 start up the plant and check that it is running to specification 1.6 take action in response to operating problems 1.7 maintain communication throughout the process			
2 Carry out separation according to specifications	2.1 use equipment and make sure that it is supplied with appropriate materials and services 2.2 achieve required output 2.3 make sure the product is transferred to the next stage in the manufacturing operation 2.4 take action in response to operating problems within the limits of own responsibility 2.5 maintain effective communication			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Finish separation according to specifications and procedures	3.1 check the specifications to time shut-down accurately 3.2 shut down equipment according to specified procedures 3.3 take action to deal with items that can be recycled or re-worked 3.4 dispose of waste 3.5 make equipment ready for future use after completion of the process 3.6 maintain effective communication 3.7 complete all records and reports			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 36: Control Temperature Reduction in Food Manufacture

Unit reference number: Y/601/4631

Level: 2

Credit value: 3

Guided learning hours: 20

Unit summary

This unit supports workforce development for those who control temperature reduction, in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when controlling temperature reduction in food manufacture. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Prepare for temperature reduction according to specifications	1.1 check product specifications 1.2 set up equipment 1.3 make sure that material for temperature reduction is available and fit for use 1.4 make sure that services meet requirements 1.5 start up the plant and check that it is running to specification 1.6 take appropriate action in response to operating problems 1.7 maintain communication throughout the process			
2 Carry out temperature reduction according to specifications	2.1 use equipment and make sure that it is supplied with appropriate materials and services 2.2 achieve required output 2.3 make sure the product is transferred to the next stage in the manufacturing operation 2.4 take action in response to operating problems within the limits of own responsibility 2.5 maintain effective communication			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Finish temperature reduction according to specifications and procedures	3.1 check the specifications to time shut-down 3.2 shut down equipment 3.3 take action to deal with items that can be recycled or re-worked 3.4 dispose of waste 3.5 make equipment ready for future use after completion of the process 3.6 maintain effective communication 3.7 complete all records and reports			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 37: Control Batching in Food Manufacture

Unit reference number: J/502/7364

Level: 2

Credit value: 3

Guided learning hours: 20

Unit summary

This unit supports workforce development for those who control batching, in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when controlling batching in food manufacture. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Prepare for batching according to specifications	1.1 check product specifications at the right time 1.2 set up equipment 1.3 make sure that material for batching is available and fit for use 1.4 make sure that services meet requirements 1.5 start up the plant and check that it is running to specification 1.6 take appropriate action in response to operating problems 1.7 maintain communication throughout the process			
2 Carry out batching according to specifications	2.1 use equipment and make sure that it is supplied with appropriate materials and services 2.2 achieve required output 2.3 make sure the product is transferred to the next stage in the manufacturing operation 2.4 take action in response to operating problems within the limits of their responsibility 2.5 maintain effective communication			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Finish batching according to specifications and procedures	3.1 check the specifications to time shut-down accurately 3.2 shut down equipment 3.3 take action to deal with items that can be recycled or re-worked 3.4 dispose of waste 3.5 make equipment ready for future use after completion of the process 3.6 maintain effective communication 3.7 complete all records and reports			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 38: Control Conversion in Food Manufacture

Unit reference number: R/502/7464

Level: 2

Credit value: 3

Guided learning hours: 20

Unit summary

This unit supports workforce development for those who control conversion, in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when controlling conversion in food manufacture. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Prepare for conversion according to specifications	1.1 check product specifications at the right time 1.2 set up equipment 1.3 make sure that material for conversion is available and fit for use 1.4 make sure that services meet requirements 1.5 start up the plant and check that it is running to specification 1.6 take appropriate action in response to operating problems 1.7 maintain communication throughout the process			
2 Carry out conversion according to specification	2.1 use equipment and make sure that it is supplied with appropriate materials and services 2.2 achieve required output 2.3 make sure the product is transferred to the next stage in the manufacturing operation 2.4 take action in response to operating problems within the limits of own responsibility 2.5 maintain effective communication			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Finish conversion according to specifications and procedures	3.1 check the specifications to time shut-down accurately 3.2 shut down equipment 3.3 take action to deal with items that can be recycled or re-worked 3.4 dispose of waste 3.5 make equipment ready for future use after completion of the process 3.6 maintain effective communication 3.7 complete all records and reports			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 39: Control Conditioning in Food Manufacture

Unit reference number: L/502/7463

Level: 2

Credit value: 3

Guided learning hours: 20

Unit summary

This unit supports workforce development for those who control conditioning in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, controlling conditioning in food manufacture. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Prepare for conditioning according to specifications	1.1 check product specifications at the right time 1.2 set up equipment 1.3 make sure that material for conditioning is available and fit for use 1.4 make sure that services meet requirements 1.5 start up the plant and check that it is running to specification 1.6 take action in response to operating problems 1.7 maintain communication throughout the process			
2 Carry out conditioning according to specifications	2.1 use equipment and make sure that it is supplied with appropriate materials and services 2.2 achieve required output 2.3 make sure the product is transferred to the next stage in the manufacturing operation 2.4 take action in response to operating problems within the limits of own responsibility 2.5 maintain effective communication			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Finish conditioning according to specifications and procedures	3.1 check the specifications to time shut-down accurately 3.2 shut down equipment 3.3 take action to deal with items that can be recycled or re-worked 3.4 dispose of waste 3.5 make equipment ready for future use after completion of the process 3.6 maintain effective communication 3.7 complete all records and reports			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 40: Control Forming in Food Manufacture

Unit reference number: F/602/1704

Level: 2

Credit value: 3

Guided learning hours: 20

Unit summary

This unit supports workforce development for those who control forming in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, controlling forming in food manufacture. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Prepare for forming according to specifications	1.1 check product specifications at the right time 1.2 set up equipment 1.3 make sure that material for forming is available and fit for use 1.4 make sure that services meet requirements 1.5 start up the plant and check that it is running to specification 1.6 take action in response to operating problems 1.7 maintain communication throughout the process			
2 Carry out forming according to specification	2.1 use equipment and make sure that it is supplied with appropriate materials and services 2.2 achieve required output 2.3 make sure the product is transferred to the next stage in the manufacturing operation 2.4 take action in response to operating problems within the limits of own responsibility 2.5 maintain effective communication			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Finish forming according to specifications and procedures	3.1 check the specifications to time shut-down accurately 3.2 shut down equipment 3.3 take action to deal with items that can be recycled or re-worked 3.4 dispose of waste 3.5 make equipment ready for future use after completion of the process 3.6 maintain effective communication 3.7 complete all records and reports			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 41: Control Depositing in Food Manufacture

Unit reference number: J/601/4608

Level: 2

Credit value: 3

Guided learning hours: 18

Unit summary

This unit supports workforce development for those who control depositing in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, controlling depositing in food manufacture. It needs to be assessed on the job.

The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Prepare for depositing according to specifications	1.1 check the availability of mixtures against specifications 1.2 set up machinery with the correct nozzles and attachments 1.3 start up machinery check that it is working to specification 1.4 check the condition of mixtures and load into hoppers 1.5 maintain communication throughout the process			
2 Carry out depositing according to specifications	2.1 control the supply of clean trays or tins for depositing 2.2 control depositing machinery to produce individual portions 2.3 control the storage or racking of trays of deposited products 2.4 control the transfer of deposited products to the next progressing 2.5 take action in response to operating problems within the limits of own authority			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Finish depositing according to specifications and procedures	3.1 check the specifications to time shut-down accurately 3.2 shut down the machinery 3.3 remove and dispose of unwanted mixtures 3.4 deal with waste mixtures for recycling 3.5 check and ensure that depositing machinery is ready for further use 3.6 communicate with others 3.7 complete all records and reports			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 42: Control Enrobing in Food Manufacture

Unit reference number: F/601/4610

Level: 2

Credit value: 3

Guided learning hours: 17

Unit summary

This unit supports workforce development for those who control enrobing in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, controlling enrobing in food manufacture. It needs to be assessed on the job.

The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Prepare for enrobing according to specifications	1.1 check the availability of products for enrobing 1.2 set up enrobing machinery 1.3 start up enrobers and check that they are working to specification 1.4 deal with problems to maintain schedules 1.5 maintain communication throughout the process			
2 Carry out enrobing according to specifications	2.1 control the infeed of products for enrobing 2.2 control the progress of products during enrobing 2.3 control the output of enrobed products 2.4 deal with substandard or contaminated products 2.5 take action in response to operating problems within the limits of own authority 2.6 control the transfer of enrobed products to the next processing stage			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Finish enrobing according to specifications and procedures	3.1 shut down enrobers 3.2 remove and dispose of coatings and product remains 3.3 check that enrobers are ready for further use 3.4 communicate with others 3.5 complete all records and reports			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 43: Control Labelling in Food Manufacture

Unit reference number: H/502/7453

Level: 2

Credit value: 3

Guided learning hours: 17

Unit summary

This unit supports workforce development for those who control labelling in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, controlling labelling in food manufacture. It needs to be assessed on the job.

The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Prepare for labelling according to specifications	1.1 check the availability of products for labelling 1.2 set up labelling machinery 1.3 start up machinery and check that it is working to specification 1.4 deal with problems to maintain schedules 1.5 maintain communication throughout the process			
2 Carry out labelling according to specifications	2.1 control the infeed of products for labelling 2.2 control the progress of products during labelling 2.3 control the output of labelled products 2.4 deal with substandard or contaminated products 2.5 take action in response to operating problems within the remit of own authority 2.6 control transfer of labelled products to the next processing stage			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Finish labelling according to specified procedures	3.1 shut down the labelling machinery 3.2 remove and dispose of waste and by-products 3.3 check and ensure that machinery is ready for further use 3.4 communicate with others 3.5 complete all records and reports			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 44: Control Wrapping in Food Manufacture

Unit reference number: D/601/4632

Level: 2

Credit value: 3

Guided learning hours: 17

Unit summary

This unit supports workforce development for those who control wrapping in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, controlling wrapping in food manufacture. It needs to be assessed on the job.

The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Prepare for wrapping according to specifications	1.1 check the availability of products for wrapping 1.2 set up machinery 1.3 start up machinery and check that it is working to specification 1.4 deal with problems to maintain schedules 1.5 maintain communication throughout the process			
2 Carry out wrapping according to specifications	2.1 control the infeed of products for flow wrapping 2.2 control the progress of products during wrapping 2.3 control the output of wrapped products 2.4 deal with substandard or contaminated products 2.5 take action in response to operating problems within the remit of own authority 2.6 control transfer of wrapped products to the next processing stage			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Finish wrapping according to specified procedures	3.1 shut down the machinery 3.2 remove and dispose of waste and by-products 3.3 check and ensure that machinery is ready for further use 3.4 communicate with others 3.5 complete all records and reports			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 45: Control Bottling in Food Manufacture

Unit reference number: L/601/5176

Level: 2

Credit value: 3

Guided learning hours: 19

Unit summary

This unit supports workforce development for those who control bottling in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, controlling bottling in food manufacture. It needs to be assessed on the job.

The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Prepare for bottling according to specifications	1.1 check product specifications at the right time 1.2 set up equipment 1.3 make sure that material for bottling is available and fit for use 1.4 make sure that services meet requirements 1.5 start up the plant and check that it is running to specification 1.6 maintain communication throughout the process			
2 Carry out bottling according to specifications	2.1 use equipment according to specified procedures and make sure that it is supplied with appropriate materials and services 2.2 achieve required output 2.3 make sure the product is transferred to the next stage in the manufacturing operation 2.4 take action in response to operating problems within the limits of own responsibility			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Finish bottling according to specifications	3.1 check the specifications to time shut-down accurately 3.2 shut down equipment 3.3 take action to deal with items that can be recycled or re-worked 3.4 return surplus materials and consumables to the correct place at the end of the production run 3.5 dispose of waste 3.6 make equipment ready for future use after completion of the process 3.7 communicate with others 3.8 complete all records and reports			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 46: Control Packaging in Food Manufacture

Unit reference number: Y/601/5178

Level: 2

Credit value: 3

Guided learning hours: 19

Unit summary

This unit supports workforce development for those who control packaging in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, controlling packaging in food manufacture. It needs to be assessed on the job.

The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Prepare for packaging according to specifications	1.1 check product specifications at the right time 1.2 set up equipment 1.3 make sure that material for packaging is available and fit for use 1.4 make sure that services meet requirements 1.5 start up the plant and check that it is running to specification 1.6 maintain communication throughout the process			
2 Carry out packaging according to specifications	2.1 use equipment and make sure that it is supplied with appropriate materials and services 2.2 achieve required output 2.3 make sure the product is transferred to the next stage in the manufacturing operation 2.4 take action in response to operating problems within the limits of own responsibility			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Complete packaging operations according to specifications and procedures	3.1 check the specifications to time shut-down accurately 3.2 follow procedures to shut down equipment 3.3 take action to deal with items that can be recycled or reworked 3.4 return surplus materials and consumables to the correct place at the end of the production run 3.5 dispose of waste 3.6 make equipment ready for future use after completion of the process 3.7 communicate with others 3.8 complete all records and reports			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 47: Control Pelletising in Food Manufacture

Unit reference number: R/502/7481

Level: 2

Credit value: 3

Guided learning hours: 20

Unit summary

This unit supports workforce development for those who control pelletising in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, controlling pelletising in food manufacture. It needs to be assessed on the job.

The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Prepare for pelletising according to specifications	1.1 check product specifications at the right time 1.2 set up equipment 1.3 make sure that material for pelletising is available and fit for use 1.4 make sure that services meet requirements 1.5 start up the plant and check that it is running to specification 1.6 take action in response to operating problems 1.7 maintain communication throughout the process			
2 Carry out pelletising according to specifications	2.1 use equipment and make sure that it is supplied with appropriate materials and services 2.2 achieve required output 2.3 make sure the product is transferred to the next stage in the manufacturing operation 2.4 take action in response to operating problems within the limits of own responsibility 2.5 maintain effective communication			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Finish pelletising according to specifications and procedures	3.1 check the specifications to time shut-down accurately 3.2 shut down equipment 3.3 take action to deal with items that can be recycled or re-worked 3.4 dispose of waste 3.5 make equipment ready for future use after completion of the process 3.6 communicate with others 3.7 complete all records and reports			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 48: Control Milling in Food Manufacture

Unit reference number: A/502/7491

Level: 3

Credit value: 3

Guided learning hours: 20

Unit summary

This unit supports workforce development for those who control milling in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, controlling milling in food manufacture. It needs to be assessed on the job.

The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Prepare for milling according to specifications and standard operating procedures	1.1 check product specifications at the right time 1.2 set up equipment 1.3 make sure that material for milling is available and fit for use 1.4 make sure that services meet requirements 1.5 start up the plant and check that it is running to specification 1.6 take action in response to operation problems 1.7 maintain communication throughout the process			
2 Control milling according to production specifications and standard operating procedures	2.1 use equipment and make sure that it is supplied with appropriate materials and services 2.2 control resources to achieve required output 2.3 make sure the product is transferred to the next stage in the manufacturing operation 2.4 take action in response to operating problems within the limits of own responsibility 2.5 maintain effective communication			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Finish milling according to specifications and standard operating procedures	3.1 check the specifications to time shut-down accurately 3.2 shut down plant 3.3 take action to deal with items that can be recycled or re-worked 3.4 dispose of waste 3.5 make equipment ready for future use after completion of the process 3.6 communicate with others 3.7 complete all records and reports			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 49: Control Slicing in Food Manufacture

Unit reference number: R/601/4613

Level: 2

Credit value: 3

Guided learning hours: 17

Unit summary

This unit supports workforce development for those who control slicing in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, controlling slicing in food manufacture. It needs to be assessed on the job.

The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Prepare for slicing according to specifications	1.1 check the availability of products for slicing 1.2 set up slicing machinery 1.3 start up slicers and check that they are working to specification 1.4 deal with problems to maintain schedules 1.5 maintain communication throughout the process			
2 Carry out slicing according to specifications	2.1 control the infeed of products for slicing 2.2 control the progress of products during slicing 2.3 control the output of sliced products 2.4 deal with substandard or contaminated products 2.5 take action in response to operating problems within the limits of own authority 2.6 control the transfer of sliced products to the next processing stage			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Finish slicing according to specifications and procedures	3.1 shut down slicers 3.2 remove and dispose of waste and product remains 3.3 check and ensure that slicers are ready for further use 3.4 communicate with others 3.5 complete all records and reports			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 50: Understand How to Control Processes in Food Manufacture

Unit reference number: Y/601/4614

Level: 2

Credit value: 4

Guided learning hours: 26

Unit summary

This unit supports workforce development for those who understand how to control processes in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when controlling processes in food manufacture. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know about the requirements for controlling processes	1.1 state the purpose and importance of the process 1.2 describe how to obtain the necessary resources for the process 1.3 state what recording, reporting and communication is needed during processing 1.4 outline the importance of communication during process control 1.5 describe how to follow work instructions and why it is important to do so 1.6 state the limits of own authority and competence and the importance of working within them 1.7 outline when and how to seek help			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to prepare control processes	2.1 state types and quantity of materials to use 2.2 state what equipment and tools to use and their correct condition 2.3 outline how to obtain and interpret the relevant process or ingredient specification 2.4 describe what action to take when the process specification is not met 2.5 describe how to carry out the necessary pre-start checks and why it is important to do so 2.6 describe how to follow the start-up procedures for the process and why it is important to do so			
3 Know how to carry out process control procedures	3.1 explain the importance of following the relevant process control procedures and the importance of this 3.2 outline different ways to carry out the process 3.3 describe how to operate, regulate and shut down the relevant equipment 3.4 describe how to carry out the process in an efficient manner and why it is important to do so 3.5 list the common sources of contamination during processing and how to avoid these and describe what might happen if this is not done 3.6 outline the consequences of contamination in processing			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Know how to complete process control procedures	4.1 describe how to deal with items that can be recycled or re-worked 4.2 describe how to dispose of waste and why it is important to do so 4.3 state how to make equipment ready for future use			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 51: Slice and Bag Individual Food Products

Unit reference number: T/601/4653

Level: 2

Credit value: 2

Guided learning hours: 15

Unit summary

This unit supports workforce development for those who slice and bag individual food products in a non-automated food production or distribution environment.

The unit is designed for use primarily by food production operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace when slicing and bagging individual food products. It needs to be assessed on the job.

The learner must be able to demonstrate their competent performance consistently over a period of time to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Slice individual products	1.1 check the available products against instructions and specifications and take action on discovering any discrepancy 1.2 select slicing equipment 1.3 check the operating condition of slicing equipment 1.4 load the slicing equipment according to specified procedures, ensuring safety devices are activated 1.5 slice products to specification 1.6 position the products for further processing			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Bag individual products	2.1 check the available sliced products against instructions and specifications, taking action on discovering any discrepancy 2.2 select the specified bags and closures for use 2.3 check bagging and closure equipment for cleanliness and operation 2.4 bag sliced products to specification 2.5 close bagged products to specification 2.6 place bagged products in the required condition and location for further processing			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 52: Understand How to Slice and Bag Individual Food Products

Unit reference number: R/601/4658

Level: 2

Credit value: 2

Guided learning hours: 15

Unit summary

This unit supports workforce development for those who slice and bag individual food products in a non-automated food production or distribution environment.

The unit is designed for use primarily by food production operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when slicing and bagging individual food products. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to slice individual food products	1.1 outline the requirements of the weighing regulations 1.2 outline the importance of slicing and bagging to maintain weight and comply with the weighing regulations 1.3 describe how to recognise and report sliced food products that do not meet specification 1.4 outline the procedure for rejecting and isolating non-compliant sliced food products 1.5 describe how the width between the blades of the slicing machine provides different thickness of slices 1.6 describe how to recognise and report poor slicing machine performance caused by blunt slicing blades			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to bag individual food products	2.1 describe the food product bagging materials and their basic properties in maintaining product quality and shelf-life 2.2 describe how to check colour codes or arrangements for applying the specified closures 2.3 describe how to check the labels on bags to ensure compliance with the product specification 2.4 describe the common sources of food product contamination during slicing and bagging 2.5 outline how to avoid contamination during slicing and bagging food products and the importance of doing this			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 53: Bake Off Food Products for Sale

Unit reference number: A/601/4573

Level: 2

Credit value: 2

Guided learning hours: 15

Unit summary

This unit supports workforce development for those who bake-off food products in a food production business.

The unit is designed for use primarily by food production operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, when baking-off food products for sale. It needs to be assessed on the job.

The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Bake-off products for sale	1.1 bake products to specification using required operational procedures 1.2 make sure that baked products meet the requirements of the production schedule and the product specification 1.3 check and confirm that products have been baked according to specifications 1.4 take action in line with operational requirements where products fail to meet the product specification 1.5 store products at the specified temperature for the next stage in the bakery process			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Glaze and decorate bake-off products	2.1 confirm that products are in the specified condition for glazing or decorating 2.2 make sure that finishing materials and methods conform to specification for texture, colour and temperature 2.3 confirm that glazed and decorated products conform to the product specification and are in the required position for the next stage in the bakery process 2.4 take action in line with operational requirements where finished products fail to meet the product specification 2.5 make sufficient glazed and decorated products available to meet production requirements 2.6 reclaim waste materials or dispose of them according to operational requirements			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 54: Understand How to Bake Off Food Products for Sale

Unit reference number: J/601/4575

Level: 2

Credit value: 2

Guided learning hours: 13

Unit summary

This unit supports workforce development for those who bake-off food products in a food production business.

The unit is designed for use primarily by food production operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when baking-off food products for sale. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to bake off food products	1.1 outline the factors that affect baking, including: <ul style="list-style-type: none"> - temperature - time - humidity - weight - shape 1.2 describe the basic changes to products during baking 1.3 outline the importance of specified cooling conditions 1.4 describe the types of finishing materials for bake-off products and their use 1.5 outline the key factors that affect the handling and application of glazes and decorative materials 1.6 outline the key features of legal and standard operational requirements, and how they affect each other and working practices			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to maintain quality of bake-off products	2.1 outline the assessment procedures for confirming quality 2.2 describe how to recognise products that fail to meet the specification 2.3 state the action that should be taken if products do not meet the required standards 2.4 describe the reporting procedures			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

Date: _____

Internal verifier signature: _____

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(if sampled)

Unit 55: Control Defrosting in Food Manufacture

Unit reference number: J/602/1705

Level: 2

Credit value: 2

Guided learning hours: 15

Unit summary

This unit supports workforce development for those who control defrosting in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, controlling defrosting in food manufacture. It needs to be assessed on the job.

The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Prepare for the defrosting process	1.1 obtain and interpret defrosting specifications 1.2 prepare defrosting facilities to receive product 1.3 obtain frozen product according to the requirements of the defrosting specification 1.4 take action in response to operating problems 1.5 maintain communication throughout the process			
2 Control the defrosting process	2.1 establish product in defrosting facility 2.2 establish, monitor and maintain defrosting process according to defrosting specification 2.3 handle and store product in a manner which maintains quality and condition 2.4 maintain the condition of the work area throughout the process 2.5 remove defrosted product from the defrosting facility and transfer to the next stage in the process 2.6 take action in response to operating problems			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Complete the defrosting process	3.1 dispose of waste material according to organisational procedures 3.2 make equipment and work area ready for future use after the completion of the process 3.3 complete all records and reports			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 56: Understand How to Control Defrosting in Food Manufacture

Unit reference number: D/601/4663

Level: 2

Credit value: 3

Guided learning hours: 19

Unit summary

This unit supports workforce development for those who understand how to control defrosting in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when controlling defrosting in food manufacture. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to prepare for the defrosting process	1.1 describe the methods used to defrost 1.2 describe the facilities, services and process requirements of defrosting operations 1.3 describe how to obtain and interpret the defrosting specifications 1.4 describe how to prepare defrosting facilities for operation 1.5 explain how labelling and traceability are relevant to defrosting and why they are important 1.6 state the limits of own authority and competence and why it is important to work within those limits			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to maintain high standards of quality during the defrosting process	2.1 explain how to monitor the defrosting process and why it is important 2.2 describe how the defrosted product should be handled to maintain condition and quality 2.3 state the action to take when the process specification is not met 2.4 describe how to assess the quality of frozen and defrosted products 2.5 state the causes of poor-quality frozen products 2.6 outline the common quality problems and their likely causes			
3 Know how to complete the defrosting process	3.1 explain the action to take when the process specification is not met 3.2 describe how to dispose of waste according to specified procedures and why it is important to do so 3.3 state how to carry out types of recording, reporting and communication needed 3.4 describe the importance of reporting specified procedures			

Learner name: _____

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Learner signature: _____

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Assessor signature: _____

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(if sampled)

Unit 57: Prepare Sauces and Marinades By Hand in Food Manufacture

Unit reference number: L/602/1706

Level: 2

Credit value: 3

Guided learning hours: 22

Unit summary

This unit supports workforce development for those who prepare sauces and marinades by hand in a food manufacturing business.

The unit is designed for use primarily by food manufacturing operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, when preparing sauces and marinades by hand in food manufacture. It needs to be assessed on the job.

The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Prepare to mix ingredients	1.1 obtain and interpret brining specification 1.2 prepare equipment and associated work areas to ensure conditions suitable for food preparation 1.3 set up and check the accuracy of weighing equipment 1.4 obtain and prepare raw materials of required quality according to specification 1.5 take action in response to operating problems 1.6 maintain communications throughout the process			
2 Mix ingredients	2.1 measure required quantities of raw materials 2.2 add raw materials to the mix in specified sequence, according to operating instructions 2.3 mix raw materials to achieve required product specification 2.4 handle raw materials in a manner which maintains quality and condition 2.5 test quality and consistency of mix 2.6 make sure mix is transferred to the next production stage 2.7 take action in response to operating problems			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Finish mixing process	3.1 dispose of waste material according to organisational procedures 3.2 make equipment and work area ready for future use after completion of the process 3.3 complete all records			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 58: Understand How to Prepare Sauces and Marinades in Food Manufacture

Unit reference number: R/602/1707

Level: 2

Credit value: 2

Guided learning hours: 8

Unit summary

This unit supports workforce development for those who understand how to prepare sauces and marinades in a food manufacturing business.

The unit is designed for use primarily by food manufacturing operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when preparing sauces and marinades in food manufacture. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know what the requirements are for preparing sauces and marinades in food manufacture	1.1 describe how sauces and marinades are used in food manufacture 1.2 describe the facilities and equipment required to prepare sauces and marinades 1.3 describe the labelling and traceability relevant to sauces and marinades 1.4 state why it is important to work within limits of own authority and competence 1.5 state how to carry out and the importance of recording, reporting and communication			
2 Know how to prepare to mix sauces and marinades	2.1 describe how to assess the quality of raw materials 2.2 state why the quality of raw materials is important to sauce and marinade production 2.3 describe how to prepare facilities and equipment for operation 2.4 describe how to set up and ensure accuracy of weighing equipment			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Know how to prepare sauces and marinades	3.1 describe how to mix sauces and marinades 3.2 state why it is important to follow recipes accurately 3.3 describe how the quality of sauces and marinades can affect the quality of the final product 3.4 describe how raw materials should be handled to maintain condition and quality 3.5 state how to test the quality and consistency of sauces and marinades			
4 Know how to finish mixing sauces and marinades	4.1 describe the common quality problems and their likely causes 4.2 describe the action to take when the process specification is not met 4.3 state why it is important to dispose of waste according to specified procedures			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 59: Control Membrane Processing in Food Manufacture

Unit reference number: K/502/7454

Level: 2

Credit value: 3

Guided learning hours: 21

Unit summary

This unit supports workforce development for those who control membrane processing in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, controlling membrane processing in food manufacture. It needs to be assessed on the job.

The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Prepare to start up and control membrane processing	1.1 establish and maintain communication with managers and colleagues 1.2 ensure that all necessary plant, equipment, materials and services are available and fit for use 1.3 check that required instrumentation is working and take action in response to any identified faults			
2 Control membrane processing plant	2.1 ensure that start-up is in accordance with procedures and uses resources efficiently 2.2 check that plant is set to achieve optimum performance 2.3 ensure that permeate flux rates are monitored and recorded 2.4 conduct equipment performance checks in accordance with procedures and regulatory requirements 2.5 evaluate faults for impact on operations and take action to correct problems within the limits of own authority 2.6 complete and process the necessary documentation according to specified procedures			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Implement shut-down procedures	3.1 shut down chosen plant, equipment and associated services in line with procedures 3.2 ensure that product losses are minimised during shut-down, and avoid product contamination from flushing 3.3 make sure that plant and equipment are safe, secure and fit for continued operation or cleaning 3.4 complete and process documentation according to specified procedures 3.5 maintain communication with managers and colleagues			
4 Implement cleaning operations	4.1 wear specified personal protective equipment (PPE) 4.2 set up the plant for cleaning 4.3 use cleaning products at the specified concentrations and temperatures 4.4 ensure compliance with operating procedures and manufacturer's instructions 4.5 complete the cleaning operation safely and leave the plant in a suitable condition to either receive the next batch of product, or complete shut-down			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 60: Understand How to Control Membrane Processing in Food Manufacture

Unit reference number: M/502/7455

Level: 2

Credit value: 3

Guided learning hours: 18

Unit summary

This unit supports workforce development for those who control membrane processing in a food manufacturing business.

