

Specification

Edexcel competence-based
qualifications

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

For first registration September 2010



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Our specialist suite of qualifications include NVQs, Competence Based qualifications, Apprenticeships, WorkSkills, Functional Skills, Foundation Learning, as well as our exclusive range of BTECs, from entry level right through to Higher National Diplomas.

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Qualification titles covered by this specification

This specification gives you the information you need to offer the Edexcel Level 2 Award, Certificate and Diploma for Proficiency in Brewing Industry Skills (QCF):

Qualification title	Qualification Accreditation Number (QAN)	Accreditation start date
Edexcel Level 2 Award for Proficiency in Brewing Industry Skills (QCF)	501/0731/8	01/08/2010
Edexcel Level 2 Certificate for Proficiency in Brewing Industry Skills (QCF)	501/0783/5	01/08/2010
Edexcel Level 2 Diploma for Proficiency in Brewing Industry Skills (QCF)	501/0740/9	01/07/2010

These qualifications have been accredited within the Qualifications and Credit Framework (QCF) and are eligible for public funding as determined by the Department for Education (DfE) under Sections 96 and 97 of the Learning and Skills Act 2000.

The qualification titles listed above feature in the funding lists published annually by the DfE and the regularly updated website. They will also appear on the Learning Aims Database (LAD), where relevant.

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

The QCF 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 Edexcel.

These titles replace the following qualification from 1 September 2010:

Qualification title

Edexcel Level 2 in Food Manufacture

Qualification Accreditation Number (QAN)	Accreditation start date	Accreditation end date
500/7330/8	01/09/09	31/12/2010

Key features of the Edexcel Level 2 Award, Certificate and Diploma for Proficiency in Brewing Industry Skills (QCF)

These qualifications:

- are nationally recognised
- are based on the Food and Drink Manufacturing National Occupational Standards (NOS). The NOS, Assessment Strategy and qualification structure(s) are owned by Improve, the Sector Skills Council for the food and drink manufacturing industry.

What is the purpose of these qualifications?

These qualifications are designed for learners who are working in the food manufacture (brewing) industry. They offer learners the opportunity to develop skills and knowledge required to prove competence at work. They will also suit learners who are competent at core brewing industry activities and are looking for ways of developing their existing skills and knowledge, perhaps to support multi-skilling or increase productivity at work.

For the first time, the qualifications offer the brewing industry a unique mix of:

- occupational skills and knowledge units covering processing or support competencies within the brewing industry, combined with
- the detailed brewing knowledge units relevant to all roles.

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

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

Who are these qualifications for?

These qualifications are for all learners aged 16 and above who are capable of reaching the required standards.

Edexcel's policy is that the qualifications should:

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

What are the benefits of these qualifications to the learner and employer?

These qualifications require 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. These qualifications may contribute towards the competence and knowledge elements of an apprenticeship.

What are the potential job roles for those working towards these qualifications?

- brewery worker
- technical brewer

What progression opportunities are available to learners who achieve these qualifications?

Learners may progress from the Level 2 Award to the Level 2 Certificate or Level 2 Diploma for Proficiency in Brewing Industry Skills (QCF). They may also progress to Level 3 qualifications in food manufacturing excellence and management. Further information is available in *Annexe A*.

What is the qualification structure for the Edexcel Level 2 Award for Proficiency in Brewing Industry Skills (QCF)?

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

To achieve the full Level 2 Award, learners must achieve a minimum of 10 credits, comprising the following combination of credits from each of the two unit groups:

Group A – minimum of 8 credits (the remaining 2 credits may be taken from either group)

Group B – it is not mandatory to take any units from Group B but up to 4 credits can be achieved.

Any further credit achieved up to 12 credits will be recorded with all the units that have been achieved towards the qualification.

Edexcel Level 2 Award for Proficiency in Brewing Industry Skills (QCF)			
Unit	A – Group A Brewing skills units and support operations units Credit value required: minimum 8	Credit	Level
1	J/601/5161 – Control Transfer of Liquid into a Tank in Brewing	3	2
2	R/601/5163 – Control Fermentation in Brewing	2	2
3	D/601/5165 – Control Yeast Cropping and Storage in Brewing	2	3
4	K/601/5167 – Control Yeast Selection, Treatment and Pitching in Brewing	3	2
5	M/601/5168 – Control Kegging in Brewing	3	2
6	T/601/2921 – Contribute to the Maintenance of Plant and Equipment in Food Operations	3	2
7	A/601/2922 – Understand how to Contribute to the Maintenance of Plant and Equipment in Food Operations	3	2
8	J/601/5225 – Interpret and Communicate Information and Data in Food Operations	3	3

Edexcel Level 2 Award for Proficiency in Brewing Industry Skills (QCF)			
Unit	A – Group A Brewing skills units and support operations units Credit value required: minimum 8	Credit	Level
9	L/601/5226 – Understand how to Interpret and Communicate Information and Data in Food Operations	3	3
10	F/601/8303 – Monitor Food Hygiene Standards Using Rapid Test Methods in Operations	3	2
11	J/601/8304 – Understand how to Monitor Food Hygiene Standards Using Rapid Test Methods in Operations	2	2
12	T/601/8301 – Lift and Handle Materials Safely in Food Operations	2	2
13	A/601/8302 – Understand how to Lift and Handle Materials Safely in Food Operations	2	2
14	A/601/2919 – Contribute to Environmental Safety in Food Operations	2	2
15	M/601/2920 – Understand how to Contribute to Environmental Safety in Food Operations	2	2
16	R/601/5227 – Record and Report Basic Operations in Food Manufacture	1	2
17	Y/601/5228 – Understand how to Record and Report Basic Operations in Food Manufacture	1	2
18	H/601/8309 – Carry Out Product Changeovers in Food Manufacture	2	2
19	Y/601/8310 – Understand how to Carry Out Product Changeovers in Food Manufacture	2	2
20	D/601/2945 – Understand how to Contribute to Problem Diagnosis in Food Manufacture	2	2
21	H/601/2946 – Contribute to Problem Resolution in Food Manufacture	3	2
22	K/601/2947 – Understand how to Contribute to Problem Resolution in Food Manufacture	2	2
23	T/601/5172 – Operate Central Control Systems in Food Manufacture	2	2
24	A/601/5173 – Understand how to Operate Central Control Systems in Food Manufacture	2	2
25	F/601/5174 – Control Separation in Food Manufacture	3	2

Edexcel Level 2 Award for Proficiency in Brewing Industry Skills (QCF)			
Unit	A – Group A Brewing skills units and support operations units Credit value required: minimum 8	Credit	Level
26	Y/601/4631 – Control Temperature Reduction in Food Manufacture	3	2
27	Y/601/2944 – Contribute to Problem Diagnosis in Food Manufacture	2	2
28	L/601/5176 – Control Bottling in Food Manufacture	3	2
29	Y/601/5178 – Control Packaging in Food Manufacture	3	2
30	Y/601/4614 – Understand how to Control Processes in Food Manufacture	4	2
31	D/601/8311 – Carry Out Sampling For Quality Control in Food Operations	3	2
32	H/601/8312 – Understand how to Carry Out Sampling For Quality Control in Food Operations	3	3
33	Y/601/2927 – Organise and Improve Work Activities For Achieving Excellence in Food Operations	3	2
34	D/601/2928 – Understand how to Organise and Improve Work Activities For Achieving Excellence in Food Operations	3	2
35	K/601/2933 – Contribute to the Application of Improvement Techniques for Achieving Excellence in Food Operations	3	2
36	M/601/2934 – Understand How To Contribute to the Application of Improvement Techniques for Achieving Excellence in Food Operations	3	2
37	D/601/5179 – Monitor and Maintain Storage Systems and Procedures in Food Operations	3	2
38	D/601/5182 – Understand how to Monitor and Maintain Storage Systems and Procedures in Food Operations	3	2
39	A/601/8297 – Produce Product Packs in Food Operations	3	2
40	F/601/8298 – Understand how to Produce Product Packs in Food Operations	3	2

Edexcel Level 2 Award for Proficiency in Brewing Industry Skills (QCF)			
Unit	A – Group A Brewing skills units and support operations units Credit value required: minimum 8	Credit	Level
41	L/601/2925 – Contribute to Sustainable Practice in Food Operations	2	2
42	R/601/2926 – Understand how to Contribute to Sustainable Practice in Food Operations	2	2
43	K/601/5184 – Carry out Disinfection in Food Operations	2	2
44	T/601/5186 – Understand how to Carry out Disinfection in Food Operations	2	2
45	J/601/8299 – Control Hygiene Cleaning in Food Operations	3	2
46	M/601/8300 – Understand how to Control Hygiene Cleaning in Food Operations	3	2
47	D/601/5229 – Contribute to Maintaining Stock Security and Minimising Losses in Food Operations	2	2
48	L/601/5243 – Understand how to Contribute to Maintaining Stock Security and Minimising Losses in Food Operations	2	2
49	R/601/5244 – Control Effluent Treatment in Food Operations	2	2
50	Y/601/5245 – Understand how to Control Effluent Treatment in Food Operation	3	2
51	D/601/5246 – Understand how to Monitor Effluent Treatment in Food Operations	2	2
52	H/601/5247 – Contribute to the Effectiveness of Food Retail Operations	2	2
53	K/601/5248 – Understand how to Contribute to the Effectiveness of Food Retail Operations	2	2
54	L/601/8305 – Sell Food Products in a Retail Environment	2	2
55	R/601/8306 – Understand how to Sell Food Products in a Retail Environment	3	2
56	Y/601/8307 – Display Food Products in a Retail Environment	3	2
57	D/601/8308 – Understand how to Display Food Products in a Retail Environment	2	2

Unit	B – Group B Brewing common operations units It is not mandatory to take any units from Group B but up to 4 credits can be achieved	Credit	Level
58	K/601/2902 – Maintain Workplace Food Safety Standards in Operations	2	2
59	M/601/2903 – Understand how to Maintain Workplace Food Safety Standards in Operations	2	2
60	M/601/2917 – Maintain Workplace Health and Safety in Food Operations	2	2
61	T/601/2918 – Understand how to Maintain Workplace Health and Safety in Food Operations	2	2
62	H/601/2896 – Work Effectively With Others in Food Operations	2	2
63	K/601/2897 – Understand how to Work Effectively With Others in Food Operations	2	2
64	A/601/8316 – Carry out Task Hand-Over Procedures in Food Manufacture	2	2
65	F/601/8317 – Understand how to Carry out Task Hand-Over Procedures in Food Manufacture	1	2
66	T/601/2899 – Maintain Product Quality in Food Operations	2	2
67	H/601/2901 – Understand how to Maintain Product Quality in Food Operations	2	2
68	H/601/2929 – Contribute to Continuous Improvement for Achieving Excellence in Food Operations	3	2
69	Y/601/2930 – Understand how to Contribute to Continuous Improvement for Achieving Excellence in Food Operations	2	2
70	K/601/8313 – Clean in Place (CIP) Plant and Equipment in Food Operations	3	2
71	T/601/8315 – Understand how to Avoid Contamination and Complete Cleaning in Place (CIP) of Plant and Equipment in Food Operations	2	2
72	M/601/8314 – Understand how to Prepare for and Conduct Cleaning in Place (CIP) of Plant and Equipment in Food Operations	2	2

What is the qualification structure for the Edexcel Level 2 Certificate for Proficiency in Brewing Industry Skills (QCF)?

