

Pearson Edexcel Level 2 Diploma for Proficiency in Baking Industry Skills

Specification

NVQ/competence-based qualifications

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Issue 4

Edexcel, BTEC and LCCI qualifications

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This specification is Issue 4. 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 Diploma for Proficiency in Baking Industry Skills (QCF)

The QN remains the same.

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Summary of Pearson Edexcel Level 2 Diploma for Proficiency in Baking Industry Skills specification Issue 4 changes

Summary of changes made between previous issue and this current issue	Page number
All references to QCF have been removed throughout the specification	
Definition of TQT added	Page 1
Definition of sizes of qualifications aligned to TQT	Page 2
TQT value added	Page 7
Guided learning definition updated	Page 18
QCF references removed from unit titles and unit levels in all units	Pages 21-477

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.

Contents

Introducing Pearson Edexcel NVQ qualifications	1
Qualification titles covered by this specification	3
Key features of the Pearson Edexcel Level 2 Diploma for Proficiency in Baking Industry Skills	5
What is the purpose of this qualification?	5
Who is this qualification for?	5
What are the benefits of this qualification to the learner and employer?	5
What are the potential job roles for those working towards this qualification?	6
What progression opportunities are available to learners who achieve this qualification?	6
What is the qualification structure for the Pearson Edexcel Level 2 Diploma for Proficiency in Baking Industry Skills?	7
How are the qualifications graded and assessed?	17
Assessment strategy	17
Types of evidence (to be read in conjunction with the assessment strategy in Annex C)	18
Centre recognition and approval	19
Centre recognition	19
Approvals agreement	19
Quality assurance	19
What resources are required?	19
Unit format	20
Units	21
Unit 1: Divide, Mould and Shape Fermented Dough using Automated Processes	23
Unit 2: Prove Dough Products Using Automated Processes	27
Unit 3: Oven-Bake Dough Products Using Automated Processes	29
Unit 4: Control Product Wrapping and Labelling Using Automated Processes	33
Unit 5: Cool Oven-baked Dough Products Using Automated Processes	37
Unit 6: Select, Weigh and Measure Bakery Ingredients	39
Unit 7: Understand How to Select, Weigh and Measure Bakery Ingredients	43
Unit 8: Prepare and Mix Dough	47
Unit 9: Hand-Divide, Mould and Shape Fermented Dough	51
Unit 10: Produce Laminated Pastry	55
Unit 11: Pin, Block and Shape Dough	59

Unit 12:	Fill and Close Pastry Products	63
Unit 13:	Tin and Tray Up Dough Products	67
Unit 14:	Retard and Prove Dough Products	71
Unit 15:	Oven-Bake Dough Products	75
Unit 16:	Understand how to Process Fermented Dough (Pre-Bake)	79
Unit 17:	Understand how to Process Pastry (Pre-Bake)	83
Unit 18:	Understand how to Process Dough-based Products (Post-Bake)	87
Unit 19:	Fry Dough Products	91
Unit 20:	Batch-Finish Dough Products	95
Unit 21:	Prepare and Mix Flour Confectionery	99
Unit 22:	Hand-Deposit, Pipe and Sheet Flour Confectionery	103
Unit 23:	Deposit and Fry Hot-plate Products	107
Unit 24:	Tray Up and Prepare Flour Confectionery for Baking	111
Unit 25:	Oven-Bake Flour Confectionery	115
Unit 26:	Batch-Finish Flour Confectionery	119
Unit 27:	Understand how to Process Flour Confectionery (Pre-Bake)	123
Unit 28:	Understand how to Process Flour Confectionery (Post-Bake)	127
Unit 29:	Assemble and Fill Celebration Cakes	131
Unit 30:	Mask and Cover Celebration Cakes	135
Unit 31:	Decorate Celebration Cakes	139
Unit 32:	Provide Accessories and Store Celebration Cakes	143
Unit 33:	Understand how to Decorate Celebration Cakes	147
Unit 34:	Contribute to the Maintenance of Plant and Equipment in Food Operations 151	
Unit 35:	Understand how to Contribute to the Maintenance of Plant and Equipment in Food Operations	155
Unit 36:	Monitor Food Hygiene Standards Using Rapid Test Methods in Operations 160	
Unit 37:	Understand how to Monitor Food Hygiene Standards Using Rapid Test Methods in Operations	165
Unit 38:	Lift and Handle Materials Safely in Food Operations	170
Unit 39:	Understand How To Lift and Handle Materials Safely in Food Operations	174
Unit 40:	Contribute to Environmental Safety in Food Operations	178
Unit 41:	Understand how to Contribute to Environmental Safety in Food Operations 180	
Unit 42:	Fill or Extrude Meat and Meat-Based Mixtures	185
Unit 43:	Understand how to Fill or Extrude Meat and Meat-Based Mixtures	189
Unit 44:	Carry out Product Changeovers in Food Manufacture	193

Unit 45:	Understand how to Carry out Product Changeovers in Food Manufacture	197
Unit 46:	Understand how to Contribute to Problem Diagnosis in Food Manufacture	201
Unit 47:	Contribute to Problem Resolution in Food Manufacture	206
Unit 48:	Understand how to Contribute to Problem Resolution in Food Manufacture	210
Unit 49:	Control Heat Treatment in Food Manufacture	215
Unit 50:	Control Temperature Reduction in Food Manufacture	219
Unit 51:	Contribute to Problem Diagnosis in Food Manufacture	223
Unit 52:	Control Depositing in Food Manufacture	225
Unit 53:	Control Enrobing in Food Manufacture	229
Unit 54:	Control Wrapping in Food Manufacture	233
Unit 55:	Control Slicing in Food Manufacture	237
Unit 56:	Understand how to Control Processes in Food Manufacture	241
Unit 57:	Prepare Ingredients and Store Fillings and Toppings in Food Manufacture	245
Unit 58:	Understand how to Prepare and Store Sweet Fillings and Toppings in Food Manufacture	249
Unit 59:	Understand how to Prepare and Store Savoury Fillings and Toppings in Food Manufacture	253
Unit 60:	Slice and Bag Individual Food Products	257
Unit 61:	Understand how to Slice and Bag Individual Food Products	261
Unit 62:	Bake-Off Food Products for Sale	265
Unit 63:	Understand how to Bake Off Food Products for Sale	269
Unit 64:	Understand how to Control Defrosting in Food Manufacture	273
Unit 65:	Carry out Sampling for Quality Control in Food Operations	277
Unit 66:	Understand how to Carry out Sampling for Quality Control in Food Operations	279
Unit 67:	Organise and Improve Work Activities for Achieving Excellence in Food Operations	283
Unit 68:	Understand how to Organise and Improve Work Activities for Achieving Excellence in Food Operations	287
Unit 69:	Contribute to the Application of Improvement Techniques for Achieving Excellence in Food Operations	291
Unit 70:	Understand how to Contribute to the Application of Improvement Techniques for Achieving Excellence in Food Operations	295
Unit 71:	Understand how to Temper Chocolate	300
Unit 72:	Understand how to Enrobe Chocolate	302
Unit 73:	Understand how to Mould Chocolate	304

Unit 74: Understand how to Cool Chocolate After Processing	306
Unit 75: Store Goods and Materials in Food Operations	308
Unit 76: Understand how to Store and Organise Goods and Materials in Food Operations	312
Unit 77: Supply Materials for Production in Food Operations	316
Unit 78: Understand how to Supply Materials for Production in Food Operations	318
Unit 79: Produce Product Packs in Food Operations	322
Unit 80: Produce Individual Packs By Hand in Food Operations	326
Unit 81: Understand how to Produce Product Packs in Food Operations	330
Unit 82: Pack Orders for Despatch in Food Operations	334
Unit 83: Understand how to Pack Orders for Despatch in Food Operations	336
Unit 84: Contribute to Sustainable Practice in Food Operations	338
Unit 85: Understand how to Contribute to Sustainable Practice in Food Operations	340
Unit 86: Control Washing and Drying Machinery in Food Operations	344
Unit 87: Understand how to Control Washing and Drying Machinery in Food Operations	348
Unit 88: Control Hygiene Cleaning in Food Operations	352
Unit 89: Understand how to Control Hygiene Cleaning in Food Operations	356
Unit 90: Sell Food Products in a Retail Environment	360
Unit 91: Understand how to Sell Food Products in a Retail Environment	364
Unit 92: Maintain Displays and Assess Effectiveness of Promotions in a Food Retail Environment	368
Unit 93: Maximise Sales in a Food Retail Environment	372
Unit 94: Understand how to Maximise Sales of Food Products in a Retail Environment	376
Unit 95: Understand how to Plan to Maximise Sales of Food Products in a Retail Environment	380
Unit 96: Display Food Products in a Retail Environment	384
Unit 97: Understand how to Display Food Products in a Retail Environment	388
Unit 98: Prepare to Operate a Counter/ Take-Away Service in Food Operations	392
Unit 99: Understand how to Prepare to Operate a Counter/Take-Away Service in Food Operations	396
Unit 100: Understand how to Operate a Counter/Take-Away Service in Food Operations	400
Unit 101: Prepare to Operate a Table/Tray Service in Food Operations	404
Unit 102: Understand how to Prepare to Operate a Table/Tray Service in Food Operations	408
Unit 103: Operate a Table/Tray Service in Food Operations	412

Unit 104:	Understand how to Operate a Table/Tray Service in Food Operations	416
Unit 105:	Assemble and Process Products for Food Service	420
Unit 106:	Understand how to Assemble and Process Products for Food Service	424
Unit 107:	Finish Bake-Off Products	428
Unit 108:	Understand how to Finish Bake Off Products	432
Unit 109:	Operate a Counter/Take-away Service in Food Operations	436
Unit 110:	Maintain Workplace Food Safety Standards in Operations	440
Unit 111:	Understand how to Maintain Workplace Food Safety Standards in Operations	442
Unit 112:	Maintain Workplace Health and Safety in Food Operations	446
Unit 113:	Understand how to Maintain Workplace Health and Safety in Food Operations	450
Unit 114:	Work Effectively With Others in Food Operations	454
Unit 115:	Understand how to Work Effectively with Others in Food Operations	458
Unit 116:	Carry out Task Hand-Over Procedures in Food Manufacture	462
Unit 117:	Understand how to Carry out Task Hand-Over Procedures in Food Manufacture	464
Unit 118:	Maintain Product Quality in Food Operations	466
Unit 119:	Understand how to Maintain Product Quality in Food Operations	468
Unit 120:	Contribute to Continuous Improvement for Achieving Excellence in Food Operations	470
Unit 121:	Understand how to Contribute to Continuous Improvement for Achieving Excellence in Food Operations	474
Unit 122:	Clean In Place (CIP) Plant and Equipment in Food Operations	478
Unit 123:	Understand how to Avoid Contamination and Complete Cleaning In Place (CIP) of Plant and Equipment in Food Operations	482
Unit 124:	Understand how to Prepare for and Conduct Cleaning in Place (CIP) of Plant and Equipment in Food Operations	487
Further information and useful publications		490
	How to obtain National Occupational Standards	490
Professional development and training		491
Annexe A: Quality assurance		492
	Key principles of quality assurance	492
	Quality assurance processes	492
Annexe B: Centre certification and registration		494
	What are the access arrangements and special considerations for the qualifications in this specification?	494
Annexe C: Assessment strategy		496

What are NVQ 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, Pearson specify a total number of hours that it is estimated learners will require 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, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities, such as lessons, tutorials, online instruction, supervised study and giving feedback on performance, that directly involve tutors and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions.

In addition to guided learning, other required learning directed by tutors or assessors will include 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 titles covered by this specification

This specification gives you the information you need to offer the Pearson Edexcel Level 2 Diploma for Proficiency in Baking Industry Skills:

Qualification title	Qualification Number (QN)	Accreditation start date
Pearson Edexcel Level 2 Diploma for Proficiency in Baking Industry Skills	501/0741/0	01/08/10

Qualifications eligible and funded for post-16-year-olds can be found on the funding Hub. The Skills Funding Agency also publishes a funding catalogue that lists the qualifications available for 19+ funding.

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 reference number, which is 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 Diploma for Proficiency in Baking Industry Skills

This qualification:

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

The Pearson Edexcel Level 2 Diploma for Proficiency in Baking Industry Skills has been approved as components for the Food Manufacture Apprenticeship framework.

What is the purpose of this qualification?

This qualification is designed for learners who are working in the baking industry. It offers learners the opportunity to develop skills and knowledge required to prove competence at work. It will also suit learners who are competent at core baking industry activities and are looking for ways of developing their existing skills and knowledge, perhaps to support multi-skilling or increase productivity at work.

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 qualifications 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?

This qualification requires individuals to demonstrate competence against National Occupational Standards (NOS) which are based on the needs of the food manufacturing industry as defined by Improve, the Sector Skills Council. As such, it contributes to the development of skilled labour in the sector. This qualification may contribute towards the competence and knowledge elements of an apprenticeship.