The unit is designed for use primarily by food production operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when controlling membrane processing in food manufacture. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know what the requirements are for membrane processing	1.1 outline the documentation requirements, and their importance 1.2 state the importance of flux (flow-rate) measurements 1.3 state the meaning of and the difference between the terms 'permeate' and 'retentate' 1.4 outline the relevant regulatory requirements and mandatory equipment checks that need to be undertaken at start-up 1.5 state why it is important to work within limits of own authority and competence 1.6 describe the lines and methods of communication, and the importance of following them			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to control membrane processing	2.1 outline the procedures for start-up, and the importance of following them 2.2 describe how the process works and the function of each item of plant 2.3 describe how to access and interpret the relevant: <ul style="list-style-type: none"> - plant - process - equipment - materials specifications 2.4 describe how to maintain adequate equipment performance whilst minimising the impact of operations on: <ul style="list-style-type: none"> - effluent generation - the environment 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Know how to avoid and deal with problems	3.1 outline the procedures for shut-down, and the importance of following them 3.2 outline the main types of equipment malfunction and their corrective actions 3.3 describe how faults can impact on operations 3.4 outline why it is important to use specified chemicals and cleaning procedures			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 61: Control Bottle-washing in Food Manufacture

Unit reference number: T/502/7456

Level: 2

Credit value: 3

Guided learning hours: 18

Unit summary

This unit supports workforce development for those who control bottle-washing in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, controlling bottle-washing in food manufacture. It needs to be assessed on the job.

The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Prepare for bottle-washing according to specifications	1.1 check washer-tank levels, temperatures and chemical concentrations 1.2 set up equipment 1.3 make sure that bottles, crates/cases and product are available and fit for use 1.4 make sure that services meet requirements 1.5 start up the plant and check that it is running to specification 1.6 take action in response to operating problems 1.7 maintain communication throughout the process			
2	Carry out bottle-washing according to specifications	2.1 use equipment and make sure that it is supplied with empty bottles that are not grossly contaminated 2.2 check for any caustic carry-over using approved methods 2.3 achieve required throughput 2.4 take action safely in response to operating problems within the limits of own responsibility			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Complete bottle-washing according to specifications and procedures	3.1 follow specified procedures to shut down equipment 3.2 take action to deal with items that can be recycled or re-worked 3.3 return surplus materials and consumables to the specified place at the end of the production run 3.4 dispose of waste 3.5 make equipment ready for future use after completion of the process 3.6 complete all records and reports			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 62: Understand How to Control Bottle-washing in Food Manufacture

Unit reference number: A/502/7488

Level: 2

Credit value: 4

Guided learning hours: 28

Unit summary

This unit supports workforce development for those who understand how to control bottle-washing in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Assessment requirements/evidence requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when controlling bottle-washing in food manufacture. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know about the requirements of bottle-washing in food manufacture	1.1 describe the purpose and importance of the process 1.2 state what equipment and tools to use and describe their correct condition and operation 1.3 state the type and quantities of materials to use 1.4 state the reasons for accurate control of temperature when storing and processing food products			
2 Know how to prepare for bottle-washing in food manufacture	2.1 describe how to obtain and interpret the relevant process or ingredient specification 2.2 describe how to obtain the necessary resources for the process 2.3 explain how to carry out the necessary pre-start checks and why it is important to do so 2.4 describe how to follow the start-up procedures for the process and why it is important to do so 2.5 outline the limits of own authority and competence and why it is important to work within them			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Know how to carry out bottle-washing in food manufacture	3.1 explain the importance of following work instructions 3.2 outline how to operate, regulate and shut down the relevant equipment 3.3 describe how to follow the relevant process control procedures and importance of doing so 3.4 describe different ways to carry out the process 3.5 describe how to carry out the process in an efficient manner and importance of doing so			
4 Know how to deal with problems during bottle-washing in food manufacture	4.1 describe what action to take when the process specification is not met 4.2 list the common sources of contamination during processing and how to avoid them 4.3 outline consequences of contamination during processing 4.4 describe how to seek assistance			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Know how to complete bottle-washing in food manufacture	5.1 explain the impact the process has on effluent generation and how to minimise this 5.2 describe how to deal with items that can be recycled or re-worked 5.3 explain how to dispose of waste according to specifications and why it is important to do so 5.4 describe how to make equipment ready for future use 5.5 explain how to meet reporting, recording and communication requirements and the importance of doing so			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 63: Control Canning in Food Manufacture

Unit reference number: A/502/7457

Level: 2

Credit value: 2

Guided learning hours: 11

Unit summary

This unit supports workforce development for those who control canning in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, controlling canning in food manufacture. It needs to be assessed on the job.

The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Prepare for canning according to specifications	1.1 check the product specifications and production schedule at the specified time 1.2 set up equipment 1.3 make sure that product supply is ready to be used for canning			
2 Start and control canning according to specifications	2.1 use equipment and make sure that it is supplied with materials and services 2.2 follow procedures to start up equipment 2.3 achieve the required output 2.4 take action in response to operating problems within the limits of own responsibility 2.5 maintain effective communication			
3 Complete canning	3.1 follow procedures to shut down equipment 3.2 make equipment ready for future use after completion of the canning operations 3.3 complete all records			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 64: Select and Prepare Raw Materials in Food Manufacture

Unit reference number: F/502/7458

Level: 2

Credit value: 3

Guided learning hours: 17

Unit summary

This unit supports workforce development for those who select and prepare raw materials in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Assessment requirements/evidence requirements

This unit is designed to assess the skills of learners in the workplace, selecting and preparing raw materials in food manufacture. It needs to be assessed on the job.

The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Identify ingredients	1.1 identify the specified ingredients 1.2 check quantities according to instructions and specifications 1.3 carry out any calculations necessary to establish quantities of ingredients required to meet production needs			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Select ingredients	2.1 select ingredients to meet production needs 2.2 check the condition of selected ingredients to make sure they are fit for use 2.3 isolate and report to the relevant personnel ingredients of: <ul style="list-style-type: none"> - substandard quality - condition - quantity 2.4 take action where ingredients are not available to: <ul style="list-style-type: none"> - source alternative supplies' or - establish whether alternative ingredients can be used where permitted 2.5 store and position ingredients ready for further processing			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Prepare ingredients	3.1 check selected ingredients against instructions and specifications 3.2 carry out according to specification requirements any: <ul style="list-style-type: none"> - blending - modification - treatment of ingredients 3.3 place the ingredients in the specified conditions 3.4 label storage containers, where required, ready for further processing 3.5 operate within the limits of own authority and capabilities			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 65: Prepare Ingredients and Store Fillings and Toppings in Food Manufacture

Unit reference number: K/601/4570

Level: 2

Credit value: 3

Guided learning hours: 25

Unit summary

This unit supports workforce development for those who prepare ingredients and store fillings and toppings in a food manufacturing business.

The unit is designed for use primarily by food manufacturing operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Assessment requirements

This unit is designed to assess the skills of learners in the workplace when preparing ingredients and storing fillings and toppings in food manufacture. It needs to be assessed on the job.

The learner must be able to demonstrate their competent performance consistently over a period of time to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Prepare ingredients	1.1 select the required ingredients according to instructions and specifications 1.2 weigh and measure the required ingredients 1.3 isolate and report any sub-standard ingredients 1.4 obtain authority to source replacement supplies for sub-standard ingredients' where necessary 1.5 wear the specified personal protective clothing and equipment throughout preparation and production operations			
2 Mix ingredients	2.1 select equipment, checking that it is fit for production needs 2.2 prepare and mix ingredients according to specifications 2.3 check that waste is minimised 2.4 deal with scrap material according to specified procedures			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Store supplies, fillings and toppings	3.1 select and check prepared fillings and toppings according to instructions and specifications 3.2 place prepared fillings and toppings in the specified condition and location 3.3 where required, label fillings and toppings, ready for further processing 3.4 monitor the quality of fillings and toppings against specifications 3.5 monitor the quantity of fillings and toppings against production needs 3.6 report any quality issues to the relevant people			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 66: Understand How to Prepare and Store Sweet Fillings and Toppings in Food Manufacture

Unit reference number: M/601/4571

Level: 2

Credit value: 3

Guided learning hours: 16

Unit summary

This unit supports workforce development for those who prepare and store sweet fillings and toppings in a food manufacturing business.

The unit is designed for use primarily by food manufacturing operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Assessment requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when preparing and storing sweet fillings and toppings in food manufacture. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to prepare sweet fillings and toppings in food manufacture	1.1 outline the basic purpose of the mixing process for flour confectionery fillings and toppings 1.2 describe the procedure for rejecting and isolating sub-standard fillings and toppings 1.3 describe the personal protective equipment and working practices required when mixing flour confectionery fillings and toppings 1.4 outline how these personal protective equipment and working practices are useful in combating the potentially harmful effects of: <ul style="list-style-type: none"> - dust from ingredients - allergies from skin-contact with ingredients 1.5 describe how to report on the quality and quantity of fillings and toppings 1.6 describe how to arrange for the production of supplies to meet production needs			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to store sweet fillings and toppings in food manufacture	2.1 outline how to avoid contamination during mixing and storing flour confectionery fillings and toppings 2.2 state what might happen if contamination is not avoided during storage 2.3 outline how to maintain filling condition and deal with time constraints, in readiness for processing 2.4 describe how to recognise and report flour confectionery fillings and toppings that do not meet specification			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 67: Understand How to Prepare and Store Savoury Fillings and Toppings in Food Manufacture

Unit reference number: H/601/4616

Level: 2

Credit value: 2

Guided learning hours: 14

Unit summary

This unit supports workforce development for those who prepare and store savoury fillings and toppings in a food manufacturing business.

The unit is designed for use primarily by food manufacturing operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Assessment requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when preparing and storing savoury fillings and toppings in food manufacture. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Know how to prepare savoury fillings and toppings in food manufacture</p>	<p>1.1 outline the basic purpose of the mixing process for savoury fillings and toppings</p> <p>1.2 describe the preparation techniques for:</p> <ul style="list-style-type: none"> - meat - vegetables - cheese - herbs and spices <p>1.3 describe the cooking techniques for:</p> <ul style="list-style-type: none"> - meat - vegetables - herbs and spices <p>1.4 outline the importance of not over-mixing or over-blending savoury fillings</p> <p>1.5 outline how to report on the quality and quantity of fillings and toppings</p> <p>1.6 outline how to arrange for the production of supplies to meet production needs</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to store savoury fillings and toppings in food manufacture	2.1 describe how to avoid contamination during mixing and storing flour confectionery fillings and toppings 2.2 describe what might happen if contamination is not avoided during storage 2.3 outline how to maintain filling condition and deal with time constraints, in readiness for processing 2.4 describe how to recognise and report savoury fillings and toppings that do not meet specification 2.5 describe the procedure for rejecting and isolating sub-standard fillings and toppings			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 68: Produce Individual Packs by Hand in Food Operations

Unit reference number: R/601/4580

Level: 2

Credit value: 3

Guided learning hours: 14

Unit summary

This unit supports workforce development for those who produce individual packs by hand in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Assessment requirements

This unit is designed to assess the skills of learners in the workplace, producing individual packs by hand in food operations. It needs to be assessed on the job.

The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Prepare to produce packs by hand in food operations	1.1 check packing specifications match the available product and packing materials 1.2 check that the packing material is available 1.3 check that sufficient product is available 1.4 follow organisational procedures to deal with any problems			
2 Carry out production of packs by hand in food operations	2.1 use lifting and handling procedures when carrying out production of individual packs 2.2 monitor the quality of packs being produced and follow organisational policy to report defects 2.3 meet time and quality targets for the production of individual packs 2.4 take positive actions to minimise waste			
3 Finish production of packs by hand in food operations	3.1 dispose of surplus materials following the organisation's procedures 3.2 dispose of waste and scrap materials following the organisation's procedures 3.3 clear and clean the work area ready for future use when production is complete			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 69: Sell Food Products in a Retail Environment

Unit reference number: L/601/8305

Level: 2

Credit value: 2

Guided learning hours: 14

Unit summary

This unit supports workforce development for those who sell food products in a retail environment in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Assessment requirements

This unit is designed to assess the skills of learners in the workplace, selling food products in a retail environment. It needs to be assessed on the job.

The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Establish customer needs	1.1 greet the customer politely 1.2 find out what type and quantity of food and drink product the customer wants 1.3 offer suitable alternatives when food or drink products are unavailable or when the customer is undecided 1.4 show customers their selected products to confirm that they are what they want 1.5 wrap or pack the products			
2 Satisfy customer needs	2.1 provide information to customers about the safe transport, storage and keeping of products, where this is requested or advisable 2.2 conduct the sale courteously, and at a pace which is appropriate to the needs of the customer and the trading conditions			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Process the sale of food and drink products	3.1 confirm the price and the method of payment with the customer 3.2 process payment or credit according to company policy 3.3 keep payments and stock safe throughout transaction 3.4 report mistakes and problems to the relevant person and take action to correct 3.5 thank the customer and say goodbye politely			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 70: Understand How to Sell Food Products in a Retail Environment

Unit reference number: R/601/8306

Level: 2

Credit value: 3

Guided learning hours: 20

Unit summary

This unit supports workforce development for those who understand how to sell food products in a retail environment in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Assessment requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when selling food products in a retail environment. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to establish the customer's needs	1.1 explain why it is important to confirm the exact quantities, type and quality of food and drink products the customer wants 1.2 outline the importance of working within the customer's price range			
2 Know how to satisfy the customer's needs	2.1 explain the importance of customer service to retail operations 2.2 state why it is important to provide suitable alternatives when the customer's first choice cannot be met and what alternatives can be offered 2.3 describe why it is important not to cause conflict as a result of the customer's change of mind 2.4 state when to provide supporting information about the safe transport, storage and keeping of food and drink products			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Know how to process and complete the sale of food and drink products	3.1 state the company procedures for dealing with methods of payment available to customers 3.2 describe ways to keep payments and stock safe 3.3 explain what legal tender is 3.4 outline the basic trading rights of the customer and trader 3.5 describe the process of taking customer orders for products not in stock 3.6 state the limits of own authority and the consequences of operating outside these limits 3.7 outline the importance of communication and the implications of not communicating effectively			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 71: Display Food Products in a Retail Environment

Unit reference number: Y/601/8307

Level: 2

Credit value: 3

Guided learning hours: 23

Unit summary

This unit supports workforce development for those who display food products in a retail environment in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Assessment requirements

This unit is designed to assess the skills of learners in the workplace, displaying food products in a retail environment. It needs to be assessed on the job.

The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Prepare to display food and drink products	1.1 check that the display area, equipment and accessories are clean and take prompt action on finding any problems 1.2 assemble and check products and additional materials and prepare them for use 1.3 check the food and drink products available for display and estimate the quantities required 1.4 select the products which are most suitable to display with regard to shelf-life, demand, appeal and promotional requirements 1.5 prepare the display to ensure maximum appeal and to comply with food safety requirements			
2 Label displays of food and drink products	2.1 confirm requirements for labelling products with the relevant people 2.2 confirm that label information is correct and check with the relevant people that it conforms to legal and standard operational requirements 2.3 position labels for products 2.4 ensure that labels are legible, visible to customers, and securely positioned in the specified place			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Arrange and maintain food and drink products for display	3.1 check and take steps to ensure that the display area meets the requirements of hygiene and food safety 3.2 transfer products safely to the display area according to instructions and specifications 3.3 arrange and replace food and drink products and additional materials in a way that is attractive to customers and meets the requirements of hygiene and food safety 3.4 reposition and reorganise the position of products and accessories to accommodate product unavailability to maintain presentation and to meet trading conditions 3.5 monitor displays according to instructions and specifications 3.6 carry out emergency cleaning procedures 3.7 take action to address any product or display-related problem			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Empty and clean the food and drink product display	4.1 withdraw products from the display according to instructions and store according to specified procedures 4.2 identify and select the appropriate cleaning materials for display equipment and accessories 4.3 clean display surfaces, equipment and accessories 4.4 safely store cleaning materials for further use 4.5 take action to address any display, cleaning or product-related problems			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 72: Understand how to Display Food Products in a Retail Environment

Unit reference number: D/601/8308

Level: 2

Credit value: 2

Guided learning hours: 10

Unit summary

This unit supports workforce development for those who understand how to display food products in a retail environment in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Assessment requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when displaying food products in a retail environment. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to prepare to create food product displays	1.1 explain how to source product specifications and display information 1.2 describe the ways and the importance of reviewing the display area before assembling materials for the display 1.3 describe ways and the importance of estimating the quantities and size of products to be used for display 1.4 explain why it is important to select food and drink products for display to suit specific objectives 1.5 state the controls involved in the display of food and drink products			
2 Know how to create a food and drink display	2.1 state the basic principles for display and presentation of food and drink products 2.2 describe how to use assembly and dismantling equipment safely 2.3 describe what accessories can and should be used for effective displays 2.4 outline types of products offered for sale and their ingredients			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Know the importance of labelling in food and drink displays	3.1 explain why labelling is important 3.2 outline the key features of legal and operational requirements for labelling 3.3 describe how to position labels to give correct information and why it is important 3.4 describe how to check labelling information against product specification and sales details			
4 Know how to monitor and maintain food and drink displays	4.1 explain why displays may change as part of the maintenance process 4.2 explain why stock rotation is important 4.3 describe the types and purposes of cleaning materials appropriate for display equipment and accessories 4.4 describe the safe handling procedures and application of cleaning materials for display equipment and accessories 4.5 describe how to access and interpret the cleaning schedule for display equipment and accessories			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Know how to deal with problems in displaying products	5.1 describe the contingencies for display equipment and accessory failure 5.2 describe how to recognise and report products that do not meet specification 5.3 state the procedure for rejecting and isolating failed products			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 73: Prepare to Operate a Counter/Take Away Service in Food Operations

Unit reference number: D/601/4582

Level: 2

Credit value: 2

Guided learning hours: 4

Unit summary

This unit supports workforce development for those who preparing to provide a counter/take away service in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Assessment requirements

This unit is designed to assess the skills of learners in the workplace, preparing to provide a counter/take away service in food operations. It needs to be assessed on the job.

The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Prepare work areas and equipment according to standard operating procedures (SOPs)	1.1 check that the work area and equipment are food safe and ready for use 1.2 check that sufficient stocks of service items are available for use 1.3 switch on appropriate service equipment in time to reach the recommended operating temperature 1.4 prepare and display condiments and accompaniments ready for service according to SOP 1.5 display promotional materials ready for customer use 1.6 check that refuse and waste food containers are clean and ready for use 1.7 display food immediately before service			
2 Clear work areas and equipment according to standard operating procedures	2.1 clean service equipment and work area after use 2.2 assemble any reusable items from the food service for cleaning or storage 2.3 store unused condiments and accompaniments for future use 2.4 dispose of rubbish, used disposables and waste food			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 74: Understand How to Prepare to Operate a Counter/Take Away Service in Food Operations

Unit reference number: J/601/4589

Level: 2

Credit value: 2

Guided learning hours: 10

Unit summary

This unit supports workforce development for those who understand how to prepare to operate a counter/take away service in food manufacture in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Assessment requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when understanding how to prepare to operate a counter/take away service in food operations. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Know how to prepare work areas and equipment ready for service according to standard operating procedures (SOPs)</p>	<p>1.1 describe the importance of food safe working and practices when preparing work areas and equipment</p> <p>1.2 describe the importance of having the correct equipment available for service</p> <p>1.3 state why waste must be handled and disposed of correctly</p> <p>1.4 outline the importance of maintaining presentation standards in the display of food</p> <p>1.5 describe the importance of displaying hot and cold food according to SOPs</p> <p>1.6 describe the importance of checking expiry dates on appropriate food and drink items</p> <p>1.7 state why promotional materials should be checked before use</p> <p>1.8 describe the types of unexpected situations that may occur when preparing areas and how to deal with these</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to clear dining and service areas after service according to standard operating procedures (SOPs)	2.1 outline the importance of the food safe working practices when clearing work areas and equipment 2.2 state why certain electrical and gas equipment should be turned off after service 2.3 state why waste must be handled and disposed of correctly 2.4 detail reasons for returning all perishable food and drink items to the kitchen and storage area immediately after service 2.5 describe why all service areas should be left clean after service 2.6 describe the types of unexpected situations that may occur when clearing areas and how to deal with these			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 75: Operate a Counter/Take-away Service in Food Operations

Unit reference number: F/601/4591

Level: 2

Credit value: 2

Guided learning hours: 4

Unit summary

This unit supports workforce development for those who operate a counter/take away service in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Assessment requirements

This unit is designed to assess the skills of learners in the workplace, operating a counter/take away service in food operations. It needs to be assessed on the job.

The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Provide customers with a counter/take away service according to standard operating procedures (SOPs)	1.1 provide customers with information that meets their needs and promotes the organisation's products and services 1.2 find out what the customer's needs are, informing them about any waiting time 1.3 process the order promptly 1.4 serve food and drink items at the recommended temperatures 1.5 make sure there are appropriate condiments and accompaniments available for customers			
2 Maintain work areas and equipment according to standard operating procedures (SOPs)	2.1 keep the work area tidy, hygienic and free from rubbish and food debris during service 2.2 maintain enough stock of clean service items 2.3 restock with food and drink items when necessary 2.4 display and store food and drink items 2.5 clear the work area of used service items 2.6 dispose of rubbish, used disposable items and food waste as required			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 76: Understand How to Operate a Counter/Take-away Service in Food Operations

Unit reference number: D/601/4596

Level: 2

Credit value: 2

Guided learning hours: 12

Unit summary

This unit supports workforce development for those who understand how to operate a counter/take away service in food manufacture in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Assessment requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when understanding how to operate a counter/take away service in food operations. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to provide customers with a counter/take-away service according to standard operating procedures (SOPs)	1.1 outline the importance of food safe working practices for serving customers at the counter 1.2 detail the importance of using separate serving equipment for each food item 1.3 describe the importance of serving food and drink items at the correct temperature 1.4 state why portions must be controlled when serving customers 1.5 state why information given to customers must be accurate 1.6 describe the types of unexpected situations that may occur when serving customers and how to deal with these			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to maintain work areas and equipment according to standard operating procedures (SOPs)	2.1 state the food safe working practices for cleaning and why these are important 2.2 state why counter service preparation areas and dining areas must be kept tidy and free from rubbish and food debris throughout service 2.3 state why waste must be handled and disposed of correctly 2.4 outline why a constant stock of service items should be maintained 2.5 describe the types of unexpected situations that may occur when clearing away and how to deal with these			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 77: Prepare to Operate a Table/Tray Service in Food Operations

Unit reference number: M/601/4599

Level: 2

Credit value: 2

Guided learning hours: 4

Unit summary

This unit supports workforce development for those who prepare to operate a table/tray service in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Assessment requirements

This unit is designed to assess the skills of learners in the workplace, preparing to operate a table/tray service in food operations. It needs to be assessed on the job.

The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Prepare work areas and equipment ready for service according to standard operating procedures (SOPs)	1.1 check that service areas and equipment are ready for use, including tables and trays 1.2 check that sufficient stock of service items are ready for use 1.3 prepare condiments and accompaniments ready for use and store them safely 1.4 check that refuse and waste food containers are hygienic, empty and ready for use 1.5 check that menus and promotional items are ready for use			
2 Clear dining and service areas after service according to standard operating procedures (SOPs)	2.1 collect all service items for cleaning or storage 2.2 prepare used or soiled table linen for laundry or disposal 2.3 store food items, condiments and accompaniments 2.4 dispose of rubbish and waste food 2.5 ensure that service equipment, work areas and dining furniture are ready for future use			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 78: Understand How to Prepare to Operate a Table/Tray Service in Food Operations

Unit reference number: H/601/4602

Level: 2

Credit value: 2

Guided learning hours: 12

Unit summary

This unit supports workforce development for those who understand how to prepare to operate a table/tray away service in food manufacture in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Assessment requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when understanding how to prepare to operate a table/tray away service in food operations. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to prepare work areas and equipment ready for service according to standard operating procedures (SOPs)	1.1 state the food safe working practices for preparing service areas and equipment 1.2 detail the standard operating procedures (SOPs) for serving food and drink 1.3 state why waste must be handled and disposed of correctly 1.4 state why condiments and accompaniments should be prepared ready for service 1.5 state when to prepare service areas and equipment 1.6 state why menus and promotional items should be checked before use 1.7 outline why a constant stock of food service items should be maintained 1.8 describe the types of unexpected situations that may occur when preparing and clearing areas for service and how to deal with these			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to clear dining and service areas after service according to standard operating procedures (SOPs)	2.1 state the safe and hygienic working practices for clearing dining and service areas 2.2 detail why all food service areas should be left clean after service 2.3 state why certain electrical equipment should be turned off after service 2.4 describe the types of unexpected situations that may occur when clearing areas after service and how to deal with these			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 79: Operate a Table/Tray Service in Food Operations

Unit reference number: M/601/4604

Level: 2

Credit value: 2

Guided learning hours: 4

Unit summary

This unit supports workforce development for those who operate a table/tray service in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Assessment requirements

This unit is designed to assess the skills of learners in the workplace, operating a table/tray service in food operations. It needs to be assessed on the job.

The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Provide customers with information and process orders according to standard operating procedures (SOPs)</p>	<p>1.1 help customers with dining arrangements according to the service style</p> <p>1.2 make sure customers have access to the correct menus and information</p> <p>1.3 answer questions customers may have giving them information which meets their needs and promotes the organisation's products and services</p> <p>1.4 record and process the customers' orders</p>			
<p>2 Serve customers according to standard operating procedures (SOPs)</p>	<p>2.1 serve the customers with correct orders</p> <p>2.2 provide customers with the service items, condiments and accompaniments appropriate to their food</p> <p>2.3 serve food and drink items with clean, hygienic and undamaged equipment of the appropriate type</p> <p>2.4 keep customer dining and service areas tidy, hygienic and free from rubbish and food debris</p> <p>2.5 clear customer dining areas of soiled and unused service items at the appropriate times</p> <p>2.6 maintain sufficient stocks of clean service items, condiments and accompaniments throughout the service</p>			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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(if sampled)

Unit 80: Understand how to Operate a Table/Tray Service in Food Operations

Unit reference number: T/601/4605

Level: 2

Credit value: 2

Guided learning hours: 12

Unit summary

This unit supports workforce development for those who understand how to operate a table/tray away service in food manufacture in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Assessment requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when understanding how to operate a table/tray away service in food operations. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Know how to provide customers with information and process orders according to standard operating procedures (SOPs)</p>	<p>1.1 outline standard operating procedures for:</p> <ul style="list-style-type: none"> - customer care - service style - greeting and seating customers - food safe working practices and their importance <p>1.2 state why information given to customers must be accurate</p> <p>1.3 detail the importance of taking customer orders accurately, and how to check them</p> <p>1.4 detail the importance of promoting the service to customers</p> <p>1.5 detail which condiments and accompaniments go with each dish</p> <p>1.6 describe the importance of using the appropriate equipment when serving food and drink items to customers</p> <p>1.7 state the importance of checking that food service equipment is ready for use</p> <p>1.8 describe the types of unexpected situations that may occur when taking orders and serving food, and how to deal with these</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to serve customers according to standard operating procedures (SOPs)	2.1 describe the importance of food safe working practices for maintaining dining and service areas 2.2 detail why dining and service areas must be kept tidy and free from rubbish and food debris 2.3 state how to handle and dispose of waste 2.4 state why a constant stock of table and service items should be maintained			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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Date: _____

(if sampled)

Unit 81: Finish Bake Off Products

Unit reference number: F/601/4607

Level: 2

Credit value: 3

Guided learning hours: 10

Unit summary

This unit supports workforce development for those who finish bake-off products in a food processing business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Assessment requirements

This unit is designed to assess the skills of learners in the workplace, finish bake-off products. It needs to be assessed on the job.