Individual units can be found in the Units section.

To achieve the full Level 2 Certificate, learners must achieve a minimum of 27 credits, comprising the following combination of credits from each of the three unit groups:

Group A – a minimum of 21 credits (the remaining 6 credits may be taken from any of the three groups)

Group B – it is not mandatory to take any credits from Group B, but up to 4 credits can be achieved

Group C – it is not mandatory to take any credits from Group C, but up to 6 credits can be achieved.

Any further credit achieved up to 36 credits will be recorded with all the units that have been achieved towards the qualification.

Edexcel Level 2 Certificate for Proficiency in Brewing Industry Skills (QCF)			
Unit	A – Group A	Credit	Level
	Brewing skills units and support operations units		
	Credit value required: minimum 21.		
1	J/601/5161 – Control Transfer of Liquid into a Tank in Brewing	3	2
2	R/601/5163 – Control Fermentation in Brewing	2	2
3	D/601/5165 – Control Yeast Cropping and Storage in Brewing	2	3
4	K/601/5167 – Control Yeast Selection, Treatment and Pitching in Brewing	3	4
5	M/601/5168 – Control Kegging in Brewing	3	2
6	T/601/2921 – Contribute to the Maintenance of Plant and Equipment in Food Operations	3	2
7	A/601/2922 – Understand how to Contribute to the Maintenance of Plant and Equipment in Food Operations	3	2

Edexcel Level 2 Certificate for Proficiency in Brewing Industry Skills (QCF)			
Unit	A – Group A	Credit	Level
	Brewing skills units and support operations units		
	Credit value required: minimum 21.		
8	J/601/5225 – Interpret and Communicate Information and Data in Food Operations	3	3
9	L/601/5226 – Understand how to Interpret and Communicate Information and Data in Food Operations	3	3
10	F/601/8303 – Monitor Food Hygiene Standards Using Rapid Test Methods in Operations	3	2
11	J/601/8304 – Understand how to Monitor Food Hygiene Standards Using Rapid Test Methods in Operations	2	2
12	T/601/8301 – Lift and Handle Materials Safely in Food Operations	2	2
13	A/601/8302 – Understand how to Lift and Handle Materials Safely in Food Operations	2	2
14	A/601/2919 – Contribute to Environmental Safety in Food Operations	2	2
15	M/601/2920 – Understand how to Contribute to Environmental Safety in Food Operations	2	2
16	R/601/5227 – Record and Report Basic Operations in Food Manufacture	1	2
17	Y/601/5228 – Understand how to Record and Report Basic Operations in Food Manufacture	1	2
18	H/601/8309 – Carry Out Product Changeovers in Food Manufacture	2	2
19	Y/601/8310 – Understand how to Carry Out Product Changeovers in Food Manufacture	2	2
20	D/601/2945 – Understand how to Contribute to Problem Diagnosis in Food Manufacture	2	2
21	H/601/2946 – Contribute to Problem Resolution in Food Manufacture	3	2
22	K/601/2947 – Understand how to Contribute to Problem Resolution in Food Manufacture	2	2

Edexcel Level 2 Certificate for Proficiency in Brewing Industry Skills (QCF)			
Unit	A – Group A	Credit	Level
	Brewing skills units and support operations units		
	Credit value required: minimum 21.		
23	T/601/5172 – Operate Central Control Systems in Food Manufacture	2	2
24	A/601/5173 – Understand how to Operate Central Control Systems in Food Manufacture	2	2
25	F/601/5174 – Control Separation in Food Manufacture	3	2
26	Y/601/4631 – Control Temperature Reduction in Food Manufacture	3	2
27	Y/601/2944 – Contribute to Problem Diagnosis in Food Manufacture	2	2
28	L/601/5176 – Control Bottling in Food Manufacture	3	2
29	Y/601/5178 – Control Packaging in Food Manufacture	3	2
30	Y/601/4614 – Understand how to Control Processes in Food Manufacture	4	2
31	D/601/8311 – Carry Out Sampling For Quality Control in Food Operations	3	2
32	H/601/8312 – Understand how to Carry Out Sampling For Quality Control in Food Operations	3	3
33	Y/601/2927 – Organise and Improve Work Activities For Achieving Excellence in Food Operations	3	2
34	D/601/2928 – Understand how to Organise and Improve Work Activities For Achieving Excellence in Food Operations	3	2
35	K/601/2933 – Contribute to the Application of Improvement Techniques for Achieving Excellence in Food Operations	3	2
36	M/601/2934 – Understand How To Contribute to the Application of Improvement Techniques for Achieving Excellence in Food Operations	3	2

Edexcel Level 2 Certificate for Proficiency in Brewing Industry Skills (QCF)			
Unit	A – Group A	Credit	Level
	Brewing skills units and support operations units		
	Credit value required: minimum 21.		
37	D/601/5179 – Monitor and Maintain Storage Systems and Procedures in Food Operations	3	2
38	D/601/5182 – Understand how to Monitor and Maintain Storage Systems and Procedures in Food Operations	3	2
39	A/601/8297 – Produce Product Packs in Food Operations	3	2
40	F/601/8298 – Understand how to Produce Product Packs in Food Operations	3	2
41	L/601/2925 – Contribute to Sustainable Practice in Food Operations	2	2
42	R/601/2926 – Understand how to Contribute to Sustainable Practice in Food Operations	2	2
43	K/601/5184 – Carry out Disinfection in Food Operations	2	2
44	T/601/5186 – Understand how to Carry out Disinfection in Food Operations	2	2
45	J/601/8299 – Control Hygiene Cleaning in Food Operations	3	2
46	M/601/8300 – Understand how to Control Hygiene Cleaning in Food Operations	3	2
47	D/601/5229 – Contribute to Maintaining Stock Security and Minimising Losses in Food Operations	2	2
48	L/601/5243 – Understand how to Contribute to Maintaining Stock Security and Minimising Losses in Food Operations	2	2
49	R/601/5244 – Control Effluent Treatment in Food Operations	2	2
50	Y/601/5245 – Understand how to Control Effluent Treatment in Food Operation	3	2

Edexcel Level 2 Certificate for Proficiency in Brewing Industry Skills (QCF)			
Unit	A – Group A	Credit	Level
	Brewing skills units and support operations units		
	Credit value required: minimum 21.		
51	D/601/5246 – Understand how to Monitor Effluent Treatment in Food Operations	2	2
52	H/601/5247 – Contribute to the Effectiveness of Food Retail Operations	2	2
53	K/601/5248 – Understand how to Contribute to the Effectiveness of Food Retail Operations	2	2
54	L/601/8305 – Sell Food Products in a Retail Environment	2	2
55	R/601/8306 – Understand how to Sell Food Products in a Retail Environment	3	2
56	Y/601/8307 – Display Food Products in a Retail Environment	3	2
57	D/601/8308 – Understand how to Display Food Products in a Retail Environment	2	2

Unit	B – Group B Brewing common operations units It is not mandatory to take any credits from Group B, but up to 4 credits can be achieved.	Credit	Level
58	K/601/2902 – Maintain Workplace Food Safety Standards in Operations	2	2
59	M/601/2903 – Understand how to Maintain Workplace Food Safety Standards in Operations	2	2
60	M/601/2917 – Maintain Workplace Health and Safety in Food Operations	2	2
61	T/601/2918 – Understand how to Maintain Workplace Health and Safety in Food Operations	2	2
62	H/601/2896 – Work Effectively With Others in Food Operations	2	2
63	K/601/2897 – Understand how to Work Effectively With Others in Food Operations	2	2
64	A/601/8316 – Carry out Task Hand-Over Procedures in Food Manufacture	2	2
65	F/601/8317 – Understand how to Carry out Task Hand-Over Procedures in Food Manufacture	1	2
66	T/601/2899 – Maintain Product Quality in Food Operations	2	2
67	H/601/2901 – Understand how to Maintain Product Quality in Food Operations	2	2
68	H/601/2929 – Contribute to Continuous Improvement for Achieving Excellence in Food Operations	3	2
69	Y/601/2930 – Understand how to Contribute to Continuous Improvement for Achieving Excellence in Food Operations	2	2
70	K/601/8313 – Clean in Place (CIP) Plant and Equipment in Food Operations	3	2
71	T/601/8315 – Understand how to Avoid Contamination and Complete Cleaning in Place (CIP) of Plant and Equipment in Food Operations	2	2
72	M/601/8314 – Understand how to Prepare for and Conduct Cleaning in Place (CIP) of Plant and Equipment in Food Operations	2	2

Unit	C – Group C Brewing knowledge units It is not mandatory to take any credits from Group C, but up to 6 credits can be achieved.	Credit	Level
73	T/601/5205 – Principles of the Brewing Industry and Beer Production	2	2
74	A/601/5206 – Principles of Marketing Beer	1	2
75	F/601/5207 – Principles of Using Raw Materials in Brewing	2	2
76	J/601/5208 – Principles of Brew House Processes in Brewing	2	2
77	L/601/5209 – Principles of Conditioning and Filtration in Brewing	2	2
78	F/601/5210 – Principles of Fermentation in Brewing	3	2
79	J/601/5211 – Principles of Packaging Processes in Brewing	3	2
80	L/601/5212 – Principles of Packaging in Brewing	3	2
81	R/601/5213 – Principles of Centrifugation in Brewing	2	2
82	Y/601/5214 – Principles of Working in Explosion Rated Areas in Brewing	1	2
83	D/601/5215 – Principles of Fruit Harvesting, Storage and Crushing in Cider Making	2	2
84	H/601/5216 – Principles of Valves and Pumps in Food Manufacture	2	2
85	K/601/5217 – Principles of Plate Heat Exchangers in Food Manufacture	2	2
86	M/601/5218 – Principles of Instrumentation and Control Systems in Brewing	2	2
87	T/601/5219 – Principles of Filtration in Brewing	2	2
88	K/601/5220 – Principles of Extractions and Distillation	2	2
89	M/601/5221 – Principles of Evaporation in Brewing	1	2

Unit	C – Group C Brewing knowledge units It is not mandatory to take any credits from Group C, but up to 6 credits can be achieved.	Credit	Level
90	T/601/5222 – Principles of Cider Maturation and Blending	1	2
91	A/601/5223 – Principles of Cream Liqueur Production	1	2
92	F/601/5224 – Principles of Juice Storage and Cider Fermentation	3	2
93	A/601/2953 – Principles of Improvement in Food Operations	3	3
94	F/601/2954 – Principles of Continuous Improvement Techniques (Kaizen) in Food Operations	3	3
95	L/601/2701 – Principles of Sustainability in Food Operations	4	3

What is the qualification structure for the Edexcel Level 2 Diploma for Proficiency in Brewing Industry Skills (QCF)?