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

- Baker
- Confectioner
- Food processing operative
- Retail assistant.

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

Learners may progress to a Level 3 Proficiency in Baking Industry Skills qualification.

What is the qualification structure for the Pearson Edexcel Level 2 Diploma for Proficiency in Baking Industry Skills?

The Total Qualification Time (TQT) for this qualification is 370.

The Guided Learning Hours (GLH) for this qualification is 348.

To achieve the level 2 Diploma, learners must achieve a minimum of 37 credits, comprising the following combination of credits from each of the three unit groups:

Group A – a minimum of 7 credits and a maximum of 18 credits

Group B – minimum of 22 credits

Group C – it is not mandatory to take any units from Group C but up to 8 credits can be achieved

Any further credit achieved up to 67 credits will be recorded with all the units that have been achieved towards the qualification.

Group A – Baking knowledge units

Unit reference	Unit title	Credit	Level
125	M/601/4473 – Principles of the Bulk Fermentation Process (BFP)	1	2
126	A/601/4475 – Principles of the Chorleywood Bread Process (CBP)	1	2
127	L/601/4478 – Principles of Mechanical Dough Development (MDD) using Spiral Mixing	1	2
128	J/601/4480 – Principles of Pastry Lamination and Process Control	1	2
129	D/601/4503 – Principles of Retarding and Proving Dough and Process Control	1	2
130	H/601/4504 – Principles of Dough Fermentation and Process Control	1	2
131	T/601/4507 – Principles of Oven-Baking Bakery Products	1	2
132	F/601/4509 – Principles of Hot-plate Baking Bakery Products	1	2
133	A/601/4511 – Principles of Cooling Bakery Products Using Automated Processes	1	2

Unit reference	Unit title	Credit	Unit reference
134	J/601/4513 – Principles of Frying Bakery Products	1	134
135	R/601/4515 – Principles of Preparing and Handling Bakery Finishing Materials	1	135
136	Y/601/4516 – Principles of Mixing Flour Confectionery and Process Control	1	136
137	H/601/4518 – Principles of Flour Milling and Flour Types For Bakery	1	137
138	D/601/4520 – Principles of Flour in Bakery	1	138
139	K/601/4522 – Principles of Fats and Oils in Bakery	1	139
140	M/601/4523 – Principles of Sugars and Starches in Bakery	1	140
141	A/601/4525 – Principles of Decorative Pastes in Bakery	1	141
142	L/601/4528 – Principles of Dairy Products in Bakery	1	142
143	L/601/4531 – Principles of Egg and Egg Products in Bakery	1	143
144	Y/601/4533 – Principles of Salt and Dough Conditioners/Improvers in Bakery	1	144
145	D/601/4534 – Principles of Pre-Mixes and Concentrates in Bakery	1	145
146	H/601/4535 – Principles of Packaging in Bakery	1	146
147	T/601/4538 – Principles of Yeast Manufacture and Storage in Bakery	1	147
148	A/601/2953 – Principles of Improvement in Food Operations	3	148
149	F/601/2954 – Principles of Continuous Improvement Techniques (Kaizen) in Food Operations	3	149
150	L/601/2701 – Principles of Sustainability in Food Operations	4	150

Group B – Baking skills units

Unit reference	Unit title	Credit	Level
1	M/601/4540 – Divide, Mould and Shape Fermented Dough Using Automated Processes	3	2
2	F/601/4543 – Prove Dough Products Using Automated Processes	2	2
3	J/601/4544 – Oven-Bake Dough Products Using Automated Processes	3	2
4	R/601/4546 – Control Product Wrapping and Labelling Using Automated Processes	3	2
5	D/601/4548 – Cool Oven Baked Dough Products Using Automated Processes	2	2
6	D/601/4551 – Select, Weigh and Measure Bakery Ingredients	3	2
7	H/601/4552 – Understand how to Select, Weigh and Measure Bakery Ingredients	2	2
8	K/601/4553 – Prepare and Mix Dough	3	2
9	T/601/4555 – Hand-Divide, Mould and Shape Fermented Dough	4	2
10	F/601/4557 – Produce Laminated Pastry	4	2
11	J/601/4558 – Pin, Block and Shape Dough	3	2
12	L/601/4559 – Fill and Close Pastry Products	3	2
13	J/601/4561 – Tin and Tray Up Dough Products	3	2
14	L/601/4562 – Retard and Prove Dough Products	3	2
15	R/601/4563 – Oven-Bake Dough Products	3	2
16	Y/601/4564 – Understand how to Process Fermented Dough (Pre-Bake)	2	2
17	D/601/4565 – Understand how to Process Pastry (Pre-Bake)	2	2
18	F/601/4574 – Understand how to Process Dough-based Products (Post-Bake)	2	2
19	L/601/4576 – Fry Dough Products	2	2
20	Y/601/4578 – Batch-Finish Dough Products	3	2

Unit reference	Unit title	Credit	Level
21	Y/601/4581 – Prepare and Mix Flour Confectionery	3	2
22	H/601/4583 – Hand-Deposit, Pipe and Sheet Flour Confectionery	4	2
23	K/601/4584 – Deposit and Fry Hot-plate Products	2	2
24	T/601/4586 – Tray Up and Prepare Flour Confectionery for Baking	3	2
25	F/601/4588 – Oven-Bake Flour Confectionery	3	2
26	J/601/4592 – Batch-Finish Flour Confectionery	3	2
27	L/601/4593 – Understand how to Process Flour Confectionery (Pre-Bake)	2	2
28	R/601/4594 – Understand how to Process Flour Confectionery (Post-Bake)	2	2
29	Y/601/4595 – Assemble and Fill Celebration Cakes	3	2
30	K/601/4598 – Mask and Cover Celebration Cakes	3	2
31	Y/601/4600 – Decorate Celebration Cakes	4	2
32	D/601/4601 – Provide Accessories and Store Celebration Cakes	2	2
33	K/601/4603 – Understand how to Decorate Celebration Cakes	2	2
34	T/601/2921 – Contribute to the Maintenance of Plant and Equipment in Food Operations	3	2
35	A/601/2922 – Understand how to Contribute to the Maintenance of Plant and Equipment in Food Operations	3	2
36	F/601/8303 – Monitor Food Hygiene Standards using Rapid Test Methods in Operations	3	2
37	J/601/8304 – Understand how to Monitor Food Hygiene Standards using Rapid Test Methods in Operations	2	2
38	T/601/8301 – Lift and Handle Materials Safely in Food Operations	2	2

Unit reference	Unit title	Credit	Level
39	A/601/8302 – Understand how to Lift and Handle Materials Safely in Food Operations	2	2
40	A/601/2919 – Contribute to Environmental Safety in Food Operations	2	2
41	M/601/2920 – Understand how to Contribute to Environmental Safety in Food Operations	2	2
42	R/601/4675 – Fill Or Extrude Meat and Meat-Based Mixtures	2	2
43	D/601/4677 – Understand how to Fill Or Extrude Meat and Meat-Based Mixtures	2	2
44	H/601/8309 – Carry Out Product Changeovers in Food Manufacture	2	2
45	Y/601/8310 – Understand how to Carry Out Product Changeovers in Food Manufacture	2	2
46	D/601/2945 – Understand how to Contribute to Problem Diagnosis in Food Manufacture	2	2
47	H/601/2946 – Contribute to Problem Resolution in Food Manufacture	3	2
48	K/601/2947 – Understand how to Contribute to Problem Resolution in Food Manufacture	2	2
49	A/601/4606 – Control Heat Treatment in Food Manufacture	3	2
50	Y/601/4631 – Control Temperature Reduction in Food Manufacture	3	2
51	Y/601/2944 – Contribute to Problem Diagnosis in Food Manufacture	2	2
52	J/601/4608 – Control Depositing in Food Manufacture	3	2
53	F/601/4610 – Control Enrobing in Food Manufacture	3	2
54	D/601/4632 – Control Wrapping in Food Manufacture	3	2
55	R/601/4613 – Control Slicing in Food Manufacture	3	2

Unit reference	Unit title	Credit	Level
56	Y/601/4614 – Understand how to Control Processes in Food Manufacture	4	2
57	K/601/4570 – Prepare Ingredients and Store Fillings and Toppings in Food Manufacture	3	2
58	M/601/4571 – Understand how to Prepare and Store Sweet Fillings and Toppings in Food Manufacture	3	2
59	H/601/4616 – Understand how to Prepare and Store Savoury Fillings and Toppings in Food Manufacture	2	2
60	T/601/4653 – Slice and Bag Individual Food Products	2	2
61	R/601/4658 – Understand how to Slice and Bag Individual Food Products	2	2
62	A/601/4573 – Bake-off Food Products for Sale	2	2
63	J/601/4575 – Understand how to Bake-off Food Products for Sale	2	2
64	D/601/4663 – Understand how to Control Defrosting in Food Manufacture	3	2
65	D/601/8311 – Carry Out Sampling for Quality Control in Food Operations	2	3
66	H/601/8312 – Understand how to Carry Out Sampling for Quality Control in Food Operations	3	3
67	Y/601/2927 – Organise and Improve Work Activities for Achieving Excellence in Food Operations	3	2
68	D/601/2928 – Understand how to Organise and Improve Work Activities for Achieving Excellence in Food Operations	3	2
69	K/601/2933 – Contribute to the Application of Improvement Techniques for Achieving Excellence in Food Operations	3	2
70	M/601/2934 – Understand how to Contribute to the Application of Improvement Techniques for Achieving Excellence in Food Operations	3	2

Unit reference	Unit title	Credit	Level
71	K/601/4617 – Understand how to Temper Chocolate	2	2
72	T/601/4619 – Understand how to Enrobe Chocolate	2	2
73	K/601/4620 – Understand how to Mould Chocolate	2	2
74	M/601/4621 – Understand how to Cool Chocolate After Processing	2	2
75	A/601/4623 – Store Goods and Materials in Food Operations	3	2
76	F/601/4624 – Understand how to Store and Organise Goods and Materials in Food Operations	4	2
77	J/601/4625 – Supply Materials for Production in Food Operations	3	2
78	L/601/4626 – Understand how to Supply Materials for Production in Food Operations	3	2
79	A/601/8297 – Produce Product Packs in Food Operations	3	2
80	R/601/4580 – Produce Individual Packs by Hand in Food Operations	3	2
81	F/601/8298 – Understand how to Produce Product Packs in Food Operations	3	2
82	R/601/4627 – Pack Orders for Despatch in Food Operations	1	2
83	Y/601/4628 – Understand how to Pack Orders for Despatch in Food Operations	1	2
84	L/601/2925 – Contribute to Sustainable Practice in Food Operations	2	2
85	R/601/2926 – Understand how to Contribute to Sustainable Practice in Food Operations	2	2
86	M/601/4666 – Control Washing and Drying Machinery in Food Operations	3	2
87	T/601/4670 – Understand how to Control Washing and Drying Machinery in Food Operations	2	2

Unit reference	Unit title	Credit	Level
88	J/601/8299 – Control Hygiene Cleaning in Food Operations	3	2
89	M/601/8300 – Understand how to Control Hygiene Cleaning in Food Operations	3	2
90	L/601/8305 – Sell Food Products in a Retail Environment	2	2
91	R/601/8306 – Understand how to Sell Food Products in a Retail Environment	3	2
92	J/601/5290 – Maintain Displays and Assess Effectiveness of Promotions in a Food Retail Environment	4	3
93	D/601/5280 – Maximise Sales in a Food Retail Environment	4	3
94	R/601/5292 – Understand how to Maximise Sales of Food Products in a Retail Environment	3	3
95	D/601/5294 – Understand how to Plan to Maximise Sales of Food Products in a Retail Environment	3	3
96	Y/601/8307 – Display Food Products in a Retail Environment	3	2
97	D/601/8308 – Understand how to Display Food Products in a Retail Environment	2	2
98	D/601/4582 – Prepare to Operate a Counter/Take-away Service in Food Operations	2	2
99	J/601/4589 – Understand how to Prepare to Operate a Counter/Take-away Service in Food Operations	2	2
100	D/601/4596 – Understand how to Operate a Counter/Take-away Service in Food Operations	2	2
101	M/601/4599 – Prepare to Operate a Table/Tray Service in Food Operations	2	2
102	H/601/4602 – Understand how to Prepare to Operate a Table/Tray Service in Food Operations	2	2
103	M/601/4604 – Operate a Table/Tray Service in Food Operations	2	2

Unit reference	Unit title	Credit	Level
104	T/601/4605 – Understand how to Operate a Table/Tray Service in Food Operations	2	2
105	D/601/4615 – Assemble and Process Products for Food Service	2	2
106	M/601/4618 – Understand how to Assemble and Process Products for Food Service	2	2
107	F/601/4607 – Finish Bake-off Products	3	2
108	J/601/4611 – Understand how to Finish Bake-off Products	2	2
109	F/601/4591 – Operate a Counter/Take-Away Service in Food Operations	2	2

Group C – Common operations units

Unit reference	Unit title	Credit	Level
110	K/601/2902 – Maintain Workplace Food Safety Standards in Operations	2	2
111	M/601/2903 – Understand how to Maintain Workplace Food Safety Standards in Operations	2	2
112	M/601/2917 – Maintain Workplace Health and Safety in Food Operations	2	2
113	T/601/2918 – Understand how to Maintain Workplace Health and Safety in Food Operations	2	2
114	H/601/2896 – Work Effectively with Others in Food Operations	2	2
115	K/601/2897 – Understand how to Work Effectively with Others in Food Operations	2	2
116	A/601/8316 – Carry Out Task Hand-Over Procedures in Food Manufacture	2	2
117	F/601/8317 – Understand how to Carry Out Task Hand-Over Procedures in Food Manufacture	1	2
118	T/601/2899 – Maintain Product Quality in Food Operations	2	2
119	H/601/2901 – Understand how to Maintain Product Quality in Food Operations	2	2
120	H/601/2929 – Contribute to Continuous Improvement for Achieving Excellence in Food Operations	3	2
121	Y/601/2930 – Understand how to Contribute to Continuous Improvement for Achieving Excellence in Food Operations	2	2
122	K/601/8313 – Clean In Place (CIP) Plant and Equipment in Food Operations	3	2
123	T/601/8315 – Understand how to Avoid Contamination and Complete Cleaning In Place (CIP) Of Plant and Equipment in Food Operations	2	2
124	M/601/8314 – Understand how to Prepare for and Conduct Cleaning In Place (CIP) Of Plant and Equipment in Food Operations	2	2

How are the qualifications graded and assessed?