The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Prepare to finish bake-off product	1.1 identify the finishing to be used on the bake-off product 1.2 obtain finishing and ensure it is fit for use 1.3 obtain the tools and equipment required to apply finishing 1.4 obtain bake-off products to be finished and ensure they are fit for use 1.5 maintain food-safe working conditions			
2 Carry out finishing of bake-off products	2.1 apply finishing to bake-off product according to product specification 2.2 maintain the condition of the workstation throughout the process 2.3 ensure that the required amount of finishing is applied to the bake-off product 2.4 take action when the wrong amount of finishing is used 2.5 keep bake-off product in saleable condition while finishing			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Complete finishing of bake-off products	3.1 ensure that the finished bake-off product is acceptable for display purposes based on company requirements 3.2 place finished products that meet specifications in a suitable storage area 3.3 follow set procedures to deal with products that do not meet specifications 3.4 dispose of waste materials according to set procedures 3.5 clean tools and equipment and put them away 3.6 maintain food-safe working conditions			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 82: Understand How to Finish Bake Off Products

Unit reference number: J/601/4611

Level: 2

Credit value: 2

Guided learning hours: 12

Unit summary

This unit supports workforce development for those who finish bake-off products in a food business.

The unit is designed for use primarily by operators and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Assessment requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, finishing bake-off products. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to prepare to finish bake-off products	1.1 describe the company's food safety management procedures and the reasons for following them while finishing bake-off products 1.2 describe the facilities required to carry out finishing of bake-off products 1.3 describe how to prepare the facilities used for finishing bake-off products 1.4 describe how to select the required finishing 1.5 describe how to select the appropriate tools and equipment for applying a finishing 1.6 describe how to assess the quality of materials used in finishing bake-off products			
2 Know how to finish bake-off products	2.1 explain why presentation is important in finishing bake-off products 2.2 describe how to assess the saleability of finished bake-off products 2.3 state the reasons for following safe working practices			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Know how to complete finishing of bake-off products	3.1 describe how to store finished bake-off products 3.2 describe how to dispose of waste and explain why it is important to do so 3.3 describe the importance of and how to carry out: <ul style="list-style-type: none"> - recording - reporting - communication 			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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Internal verifier signature: _____

Date: _____

(if sampled)

Unit 83: Assemble and Process Products for Food Service

Unit reference number: D/601/4615

Level: 2

Credit value: 2

Guided learning hours: 13

Unit summary

This unit supports workforce development for those who assemble and process products for food service in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Assessment requirements

This unit is designed to assess the skills of learners in the workplace, assembling and processing products for food service. It needs to be assessed on the job.

The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Assemble service products according to specifications and instructions	1.1 ensure the working area is clean and in the correct condition for use 1.2 identify and select fillings 1.3 assemble service products to specification to meet customers' needs 1.4 ensure that working practices minimise waste and that scrap material is dealt with according to specified procedures 1.5 position assembled products for further processing 1.6 take action on discovering any problems or variances			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Process service products according to specifications and instructions	2.1 check the condition of assembled products according to specifications and instructions 2.2 check the operating condition of processing equipment 2.3 process assembled products to specification to meet customers' needs 2.4 maintain the condition of processed products 2.5 position processed products for further processing 2.6 take action on discovering any problems or variances			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

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Internal verifier signature: _____

Date: _____

(if sampled)

Unit 84: Understand How to Assemble and Process Products for Food Service

Unit reference number: M/601/4618

Level: 2

Credit value: 2

Guided learning hours: 11

Unit summary

This unit supports workforce development for those who assemble and process products in a food service business.

The unit is designed for use primarily by food service operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Assessment requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when assembling and processing products for food service. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know what the requirements are for the assembly and processing of food service products	1.1 describe how to source and read product specifications and recipe information 1.2 outline the specified use of processing techniques for service products 1.3 describe why consistent assembly for portion control is important			
2 Know how to maintain high standards of quality in food service products	2.1 outline the common factors affecting the quality of service products 2.2 describe the common sources of service product contamination during assembly and processing 2.3 outline how to avoid contamination during assembly and processing 2.4 describe what might happen if contamination is not avoided 2.5 describe how to recognise and report service products that do not meet specification 2.6 state the procedure for rejecting and isolating sub-standard service products			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 85: Store and Retrieve Information

Unit reference number: R/601/2490

Level: 2

Credit value: 3

Guided learning hours: 17

Unit summary

This unit is about storing and retrieving information securely and within confidentiality requirements of the organisation.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand processes and procedures for storing and retrieving information	1.1 explain the purpose of storing and retrieving required information 1.2 describe different information systems and their main features 1.3 explain the purpose of legal and organisational requirements for the security and confidentiality of information 1.4 explain the purpose of confirming information to be stored and retrieved 1.5 describe ways of checking information for accuracy 1.6 explain the purpose of checking information for accuracy 1.7 explain the purpose of providing information to agreed format and timescales 1.8 describe the types of information that may be deleted 1.9 describe problems that may occur with information systems and how to deal with them, when necessary			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
2	Be able to store information	2.1 identify, confirm and collect information to be stored 2.2 follow legal and organisational procedures for security and confidentiality of information to be stored 2.3 store information in approved locations 2.4 check and update stored information, if required 2.5 delete stored information, if required 2.6 deal with, or refer problems, if required			
3	Be able to retrieve information	3.1 confirm and identify information to be retrieved 3.2 follow legal and organisational procedures for security and confidentiality of information 3.3 locate and retrieve the required information 3.4 check and update information, if required 3.5 provide information in the agreed format and timescale 3.6 deal with, or refer problems, if required			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 86: Communicate Information and Knowledge

Unit reference number: H/600/9724

Level: 2

Credit value: 3

Guided learning hours: 10

Unit summary

This unit will ensure that learners are able to communicate selected information and knowledge to a target audience using appropriate communication techniques and methods.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to identify the information required, and its reliability for communication	1.1 explain the information and knowledge that needs communicating 1.2 identify the target audience requiring the information and knowledge			
2	Be able to understand communication techniques and methods	2.1 identify what techniques and methods can be used to communicate information and knowledge 2.2 explain how to select the most appropriate technique and method			
3	Be able to communicate information and knowledge using appropriate techniques and methods	3.1 communicate to target audience using the appropriate techniques and methods 3.2 explain how the target audience has received and understood the information communicated			
4	Be able to adapt communication techniques and methods according to target audience response	4.1 explain how to modify communication techniques and methods in response to verbal and non-verbal feedback			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 87: Lift and Handle Materials Safely in Food Operations

Unit reference number: T/601/8301

Level: 2

Credit value: 2

Guided learning hours: 10

Unit summary

This unit supports workforce development for those who lift and handle materials safely in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Assessment requirements

This unit is designed to assess the skills of learners in the workplace, lifting and handling materials safely in food operations. It needs to be assessed on the job.

The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Follow lifting and handling instructions	1.1 wear personal protective equipment 1.2 follow organisation's standards and instruction on health and safety, food safety and environmental safety 1.3 assess risks to yourself, others and products before lifting and handling 1.4 use the specified lifting and handling techniques 1.5 seek assistance when required			
2 Operate handling equipment	2.1 ensure that handling equipment is fit for use 2.2 return handling equipment to the specified place after use			
3 Transport materials safely	3.1 ensure that materials are of the specified quantity and quality 3.2 use the specified transport routes for moving materials 3.3 avoid injury to yourself and others 3.4 complete all records			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 88: Understand How to Lift and Handle Materials Safely in Food Operations

Unit reference number: A/601/8302

Level: 2

Credit value: 2

Guided learning hours: 15

Unit summary

This unit supports workforce development for those who need to understand how to lift and handle materials safely in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Assessment requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when lifting and handling materials safely in food operations. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know the health and safety standards for lifting, moving and handling materials	1.1 state the health safety and food safety standards for moving and handling materials 1.2 state the importance of following relevant health safety and food safety standards 1.3 state the importance of wearing the appropriate personal protective equipment 1.4 state the importance of using the specified manual handling techniques 1.5 state safe lifting limits for yourself and any equipment that you use 1.6 outline the safety checks to be carried out on lifting equipment 1.7 state the importance of carrying out safety checks on lifting equipment			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to move and handle materials	2.1 state the importance of checking that the load is suitable to be moved 2.2 state the importance of using the right handling equipment for the task 2.3 state the importance of using specified transport routes 2.4 outline the hazards to yourself and others when moving and handling materials 2.5 state the action to be taken if materials or handling equipment are defective 2.6 state rules and procedures that apply to the different work areas that affect you when moving and handling materials			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Know the limits of ones authority and communication methods	3.1 state the limits of own authority and competence 3.2 state why it is important to work within limits of own authority 3.3 state how to determine handling and moving requirements for: - assistance - equipment 3.4 describe methods of recording information 3.5 state why it is important to communicate information, and methods used to do so.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 89: Contribute to the Maintenance of Plant and Equipment in Food Operations

Unit reference number: T/601/2921

Level: 2

Credit value: 3

Guided learning hours: 30

Unit summary

This unit supports workforce development for those who contribute to the maintenance of plant and equipment in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Assessment requirements

This unit is designed to assess the skills of learners in the workplace, contributing to the maintenance of plant and equipment in food operations. It needs to be assessed on the job.

The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Prepare for the maintenance of plant and equipment	1.1 access and interpret information and instructions 1.2 evaluate the impact of instructions on operations 1.3 ensure resources required are available and fit for use 1.4 prepare the work area in a manner which promotes effective and safe work practices 1.5 prioritise own work activities to achieve optimum productivity within the limits of own contribution 1.6 ensure that maintenance activities are correctly authorised 1.7 establish effective spoken and written communication with managers and colleagues 1.8 complete and process the necessary documentation			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Carry out maintenance of plant and equipment	2.1 monitor and adhere to food safety, health and safety and environmental procedures 2.2 ensure that maintenance activities are undertaken using correct tools, materials, equipment and techniques 2.3 identify defects and discrepancies in components and take the necessary corrective action 2.4 minimise the wastage of consumable items and other materials and dispose of non-reusable materials correctly 2.5 evaluate maintenance activities for effectiveness 2.6 make recommendations to relevant people about identified improvements 2.7 ensure that work which cannot be completed within the agreed schedule is recorded and reported to the relevant people 2.8 maintain effective spoken and written communication with managers and colleagues 2.9 complete and process documentation 2.10 leave plant and equipment safe, tidy and fit for future use			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 90: Understand How to Contribute to the Maintenance of Plant and Equipment in Food Operations

Unit reference number: A/601/2922

Level: 2

Credit value: 3

Guided learning hours: 20

Unit summary

This unit supports workforce development for those who understand how to contribute to the maintenance of plant and equipment in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Assessment requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when contributing to the maintenance of plant and equipment in food operations. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know about preparing for maintenance	1.1 outline the importance of working to health and safety and food safety standards 1.2 describe the activities that can be carried out within own limits of authority 1.3 list the equipment required for maintenance 1.4 describe the importance of meeting maintenance documentation requirements 1.5 outline how to make the plant or equipment safe before maintenance 1.6 describe how to access types of information to aid maintenance			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
2	Know how to carry out maintenance	2.1 outline how and when to carry out maintenance activities 2.2 describe how the tools and equipment selected are used to complete the tasks 2.3 describe how to communicate events and issues to relevant people 2.4 state the procedure for carrying out the maintenance event hygienically 2.5 describe how available information is used to aid the maintenance 2.6 state how to record an event in the maintenance log			
3	Know how to deal with maintenance issues and problems	3.1 explain the importance of maintenance and implications for not carrying it out 3.2 explain why materials, tools and equipment must be fit for purpose, and how to deal with any defects 3.3 describe what to do if there are unexpected problems during maintenance 3.4 describe the effects different of types maintenance have on the operations 3.5 explain how planned maintenance can reduce downtime			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Know how to complete maintenance procedures	4.1 explain the importance of minimising waste 4.2 outline how to dispose of waste safely and effectively 4.3 explain the importance of leaving plant and equipment safe, clean and tidy for future use 4.4 explain how to check the effectiveness of maintenance activities			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 91: Prepare to Receive Goods and Materials in Food Operations

Unit reference number: F/502/7461

Level: 2

Credit value: 1

Guided learning hours: 8

Unit summary

This unit supports workforce development for those who prepare to receive goods and materials in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Assessment requirements

This unit is designed to assess the skills of learners in the workplace, preparing to receive goods and materials in food operations. It needs to be assessed on the job.

The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Prepare and update documentation	1.1 check delivery documentation to ensure that it is complete, accurate and up to date 1.2 check that deliveries match schedules or documentation			
2 Prepare work areas and equipment to receive deliveries	2.1 ensure that the receiving area is clean and tidy with sufficient storage space for expected deliveries 2.2 ensure that handling equipment is available and suitable for use 2.3 identify and record problems with equipment 2.4 take action within your limits of authority to correct problems or report to the relevant people 2.5 ensure and inform relevant people when unloading is about to begin			
3 Ensure vehicle, goods and materials conform to specifications	3.1 check the condition and temperature of the delivery vehicle 3.2 carry out required sampling 3.3 take action and follow company procedures for deliveries that do not conform to specification			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 92: Receive Goods and Materials in Food Operations

Unit reference number: A/502/7460

Level: 2

Credit value: 2

Guided learning hours: 11

Unit summary

This unit supports workforce development for those who receive goods and materials in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Assessment requirements

This unit is designed to assess the skills of learners in the workplace, receiving goods and materials in food operations. It needs to be assessed on the job.

The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Check and handle deliveries of goods and materials	1.1 check that goods and materials match the documentation 1.2 identify and deal with discrepancies, damage or loss within limit of own authority and report actions to the relevant person 1.3 complete any necessary preparation and labelling 1.4 move and handle goods safely and hygienically following standards and instructions 1.5 carry out operation in optimum time minimising damage to stock 1.6 deliver the consignment to the appropriate place			
2 Update records and stock control systems	2.1 record discrepancies 2.2 report reasons for refusing goods and communicate information to the relevant person 2.3 demonstrate stock control systems 2.4 complete documentation and ensure that it is up to date			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Complete goods and material intake	3.1 inform relevant persons that the delivery is finishing 3.2 store equipment when delivery is complete 3.3 deal with waste spillage or rubbish			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 93: Understand How to Receive Goods and Materials in Food Operations

Unit reference number: J/502/7431

Level: 2

Credit value: 4

Guided learning hours: 28

Unit summary

This unit supports workforce development for those who understand how to receive goods and materials in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Assessment requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when receiving goods and materials in food operations. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to receive and check goods and materials	1.1 identify the importance of good housekeeping practices 1.2 list handling equipment and its uses 1.3 state where deliveries should be off-loaded 1.4 state the importance of checking materials against documentation 1.5 identify what to look for when carrying out checks on goods and materials 1.6 list reasons for refusing to accept goods and materials into storage 1.7 identify methods to check the type and quality of goods and materials 1.8 identify the use of stock control systems 1.9 describe the importance of accurate completion of documentation			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to deal with types of problems	2.1 state the types of problems that may occur 2.2 identify actions to be taken if faults are found in materials, delivery containers and equipment 2.3 state how to deal with discrepancies and the importance of reporting them 2.4 state how to deal with waste, spillage and rubbish 2.5 outline the importance of dealing with waste, spillage and rubbish correctly 2.6 state what actions to take if the delivery of goods and materials is interrupted 2.7 state the importance of delivering to the right place and consequences if this does not happen			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Know the importance of organisational communication and information structures	3.1 outline procedures relating to the receipt of goods and materials 3.2 identify the procedures relating to the receipt of goods and materials 3.3 identify resources available for checking goods and materials into storage 3.4 identify the company communication structures, procedures and documentation 3.5 state the importance of communicating accurate information 3.6 outline why it is important to keep documentation accurate and up to date			
4	Know the relevant health and safety and industry legislation	4.1 state the importance of safe handling of goods and materials 4.2 state the importance of correct storage of equipment 4.3 state the importance of following the relevant industry regulations (eg Customs & Excise) 4.4 state the importance of following the relevant health and safety, hygiene and environmental standards and instructions			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 94: Understand how to Unload Goods and Materials In Food Operations

Unit reference number: T/502/7358

Level: 2

Credit value: 2

Guided learning hours: 13

Unit summary

This unit supports workforce development for those who understand how to unload goods and materials in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Assessment requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when unloading goods and materials in food operations. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know the procedures and equipment required for unloading goods and materials	1.1 describe why it is important to position and secure the vehicle correctly prior to unloading 1.2 outline the handling equipment required for unloading 1.3 describe the procedures for setting up handling equipment 1.4 identify safe methods of handling goods and materials			
2 Know the checks that need to be made when unloading goods and materials	2.1 state checks on goods and materials 2.2 identify checks to be made on handling equipment prior to unloading 2.3 outline visual checks to be carried out during unloading 2.4 outline relevant legislation relating to health and safety, food safety and temperature controls			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 95: Store Goods and Materials in Food Operations

Unit reference number: A/601/4623

Level: 2

Credit value: 3

Guided learning hours: 24

Unit summary

This unit supports workforce development for those who store goods and materials in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Assessment requirements

This unit is designed to assess the skills of learners in the workplace, store goods and materials in food operations. It needs to be assessed on the job.

The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Select and handle goods and materials safely and hygienically	1.1 identify the stock to be put in the storage location 1.2 maintain the storage location hygienically and safely 1.3 meet customer's requirements for storage facilities 1.4 follow safe and hygienic working practices 1.5 use handling techniques to maintain stock condition			
2 Store goods and materials in allocated locations	2.1 check product to ensure it meets customer or company specification 2.2 store stock in correct location and allocated space to ensure the best use of available space 2.3 ensure that stock can be accessed according to stock rotation procedures 2.4 report difficulties in placing goods and materials to the relevant person 2.5 carry out storage procedures within the specified time			
3 Check and complete documentation	3.1 complete stock records and pass them on promptly 3.2 ensure documentation is complete			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 96: Understand how to Store and Organise Goods and Materials in Food Operations

Unit reference number: F/601/4624

Level: 2

Credit value: 4

Guided learning hours: 25

Unit summary

This unit supports workforce development for those who understand how to store and organise goods and materials in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Assessment requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when storing and organising goods and materials in food operations. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know suitable storage locations for goods and materials	1.1 state types of goods and materials in storage 1.2 describe the storage requirements for the range and types of goods and materials available 1.3 describe characteristics of storage facilities and locations 1.4 state the importance of selecting suitable storage locations for specific goods and materials 1.5 describe the importance of storing items in the most suitable location and action to be taken if it is not suitable or unavailable 1.6 assess the suitability of storage locations in relation to the quantity, quality and shelf life of the goods and materials			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to deal with damage to goods, materials and equipment	2.1 describe checks of goods and materials to ensure they comply with company specifications 2.2 list how to deal with types of equipment defects 2.3 describe the types of handling and securing equipment 2.4 state the importance of reporting damaged goods and materials 2.5 outline the costs associated with damaged goods and materials			
3 Know the safety, security and environmental conditions for transport and storage of goods and materials	3.1 describe the importance of checking the storage transfer route for hazards 3.2 outline the different security, safety and environmental conditions 3.3 state regulations applicable to storage eg COSHH 3.4 describe handling methods that will prevent damage and contamination of goods and materials			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Know the organisational communication and documentation procedures	4.1 describe information contained on goods, materials and documentation that is relevant 4.2 state the importance of complete and accurate documentation 4.3 describe the communication structures and procedures within your company 4.4 describe the importance of effective communication within the organisation			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 97: Control Stock Levels in Food Operations

Unit reference number: K/502/7440

Level: 2

Credit value: 3

Guided learning hours: 20

Unit summary

This unit supports workforce development for those who control stock levels in a food business.

The unit is designed for use primarily by supply chain operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Assessment requirements

This unit is designed to assess the skills of learners in the workplace when controlling stock levels in food operations. It needs to be assessed on the job.

The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Monitor the level of stock	1.1 report difficulties, discrepancies and actual or potential risks to the relevant people 1.2 monitor achievement of standards and targets for storage of stock 1.3 provide support to enable own team to contribute to achievement of required stock levels 1.4 report the potential shortfalls of stock levels against planned requirements 1.5 take action to increase or reduce stock levels to meet customer requirements			
2 Ensure the safe use and rotation of stock	2.1 ensure that stock is not retained beyond its specified shelf-life or sell-by date 2.2 ensure that stock is stored in accordance with legal and standard operational requirements 2.3 report actual and potential risks to stock and potential defects in the stock storage system to relevant people 2.4 inform your team of all factors influencing effective and safe storage and use of stock			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 98: Understand how to Control Stock Levels in Food Operations

Unit reference number: A/502/7359

Level: 2

Credit value: 1

Guided learning hours: 10

Unit summary

This unit supports workforce development for those who understand how to control stock levels in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Assessment requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when controlling stock levels in food operations. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to control stock levels in food operations	1.1 describe the key features of legal and operational requirements 1.2 explain the requirements of shelf-life/sell-by date of products and their importance 1.3 outline the implications of stock levels below or over planned demand 1.4 describe how to monitor stock levels 1.5 describe the storage requirements for stock 1.6 explain the importance of sell-by dates 1.7 explain what influences contamination or damage to stock			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 99: Supply Materials for Production in Food Operations

Unit reference number: J/601/4625

Level: 2

Credit value: 3

Guided learning hours: 18

Unit summary

This unit supports workforce development for those who supply materials for production in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Assessment requirements

This unit is designed to assess the skills of learners in the workplace, supplying materials for production in food operations. It needs to be assessed on the job.

The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Match production needs with availability of supplies	1.1 identify the service and supply needs of the production area and work stations 1.2 select and check the supplies to meet the demands of production 1.3 report discrepancies in the supplies to the relevant person			
2 Maintain supply of materials to production area and work stations	2.1 store specified levels of supplies to meet production demands 2.2 maintain the specified levels of supplies to meet production demands 2.3 transfer the required quantities of supplies to the production areas and work stations 2.4 follow safe and hygienic working practices			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 100: Understand how to Supply Materials for Production in Food Operations

Unit reference number: L/601/4626

Level: 2

Credit value: 3

Guided learning hours: 17

Unit summary

This unit supports workforce development for those who understand how to supply materials for production in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Assessment requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when supplying materials for production in food operations. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Know how to determine sufficiency of supplies of food and drink materials to meet production requirements</p>	<p>1.1 state how to identify the service and supply needs of the production area and work stations</p> <p>1.2 state the importance of identifying service and supply requirements</p> <p>1.3 describe the specific levels of supplies to be maintained at the production area and work stations</p>			
<p>2 Knows how to maintain supplies to ensure smooth running in production</p>	<p>2.1 state the operational requirements for supplies and how short supplies of materials affect production runs</p> <p>2.2 describe the types and quantities of materials used in the production process</p> <p>2.3 state the importance of allocating specific areas for supplies to the production area and work stations</p> <p>2.4 describe why allocated supply areas should be utilised</p> <p>2.5 describe how to store supplies</p> <p>2.6 state the importance of reporting discrepancies in supplies</p>			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 101: Carry Out and Finish Bulk Filling in Food Operations

Unit reference number: M/502/7360

Level: 2

Credit value: 2

Guided learning hours: 10

Unit summary

This unit supports workforce development for those who carry out and finish bulk filling in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Assessment requirements

This unit is designed to assess the skills of learners in the workplace, carrying out and finishing bulk filling in food operations. It needs to be assessed on the job.

The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Prepare for bulk filling	1.1 receive and confirm bulk filling instructions 1.2 check that filling containers are available and fit for use 1.3 check that services and filling equipment are available and fit for use			
2 Carry out and monitor the bulk filling process	2.1 follow specifications for bulk filling 2.2 check to ensure that output rates comply with specifications 2.3 check that containers comply with specifications 2.4 deal with containers which do not meet specifications 2.5 carry out bulk filling to achieve required output to specification 2.6 follow industry regulations and health and safety standards when preparing and carrying out bulk filling			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Complete the bulk filling process	3.1 finish bulk filling process according to specification 3.2 close down plant and equipment 3.3 deal with any operational loss, gain or spillage 3.4 check that records are completed accurately throughout the bulk filling process			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 102: Understand how to Carry Out and Finish Bulk Filling in Food Operations

Unit reference number: T/502/7361

Level: 2

Credit value: 2

Guided learning hours: 11

Unit summary

This unit supports workforce development for those who understand how to carry out and finish bulk filling in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Assessment requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when carrying out and finishing bulk filling in food operations. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know the information that is important to carry out bulk filling	1.1 describe why it is important to have information about product, containers and filling equipment 1.2 describe why it is important to have information about rates of filling 1.3 state the sources of information for product, containers, filling equipment and rates of filling 1.4 describe the importance of checking that containers meet specifications 1.5 state the importance of keeping complete and accurate records 1.6 describe the importance of effective communication 1.7 state the information that needs to be communicated and to whom			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to deal with problems in supply and services	2.1 describe required services and the impact of them not being available 2.2 state the action to be taken if there are faults in products, equipment or containers 2.3 describe how to correct faults within the limits of your authority 2.4 describe what action to take if there is an interruption to supply 2.5 state the acceptable loss and gain limits 2.6 state actions to be taken if loss or gain limits are exceeded 2.7 describe the importance of dealing with loss or spillage 2.8 describe the consequences of not dealing with loss or spillage			
3 Know relevant current industry legislation and standards	3.1 state the relevant health, safety, hygiene and environmental standards and instructions 3.2 describe the relevant industry regulations (eg Customs & Excise) 3.3 describe the effects of standards and industry regulations not being followed			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 103: Carry Out and Finish Transfer of Materials in Food Operations

Unit reference number: A/502/7362

Level: 2

Credit value: 1

Guided learning hours: 6

Unit summary

This unit supports workforce development for those who carry out and finish transfer of materials in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Assessment requirements

This unit is designed to assess the skills of learners in the workplace, carrying out and finishing transfer of materials in food operations. It needs to be assessed on the job.

The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Prepare to transfer materials	1.1 establish transfer requirements 1.2 identify and locate materials for transfer 1.3 check that materials are fit for use			
2	Carry out and finish the process of transferring materials	2.1 transfer materials to the identified destination 2.2 deal with unfit materials according to company procedures 2.3 confirm that materials arrive at the identified destination 2.4 check for and report operational discrepancies 2.5 complete all transfer records 2.6 follow health, safety and hygiene standards when preparing and carrying out transfer of materials 2.7 close down plant and equipment			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 104: Understand how to Carry Out and Finish Transfer of Materials in Food Operations

Unit reference number: F/502/7363

Level: 2

Credit value: 1

Guided learning hours: 9

Unit summary

This unit supports workforce development for those who understand how to carry out and finish transfer of materials in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Assessment requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when carrying out and finishing transfer of materials in food operations. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know the process for transferring materials	1.1 state how to establish transfer requirements 1.2 describe how to establish product fitness for use and procedures for dealing with unfit products 1.3 state the importance of communicating the correct information effectively 1.4 describe how storage and mechanical movement systems work 1.5 describe problems that may occur if storage and mechanical movement systems are not understood 1.6 state the importance of keeping accurate up to date records 1.7 state the importance of following correct plant and equipment shutdown procedures			
2 Know industry regulations and health and safety standards	2.1 describe why it is important to follow relevant health, safety and hygiene standards and instructions 2.2 list relevant industry regulations (eg Customs & Excise) 2.3 describe why it is important to follow relevant industry regulations			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 105: Process Customer Orders in Food Operations

Unit reference number: M/502/7441

Level: 2

Credit value: 2

Guided learning hours: 11

Unit summary

This unit supports workforce development for those who process customer orders in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Assessment requirements

This unit is designed to assess the skills of learners in the workplace, processing customer orders in food operations. It needs to be assessed on the job.