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

To achieve the full 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.

Edexcel Level 2 Diploma for Proficiency in Brewing Industry Skills (QCF)			
Unit	A – Group A	Credit	Level
	Brewing knowledge units		
	Credit value required: minimum 7, maximum 18.		
73	T/601/5205 – Principles of the Brewing Industry and Beer Production	2	2
74	A/601/5206 – Principles of Marketing Beer	1	2
75	F/601/5207 – Principles of Using Raw Materials in Brewing	2	2
76	J/601/5208 – Principles of Brew House Processes in Brewing	2	2
77	L/601/5209 – Principles of Conditioning and Filtration in Brewing	2	2
78	F/601/5210 – Principles of Fermentation in Brewing	3	2
79	J/601/5211 – Principles of Packaging Processes in Brewing	3	2

Edexcel Level 2 Diploma for Proficiency in Brewing Industry Skills (QCF)			
Unit	A – Group A	Credit	Level
	Brewing knowledge units		
	Credit value required: minimum 7, maximum 18.		
80	L/601/5212 – Principles of Packaging in Brewing	3	2
81	R/601/5213 – Principles of Centrifugation in Brewing	2	2
82	Y/601/5214 – Principles of Working in Explosion Rated Areas in Brewing	1	2
83	D/601/5215 – Principles of Fruit Harvesting, Storage and Crushing in Cider Making	2	2
84	H/601/5216 – Principles of Valves and Pumps in Food Manufacture	2	2
85	K/601/5217 – Principles of Plate Heat Exchangers in Food Manufacture	2	2
86	M/601/5218 – Principles of Instrumentation and Control Systems in Brewing	2	2
87	T/601/5219 – Principles of Filtration in Brewing	2	2
88	K/601/5220 – Principles of Extractions and Distillation	2	2
89	M/601/5221 – Principles of Evaporation in Brewing	1	2
90	T/601/5222 – Principles of Cider Maturation and Blending	1	2
91	A/601/5223 – Principles of Cream Liqueur Production	1	2
92	F/601/5224 – Principles of Juice Storage and Cider Fermentation	3	2
93	A/601/2953 – Principles of Improvement in Food Operations	3	3
94	F/601/2954 – Principles of Continuous Improvement Techniques (Kaizen) in Food Operations	3	3
95	L/601/2701 – Principles of Sustainability in Food Operations	4	3

Unit	B – Group B Brewing skills units and support operations units Credit value required: minimum 22	Credit	Level
1	J/601/5161 – Control Transfer of Liquid into a Tank in Brewing	3	2
2	R/601/5163 – Control Fermentation in Brewing	2	2
3	D/601/5165 – Control Yeast Cropping and Storage in Brewing	2	3
4	K/601/5167 – Control Yeast Selection, Treatment and Pitching in Brewing	3	2
5	M/601/5168 – Control Kegging in Brewing	3	2
6	T/601/2921 – Contribute to the Maintenance of Plant and Equipment in Food Operations	3	2
7	A/601/2922 – Understand how to Contribute to the Maintenance of Plant and Equipment in Food Operations	3	2
8	J/601/5225 – Interpret and Communicate Information and Data in Food Operations	3	3
9	L/601/5226 – Understand how to Interpret and Communicate Information and Data in Food Operations	3	3
10	F/601/8303 – Monitor Food Hygiene Standards Using Rapid Test Methods in Operations	3	2
11	J/601/8304 – Understand how to Monitor Food Hygiene Standards Using Rapid Test Methods in Operations	2	2
12	T/601/8301 – Lift and Handle Materials Safely in Food Operations	2	2
13	A/601/8302 – Understand how to Lift and Handle Materials Safely in Food Operations	2	2
14	A/601/2919 – Contribute to Environmental Safety in Food Operations	2	2
15	M/601/2920 – Understand how to Contribute to Environmental Safety in Food Operations	2	2

Unit	B – Group B Brewing skills units and support operations units Credit value required: minimum 22	Credit	Level
16	R/601/5227 – Record and Report Basic Operations in Food Manufacture	1	2
17	Y/601/5228 – Understand how to Record and Report Basic Operations in Food Manufacture	1	2
18	H/601/8309 – Carry Out Product Changeovers in Food Manufacture	2	2
19	Y/601/8310 – Understand how to Carry Out Product Changeovers in Food Manufacture	2	2
20	D/601/2945 – Understand how to Contribute to Problem Diagnosis in Food Manufacture	2	2
21	H/601/2946 – Contribute to Problem Resolution in Food Manufacture	3	2
22	K/601/2947 – Understand how to Contribute to Problem Resolution in Food Manufacture	2	2
23	T/601/5172 – Operate Central Control Systems in Food Manufacture	2	2
24	A/601/5173 – Understand how to Operate Central Control Systems in Food Manufacture	2	2
25	F/601/5174 – Control Separation in Food Manufacture	3	2
26	Y/601/4631 – Control Temperature Reduction in Food Manufacture	3	2
27	Y/601/2944 – Contribute to Problem Diagnosis in Food Manufacture	2	2
28	L/601/5176 – Control Bottling in Food Manufacture	3	2
29	Y/601/5178 – Control Packaging in Food Manufacture	3	2
30	Y/601/4614 – Understand how to Control Processes in Food Manufacture	4	2
31	D/601/8311 – Carry Out Sampling For Quality Control in Food Operations	3	2
32	H/601/8312 – Understand how to Carry Out Sampling For Quality Control in Food Operations	3	3

Unit	B – Group B Brewing skills units and support operations units Credit value required: minimum 22	Credit	Level
33	Y/601/2927 – Organise and Improve Work Activities For Achieving Excellence in Food Operations	3	2
34	D/601/2928 – Understand how to Organise and Improve Work Activities For Achieving Excellence in Food Operations	3	2
35	K/601/2933 – Contribute to the Application of Improvement Techniques for Achieving Excellence in Food Operations	3	2
36	M/601/2934 – Understand How To Contribute to the Application of Improvement Techniques for Achieving Excellence in Food Operations	3	2
37	D/601/5179 – Monitor and Maintain Storage Systems and Procedures in Food Operations	3	2
38	D/601/5182 – Understand how to Monitor and Maintain Storage Systems and Procedures in Food Operations	3	2
39	A/601/8297 – Produce Product Packs in Food Operations	3	2
40	F/601/8298 – Understand how to Produce Product Packs in Food Operations	3	2
41	L/601/2925 – Contribute to Sustainable Practice in Food Operations	2	2
42	R/601/2926 – Understand how to Contribute to Sustainable Practice in Food Operations	2	2
43	K/601/5184 – Carry out Disinfection in Food Operations	2	2
44	T/601/5186 – Understand how to Carry out Disinfection in Food Operations	2	2
45	J/601/8299 – Control Hygiene Cleaning in Food Operations	3	2
46	M/601/8300 – Understand how to Control Hygiene Cleaning in Food Operations	3	2

Unit	B – Group B Brewing skills units and support operations units Credit value required: minimum 22	Credit	Level
47	D/601/5229 – Contribute to Maintaining Stock Security and Minimising Losses in Food Operations	2	2
48	L/601/5243 – Understand how to Contribute to Maintaining Stock Security and Minimising Losses in Food Operations	2	2
49	R/601/5244 – Control Effluent Treatment in Food Operations	2	2
50	Y/601/5245 – Understand how to Control Effluent Treatment in Food Operation	3	2
51	D/601/5246 – Understand how to Monitor Effluent Treatment in Food Operations	2	2
52	H/601/5247 – Contribute to the Effectiveness of Food Retail Operations	2	2
53	K/601/5248 – Understand how to Contribute to the Effectiveness of Food Retail Operations	2	2
54	L/601/8305 – Sell Food Products in a Retail Environment	2	2
55	R/601/8306 – Understand how to Sell Food Products in a Retail Environment	3	2
56	Y/601/8307 – Display Food Products in a Retail Environment	3	2
57	D/601/8308 – Understand how to Display Food Products in a Retail Environment	2	2

Unit	C – Group C Brewing common operations units It is not mandatory to take any units from Group C but up to 8 credits can be achieved.	Credit	Level
58	K/601/2902 – Maintain Workplace Food Safety Standards in Operations	2	2
59	M/601/2903 – Understand how to Maintain Workplace Food Safety Standards in Operations	2	2
60	M/601/2917 – Maintain Workplace Health and Safety in Food Operations	2	2
61	Understand how to Maintain Workplace Health and Safety in Food Operations	2	2
62	H/601/2896 – Work Effectively With Others in Food Operations	2	2
63	K/601/2897 – Understand how to Work Effectively With Others in Food Operations	2	2
64	A/601/8316 – Carry out Task Hand-Over Procedures in Food Manufacture	2	2
65	F/601/8317 – Understand how to Carry out Task Hand-Over Procedures in Food Manufacture	1	2
66	T/601/2899 – Maintain Product Quality in Food Operations	2	2
67	H/601/2901 – Understand how to Maintain Product Quality in Food Operations	2	2
68	H/601/2929 – Contribute to Continuous Improvement for Achieving Excellence in Food Operations	3	2
69	Y/601/2930 – Understand how to Contribute to Continuous Improvement for Achieving Excellence in Food Operations	2	2
70	K/601/8313 – Clean in Place (CIP) Plant and Equipment in Food Operations	3	2
71	T/601/8315 – Understand how to Avoid Contamination and Complete Cleaning in Place (CIP) of Plant and Equipment in Food Operations	2	2
72	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, or
- in conditions resembling the workplace, as specified in the Assessment Strategy for the sector, or
- as part of a training programme.

Assessment strategy

The assessment strategy for these qualifications has been included in *Annexe D*. 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 persist at the time of the claim
Reliable	indicates that the learner can consistently perform at this level
Sufficient	fully meets the requirements of the standards.

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

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

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

The abbreviations may be used for cross-referencing purposes.

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

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

Centre recognition and approval

Centre recognition

Centres that have not previously offered Edexcel 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 Edexcel 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. Edexcel 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 Edexcel's quality assurance processes is given in *Annexe B*.

What resources are required to deliver these qualifications?