The overall grade for each 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 qualifications are designed to be assessed:

- in the workplace.

Assessment strategy

The assessment requirements/strategy for this qualification has been included in *Annexe C*. They have 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 persists 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 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?

This qualification is designed to support learners working in the Food Manufacture 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 learners certificate
Unit reference number:					This is the unit owner's reference number for the
Level:					All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors by Ofqual, the
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,
Unit summary:					This provides a summary of the purpose of the unit.
Assessment requirements:					The assessment/evidence requirements are determined by the SSC. Learners must provide evidence for each of the requirements stated
Assessment methodology:					This provides a summary of the assessment methodology to be used for
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	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	

Units

Unit 1: Divide, Mould and Shape Fermented Dough using Automated Processes

Unit reference number: M/601/4540

Level: 2

Credit value: 3

Guided learning hours: 16

Unit summary

This unit supports workforce development for those who divide, mould and shape fermented dough using automated processes in a bakery business.

The unit is designed for use primarily by bakery 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, dividing, moulding and shaping fermented dough using automated processes and equipment. 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.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Divide fermented dough to specifications and instructions	1.1 check the dough meets the specification and instructions 1.2 take action on discovering any discrepancy between dough and the specification 1.3 check the condition of dividing tools and the accuracy of equipment 1.4 divide dough using automated equipment 1.5 position divided dough portions for further processing			
2	Mould and shape fermented dough	2.1 check the portioned dough meets instructions and the specification 2.2 take action on discovering any discrepancy between portioned dough and the specification 2.3 prepare and maintain tools and equipment for moulding and shaping 2.4 mould and shape portioned dough using automated equipment 2.5 minimise waste and deal with scrap material 2.6 place dough in the specified condition and location for further processing 2.7 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 2: Prove Dough Products Using Automated Processes

Unit reference number: F/601/4543

Level: 2

Credit value: 2

Guided learning hours: 11

Unit summary

This unit supports workforce development for those who prove dough products using automated processes in a bakery business.

The unit is designed for use primarily by bakery 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, retarding and proving dough 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 Prove dough products	1.1 check the operating condition of proving equipment 1.2 load proving equipment with fermented products, according to instructions and specifications 1.3 monitor proving equipment settings 1.4 minimise waste and deal with scrap material 1.5 unload proving equipment at the required time 1.6 position proved products ready for further processing 1.7 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 3: Oven-Bake Dough Products Using Automated Processes

Unit reference number: J/601/4544

Level: 2

Credit value: 3

Guided learning hours: 14

Unit summary

This unit supports workforce development for those who oven-bake dough products using automated processes in a bakery business.

The unit is designed for use primarily by bakery 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, oven-baking dough products using automated processes. 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 baking dough	1.1 check the operating condition of the oven 1.2 check and adjust oven settings according to instructions and specifications 1.3 check the condition of dough products available for baking 1.4 dress and cut dough surfaces according to specification 1.5 take prompt action to isolate sub-standard dough products			
2 Bake dough to specifications	2.1 check the operating condition of the oven 2.2 transfer dough products to the oven 2.3 set the oven and position dough products, according to instructions and specifications 2.4 monitor the baking of dough products 2.5 operate steam-injectors and dampers as required 2.6 reposition dough products within the oven as necessary to meet baking needs 2.7 adjust oven settings to meet specifications			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 4: Control Product Wrapping and Labelling Using Automated Processes

Unit reference number: R/601/4546

Level: 2

Credit value: 3

Guided learning hours: 14

Unit summary

This unit supports workforce development for those who control labelling using automated 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 determine competent performance to recognised National Occupational Standards.

Assessment requirements

This unit is designed to assess the skills of learners in the workplace, controlling wrapping and labelling, using automated processes, 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 and labelling according to specifications	1.1 check the availability of products for wrapping and labelling 1.2 select wrapping and packaging equipment and materials appropriate for products 1.3 set up machinery 1.4 start up machinery and check that it is working to specification 1.5 deal with problems to maintain schedules 1.6 maintain communication throughout the process			
2	Carry out wrapping and labelling according to specifications	2.1 control the infeed of products for wrapping and labelling 2.2 scan products for metal or other foreign bodies 2.3 control the progress of products during wrapping and labelling 2.4 control the output of products 2.5 deal with substandard or contaminated products 2.6 take action in response to operating problems within the remit of own authority 2.7 control transfer of products to the next processing stage			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Finish wrapping and labelling according to specified procedures	3.1 check products are closed and sealed 3.2 shut down the machinery 3.3 remove and dispose of waste and by-products 3.4 check and ensure that machinery is ready for further use 3.5 communicate with others 3.6 complete all records and reports			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 5: Cool Oven-baked Dough Products Using Automated Processes

Unit reference number: D/601/4548

Level: 2

Credit value: 2

Guided learning hours: 12

Unit summary

This unit supports workforce development for those who cool oven-baked dough products using automated processes in a bakery business.

The unit is designed for use primarily by bakery 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, cooling oven-baked dough products using automated processes. 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 Cool baked products according to specifications	1.1 check the operating condition of the cooler 1.2 transfer baked dough products to the cooler 1.3 check and adjust the cooler settings according to instructions and specifications 1.4 check the condition of baked dough products available for cooling 1.5 take prompt action to isolate sub-standard baked dough products			
2 Complete cooling operations according to specifications	2.1 position baked dough products for cooling 2.2 remove baked dough products from tins and trays 2.3 store tins and trays in the specified location 2.4 isolate sub-standard finished products 2.5 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 6: Select, Weigh and Measure Bakery Ingredients

Unit reference number: D/601/4551

Level: 2

Credit value: 3

Guided learning hours: 16

Unit summary

This unit supports workforce development for those who select, weigh and measure ingredients in a bakery business.

The unit is designed for use primarily by bakery 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, selecting, weighing and measuring bakery ingredients. 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 quantities of ingredients	1.1 identify the specified ingredients 1.2 check quantities against instructions and specifications 1.3 calculate quantities of ingredients required for production			
2 Select ingredients	2.1 select ingredients to meet production needs 2.2 check condition, quantity and quality of ingredients 2.3 isolate sub-standard ingredients 2.4 report sub-standard ingredients to the relevant people 2.5 take action to source and identify alternatives, if ingredients are not available 2.6 store ingredients according to specified procedures ready for further processing			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Weigh and measure ingredients	3.1 check ingredients against instructions and specifications 3.2 check accuracy of bakery weighing and measuring equipment 3.3 weigh and measure ingredients, avoiding contamination 3.4 store weighed and measured ingredients in the specified conditions, ready for further processing 3.5 label storage containers or mixing bowls, ready for further processing 3.6 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 7: Understand How to Select, Weigh and Measure Bakery Ingredients

Unit reference number: H/601/4552

Level: 2

Credit value: 2

Guided learning hours: 12

Unit summary

This unit supports workforce development for those who understand how to select, weigh and measure ingredients, in a bakery business.

The unit is designed for use primarily by bakery 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.

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

Assessment requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when understanding how to select, weigh and measure bakery ingredients.

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. 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 select and handle ingredients	1.1 state factors which affect quality of ingredients during: <ul style="list-style-type: none"> - handling - weighing - measuring - storage 1.2 explain the importance of handling and preparing ingredients at the optimum temperature and conditions 1.3 describe how to avoid contamination of ingredients 1.4 describe what might happen if contamination is not avoided 1.5 describe how to recognise and report: <ul style="list-style-type: none"> - sub-standard ingredients - signs of contamination - infestation or damage to ingredients and packaging 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to measure ingredients	2.1 describe how to use specifications to calculate or adjust the ratio of ingredients required for production 2.2 state the importance of using the appropriate type of weighing and measuring equipment 2.3 describe the practice used to protect against potentially harmful effects of dust from ingredients 2.4 describe the equipment used to protect against allergies from skin contact with ingredients 2.5 describe how to label and store ingredients ready for mixing or further processing			
3 Know how to work according to company procedures	3.1 describe how to report non-availability of ingredients 3.2 describe how to source alternative ingredients 3.3 outline the lines and methods of communication and importance of using them 3.4 outline the importance of working within time constraints required by production schedule 3.5 outline the documentation requirements and the importance of meeting them			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 8: Prepare and Mix Dough

Unit reference number: K/601/4553

Level: 2

Credit value: 3

Guided learning hours: 20

Unit summary

This unit supports workforce development for those who prepare and mix dough in a bakery business.

The unit is designed for use primarily by bakery 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 and mixing dough. 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 the work area for mixing dough	1.1 obtain the instructions and specifications for mixing needs 1.2 check that weighed and measured ingredients are in the specified condition for use and make adjustments where necessary 1.3 isolate and report any sub-standard ingredients to relevant people 1.4 obtain authority to source replacement supplies where necessary 1.5 check that the mixing area and equipment are safe for use			
2 Mix dough ingredients	2.1 select equipment to meet mixing needs 2.2 mix ingredients according to instructions and specifications 2.3 check the quality of dough against specification and report any inconsistency to the relevant personnel 2.4 use additional ingredients, if advised, to adjust the consistency of dough to meet the specification 2.5 place dough in the specified condition and location ready for further processing 2.6 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 9: Hand-Divide, Mould and Shape Fermented Dough

Unit reference number: T/601/4555

Level: 2

Credit value: 4

Guided learning hours: 21

Unit summary

This unit supports workforce development for those who hand-divide, mould and shape fermented dough in a bakery business.

The unit is designed for use primarily by bakery 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, hand-dividing, moulding and shaping fermented dough. 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-divide fermented dough to specifications and instructions	1.1 check the dough meets the specification and instructions 1.2 take action on discovering any discrepancy between dough and the specification 1.3 check the condition of dividing tools and the accuracy of equipment 1.4 hand-divide dough 1.5 minimise waste and deal with scrap material 1.6 position divided dough portions for further processing			
2 Hand-mould and shape fermented dough	2.1 check the portioned dough meets instructions and the specification 2.2 take action on discovering any discrepancy between portioned dough and the specification 2.3 prepare and maintain table surface for moulding and shaping 2.4 hand-mould and shape portioned dough 2.5 wash and dress shaped dough surfaces according to specification 2.6 minimise waste and deal with scrap material			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.7 place dough in the specified condition and location for further processing 2.8 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 10: Produce Laminated Pastry

Unit reference number: F/601/4557

Level: 2

Credit value: 4

Guided learning hours: 21

Unit summary

This unit supports workforce development for those who select, weigh and measure ingredients in a bakery business.

The unit is designed for use primarily by bakery 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 laminated pastry. 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.

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 dough for lamination	1.1 check the condition and quantity of the base dough meets the specification 1.2 take action on discovering any discrepancy between base dough and the specification 1.3 select and prepare the specified quantity of pastry fat to incorporate into the base dough 1.4 incorporate fat into the base pastry dough using the specified method, tools and equipment 1.5 position prepared pastry for further processing			
2 Laminate pastry according to instructions and specifications	2.1 check that the condition and quantity of the prepared pastry meets the specification 2.2 take action on discovering any discrepancy between prepared pastry and the specification 2.3 prepare the work area, tools and equipment for lamination 2.4 laminate prepared pastry using the specified method, tools and equipment 2.5 minimise waste and deal with scrap material 2.6 store laminated pastry in the specified condition and location ready for further processing 2.7 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 11: Pin, Block and Shape Dough

Unit reference number: J/601/4558

Level: 2

Credit value: 3

Guided learning hours: 15

Unit summary

This unit supports workforce development for those who pin, block and shape dough in a bakery business.