The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Check the availability of goods for customer orders in food operations	1.1 identify what the customer wants through questioning 1.2 check that the goods ordered will meet the customer's requirements 1.3 select the source of supply for the goods 1.4 provide the customer with information about the goods			
2 Complete customer order processing in food operations	2.1 check the customer's account and delivery details 2.2 check the customer's payment and credit details 2.3 inform the customer if required goods are not in stock and are being ordered 2.4 ensure that goods that are not in stock are placed on order 2.5 pass on invoicing details to ensure that the customer is invoiced 2.6 identify when an order cannot be processed and inform somebody in authority 2.7 keep the customer informed of progress with an order 2.8 store customer information securely			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 106: Understand how to Process Customer Orders in Food Operations

Unit reference number: Y/502/7479

Level: 2

Credit value: 2

Guided learning hours: 15

Unit summary

This unit supports workforce development for those who understand how to process customer orders in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Assessment requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when processing customer orders in food operations. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to find out what the customer wants and if it is available	1.1 list the questions that will find out exactly what the customer wants 1.2 describe how to check whether stock is available to fulfil an order 1.3 describe how to identify goods that are available from stock and those that must be ordered 1.4 state the importance of keeping the customer informed if goods have to be ordered			
2 Know how to complete customer order processing in food operations	2.1 describe how to order stock to fulfil customer requests 2.2 state how to check customer's identity, account and delivery details 2.3 state how long orders normally take to fulfil 2.4 describe what to do if it is not possible to fulfil orders on time			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Know the processes of communicating with customers about orders	3.1 list the information needed for invoicing 3.2 state who in the organisation should be informed if orders cannot be fulfilled on time 3.3 state the importance of keeping a customer informed if orders cannot be processed on time 3.4 explain the importance of confidentiality when using and storing customer information 3.5 list those who are entitled to gain access to customer information			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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Internal verifier signature: _____

Date: _____

(if sampled)

Unit 107: Pick Orders and Store for Despatch in Food Operations

Unit reference number: J/502/7462

Level: 2

Credit value: 2

Guided learning hours: 9

Unit summary

This unit supports workforce development for those who pick orders and store for despatch in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Assessment requirements

This unit is designed to assess the skills of learners in the workplace, picking orders and storing for despatch in food operations. It needs to be assessed on the job.

The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Check order sheets and other documentation for picking and storing orders	1.1 confirm that the order sheet has all the necessary details for picking orders 1.2 confirm the timescales by which picking of orders must be completed			
2 Prepare to carry out order picking	2.1 identify the correct: <ul style="list-style-type: none"> - location - equipment - method for storing food and drink products 2.2 check that all products are available for picking 2.3 check that there is sufficient space to assemble the specified order 2.4 report any problems to the appropriate person			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Pick and store orders	3.1 pick items using the specified order 3.2 check the condition of the products 3.3 check that the picked order matches the order specification 3.4 position and use storage equipment for picking orders 3.5 immobilise any moving items of storage equipment 3.6 report any differences between the picked order and the order specification to the appropriate person			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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Internal verifier signature: _____

Date: _____

(if sampled)

Unit 108: Understand how to Pick Orders and Store for Despatch in Food Operations

Unit reference number: L/502/7480

Level: 2

Credit value: 2

Guided learning hours: 15

Unit summary

This unit supports workforce development for those who understand how to pick orders and store for despatch in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Assessment requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when picking orders and storing for despatch in food operations. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to pick orders to an order sheet	1.1 list the categories of product sold by the organisation 1.2 describe how to pick orders against specified picking notes 1.3 describe the importance of picking orders correctly and within specified timescales 1.4 describe the importance of reporting problems, errors or mismatches to the relevant person 1.5 describe the importance of completing relevant records			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know the importance of storing products safely and securely ready for despatch or delivery	2.1 list types of storage equipment and their uses 2.2 describe how to identify defects in storage equipment 2.3 state the importance of reporting defects in storage equipment immediately 2.4 state the importance of securing mobile equipment 2.5 identify reasons for different locations for picked orders 2.6 describe the importance of monitoring the quality of the products including by date codes, damage, labelling and temperature 2.7 describe how to ensure that goods are ready for the next stage of despatch or delivery			

Learner name: _____

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Learner signature: _____

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Assessor signature: _____

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Internal verifier signature: _____

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(if sampled)

Unit 109: Understand How to Produce Product Packs in Food Operations

Unit reference number: F/601/8298

Level: 2

Credit value: 3

Guided learning hours: 25

Unit summary

This unit supports workforce development for those who understand how to produce product packs in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Assessment requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when producing product packs in food operations. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Know how to meet production demand for product packs	1.1 state the expected rate of use of product and materials 1.2 outline what action to take if the supply of product and materials is interrupted 1.3 state why it is important to control consumables to match the packing run 1.4 outline how to measure the quantity of product to go into the packs 1.5 state why it is important to supply the specified materials in the specified quantity and on time 1.6 state why it is important to meet output targets			
2	Know how to control production of product packs	2.1 state why it is important to monitor operations 2.2 state why it is important to work within the limits of own authority and ability 2.3 state why it is important to control consumables to match the packing run			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Know how to complete production of product packs	3.1 state why it is important to have a shut-down sequence 3.2 outline the impact if waste and scrap disposal procedures are not followed 3.3 outline what preparations are required for the next phase in the cycle 3.4 describe how to prepare the work area for future use			

Learner name: _____

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Learner signature: _____

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Assessor signature: _____

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Date: _____

(if sampled)

Unit 110: Understand how to Produce Individual Packs by Hand in Food Operations

Unit reference number: A/502/7443

Level: 2

Credit value: 3

Guided learning hours: 15

Unit summary

This unit supports workforce development for those who understand how to produce individual packs by hand in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Assessment requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when producing individual packs by hand in food operations. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to prepare to produce individual packs by hand	1.1 list the sources of information about products, materials and packaging 1.2 describe how to identify different types of product and packaging 1.3 state the functions of the packing materials being used 1.4 describe how to establish that the product and packaging are fit for use 1.5 state organisational procedures for dealing with product and packaging that is not fit for use 1.6 outline the physical characteristics of products that affect packaging and packing 1.7 state the main types of packing and sealing materials			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to carry out production of packs by hand	2.1 describe required manual handling techniques to be used when producing packs by hand 2.2 describe what action should be taken if faults are discovered in packing materials, products, equipment condition and equipment settings 2.3 state the importance of having checking procedures 2.4 state the expected rate of use of products and materials 2.5 state the importance of controlling consumables to match the packing run 2.6 outline how to measure the quantity of product to go into each pack and how this is monitored 2.7 state the required standards for each pack			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Know how to finish production of packs by hand in food operations	3.1 state the importance of supplying the materials 3.2 state the importance of meeting output targets when finishing production of packs 3.3 state the importance of controlling consumables to match the packing run 3.4 state the importance of having a clear shut down sequence when finishing production of packs 3.5 describe how to dispose of waste and scrap material 3.6 outline the preparations required for the next phase in the production cycle 3.7 state the importance of communicating effectively about all aspects of production of packs by hand			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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Internal verifier signature: _____

Date: _____

(if sampled)

Unit 111: Understand how to Meet Requirements for Producing Product Packs in Food Operations

Unit reference number: F/502/7444

Level: 2

Credit value: 2

Guided learning hours: 11

Unit summary

This unit supports workforce development for those who understand how to meet requirements for producing product packs in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Assessment requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when meeting requirements for producing product packs in food operations. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know the requirements for producing product packs	1.1 state how to obtain information about products, materials and coding 1.2 state the manual handling techniques for the packing materials being used 1.3 outline the precautions to take to avoid injury when handling packing materials 1.4 state why it is important to communicate 1.5 state why it is important to keep records			
2 Know how to meet the specification for producing product packs	2.1 outline how to identify different types of packing materials and products 2.2 state the functions of the main packing materials being used 2.3 state what action to take if you discover faults in products, materials, equipment settings and equipment condition 2.4 outline how to check fitness for use and deal with materials and products which are unfit for use 2.5 outline the physical characteristics of products and the affect on packing 2.6 state the main types of packing materials and sealing methods			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Know how to maintain quality in product packs	3.1 outline why it is important to have checking procedures 3.2 state the expected standards for quality, output and wastage 3.3 state why it is important to have quality standards			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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Internal verifier signature: _____

Date: _____

(if sampled)

Unit 112: Pack Orders for Despatch in Food Operations

Unit reference number: R/601/4627

Level: 2

Credit value: 1

Guided learning hours: 6

Unit summary

This unit supports workforce development for those who pack orders for despatch in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Assessment requirements

This unit is designed to assess the skills of learners in the workplace, packing orders for despatch in food operations. It needs to be assessed on the job.

The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Pack orders to specification for despatch in food operations	1.1 identify the correct order documentation for packing orders for despatch 1.2 identify the correct equipment, location and materials for packing orders 1.3 follow the organisation's procedures for packing orders and for storing and positioning packed goods before despatch 1.4 report any damage to or problems with packing and storage equipment to the appropriate person 1.5 check that movable items of equipment are immobilised when packing orders 1.6 check that packed orders match quality and quantity specifications			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 113: Understand how to Pack Orders for Despatch in Food Operations

Unit reference number: Y/601/4628

Level: 2

Credit value: 1

Guided learning hours: 6

Unit summary

This unit supports workforce development for those who understand how to pack orders for despatch in food operations in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Assessment requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when packing orders for despatch in food operations. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to pack orders to specification for despatch in food operations	1.1 state the importance of avoiding contamination and damage when packing orders for despatch 1.2 describe how to work when packing orders for despatch from verbal and written instructions and within the required timescales 1.3 list types and uses of packing materials 1.4 list the types and methods of packing orders to specified quality and quantity 1.5 state the importance of reporting any defects in packing equipment immediately 1.6 describe the importance of securing mobile equipment when packing orders for despatch			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 114: Assemble Different Products to a Pre-determined Pattern in Food Operations

Unit reference number: R/502/7447

Level: 2

Credit value: 5

Guided learning hours: 15

Unit summary

This unit supports workforce development for those who assemble different products to a pre-determined pattern in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Assessment requirements

This unit is designed to assess the skills of learners in the workplace, assembling different products to a pre-determined pattern in food operations. It needs to be assessed on the job.

The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Prepare to assemble products	1.1 check packing specifications for assembling products 1.2 set up equipment to specification for assembling products 1.3 check that sufficient: - packing material - product is available and fit for use 1.4 follow the organisation's procedures to deal with operating problems when preparing to assemble products			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Carry out assembly of products	2.1 check that the equipment is correctly supplied with materials for the assembly of products 2.2 check that the presentation and content of the assembled products meet the specification 2.3 monitor pack quality and quantity and take any corrective action to remedy defects 2.4 ensure that the required output is achieved to meet the specification for assembled products 2.5 ensure that there is minimum waste when assembling products 2.6 dispose of assembled products that do not meet specification			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Finish assembly of products	3.1 dispose of surplus consumables following organisation's procedures 3.2 store packs in the allocated area 3.3 stop the packaging run when assembly of products is completed 3.4 deal correctly with: <ul style="list-style-type: none"> - waste - scrap - non-standard products when finishing the assembly of products 3.5 make equipment ready for future use after assembly of products has been completed 3.6 maintain communication as appropriate throughout the process 3.7 complete records relating to the assembly of products			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

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(if sampled)

Unit 115: **Understand how to Assemble Different Products to a Pre-determined Pattern in Food Operations**

Unit reference number: Y/502/7448

Level: 2

Credit value: 2

Guided learning hours: 14

Unit summary

This unit supports workforce development for those who understand how to assemble different products to a pre-determined pattern in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Assessment requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when assembling different products to a pre-determined pattern in food operations. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to prepare products and materials to assemble different products to a pre-determined pattern	1.1 describe how to obtain information about product, materials and product coding when assembling products 1.2 describe how to identify different types of product and packing materials used in assembling products and their functions 1.3 describe how to establish that materials and products are fit for use 1.4 describe the physical characteristics of products to be assembled into packs and how these characteristics affect their assembly			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to prepare regarding processes and procedures to assemble different products to a pre-determined pattern	2.1 describe the manual handling techniques for the packing materials used when assembling products 2.2 state the actions to be taken when faults are discovered in products, materials and equipment when assembling products 2.3 describe the use of equipment in the packing line and how they affect one another 2.4 describe the importance of checking procedures when assembling products 2.5 state the limits of own authority and competence in relation to assembling packs 2.6 explain the importance of communicating effectively with relevant people throughout the products assembly process			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Know how to carry out assembly of different products to a pre-determined pattern	3.1 state the expected rate of use of products and materials when assembling products 3.2 state what action to take if supply is interrupted 3.3 list the main types of packing materials and sealing methods used when assembling products 3.4 describe the precautions to be taken to avoid injury when handling packing materials 3.5 state the expected standards of assembled products in terms of quality, output and wastage 3.6 describe how to monitor operations in assembly of products 3.7 state the importance of supplying the materials when assembling products 3.8 describe procedures for dealing with waste and scrap when assembling products			
4 Know how to finish the assembly of different products to a pre-determined pattern in food operations	4.1 state the importance of stopping the packaging run when complete 4.2 describe how to make equipment ready for future use after finishing assembly of products 4.3 state the importance of keeping records when finishing assembly of products			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 116: Palletise and Wrap Products in Food Operations

Unit reference number: D/502/7449

Level: 2

Credit value: 3

Guided learning hours: 21

Unit summary

This unit supports workforce development for those who palletise and wrap products in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Assessment requirements

This unit is designed to assess the skills of learners in the workplace, palletising and wrapping products in food operations. It needs to be assessed on the job.

The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Carry out checks before palletising and wrapping products	1.1 confirm palletising and wrapping instructions 1.2 check that palletising and wrapping materials and products are available 1.3 check that palletising and wrapping equipment is available and fit for use 1.4 follow the organisation's procedures to inform the appropriate people if additional equipment or services are not available for palletising and wrapping 1.5 identify the cases and packs to be palletised and wrapped			
2 Carry out palletising and wrapping	2.1 start up palletising and wrapping equipment in sequence 2.2 build pallet loads that are within specification 2.3 follow the organisation's procedures to deal with pallet loads that are outside of specification			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Finish palletising and wrapping	3.1 achieve the required output to specification when palletising and wrapping products 3.2 check the amount of palletising and wrapping materials consumed during the run 3.3 return surplus materials when the run is finished 3.4 shut down equipment used when the run is complete 3.5 follow the organisations procedures to deal with waste or scrap materials 3.6 check that equipment used is made ready for the next production run 3.7 complete all records relating to palletising and wrapping products 3.8 make packs and pallets ready for movement to the next location when the run is complete			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Ensure that the process of palletising and wrapping products in food operations works effectively	4.1 replenish packing material when necessary when palletising and wrapping products 4.2 maintain required output rates when palletising and wrapping products 4.3 ensure that there is economical use of: <ul style="list-style-type: none"> - materials - equipment - services when palletising and wrapping products			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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Internal verifier signature: _____

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(if sampled)

Unit 117: Understand how to Palletise and Wrap Products in Food Operations

Unit reference number: R/502/7450

Level: 2

Credit value: 2

Guided learning hours: 6

Unit summary

This unit supports workforce development for those who understand how to palletise and wrap products in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Assessment requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when palletising and wrapping products in food operations. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Know how to carry out checks before palletising and wrapping products	1.1 list industry regulations relevant to palletising and wrapping products 1.2 describe how to obtain information about palletising and the materials used 1.3 describe how to check the condition of tools and equipment 1.4 state the limits of own authority			
2	Know how to carry out palletising and wrapping	2.1 describe the organisation's procedures for action to take to report faults in product, materials and equipment 2.2 list the services required for palletising and wrapping products 2.3 describe handling requirements when carrying out palletising and wrapping of products 2.4 state how damage or deterioration to products can be avoided 2.5 describe the organisation's procedures for dealing with interruption to the supply of products, materials and services 2.6 explain the purpose of coding and labelling information			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Know how to finish palletising and wrapping of products	3.1 state the necessity to prepare for the next production run 3.2 state the necessity to ensure that packed or wrapped products are ready for transfer to the next location 3.3 state the reason for keeping records 3.4 describe how to communicate with the relevant people throughout the process			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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(if sampled)

Unit 118: Load Consignments for Despatch in Food Operations

Unit reference number: Y/502/7451

Level: 2

Credit value: 1

Guided learning hours: 9

Unit summary

This unit supports workforce development for those who load consignments for despatch in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Assessment requirements

This unit is designed to assess the skills of learners in the workplace, loading consignments for despatch in food operations. It needs to be assessed on the job.

The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Check consignments and equipment	1.1 check that the consignment matches the documentation and despatch instructions before it is loaded 1.2 report any defects, damages or mismatches when checking consignments for despatch 1.3 report actions taken to correct problems to the relevant person			
2 Carry out loading of consignments	2.1 load consignments working alone 2.2 load consignments working with others 2.3 check that the consignment load is distributed to avoid damage 2.4 check that the load is balanced and secured to allow space to unload 2.5 check that mixed consignments are loaded in a way that avoids contamination			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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Internal verifier signature: _____

Date: _____

(if sampled)

Unit 119: Understand how to Load Consignments for Despatch in Food Operations

Unit reference number: D/502/7452

Level: 2

Credit value: 4

Guided learning hours: 25

Unit summary

This unit supports workforce development for those who understand how to load consignments for despatch in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Assessment requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when loading consignments for despatch in food operations. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to check consignments and equipment	1.1 list the relevant industry regulations for checking consignments for loading 1.2 state the importance of identifying and avoiding contamination and damage when loading consignments 1.3 list temperature and other food safety controls for handling food and drink when loading consignments 1.4 state the importance of documentation when checking consignments for despatch 1.5 state how to identify problems that may arise in a consignment 1.6 describe the actions to be taken to deal with problems			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to prepare for loading consignments	2.1 describe the characteristics of products and materials of the organisation 2.2 list the checks that need to be made on consignments before and during loading 2.3 describe how to prepare a work area for loading 2.4 state the importance of following good housekeeping practices 2.5 state the checks that need to be made on vehicles and equipment			
3 Know how to carry out loading of consignments	3.1 describe how to use packing and storing equipment 3.2 list types of loading equipment and their uses 3.3 list types of handling equipment and their uses 3.4 describe how to identify problems with loading equipment 3.5 state the importance of reporting problems with loading equipment 3.6 state the importance of loading consignments so they can be unloaded safely			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Know how to work safely when loading consignments for despatch	4.1 explain the importance of securing vehicles and mobile equipment before loading consignments 4.2 describe safe manual handling and lifting techniques to use when loading consignments 4.3 describe how to decide which loading methods are suitable for different types of consignment and loading conditions 4.4 state the importance of loading consignments securely to prevent contamination			

Learner name: _____

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(if sampled)

Unit 120: Prepare Orders for Despatch in Food Operations

Unit reference number: M/602/1715

Level: 2

Credit value: 3

Guided learning hours: 19

Unit summary

This unit supports workforce development for those who prepare orders for despatch in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Assessment requirements

This unit is designed to assess the skills of learners in the workplace, preparing orders for despatch in food operations. It needs to be assessed on the job.

The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Prepare to assemble orders	1.1 obtain packing and despatch documentation for individual customers 1.2 prepare work area to ensure conditions suitable for order preparation 1.3 obtain packaging materials and resources for the preparation of orders 1.4 identify locations of selected items 1.5 take action in response to operating problems 1.6 maintain communication throughout the process			
2 Assemble orders	2.1 select and assemble the specified goods to match despatch documentation 2.2 identify and report any discrepancies or difficulties with preparing consignments 2.3 take action in response to operating problems			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Prepare orders	3.1 secure assembled order ready for despatch 3.2 check that the prepared consignment matches the despatch instructions 3.3 handle packaged products in a manner which maintains their quality and condition 3.4 complete and label orders according to specification 3.5 maintain condition of work area throughout process			
4 Finish order preparation	4.1 dispose of waste according to organisational procedures 4.2 make equipment and work area ready for future use after completion of the process 4.3 complete all records			

Learner name: _____

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(if sampled)

Unit 121: Understand how to Prepare Orders for Despatch in Food Operations

Unit reference number: M/602/1696

Level: 2

Credit value: 3

Guided learning hours: 20

Unit summary

This unit supports workforce development for those who understand how to prepare orders for despatch in a food manufacturing business.

The unit is designed for use primarily by food manufacturing operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Assessment requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when preparing orders for despatch. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know what the requirements are for preparing orders for despatch in food operations	1.1 describe the facilities required to despatch food products 1.2 state why it is important to work within limits of own authority and competence 1.3 describe how to carry out recording, reporting and communication and the importance of this			
2 Know how to assemble orders for despatch in food operations	2.1 describe how to assemble orders so that the quality of packaged materials is maintained 2.2 state how to obtain and interpret packing and despatch documentation 2.3 state the different types of packaging used for despatch 2.4 outline how to assess the condition of packing materials 2.5 describe how to monitor and assess the quality of packaging			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Know how to prepare orders for despatch in food operations	3.1 describe how to prepare products for despatch 3.2 state how to recognise the quality of product 3.3 outline the labelling and despatch instructions 3.4 describe how to check consignment notes against instructions 3.5 describe how to handle packaged product to maintain condition and quality 3.6 describe how to identify packaged product			
4 Know how to finish preparing orders for despatch in food operations	4.1 state the action to take when the process specification is not met 4.2 describe how to deal with order discrepancies 4.3 state why it is important to dispose of waste according to specified procedures			

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Learner signature: _____

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(if sampled)

Unit 122: Carry Out Disinfection in Food Operations

Unit reference number: K/601/5184

Level: 2

Credit value: 2

Guided learning hours: 8

Unit summary

This unit supports workforce development for those who carry out disinfection in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Assessment requirements

This unit is designed to assess the skills of learners in the workplace, carrying out disinfection in food operations. It needs to be assessed on the job.

The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Prepare for disinfection	1.1 identify the area to be disinfected and confirm that it is in a state for disinfection to be effective 1.2 assemble the materials and equipment to carry out disinfection 1.3 prepare the disinfection materials following manufacturer's specifications 1.4 check specifications to determine distribution and dosage levels			
2 Carry out disinfection procedures	2.1 distribute disinfectant at the levels set by technical specifications, and ensure all of the area is disinfected 2.2 replace all equipment and materials safely and securely in the specified place 2.3 maintain disinfection facilities and equipment in a condition suitable for use			

Learner name: _____

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Learner signature: _____

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(if sampled)

Unit 123: Understand how to Carry Out Disinfection in Food Operations

Unit reference number: T/601/5186

Level: 2

Credit value: 2

Guided learning hours: 15

Unit summary

This unit supports workforce development for those who understand how to carry out disinfection in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Assessment requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when carrying out disinfection in food operations. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know about the requirements for disinfection	1.1 explain the meaning of disinfection 1.2 describe the difference between disinfectants and detergents 1.3 list the key materials and equipment required to carry out disinfection 1.4 state the importance of preparing disinfection solutions according to manufacturer's specifications 1.5 describe conditions that make disinfection ineffective			
2 Know how to carry out disinfection	2.1 describe procedures for preparing an area before disinfection 2.2 outline why it is important to confirm correct distribution and dosage levels of disinfectants 2.3 describe methods of distributing disinfectants 2.4 explain the importance of distributing disinfectant evenly to cover the area			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Know how to complete disinfection	3.1 state why it is important to replace all equipment and materials safely and securely in the specified place 3.2 describe how to handle, store and use disinfectants 3.3 describe how to maintain disinfection facilities and equipment and why this is important 3.4 state the types of records required for usage of disinfectants			

Learner name: _____

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Learner signature: _____

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Assessor signature: _____

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Internal verifier signature: _____

Date: _____

(if sampled)

Unit 124: Control Washing and Drying Machinery in Food Operations

Unit reference number: M/601/4666

Level: 2

Credit value: 3

Guided learning hours: 16

Unit summary

This unit supports workforce development for those who control washing and drying machinery in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Assessment requirements

This unit is designed to assess the skills of learners in the workplace, controlling washing and drying machinery in food operations. It needs to be assessed on the job.

The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Prepare machinery for washing and drying according to specifications and procedures	1.1 check the availability of items for washing and drying against specifications 1.2 set up washing and drying machinery 1.3 start up washing and drying machinery and check that it is working 1.4 deal with problems to maintain schedules 1.5 maintain communication with others throughout the washing and drying process			
2 Operate washing and drying machinery according to specifications and procedures	2.1 control the infeed of items for washing 2.2 control the progress of items during washing and drying 2.3 control the output of washed and dried products 2.4 deal with substandard or damaged items 2.5 control transfer of washed and dried items for further use 2.6 use personal protective equipment during washing and drying			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Shut down washing and drying machinery	3.1 shut down the washers and dryers 3.2 remove and dispose of debris to specified procedures 3.3 check and ensure that washers and dryers are ready for further use 3.4 complete all records and reports			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

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Internal verifier signature: _____

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(if sampled)

Unit 125: Understand how to Control Washing and Drying Machinery in Food Operations

Unit reference number: T/601/4670

Level: 2

Credit value: 2

Guided learning hours: 12

Unit summary

This unit supports workforce development for those who understand how to control washing and drying machinery in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Assessment requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when controlling washing and drying machinery in food operations. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know about controlling washing and drying machinery according to specifications and procedures	1.1 outline how to follow procedures for setting up, starting up, controlling and shutting down washing and drying machinery 1.2 describe where to access procedures and why it is important to follow them 1.3 outline the importance of recognising the correct settings for the types of items to be washed and dried 1.4 explain the importance of checking that items have been washed and dried 1.5 describe the limits of own authority and why it is important to work within them 1.6 state the procedures for communicating, reporting and recording and the importance of following them			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to deal with problems during the washing and drying process	2.1 explain how to recognise and deal with items that do not meet specification by isolating and reporting for maintenance or replacement 2.2 outline the importance of working within procedures 2.3 describe common sources of item damage during washing and drying 2.4 describe how to avoid damaging items and what might happen if this is not done			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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Internal verifier signature: _____

Date: _____

(if sampled)

Unit 126: Control Hygiene Cleaning in Food Operations

Unit reference number: J/601/8299

Level: 2

Credit value: 3

Guided learning hours: 23

Unit summary

This unit supports workforce development for those who control hygiene cleaning in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Assessment requirements

This unit is designed to assess the skills of learners in the workplace, controlling hygiene cleaning in food operations. It needs to be assessed on the job.

The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Prepare for cleaning according to company procedures and specifications	1.1 establish cleaning requirements 1.2 select cleaning equipment 1.3 make sure the working area is in a safe state by: <ul style="list-style-type: none"> - checking and preparing all equipment and machinery before starting cleaning - isolating equipment and machinery where required 1.4 protect or clear the area of raw materials or product 1.5 take actions within the limits of own authority throughout the preparation process 1.6 maintain communication throughout the preparation process			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Carry out cleaning according to company procedures and specifications	2.1 check personal protective equipment (PPE), cleaning solutions, materials and equipment comply with specification 2.2 ensure that the cleaning is carried out without causing damage to plant and equipment 2.3 comply with precautions to prevent the spread of contamination to other areas 2.4 ensure that the cleaning is completed within the specified time 2.5 report and take action to deal with any problems which arise during the cleaning			
3 Complete cleaning according to company procedures and specifications	3.1 make sure the area is cleaned to agreed specifications 3.2 reinstate plant, equipment and work areas and leave them fit for future use 3.3 ensure cleaning materials, equipment and personal protective equipment (PPE) are returned to the correct storage place in the specified condition 3.4 identify, report and take action to deal with signs of contamination, damage or environmental issues 3.5 dispose of waste or debris 3.6 complete the required records and reports			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 127: Understand how to Control Hygiene Cleaning in Food Operations

Unit reference number: M/601/8300

Level: 2

Credit value: 3

Guided learning hours: 28

Unit summary

This unit supports workforce development for those who understand how to control hygiene cleaning in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Assessment requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when controlling hygiene cleaning in food operations. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Understand the requirements of hygiene cleaning in food operations</p>	<p>1.1 describe the types of unexpected situations that may occur when cleaning and how to deal with them</p> <p>1.2 state when a permit to work is required and what might happen if it is not obtained before cleaning starts</p> <p>1.3 outline the importance of following company standards for the sequence of cleaning</p> <p>1.4 state the frequency for cleaning and maintaining different items of equipment and what can happen if this is not done</p> <p>1.5 outline the importance of achieving and meeting the required standard of cleanliness and what may happen if this is not done</p>			
<p>2 Understand how to prepare for hygiene cleaning in food operations safely</p>	<p>2.1 outline the importance of organising and coordinating the cleaning process</p> <p>2.2 state how to use cleaning instructions and the risks involved in not following them</p> <p>2.3 outline the precautions to take to ensure that the product is not contaminated by cleaning materials and what to do if it is</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand how to carry out hygiene cleaning in food operations safely	3.1 state how to check personal protective clothing (PPE) is fit for purpose and how to use it 3.2 outline what will happen if PPE is not used and what to do with equipment that is unfit for use 3.3 state how to use guards and warning notices and the possible consequences of not doing so 3.4 describe how to ensure the complete removal of cleaning materials and what may happen if this is not done 3.5 state the actions to take if the cleaning cannot be completed within specified times			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Understand how to complete hygiene cleaning in food operations safely	4.1 state reasons for sampling and what may happen if it is not carried out according to specified procedures 4.2 outline the specified waste disposal procedures and what may happen if they are not followed 4.3 outline the special precautions that need to be taken regarding potentially hazardous waste and what to do if something goes wrong 4.4 describe the importance of identifying, reporting and handling any signs of: <ul style="list-style-type: none"> - contamination - damage - environmental concerns 4.5 state the importance of keeping records and what might happen if this is not done 4.6 state the importance of communicating and what may happen if this is not done			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Identify and report security risks	1.1 check how people are behaving and notice when their behaviour is a security risk 1.2 check for unlocked or unattended areas or items that pose a security risk 1.3 tell the relevant person about the security risk			
2 Follow procedures for dealing with security risks	2.1 follow procedures for securing premises, stock and cash 2.2 follow procedures for dealing with violent behaviour 2.3 identify when theft may have occurred and report it to the relevant authority 2.4 identify security risks 2.5 take action to minimise security risk and maximise protection 2.6 record and report all incidents clearly 2.7 act within the boundaries of the law when dealing with those suspected of theft			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

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Internal verifier signature: _____

Date: _____

(if sampled)

Unit 129: Understand how to Contribute to Keeping the Workplace Secure in Food Operations

Unit reference number: T/502/7439

Level: 2

Credit value: 2

Guided learning hours: 15

Unit summary

This unit supports workforce development for those who understand how to contribute to keeping the workplace secure in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Assessment requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when contributing to keeping the workplace secure. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how workplace security can be compromised	1.1 describe when and by whom people might be physically attacked 1.2 describe how and when stock could be stolen or deliberately damaged 1.3 describe how and when cash could be stolen			
2 Know how to help prevent security from being compromised	2.1 describe the procedures for keeping stock, premises and cash secure 2.2 list the key people to report security risks to			
3 Know how to deal with breaches of security	3.1 explain how to prevent or stop violent behaviour safely and legally 3.2 describe what to do if someone is seen stealing 3.3 list the key people to report suspicions of theft to 3.4 state who to ask for help with breaches of security			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 130: Contribute to Maintaining Stock Security and Minimising Losses in Food Operations

Unit reference number: D/601/5229

Level: 2

Credit value: 2

Guided learning hours: 15

Unit summary

This unit supports workforce development for those who contribute to maintaining stock security and minimising losses in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Assessment requirements

This unit is designed to assess the skills of learners in the workplace, contributing to maintaining stock security and minimising losses in food operations. It needs to be assessed on the job.