Each 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 D: 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:					The unit title is accredited on the QCF and this form of words will appear on the learner's Notification of Performance (NOP).
Unit reference number:					This code is a unique reference number for the unit.
QCF level:					All units and qualifications within the QCF have a level assigned to them, which represents the level of achievement. There are nine levels of achievement, from Entry level to level 8. The level of the unit has been informed by the QCF level descriptors and, where appropriate, the NOS and/or other sector/professional.
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:					A notional measure of the substance of a qualification. It includes an estimate of the time that might be allocated to direct teaching or instruction, together with other structured learning time, such as directed assignments, assessments on the job or supported individual study and practice. It excludes learner-initiated private study.
Unit summary:					This provides a summary of the purpose of the unit.
Assessment requirements/evidence requirements:					The assessment/evidence requirements are determined by the SSC. Learners must provide evidence for each of the requirements stated in this section.
Assessment methodology:					This provides a summary of the assessment methodology to be used for the unit.
Learning outcomes:	Assessment criteria:	Evidence type:	Portfolio reference:	Date:	
			The learner should use this box to indicate where the evidence can be obtained eg portfolio page number.	The learner should give the date when the evidence has been provided.	
Learning outcomes state exactly what a learner should know, understand or be able to do as a result of completing a unit.		The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or a set of learning outcomes, has been achieved.		Learners must reference the type of evidence they have and where it is available for quality assurance purposes. The learner can enter the relevant key and a reference. Alternatively, the learner and/or centre can devise their own referencing system.	

Units

Unit 1: Control Transfer of Liquid into a Tank in Brewing

Unit reference number: J/601/5161

QCF level: 2

Credit value: 3

Guided learning hours: 8

Unit summary

This unit supports workforce development for those who work in a brewery. This unit is designed for use by operators who transfer liquid into tanks and team leaders who manage those operators. The aim of the unit is to determine competent performance to recognised National Occupational Standards.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Prepare for transfer of liquid	1.1 check the product specifications and production schedule at the appropriate time 1.2 set up the equipment according to specification 1.3 make sure that the materials and services required by the transfer equipment are available 1.4 confirm that the reception tank to be used is empty and clean 1.5 make sure that the liquid is ready to be transferred to the reception tank			
2 Start transfer of liquid	2.1 start up the transfer equipment, following the organisational standard operating procedures 2.2 achieve the required output to the specification 2.3 take action in response to operating problems within the limits of your responsibility			
3 Monitor transfer of liquid	3.1 monitor the output to achieve the specification and production schedule 3.2 monitor the availability of materials and services required by the transfer equipment 3.3 follow the organisational standard operating procedures			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Complete transfer of liquid	4.1 shut down the transfer equipment, following the organisational standard operating procedures 4.2 ensure that the equipment is ready for future use after completion of the transfer of liquid 4.3 take action in response to operating problems within the limits of own responsibility 4.4 maintain communication with team members and the team leader 4.5 fill in records and/or checklists for this stage of the process			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 2: Control Fermentation in Brewing

Unit reference number: R/601/5163

QCF level: 2

Credit value: 2

Guided learning hours: 6

Unit summary

This unit supports workforce development for those who control fermentation in a brewing business.

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Monitor and control fermentation	1.1 control fermentation process according to organisational standard operating procedures 1.2 check the product specifications 1.3 measure, analyse and interpret fermentation process and quality data according to organisational standard operating procedure 1.4 make sure that the materials and services required by fermentation equipment are available 1.5 identify non-conformance to fermentation process and product 1.6 take action in response to operating problems within the limits of own responsibility			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Take action once fermentation is complete	2.1 make sure that the materials and services required by equipment are available 2.2 start up equipment according to organisational standard operating procedures 2.3 achieve required output to correct specification 2.4 take action in response to operating problems within the limits of your responsibility 2.5 maintain communication with team members and the team leader 2.6 fill in records and/or checklists for this stage of the process			

Learner name: _____ Date: _____
 Learner signature: _____ Date: _____
 Assessor signature: _____ Date: _____
 Internal verifier signature: _____ Date: _____
 (if sampled)

Unit 3: Control Yeast Cropping and Storage in Brewing

Unit reference number: D/601/5165

QCF level: 3

Credit value: 2

Guided learning hours: 6

Unit summary

This unit supports workforce development for those who control yeast cropping and storage in a brewing business.

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Crop yeast at the required time during fermentation process	1.1 control cropping yeast processes according to organisational standard operating procedure 1.2 set up equipment according to specification, ensuring that the yeast collection vessel to be used is empty and clean 1.3 ensure equipment is supplied with materials and services 1.4 follow procedures to start up equipment 1.5 make sure that yeast is ready to be transferred to the yeast collection vessel 1.6 measure, analyse and interpret quality data according to organisational standard operating procedures 1.7 check the product specifications and production schedules 1.8 implement action in response to operating problems within the limits of your responsibility			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Store yeast	2.1 control storing yeast processes following the organisational standard operating procedures 2.2 check product specification and production schedule 2.3 ensure equipment is supplied with materials and services 2.4 follow procedures to start up equipment 2.5 make sure yeast is ready to be transferred to yeast collection vessel 2.6 measure, analyse and interpret quality data according to organisational standard operating procedures 2.7 take action in response to operating problems within the limits of own responsibility 2.8 maintain communication with other team members and the team leader 2.9 fill in records and/or checklists for this stage of the process			

Learner name: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

Date: _____
Date: _____
Date: _____
Date: _____

Unit 4: Control Yeast Selection, Treatment and Pitching in Brewing

Unit reference number: K/601/5167

QCF level: 3

Credit value: 2

Guided learning hours: 8

Unit summary

This unit supports workforce development for those who control yeast cropping and storage in a brewing business.

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Control yeast selection, treatment and pitching	1.1 control yeast treatment and yeast pitching processes according to organisational standard operating procedures			
	1.2 measure, analyse and interpret quality data according to organisational standard operating procedures			
	1.3 check the product specifications and production schedules			
	1.4 identify non-conformance to the characteristics of healthy yeast			
	1.5 assess yeast condition and purity			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Control yeast fermentation processes	2.1 calculate the quantity of acid to treat a given amount of yeast 2.2 calculate the amount of yeast to add to a fermentation 2.3 implement action in response to operating problems within the limits of own responsibility 2.4 maintain communication with team members 2.5 fill in records and/or checklists for this stage of the fermentation process			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 5: Control Kegging in Brewing

Unit reference number: M/601/5168

QCF level: 2

Credit value: 3

Guided learning hours: 10

Unit summary

This unit supports workforce development for those who control kegging in a brewing 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, controlling kegging in brewing. 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 keggings	1.1 check the product specifications and production schedule at the appropriate time 1.2 set up the equipment according to specification 1.3 check that the materials and services required by the keggings equipment are available 1.4 check that beer is ready to be used for keggings			
2 Start keggings	2.1 start up the keggings equipment, following the organisational standard operating procedures 2.2 achieve the required output to the specification 2.3 take action in response to operating problems within the limits of own responsibility			
3 Monitor keggings	3.1 monitor the output to achieve the specification and production schedule 3.2 monitor the availability of materials and services required by the keggings equipment 3.3 follow the organisational standard operating procedures			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Complete kegging	4.1 shut down the kegging equipment, following the organisational standard operating procedures 4.2 ensure that the equipment is ready for future use after completion of kegging 4.3 take action in response to operating problems within the limits of own responsibility 4.4 maintain communication with team members and the team leader 4.5 fill in records and/or checklists for this stage of the process			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 6: Contribute to the Maintenance of Plant and Equipment in Food Operations

Unit reference number: T/601/2921

QCF 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			

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

Learner name: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

Date: _____
Date: _____
Date: _____
Date: _____

Unit 7: Understand how to Contribute to the Maintenance of Plant and Equipment in Food Operations

Unit reference number: A/601/2922

QCF 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. It can be assessed on or off the job.

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

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know 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			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to carry out maintenance	2.1 outline how and when to carry out maintenance activities 2.2 describe how the tools and equipment selected are used to complete the tasks 2.3 describe how to communicate events and issues to relevant people 2.4 state the procedure for carrying out the maintenance event hygienically 2.5 describe how available information is used to aid the maintenance 2.6 state how to record an event in the maintenance log			

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 types of 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: _____ Date: _____
Assessor signature: _____ Date: _____
Internal verifier signature: _____ Date: _____
(if sampled)

Unit 8: Interpret and Communicate Information and Data in Food Operations

Unit reference number: J/601/5225

QCF level: 3

Credit value: 3

Guided learning hours: 18

Unit summary

This unit supports workforce development for those who interpret and communicate information and data 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, interpreting and communicating information and data 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 Identify relevant information and data	1.1 identify the required information and data 1.2 check what data is already available 1.3 identify information and data sources for additional requirements 1.4 collect additional information and data where required			
2 Interpret information and data	2.1 check that information and data is: – relevant – sufficient – complete 2.2 interpret information and data so that it is understood by the target audience 2.3 select information that is relevant to the target audience 2.4 check the interpretation of the selected information and data			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Communicate information and data	3.1 check information and data to be presented for completeness and correct format 3.2 liaise with colleagues to clarify the information and data to be presented 3.3 present the information and data to a target audience in a way that is relevant, appropriate, clear and concise 3.4 distinguish clearly between factual findings and interpretations 3.5 make recommendations which are objective and based on the findings and interpretation 3.6 answer audience questions clearly and concisely			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 9: Understand how to Interpret and Communicate Information and Data in Food Operations

Unit reference number: L/601/5226

QCF level: 3

Credit value: 3

Guided learning hours: 14

Unit summary

This unit supports workforce development for those who understand how to interpret and communicate information and data 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 interpreting and communicating information and data in food operations. It can be assessed on or off the job.

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

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to identify and confirm information and data	1.1 describe good practice in the collection and interpretation of information and data 1.2 describe how to liaise with colleagues to confirm data interpretation 1.3 summarise how to identify relevant information			
2 Know how to source information and data	2.1 describe types of computer system and how they are used to provide information and data 2.2 describe common data analysis techniques 2.3 explain how to analyse and interpret data 2.4 describe how to retrieve information and data from different sources 2.5 list the location of sources of information and data			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Know how to present information and data	3.1 compare different methods of communication that could be adopted to present information and data 3.2 describe how to use audio-visual aids 3.3 explain how audio-visual aids can enhance presentations 3.4 describe how to respond effectively to questions 3.5 describe the importance of presenting information in the specific format 3.6 explain how to communicate and present information and data to different audiences			

Learner name: _____ Date: _____
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 Assessor signature: _____ Date: _____
 Internal verifier signature: _____ Date: _____
 (if sampled)

Unit 10: Monitor Food Hygiene Standards Using Rapid Test Methods in Operations

Unit reference number: F/601/8303

QCF 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:	_____
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Assessor signature:	_____	Date:	_____
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(if sampled)			

Unit 11: Understand how to Monitor Food Hygiene Standards Using Rapid Test Methods in Operations

Unit reference number: J/601/8304

QCF 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. It can be assessed on or off the job.