The unit is designed for use primarily by bakery 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, pinning, blocking and shaping dough. 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	Pin out dough according to instructions and specifications	1.1 check the dough meets the specification 1.2 take action on discovering any discrepancy between dough and specification 1.3 check the condition of pinning tools and equipment 1.4 pin out dough to specification 1.5 minimise waste and deal with scrap material 1.6 position pinned dough for further processing			
2	Block out, cut and shape dough	2.1 check pinned dough meets the specification and instructions 2.2 take action on discovering any discrepancy between pinned dough and specification 2.3 check the condition of blocking and cutting tools and equipment 2.4 block dough to specification 2.5 cut and shape dough to specification 2.6 minimise waste and deal with scrap material 2.7 store dough bases/portions in the specified condition and location for further processing 2.8 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 12: Fill and Close Pastry Products

Unit reference number: L/601/4559

Level: 2

Credit value: 3

Guided learning hours: 15

Unit summary

This unit supports workforce development for those who fill and close pastry products in a bakery business.

The unit is designed for use primarily by bakery 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, filling and closing pastry 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	Assemble and fill pastry products	1.1 check the pastry bases/portions and fillings meet the specification and instructions 1.2 take action on discovering any discrepancy between pastry bases/portions and the specification 1.3 check the condition of tools and equipment 1.4 assemble pastry bases/portions to specification 1.5 fill pastry bases/portions to specification 1.6 minimise waste and deal with scrap material 1.7 position filled pastry bases/portions for further processing			
2	Close and lid pastry products according to specification and instructions	2.1 check available filled pastry bases/portions and pastry lids meet the specification and instructions 2.2 take prompt action on discovering any discrepancy between filled pastry bases/portions and pastry lids 2.3 close and crimp filled pastry bases/portions using the specified technique to meet the specification 2.4 place lids on filled pastry bases/portions and close 2.5 wash and dress pastry surfaces 2.6 minimise waste and deal with scrap material			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.7 place pastry products in the specified condition and location for further processing, and label if required 2.8 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 13: Tin and Tray Up Dough Products

Unit reference number: J/601/4561

Level: 2

Credit value: 3

Guided learning hours: 15

Unit summary

This unit supports workforce development for those who select, weigh and measure ingredients in a bakery business.

The unit is designed for use primarily by bakery 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, tinning and traying up dough 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	Tin up dough products according to instructions and specification	1.1 check releasing agent supplies and tools for application of releasing agent 1.2 clean and apply releasing agent to specified quantity and types of baking tins 1.3 place specified shaped dough portions into tins 1.4 minimise waste and deal with scrap material 1.5 cut and dress the surface of doughs 1.6 place tins in the specified location for further processing			
2	Prepare to tray up dough products	2.1 check releasing-agent supplies, and tools for application of releasing agent 2.2 apply releasing agent to specified numbers and types of baking tins 2.3 select and apply the specified lining material to trays where required.			
3	Tray up dough products according to instructions and specifications	3.1 place individual shaped doughs onto trays in specified numbers and positions 3.2 minimise waste and deal with scrap material 3.3 cut and dress the surface of dough portions 3.4 rack trays in the specified location for further processing			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	3.5 use the specified procedure for loading and unloading trays in racks 3.6 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 14: Retard and Prove Dough Products

Unit reference number: L/601/4562

Level: 2

Credit value: 3

Guided learning hours: 15

Unit summary

This unit supports workforce development for those who retard and prove dough products in a bakery business.

The unit is designed for use primarily by bakery 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, retarding and proving dough 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 Retard and recover dough products according to instructions and specifications	1.1 check the operating condition of retarding equipment 1.2 load retarding equipment with dough products 1.3 monitor retarding equipment settings 1.4 minimise waste and deal with scrap material 1.5 unload retarding equipment at the required time 1.6 position dough products in the specified location for further processing			
2 Prove fermented products	2.1 check the operating condition of proving equipment 2.2 load proving equipment with fermented products, according to instructions and specifications 2.3 monitor proving equipment settings 2.4 minimise waste and deal with scrap material 2.5 unload proving equipment at the required time 2.6 position proved products ready for further processing 2.7 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 15: Oven-Bake Dough Products

Unit reference number: R/601/4563

Level: 2

Credit value: 3

Guided learning hours: 16

Unit summary

This unit supports workforce development for those who oven-bake dough products in a bakery business.

The unit is designed for use primarily by bakery 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, oven-baking dough 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 for baking dough	1.1 check the operating condition of the oven 1.2 check and adjust oven settings according to instructions and specifications 1.3 check the condition of dough products available for baking 1.4 dress and cut dough surfaces according to specification 1.5 take prompt action to isolate sub-standard dough products			
2 Bake dough	2.1 check the operating condition of the oven 2.2 transfer dough products to the oven 2.3 set the oven and position dough products, according to instructions and specifications 2.4 monitor the baking of dough products 2.5 operate steam-injectors and dampers as required 2.6 reposition dough products within the oven as necessary to meet baking needs 2.7 adjust oven settings to meet baking need			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Remove baked dough products for cooling	3.1 draw dough products from the oven when the product specification for baking has been met 3.2 remove products from tins and trays 3.3 position baked dough products for cooling 3.4 store tins and trays in the specified location 3.5 isolate sub-standard products 3.6 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 16: Understand how to Process Fermented Dough (Pre-Bake)

Unit reference number: Y/601/4564

Level: 2

Credit value: 2

Guided learning hours: 12

Unit summary

This unit supports workforce development for those who use pre-bake fermented dough processes in a bakery business.

The unit is designed for use primarily by bakery 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 pre-bake processing fermented dough. 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.

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 pre-bake process fermented dough	1.1 outline the importance of following work specifications to ensure successful dough processing 1.2 state the requirements of the bread weight regulations 1.3 explain the importance of dividing and check weighing fermented dough to comply with the bread weight regulations 1.4 describe how to seek advice on process adjustments during processing 1.5 outline how to keep dough within specification, to include: <ul style="list-style-type: none"> - minor changes in ingredient performance - production timing - environmental conditions 1.6 describe the specified method for loading and unloading trays in racks			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to maintain quality of pre-bake fermented dough	2.1 describe how to maintain dough condition 2.2 describe how to deal with time constraints and variations to conditions throughout processing 2.3 state the practices which protect ingredients from contamination 2.4 describe the equipment useful in protecting against allergies from skin contact with ingredients 2.5 state possible sources of dough contamination during processing 2.6 describe how to avoid contamination during dough processing and what might happen if this is not done 2.7 describe the procedure for rejecting and isolating failed dough and dough portions			
3 Know how to work to company pre-bake procedures for fermented dough	3.1 describe how to recognise and report dough that does not meet specification during processing 3.2 describe the importance of using lines and methods of communication during processing 3.3 describe the paper or electronic documentation requirements and the importance of meeting them during processing			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 17: Understand how to Process Pastry (Pre-Bake)

Unit reference number: D/601/4565

Level: 2

Credit value: 2

Guided learning hours: 12

Unit summary

This unit supports workforce development for those who use pre-bake pastry processes in a bakery business.

The unit is designed for use primarily by bakery 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 pre-bake processing pastry.

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 pre-bake process pastry	1.1 outline the importance of following work specifications to ensure successful pastry processing 1.2 describe the importance of dividing and sheeting pastry to meet specifications 1.3 describe the specified arrangements for allowing the re-use or reworking of scrap pastry 1.4 describe how to seek advice on process adjustments 1.5 outline how to keep pastry within specification, to include: <ul style="list-style-type: none"> - minor changes in ingredient performance - production timing - environmental conditions 1.6 describe the specified method for loading and unloading trays in racks			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to maintain quality of pre-bake pastry	2.1 describe how to maintain pastry condition 2.2 describe how to deal with time constraints and variations to conditions throughout processing 2.3 state the practices which protect ingredients from contamination 2.4 describe the equipment useful in protecting against allergies from skin contact with ingredients 2.5 state possible sources of pastry contamination during processing 2.6 describe how to avoid contamination during pastry processing and what might happen if this is not done 2.7 describe the procedure for rejecting and isolating failed pastry portions.			
3 Know how to work to company pre-bake procedures for pastry	3.1 describe how to recognise and report pastry that does not meet specification during processing 3.2 describe the importance of using lines and methods of communication during processing 3.3 describe the paper or electronic documentation requirements and the importance of meeting them during processing.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 18: Understand how to Process Dough-based Products (Post-Bake)

Unit reference number:	F/601/4574
Level:	2
Credit value:	2
Guided learning hours:	13

Unit summary

This unit supports workforce development for those who use post-bake dough processes in a bakery business.

The unit is designed for use primarily by bakery 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 post-bake processing dough-based products.

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 post-bake process dough-based products	1.1 outline the importance of following work specifications to ensure successful dough-processing 1.2 explain the importance of check-weighing bread loaf products to comply with the bread weight regulations 1.3 describe how to seek advice on process adjustments during processing 1.4 outline how to keep products within specification, to include: <ul style="list-style-type: none"> - production timing - environmental conditions 1.5 describe the specified method for loading and unloading trays in racks			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to maintain quality of post-bake dough-based products	2.1 describe how to maintain product condition 2.2 describe how to deal with time constraints and variations to conditions throughout processing 2.3 state the practices which protect product from contamination 2.4 state possible sources of product contamination during processing 2.5 describe how to avoid contamination during processing and what might happen if this is not done 2.6 describe the procedure for rejecting and isolating failed products			
3 Know how to work to company post-bake procedures for dough-based products	3.1 describe how to recognise and report product that does not meet specification during processing 3.2 describe the importance of using lines and methods of communication during processing 3.3 describe the paper or electronic documentation requirements and the importance of meeting them during processing			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 19: Fry Dough Products

Unit reference number: L/601/4576

Level: 2

Credit value: 2

Guided learning hours: 13

Unit summary

This unit supports workforce development for those who fry dough products in a bakery business.

The unit is designed for use primarily by bakery 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, frying dough 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 for frying dough	1.1 check and adjust fryer settings and ventilation according to instructions and specifications 1.2 check frying oil levels and add oil or fat to the fryer as required 1.3 check the condition of doughs available for frying 1.4 minimise waste and deal with scrap material according to specified procedures			
2 Fry dough	2.1 check the operating condition of the fryer and ventilation 2.2 load the fryer according to instructions and specifications 2.3 monitor the frying of doughs 2.4 unload the fryer when the product specification for frying has been met			
3 Cool and position fried dough products	3.1 position fried doughs for cooling according to specifications 3.2 take action to isolate substandard products 3.3 shut down the fryer on completion of frying 3.4 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 20: Batch-Finish Dough Products

Unit reference number: Y/601/4578

Level: 2

Credit value: 3

Guided learning hours: 16

Unit summary

This unit supports workforce development for those who batch-finish dough products in a bakery business.

The unit is designed for use primarily by bakery 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, batch-finishing dough 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 Assemble and fill dough products according to instructions and specifications	1.1 check the condition of dough products 1.2 assemble and position dough products in readiness for finishing 1.3 check the condition of fillings and depositors 1.4 load fillings into depositors 1.5 cut and fill dough products 1.6 minimise waste and deal with scrap material			
2 Glaze and decorate dough products according to instructions and specifications	2.1 prepare glaze and glazing tools for application 2.2 apply glaze to dough products 2.3 check the condition of decorative media and piping tools 2.4 apply decorative media to the surfaces of dough products 2.5 identify and report products which do not meet specification 2.6 minimise waste and deal with scrap material 2.7 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 21: Prepare and Mix Flour Confectionery

Unit reference number: Y/601/4581

Level: 2

Credit value: 3

Guided learning hours: 16

Unit summary

This unit supports workforce development for those who prepare and mix flour confectionery in a bakery business.

The unit is designed for use primarily by bakery 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 and mixing flour confectionery. 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 the work area for mixing flour confectionery	1.1 obtain the instructions and specifications for mixing needs 1.2 check that weighed and measured ingredients are in the specified condition for use and make adjustments where necessary 1.3 isolate and report any sub-standard ingredients 1.4 obtain authority to source replacement supplies where this is necessary 1.5 check and report the safe availability of the mixing area and mixing equipment			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Mix flour confectionery ingredients	2.1 select the mixing equipment to meet production needs 2.2 mix ingredients according to instructions and specifications 2.3 check the quality of mixtures against specification and report any inconsistencies to the relevant people 2.4 place mixtures in the specified condition and location 2.5 label mixtures where required, ready for further processing 2.6 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 22: Hand-Deposit, Pipe and Sheet Flour Confectionery

Unit reference number: H/601/4583

Level: 2

Credit value: 4

Guided learning hours: 21

Unit summary

This unit supports workforce development for those who hand-deposit, pipe and sheet flour confectionery in a bakery business.