The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Contribute to the maintenance of security according to specifications and procedures	1.1 implement security checks and confirm that checks carried out by others are performed to specified procedures 1.2 check for potential and actual breaches of security, including: <ul style="list-style-type: none"> - customer pilferage - staff pilferage - external threats 1.3 outline the use of security systems and procedures to the relevant people 1.4 make recommendations for action to control breaches of security and check they comply with legal and organisational requirements 1.5 process the necessary documentation			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Contribute to the monitoring of losses and investigating problems according to specifications and procedures	2.1 assess the actual losses against the potential loss forecast on a regular basis within limits of own authority 2.2 identify and investigate indications of theft and unacceptable losses within limits of own authority 2.3 contribute to establishing the causes of losses 2.4 identify opportunities to minimise losses and make recommendations to the relevant people 2.5 check that the actions agreed to minimise the risks of losses and theft are implemented according to specified procedures within limits of own authority 2.6 process documentation required			
3 Implement procedures to deal with security alerts	3.1 identify and deal with security alerts, including hoaxes, in accordance with organisational and legal requirements 3.2 take action to deal with security alerts in ways which will minimise risks and maximise protection within limits of own authority 3.3 report security alerts to the relevant people 3.4 process documentation required			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 131: Understand how to Contribute to Maintaining Stock Security and Minimising Losses in Food Operations

Unit reference number: L/601/5243

Level: 2

Credit value: 2

Guided learning hours: 9

Unit summary

This unit supports workforce development for those who understand how to contribute to maintaining stock security and minimising losses in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Assessment requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when contributing to maintaining stock security and minimising losses in food operations. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know about the requirements of stock security	1.1 outline the organisational policy, procedures and objectives of security procedures 1.2 describe the implications of statutory legislation on security systems and procedures 1.3 describe the documentation required to inform and maintain security procedures 1.4 outline the importance of security in food operations and the potential effect of inadequate security systems and procedures 1.5 outline the importance of minimising risks and maximising protection 1.6 describe how to communicate security issues			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know about company procedures for maintaining stock security	2.1 describe the organisational loss policy and its parameters 2.2 describe procedures for dealing with losses and how to identify improvement opportunities 2.3 explain how to check that security procedures are being followed according to specifications 2.4 describe the roles, responsibilities and accountability of self and others 2.5 outline how to make recommendations to control breaches of security			
3 Know how to implement security procedures and deal with security breaches	3.1 describe how to assess security problems 3.2 describe how to carry out security checks 3.3 describe how to recognise and respond to security alerts, including hoaxes, and how to report them 3.4 describe how to identify breaches of security 3.5 describe how to assess actual losses against forecast losses 3.6 state the need for accurate and complete records			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 132: Control Effluent Treatment in Food Operations

Unit reference number: R/601/5244

Level: 2

Credit value: 2

Guided learning hours: 15

Unit summary

This unit supports workforce development for those who control effluent treatment operations in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Assessment requirements

This unit is designed to assess the skills of learners in the workplace, controlling effluent treatment in food operations. It needs to be assessed on the job.

The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Prepare equipment and materials to control effluent treatment	1.1 confirm that any required documentation is correct and equipment and materials are ready for use 1.2 ensure that the equipment, materials and emergency equipment are ready for use 1.3 wear and use appropriate personal protective equipment (PPE) according to specifications 1.4 confirm that the treatment areas are clean and prepared for safe processing 1.5 deal with operating problems or report them to the appropriate person 1.6 maintain effective communication throughout the process			
2 Monitor and control treatment operations according to procedures and specifications	2.1 follow treatment procedures 2.2 adjust process variations promptly to maintain treatment 2.3 sample the treatment process 2.4 confirm that treated effluent and any other products of the process meet specification			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Complete and shut down treatment operations according to procedures, specifications and legal requirements	3.1 shut down services 3.2 identify treated effluent that is out of specification and report it to the appropriate person 3.3 deal with outcomes of the treatment process 3.4 ensure that all records are complete			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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Date: _____

(if sampled)

Unit 133: Understand how to Control Effluent Treatment in Food Operations

Unit reference number: Y/601/5245

Level: 2

Credit value: 3

Guided learning hours: 20

Unit summary

This unit supports workforce development for those who understand how to monitor effluent treatment in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Assessment requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when monitoring effluent treatment in food operations. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to control effluent treatment operations	1.1 outline the function of the equipment used in effluent treatment operations 1.2 explain how to confirm agreement between any required documentation and effluent materials 1.3 explain how to record process operations and how to interpret process documentation 1.4 outline why it is important to communicate clearly and what may happen if this is done 1.5 explain the consents and authorisations which apply to the operation and what may happen if these are not adhered to 1.6 explain the implications of relevant legislation and the waste management licence on treatment process operations			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to follow all the relevant procedures for effluent treatment operations	2.1 outline the procedures for checking and making ready process equipment 2.2 outline the process operating procedures 2.3 outline the procedures for handling effluent and treatment materials 2.4 outline the procedures for dealing with: <ul style="list-style-type: none"> - effluent - out-of-specification effluent - products of the treatment process - residual treatment materials from the work area 2.5 outline the procedures for normal or maintenance shutdown			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Know how to carry out effluent treatment operations safely	3.1 describe the nature and hazards of effluent and treatment materials and the precautions to be used in handling them 3.2 describe the safe working practices associated with the process 3.3 explain how to use safety and emergency equipment and personal protective equipment (PPE) 3.4 describe how to check availability of equipment and confirm it is in good working order 3.5 describe how to use the process equipment safely 3.6 describe the emergency equipment associated with the process and how to use it			

Learner name: _____

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(if sampled)

Unit 134: Understand how to Monitor Effluent Treatment in Food Operations

Unit reference number: D/601/5246

Level: 2

Credit value: 2

Guided learning hours: 18

Unit summary

This unit supports workforce development for those who understand how to control effluent treatment operations in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Assessment requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when controlling effluent treatment in food operations. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to monitor effluent treatment operations	1.1 outline the effluent treatment process and the methods of monitoring it 1.2 describe good housekeeping practices and standards 1.3 describe how to adjust the process to meet specification range 1.4 outline the sampling procedures and how to treat samples taken 1.5 explain how to interpret sampling results 1.6 describe how to identify out-of-specification effluent 1.7 describe how to document and record treatment operations			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to deal with problems during the treatment process	2.1 describe the factors which might interfere with processing operations and the correct actions to be taken to deal with them 2.2 outline precautions to be taken when dealing with hazards from: <ul style="list-style-type: none"> - effluent - out-of-specification effluent - products - treatment materials 2.3 describe the symptoms of out-of-specification processing 2.4 outline procedures for dealing with spillage 2.5 state the limits of own authority for taking corrective action 2.6 state who to advise when circumstances are outside own are of authority			

Learner name: _____

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(if sampled)

Unit 135: Work Effectively with Others in Food Operations

Unit reference number: H/601/2896

Level: 2

Credit value: 2

Guided learning hours: 15

Unit summary

This unit supports workforce development for those who work effectively with others in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Assessment requirements

This unit is designed to assess the skills of learners in the workplace, working effectively with others in food operations. It needs to be assessed on the job.

The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Work effectively in a team	1.1 work with others to meet the objectives of the team, own objectives and the organisation's objectives 1.2 make suggestions to improve work activities 1.3 use initiative to assist team members 1.4 respond to suggestions made by colleagues for the organisation 1.5 deal with differences of opinion in ways that do not cause offence 1.6 respect colleagues from different ethnic and religious backgrounds in terms of their opinions and beliefs			
2 Give and receive information to and from team colleagues	2.1 check the team have instructions for their work 2.2 demonstrate the team understand what is required of them to carry out work 2.3 actively seek information when necessary 2.4 advise others in the team using information that is up-to-date, relevant and accurate 2.5 provide information which will help team colleagues to achieve tasks			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Work with team colleagues to improve the way work is done	3.1 inform the relevant person when tasks cannot be completed 3.2 suggest ways to improve the way work is organised 3.3 make suggestions about how work can be better organised			

Learner name: _____

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Date: _____

(if sampled)

Unit 136: Understand how to Work Effectively with Others in Food Operations

Unit reference number: K/601/2897

Level: 2

Credit value: 2

Guided learning hours: 18

Unit summary

This unit supports workforce development for those who understand how to work effectively with others in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards

Assessment requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when working effectively with others in food operations. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to work effectively in a team	1.1 state the objectives of the team, own objectives and the organisation's objectives 1.2 describe the importance and key features of the organisation's procedures relating to: <ul style="list-style-type: none"> - health and safety - food safety - environmental health 1.3 describe the organisation's grievance and disciplinary procedures 1.4 state the importance of developing and keeping good working relationships with colleagues in the team 1.5 describe how to deal with differences of opinion without causing offence 1.6 state the importance of showing respect for colleagues 1.7 demonstrate how to show respect to colleagues			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to give and receive information to and from team colleagues	2.1 describe own work responsibilities and when to ask for help 2.2 state who should be asked for help 2.3 state the importance of asking for help when it is needed 2.4 state the importance of sharing opinions and information when working in a team 2.5 state the importance of offering useful advice to team colleagues			
3 Know how to work with team colleagues to improve the way work is done	3.1 list different types of information that is important to teamwork 3.2 state the importance of communicating information to the relevant person 3.3 state the importance of referring unresolved difficulties to the appropriate person when team working			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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Internal verifier signature: _____

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(if sampled)

Unit 137: Maintain Product Quality in Food Operations

Unit reference number: T/601/2899

Level: 2

Credit value: 2

Guided learning hours: 5

Unit summary

This unit supports workforce development for those who maintain product quality in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Assessment requirements

This unit is designed to assess the skills of learners in the workplace, maintaining product quality in food operations. It needs to be assessed on the job.

The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Conduct quality checks	1.1 carry out quality checks within limit of own authority 1.2 compare the results of quality checks to required standards 1.3 record the results of quality checks			
2 Communicate results of quality checks	2.1 record quality checks on correct documentation 2.2 communicate results of quality checks 2.3 check that all required records are accurate and complete			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 138: Understand How to Maintain Product Quality in Food Operations

Unit reference number: H/601/2901

Level: 2

Credit value: 2

Guided learning hours: 11

Unit summary

This unit supports workforce development for those who understand how to maintain product quality in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Assessment requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when maintaining product quality in food operations. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to carry out quality checks	1.1 state the importance of carrying out quality checks 1.2 describe procedures to deal with non-conformance against the required standards 1.3 describe the limits of own authority when reporting quality checks			
2 Know how to record and store information accurately	2.1 state why records should be kept securely 2.2 state the importance of maintaining accurate records			
3 Know about the importance of communicating results	3.1 state the methods of communicating results of quality checks 3.2 describe the importance of working within own limits of responsibility			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 139: Maintain Workplace Food Safety Standards in Operations

Unit reference number: K/601/2902

Level: 2

Credit value: 2

Guided learning hours: 16

Unit summary

This unit supports workforce development for those who maintain workplace food safety standards in a food or animal feed business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Assessment requirements

This unit is designed to assess the skills of learners in the workplace, maintaining workplace food safety standards in operations or animal feed production. It needs to be assessed on the job.

The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Keep the workspace clean	1.1 keep work area clean and tidy 1.2 maintain tools, utensils and equipment in a hygienic condition 1.3 store tools, utensils and equipment correctly 1.4 keep ingredients and products in their assigned places			
2 Maintain food safety	2.1 prevent product contamination and cross-contamination 2.2 follow procedures for dealing with product contamination and cross-contamination 2.3 follow procedures for substances that may cause allergic reactions 2.4 dispose of food waste and scrap according to procedures			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 140: Understand how to Maintain Workplace Food Safety Standards in Operations

Unit reference number: M/601/2903

Level: 2

Credit value: 2

Guided learning hours: 20

Unit summary

This unit supports workforce development for those who understand how to maintain workplace food safety standards in a food or animal feed business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Assessment requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when maintaining workplace food safety standards in operations or animal feed production. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know the importance of safe food handling practices	1.1 outline the importance of food handling practices in maintaining food safety 1.2 describe how personal hygiene and behaviour affect food safety 1.3 explain the importance of treating and covering cuts, boils, skin infections and grazes 1.4 describe how to treat and cover cuts, boils, skin infections and grazes 1.5 explain the importance of cleaning and maintenance of the environment and equipment, and their impact on food safety 1.6 describe the importance of keeping food at specified temperatures 1.7 outline the causes of food spoilage and how to recognise it 1.8 describe what action to take in order to reduce food spoilage			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to deal with pests and infestations	2.1 describe the main type of pests and infestations and how they occur 2.2 describe how to prevent infestation 2.3 describe how to recognise infestations 2.4 outline the procedures to follow on discovering infestation			
3 Know the importance of minimising the risks of contamination and food poisoning	3.1 describe the types of product contamination, cross-contamination and food poisoning: <ul style="list-style-type: none"> - bacteria - chemicals - physical objects - substances that cause allergic reactions 3.2 describe how to prevent contamination and cross-contamination from occurring 3.3 explain how food poisoning enters food and factors that affect its growth 3.4 describe the symptoms of food poisoning 3.5 describe how to prevent food poisoning from occurring			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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Internal verifier signature: _____

Date: _____

(if sampled)

Unit 141: Maintain Workplace Health and Safety in Food Operations

Unit reference number: M/601/2917

Level: 2

Credit value: 2

Guided learning hours: 4

Unit summary

This unit supports workforce development for those who operate safely in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Assessment requirements

This unit is designed to assess the skills of learners in the workplace when operating safely in food operations. It needs to be assessed on the job.

The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Work within organisational safety limits	1.1 follow operational requirements according to standard operating procedures (SOP) 1.2 maintain responsible behaviour at work in line with company policies 1.3 work without causing risks or danger to self and others 1.4 carry out instructions according to safety notices, hazard and warning signs 1.5 report hazards, defects and faults to the relevant people 1.6 keep the workplace and work surfaces clean and clear of hazards 1.7 follow organisational procedures for reporting sickness, disease and health risks			
2 Follow organisational emergency procedures	2.1 locate emergency escape routes and procedures 2.2 keep emergency escape routes clear of obstructions 2.3 use safety systems and alarms correctly 2.4 follow the specified procedures in an emergency			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Use personal protective equipment	3.1 identify and locate suitable personal protective equipment necessary for work activities 3.2 use and wear personal protective equipment in accordance with organisational procedures 3.3 dispose of personal protective equipment after use			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 142: Understand How to Maintain Workplace Health and Safety in Food Operations

Unit reference number: T/601/2918

Level: 2

Credit value: 2

Guided learning hours: 18

Unit summary

This unit supports workforce development for those who understand workplace health and safety in food manufacture in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Assessment requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when understanding workplace health and safety in food operations. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know the main safety risks and hazards in the working environment	1.1 describe how to define and identify health and safety hazards and risks in the workplace 1.2 list the main health risks in the workplace and steps that can be taken to control them 1.3 describe the most common causes of accidents in the workplace and steps that help to prevent them 1.4 state the importance of safety notices and hazard warning signs 1.5 list the hazards, defects and faults that may arise in the workplace 1.6 state how to avoid or minimise the effects in the workplace of health and safety: - hazards - defects - faults 1.7 describe the range and care of personal protective equipment			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know the health and safety precautions and procedures in the workplace	2.1 list the safety precautions required in the workplace 2.2 describe safe working practices and the importance of following them 2.3 describe how to contact and obtain help from colleagues with first aid qualifications 2.4 outline the procedures that should be followed in different emergencies and why they should be followed 2.5 describe the importance of considering health and safety precautions when planning tasks 2.6 describe what might happen if tasks are planned without attention to health and safety precautions 2.7 state how to report accidents and incidents 2.8 describe the importance of reporting accidents and incidents following company procedures			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Know the health and safety features of equipment and materials	3.1 list the rules and hazards associated with particular equipment 3.2 state the reasons for using specified tools and equipment 3.3 describe why tools and equipment should be maintained and stored correctly 3.4 describe how to isolate faulty and defective equipment 3.5 outline the importance of adjusting workplace equipment to suit the individual 3.6 list the hazardous substances that are in the workplace 3.7 describe steps that should be taken to protect individuals from hazardous substances in the workplace 3.8 describe storage methods for materials and chemicals			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Identify improvements in the workplace	1.1 identify and make positive suggestions about areas for improvement 1.2 gather accurate information about potential improvements 1.3 check that suggestions for improvement can be justified and are realistic			
2 Share and communicate own ideas for improvement	2.1 share ideas for improvement with relevant people and react positively to feedback received 2.2 communicate finalised ideas in sufficient detail to enable further action to be agreed			
3 Agree, test and evaluate plan for improvements	3.1 work with others to agree an effective action plan for putting improvement ideas into action 3.2 make a positive contribution to putting the plan into action 3.3 test and accurately check improvements to find out how effective they are before recommending further action 3.4 evaluate the effectiveness of improvements that have been introduced			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 144: **Understand how to Contribute to Continuous Improvement for Achieving Excellence in Food Operations**

Unit reference number: Y/601/2930

Level: 2

Credit value: 2

Guided learning hours: 12

Unit summary

This unit supports workforce development for those who need to understand how to contribute to continuous improvement for achieving excellence in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Assessment requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when contributing to continuous improvement for achieving excellence in food operations. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know about the importance of continuous improvement in food operations	1.1 state which work area/food operations activity is to be considered for continuous improvement practice 1.2 outline the health, safety and hygiene requirements of the area in which the continuous improvement activity is to be carried out 1.3 state why continuous improvement is necessary and what the potential benefits are 1.4 describe the food operations activity considered for review 1.5 outline the importance of planning improvements			
2 Know about the resources and measures to support a continuous improvement activity in food operations	2.1 state the required production/activity rate for the operations activity 2.2 outline the resources required by the operations activity 2.3 outline the potential sources of waste associated with the operations activity 2.4 state the measures available to control waste 2.5 state the improvement targets and objectives set for the work operation 2.6 state the role of standard operating procedures in contributing to continuous improvement			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Know how to support and communicate continuous improvement activity in food operations	3.1 outline how own knowledge and experience can add value to the improvement process 3.2 describe how to support the identification of potential improvements 3.3 describe how to identify problems and opportunities for solving them 3.4 describe how to contribute to discussions and respond to possible disagreements in a positive and constructive manner 3.5 state the extent of own authority, and the person to report to in the event of problems that cannot be resolved 3.6 state how improvements are communicated in own work area 3.7 outline how to provide information to support the evaluation of improvement activities			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 145: Clean in Place (CIP) Plant and Equipment in Food Operations

Unit reference number: K/601/8313

Level: 2

Credit value: 3

Guided learning hours: 19

Unit summary

This unit supports workforce development for those who clean in place (CIP) plant and equipment in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Assessment requirements

This unit is designed to assess the skills of learners in the workplace, cleaning in place (CIP) plant and equipment in food operations. It needs to be assessed on the job.

The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Prepare to clean in place	1.1 prepare plant, equipment and materials as scheduled and isolate where required 1.2 obtain and check personal protective equipment is fit for use 1.3 obtain and prepare cleaning materials 1.4 make sure that all actions taken are within the limits of own authority 1.5 maintain communication throughout the cleaning process			
2 Carry out clean in place	2.1 carry out and monitor the cleaning process in line with specifications 2.2 carry out cleaning in a way that does not damage plant, materials, products and equipment 2.3 take the necessary precautions to make sure that product is not contaminated by cleaning materials 2.4 complete cleaning within the required time 2.5 use personal protective equipment during cleaning			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Complete clean in place	3.1 carry out sampling where required 3.2 make sure that plant, equipment and work areas are fit for future use after cleaning 3.3 identify and report any signs of contamination, damage or environmental concerns 3.4 dispose of waste according to specified procedures 3.5 return cleaning materials and equipment to safe and secure storage 3.6 inform those who need to know that cleaning in place has been completed 3.7 put protective clothing and equipment in the specified place after use 3.8 complete all records and reports			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 146: Understand How to Prepare for and Conduct Cleaning in Place (CIP) of Plant and Equipment in Food Operations

Unit reference number: M/601/8314

Level: 2

Credit value: 2

Guided learning hours: 12

Unit summary

This unit supports workforce development for those who understand how to prepare for and conduct cleaning in place (CIP) of plant and equipment in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Assessment requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when preparing for and conducting cleaning in place (CIP) of plant and equipment in food operations. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to prepare to clean in place	1.1 describe where to obtain and how to interpret specifications and what might happen if this is not done 1.2 describe the types and uses of cleaning materials 1.3 outline COSHH and risk assessment requirements and precautions to be taken when handling or storing cleaning materials and what might happen if these are not followed 1.4 outline when a permit to work is required, how it is used, and what might happen if it is not obtained before cleaning starts 1.5 describe how to use guards and warning notices and why this is important 1.6 describe what might happen if the required protective clothing is not worn according to specifications 1.7 explain the importance of following the cleaning specification and describe what might happen if it is not followed			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to clean in place	2.1 state what the CIP system procedures are, where to find them, and what might happen if they are not followed 2.2 describe the specified set-up of valves, pipes, pumps and CIP points and what might happen if they are not set up according to specifications 2.3 describe how to reassemble plant and equipment 2.4 explain the importance of leaving plant, equipment and work areas fit for use 2.5 describe the importance of communicating clearly and what may happen if this is not done 2.6 explain the importance of checking for and detecting leaks, blockages, pump failures and other problems, and reporting them promptly			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 147: Understand How to Avoid Contamination and Complete Cleaning in Place (CIP) of Plant and Equipment in Food Operations

Unit reference number: T/601/8315

Level: 2

Credit value: 2

Guided learning hours: 13

Unit summary

This unit supports workforce development for those who understand how to avoid contamination and complete cleaning in place (CIP) of plant and equipment in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Assessment requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when avoiding contamination and completing cleaning in place (CIP) of plant and equipment in food operations. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Know how to avoid contamination</p>	<p>1.1 describe the precautions to take to make sure that products are not contaminated by cleaning materials</p> <p>1.2 describe what evidence of contamination might be found and the actions to take if this evidence is found</p> <p>1.3 explain the procedures for checking and ensuring cleaning has been effective</p> <p>1.4 describe the actions to take in the event of ineffective cleaning</p> <p>1.5 outline the need to identify and report any signs of contamination, damage or environmental concerns and what may happen if this is not done</p>			
<p>2 Know how to complete cleaning in place</p>	<p>2.1 explain why it is important to keep records and what might happen if this is not done</p> <p>2.2 explain the importance of cleaning and storing equipment according to specified procedures after use</p> <p>2.3 describe what might happen if the specified waste disposal procedures are not followed</p>			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 148: Carry Out Task Hand-over Procedures in Food Manufacture

Unit reference number: A/601/8316

Level: 2

Credit value: 2

Guided learning hours: 10

Unit summary

This unit supports workforce development for those who carry out task hand-over procedures in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Assessment requirements

This unit is designed to assess the skills of learners in the workplace, carrying out task hand-over procedures in food manufacture. It needs to be assessed on the job.

The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Hand over responsibility to another person	1.1 take precautions to ensure that production is not interrupted during hand-over 1.2 maintain quality standards during task hand-over 1.3 provide information to those who need to know 1.4 exchange information in an appropriate place			
2 Take over responsibility from another person	2.1 take precautions to ensure that production is not interrupted during hand-over 2.2 maintain quality standards during hand-over 2.3 obtain required information from the other person and clarification where necessary 2.4 exchange information in an appropriate place			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 149: Understand How to Carry Out Task Hand-over Procedures in Food Manufacture

Unit reference number: F/601/8317

Level: 2

Credit value: 1

Guided learning hours: 7

Unit summary

This unit supports workforce development for those who understand how to carry out task hand-over procedures in a food business.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Assessment requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when carrying out task hand-over procedures in food manufacture. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to carry out task hand-over procedures	1.1 describe the production schedules and the operation of the quality systems relevant to the work area 1.2 explain the specified machine settings to meet quality standards and what may happen if they are not met 1.3 state the origins and destinations of materials and products 1.4 describe the importance of accurately: <ul style="list-style-type: none"> - providing or obtaining information - interpreting information 1.5 outline the consequences of using inaccurate information			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 150: Principles of Product Quality and Improvements in Food Operations

Unit reference number: L/502/7432

Level: 2

Credit value: 2

Guided learning hours: 11

Unit summary

This unit supports workforce and/or vocational development for those who need to understand the principles of product quality and improvements in food operations in a food processing business or in a learning environment.

The unit is designed for use primarily by food processing operatives and others who carry out these workplace activities. It is also designed for those who plan to enter the food and drink industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess underpinning knowledge and understanding to recognised National Occupational Standards.

Assessment requirements

This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, for understanding the principles of product quality and improvements in food operations. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand how to maintain product quality	1.1 describe how to carry out quality checks 1.2 outline the importance of carrying out quality checks 1.3 state action to take if quality checks show that product quality does not comply with the required standard 1.4 describe how to keep records safe and secure, and the importance of doing so			
2 Understand how to contribute to continuous improvement	2.1 outline the importance of continuous improvement in food operations 2.2 describe the short- and long-term benefits from improvements 2.3 identify the information required to produce an effective action plan for improving operations 2.4 describe the importance of checking effectiveness of improvements			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand how individuals can take personal responsibility for food safety	1.1 outline the importance of food safety procedures, risk assessment, safe food handling, avoiding unsafe behaviour 1.2 describe how to report food safety hazards, infestations and food spoilage 1.3 outline the legal responsibilities of food handlers/food operatives and food business operators			
2 Understand the importance of keeping him/herself clean and hygienic	2.1 explain the importance of personal hygiene in food safety including role in reducing the risk of contamination 2.2 describe effective personal hygiene practices, for example, protective clothing, hand washing, personal illnesses, cuts and wounds			
3 Understand how the working areas are kept clean and hygienic	3.1 explain how to keep the work area and equipment clean and tidy to include cleaning methods, safe use of chemicals, storage of cleaning materials 3.2 state the importance of safe waste disposal 3.3 outline the importance of pest control			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Understand the importance of keeping products safe	4.1 state the risk to food safety from contamination and cross-contamination to include microbial, chemical, physical and allergenic hazards and vehicles of contamination 4.2 state how contamination of food can cause illness or injury 4.3 describe safe food handling practices and procedures 4.4 explain the importance of temperature controls 4.5 describe stock control procedures including deliveries, storage, date marking and stock rotation 4.6 explain how to deal with food spoilage to include recognition, reporting and disposal			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 152: Principles of Using and Storing Materials in Food Operations

Unit reference number: R/502/7433

Level: 2

Credit value: 1

Guided learning hours: 7

Unit summary

This unit supports workforce and/or vocational development for those who need to understand the principles of using and storing materials in food operations in a food processing business or in a learning environment.