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

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to 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: _____
Learner signature: _____
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(if sampled)

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Unit 12: Lift and Handle Materials Safely in Food Operations

Unit reference number: T/601/8301

QCF 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 13: Understand how to Lift and Handle Materials Safely in Food Operations

Unit reference number: A/601/8302

QCF level: 2

Credit value: 2

Guided learning hours: 15

Unit summary

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

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

Assessment requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when lifting and handling materials safely in food operations. It can be assessed on or off the job. The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

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

Learner name: _____
Learner signature: _____
Assessor signature: _____
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(if sampled)

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Unit 14: Contribute to Environmental Safety in Food Operations

Unit reference number: A/601/2919

QCF 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 15: Understand how to Contribute to Environmental Safety in Food Operations

Unit reference number: M/601/2920

QCF 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. It can be assessed on or off the job.

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

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to 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 16: Record and Report Basic Operations in Food Manufacture

Unit reference number: R/601/5227

QCF level: 2

Credit value: 1

Guided learning hours: 5

Unit summary

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

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

Assessment requirements

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Record basic operations	1.1 identify information and data that needs to be recorded 1.2 record information and data 1.3 complete records within defined timescales 1.4 follow company procedures to process records			
2 Comply with company quality procedures	2.1 identify information and events that need to be reported 2.2 report information and events to the appropriate people 2.3 make verbal reports of information and events 2.4 check the reporting of information and events is to the point and accurate			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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Internal verifier signature: _____
(if sampled)

Date: _____

Unit 17: Understand how to Record and Report Basic Operations in Food Manufacture

Unit reference number: Y/601/5228

QCF level: 2

Credit value: 1

Guided learning hours: 5

Unit summary

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

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

Assessment requirements

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

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

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand how to report on basic operations	1.1 list the situations, events, problems and information that need to be reported 1.2 describe how to report clearly, concisely and accurately 1.3 state the importance of reporting promptly 1.4 list the key people to whom reports should be made			
2 Understand how to deal with problems in production	2.1 outline the purpose of keeping accurate records and the consequences of not doing so 2.2 state the types of information and data that need to be recorded 2.3 state how to record information and data accurately 2.4 state the importance of checking information with relevant people			

Learner name: _____ Date: _____
Learner signature: _____ Date: _____
Assessor signature: _____ Date: _____
Internal verifier signature: _____ Date: _____
(if sampled)

Unit 18: Carry out Product Changeovers in Food Manufacture

Unit reference number: H/601/8309

QCF 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: _____
(if sampled)

Date: _____

Unit 19: Understand how to Carry out Product Changeovers in Food Manufacture

Unit reference number: Y/601/8310

QCF 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. It can be assessed on or off the job.

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

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to carry out product changeovers	2.1 state the functions and use of machine parts, tools and safety equipment needed for changeovers 2.2 state the key materials and resources 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: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

Date: _____
Date: _____
Date: _____
Date: _____

Unit 20: Understand how to Contribute to Problem Diagnosis in Food Manufacture

Unit reference number: D/601/2945

QCF 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. It can be assessed on or off the job.

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

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to contribute to analysing and reporting problems within your work area	2.1 state how to use any relevant tools and test equipment 2.2 detail 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 21: Contribute to Problem Resolution in Food Manufacture

Unit reference number:	H/601/2946
QCF 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			

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 22: Understand how to Contribute to Problem Resolution in Food Manufacture

Unit reference number: K/601/2947

QCF 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. It can be assessed on or off the job.

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

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to contribute to identifying resolutions to problems	2.1 outline factors to take into consideration when contributing to selecting solutions 2.2 state how to help : - 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: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

Date: _____
Date: _____
Date: _____
Date: _____

Unit 23: Operate Central Control Systems in Food Manufacture

Unit reference number: T/601/5172

QCF level: 2

Credit value: 2

Guided learning hours: 11

Unit summary

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

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

Learner name:	_____	Date:	_____
Learner signature:	_____	Date:	_____
Assessor signature:	_____	Date:	_____
Internal verifier signature:	_____	Date:	_____
(if sampled)			

Unit 24: Understand how to Operate Central Control Systems in Food Manufacture

Unit reference number: A/601/5173

QCF level: 2

Credit value: 2

Guided learning hours: 10

Unit summary

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

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

Assessment requirements

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

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

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

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

Learner name:	_____	Date:	_____
Learner signature:	_____	Date:	_____
Assessor signature:	_____	Date:	_____
Internal verifier signature:	_____	Date:	_____
(if sampled)			

Unit 25: Control Separation in Food Manufacture

Unit reference number: F/601/5174

QCF level: 2

Credit value: 3

Guided learning hours: 20

Unit summary

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

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

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

Learner name: _____ Date: _____
 Learner signature: _____ Date: _____
 Assessor signature: _____ Date: _____
 Internal verifier signature: _____ Date: _____
 (if sampled)

Unit 26: Control Temperature Reduction in Food Manufacture

Unit reference number: Y/601/4631

QCF 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. It can be assessed on or off the job.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

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

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 27: Contribute to Problem Diagnosis in Food Manufacture

Unit reference number:	Y/601/2944
QCF 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: _____
(if sampled)

Date: _____

Unit 28: Control Bottling in Food Manufacture

Unit reference number: L/601/5176

QCF level: 2

Credit value: 3

Guided learning hours: 19

Unit summary

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

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

Assessment requirements

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

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

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

Learner name: _____ Date: _____
 Learner signature: _____ Date: _____
 Assessor signature: _____ Date: _____
 Internal verifier signature: _____ Date: _____
 (if sampled)

Unit 29: Control Packaging in Food Manufacture

Unit reference number: Y/601/5178

QCF level: 2

Credit value: 3

Guided learning hours: 19

Unit summary

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

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

Assessment requirements

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

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

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

Learner name: _____ Date: _____
 Learner signature: _____ Date: _____
 Assessor signature: _____ Date: _____
 Internal verifier signature: _____ Date: _____
 (if sampled)

Unit 30: Understand how to Control Processes in Food Manufacture

Unit reference number: Y/601/4614

QCF 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. It can be assessed on or off the job.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know about the requirements for controlling processes	1.1 state the purpose and importance of the process 1.2 describe how to obtain the necessary resources for the process 1.3 state what recording, reporting and communication is needed during processing 1.4 outline the importance of communication during process control 1.5 describe how to follow work instructions and why it is important to do so 1.6 state the limits of 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 re-worked 4.2 describe how to dispose of waste and why it is important to do so 4.3 state how to make equipment ready for future use			

Learner name: _____

Learner signature: _____

Assessor signature: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Date: _____

Date: _____

Date: _____

Unit 31: Carry out Sampling for Quality Control in Food Operations

Unit reference number: D/601/8311

QCF 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.

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

Unit reference number: H/601/8312

QCF 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. It can be assessed on or off the job.

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

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know 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			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
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: _____
(if sampled)

Date: _____

Unit 33: Organise and Improve Work Activities for Achieving Excellence in Food Operations

Unit reference number: Y/601/2927

QCF 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.

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Organise 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 from completing own work objectives			

Learner name: _____ Date: _____
 Learner signature: _____ Date: _____
 Assessor signature: _____ Date: _____
 Internal verifier signature: _____ Date: _____
 (if sampled)

Unit 34: Understand how to Organise and Improve Work Activities for Achieving Excellence in Food Operations

Unit reference number: D/601/2928

QCF 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. It can be assessed on or off the job.

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

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know 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: _____ Date: _____
 Assessor signature: _____ Date: _____
 Internal verifier signature: _____ Date: _____
 (if sampled)

Unit 35: Contribute to the Application of Improvement Techniques for Achieving Excellence in Food Operations

Unit reference number: K/601/2933

QCF 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.

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 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 36: Understand How To Contribute to the Application of Improvement Techniques for Achieving Excellence in Food Operations

Unit reference number: M/601/2934

QCF 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. It can be assessed on or off the job.

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

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

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

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: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 37: Monitor and Maintain Storage Systems and Procedures in Food Operations

Unit reference number: D/601/5179

QCF level: 3

Credit value: 2

Guided learning hours: 10

Unit summary

This unit supports workforce development for those who monitor and maintain storage systems and procedures 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, monitoring and maintaining storage systems and procedures in food operations. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Monitor and maintain health and safety and control systems	1.1 monitor hygiene, health and safety and environmental procedures 1.2 maintain control monitoring systems for materials and storage facilities 1.3 ensure that control systems limit risks and comply with legal and company requirements 1.4 evaluate the effectiveness of control systems 1.5 complete and process records			
2 Recommend areas for improvement and present suggestions to others	2.1 assess the effectiveness of handling and storage systems procedures 2.2 evaluate the impact of deficiencies in control systems and procedures and take relevant action 2.3 make suggestions for improvement to the relevant person 2.4 establish and maintain communication with managers and colleagues			

Learner name:	_____	Date:	_____
Learner signature:	_____	Date:	_____
Assessor signature:	_____	Date:	_____
Internal verifier signature:	_____	Date:	_____
(if sampled)			

Unit 38: Understand how to Monitor and Maintain Storage Systems and Procedures in Food Operations

Unit reference number: D/601/5182

QCF level: 3

Credit value: 2

Guided learning hours: 10

Unit summary

This unit supports workforce development for those who understand how to monitor and maintain storage systems and procedures 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 monitoring and maintaining storage systems and procedures in food operations. It can be assessed on or off the job.

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

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know the importance of monitoring and maintaining food and drink storage systems and procedures	1.1 explain how to identify and respond to storage problems 1.2 explain the importance of storing products according to their nature and characteristics 1.3 describe storage systems available 1.4 describe how to make optimum use of storage space 1.5 explain the importance of making the best use of storage space			
2 Know how to evaluate procedures and make recommendations for changes	2.1 explain the company procedures in relation to hygiene, health and safety and the environment 2.2 describe how to assess control systems available for monitoring the condition of materials and the storage facility 2.3 evaluate handling and storage systems and procedures for effectiveness 2.4 explain how to respond effectively to deficiencies in control systems and procedures 2.5 describe the importance of implementing the monitoring and review procedures			

Learner name:	_____	Date:	_____
Learner signature:	_____	Date:	_____
Assessor signature:	_____	Date:	_____
Internal verifier signature:	_____	Date:	_____
(if sampled)			

Unit 39: Produce Product Packs in Food Operations

Unit reference number: A/601/8297

QCF 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 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.

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Prepare to produce 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. dispose of surplus product and packing material including: - 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 40: Understand how to Produce Product Packs in Food Operations

Unit reference number: F/601/8298

QCF level: 2

Credit value: 3

Guided learning hours: 25

Unit summary

This unit supports workforce development for those who understand how to produce product packs in a food business.

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

Assessment requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when producing product packs in food operations. It can be assessed on or off the job. The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to 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 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 41: Contribute to Sustainable Practice in Food Operations

Unit reference number: L/601/2925

QCF 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.

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 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			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 42: Understand how to Contribute to Sustainable Practice in Food Operations

Unit reference number: R/601/2926

QCF 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. It can be assessed on or off the job.