The unit is designed for use primarily by bakery 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, hand-depositing, piping and sheeting flour confectionery. 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-deposit and pipe flour confectionery mixtures according to instructions and specifications	1.1 check the available mixtures against instructions and specifications 1.2 take action on discovering any discrepancy with mixtures 1.3 prepare tools, equipment, tins and trays to meet production needs 1.4 portion and hand-deposit mixtures 1.5 pipe mixtures 1.6 minimise waste and deal with scrap material 1.7 place deposited and piped mixtures in the specified location for further processing			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Hand-sheet flour confectionery mixtures according to instructions and specifications	2.1 check the portioned mixtures against instructions and specifications 2.2 take prompt action on discovering any discrepancy with portioned mixtures 2.3 prepare tools, equipment, tins and trays to meet production needs 2.4 sheet portioned mixtures to specification 2.5 minimise waste and deal with scrap material 2.6 place sheeted mixtures in the specified location for further processing 2.7 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 23: Deposit and Fry Hot-plate Products

Unit reference number: K/601/4584

Level: 2

Credit value: 2

Guided learning hours: 13

Unit summary

This unit supports workforce development for those who deposit and fry hot-plate products in a bakery business.

The unit is designed for use primarily by bakery 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, depositing and frying hot-plate 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 Deposit hot plate mixtures	1.1 check the condition of hot-plate mixtures against instructions and specifications 1.2 select and prepare rings or hoops for the hot-plate 1.3 check and adjust hot-plate settings and set up the condition of the frying surface 1.4 deposit hot-plate mixtures for frying and avoid mixture contamination 1.5 minimise waste and deal with scrap material according to specified procedures			
2 Fry hot plate products	2.1 monitor the baking of hot-plate products according to instructions and specifications 2.2 adjust hot-plate settings and maintain the condition of the frying surface to meet baking needs			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Remove fried products for cooling	3.1 remove fried hot-plate products from the hot-plate 3.2 remove rings or hoops from the hot-plate 3.3 position fried hot-plate products for cooling according to specifications 3.4 store rings or hoops 3.5 take action to isolate sub-standard products 3.6 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 24: Tray Up and Prepare Flour Confectionery for Baking

Unit reference number: T/601/4586

Level: 2

Credit value: 2

Guided learning hours: 12

Unit summary

This unit supports workforce development for those who tray up and prepare flour confectionery in a bakery business.

The unit is designed for use primarily by bakery 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, traying up and preparing flour confectionery for baking. 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 Tray up flour confectionery products according to instructions and specifications	1.1 check releasing agent supplies and tools for application of releasing agent 1.2 clean and apply releasing agent to baking trays 1.3 select and apply the specified lining paper to trays where required 1.4 place individual shaped products, and products in tins, onto trays in specified numbers and positions 1.5 minimise waste and deal with scrap material 1.6 rack trays in the specified location for further processing			
2 Top out flour confectionery products	2.1 check supplies and condition of products and materials for topping out, according to instructions and specifications 2.2 wash and dress the surface of products to meet production needs 2.3 minimises waste and deal with scrap material 2.4 place products in the specified location for further processing 2.5 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 25: Oven-Bake Flour Confectionery

Unit reference number: F/601/4588

Level: 2

Credit value: 3

Guided learning hours: 16

Unit summary

This unit supports workforce development for those who oven-bake flour confectionery in a bakery business.

The unit is designed for use primarily by bakery 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, oven-baking flour confectionery. 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 baking flour confectionery	1.1 check and adjust oven settings against instructions and specifications 1.2 check the condition of products available for baking 1.3 position racks to minimise the distance between them 1.4 avoid contamination of products when transferring trays			
2	Bake flour confectionery	2.1 check the operating condition of the oven against instructions and specifications 2.2 transfer products from racks to the oven stock according to specified procedures 2.3 set the oven according to specified procedures and position products to meet production schedule needs 2.4 monitor the baking of products and operate dampers as required 2.5 re-position products within the oven as necessary and adjust oven settings to meet baking needs			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Remove products for cooling and storage	3.1 draw products from the oven according to specified procedures 3.2 remove products from tins and trays 3.3 position baked products for cooling 3.4 store tins and trays 3.5 take action to isolate sub-standard products 3.6 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 26: Batch-Finish Flour Confectionery

Unit reference number: J/601/4592

Level: 2

Credit value: 3

Guided learning hours: 16

Unit summary

This unit supports workforce development for those who batch-finish flour confectionery in a bakery business.

The unit is designed for use primarily by bakery 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 requirement

This unit is designed to assess the skills of learners in the workplace, batch-finishing flour confectionery. 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 and fill flour confectionery according to specifications and instructions	1.1 check the condition of products against instructions and specifications 1.2 assemble and position products in readiness for finishing 1.3 check the condition of fillings and depositing tools 1.4 load fillings into depositing tools 1.5 cut and fill products 1.6 take action to isolate sub-standard products			
2 Glaze and decorate flour confectionery	2.1 identify tools required for glazing 2.2 prepare and apply glaze to products according to instructions and specification 2.3 identify and check the condition of decorative media and piping tools 2.4 apply decorative media to the surfaces of products according to instructions and specification 2.5 take action to isolate sub-standard products 2.6 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 27: Understand how to Process Flour Confectionery (Pre-Bake)

Unit reference number: L/601/4593

Level: 2

Credit value: 2

Guided learning hours: 12

Unit summary

This unit supports workforce development for those who use pre-bake flour confectionery processes in a bakery business.

The unit is designed for use primarily by bakery 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 pre-bake processing flour confectionery.

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 pre-bake process flour confectionery	1.1 explain why it is important to follow work instructions, product specifications or recipes throughout processing 1.2 describe how to seek advice and keep mixtures within specification 1.3 outline how to make process adjustments taking into account changes in: <ul style="list-style-type: none"> - ingredient performance - production timing - environmental conditions 1.4 describe methods used to ensure that processing is consistent and reliable 1.5 describe the specified method for loading and unloading trays in racks 1.6 outline the importance of cleaning and storing tins, trays and utensils to specified procedures			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to maintain the quality of pre-bake flour confectionery	2.1 describe how to deal with time constraints and variations to conditions throughout processing 2.2 describe methods of minimising risks caused by breathing in or skin contact with ingredients or mixtures using: <ul style="list-style-type: none"> - personal protective clothing/equipment - working practices 2.3 describe the common sources of contamination during processing 2.4 describe how to avoid contamination during processing and what might happen if this is not done 2.5 describe the procedure for rejecting and isolating failed mixtures 2.6 describe the handling factors in processing which maintain mixture quality and performance			
3 Know how to report and document pre-bake quality issues	3.1 describe how to recognise and report mixtures or products that do not meet specification 3.2 describe paper or electronic documentation requirements and the importance of meeting them during processing 3.3 explain why it is important to use lines and methods of communication during processing			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 28: Understand how to Process Flour Confectionery (Post-Bake)

Unit reference number: R/601/4594

Level: 2

Credit value: 2

Guided learning hours: 13

Unit summary

This unit supports workforce development for those who use post-bake flour confectionery processes in a bakery business.

The unit is designed for use primarily by bakery 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 post-bake processing flour confectionery.

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 post-bake process flour confectionery	<p>1.1 explain why it is important to follow work instructions, product specifications or recipes throughout processing</p> <p>1.2 describe how to seek advice and keep products within specification</p> <p>1.3 outline how to make process adjustments taking into account changes in:</p> <ul style="list-style-type: none"> - production timing - environmental conditions <p>1.4 describe methods used to ensure that processing is consistent and reliable</p> <p>1.5 describe the specified method for loading and unloading trays in racks</p> <p>1.6 outline the importance of cleaning and storing tools and utensils to specified procedures</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to maintain the quality of post-bake flour confectionery	2.1 describe how to deal with time constraints and variations to conditions throughout processing 2.2 outline methods of minimising risks caused by breathing in or skin contact with finishing ingredients or mixtures using: <ul style="list-style-type: none"> - personal protective clothing/equipment - working practices 2.3 describe the common sources of contamination during processing 2.4 describe how to avoid contamination during processing and what might happen if this is not done 2.5 describe the procedure for rejecting and isolating failed products 2.6 describe the handling factors in processing which maintain product quality and performance			
3 Know how to report and document post-bake quality issues	3.1 describe how to recognise and report finishing media or products that do not meet specification 3.2 describe paper or electronic documentation requirements and the importance of meeting them during processing 3.3 explain why it is important to use lines and methods of communication during processing			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 29: Assemble and Fill Celebration Cakes

Unit reference number: Y/601/4595

Level: 2

Credit value: 3

Guided learning hours: 15

Unit summary

This unit supports workforce development for those who assemble and fill celebration cakes in a bakery business.

The unit is designed for use primarily by bakery 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 filling celebration cakes. 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, cut and trim bases of celebration cakes	1.1 check the condition of bases against instructions and specifications 1.2 assemble and position bases in readiness for decoration 1.3 trim bases using appropriate knives 1.4 dispose of waste trimmings or position these for recycling 1.5 take action to isolate sub-standard bases 1.6 identify and select tools for cutting bases and spreading fillings 1.7 cut assembled bases			
2 Fill celebration cakes	2.1 check and adjust the condition of fillings for spreading 2.2 spread fillings according to instructions and specifications 2.3 mount filled bases onto base-boards securely and in the specified position 2.4 place mounted bases ready for the next stage in cake decoration 2.5 take action to isolate sub-standard bases 2.6 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 30: Mask and Cover Celebration Cakes

Unit reference number: K/601/4598

Level: 2

Credit value: 3

Guided learning hours: 15

Unit summary

This unit supports workforce development for those who mask and cover celebration cakes in a bakery business.

The unit is designed for use primarily by bakery 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, masking and covering celebration cakes. 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 mask celebration cakes	1.1 check the condition of bases against instructions and specifications 1.2 identify and select tools and equipment for masking 1.3 position bases for masking according to specified procedures			
2	Mask celebration cakes	2.1 identify and adjust the condition of masking materials 2.2 mask bases according to specification, and place for the next stage in cake decoration 2.3 take action to isolate sub-standard bases			
3	Prepare to cover celebration cakes	3.1 check the condition of masked bases against instructions and specifications 3.2 identify and select tools and equipment for covering 3.3 position masked bases for covering according to specifications			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Cover celebration cakes	4.1 identify and adjust the condition of covering materials 4.2 cover masked bases according to specification 4.3 place covered bases into drying position for specified time 4.4 take action to isolate sub-standard bases 4.5 operate within the limits of own authority and capabilities			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 31: Decorate Celebration Cakes

Unit reference number: Y/601/4600

Level: 2

Credit value: 4

Guided learning hours: 21

Unit summary

This unit supports workforce development for those who decorate celebration cakes in a bakery business.

The unit is designed for use primarily by bakery 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, decorating celebration cakes. 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 Pipe and spray celebration cakes	1.1 check the condition of covered bases against instructions and specifications 1.2 select tools and equipment for decorating 1.3 position bases for decorating according to specifications 1.4 check and adjust the condition of decorative materials 1.5 pipe, crimp and spray bases according to specification 1.6 position bases ready for next stage of decoration 1.7 take action to isolate sub-standard bases			
2 Apply decorations to celebration cakes	2.1 check the condition of prepared bases against instructions and specifications 2.2 position masked bases for applying decorations according to specifications 2.3 select decorative materials and the tools and equipment for applying them 2.4 apply decorations to bases securely, according to specification 2.5 take action to isolate sub-standard bases 2.6 operate within the limits of own authority and capabilities			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 32: Provide Accessories and Store Celebration Cakes

Unit reference number: D/601/4601

Level: 2

Credit value: 2

Guided learning hours: 13

Unit summary

This unit supports workforce development for those who provide accessories and store celebration cakes in a bakery business.

The unit is designed for use primarily by bakery 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, providing accessories and storing celebration cakes. 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 Provide accessories for celebration cakes	1.1 check the condition of celebration cakes against instructions and specifications 1.2 identify accessories required to accompany celebration cakes 1.3 source required accessories for celebration cakes 1.4 position accessories on or with celebration cakes, according to specifications 1.5 take action to isolate sub-standard celebration cakes			
2 Protect celebration cakes	2.1 check the condition of celebration cakes against instructions and specifications 2.2 assess the protection needs of celebration cakes 2.3 select the packaging and protective materials for celebration cakes 2.4 pack and protect celebration cakes to ensure safe storage and transport			
3 Store celebration cakes	3.1 store celebration cakes for despatch according to specified procedures 3.2 take action to isolate sub-standard celebration cakes 3.3 operate within the limits of own authority and capabilities			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 33: Understand how to Decorate Celebration Cakes

Unit reference number: K/601/4603

Level: 2

Credit value: 2

Guided learning hours: 15

Unit summary

This unit supports workforce development for those who understand how to decorate celebration cakes in a bakery business.