The unit is designed for use primarily by food processing operatives and others who carry out these workplace activities. It is also designed for those who plan to enter the food and drink industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess underpinning knowledge and understanding to recognised National Occupational Standards.

Assessment requirements

This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, for understanding the principles of using and storing materials in food operations. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand how to store and handle ingredients and materials	1.1 list the different types of facilities available to store ingredients and materials 1.2 describe how to assess the suitability of storage facilities for ingredients and materials 1.3 compare the storage requirements for different types of ingredients and materials 1.4 outline methods that can be used to handle ingredients to protect them from damage and possible contamination 1.5 state the importance of using correct handling techniques when working with different types of ingredients and materials			

<p>2 Understand the systems used to control the handling and storage of materials</p>	<p>2.1 outline key features of legislation relating to the safe storage of ingredients and materials</p> <p>2.2 outline the control systems in place to track the flow of materials:</p> <ul style="list-style-type: none"> - into storage - within storage - out of storage <p>2.3 describe how work schedules and operating procedures impact on activity storage areas</p> <p>2.4 describe the record keeping required for tracking materials and the importance of these records in food manufacturing</p>			
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Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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Internal verifier signature: _____

Date: _____

(if sampled)

Unit 153: Principles of Packing and Labelling Food Products in Food Operations

Unit reference number: Y/502/7434

Level: 2

Credit value: 2

Guided learning hours: 13

Unit summary

This unit supports workforce and/or vocational development for those who need to understand the principles of packing and labelling food products in food operations in a food processing business or in a learning environment.

The unit is designed for use primarily by food processing operatives and others who carry out these workplace activities. It is also designed for those who plan to enter the food and drink industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess underpinning knowledge and understanding to recognised National Occupational Standards.

Assessment requirements

This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, for understanding the principles of packing and labelling food products in food operations. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand how to prepare for packing	1.1 list the different types of packaging material used to pack food products 1.2 describe the importance of avoiding contamination and product damage 1.3 describe the importance of picking orders according to instructions 1.4 identify the different methods used to dispose of excess or unused packaging material			
2 Understand how to prepare for labelling	2.1 summarise the main coding and labelling information required to comply with legislation 2.2 compare the purposes and advantages of different types of packaging and labelling equipment 2.3 state how to deal with defective labelling materials or inoperative equipment			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand how to carry out packing and labelling in food manufacture	3.1 state the importance of keeping the packing area: <ul style="list-style-type: none"> - clean - tidy - at the correct temperature 3.2 outline the different methods used to pack food products 3.3 state how packing materials are affected by the physical characteristics of food products 3.4 outline the importance of meeting deadlines for dispatching products 3.5 outline the importance of complying with packing instructions and specifications			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 154: Principles of Clean in Place (CIP) in Food Operations

Unit reference number: D/502/7435

Level: 2

Credit value: 1

Guided learning hours: 8

Unit summary

This unit supports workforce and/or vocational development for those who need to understand the principles of clean in place (CIP) and disinfection in food operations in a food processing business or in a learning environment.

The unit is designed for use primarily by food processing operatives and others who carry out these workplace activities. It is also designed for those who plan to enter the food and drink industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess underpinning knowledge and understanding to recognised National Occupational Standards.

Assessment requirements

This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, for understanding the principles of clean in place (CIP) and disinfection in food operations. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the importance of cleaning processes	1.1 describe the importance of maintaining good hygiene in the workplace 1.2 outline procedures to check for contamination 1.3 describe the impact of contamination on the workplace and products 1.4 state actions required to deal with contamination 1.5 describe the stages of cleaning 1.6 outline procedures used to check cleaning has been effective			
2 Understand types of detergent and disinfectant	2.1 list the principal cleaning agents used in food operations 2.2 describe the importance of following instructions when using cleaning agents and products 2.3 define sterilisation and disinfection			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand the main components of a cleaning in place (CIP) system	3.1 describe the components of a typical CIP circuit 3.2 describe a typical centralised and decentralised CIP circuit 3.3 state the importance of hygienic design 3.4 list instrumentation and control equipment used for CIP			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 155: Principles of Food Processing Operations

Unit reference number: H/502/7436

Level: 2

Credit value: 1

Guided learning hours: 7

Unit summary

This unit supports workforce and/or vocational development for those who need to understand the principles of food processing operations in a food processing business or in a learning environment.

The unit is designed for use primarily by food processing operatives and others who carry out these workplace activities. It is also designed for those who plan to enter the food and drink industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess underpinning knowledge and understanding to recognised National Occupational Standards.

Assessment requirements

This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, for understanding the principles of food processing operations. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the systems and documents used to control processing operations	1.1 define standard operating procedures (SOP) 1.2 state the importance of SOPs in processing 1.3 describe the importance of product specifications in food manufacture 1.4 describe the importance of recording and reporting during processing operations			
2 Understand the key stages of processing	2.1 describe the purpose and importance of procedures for task handover and shift changeovers 2.2 state how to check resources, equipment and materials pre-processing operations 2.3 describe checks and controls used during processing operations 2.4 outline how to complete and shut down processing operations 2.5 describe how to ensure that improvements are identified and implemented during processing 2.6 state the importance of communication during processing operations			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 156: Principles of Raw Food Materials in Food Operations

Unit reference number: D/602/4061

Level: 3

Credit value: 2

Guided learning hours: 14

Unit summary

This unit supports workforce development for those who select and prepare raw materials in a food business.

The unit is designed for use primarily by operators and others who carry out these workplace activities. The aim of the unit is to assess knowledge and understanding to recognised National Occupational Standards.

Assessment requirements

This unit is designed to assess the skills of learners in the workplace, selecting and preparing raw materials in food manufacture. It needs to be assessed on the job.

The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

The Improve Assessment Strategy sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Understand sources and functional role of raw materials used in food operations</p>	<p>1.1 outline the main sources of raw materials for use in food operations, to include:</p> <ul style="list-style-type: none"> - cereals - fruits - vegetables - meat - fish - nuts - dairy products <p>1.2 explain the functional role of raw materials as ingredients in finished products, to include:</p> <ul style="list-style-type: none"> - preservation - enhanced eating qualities - nutritional value - ingredients lists 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand supply and production of raw materials	<p>2.1 outline annual production figures required for annual UK consumption for raw materials, to include:</p> <ul style="list-style-type: none"> - cereals - fruits - vegetables - meat - fish - nuts - dairy products <p>2.2 outline the raw material production techniques to include:</p> <ul style="list-style-type: none"> - cultivation and farming methods and conditions - intensive and extensive agriculture related to country of origin - production trends - health and safety requirements 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>2.3 explain handling and transportation systems for raw materials, to include:</p> <ul style="list-style-type: none"> - cereals - fruits - vegetables - meat - fish - nuts - dairy products <p>2.4 explain factors affecting supply chain in the UK:</p> <ul style="list-style-type: none"> - political - economics - health scares - environmental <p>2.5 identify factors affecting storage:</p> <ul style="list-style-type: none"> - methods and conditions - quality - contamination - health and safety requirements 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand the use of additives in raw food materials	3.1 describe the categories of additives which are used to treat raw food materials 3.2 describe the main function of each of the categories of additives in raw food materials 3.3 describe the advantages and disadvantages of additives in raw food materials 3.4 state how raw food materials can be classified as organic foods			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 157: Principles of Sharpening, Maintaining and Selecting Cutting Tools and Equipment in Food Operations

Unit reference number: K/502/7437

Level: 2

Credit value: 2

Guided learning hours: 11

Unit summary

This unit supports workforce and/or vocational development for those who need to understand the principles of sharpening, maintaining and selecting cutting tools and equipment in food operations in a food processing business or in a learning environment.

The unit is designed for use primarily by food processing operatives and others who carry out these workplace activities. It is also designed for those who plan to enter the food and drink industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess underpinning knowledge and understanding to recognise National Occupational Standards.

Assessment requirements

This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, for understanding the principles of sharpening, maintaining and selecting cutting tools and equipment in food operations. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand tools and equipment maintenance	1.1 describe the main types of cutting tools and equipment and their uses 1.2 describe the main types of powered tools and equipment for cutting 1.3 state the importance of keeping cutting tools and equipment sharp 1.4 describe how cutting edges can become blunt and damaged 1.5 describe how to minimise typical maintenance hazards			
2	Understand the methods for sharpening and maintaining cutting tools and equipment	2.1 compare the manual method for sharpening cutting tools to mechanical/automated sharpening 2.2 list techniques for checking that tools and equipment are effective 2.3 describe how to deal with worn, damaged or broken cutting tools and equipment 2.4 state what a steel is and how it is used			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand how to select cutting tools and equipment for operations	3.1 state the importance of choosing the correct cutting tools and/or equipment 3.2 describe factors to consider when choosing cutting tools/equipment 3.3 outline PPE that should be used during cutting operations			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 158: Principles of Cans and Closing Cans In Food Manufacture

Unit reference number: K/602/0630

Level: 2

Credit value: 2

Guided learning hours: 10

Unit summary

This unit supports workforce and/or vocational development for those who need to understand the principles of canning and closing cans in a food manufacturing business or in a learning environment.

The unit is designed for use primarily by food manufacturing operatives and others who carry out these workplace activities. It is also designed for those who plan to enter the food and drink industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess underpinning knowledge and understanding to recognise National Occupational Standards.

Assessment requirements

This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, for understanding the principles of canning and closing cans in food manufacture. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the requirements for canning	1.1 outline the regulatory requirements and the consequences if they are not followed 1.2 state the organisational standards and instructions and the possible consequences if they are not followed			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand the canning process	2.1 describe the principle characteristics of a can, including: <ul style="list-style-type: none"> - shape - dimensions - suitability for product - special features - wear and tear 2.2 outline why the dimensions of a can are important 2.3 describe the construction of a can, including a seamed end 2.4 outline the materials used to construct cans and their main differences, including widgets 2.5 describe how decoration is applied to cans and its importance 2.6 state how cans are recycled			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 159: Principles of Glass Bottles and Related Closures in Food Manufacture

Unit reference number: M/502/7438

Level: 2

Credit value: 3

Guided learning hours: 20

Unit summary

This unit supports workforce and/or vocational development for those who need to understand the principles of glass bottles and related closures in a food manufacturing business or in a learning environment.

The unit is designed for use primarily by food manufacturing operatives and others who carry out these workplace activities. It is also designed for those who plan to enter the food and drink industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess underpinning knowledge and understanding to recognised National Occupational Standards.

Assessment requirements

This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, for understanding the principles of glass bottles and related closures in food manufacture. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the features of glass bottles and related closures	1.1 describe the main properties and constituents of glass 1.2 outline the principal characteristics of a glass bottle, including: <ul style="list-style-type: none"> - shape - dimensions - suitability for product - special features - wear and tear 1.3 describe the characteristics of glass colours 1.4 describe the typical bottle and closure sizes 1.5 outline the importance of bottle dimensions 1.6 describe the types of closures and closure systems for glass bottles, including crowns			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand the production of glass bottles and related closures	2.1 describe the production of glass bottles and their main differences, including widgets 2.2 describe the production problems related to applying closures of different types and sizes 2.3 describe the identification and importance of critical defects 2.4 outline the risks and hazards associated with glass bottling and closures 2.5 describe the types of materials for labelling bottles and their application 2.6 describe how glass bottles are recycled			
3 Understand the requirements for producing glass bottles and related closures	3.1 outline the regulatory requirements and the importance of following them 3.2 outline the organisational standards and instructions and the importance of following them			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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Internal verifier signature: _____

Date: _____

(if sampled)

Unit 160: Principles of Plastic Bottles and Related Closures in Food Manufacture

Unit reference number: K/502/7499

Level: 2

Credit value: 3

Guided learning hours: 20

Unit summary

This unit supports workforce and/or vocational development for those who need to understand the principles of plastic bottles and related closures in a food manufacturing business or in a learning environment.

The unit is designed for use primarily by food manufacturing operatives and others who carry out these workplace activities. It is also designed for those who plan to enter the food and drink industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess underpinning knowledge and understanding to recognise National Occupational Standards.

Assessment requirements

This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, for understanding the principles of plastic bottles and related closures in food manufacture. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the features of plastic bottles and related closures	1.1 describe the main types, properties and constituents of plastic bottles 1.2 outline the principal characteristics of a plastic bottle including: <ul style="list-style-type: none"> - shape - dimensions - suitability for product - special features - wear and tear 1.3 outline the characteristics of plastic colours 1.4 describe the typical bottle and closure sizes 1.5 outline the importance of bottle dimensions 1.6 describe the types of closures and closure systems for plastic bottles			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand the production of plastic bottles and related closures	2.1 describe the production of plastic bottles and their main differences 2.2 describe the production problems related to applying closures of different types and sizes 2.3 describe the identification and importance of critical defects 2.4 describe the types of materials for labelling bottles and their application 2.5 describe how different types of plastic bottles are recycled			
3 Understand the requirements for producing plastic bottles and related closures	3.1 outline the regulatory requirements and the importance of following them 3.2 outline the organisational standards and instructions and the importance of following them			

Learner name: _____

Date: _____

Learner signature: _____

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Internal verifier signature: _____

Date: _____

(if sampled)

Unit 161: Principles of HACCP Based Food Safety Systems

Unit reference number: A/601/2631

Level: 2

Credit value: 1

Guided learning hours: 8

Unit summary

This unit supports workforce and/or vocational development for those who need to understand the principles of HACCP-based food safety management systems in a food processing business or in a learning environment.

The unit is designed for use primarily by food processing operatives and others who carry out these workplace activities. It is also designed for those who plan to enter the food and drink industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess underpinning knowledge and understanding to recognise National Occupational Standards.

Assessment requirements

This unit is designed to assess the underpinning knowledge and understanding of learners on or off the job, in the workplace context, for understanding the principles of HACCP food safety management systems. The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Know the purpose of a HACCP system	1.1 state the need for HACCP systems 1.2 outline the requirements of a HACCP system			
2	Know the features and terminology of HACCP	2.1 describe the features of a HACCP system 2.2 outline the meaning of terms used in the HACCP system			
3	Know how a HACCP system is applied in the workplace	3.1 outline how a HACCP plan is developed 3.2 describe an operative's responsibility within the HACCP system 3.3 state the importance of documenting, verifying and reviewing the HACCP system			

Learner name: _____

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(if sampled)

Unit 162: Principles of Continuous Improvement Techniques (Kaizen) in Food Operations

Unit reference number: F/601/2954

Level: 3

Credit value: 3

Guided learning hours: 15

Unit summary

This unit supports workforce and/or vocational development for those who need to understand the principles of continuous improvement techniques (Kaizen) in food operations or in a learning environment.

The unit is designed for use primarily by managers, technicians and others who carry out these workplace activities. It is also designed for those who plan to enter the food and drink industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess underpinning knowledge and understanding to recognise National Occupational Standards.

Assessment requirements

This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, for understanding the principles of continuous improvement techniques (Kaizen) in food operations. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the features and importance of Kaizen activity	1.1 explain how the health, safety and hygiene requirements of a work area can influence a Kaizen activity 1.2 summarise the main features of a Kaizen activity and the establishment of measurable improvements 1.3 evaluate the importance of encouraging people to identify continuous improvements 1.4 explain the evaluation of improvement ideas and selection of those that are to be pursued 1.5 explain the function of standard operating procedures and specifications 1.6 clarify the resources required to support production schedules and specifications 1.7 describe why it is important to be clear about the levels of authority of personnel linked to problem resolution			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand the criteria and requirements for Kaizen and problem solving	2.1 explain the criteria used to select an area/processing activity for Kaizen activity 2.2 explain the importance of understanding the food process and/or activity under review 2.3 summarise the requirements for the deployment of Kaizen, and the resources required by the activity 2.4 explain the importance of waste in Kaizen activity and why inventory control is important to waste reduction 2.5 explain how root cause analysis can support problem solving 2.6 explain how own knowledge of food processing activities can support problem solving			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand how to interact with Kaizen activity	3.1 explain the application of the Deming cycle (plan, do, check, act) 3.2 explain how to engage the knowledge and experience of the people involved in the process in the development of improvement activities 3.3 explain how to separate facts and opinions about the food operations and how these affect improvement actions 3.4 explain the techniques used to visually communicate the work of the Kaizen activity to participants and others 3.5 explain how to use calculations for identifying the required production rate for a process 3.6 summarise the cycle time of a process 3.7 explain the techniques used to distribute work content to balance cycle times to the rate of customer demand, and how to visually represent it including: <ul style="list-style-type: none"> - line balance - process displays 			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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Internal verifier signature: _____

Date: _____

(if sampled)

Unit 163: Principles of Sustainability in Food Operations

Unit reference number: L/601/2701

Level: 3

Credit value: 4

Guided learning hours: 34

Unit summary

This unit supports workforce and/or vocational development for those who need to understand the principles of sustainability in a food environment or in a learning environment.

The unit is designed for use primarily by managers and others who carry out these workplace activities. It is also designed for those who plan to enter the food and drink industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess underpinning knowledge and understanding to recognise National Occupational Standards.

Assessment requirements

This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, for understanding the principles of sustainability. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the principles of sustainability	<p>1.1 outline the key principles of environmental sustainability in a food environment in relation to:</p> <ul style="list-style-type: none"> - energy - waste - water usage - transportation <p>1.2 describe the relationship between sustainability and the three key elements of corporate social responsibility:</p> <ul style="list-style-type: none"> - economic - social - environmental <p>1.3 describe the benefits of sustainability to the organisation and its stakeholders</p> <p>1.4 summarise how sustainability impacts on all the component functions of an organisation</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
2	Understand factors affecting sustainability targets	<p>2.1 outline how to establish targets for sustainable development, including the use of benchmarking</p> <p>2.2 explain how carbon currency data (carbon footprints) is used as an indicator of sustainability</p> <p>2.3 explain the importance of liaising with national policy-makers to determine the influence of government targets and legal requirements on organisational sustainability</p>			
3	Understand factors affecting support for sustainability targets	<p>3.1 explain how continuous improvement supports sustainability</p> <p>3.2 explain how to gain the commitment of stakeholders to the development of sustainable food production</p> <p>3.3 outline how environmental management systems (EMS) are used to support sustainability in a food environment</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Understand the factors influencing the achievement of sustainability	4.1 summarise the influences which impact upon the achievement of sustainability 4.2 explain how to control the efficient use of resources within organisational activities to help achieve sustainability 4.3 explain how the actions of others within the supply chain can influence sustainability 4.4 explain the potential barriers to achieving sustainability and summarise ways these can be overcome 4.5 describe how to access sources of advice and guidance on achieving sustainability			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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Internal verifier signature: _____

Date: _____

(if sampled)

Unit 164: Principles of Evaporation in Food Operations

Unit reference number: K/502/7356

Level: 2

Credit value: 1

Guided learning hours: 8

Unit summary

This unit supports workforce and/or vocational development for those who need to understand the principles of evaporation in a food manufacturing business or in a learning environment.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. It is also designed for those who plan to enter the industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess underpinning knowledge and understanding to recognise National Occupational Standards.

Assessment requirements

This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, for understanding the principles of evaporation in food operations. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the evaporation process	1.1 describe the functions of single-stage and multi-stage evaporation 1.2 outline how evaporation reduces thermal damage to product 1.3 outline how evaporation processes are used in food and drink manufacturing 1.4 outline the key controls of the evaporation process			
2 Understand the technology of evaporation	2.1 describe how evaporation applications can be energy efficient 2.2 describe how heat is transferred and lost during evaporation			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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Internal verifier signature: _____

Date: _____

(if sampled)

Unit 165: Principles of Valves and Pumps in Food Manufacture

Unit reference number: H/601/5216

Level: 2

Credit value: 2

Guided learning hours: 16

Unit summary

This unit supports workforce and/or vocational development for those who need to understand the principles of valves and pumps in a food manufacture business or in a learning environment.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. It is also designed for those who plan to enter the food and drink industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess underpinning knowledge and understanding to recognise National Occupational Standards.

Assessment requirements

This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, for understanding the principles of valves and pumps in food manufacture. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand how liquid flows in pipes	1.1 outline key features of laminar and turbulent flow 1.2 describe key features of orifice meters, venture meters and rotameters			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand types of valves used in food manufacture	2.1 explain the following valve terms: <ul style="list-style-type: none"> - actuator - seat - valve body - leakage - trim 2.2 describe valve types used in food manufacture to include: <ul style="list-style-type: none"> - butterfly - gate - ball - non return - single seat - double seat - mix proof 2.3 state what valve types are best selected for particular applications 2.4 outline how to select valves for particular applications			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand pump function and pump types used in food manufacture	3.1 define the pump terminology to include: <ul style="list-style-type: none"> - power input and output - suction and delivery head - pump curves 3.2 outline the function of the impellor and motor in a pump 3.3 describe what cavitation is and how it can be avoided 3.4 outline the key features of centrifugal and positive displacement pumps 3.5 outline the practical considerations in pump selection for food manufacture			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 166: Principles of Plate Heat Exchangers in Food Manufacture

Unit reference number: K/601/5217

Level: 2

Credit value: 2

Guided learning hours: 16

Unit summary

This unit supports workforce and/or vocational development for those who need to understand the principles of plate heat exchangers in a food or drink business or in a learning environment.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. It is also designed for those who plan to enter the food and drink industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess underpinning knowledge and understanding to recognise National Occupational Standards.

Assessment requirements

This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, for understanding the principles of plate heat exchangers. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand the technology of heat transfer	1.1 describe the key features of conduction 1.2 describe the key features of convection 1.3 describe the key features of radiation			
2	Understand the function of plate heat exchangers	2.1 outline the typical applications of plate heat exchangers in food manufacture 2.2 describe how parallel flow and counter current flow works 2.3 describe how plate fouling occurs and its impact on heat exchanger performance			
3	Understand the function of plate heat pasteurisation	3.1 describe what is meant by a pasteurisation unit (PU) 3.2 outline the typical process flow through a plate pasteuriser 3.3 describe what happens in the heating, holding and cooling sections of a pasteuriser 3.4 describe the key process controls on a pasteuriser			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

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Internal verifier signature: _____

Date: _____

(if sampled)

Unit 167: Principles of Working in Explosion Risk Areas in Food Operations

Unit reference number: D/502/7354

Level: 2

Credit value: 1

Guided learning hours: 8

Unit summary

This unit supports workforce and/or vocational development for those who need to understand the principles of working in explosion risk areas in a food and drink business or in a learning environment.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. It is also designed for those who plan to enter the industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess underpinning knowledge and understanding to recognise National Occupational Standards.

Assessment requirements

This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, for understanding the principles of working in explosion risk areas in food operations. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Understand the classifications and plant requirements for explosion risk areas</p>	<p>1.1 describe the different hazardous area classifications including:</p> <ul style="list-style-type: none"> - explosion risk areas - ATEX compliance <p>1.2 outline the special requirements for tools and equipment used</p> <p>1.3 outline the specialist fixtures and fittings requirements</p>			
<p>2 Understand the procedural requirements for explosion risk areas</p>	<p>2.1 outline the main procedural requirements for working in explosion risk areas</p> <p>2.2 outline the main features of the explosion protection document</p> <p>2.3 describe the personal and protective equipment requirements for working in explosion risk areas</p> <p>2.4 describe the maintenance requirements for working in explosion risk areas</p>			

Learner name: _____

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Assessor signature: _____

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(if sampled)

Unit 168: Principles of Instrumentation and Control Systems in Food Operations

Unit reference number: M/502/7357

Level: 2

Credit value: 3

Guided learning hours: 17

Unit summary

This unit supports workforce and/or vocational development for those who need to understand the principles of instrumentation and control systems in a food manufacturing business or in a learning environment.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. It is also designed for those who plan to enter the food and drink industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess underpinning knowledge and understanding to recognise National Occupational Standards.

Assessment requirements

This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, for understanding the principles of instrumentation and control systems in food operations. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand computer-controlled systems	1.1 outline the main stages and parts of plant in the processing area 1.2 describe typical uses of computer-controlled systems in food operations 1.3 outline the requirements of a computer-controlled system 1.4 describe a typical computer-controlled system lay out 1.5 explain the system terms: <ul style="list-style-type: none"> - network - plc - SCADA - MIS 1.6 state where trends for main process control parameters can be accessed 1.7 state where quality control and stock information can be accessed			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand process instrumentation equipment	2.1 describe the key features of measurement and maintenance of process instrumentation 2.2 outline how different types of sensors work including: <ul style="list-style-type: none"> - pressure-based sensors - temperature-based sensors - flow-based sensors 2.3 outline the key applications for sensors including: <ul style="list-style-type: none"> - pressure-based sensors - temperature-based sensors - flow-based sensors 			
3 Understand process control equipment in brewing	3.1 outline the key features of digital and analogue control systems 3.2 outline the key features of closed loop systems 3.3 describe types of control modes including: <ul style="list-style-type: none"> - on/off - differential gap - time proportional 3.4 describe what is meant by modulating control			

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Assessor signature: _____

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(if sampled)

Unit 169: Principles of Using Information Communication Technology (ICT) and Management Information Systems (MIS) in Food Technology

Unit reference number: M/602/4498

Level: 3

Credit value: 3

Guided learning hours: 23

Unit summary

This unit supports workforce and/or vocational development for those who need to understand the principles of using Information Communication Technology (ICT) and Management Information Systems (MIS) in food technology, or in a learning environment.

The unit is designed for use primarily by managers and others who carry out these workplace activities. It is also designed for those who plan to enter the food and drink industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess underpinning knowledge and understanding to recognise National Occupational Standards.

Assessment requirements

This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, for understanding the principles of using Information Communication Technology and Management Information Systems in food technology. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand ICT and MIS systems used within food and drink businesses	1.1 identify the types of ICT and MIS systems and how they are used within food and drink businesses 1.2 outline the processes, facilities and equipment that are required to provide ICT and MIS systems 1.3 describe the potential shortfalls of ICT and MIS systems			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how ICT and MIS systems are used within food and drink businesses	2.1 explain how ICT systems are used to collect and store process data 2.2 describe how to use ICT and MIS systems to: <ul style="list-style-type: none"> - input - store - process - retrieve data - evaluate - present data 2.3 explain how to maintain the security, integrity and accuracy of ICT and MIS systems 2.4 describe how to evaluate the effectiveness of ICT and MIS systems 2.5 describe how ICT and MIS systems influence and are influenced by quality assurance systems 2.6 outline how to plan, monitor and control the application and performance of ICT and MIS systems			

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Assessor signature: _____

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Internal verifier signature: _____

Date: _____

(if sampled)

Unit 170: Principles of Sensory Assessment in Food Technology

Unit reference number: Y/502/7496

Level: 3

Credit value: 3

Guided learning hours: 22

Unit summary

This unit supports workforce and/or vocational development for those who need to understand the principles of sensory testing in food technology in a food environment or in a learning environment.

The unit is designed for use primarily by managers and others who carry out these workplace activities. It is also designed for those who plan to enter the food and drink industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess underpinning knowledge and understanding to recognise National Occupational Standards.

Assessment requirements

This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, for understanding the principles of sensory testing in food technology. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the physiological and psychological factors influencing sensory assessments	1.1 explain the principles of visual perception in relation to food and drink 1.2 describe the role of colour in influencing consumer reactions 1.3 outline the physiological processes associated with taste detection 1.4 detail the psychological and physiological factors that can impact on sensory tests			
2 Understand the importance of flavour in the sensory assessment of food and drink products	2.1 explain the different flavour sensations and their respective receptors 2.2 describe how different tastes interact when combined 2.3 identify the various flavour components 2.4 describe how flavour is broken down into components 2.5 describe how mouth feel influences the perception of food products 2.6 explain the different textures associated with food and drink products			

Learner name: _____

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(if sampled)

Unit 171: Principles of Weights and Measures in Food Technology

Unit reference number: A/602/4505

Level: 3

Credit value: 4

Guided learning hours: 30

Unit summary

This unit supports workforce and/or vocational development for those who need to understand the principles of weights and measures in food technology in a food environment or in a learning environment.

The unit is designed for use primarily by technicians, managers and others who carry out these workplace activities. It is also designed for those who plan to enter the food and drink industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess underpinning knowledge and understanding to recognise National Occupational Standards.