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

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know 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: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

Date: _____
Date: _____
Date: _____
Date: _____

Unit 43: Carry out Disinfection in Food Operations

Unit reference number: K/601/5184

QCF level: 2

Credit value: 2

Guided learning hours: 8

Unit summary

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

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

Assessment requirements

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Prepare for disinfection	1.1 identify the area to be disinfected and confirm that it is in a state for disinfection to be effective 1.2 assemble the materials and equipment to carry out disinfection 1.3 prepare the disinfection materials following manufacturer's specifications 1.4 check specifications to determine distribution and dosage levels			
2 Carry out disinfection procedures	2.1 distribute disinfectant at the levels set by technical specifications, and ensure all of the area is disinfected 2.2 replace all equipment and materials safely and securely in the specified place 2.3 maintain disinfection facilities and equipment in a condition suitable for use			

Learner name: _____ Date: _____
Learner signature: _____ Date: _____
Assessor signature: _____ Date: _____
Internal verifier signature: _____ Date: _____
(if sampled)

Unit 44: Understand how to Carry out Disinfection in Food Operations

Unit reference number: T/601/5186

QCF level: 2

Credit value: 2

Guided learning hours: 15

Unit summary

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

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

Assessment requirements

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

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

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know about the requirements for disinfection	1.1 explain the meaning of disinfection 1.2 describe the difference between disinfectants and detergents 1.3 list the key materials and equipment required to carry out disinfection 1.4 state the importance of preparing disinfection solutions according to manufacturer's specifications 1.5 describe conditions that make disinfection ineffective			
2 Know how to carry out disinfection	2.1 describe procedures for preparing an area before disinfection 2.2 outline why it is important to confirm correct distribution and dosage levels of disinfectants 2.3 describe methods of distributing disinfectants 2.4 explain the importance of distributing disinfectant evenly to cover the area			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Know how to complete disinfection	3.1 state why it is important to replace all equipment and materials safely and securely in the specified place 3.2 describe how to handle, store and use disinfectants 3.3 describe how to maintain disinfection facilities and equipment and why this is important 3.4 state the types of records required for usage of disinfectants			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 45: Control Hygiene Cleaning in Food Operations

Unit reference number: J/601/8299

QCF level: 2

Credit value: 3

Guided learning hours: 23

Unit summary

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

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

Assessment requirements

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Prepare for cleaning according to company procedures and specifications	1.1 establish cleaning requirements 1.2 select cleaning equipment 1.3 make sure the working area is in a safe state by: – checking and preparing all equipment and machinery before starting cleaning – isolating equipment and machinery where required 1.4 protect or clear the area of raw materials or product 1.5 take actions within the limits of own authority throughout the preparation process 1.6 maintain communication throughout the preparation process			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Carry out cleaning according to company procedures and specifications	2.1 check personal protective equipment (PPE), cleaning solutions, materials and equipment comply with specification 2.2 ensure that the cleaning is carried out without causing damage to plant and equipment 2.3 comply with precautions to prevent the spread of contamination to other areas 2.4 ensure that the cleaning is completed within the specified time 2.5 report and take action to deal with any problems which arise during the cleaning			
3 Complete cleaning according to company procedures and specifications	3.1 make sure the area is cleaned to agreed specifications 3.2 reinstate plant, equipment and work areas and leave them fit for future use 3.3 ensure cleaning materials 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: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

Date: _____
Date: _____
Date: _____
Date: _____

Unit 46: Understand how to Control Hygiene Cleaning in Food Operations

Unit reference number: M/601/8300

QCF level: 2

Credit value: 3

Guided learning hours: 28

Unit summary

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

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

Assessment requirements

This unit is designed to assess the knowledge and understanding of learners in the workplace context, when controlling hygiene cleaning in food operations. It can be assessed on or off the job. The learner must demonstrate their current knowledge and understanding, to meet all assessment criteria. Assessment methods appropriate to the needs of the learner must be used to generate satisfactory evidence of knowledge and understanding.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the requirements of hygiene cleaning in food operations	1.1 describe the types of unexpected situations that may occur when cleaning and how to deal with them 1.2 state when a permit to work is required and what might happen if it is not obtained before cleaning starts 1.3 outline the importance of following company standards for the sequence of cleaning 1.4 state the frequency for cleaning and maintaining different items of equipment and what can happen if this is not done 1.5 outline the importance of achieving and meeting the required standard of cleanliness and what may happen if this is not done			
2 Understand how to prepare for hygiene cleaning in food operations safely	2.1 outline the importance of organising and coordinating the cleaning process 2.2 state how to use cleaning instructions and the risks involved in not following them 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			

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: - 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 47: Contribute to Maintaining Stock Security and Minimising Losses in Food Operations

Unit reference number: D/601/5229

QCF level: 2

Credit value: 2

Guided learning hours: 15

Unit summary

This unit supports workforce development for those who contribute to maintaining stock security and minimising losses in a food business.

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

Assessment requirements

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Contribute to the maintenance of security according to specifications and procedures	1.1 implement security checks and confirm that checks carried out by others are performed to specified procedures 1.2 check for potential and actual breaches of security, including: - customer pilferage - staff pilferage - external threats 1.3 outline the use of security systems and procedures to the relevant people 1.4 make recommendations for action to control breaches of security and check they comply with legal and organisational requirements 1.5 process the necessary documentation			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Contribute to the monitoring of losses and investigating problems according to specifications and procedures	2.1 assess the actual losses against the potential loss forecast on a regular basis within limits of own authority 2.2 identify and investigate indications of theft and unacceptable losses within limits of own authority 2.3 contribute to establishing the causes of losses 2.4 identify opportunities to minimise losses and make recommendations to the relevant people 2.5 check that the actions agreed to minimise the risks of losses and theft are implemented according to specified procedures within limits of own authority 2.6 process documentation required			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Implement procedures to deal with security alerts	3.1 identify and deal with security alerts, including hoaxes, in accordance with organisational and legal requirements 3.2 take action to deal with security alerts in ways which will minimise risks and maximise protection within limits of own authority 3.3 report security alerts to the relevant people 3.4 process documentation required			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 48: Understand how to Contribute to Maintaining Stock Security and Minimising Losses in Food Operations

Unit reference number: L/601/5243

QCF level: 2

Credit value: 2

Guided learning hours: 9

Unit summary

This unit supports workforce development for those who understand how to contribute to maintaining stock security and minimising losses in a food business.

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

Assessment requirements

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

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

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know about the requirements of stock security	1.1 outline the organisational policy, procedures and objectives of security procedures 1.2 describe the implications of statutory legislation on security systems and procedures 1.3 describe the documentation required to inform and maintain security procedures 1.4 outline the importance of security in food operations and the potential effect of inadequate security systems and procedures 1.5 outline the importance of minimising risks and maximising protection 1.6 describe how to communicate security issues			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know about company procedures for maintaining stock security	2.1 describe the organisational loss policy and its parameters 2.2 describe procedures for dealing with losses and how to identify improvement opportunities 2.3 explain how to check that security procedures are being followed according to specifications 2.4 describe the roles, responsibilities and accountability of self and others 2.5 outline how to make recommendations to control breaches of security			
3 Know how to implement security procedures and deal with security breaches	3.1 describe how to assess security problems 3.2 describe how to carry out security checks 3.3 describe how to recognise and respond to security alerts, including hoaxes, and how to report them 3.4 describe how to identify breaches of security 3.5 describe how to assess actual losses against forecast losses 3.6 state the need for accurate and complete records			

Learner name: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

Date: _____
Date: _____
Date: _____
Date: _____

Unit 49: Control Effluent Treatment in Food Operations

Unit reference number: R/601/5244

QCF level: 2

Credit value: 2

Guided learning hours: 15

Unit summary

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

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

Assessment requirements

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Prepare equipment and materials to control effluent treatment	1.1 confirm that any required documentation is correct and equipment and materials are ready for use 1.2 ensure that the equipment, materials and emergency equipment are ready for use 1.3 wear and use appropriate personal protective equipment (PPE) according to specifications 1.4 confirm that the treatment areas are clean and prepared for safe processing 1.5 deal with operating problems or report them to the appropriate person 1.6 maintain effective communication throughout the process			
2 Monitor and control treatment operations according to procedures and specifications	2.1 follow treatment procedures 2.2 adjust process variations promptly to maintain treatment 2.3 sample the treatment process 2.4 confirm that treated effluent and any other products of the process meet specification			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Complete and shut down treatment operations according to procedures, specifications and legal requirements	3.1 shut down services 3.2 identify treated effluent that is out of specification and report it to the appropriate person 3.3 deal with outcomes of the treatment process 3.4 ensure that all records are complete			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 50: Understand how to Control Effluent Treatment in Food Operation

Unit reference number: Y/601/5245

QCF level: 2

Credit value: 3

Guided learning hours: 20

Unit summary

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

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

Assessment requirements

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

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

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to control effluent treatment operations	1.1 outline the function of the equipment used in effluent treatment operations 1.2 explain how to confirm agreement between any required documentation and effluent materials 1.3 explain how to record process operations and how to interpret process documentation 1.4 outline why it is important to communicate clearly and what may happen if this is not done 1.5 explain the consents and authorisations which apply to the operation and what may happen if these are not adhered to 1.6 explain the implications of relevant legislation and the waste management licence on treatment process operations			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to follow all the relevant procedures for effluent treatment operations	2.1 outline the procedures for checking and making ready process equipment 2.2 outline the process operating procedures 2.3 outline the procedures for handling effluent and treatment materials 2.4 outline the procedures for dealing with: – effluent – out-of-specification effluent – products of the treatment process – residual treatment materials from the work area 2.5 outline the procedures for normal or maintenance shutdown			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Know how to carry out effluent treatment operations safely	3.1 describe the nature and hazards of effluent and treatment materials and the precautions to be used in handling them 3.2 describe the safe working practices associated with the process 3.3 explain how to use safety and emergency equipment and personal protective equipment (PPE) 3.4 describe how to check availability of equipment and confirm it is in good working order 3.5 describe how to use the process equipment safely 3.6 describe the emergency equipment associated with the process and how to use it			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 51: Understand how to Monitor Effluent Treatment in Food Operations

Unit reference number: D/601/5246

QCF level: 2

Credit value: 2

Guided learning hours: 18

Unit summary

This unit supports workforce development for those who understand how to monitor effluent treatment in a food business.