The unit is designed for use primarily by bakery 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 decorating celebration cakes.

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 decorate celebration cakes	1.1 describe how to source and use instructions and specifications to check decoration requirements 1.2 explain the importance of following instruction, product specifications and recipes accurately during decoration 1.3 describe how to assemble bases and fill cakes without causing damage 1.4 describe how to maintain and adjust consistency of confectionery fillings for spreading and decorative materials 1.5 describe how to maintain and adjust consistency of masking and covering materials 1.6 describe how to source and obtain accessories to meet customers' needs			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to maintain the quality of celebration cakes	2.1 describe the common sources of contamination and damage to celebration cakes 2.2 describe how to avoid contamination during cake decoration and what might happen if this is not done 2.3 describe the procedure for rejecting and isolating failed semi-prepared and prepared celebration cakes 2.4 describe how to recognise and report cakes that do not meet specifications – during decoration – on completion 2.5 describe how to protect, package and store celebration cakes according to specified procedures			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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Internal verifier signature: _____

Date: _____

(if sampled)

Unit 34: 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 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 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			
2	Carry out maintenance of plant and equipment	2.1 monitor and adhere to food safety, health and safety 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			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	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 your 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 35: 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 manufacture.

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.

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 the 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			
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			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
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			
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: _____

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Assessor signature: _____

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Internal verifier signature: _____

Date: _____

(if sampled)

Unit 36: Monitor Food Hygiene Standards Using Rapid Test Methods in Operations

Unit reference number: F/601/8303

Level: 2

Credit value: 3

Guided learning hours: 19

Unit summary

This unit supports workforce development for those who monitor food hygiene standards using rapid test methods 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, monitoring food hygiene standards using rapid-test methods in food 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	Prepare documentation, equipment and samples for testing	1.1 confirm availability of documentation, equipment and resources, and ensure that they are ready for use 1.2 identify and report unserviceable equipment 1.3 calibrate testing equipment 1.4 confirm area to be sampled and check for safety 1.5 check the integrity of the samples			
2	Conduct tests and record results	2.1 handle samples safely using aseptic techniques 2.2 follow standard operating procedures to carry out tests 2.3 record relevant information and data 2.4 interpret results using positive and negative controls 2.5 identify potential false-positive results 2.6 record, investigate and report deviations in results to the relevant person 2.7 follow standard operating procedures to record test data			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 37: Understand how to Monitor Food Hygiene Standards Using Rapid Test Methods in Operations

Unit reference number: J/601/8304

Level: 2

Credit value: 2

Guided learning hours: 12

Unit summary

This unit supports workforce development for those who understand how to monitor food hygiene standards using rapid-test methods 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 monitoring food hygiene standards using rapid-test methods in operations or animal feed-production.

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.

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 equipment for rapid food hygiene testing	1.1 outline the health and safety requirements for testing, including personal protective equipment required 1.2 describe how to prepare testing equipment 1.3 outline the features and limitations of testing equipment 1.4 explain how to calibrate equipment 1.5 explain the importance of ensuring the serviceability, safety and fitness for purpose of equipment 1.6 describe the importance of reporting defective equipment 1.7 identify suitable testing areas and the procedures for preparation and testing			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to conduct rapid food hygiene tests	2.1 describe the importance of standard operating procedures to quality control 2.2 outline the correct procedures and methods of testing 2.3 explain the methods of safe storage and sample preparation 2.4 describe the safe disposal methods of testing materials 2.5 explain how to assess hygiene standards against company specifications			
3 Know about the recording and reporting procedures for tests	3.1 explain how to calculate test results and how to avoid and detect false positive results 3.2 outline how to access and interpret quality standards and determine acceptable levels of tolerance 3.3 describe why it is important to keep records of assessment and findings 3.4 describe the reporting procedures and how to make recommendations for corrective action in the event of product non-compliance			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 38: 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 instructions on health and safety, food safety and environmental safety 1.3 assess risks to self, 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 self and others 3.4 complete all records			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 39: 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. 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.

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 and safety, and food safety standards for moving and handling materials 1.2 state the importance of following relevant health and 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 self and any equipment used 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 self 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 when moving and handling materials			
3 Know the limits of one's 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: <ul style="list-style-type: none"> - 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 40: 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

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 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 prompt 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 41: 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

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when contributing to environmental safety.

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.

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 42: Fill or Extrude Meat and Meat-Based Mixtures

Unit reference number: R/601/4675

Level: 2

Credit value: 2

Guided learning hours: 8

Unit summary

This unit supports workforce development for those who fill or extrude meat and meat-based mixtures in a meat-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, filling or extruding meat and meat-based mixtures. 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 fill or extrude	1.1 make sure product is available for filling or extrusion to meet customer specifications 1.2 check that products meet customer or company specifications 1.3 check the filling or extrusion equipment or machinery according to process requirements 1.4 make sure that equipment and machinery are clean and free from contaminants 1.5 check there are facilities available to receive filled or extruded products 1.6 follow company procedures to deal with any problems			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Carry out filling or extrusion	2.1 load equipment or machinery with meat product to be filled or extruded so that pace of production is maintained 2.2 start up machinery or equipment to meet the production schedule 2.3 operate the machinery or equipment to meet the production schedule 2.4 operate the machine to fill or extrude product for an even flow of production - at an appropriate pace - at an appropriate pressure 2.5 operate the machine to fill or extrude product in a way that minimises waste 2.6 control the production of extruded product in order to meet customer or company specifications 2.7 check that the product meets customer or company specifications 2.8 follow company procedures to deal with any problems when product fails to meet customer or company specifications			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 43: Understand how to Fill or Extrude Meat and Meat-Based Mixtures

Unit reference number: D/601/4677

Level: 2

Credit value: 2

Guided learning hours: 16

Unit summary

This unit supports workforce development for those who understand how to fill or extrude meat and meat-based mixtures, in a meat-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 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 filling or extruding meat and meat-based mixtures.

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 Understand how to prepare to fill or extrude meat	1.1 list types of filled or extruded products 1.2 state the purpose of carrying out filling or extrusion 1.3 list containers used in the filling or extrusion process 1.4 describe methods of filling or extrusion of meat or meat-based materials 1.5 describe equipment used in the filling or extrusion process 1.6 state the regulations relevant to filled or extruded meat products 1.7 describe the process controls involved in the filling or extrusion process			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to fill or extrude meat or meat-based mixtures	2.1 state the importance of maintaining a steady pace of production 2.2 describe the importance of maintaining a steady pressure in the filling or extrusion process 2.3 describe faults that may occur in the filling or extrusion system including <ul style="list-style-type: none"> - under fill - over fill - air locks - burst containers 2.4 state the company procedure for dealing with common faults in the filling or extrusion system 2.5 describe the importance of feeding materials effectively into the filling or extrusion machinery and equipment 2.6 state the importance of controlling the discharge of filled or extruded material 2.7 state company procedures for setting up and starting up filling or extrusion equipment			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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Internal verifier signature: _____

Date: _____

(if sampled)

Unit 44: 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

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. 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 45: 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

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when carrying out product changeovers in food manufacture.

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.

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 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: _____

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Internal verifier signature: _____

Date: _____

(if sampled)

Unit 46: 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

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when contributing to problem diagnosis in food manufacture.

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.

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.			
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 how 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 47: 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

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. 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			
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 48: 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

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when contributing to problem resolution in food manufacture.

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.

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			
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 49: 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

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. 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 reworked 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 50: 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

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when controlling temperature reduction in food manufacture.

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	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 51: 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 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 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 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. 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 52: 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

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. 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 and 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 and 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 stage 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 53: 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

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. 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 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			
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 54: 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

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			
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 55: 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

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			
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 56: 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

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when controlling processes in food manufacture.

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 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 your 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 reworked 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 57: 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 and 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 58: 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.

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 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: _____

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Assessor signature: _____

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Internal verifier signature: _____

Date: _____

(if sampled)

Unit 59: 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.

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 prepare savoury fillings and toppings in food manufacture	1.1 outline the basic purpose of the mixing process for savoury fillings and toppings 1.2 describe the preparation techniques for: <ul style="list-style-type: none"> - meat - vegetables - cheese - herbs and spices 1.3 describe the cooking techniques for: <ul style="list-style-type: none"> - meat - vegetables - herbs and spices 1.4 outline the importance of not over-mixing or over-blending savoury fillings 1.5 outline how to report on the quality and quantity of fillings and toppings 1.6 outline 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 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 60: 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

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			
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 61: 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

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when slicing and bagging individual food products.

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 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 62: 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

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 63: 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

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when baking-off food products for sale.

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. 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: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 64: 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

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when controlling defrosting in food manufacture.

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. 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 their own authority and competence and why it is important to work within those limits			
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 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			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
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, recording and communications to specified procedures			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 65: Carry out Sampling for Quality Control in Food Operations

Unit reference number: D/601/8311

Level: 3

Credit value: 2

Guided learning hours: 8

Unit summary

This unit supports workforce development for those who carry out sampling for quality control 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

This unit is designed to assess the skills of learners in the workplace, carrying out sampling for quality control 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.

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 Sample food products to meet sampling requirements	1.1 prepare sampling resources 1.2 carry out hygienic sampling 1.3 label the samples for traceability 1.4 store sample prior to testing 1.5 clean sampling tools and equipment			
2 Maintain integrity of sample	2.1 record information about the sample for traceability purposes 2.2 follow instructions to maintain the condition of the sample 2.3 protect the sample from sources of contamination			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 66: Understand how to Carry out Sampling for Quality Control in Food Operations

Unit reference number: H/601/8312

Level: 3

Credit value: 3

Guided learning hours: 26

Unit summary

This unit supports workforce development for those who understand how to carry out sampling for quality control 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

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when carrying out sampling for quality control in food operations.

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.

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 about the principles of sampling	1.1 describe procedures for sampling 1.2 describe methods of hygienic sampling 1.3 explain the procedures post-sampling 1.4 describe equipment used to take samples 1.5 explain actions to take to deal with defective equipment 1.6 explain controls in the sampling process 1.7 explain how to check products against specifications			
2	Know about maintaining sample integrity	2.1 describe traceability principles 2.2 describe a sampling plan 2.3 describe best practice when storing samples for testing 2.4 explain importance of labelling of samples			
3	Know about factors that influence samples	3.1 describe sample information that may be required prior to sampling 3.2 describe environmental factors that may influence sample results 3.3 describe intrinsic food properties that may affect sample results 3.4 explain why defective equipment may affect sample result			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 67: Organise and Improve Work Activities for Achieving Excellence in Food Operations

Unit reference number:	Y/601/2927
Level:	2
Credit value:	3
Guided learning hours:	13

Unit summary

This unit supports workforce development for those who organise and improve work activities 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

This unit is designed to assess the skills of learners in the workplace, organising and improving work activities for achieving excellence. 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.

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 your own work activities	1.1 check understanding of own work objectives 1.2 plan the actions needed in order to meet own work objectives 1.3 prioritise own work activities 1.4 check that the resources required are available and suitable for use taking action if there is a problem 1.5 organise own workplace to ensure efficient work activity			
2 Work effectively	2.1 work efficiently and safely according to standard operating procedures and visual controls 2.2 use shared resources efficiently and ensure that they are left in a fit state for others to use 2.3 identify where information, resources or equipment is missing or is in surplus, and where improvements to work activities can be made 2.4 work effectively to support the implementation of improvements 2.5 effectively maintain workplace organisation 2.6 maintain accurate, complete and up-to-date records			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Communicate with others	3.1 keep your colleagues up to date and accurately informed on progress of work 3.2 make suggestions on ways to improve own work activities 3.3 support the maintenance of accurate visual controls 3.4 inform the appropriate person as soon as possible about any difficulties which may prevent or delay you from completing own work objectives			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 68: Understand how to Organise and Improve Work Activities for Achieving Excellence in Food Operations

Unit reference number: D/601/2928

Level: 2

Credit value: 3

Guided learning hours: 14

Unit summary

This unit supports workforce development for those who need to understand how to apply workplace organisation techniques 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 applying workplace organisation techniques for achieving excellence in food operations.

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.

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 about organising own work activities in food operations	1.1 state own work objectives and how they fit with team objectives 1.2 describe why it is important to have a clear plan of what to do before starting work 1.3 outline how to read and interpret work instructions and standard operating procedures 1.4 describe how to plan, organise and prioritise own work activities			
2	Know how to use organisational techniques in food operations	2.1 describe how to organise the workplace according to recognised techniques 2.2 state where useful information is stored in the workplace 2.3 outline why it is important to work efficiently and safely according to standard operating procedures 2.4 describe how to use visual controls			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Know how to check the progress and identify opportunities for improvement in food operations	3.1 state how to check the progress of the application of organisation techniques 3.2 outline how opportunities for improvement can be identified 3.3 describe how improvements can impact on workplace performance 3.4 describe how to communicate effectively with others 3.5 outline why it is important to keep accurate, complete and up-to-date records			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 69: **Contribute to the Application of Improvement Techniques for Achieving Excellence in Food Operations**

Unit reference number: K/601/2933

Level: 2

Credit value: 3

Guided learning hours: 12

Unit summary

This unit supports workforce development for those who contribute to the application of improvement techniques 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

This unit is designed to assess the skills of learners in the workplace, contributing to applying improvement techniques for achieving excellence. 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.