Assessment requirements

This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, for understanding the principles of weights and measures in food technology. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the legal and regulatory requirements for weighing and measuring food and drink products	1.1 describe the purpose of weights and measures in the food and drink sector 1.2 explain the units of weights and measures 1.3 outline the legal or regulatory requirements that control how food is sold by weight, number and measure 1.4 explain the implications of inaccuracy when weighing and measuring 1.5 describe how UK legal and regulatory requirements are monitored and enforced			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand the processes of weighing and measuring food and drink products	2.1 describe the facilities and equipment required to weigh and measure food and drink 2.2 outline the manner of marking weights and measures and the permitted symbols and abbreviations 2.3 outline the processes, facilities and equipment that are required to weigh and measure food 2.4 explain why weighing and measuring devices and processes must be calibrated 2.5 describe how to undertake the calibration of weighing/measuring devices 2.6 describe how weighing devices can become inaccurate and develop errors			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand how to quality assure the weighing and measuring of food and drink products	3.1 describe how to interpret process specifications for weighing and measuring data 3.2 outline the risks associated with inaccurate weighing 3.3 describe the implications for quality control associated with weighing and measuring 3.4 outline the quality assurance processes that are needed to support weighing and measuring 3.5 outline the recording and reporting systems that are needed to support the weighing and measuring processes			

Learner name: _____

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(if sampled)

Unit 172: Principles of Cleaning Raw Food Materials

Unit reference number: T/602/4552

Level: 3

Credit value: 3

Guided learning hours: 22

Unit summary

This unit supports workforce and/or vocational development for those who need to understand the principles of cleaning raw food materials in food operations or in a learning environment.

The unit is designed for use primarily by managers and others who carry out these workplace activities. It is also designed for those who plan to enter the food and drink industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess underpinning knowledge and understanding to recognise National Occupational Standards.

Assessment requirements

This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, for understanding the principles of cleaning raw food materials. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the rationale for cleaning and separation technology	1.1 compare the advantages and disadvantages of using mechanised picking machines to hand picking raw food materials 1.2 explain the rationale for cleaning raw food materials after harvesting 1.3 summarise the multi-stage separation methodology used for the cleaning of raw food materials 1.4 explain how combinations of cleaning methods can be used to obtain the optimum results for specific raw food materials			
2 Understand the processes for cleaning raw food materials without using water	2.1 summarise which raw food materials are best cleaned without using water 2.2 explain why some raw materials are best cleaned without water 2.3 explain the characteristics of, and equipment used in, the processes for separating raw material from contaminants including: <ul style="list-style-type: none"> - continuous drum screening - aspiration process 2.4 outline how metal detectors and magnets are used to identify and remove metal contaminants from raw materials			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand the processes for cleaning raw food materials using water	3.1 summarise which raw food materials are best cleaned using water 3.2 explain why specific raw good materials can be soaked or agitated in water as a preliminary treatment to cleaning 3.3 explain how spray washing is used to clean raw materials 3.4 explain the characteristics of, and equipment used in, the floatation washing process for separating raw material from contaminants			

Learner name: _____

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(if sampled)

Unit 173: Principles of Sorting and Grading Produce and Food Materials

Unit reference number: A/602/4553

Level: 3

Credit value: 3

Guided learning hours: 22

Unit summary

This unit supports workforce and/or vocational development for those who need to understand the principles of sorting and grading produce and food materials in food operations or in a learning environment.

The unit is designed for use primarily by managers and others who carry out these workplace activities. It is also designed for those who plan to enter the food and drink industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess underpinning knowledge and understanding to recognise National Occupational Standards.

Assessment requirements

This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, for understanding the principles of sorting and grading produce and food material. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the definitions and rationale for sorting and grading food materials	1.1 summarise the definition of sorting produce and food materials 1.2 summarise the definition of grading produce and food materials 1.3 explain the rationale for sorting and grading food materials after cleaning 1.4 outline the separation methodology for sorting and grading food materials			
2 Understand equipment and methods used for sorting food materials	2.1 explain why sorting is necessary in preparation for mechanical food processing 2.2 explain why sorting is important to the effective packaging of fresh produce 2.3 summarise which foods can be sorted by weight 2.4 explain the types of equipment used to sort by weight and how this equipment functions 2.5 summarise which foods can be sorted by colour 2.6 explain the types of equipment used to sort by colour and how this equipment functions			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand the quality factors used in grading food materials	3.1 explain how the quality parameters for grading reflect the intended use of the produce or food materials 3.2 summarise the importance of the common quality criteria for grading to include: <ul style="list-style-type: none"> - shape - size - colour - freedom from damage and contamination 3.3 explain the importance of including quality criteria such as texture, crumb and eating quality when grading food products			

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(if sampled)

Unit 174: Principles of Bulk Size Reduction of Produce and Food Materials

Unit reference number: F/602/4554

Level: 3

Credit value: 4

Guided learning hours: 30

Unit summary

This unit supports workforce and/or vocational development for those who need to understand the principles of bulk size reduction of produce and food materials in food operations or in a learning environment.

The unit is designed for use primarily by managers and others who carry out these workplace activities. It is also designed for those who plan to enter the food and drink industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess underpinning knowledge and understanding to recognise National Occupational Standards.

Assessment requirements

This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, for understanding the principles of bulk size reduction of produce and food materials. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the rationale and purpose of bulk size reduction	1.1 clarify the definition of size reduction as it relates to produce and other food materials 1.2 explain the rationale for the size reduction of produce and food materials after sorting and grading 1.3 explain the role of size reduction in the preparation of convenience foods and for other processes including: <ul style="list-style-type: none"> - blanching - canning - juice extraction 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand the purpose and characteristics of crushing and grinding processes in bulk size reduction	2.1 summarise the purpose of crushing plant prior to size reduction processes 2.2 clarify which types of food materials are commonly processed using crushing 2.3 explain the characteristics of grinding processes including: <ul style="list-style-type: none"> - hammer mills - disc mills - pin mills - ball mills 2.4 outline types of food materials which are not suited to grinding processes			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand the purpose and characteristics of cutting, dicing and shredding processes in bulk size reduction	3.1 summarise the purpose of cutting and dicing plant as size reduction processes 3.2 explain the characteristics of reduction using cutting and dicing equipment 3.3 summarise the type of food materials which are commonly processed using cutting and dicing 3.4 explain the characteristics of shredding processes 3.5 summarise the type of food materials which are commonly processed by shredding 3.6 explain why cutting, dicing and shredding processes increase the surface area of food material for further processing			
4 Understand the purpose and methodology of pulping in bulk size reduction	4.1 summarise the purpose of pulping plants as a size reduction process 4.2 outline how pulping is carried out in juice and extract making plants 4.3 explain how pulping equipment operates in juice and extract making plants			

Learner name: _____

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Assessor signature: _____

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(if sampled)

Unit 175: Principles of Freezing Methods in Food Technology

Unit reference number: F/602/4506

Level: 3

Credit value: 4

Guided learning hours: 30

Unit summary

This unit supports workforce and/or vocational development for those who need to understand the principles of freezing methods in food technology in food operations or in a learning environment.

The unit is designed for use primarily by technicians, managers and others who carry out these workplace activities. It is also designed for those who plan to enter the food and drink industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess underpinning knowledge and understanding to recognise National Occupational Standards.

Assessment requirements

This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, for understanding the principles of freezing methods in food technology. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand how the freezing process preserves and stores foods	1.1 explain how freezing acts as a preservation method for foods 1.2 explain how freezing effects the storage life of foods 1.3 describe the process of freezing in foods including: <ul style="list-style-type: none"> - ice crystal formation - concentration of dissolved substances - temperature requirements - tempering 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand the technical aspects of freezing on foods	2.1 summarise the effect of freezing on plant cell material 2.2 explain the definition and importance of the thermal arrest period to food product quality 2.3 summarise the effect of freezing on animal tissue 2.4 explain meaning of the term 'quick-freezing' 2.5 explain the term 'deep-freezing' as defined by the International Institute of Refrigeration 2.6 explain how food products can be individually quick frozen 2.7 clarify the advantages of individually quick freezing vegetables and fruits			
3 Understand freezing methods in food technology	3.1 explain the use and functionality of the: <ul style="list-style-type: none"> - immersion-freezing method - plate-freezing method - blast-freezing method 3.2 explain the use and functionality of: <ul style="list-style-type: none"> - fluidised bed freezers - cryogenic freezers - liquid carbon dioxide freezers 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Understand the cold chain distribution of frozen foods	4.1 outline how the cold chain works in the distribution of frozen foods 4.2 explain the profile of temperature maintenance across the breadth of the cold chain			

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(if sampled)

Unit 176: Principles Of Homogenisation In Food Technology

Unit reference number: J/602/4555

Level: 3

Credit value: 4

Guided learning hours: 30

Unit summary

This unit supports workforce and/or vocational development for those who need to understand the principles of homogenisation in food technology in food operations or in a learning environment.

The unit is designed for use primarily by managers and others who carry out these workplace activities. It is also designed for those who plan to enter the food and drink industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess underpinning knowledge and understanding to recognise National Occupational Standards.

Assessment requirements

This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, for understanding the principles of homogenisation in food technology. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the principles of homogenisation in food processing	1.1 explain the purpose of homogenisation of food mixtures 1.2 describe which types of food are normally blended by the homogenisation processes 1.3 explain how homogenisation operates as both a mixing and size reduction process 1.4 summarise how liquid droplets are broken down (size reduced) during homogenisation 1.5 explain how crude emulsions are formed			
2 Understand how emulsifiers work in food processing	2.1 explain how the action of emulsifiers extend the longer term stability of a homogenised emulsion 2.2 describe the chemical work of emulsifiers to emulsify a lipid within a water medium 2.3 summarise the main naturally occurring emulsifiers and artificial emulsifiers used to process specific food products 2.4 explain the difference between naturally occurring emulsification and assisted emulsification during the homogenisation process			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand how pressure homogenisers are used in food processing	3.1 describe the purpose of pressure homogenisation and when it is used 3.2 explain how a pressure homogeniser works and the equipment used in the process 3.3 explain which types of food products are best suited to homogenisation in a pressure homogeniser			
4 Understand how colloidal mills are used in food processing	4.1 describe the purpose of colloidal mills 4.2 explain how a colloidal mill works and the equipment used in the process 4.3 explain which types of food products are best suited to homogenisation in a colloidal mill			

Learner name: _____

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Unit 177: Principles of Filtration in Food Technology

Unit reference number: H/502/7498

Level: 3

Credit value: 4

Guided learning hours: 26

Unit summary

This unit supports workforce and/or vocational development for those who need to understand the principles of filtration in food technology in food operations or in a learning environment.

The unit is designed for use primarily by managers and others who carry out these workplace activities. It is also designed for those who plan to enter the food and drink industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess underpinning knowledge and understanding to recognise National Occupational Standards.

Assessment requirements

This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, for understanding the principles of filtration in food technology. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the purpose and application of filtration	1.1 explain the purpose of filtration in food processing 1.2 justify when it is more appropriate to use a food filtration technique than alternative separation technology 1.3 summarise what types of foods are normally separated by filtration processes			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Understand clarification, filter media and filter aids in food filtration</p>	<p>2.1 explain what the process of clarification is in food filtration technology</p> <p>2.2 define the terms:</p> <ul style="list-style-type: none"> - filtrate - filter medium - filter cake <p>2.3 describe the types of filter media commonly used in food filtration technology</p> <p>2.4 justify how filter media are selected for specific food types</p> <p>2.5 explain how filter media are cleaned and disposed of</p> <p>2.6 explain the functions of filter aids</p> <p>2.7 explain what materials are commonly used as filter aids in food filtration</p>			
<p>3 Understand food process filtration methodology</p>	<p>3.1 explain the typical structure and operation of a plate and frame press</p> <p>3.2 explain how a vacuum can be used as an alternative to pressure to assist in speeding up the filtration process</p> <p>3.3 explain typical structure and operation of a continuous rotary drum vacuum filter</p>			

Learner name: _____

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Internal verifier signature: _____

Date: _____

(if sampled)

Unit 178: Principles of Centrifugation in Food Technology

Unit reference number: J/502/7493

Level: 3

Credit value: 3

Guided learning hours: 28

Unit summary

This unit supports workforce and/or vocational development for those who need to understand the principles of centrifugation in food technology in food operations or in a learning environment.

The unit is designed for use primarily by managers and others who carry out these workplace activities. It is also designed for those who plan to enter the food and drink industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess underpinning knowledge and understanding to recognise National Occupational Standards.

Assessment requirements

This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, for understanding the principles of centrifugation in food technology. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the principles of centrifugation in food processing	1.1 explain the purpose of centrifugation of foods in food technology 1.2 define 'centrifugal force' 1.3 explain how centrifuges separate food components 1.4 explain the importance of the specific gravity of food components during centrifugation 1.5 summarise the types of food normally separated by centrifugation technology			
2 Understand the application of centrifugation in food processing	2.1 explain how cream separators work on the centrifuge principle 2.2 explain how oils can be purified by centrifugation 2.3 explain how beer can be clarified by centrifugation 2.4 explain how yeast can be separated by centrifugation 2.5 explain how sugar can be refined using centrifugation			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand the economics of centrifugation technology	3.1 explain how the type of food material affects the economic decision to use centrifugation or an alternative separation technique 3.2 explain the economics of operating continuous centrifugation equipment for specified food types			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 179: Principles of Blanching in Food Technology

Unit reference number: L/502/7494

Level: 3

Credit value: 3

Guided learning hours: 21

Unit summary

This unit supports workforce and/or vocational development for those who need to understand the principles of blanching in food technology in food operations or in a learning environment.

The unit is designed for use primarily by managers and others who carry out these workplace activities. It is also designed for those who plan to enter the food and drink industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess underpinning knowledge and understanding to recognise National Occupational Standards.

Assessment requirements

This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, for understanding the principles of blanching in food technology. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the purpose and importance of blanching	1.1 outline the purpose of food size reduction and washing/cleaning, in preparation for blanching 1.2 explain the objectives of the blanching process including: <ul style="list-style-type: none"> - enzyme inactivation - colour preservation 1.3 justify why many prepared foods are blanched before further processing			
2 Understand how steam, water and microwave blanching is carried out	2.1 explain what equipment to use and how to carry out the blanching process using: <ul style="list-style-type: none"> - steam - water - microwave 2.2 summarise the effects of steam or water blanching on food products 2.3 compare the advantages and disadvantages of steam, water and microwave blanching			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand how to test and improve blanching	3.1 explain how the effectiveness of blanching can be tested using the peroxidase test 3.2 evaluate the optimal temperatures and times for effective blanching 3.3 review the functions of additives which can be used to improve product quality during blanching			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 180: Principles of Irradiation in Food Technology

Unit reference number: R/502/7495

Level: 3

Credit value: 4

Guided learning hours: 34

Unit summary

This unit supports workforce and/or vocational development for those who need to understand the principles of irradiation in food technology in food operations or in a learning environment.

The unit is designed for use primarily by managers and others who carry out these workplace activities. It is also designed for those who plan to enter the food and drink industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess underpinning knowledge and understanding to recognise National Occupational Standards.

Assessment requirements

This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, for understanding the principles of irradiation in food technology. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the features and effects of ionising radiation	1.1 summarise the physical advantages of the effects of ionising radiation to food 1.2 explain how ionising radiation can cause the formation of reactive molecules and free radicals in some foods 1.3 explain how ionising radiation can cause the production of off-flavours and the degradation of vitamins in some foods 1.4 diagnose what the evidence is for the breakdown of food components and absence of toxicity in irradiated foods, being comparable to that in non-irradiated foods			
2 Understand the radiation sources of irradiation	2.1 summarise when and what types of irradiated foods were allowed to be sold and consumed in the UK 2.2 describe the types of radiation used as sources of ionising radiation for foods: <ul style="list-style-type: none"> - electron produced linear accelerators - gamma rays from decay of cobalt 60 and caesium 137 2.3 clarify what the evidence is for the absence of residual radioactivity in irradiated foods			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Understand the types of irradiation technologies and the economics of irradiation</p>	<p>3.1 critically compare the advantages and disadvantages of the use of the types of radiation sources</p> <p>3.2 explain how radiation sterilisation or radappertisation is carried out, its characteristics and the equipment used</p> <p>3.3 summarise why products which are sterilised by radappertisation require aseptic packaging</p> <p>3.4 explain how radiation pasteurisation or radurisation is carried out, its characteristics and equipment used</p> <p>3.5 evaluate the success and effects of ionising radiation on:</p> <ul style="list-style-type: none"> - potatoes - vegetables - fruit - poultry products <p>3.6 evaluate the economics of food irradiation and continuous processing</p>			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 181: Principles of Aseptic Packaging in Food Technology

Unit reference number: L/602/4556

Level: 3

Credit value: 3

Guided learning hours: 20

Unit summary

This unit supports workforce and/or vocational development for those who need to understand the principles of aseptic packaging in food technology in food operations or in a learning environment.

The unit is designed for use primarily by managers and others who carry out these workplace activities. It is also designed for those who plan to enter the food and drink industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess underpinning knowledge and understanding to recognise National Occupational Standards.

Assessment requirements

This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, for understanding the principles of aseptic packaging in food technology. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the definition and hermetic sealing of aseptic packaging	1.1 explain the definition of aseptic packaging 1.2 explain the importance of hermetically sealing aseptic products 1.3 describe how hermetic sealing is carried out			
2 Understand the UHT milk processing as an example of aseptic packaging technology	2.1 describe how ultra-high temperature (UHT) milk is processed 2.2 critically compare the advantages of UHT milk treatments over traditional in-bottle long process sterilisation techniques 2.3 explain how uperisation achieves rapid milk sterilisation			
3 Understand sterilisation in food technology	3.1 explain how sterilisation is carried out in the production of: <ul style="list-style-type: none"> - aseptic soups - ice-cream mixtures - custards 3.2 explain how sterilisation is carried out in the production of aseptic soft drinks 3.3 evaluate the use of micro-filters for the sterilisation of heat sensitive food products			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 182: Principles of Bar Coding in Food Operations

Unit reference number: D/602/4562

Level: 3

Credit value: 3

Guided learning hours: 20

Unit summary

This unit supports workforce and/or vocational development for those who need to understand the principles of barcoding in a food environment or in a learning environment.

The unit is designed for use primarily by managers and others who carry out these workplace activities. It is also designed for those who plan to enter the food and drink industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess underpinning knowledge and understanding to recognise National Occupational Standards.

Assessment requirements

This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, for understanding the principles of barcoding in food and drink. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand the form and data capture of bar codes	1.1 describe the form and structure of a bar code 1.2 explain how bar coding stores product data 1.3 explain the different types of bar code used for food and drink products			
2	Understand the infrastructure required to implement and maintain bar coding	2.1 summarise the systems, equipment and processes that are required to implement bar coding systems 2.2 explain the role of bar coding in product traceability and stock control from food producer to consumer 2.3 outline the processes, facilities and equipment that are required to bar code food and drink products			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand the organisation and control of bar coding	3.1 describe the organisation and control of the bar coding processes 3.2 evaluate the risks associated with inaccurate bar coding 3.3 explain common quality problems associated with the bar coding process 3.4 explain how to develop contingency processes for dealing with product that has been incorrectly bar coded 3.5 explain the quality assurance systems required to support bar coding processes 3.6 summarise the recording and reporting systems that are needed to support bar coding in food and drink production			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 183: Principles of Paper and Board Packaging in Food Operations

Unit reference number: K/602/4564

Level: 3

Credit value: 4

Guided learning hours: 34

Unit summary

This unit supports workforce and/or vocational development for those who need to understand the principles of paper and board packaging in food and drink operations or in a learning environment.

The unit is designed for use primarily by managers and others who carry out these workplace activities. It is also designed for those who plan to enter the food and drink industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess underpinning knowledge and understanding to recognise National Occupational Standards.

Assessment requirements

This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, for understanding the principles of paper and board packaging in food and drink. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy for Proficiency Qualifications in Food and Drink sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the sources and business uses of paper and board packaging	1.1 describe the origins and sources of paper and board packaging material 1.2 explain how paper and board packaging materials can be used as part of a sustainable policy packaging material 1.3 compare the business advantages for using paper and board packaging materials to other non-biodegradable materials 1.4 summarise the limitations of food safe packaging material 1.5 outline the regulations for using food safe packaging			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand paper processing and its suitability as a packaging material	2.1 describe how paper is processed into food safe packaging material 2.2 explain the purposes and functions of paper packaging food products 2.3 summarise the typical uses of paper and waxed paper packaging material 2.4 evaluate the suitability of paper-based packaging material in the freezing and storage of food products 2.5 evaluate the suitability of paper-based packaging material in providing a substrate for advertising, labelling and bar coding			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Understand board processing and its suitability as a packaging material</p>	<p>3.1 describe how board is processed into different types of food safe packaging material</p> <p>3.2 explain the purposes and functions of board packaging food and drink products</p> <p>3.3 summarise the options for treating board for use in direct contact with food or drink</p> <p>3.4 explain the typical uses for board, waxed board and lined board packaging material for food and drink products</p> <p>3.5 evaluate the suitability of board based packaging material in the freezing and storage of food products</p> <p>3.6 evaluate the suitability of board based packaging material in providing a substrate for advertising, labelling and bar coding</p>			
<p>4 Understand the promotional role and disposal arrangements for paper and board packaging</p>	<p>4.1 describe the role of paper and board packaging materials in promoting and advertising products</p> <p>4.2 explain how paper and board packaging materials are best recycled and disposed of after use by wholesalers, retailers and consumers</p>			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 184: Principles of Plastic and Cellulose Films in Food and Drink

Unit reference number: M/602/4565

Level: 3

Credit value: 4

Guided learning hours: 34

Unit summary

This unit supports workforce and/or vocational development for those who need to understand the principles of plastic and cellulose films in food and drink in food operations or in a learning environment.

The unit is designed for use primarily by managers and others who carry out these workplace activities. It is also designed for those who plan to enter the food and drink industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess underpinning knowledge and understanding to recognise National Occupational Standards.

Assessment requirements

This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, for understanding the principles of plastic and cellulose films in food and drink. It can be assessed on or off the job.

The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

The Improve Assessment Strategy sets out the overarching assessment requirements.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the sources and business use of plastic and cellulose films	1.1 describe the origins and sources of plastic and cellulose packaging films 1.2 explain how plastic and cellulose packaging materials can be used as part of a sustainable policy approach to the use of packaging films 1.3 explain what the business advantages might be for using plastic and cellulose packaging films over other types of packaging films 1.4 explain what the limitations and regulations are in the use of food safe packaging films			
2 Understand cellulose processing and its suitability as a packaging film	2.1 explain the structure of cellulose and its properties in providing a packaging film 2.2 describe how cellulose is processed into food safe packaging film 2.3 explain the purpose of cellulose packaging film for food products 2.4 summarise the grades of cellulose film available, their functionality and use of codes 2.5 describe the typical uses for cellulose packaging film for food products 2.6 evaluate the suitability of cellulose based packaging film in the freezing and storage of food products			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand polythene based processing and suitability as packaging film	3.1 describe how polythene films are made 3.2 explain the properties and functionality of low density and high density polythene films 3.3 describe how polypropylene films are made 3.4 explain the properties and functionality of: <ul style="list-style-type: none"> - cast - oriented - coated oriented polypropylene films 3.5 explain the properties and functionality polyvinylchloride and polyvinylidenechoride films and their use as cling or shrink wrap films 3.6 evaluate the suitability of polythene based packaging film in the freezing and storage of food products			
4 Understand polycarbonate based processing and suitability as packaging material	4.1 describe how polycarbonate packaging material is made 4.2 explain the properties and functionality of polycarbonate packaging material 4.3 describe the typical uses for polycarbonate packaging material for food and drink products 4.4 evaluate the suitability of polycarbonate based packaging material in the freezing and storage of food products			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Understand the promotional role and disposal arrangements for plastic and cellulose based packaging	5.1 explain the suitability of plastic and cellulose based packaging material in providing a substrate for advertising, labelling and bar coding 5.2 explain the role of plastic and cellulose packaging material in promoting and advertising products 5.3 explain how plastic and cellulose packaging materials are best recycled and disposed of after use by wholesalers, retailers and consumers			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

- Edexcel, BTEC and Pearson Work Based Learning contact details: qualifications.pearson.com/en/support/contact-us.html
- books, software and online resources for UK schools and colleges: www.pearsonschoolsandfecolleges.co.uk

Key publications

- *Adjustments for candidates with disabilities and learning difficulties, Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))
- *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units* (Pearson)
- *General and Vocational qualifications, Suspected Malpractice in Examination and Assessments: Policies and Procedures* (JCQ)
- *Equality Policy* (Pearson)
- *Recognition of Prior Learning Policy and Process* (Pearson)
- *UK Information Manual* (Pearson)
- *Pearson Edexcel NVQs, SVQs and competence-based qualifications – Delivery Requirements and Quality Assurance Guidance* (Pearson)

All of these publications are available on our website:
qualifications.pearson.com

Further information and publications on the delivery and quality assurance of NVQ/Competence-based qualifications are available at our website on the Delivering BTEC pages. Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to the resources page of our website.

How to obtain National Occupational Standards

Improve Ltd
Ground Floor
Providence House
2 Innovation Close
Heslington
York
YO10 5zF

Telephone: 0845 644 0448
Fax: 0845 644 0449
Email: info@improveltd.co.uk
Website: www.improveltd.co.uk

Professional development and training

Professional development and training

Pearson supports customers with training related to our qualifications. This support is available through a choice of training options offered on our website.

The support we offer focuses on a range of issues, such as:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building in effective and efficient quality assurance systems.

The national programme of training we offer is on our website. You can request centre-based training through the website or you can contact one of our advisers in the Training from Pearson UK team via Customer Services to discuss your training needs.

Training and support for the lifetime of the qualifications

Training and networks: our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. We also host some regional network events to allow you to share your experiences, ideas and best practice with colleagues in your region.

Regional support: our team of Regional Quality Managers, based around the country, are responsible for providing quality assurance support and guidance to anyone managing and delivering NVQs/Competence-based qualifications. The Regional Quality Managers can support you at all stages of the standard verification process as well as in finding resolutions of actions and recommendations as required.

To get in touch with our dedicated support teams please visit our website at: qualifications.pearson.com/en/support/contact-us.html

Online support: find the answers to your questions in *Knowledge Base*, a searchable database of FAQs and useful videos that we have put together with the help of our subject advisors to support you in your role. Whether you are a teacher, administrator, Assessment Associate (AA) or training provider, you will find answers to your questions. If you are unable to find the information you need please send us your query and our qualification or administrative experts will get back to you.

Annexe A: Quality assurance

Key principles of quality assurance

- A centre delivering Pearson qualifications must be a Pearson recognised centre and must have approval for qualifications that it is offering.
- The centre agrees, as part of gaining recognition, to abide by specific terms and conditions relating to the effective delivery and quality assurance of assessment. The centre must abide by these conditions throughout the period of delivery.
- Pearson makes available to approved centres a range of materials and opportunities to exemplify the processes required for effective assessment and provide examples of effective standards. Approved centres must use the guidance on assessment to ensure that staff who are delivering Pearson qualifications are applying consistent standards.
- An approved centre must follow agreed protocols for: standardisation of assessors; planning, monitoring and recording of assessment processes; internal verification and recording of internal verification processes and dealing with special circumstances, appeals and malpractice.

Quality assurance processes

The approach to quality assured assessment is made through a partnership between a recognised centre and Pearson. Pearson is committed to ensuring that it follows best practice and employs appropriate technology to support quality assurance processes where practicable. The specific arrangements for working with centres will vary. Pearson seeks to ensure that the quality-assurance processes it uses do not inflict undue bureaucratic processes on centres, and works to support them in providing robust quality-assurance processes.

The learning outcomes and assessment criteria in each unit within this specification set out the standard to be achieved by each learner in order to gain each qualification. Pearson operates a quality-assurance process, designed to ensure that these standards are maintained by all assessors and verifiers.

For the purposes of quality assurance, all individual qualifications and units are considered as a whole. Centres offering this qualification must be committed to ensuring the quality of the units and qualifications they offer, through effective standardisation of assessors and internal verification of assessor decisions. Centre quality assurance and assessment processes are monitored by Pearson.

The Pearson quality assurance processes will involve:

- gaining centre recognition and qualification approval if a centre is not currently approved to offer Pearson qualifications
- annual visits to centres by Pearson for quality review and development of overarching processes and quality standards. Quality review and development visits will be conducted by a Pearson quality development reviewer
- annual visits by occupationally competent and qualified Pearson Standards Verifiers for sampling of internal verification and assessor decisions for the occupational sector
- the provision of support, advice and guidance towards the achievement of National Occupational Standards.