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

Assessment requirements

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

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

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to monitor effluent treatment operations	1.1 outline the effluent treatment process and the methods of monitoring it 1.2 describe good housekeeping practices and standards 1.3 describe how to adjust the process to meet specification range 1.4 outline the sampling procedures and how to treat samples taken 1.5 explain how to interpret sampling results 1.6 describe how to identify out-of-specification effluent 1.7 describe how to document and record treatment operations			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to deal with problems during the treatment process	2.1 describe the factors which might interfere with processing operations and the corrective actions to be taken to deal with them 2.2 outline precautions to be taken when dealing with hazards from: - effluent - out-of-specification effluent - products - treatment materials 2.3 describe the symptoms of out-of-specification processing 2.4 outline procedures for dealing with spillage 2.5 state the limits of own authority for taking corrective action 2.6 state who to advise when circumstances are outside own area of authority			

Learner name: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

Date: _____
Date: _____
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Date: _____

Unit 52: Contribute to the Effectiveness of Food Retail Operations

Unit reference number: H/601/5247

QCF level: 2

Credit value: 2

Guided learning hours: 10

Unit summary

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

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

Assessment requirements

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

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

Learner name: _____ Date: _____
Learner signature: _____ Date: _____
Assessor signature: _____ Date: _____
Internal verifier signature: _____ Date: _____
(if sampled)

Unit 53: Understand how to Contribute to the Effectiveness of Food Retail Operations

Unit reference number: K/601/5248

QCF level: 2

Credit value: 2

Guided learning hours: 11

Unit summary

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

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

Assessment requirements

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

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

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

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

Learner name: _____ Date: _____
Learner signature: _____ Date: _____
Assessor signature: _____ Date: _____
Internal verifier signature: _____ Date: _____
(if sampled)

Unit 54: Sell Food Products in a Retail Environment

Unit reference number: L/601/8305

QCF level: 2

Credit value: 2

Guided learning hours: 14

Unit summary

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

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

Assessment requirements

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

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

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 55: Understand how to Sell Food Products in a Retail Environment

Unit reference number: R/601/8306

QCF level: 2

Credit value: 3

Guided learning hours: 20

Unit summary

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

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

Assessment requirements

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

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

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to 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 56: Display Food Products in a Retail Environment

Unit reference number: Y/601/8307

QCF level: 2

Credit value: 3

Guided learning hours: 23

Unit summary

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

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

Assessment requirements

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

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

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

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 57: Understand how to Display Food Products in a Retail Environment

Unit reference number: D/601/8308

QCF level: 2

Credit value: 2

Guided learning hours: 10

Unit summary

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

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

Assessment requirements

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

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

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

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

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

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 58: Maintain Workplace Food Safety Standards in Operations

Unit reference number: K/601/2902

QCF 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.

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Keep the workspace clean	1.1 keep work area clean and tidy 1.2 maintain tools, utensils and equipment in a hygienic condition 1.3 store tools, utensils and equipment correctly 1.4 keep ingredients and products in their assigned places			
2 Maintain food safety	2.1 prevent product contamination and cross contamination 2.2 follow procedures for dealing with product contamination and cross contamination 2.3 follow procedures for substances that may cause allergic reactions 2.4 dispose of food waste and scrap according to procedures			

Learner name: _____ Date: _____
Learner signature: _____ Date: _____
Assessor signature: _____ Date: _____
Internal verifier signature: _____ Date: _____
(if sampled)

Unit 59: Understand how to Maintain Workplace Food Safety Standards in Operations

Unit reference number: M/601/2903

QCF 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. It can be assessed on or off the job.

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

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know the importance of safe food handling practices	1.1 outline the importance of food handling practices in maintaining food safety 1.2 describe how personal hygiene and behaviour affect food safety 1.3 explain the importance of treating and covering cuts, boils, skin infections and grazes 1.4 describe how to treat and cover cuts, boils, skin infections and grazes 1.5 explain the importance of cleaning and maintenance of the environment and equipment, and their impact on food safety 1.6 describe the importance of keeping food at specified temperatures 1.7 outline the causes of food spoilage and how to recognise it 1.8 describe what action to take in order to reduce food spoilage			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to deal with pests and infestations	2.1 describe the main type of pests and infestations and how they occur 2.2 describe how to prevent infestation 2.3 describe how to recognise infestations 2.4 outline the procedures to follow on discovering infestation			
3 Know the importance of minimising the risks of contamination and food poisoning	3.1 describe the types of product contamination, cross contamination and food poisoning - 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: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

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Date: _____
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Unit 60: Maintain Workplace Health and Safety in Food Operations

Unit reference number: M/601/2917

QCF level: 2

Credit value: 2

Guided learning hours: 4

Unit summary

This unit supports workforce development for those who operate safely in a food business.

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

Assessment requirements

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Work within organisational safety limits	1.1 follow operational requirements according to Standard Operating Procedures (SOP) 1.2 maintain responsible behaviour at work in line with company policies 1.3 work without causing risks or danger to self and others 1.4 carry out instructions according to safety notices, hazard and warning signs 1.5 report hazards, defects and faults to the relevant people 1.6 keep the workplace and work surfaces clean and clear of hazards 1.7 follow organisational procedures for reporting sickness, disease and health risks			
2 Follow organisational emergency procedures	2.1 locate emergency escape routes and procedures 2.2 keep emergency escape routes clear of obstructions 2.3 use safety systems and alarms correctly 2.4 follow the specified procedures in an emergency			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Use personal protective equipment	3.1 identify and locate suitable personal protective equipment necessary for work activities 3.2 use and wear personal protective equipment in accordance with organisational procedures 3.3 dispose of personal protective equipment after use			

Learner name: _____
 Learner signature: _____
 Assessor signature: _____
 Internal verifier signature: _____
 (if sampled)

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Unit 61: Understand how to Maintain Workplace Health and Safety in Food Operations

Unit reference number: T/601/2918

QCF level: 2

Credit value: 2

Guided learning hours: 18

Unit summary

This unit supports workforce development for those who understand workplace health and safety in food manufacture in a food business.

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

Assessment requirements

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

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

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know the main safety risks and hazards in the working environment	1.1 describe how to define and identify health and safety hazards and risks in the workplace 1.2 list the main health risks in the workplace and steps that can be taken to control them 1.3 describe the most common causes of accidents in the workplace and steps that help to prevent them 1.4 state the importance of safety notices and hazard warning signs 1.5 list the hazards, defects and faults that may arise in the workplace 1.6 state how to avoid or minimise the effects in the workplace of health and safety: - hazards - defects - faults 1.7 describe the range and care of personal protective equipment			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know the health and safety precautions and procedures in the workplace	2.1 list the safety precautions required in the workplace 2.2 describe safe working practices and the importance of following them 2.3 describe how to contact and obtain help from colleagues with first aid qualifications 2.4 outline the procedures that should be followed in different emergencies and why they should be followed 2.5 describe the importance of considering health and safety precautions when planning tasks 2.6 describe what might happen if tasks are planned without attention to health and safety precautions 2.7 state how to report accidents and incidents 2.8 describe the importance of reporting accidents and incidents following company procedures			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Know the health and safety features of equipment and materials	3.1 list the rules and hazards associated with particular equipment 3.2 state the reasons for using specified tools and equipment 3.3 describe why tools and equipment should be maintained and stored correctly 3.4 describe how to isolate faulty and defective equipment 3.5 outline the importance of adjusting workplace equipment to suit the individual 3.6 list the hazardous substances that are in the workplace 3.7 describe steps that should be taken to protect individuals from hazardous substances in the workplace 3.8 describe storage methods for materials and chemicals			

Learner name: _____ Date: _____
Learner signature: _____ Date: _____
Assessor signature: _____ Date: _____
Internal verifier signature: _____ Date: _____
(if sampled)

Unit 62: Work Effectively With Others in Food Operations

Unit reference number: H/601/2896

QCF level: 2

Credit value: 2

Guided learning hours: 15

Unit summary

This unit supports workforce development for those who work effectively with others in a food business.

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

Assessment requirements

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Work effectively in a team	1.1 work with others to meet the objectives of the team, own objectives and the organisation's objectives 1.2 make suggestions to improve work activities 1.3 use initiative to assist team members 1.4 respond to suggestions made by colleagues for the organisation 1.5 deal with differences of opinion in ways that do not cause offence 1.6 respect colleagues from different ethnic and religious backgrounds in terms of their opinions and beliefs			
2 Give and receive information to and from team colleagues	2.1 check the team have instructions for their work 2.2 demonstrate the team understand what is required of them to carry out work 2.3 actively seek information when necessary 2.4 advise others in the team using information that is up to date, relevant and accurate 2.5 provide information which will help team colleagues to achieve tasks			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Work with team colleagues to improve the way work is done	3.1 inform the relevant person when tasks cannot be completed 3.2 suggest ways to improve the way work is organised 3.3 make suggestions about how work can be better organised			

Learner name: _____
 Learner signature: _____
 Assessor signature: _____
 Internal verifier signature: _____
 (if sampled)

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Unit 63: Understand how to Work Effectively With Others in Food Operations

Unit reference number: K/601/2897

QCF 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 requirements 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. It can be assessed on or off the job.

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

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to 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: - 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 64: Carry out Task Hand-Over Procedures in Food Manufacture

Unit reference number: A/601/8316

QCF level: 2

Credit value: 2

Guided learning hours: 10

Unit summary

This unit supports workforce development for those who carry out task hand-over procedures in a food business.

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

Assessment requirements

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Hand over responsibility to another person	1.1 take precautions to ensure that production is not interrupted during hand-over 1.2 maintain quality standards during task hand-over 1.3 provide information to those who need to know 1.4 exchange information in an appropriate place			
2 Take over responsibility from another person	2.1 take precautions to ensure that production is not interrupted during hand-over 2.2 maintain quality standards during hand-over 2.3 obtain required information from the other person and clarification where necessary 2.4 exchange information in an appropriate place			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 65: Understand how to Carry out Task Hand-Over Procedures in Food Manufacture

Unit reference number: F/601/8317

QCF level: 2

Credit value: 1

Guided learning hours: 7

Unit summary

This unit supports workforce development for those who understand how to carry out task hand-over procedures in a food business.

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

Assessment requirements

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

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

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to 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: – 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 66: Maintain Product Quality in Food Operations

Unit reference number: T/601/2899

QCF 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

Assessment requirements or guidance specified by a sector or regulatory body (if appropriate). This unit is designed to assess the skills of learners in the workplace, maintaining product quality in food operations. It needs to be assessed on the job. The learner must be able to demonstrate their competent performance consistently over a period of time, to meet all of the assessment criteria. This will be achieved by at least two observations of performance in the workplace, and may be supported by witness testimony and other workplace evidence. Observations must ensure that the learner's working practice is at commercial speed and in compliance with standard operating procedures.

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Conduct quality checks	1.1 carry out quality checks within limit of own authority 1.2 compare the results of quality checks to required standards 1.3 record the results of quality checks			
2 Communicate results of quality checks	2.1 record quality checks on correct documentation 2.2 communicate results of quality checks 2.3 check that all required records are accurate and complete			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 67: Understand how to Maintain Product Quality in Food Operations

Unit reference number: H/601/2901

QCF level: 2

Credit value: 2

Guided learning hours: 11

Unit summary

This unit supports workforce development for those who understand how to maintain product quality, in a food business.

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

Assessment requirements

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

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

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to 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: _____
(if sampled)

Date: _____

Unit 68: Contribute to Continuous Improvement for Achieving Excellence in Food Operations

Unit reference number: H/601/2929

QCF level: 2

Credit value: 3

Guided learning hours: 14

Unit summary

This unit supports workforce development for those who contribute to continuous improvement 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 continuous improvement 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.