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 opportunities for the application of improvement techniques	1.1 identify opportunities and make positive suggestions about improvement techniques 1.2 gather initial information to inform potential application improvements 1.3 assess information and check that own suggestions can be justified and are realistic 1.4 secure approval for own contribution to application			
2	Apply improvement techniques	2.1 use improvement techniques within own work area 2.2 obtain all the information, documentation and resources required to use improvement techniques 2.3 identify any targets or key performance indicators which relate to the use of the improvement techniques 2.4 ensure that the use of improvement techniques are complementary to the requirements of the food safety management system 2.5 identify any deficiencies in documentation or resources required 2.6 make valid recommendations for changes to policy or procedures to support the application of improvement techniques 2.7 refer any issues outside the limit of own authority to a responsible person			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Obtain and provide feedback on application of improvement techniques	3.1 seek feedback on the value of own contribution to the application 3.2 check progress towards the achievement of targets or performance indicators 3.3 provide feedback on own contribution to application to the relevant person			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 70: Understand how to Contribute to the Application of Improvement Techniques for Achieving Excellence in Food Operations

Unit reference number: M/601/2934

Level: 2

Credit value: 3

Guided learning hours: 18

Unit summary

This unit supports workforce development for those who need to understand how to contribute to the application of improvement techniques 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 the application of improvement techniques for achieving excellence in food operations.

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.

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
<p>1 Know about the objectives and benefits of improvement techniques in food operations</p>	<p>1.1 outline the health, safety and food hygiene requirements of the area in which improvement techniques are being applied</p> <p>1.2 state the purpose and objectives of the improvement techniques being applied</p> <p>1.3 describe how improvement techniques can produce performance benefits and support or sustain food safety standards</p> <p>1.4 state the company policy or protocol for applying improvement techniques</p>			
<p>2 Know how to use information and communication for improvement techniques in food operations</p>	<p>2.1 outline what documentation is required to inform improvement techniques</p> <p>2.2 outline the scope of information and data required to apply improvement techniques</p> <p>2.3 describe the relationship between improvement techniques and standard operating procedures, quality and continuous improvement</p> <p>2.4 state how improvement techniques and their application are communicated in own workplace</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Know how to make recommendations and feedback improvement issues in food operations	3.1 state what the best method is for making recommendations 3.2 outline how to present recommendations to colleagues 3.3 state how best to give and receive feedback regarding own contribution to application of improvement techniques 3.4 describe the limits of own authority, and reporting arrangements in the event of problems that cannot be resolved			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 71: Understand how to Temper Chocolate

Unit reference number: K/601/4617

Level: 2

Credit value: 2

Guided learning hours: 16

Unit summary

This unit supports workforce development for those who understand how to temper chocolate in a chocolate business.

The unit is designed for use primarily by confectionery 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 tempering chocolate.

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. 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 of chocolate tempering	1.1 explain why tempering chocolate is important in the manufacture of chocolate products 1.2 describe the different methods of tempering chocolate in manufacturing 1.3 outline the processes involved in automated tempering and their purpose			
2 Know how to temper chocolate	2.1 describe the difference between tempered and untempered chocolate, and the reason for this difference 2.2 outline the importance of controlling temperature during tempering 2.3 describe what would happen if temperature was not controlled adequately 2.4 outline why it is important to control the degree of temper and how this is achieved 2.5 explain the effect of using cocoa butter equivalents and substitute fats on the tempering process			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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Internal verifier signature: _____

Date: _____

(if sampled)

Unit 72: Understand how to Enrobe Chocolate

Unit reference number: T/601/4619

Level: 2

Credit value: 2

Guided learning hours: 16

Unit summary

This unit supports workforce development for those who understand how to enrobe chocolate in a chocolate business.

The unit is designed for use primarily by confectionery 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 enrobing chocolate.

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. 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 stages of enrobing chocolate	1.1 outline the stages involved in the enrobing process 1.2 describe why the sequence in which the different stages are performed is important 1.3 describe what the typical parts of an enrobing machine and their functions			
2	Know about controlling enrobing	2.1 describe how the enrobing process is affected by air temperature and what happens if it is not controlled 2.2 explain the affects of different centre types, shapes and temperatures on enrobing and what can happen if this is not controlled			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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(if sampled)

Unit 73: Understand how to Mould Chocolate

Unit reference number: K/601/4620

Level: 2

Credit value: 2

Guided learning hours: 16

Unit summary

This unit supports workforce development for those who understand how to mould chocolate in a chocolate business.

The unit is designed for use primarily by sweet confectionery 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 moulding chocolate.

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. 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 mould chocolate	1.1 outline the purpose of each of the: <ul style="list-style-type: none"> - processes involved in solid block and shell moulding - different types of moulding plants used 1.2 describe the comparative merits of materials used to make moulds 1.3 explain the importance of conditioning moulds prior to moulding and what would happen if this was not done 1.4 describe how to store moulds according to specified procedures and why this is important for the effectiveness of moulding			
2 Know how to de-mould chocolate	2.1 describe how chocolate is demoulded 2.2 outline why the consistency of the chocolate is important at the demoulding stage.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 74: Understand how to Cool Chocolate After Processing

Unit reference number: M/601/4621

Level: 2

Credit value: 2

Guided learning hours: 16

Unit summary

This unit supports workforce development for those who understand how to cool chocolate after processing in a chocolate business.

The unit is designed for use primarily by sweet confectionery 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 cooling chocolate after processing.

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. 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 cool chocolate after processing	1.1 outline the cooling process and the importance of controlling it 1.2 state why temperature gradients are important in chocolate cooling 1.3 describe the relevance of dew-point and relative humidity in storing chocolate 1.4 describe the effects of uncontrolled humidity levels on the product			
2	Know how to use cooling equipment in chocolate manufacture	2.1 describe the relative merits of different types of coolers 2.2 describe why, when and how to use a thermometer 2.3 describe which systems of heat exchange are used in cooling tunnels 2.4 outline problems that can occur in the cooling system and the actions that can be taken to rectify them			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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Internal verifier signature: _____

Date: _____

(if sampled)

Unit 75: 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.

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 customers' 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: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 76: 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.

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. 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			
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			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
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 e.g. COSHH 3.4 describe handling methods that will prevent damage and contamination of goods and materials			
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: _____

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Assessor signature: _____

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Internal verifier signature: _____

Date: _____

(if sampled)

Unit 77: 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.

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 78: 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.

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. 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 Know 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: _____

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Assessor signature: _____

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Internal verifier signature: _____

Date: _____

(if sampled)

Unit 79: Produce Product Packs in Food Operations

Unit reference number: A/601/8297

Level: 2

Credit value: 3

Guided learning hours: 10

Unit summary

This unit supports workforce development for those who 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 determine a competent performance to recognised National Occupational Standards.

Assessment requirements

This unit is designed to assess the skills of learners in the workplace, producing product packs 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.

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 individual product packs	1.1 identify packing specifications 1.2 set up equipment to meet specifications 1.3 check that sufficient suitable packing material is available 1.4 check that the product to be packed is available and fit for use 1.5 communicate with the relevant people about equipment and materials throughout product pack production			
2 Produce individual product packs	2.1 use packaging equipment 2.2 follow organisational procedures to respond to operating problems 2.3 check equipment is supplied with product and packing materials 2.4 check pack quality and quantity and take appropriate action in response to defects 2.5 meet targets for the quality and quantity of products to be packed 2.6 make sure that there is minimal waste during packaging			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Finish production of individual product packs	3.1 dispose of surplus product and packing material including: <ul style="list-style-type: none"> - waste - scrap - non-standard products 3.2 stop the packaging run when completed 3.3 prepare equipment for future use after completion of the process 3.4 complete packaging records			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 80: 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.

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 action 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 81: 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. 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.

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 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: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 82: 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.

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 83: 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.

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. 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: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 84: Contribute to Sustainable Practice in Food Operations

Unit reference number: L/601/2925

Level: 2

Credit value: 2

Guided learning hours: 3

Unit summary

This unit supports workforce development for those who contribute to sustainable practice in a food environment.

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, contribute to sustainable practice in a 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.

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 sustainability in a food environment	1.1 work according to the organisation’s production specifications 1.2 assess own performance to identify possible efficiency improvements 1.3 report any opportunities to improve the efficiency of resource usage 1.4 report variations in resource usage and any actions taken in response 1.5 implement actions to improve the efficiency of resource usage 1.6 work to avoid and minimise waste			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 85: Understand how to Contribute to Sustainable Practice in Food Operations

Unit reference number: R/601/2926

Level: 2

Credit value: 2

Guided learning hours: 14

Unit summary

This unit supports workforce development for those who contribute to sustainable practice in a food environment.

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, contributing to sustainable practice.

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.

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 what the requirements are for sustainable practice in a food environment	1.1 state what is meant by sustainable food manufacture 1.2 describe how efficient energy usage supports sustainable food manufacture 1.3 list the social benefits of sustainable food manufacturing 1.4 state why it is important to work to the organisation's production specifications 1.5 describe the impact on resource usage and sustainability of not working to the organisation's production specifications			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to contribute to sustainable practice within the organisation	2.1 state how the efficient use of resources supports the economic sustainability of the organisation 2.2 describe each of the following as a resource, and the opportunities available for reducing their usage: – water – energy – transport 2.3 describe how the following support sustainable food manufacture: – efficient use of water – minimising waste – efficient use of transport 2.4 describe own responsibilities relevant to sustainable food manufacture 2.5 state how to assess own performance for opportunities to improve efficiency 2.6 describe why it is important to report incidences of inefficient resource usage			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 86: 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: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 87: 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.

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. 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 about controlling washing and drying machinery according to specifications and procedures</p>	<p>1.1 outline how to follow procedures for setting up, starting up, controlling and shutting down washing and drying machinery</p> <p>1.2 describe where to access procedures and why it is important to follow them</p> <p>1.3 outline the importance of recognising the correct settings for the types of items to be washed and dried</p> <p>1.4 explain the importance of checking that items have been washed and dried</p> <p>1.5 describe the limits of own authority and why it is important to work within them</p> <p>1.6 state the procedures for communicating, reporting and recording and the importance of following them</p>			
<p>2 Know how to deal with problems during the washing and drying process</p>	<p>2.1 explain how to recognise and deal with items that do not meet specification by isolating and reporting for maintenance or replacement</p> <p>2.2 outline the importance of working within procedures</p> <p>2.3 describe common sources of item damage during washing and drying</p> <p>2.4 describe how to avoid damaging items and what might happen if this is not done</p>			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 88: 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.

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 that 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 re-instate plant, equipment and work areas and leave them fit for future use 3.3 ensure cleaning materials and equipment and personal protective equipment (PPE), are returned to the right 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: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 89: 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. 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.

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
<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 equipment (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)

Unit 90: 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.

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 91: 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.

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.

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 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 92: Maintain Displays and Assess Effectiveness of Promotions in a Food Retail Environment

Unit reference number: J/601/5290

Level: 3

Credit value: 4

Guided learning hours: 18

Unit summary

This unit supports workforce development for those who maintain displays and assess effectiveness of promotions 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

This unit is designed to assess the skills of learners in the workplace, maintaining displays and assessing effectiveness of promotions in a food 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.

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 Ensure food and drink displays are maintained	1.1 identify adjustments and modifications to improve the presentation of products and promotional material 1.2 communicate modifications to the relevant people 1.3 take remedial action upon encountering security risks or hazards to health and safety of customers, staff or stock 1.4 implement procedures for maintaining the availability, condition and quality of products for sale 1.5 monitor procedures to check their effectiveness 1.6 deal with out-of-date or deteriorating stock in ways which are consistent with organisational policy and legislation 1.7 ensure that stock replenishment plans are relevant in terms of current demand, projected changes in the level of demand and other known factors.			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Ensure prices are updated and accurate	2.1 routinely monitor price-marking, identifying problems with the displayed prices and take appropriate corrective action 2.2 make up-to-date price information available to relevant staff at the specified time 2.3 collect, collate and record information on price changes 2.4 identify potential legal problems in the pricing procedures and report to the relevant people as appropriate			
3 Assess the effectiveness of promotions	3.1 select assessment criteria and methods which are valid and fair and meet organisational requirements 3.2 make comprehensive assessments which take account of the accuracy and legibility of pricing information and the appearance and condition of stock, fixtures and fittings 3.3 invite staff to contribute to the assessment in a way that encourages constructive participation 3.4 keep pricing and promotional records 3.5 report assessment findings and any suggestions for improvement to the relevant people			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

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(if sampled)

Unit 93: Maximise Sales in a Food Retail Environment

Unit reference number: D/601/5280

Level: 3

Credit value: 4

Guided learning hours: 20

Unit summary

This unit supports workforce development for those who maximise sales 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

This unit is designed to assess the skills of learners in the workplace, maximising sales in a food 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.