Centres are required to declare their commitment to ensuring quality and appropriate opportunities for learners that lead to valid and accurate assessment outcomes. In addition, centres will commit to undertaking defined training and online standardisation activities.

Annexe B: Centre certification and registration

Pearson Standards Verifiers will provide support, advice and guidance to centres to achieve Direct Claims Status (DCS). Pearson will maintain the integrity of Pearson NVQs through ensuring that the awarding of this qualification is secure. Where there are quality issues identified in the delivery of programmes, Pearson will exercise the right to:

- direct centres to take action
- limit or suspend certification
- suspend registration.

The approach of Pearson in such circumstances is to work with the centre to overcome the problems identified. If additional training is required, Pearson will aim to secure the appropriate expertise to provide this.

What are the access arrangements and special considerations for the qualifications in this specification?

Centres are required to recruit learners to Pearson qualifications with integrity.

Appropriate steps should be taken to assess each applicant's potential and a professional judgement should be made about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Pearson's policy on learners with particular requirements.

Pearson's policy on access arrangements and special considerations for Pearson qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 2010 Equality Act) without compromising the assessment of skills, knowledge, understanding or competence. Please refer to *Access Arrangements and Special Considerations for BTEC and Pearson NVQ Qualifications* for further details. qualifications.pearson.com.

Improve

food & drink sector skills council

**Assessment Strategy for Improve
Proficiency Qualifications IPQs
accredited within the Qualifications
Framework approved of by Improve**

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Assessment strategy

Section 1

1.1 Purpose

The purpose of this assessment strategy is to set out the quality assurance arrangements for the assessment and verification of proficiency qualifications for the food and drink sector. Information is provided about the experience, qualifications and occupational competence requirements for those involved in the process. It also details the evidence requirements and conditions of assessment necessary to achieve the proficiency qualifications. This strategy will be useful in informing learners, employers, assessors, quality assurance personnel and awarding organisations alike.

1.2 Scope

This assessment strategy covers proficiency qualifications which are accredited within the qualifications Framework and approved by Improve¹. The qualifications are approved for use in England, Wales and Northern Ireland.

In Scotland, Improve approves Scottish Vocational Qualifications (SVQs), which are accredited for use in the Scottish Credit and Qualification Framework. A separate (SVQ) assessment strategy document is available for competence-based qualifications for the food and drink sector in Scotland.

All proficiency qualifications for the food and drink sector, which are approved by Improve and subject to the use of the Improve logo for this family of qualifications, are covered by this assessment strategy. Those proficiency qualifications which have additional regulatory or specialist assessment requirements are identified and dealt with in specific sections of this strategy.

1.3 Features

Of Proficiency qualifications

Proficiency qualifications in food and drink are designed for use in the food and drink sector. They cover the food supply chain from the availability and processing of raw materials through storage, transportation, wholesaling, manufacturing and processing, logistics and presentational processing in sales environments.

¹ Improve is the Sector Skills Council for the Food and Drink Sector. For details visit www.improvetd.co.uk

They are competency-based qualifications designed for use in the workplace and first developed in 2008. Their purpose is to raise skills levels and performance across the workforce.

They ensure that individuals develop the skills and knowledge, which are exactly those needed to perform reliably and consistently at work. The knowledge content of the qualifications is designed to support and suit individual's needs. It will support those who require the basics, but will also develop those who require significantly more detailed knowledge and understanding.

This flexible approach to designing proficiency qualifications allows employers and individuals to select those competences which are critical to performance at work, and also to support progression in employment. This way it is possible to develop the workforce and produce the technicians and managers of tomorrow. With such a key focus on the development and recognition of competence at work, these qualifications are ideal to use within workplace training and assessment systems. They will be essential to upskilling, driving up performance and increasing productivity across the food and drink sector.

Of the Qualifications Framework

All qualifications accredited on the Qualification Framework are made up of units of assessment which are allocated a credit value. This credit value is based on the average amount of time taken to complete the learning and assessment required by each unit. The calculation is based on notional learning hours; 10 notional learning hours = 1 credit. Units with differing credit values are therefore a feature of qualifications, reflecting the varying learning and assessment requirements of units.

Credits become the common currency between qualifications and are accumulated in different sized qualifications. These are:

Award 1 - 12 credits

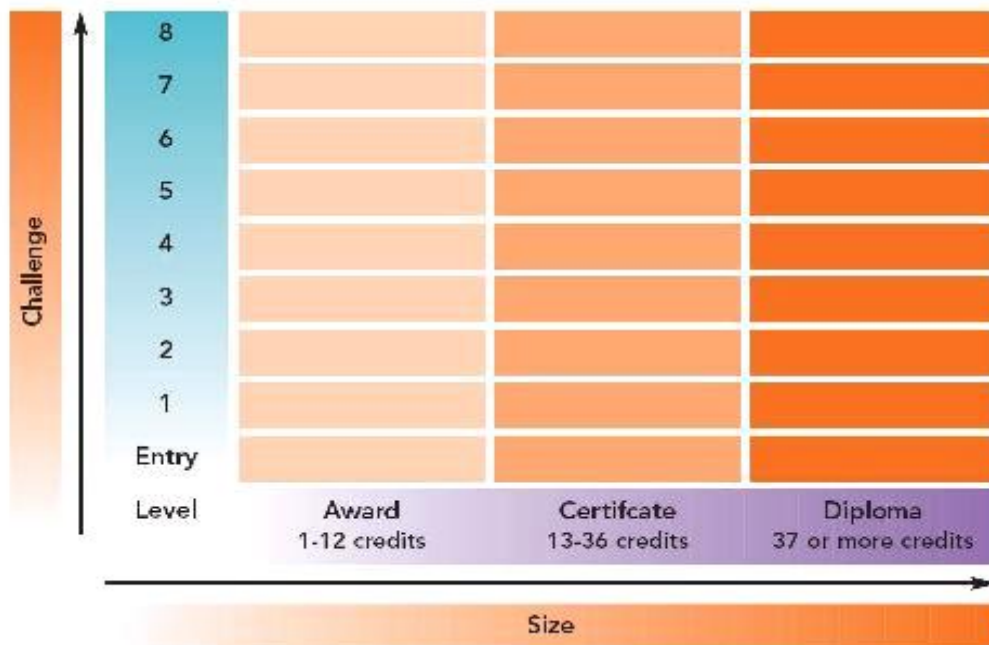
Certificate 13 – 36 credits

Diploma 37+ credits.

Each unit of assessment is also allocated a level which reflects the degree of challenge of each unit.

The units of assessment detail the learning outcomes and assessment criteria which a candidate can accumulate, and combine together within a qualification of the appropriate size and level to meet their individual and employer needs.

The Qualification Framework



For further details, visit the Ofqual website www.ofqual.gov.uk

1.4 Equality of Opportunity and Diversity

Improve is committed to developing and implementing high quality qualifications for the Qualifications Framework which comply with all current relevant legislation and Ofqual regulations. For further details of how we work to ensure equality of opportunity and diversity, please refer to our Equality and Diversity Policy.

Awarding Organisation policy, procedures and guidance will detail the equality of opportunity and diversity implications for assessors and verifiers.

Section 2

2.1 Working with awarding organisations

An effective working relationship between Improve and awarding organisations, whose markets relate to the food and drink sector, is central to the successful delivery of Improve's Sector Qualifications Strategy (SQS). Improve will continue to work closely with awarding organisations through its Awarding Organisation Forum, and to develop this forum, to ensure that the SQS can be effectively implemented, through the SQS Action Plan.

In addition to engagement and technical activity at a forum level, individual memoranda of understanding and/or action plans are agreed with each awarding organisation to drive forward a range of operational and development activity.

Improve respects the individuality and confidentiality of each awarding organisation offering qualifications to the sector and the market place in which they are offered. Improve understands the need for differentiation in types and levels of service provided by awarding organisations to meet wide-ranging conditions across the sector, its labour market and potential sector entrants.

2.2 External quality control of assessment

The sector view is that it is important for external quality control to be achieved through an effective external quality sampling process combined with an annual approved centre risk rating system. Primarily, external quality control is aimed at improving internal quality assurance and assessment practice, and the effective exchange of information between centres, awarding organisations and Improve.

External quality control will be achieved through these requirements:

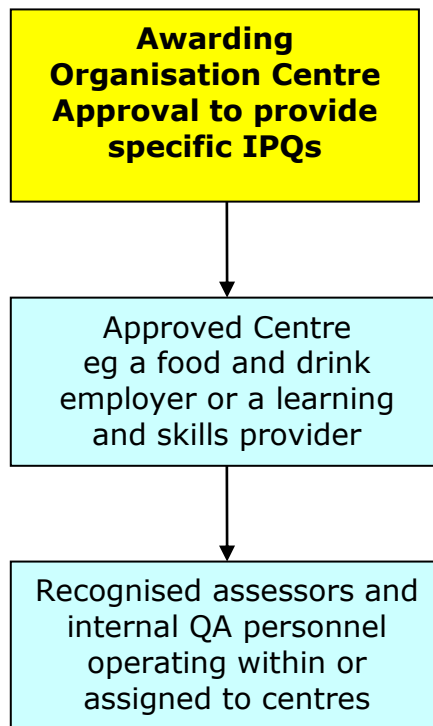
- Each year external quality assurance personnel will complete the recommended number of days of Continuing Professional Development (CPD), comprised of training or other developmental activities relevant to the food and drink sector and approved by the awarding organisation. Training should include relevant updating in respect of changes to legislation and regulations impacting on the sector, standardisation activities and good practice developments in assessment and improving quality assurance. Improve will be invited by awarding organisations to observe and/or provide relevant input to CPD activity as appropriate.
- Awarding organisations will operate a risk rating system that is applied to each active approved centre. Details of the risk rating system should be provided as part of the submission for accreditation of the qualification to the relevant qualifications regulatory authority. The awarding organisations will carry out

risk assessment and risk rate each approved centre for food and drink proficiency qualifications. External quality assurance activity, and in particular the scope and rigour of sampling, is required to reflect the risk rating status of each centre.

- Improve, through its standards and qualifications development team, will maintain ongoing dialogue with awarding organisations to monitor practices, consider issues and gain feedback, which impact on qualifications design and the use of units of assessment.

2.3 Approval of centres to offer proficiency qualifications

Approval procedures and quality assurance systems are developed by awarding organisations. Awarding organisations will approve and quality assure provision of proficiency qualifications within centres. This allows assessment and quality assurance services to be tailored to the professional needs of centres in the best interests of candidates.



Section 3

3.1 Approved centres

Approved centres who are learning and skills providers deliver training and assessment services to learners and their employers in and around the workplace. Providers usually employ or contract with assessors, who often work peripatetically, to visit learners in their workplace at pre-arranged or contracted times.

For some employers, there may be business and operational advantages to becoming a centre to deliver proficiency qualifications and obtaining centre approval from an awarding organisation. This involves setting up and maintaining the quality systems and controls required by awarding organisations to offer proficiency qualifications within the company. Employers deliver training and assessment services to learners employed in their workplace. They use assessors (sometimes referred to as in-house assessors as they are company employees) to assess learner employees. However, they may also contract out externally with assessors who work peripatetically, to visit learners in their workplace at contracted times.

Units of assessment completed by learners and assessment practice are subject to internal quality assurance through an agreed and planned sampling process. This is carried out by a centre's internal quality assurance personnel, who may be employed or under contract, to quality assure the assessment processes and practice.

3.2 Occupational competence of assessors

The role of an assessor is a demanding and complex one, requiring a high degree of both interpersonal and organisational skills. They are required to make accurate and objective decisions as to whether the learner's performance meets the assessment requirements laid out in units of assessment.

For assessments to be considered valid, the assessor must meet the following requirements. Any assessments carried out by personnel who do not meet these requirements will be deemed a contribution to workplace testimony.

Assessors are required to:

- Provide current evidence of competence, knowledge and understanding in the areas to be assessed, to the satisfaction of the awarding organisation. This will normally be achieved through demonstrating competence in the roles which are to be assessed, which may be recorded in company training records. Alternatively, this can be demonstrated by relevant experience and continuing professional development which may include the achievement of qualifications relevant to the areas being assessed.
- Demonstrate competent practice in workplace assessment methods, and must demonstrate understanding of the principles and practices of the assessment process. This practice must be

commensurate with the National Occupational Standard for Learning and Development March 2010, Standard 9; Assess Learner Achievement. They are not required to hold assessor qualifications or units, but the achievement of these will indicate assessor capability at a given point, and this should be complemented by continuous professional development to update and maintain practice standards. Assessor capability may also be demonstrated by the outcomes of formal training in assessment techniques for company based training systems or qualifications, or for auditing against quality criteria for an externally audited quality standard. Recognition of assessors in this way is only valid between a centre and an awarding organisation in respect of specific qualifications, and is not transferable to other bodies or qualifications.

- Demonstrate their continuing professional development to ensure they are up to date with work practices in their sector area of expertise and developments in the proficiency qualifications they assess.
- Have a full and current understanding of the units of assessment and requirements of the qualifications being assessed.
- Operate safely as an assessor in a food environment, therefore it is strongly recommended that a relevant food safety/hygiene qualification is achieved.

Assessors 'in training' who are not fully recognised as competent by awarding organisations may carry out assessment practice. For the period in training and working towards recognition, the assessor must have assessment activity monitored and signed off (countersigned) by a fully recognised and competent assessor. The 'in training' period should be limited to twelve months and have clear development goals set for achieving recognition and competence.

3.3 Occupational competence of internal quality assurance personnel

Approved centres appoint internal quality assurance personnel and their role is to ensure consistency, maintain and improve the quality of assessment within the centre. The internal quality assurance personnel will monitor assessment activities and provide feedback to assessors, coordinate standardisation and provide guidance to assessors.

For assessments and internal quality assurance to be considered valid, the internal quality assurance personnel must meet the following requirements:

- Demonstrate sufficient and current understanding of the qualifications to be internally quality assured, and know how they are applied in business, to the satisfaction of the awarding organisation. Relevant knowledge and understanding of the workplace areas to be sampled during quality assurance activity is required. Relevant experience of working in or with the sector area(s) is preferable.
- Demonstrate competent practice in internal quality assurance of assessment, and demonstrate understanding of the principles and practices of internal quality assurance of assessment. This practice

must be commensurate with the National Occupational Standard for Learning and Development March 2010, Standard 11; Internally monitor and maintain the quality of assessment. They are not required to hold internal quality assurance of assessment qualifications or units, but the achievement of these will indicate capability at a given point, and this should be complemented by continuous professional development to update and maintain practice standards. Internal quality assurance of assessment capability may also be demonstrated by the outcomes of formal training in quality assurance and improvement techniques for company-based training systems or qualifications, or for auditing against quality criteria for an externally audited quality standard. Recognition of internal quality assurance personnel in this way is only valid between a centre and an awarding organisation in respect of specific qualifications, and is not transferable to other bodies or qualifications.

- Demonstrate their continuing professional development to ensure they are up to date with work practices and developments in the qualifications they quality assure.
- Know where and when to access specialist sector advice, where additional specialist or technical knowledge relating to assessment and quality assurance decisions are concerned.
- Operate safely in a food environment, therefore it is strongly recommended that a relevant food safety/hygiene qualification is achieved.

Internal quality assurance personnel 'in training' who are not fully recognised as competent by awarding organisations may carry out internal quality assurance of assessment practice. For the period in training and working towards recognition, they must have quality assurance activity monitored and signed off (countersigned) by a fully recognised and competent internal quality assurer. The 'in training' period should be limited to twelve months and have clear development goals set for achieving recognition and competence.

Section 4

4.1 Assessment evidence

Proficiency qualifications are specifically designed to be assessed in the workplace therefore workplace performance evidence is essential for all units of assessment. The proficiency qualifications contain three types of units of assessment.

1. Occupational skills units must normally be assessed by observation in the workplace. Assessment requirements and guidance are outlined on each unit.
2. Occupational knowledge units must be assessed through questioning methods relevant to the needs of the learner on or off the job. It is important to follow the assessment requirements and guidance outlined on each unit.

3. Underpinning knowledge units must be assessed through questioning methods relevant to the needs of the learner on or off the job. It is important to follow the assessment requirements and guidance outlined on each unit.

The use of employer's training and assessment processes and records in the workplace are strongly encouraged, where this supports evidence of competent learner performance. This is particularly significant where such evidence is audited as part of external quality standards relevant to the food and drink sector. Learner records of assessment and internal quality assurance activity will in this case reflect employer systems and records.

Where employer's assessment processes or records are insufficiently rigorous to generate credible evidence of learner performance, then formal assessment processes must be implemented to confirm learner's competence and this evidence captured in portfolio-based records of assessment and internal quality assurance.

4.2 Workplace testimony

Workplace personnel, who are not recognised as assessors, may contribute to the assessment process by providing workplace testimony. Those providing the testimony must be familiar with the activity being carried out and able to make a judgement that the task has been completed to organisational procedures and to the required standard. The person providing the testimony is not in a position to decide if the learner is competent overall, they are only able to judge the specific instance they observe. The overall decision regarding competence of the learner will be made by the assessor and subject to internal quality assurance of assessment.

4.3 The use of simulation for providing evidence

The use of simulation to replace normal working practice is not acceptable.

The only exception to this rule is for units of assessment which address rare conditions or emergency situations which might endanger learner safety. These exceptions are clearly defined in the assessment guidance in the relevant unit of assessment. In such cases this will require the agreement of external quality assurance personnel.

When simulations are used they must be designed to mirror the same activity, as it would be carried out in the workplace and include:

- the number and sequence of actions needed to complete the activity
- the number and complexity of factors needed to complete the activity
- the urgency with which the activity must be completed and
- achievement of an outcome(s) in the same time constraints that might apply in the workplace.

Simulation cannot be used to provide the sole evidence for any one complete unit of assessment

4.4 Recognition of prior learning and experience

Evidence from past achievement may be included as evidence within assessment methods for proficiency qualifications.

Evidence of knowledge and understanding can be presented as supplementary evidence, provided it is a measurable assessed outcome of learning which links to outcomes detailed in the units of assessment and confirms current competence.

Assessors should make best use of all the assessment methods available to them in ensuring the most reliable and effective use is made of claims of prior learning and experience which relate to the individual learner's circumstances.

All learners, presenting evidence from past achievements, must also be able to demonstrate current competence.

Section 5

5.1 The role of external quality assurance personnel

Awarding organisations appoint external quality assurance personnel to perform a number of quality assurance tasks on their behalf. They visit centres to monitor the assessment and internal quality assurance processes and sample learner's work to ensure that standards are maintained and are compliant with awarding organisation procedures. External quality assurance personnel also have a developmental role in assisting centres to develop best practice and to provide information on new qualifications and developments in assessment and quality assurance.

External quality assurance personnel are required to:

- Demonstrate sufficient and current understanding of the areas within the sector being externally quality assured.
- Demonstrate sufficient and current understanding of the proficiency qualifications to be externally quality assured, and know how they are applied in the sector, to the satisfaction of the awarding organisation.
- Demonstrate competent practice in external quality assurance of assessment, and demonstrate understanding of the principles and practices of external quality assurance of assessment. This practice must be commensurate with the National Occupational Standard for Learning and Development March 2010, Standard 12; Externally monitor and maintain the quality of assessment. They are not required to hold external quality assurance of assessment qualifications or units, but the achievement of these will indicate capability at a given point, and this should be complemented by continuous professional development to update and maintain practice standards. External quality assurance of assessment capability may also be demonstrated by the outcomes of formal training in quality assurance and improvement techniques for company-based training systems or qualifications, or for auditing against quality criteria for an externally audited

quality standard. Recognition of external quality assurance personnel in this way is only valid between a centre and an awarding organisation in respect of specific qualifications, and is not transferable to other bodies or qualifications.

- Complete a minimum of two days Continuing Professional Development (CPD) each year, composed of training or other developmental activities relevant to the food and drink sector and approved by the awarding organisation.
- Have good report writing, auditing and communication skills to the satisfaction of the awarding organisation.
- Know where and when to access specialist sector advice, where additional specialist knowledge relating to assessment and quality assurance decisions is concerned.

5.2 External quality assurance of assessment for employer approved centres

Awarding organisations approving employer centres may wish to consider flexibilities in the external quality assurance of these centres to meet the specific learning and development needs of employers and employees (learners). The purpose of these flexibilities is to build effective and pragmatic links to employer training, where the external quality assurance of proficiency qualifications is not compromised in principle, but that the application of external quality assurance is better aligned to good workplace training and development practice to maintain the required rigour.

Flexibilities in external quality assurance of assessment can only be considered where the employer can demonstrate a sufficiently structured and internally quality assured approach to learning, development and assessment. In the food sector this is often linked to the use of externally recognised quality assurance arrangements (eg BRC, Efsis, ISO 9000 series). The external audit of training systems and records implicated by some of these arrangements will provide additional evidence to awarding organisations of the rigour of internal quality assurance.

To approve such employer centres awarding organisations will work closely with appropriate employers to evaluate their training systems. This may include:

1. The alignment/mapping of employers training and assessment arrangements to proficiency qualifications
2. An analysis of the effectiveness of internal quality and recording systems
3. Evaluating the extent to which external audits of training contribute to overall quality arrangements.

Flexible external quality assurance arrangements to align with the training systems of individual employers in an employer centre may not always be necessary and will normally comply with section 5.1. However, flexibilities may be agreed as an outcome of the evaluation activity, where a rationale for such flexibility is justified. Awarding organisations will formally agree the arrangements with the employer centres.

For example, a sector specialist external quality assurer may be involved in the evaluation, setting up and approval of an employer centre to ensure that technical expertise is suitably involved in recognising employer training and the centre, allowing a non-sector external quality assurer to provide ongoing external quality assurance of assessment. In this instance, the sector specialist external quality assurer should be available for consultation and to re-evaluate the centre should the employer training systems or circumstances change.

Annexe 1

1.1 The Qualifications for Proficiency in Food Manufacturing Excellence (FME)

The Qualifications (Awards, Certificates, Diplomas) for Proficiency in Food Manufacturing Excellence have additional assessment and quality assurance requirements to those set out in sections 1 – 5 of this strategy. These qualifications are aimed at developing, confirming competence and sustaining a mix of skills which will support lean, improvement and change management practice in food and drink manufacturing across the sector. These skills are vitally important to the future economic success of the sector. The skills are critical to driving improvements in food manufacturing and processing from both a technical as well as practical perspective, and more importantly sustaining these improvements. It is also critical because the mix of skills is based upon empowerment, company cultural development and visionary leadership and management.

With such a significant range of competences set out, employers feel that it is important to fully define the types of assessment and quality assurance requirements for this qualification, which will make a positive difference to their operations through skills, in this business critical area.

1.2 Occupational competence of assessors for FME

The requirements below are in addition to those set out in section 3 of this assessment strategy:

Assessors are required to:

- have experience in the implementation, application and sustainability of lean and/or improvement skills practice in relevant manufacturing, processing or logistics roles in the food and drink sector, where there have been measurable and beneficial productivity gains to companies.
- demonstrate achievement in learning and/or competence in lean and improvement skill practice in the food and drink sector to the satisfaction of the awarding organisation. Examples may include: green/black belt 6 sigma courses, Proficiency Qualification in Food Manufacturing Excellence, N/SVQ in Business Improvement Techniques at an appropriate level.
- have a sound underpinning achievement in the application of mathematics and communication in order to demonstrate competence in using and articulating the mathematical requirements of improvement techniques.

Assessors who cannot demonstrate that they are working directly and currently in the food and drink sector in a leading edge lean management and implementation role are required to undertake at least one annual update and refresher training session, which covers implementation of improvement techniques. The session should be provided by an approved centre and agreed by the external quality assurer.

Assessors who cannot demonstrate that they are working directly and currently in the food and drink sector in a leading edge change management/implementation role are required to undertake at least one annual update and refresher training session, which covers leadership, management, workplace cultural development and sustainability of lean and improvement practice. The session should be provided by an approved centre and agreed by the external quality assurer.

These annual update and refresher training sessions will ensure that both lean improvement techniques **and** leadership, management, workplace cultural development and sustainability of lean and improvement practice in the food and drink sector are:

- assessed using best practice in the workplace
- reflecting the means by which techniques are currently implemented and sustained in the workplace
- reflecting the means by which workforce development supports and sustains the improvement culture in the workplace
- supporting effective and measurable improvement and productivity gains in the workplace.

1.3 Occupational competence of internal quality assurance personnel for FME

Internal quality assurers who cannot demonstrate that they are working directly and currently in the food and drink sector in a leading edge lean management and implementation role are required to undertake at least one annual update and refresher training session, which covers implementation of improvement techniques. The session should be provided by an approved centre and agreed by the external quality assurer.

Internal quality assurers who cannot demonstrate that they are working directly and currently in the food and drink sector in a leading edge change management/implementation role are required to undertake at least one annual update and refresher training session, which covers leadership, management, workplace cultural development and sustainability of lean and improvement practice. The session should be provided by an approved centre and agreed by the external quality assurer.

These annual update and refresher training sessions will ensure that both lean improvement techniques **and** leadership, management, workplace cultural development and sustainability of lean and improvement practice in the food and drink sector are:

- quality assured using best practice in the workplace
- reflecting the means by which techniques are currently implemented and sustained in the workplace
- reflecting the means by which workforce development supports and sustains the improvement culture in the workplace
- supporting effective and measurable improvement and productivity gains in the workplace.

1.4 Occupational competence of external quality assurance personnel for FME

External quality assurance personnel must meet the requirements set out in section 5 of this assessment strategy. In addition:

- External quality assurers who cannot demonstrate that they are working directly and currently in the food and drink sector in a leading edge lean management and implementation role are required to undertake at least one annual update and refresher training session, which covers implementation of improvement techniques. The session should be provided by the awarding organisation.
- External quality assurers who cannot demonstrate that they are working directly and currently in the food and drink sector in a leading edge change management/implementation role are required to undertake at least one annual update and refresher training session, which covers leadership, management, workplace cultural development and sustainability of lean and improvement practice. The session should be provided by the awarding organisation.

These annual update and refresher training sessions will ensure that both lean improvement techniques **and** leadership, management, workplace cultural development and sustainability of lean and improvement practice in the food and drink sector are:

- quality assured using best practice in the workplace
- reflecting the means by which techniques are currently implemented and sustained in the workplace
- reflecting the means by which workforce development supports and sustains the improvement culture in the workplace
- supporting effective and measurable improvement and productivity gains in the workplace.

Annexe 2

1.1 The Level 2 Award in Proficient Poultry Meat Inspection

This proficiency qualification has additional assessment and quality assurance requirements to those set out in sections 1 – 5 of this strategy.

From January 2009 Plant Inspection Assistants (PIAs), who carry out post-mortem inspection of poultry and who are not previously qualified, need to achieve this proficiency qualification to comply with regulation and discharge their responsibilities effectively. PIAs suitably qualified before January 2009 will not be required to achieve this qualification, unless an employer deems this necessary in the interest of updating skills and personal development.

This qualification assesses the proficiency of PIAs to carry out poultry post-mortem checks and comply with food safety management procedures, and will confirm their understanding of what is required to do the job. The qualification can be achieved in respect of post-mortem inspection of one of four specific types of bird: broilers & hens, ducks & geese, non-hunted game birds or turkeys.

1.2 The role of poultry processing company staff

Wherever possible, assessment and quality assurance should be conducted by supervisors, managers or other suitably experienced staff employed by poultry processing companies and carried out in the workplace.

Where the capacity or capability of the company is not geared to conduct assessment and quality assurance to the required standards, then external services can be used to provide the quality assurance roles of the qualification. Such assessors and quality assurance personnel are referred to as 'peripatetic'.

However, the qualification cannot be awarded without the involvement of relevant company personnel managing or otherwise involved with the PIA. Company personnel must contribute to confirming the competence of the PIA, by providing observations, witness testimonies or other supplementary evidence to support assessment decisions in the workplace. External quality assurance personnel will be required to check this provision within the sampling plan for external quality assurance.

1.3 Occupational competence of assessors

The requirements below are in addition to those set out in section 3 of this assessment strategy.

Assessors are required to:

- Provide current evidence of competence and understanding in the post-mortem inspection of poultry, to the satisfaction of the awarding organisation. This may be achieved through employment, experience and/or continuing professional development which may include the achievement of vocational qualifications relevant to poultry meat inspection.

1.4 Occupational competence of internal quality assurance personnel

The requirements below are in addition to those set out in section 3 of this assessment strategy.

Internal quality assurers are required to:

- Demonstrate sufficient and current understanding of post-mortem inspection of poultry to be internally quality assured, and know how they are applied in the PIA role, to the satisfaction of the awarding organisation.

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