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
<p>1 Identify opportunities to increase retail sales through promotions and displays</p>	<p>1.1 use current and recent performance, and other relevant information to identify opportunities to increase sales</p> <p>1.2 plan promotions and displays and communicate and agree these plans with the relevant people</p> <p>1.3 encourage staff to identify potential opportunities to increase retail sales</p> <p>1.4 organise promotional materials and ensure product availability</p> <p>1.5 inform colleagues and staff of plans in advance</p>			
<p>2 Organise the promotion and display of food and drink products for sale</p>	<p>2.1 ensure that materials and equipment are clean, safe and in working order before use</p> <p>2.2 organise sufficient resources to complete display requirements</p> <p>2.3 explain the promotion's purpose and the display standards clearly to staff</p> <p>2.4 organise handling and display of products within the required time limits to avoid presentation risks of contamination or damage</p> <p>2.5 ensure the completed presentation fulfils the requirements of the promotional plan</p> <p>2.6 select accurate and legal product/service information and ensure it is positioned to promote the products/services effectively to customers</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Promote food and drink products to customers	3.1 provide customers with information about promotions in a manner which maximises sales 3.2 identify and carry out actions which offer the greatest potential for converting promotions into sales			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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(if sampled)

Unit 94: Understand how to Maximise Sales of Food Products in a Retail Environment

Unit reference number: R/601/5292

Level: 3

Credit value: 3

Guided learning hours: 24

Unit summary

This unit supports workforce development for those who understand how to maximise sales of food products in a retail environment, 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

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when maximising sales of food products in a retail environment.

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. 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 conform with required standards for displaying goods	1.1 explain why it is important to check the accuracy and legal probity of information and how to check this information 1.2 detail rights, duties and responsibilities relating to the Sale of Goods Act 1.3 define the organisation's display standards 1.4 explain the advantages and disadvantages of different price-marking methods 1.5 describe the types of product to which different price-marking methods are appropriate, and how to implement them 1.6 explain pricing policy and price changes and sources of information on prices 1.7 define the legal requirements to be met in pricing goods for sale			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to deal with problems in displaying goods	2.1 explain why it is important to take corrective action promptly when problems with pricing are identified 2.2 describe the causes of stock deterioration and damage and how these impact upon products 2.3 explain procedures for: <ul style="list-style-type: none"> - stock replenishment - stock rotation - stock monitoring - dealing with sub-standard goods 			
3 Know how to assess and monitor displays	3.1 explain how to collect, collate, record and monitor pricing information and why it is important to do this 3.2 describe how to select and implement appropriate assessment methods for the promotion/display and why this is important 3.3 describe how to keep records and why it is important to do this			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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(if sampled)

Unit 95: Understand how to Plan to Maximise Sales of Food Products in a Retail Environment

Unit reference number: D/601/5294

Level: 3

Credit value: 3

Guided learning hours: 22

Unit summary

This unit supports workforce development for those who understand how to plan to maximise sales of food products in a retail environment, 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

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when planning to maximise sales of food products in a retail environment.

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. 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 identify sales and demand	1.1 explain how to identify and assess sales opportunities 1.2 explain how seasonal trends affect opportunities for sales 1.3 outline trends in the level of demand 1.4 describe the relationship between using promotions and displays and increasing sales 1.5 explain how to promote products in ways that gain and build customer interest			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to plan promotions	2.1 explain how to plan promotions, including the type and quantity of resources required 2.2 communicate promotional plans to others 2.3 describe how to promote the features and benefits of products 2.4 describe required pricing, appearance and condition of goods 2.5 explain how to brief staff, using methods appropriate to the subject and target group 2.6 describe how to encourage constructive participation from staff on the promotion/display 2.7 explain how to plan for and use displays, including: <ul style="list-style-type: none"> - space required - timescales - set up 2.8 outline the standards of cleaning and preparation required for the display			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Know how to construct displays	3.1 explain the purpose and effectiveness of different types of displays 3.2 describe what product/service information to use 3.3 explain how the positioning of information influences its effectiveness in promoting products or services 3.4 outline the availability and location of stock and other resources 3.5 explain the procedure for obtaining promotional materials			

Learner name: _____

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Assessor signature: _____

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(if sampled)

Unit 96: 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.

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: _____

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Assessor signature: _____

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(if sampled)

Unit 97: 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.

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.

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 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			
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: _____

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(if sampled)

Unit 98: 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 are 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.

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

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Date: _____

(if sampled)

Unit 99: 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 preparing to operate a counter/take-away service in food operations.

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. 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 describe the importance of food-safe working and practices when preparing work areas and equipment 1.2 describe the importance of having the correct equipment available for service 1.3 state why waste must be handled and disposed of correctly 1.4 outline the importance of maintaining presentation standards in the display of food 1.5 describe the importance of displaying hot and cold food according to SOPs 1.6 describe the importance of checking expiry dates on appropriate food and drink items 1.7 state why promotional materials should be checked before use 1.8 describe the types of unexpected situations that may occur when preparing areas 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 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			

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(if sampled)

Unit 100: 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 operating a counter/take-away service in food operations.

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. 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 the 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: _____

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(if sampled)

Unit 101: 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.

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 safety 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: _____

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Assessor signature: _____

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Date: _____

(if sampled)

Unit 102: 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 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 operating a table/tray service in food operations.

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. 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 you should deal with these			

Learner name: _____

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Learner signature: _____

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(if sampled)

Unit 103: 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.

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

Learner name: _____

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Assessor signature: _____

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(if sampled)

Unit 104: 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 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 operating a table/tray service in food operations.

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. 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: _____

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(if sampled)

Unit 105: 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.

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			
2	Process service products according to specifications and instructions	2.1 check the condition of assembled products according 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: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 106: 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.

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. 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 107: 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.

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 108: 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.

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. 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: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 109: 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.

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 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 customers 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 stocks 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 110: 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 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. 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.

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 111: 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, 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 workplace food safety in manufacture.

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.

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 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 infestations 2.3 describe how to recognise infestations 2.4 outline the procedures to follow on discovering an 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: _____

Date: _____

Assessor signature: _____

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Internal verifier signature: _____

Date: _____

(if sampled)

Unit 112: 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.

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 (SOPs) 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 113: 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 carrying out workplace health and safety in food operations.

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.

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 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 <ul style="list-style-type: none"> - 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: _____

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Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 114: 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.

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: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 115: 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

Assessment principles or guidance specified by a sector or regulatory body (if appropriate). This unit is designed to assess the knowledge and understanding of learners in the workplace context, when working effectively with others in food operations.

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.

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 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 their 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: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 116: 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 handover 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.

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 117: 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.

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.

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 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: <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 118: 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.

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: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 119: 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.

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.

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 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)

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 121: 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.

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.

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 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 122: 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.

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 123: 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.

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.

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 avoid contamination	<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>			
2	Know how to complete cleaning in place	<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 124: 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.

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.

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 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, 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)

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.pearsonschoolsandcolleges.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

To obtain the National Occupational Standards please go to www.ukstandards.org.uk.

Professional development and training

Pearson supports UK and international customers with training related to NVQ and BTEC qualifications. This support is available through a choice of training options offered in our published training directory or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing student-centred learning and teaching approaches
- building functional skills into your programme
- building effective and efficient quality assurance systems.

The national programme of training we offer can be viewed on our website (qualifications.pearson.com). You can request customised training through the website or by contacting one of our advisers in the Training from the Pearson team via Customer Services to discuss your training needs.

The training we provide:

- is active
- is designed to be supportive and thought provoking
- builds on best practice
- may be suitable for those seeking evidence for their continuing professional development.

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 its qualifications.
- 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 these qualifications 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 these qualifications 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 Edexcel 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 and Credit
Framework (QCF)**
- ☐ approved of by Improve**

Table of Contents

Section 1	616
1.1 Purpose	616
1.2 Scope	616
1.3 Features	616
1.4 Equality of Opportunity and Diversity	618
Section 2	619
2.1 Working with Awarding Organisations	619
2.2 External quality control of assessment	619
2.3 Approval of centres to offer Proficiency Qualifications	620
Section 3	621
3.1 Approved Centres	621
3.2 Occupational competence of assessors	621
3.3 Occupational competence of internal QA personnel	622
Section 4	624
4.1 Assessment of evidence	624
4.2 Workplace testimony	624
4.3 The use of simulation for providing evidence	625
4.4 Recognition of prior learning and experience	625
Section 5	626
5.1 The role of external QA personnel	626
5.2 External QA assessment for employer approved centres	627

Annex 1	628
1.1 The Proficiency Qualification in Food Manufacturing Service	628
1.2 Occupational competence of assessors	628
1.3 Occupational competence of internal QA personnel	629
1.4 Occupational competence of external QA personnel	630
Annex 2	631
1.1 The Level 2 Award in Proficient Poultry Meat Inspection	631
1.2 The Role of Poultry Processing Company Staff	631
1.3 Occupational competence of assessors	631
1.4 Occupational competence of internal QA personnel	632

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.

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.

¹ Improve is the Sector Skills Council for the Food and Drink Sector. For details visit www.improveltd.co.uk

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.

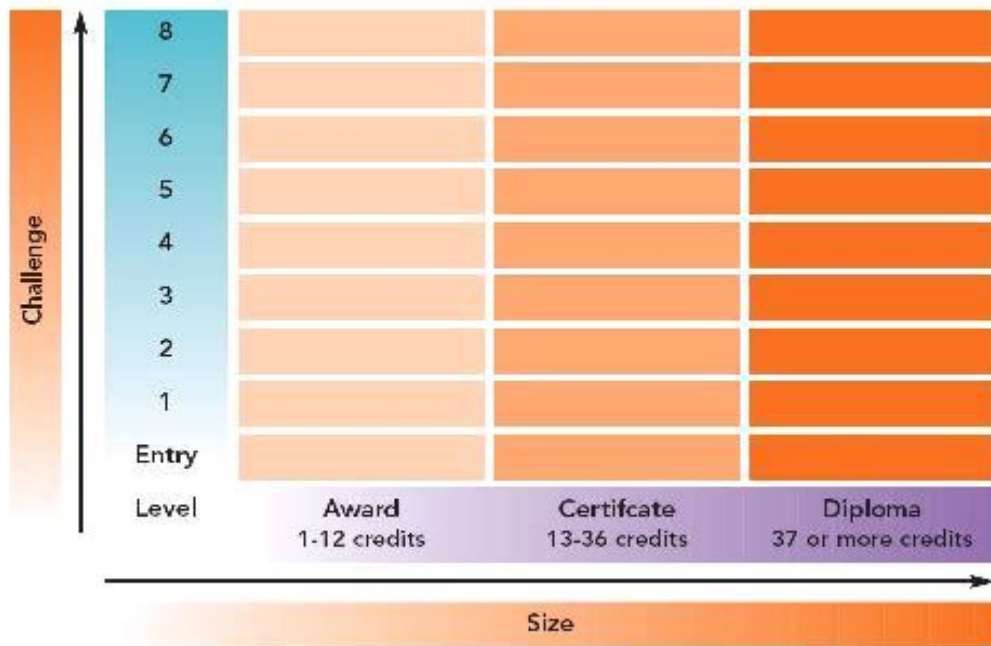
Credits become the common currency between qualifications and are accumulated in different sized qualifications. These are:

- 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 Qualifications and Credit Framework



For further details about the QCF, 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 and Credit Framework (QCF) 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.

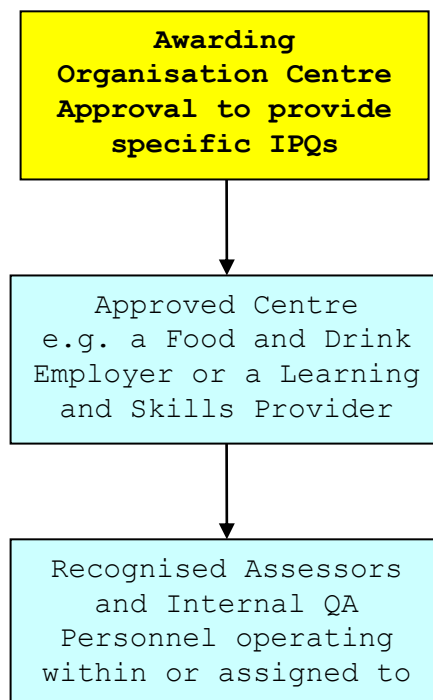
External quality control will be achieved through these requirements:

- 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, co-ordinate 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 learners 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 (e.g. 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;

- the alignment/mapping of employers training and assessment arrangements to proficiency qualifications
- an analysis of the effectiveness of internal quality and recording systems
- 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.

Annex 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.

Annex 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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