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 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 69: Understand how to Contribute to Continuous Improvement for Achieving Excellence in Food Operations

Unit reference number: Y/601/2930

QCF level: 2

Credit value: 2

Guided learning hours: 12

Unit summary

This unit supports workforce development for those who need to understand how to contribute to continuous improvement for achieving excellence, in a food business.

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

Assessment requirements

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

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

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know 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: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

Date: _____
Date: _____
Date: _____
Date: _____

Unit 70: Clean in Place (CIP) Plant and Equipment in Food Operations

Unit reference number: K/601/8313

QCF level: 2

Credit value: 3

Guided learning hours: 19

Unit summary

This unit supports workforce development for those who clean in place (CIP) plant and equipment in a food business.

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

Assessment requirements

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Prepare to clean in place	1.1 prepare plant, equipment and materials as scheduled and isolate where required 1.2 obtain and check personal protective equipment is fit for use 1.3 obtain and prepare cleaning materials 1.4 make sure that all actions taken are within the limits of own authority 1.5 maintain communication throughout the cleaning process			
2 Carry out clean in place	2.1 carry out and monitor the cleaning process in line with specifications 2.2 carry out cleaning in a way that does not damage plant, materials, products and equipment 2.3 take the necessary precautions to make sure that product is not contaminated by cleaning materials 2.4 complete cleaning within the required time 2.5 use personal protective equipment during cleaning			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Complete clean in place	3.1 carry out sampling where required 3.2 make sure that plant, equipment and work areas are fit for future use after cleaning 3.3 identify and report any signs of contamination, damage or environmental concerns 3.4 dispose of waste according to specified procedures 3.5 return cleaning materials and equipment to safe and secure storage 3.6 inform those who need to know that cleaning in place has been completed 3.7 put protective clothing and equipment in the specified place after use 3.8 complete all records and reports			

Learner name: _____ Date: _____
 Learner signature: _____ Date: _____
 Assessor signature: _____ Date: _____
 Internal verifier signature: _____ Date: _____
 (if sampled)

Unit 71: Understand how to Avoid Contamination and Complete Cleaning in Place (CIP) of Plant and Equipment in Food Operations

Unit reference number: T/601/8315

QCF 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 preparing for and conducting cleaning in place (CIP) of plant and equipment in food operations. It can be assessed on or off the job.

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

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to avoid contamination	1.1 describe the precautions to take to make sure that products are not contaminated by cleaning materials 1.2 describe what evidence of contamination might be found and the actions to take if this evidence is found 1.3 explain the procedures for checking and ensuring cleaning has been effective 1.4 describe the actions to take in the event of ineffective cleaning 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			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to complete cleaning in place	2.1 explain why it is important to keep records and what might happen if this is not done			
	2.2 explain the importance of cleaning and storing equipment according to specified procedures after use			
	2.3 describe what might happen if the specified waste disposal procedures are not followed			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 72: Understand how to Prepare for and Conduct Cleaning in Place (CIP) of Plant and Equipment in Food Operations

Unit reference number: M/601/8314

QCF 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 avoiding contamination and completing cleaning in place (CIP) of plant and equipment in food operations. It can be assessed on or off the job.

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

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to 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 re-assemble plant and equipment 2.4 explain the importance of leaving plant, equipment and work areas fit for use 2.5 describe the importance of communicating clearly and what may happen if this is not done 2.6 explain the importance of checking for and detecting leaks, blockages, pump failures and other problems, and reporting them promptly			

Learner name: _____ Date: _____
 Learner signature: _____ Date: _____
 Assessor signature: _____ Date: _____
 Internal verifier signature: _____ Date: _____
 (if sampled)

Unit 73: Principles of the Brewing Industry and Beer Production

Unit reference number: T/601/5205

QCF level: 2

Credit value: 2

Guided learning hours: 11

Unit summary

This unit supports workforce and/or vocational development for those who need to understand the principles of the brewing industry and beer production in a brewing business or in a learning environment.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. It is also designed for those who plan to enter the food and drink industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess underpinning knowledge and understanding to recognised National Occupational Standards.

Assessment requirements

This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, for understanding the principles of the brewing industry and beer production. It can be assessed on or off the job.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the history of beer production	1.1 outline the key stages of the history of beer production 1.2 describe reasons for changes to the types of beer produced over time 1.3 outline the key changes and trends in types of companies producing beer over time			
2 Understand the stages of producing beer and ingredients used	2.1 list the raw materials used for brewing, to include: - water - malt - hops - yeast 2.2 state the main function of each raw ingredient in brewing 2.3 outline the stages of brewing, to include: - crushing malt to make grist - mashing grist with hot water to make wort - boiling wort with hops - fermenting wort using yeast - packaging finished beer into containers			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand types of beer and how they are brewed	3.1 describe different styles of beer, to include: - ale - lager - wheat beer - stout - beer flavoured with fruit, spices or herbs - cask conditioned beer 3.2 describe how ales are fermented warm and quickly 3.3 outline how ales are fermented with yeasts which accumulate on the beer surface during fermentation ie 'top fermented' 3.4 describe how lagers are fermented cold and slowly 3.5 describe how lagers are fermented with yeasts which settle to the bottom of the beer during fermentation ie 'bottom fermented'			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Understand employment and job roles in the brewing industry	4.1 describe the main differences between types of organisations in the brewing sector, to include: - large scale manufacturers - small scale micro-brewers - retailers 4.2 outline the main responsibilities of typical job roles in beer production, to include: - operators - team leaders - technical brewers - quality assurance technicians - fitters and electricians - systems (IT) technicians 4.3 describe the roles and responsibilities of departments which support brewery operations, to include: - finance - marketing - sales - human resources - logistics 4.4 outline the main roles and responsibilities of beer retailers and their interaction with brewers			

Learner name: _____ Date: _____
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Assessor signature: _____ Date: _____
Internal verifier signature: _____ Date: _____
(if sampled)

Unit 74: Principles of Marketing Beer

Unit reference number: A/601/5206

QCF level: 2

Credit value: 1

Guided learning hours: 4

Unit summary

This unit supports workforce and/or vocational development for those who need to understand the principles of marketing beer in a brewing business or in a learning environment.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. It is also designed for those who plan to enter the food and drink industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess underpinning knowledge and understanding to recognised National Occupational Standards.

Assessment requirements

This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, for understanding the principles of marketing beer. It can be assessed on or off the job.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand trends in beer sales	1.1 describe the sales trend from 'bitter' ales to pale lager beers over that last thirty years 1.2 outline the move from vertically integrated breweries owning pubs to multinational brewing companies selling their beer to pub-owning companies 1.3 describe how regional UK brewers and consumer organisations such as the Campaign for Real Ale (CAMRA) have affected the demand for cask conditioned ales 1.4 outline the reasons for development of brewing on a small but commercial scale by 'micro-brewers'.			
2 Understand the importance of marketing beer	2.1 outline the importance of categorising types of customers 2.2 describe the importance of knowing which types of products different customers buy 2.3 state where beer is bought and sold to different types of customers 2.4 explain how brewing companies use information about customer types and their purchasing preferences 2.5 outline trends in advertising beer 2.6 describe the importance of advertising beer			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand how packaging contributes to marketing and sales of beer	3.1 outline the reasons why different types of packaging are made available to retail outlets, to include: – bottles and cans in supermarkets and off-licensed premises – bottles, kegs and casks in public houses – bottles in 'up-market' bars 3.2 describe the importance of packaging when marketing beer			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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Internal verifier signature: _____
(if sampled)

Date: _____

Unit 75: Principles of Using Raw Materials in Brewing

Unit reference number: F/601/5207

QCF level: 2

Credit value: 2

Guided learning hours: 8

Unit summary

This unit supports workforce and/or vocational development for those who need to understand the principles of using raw materials in a brewing business or in a learning environment.

The unit is designed for use primarily by brew-house operatives and others who carry out these workplace activities. It is also designed for those who plan to enter the food and drink industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess underpinning knowledge and understanding to recognised National Occupational Standards.

Assessment requirements

This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, for understanding the principles of using raw materials in brewing. It can be assessed on or off the job.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand how barley is grown, harvested and stored	1.1 describe the barley growing cycle 1.2 describe how barley is harvested 1.3 describe how barley is dried and stored			
2 Understand how barley is converted into malt	2.1 list the three stages of malting, to include: - steeping - germination - kilning 2.2 explain how to sample malt 2.3 describe measurements to assess malt quality, to include: - moisture - extract			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand how different types of adjuncts are used	3.1 list different types of speciality malt and adjuncts, to include: - crystal malt - wheat - maize - liquid sugar 3.2 describe how adjuncts are used in the brewhouse 3.3 explain the reasons for using adjuncts instead of malted barley			
4 Understand how hops are grown and prepared	4.1 describe the hop plant growing cycle 4.2 describe how hops are harvested, dried and stored 4.3 list different types of hop preparations, to include: - whole hops - pelleted hops - hop extracts			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Understand how water is obtained and treated for brewing	5.1 list sources of water 5.2 list substances that could be present in brewing water, to include: - calcium ions - sulphate ions - bicarbonate ions 5.3 list substances that should not be present in brewing water, to include: - nitrate ions - organic residues - coliform bacteria			

Learner name: _____

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(if sampled)

Date: _____

Unit 76: Principles of Brew House Processes in Brewing

Unit reference number: J/601/5208

QCF level: 2

Credit value: 2

Guided learning hours: 7

Unit summary

This unit supports workforce and/or vocational development for those who need to understand the principles of brew house processes, in a brewing business or in a learning environment.

The unit is designed for use primarily by brew-house operatives and others who carry out these workplace activities. It is also designed for those who plan to enter the food and drink industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess underpinning knowledge and understanding to recognised National Occupational Standards.

Assessment requirements

This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, for understanding the principles of brew house processes in brewing. It can be assessed on or off the job.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand how malt is milled	1.1 describe equipment to store malt 1.2 describe equipment to move and clean malt 1.3 describe how the mill crushes malt to make grist			
2 Understand how barley grist is mashed to produce wort	2.1 describe how grist is mixed with hot water to form the mash 2.2 state the time period and temperature of a mash 2.3 describe how malt starches are converted into soluble sugars by malt enzymes 2.4 explain how spent grains are separated from wort			
3 Understand how wort is boiled, clarified and cooled	3.1 list reasons for boiling wort, to include: – sterilise the wort – extract bitter compounds from hops – evaporate undesirable flavour compounds – form trub 3.2 describe how wort is clarified by removal of insoluble material 3.3 describe how wort is cooled			

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Unit 77: Principles of Conditioning and Filtration in Brewing

Unit reference number: L/601/5209

QCF level: 2

Credit value: 2

Guided learning hours: 7

Unit summary

This unit supports workforce and/or vocational development for those who need to understand the principles of conditioning and filtration, in a brewing business or in a learning environment.

The unit is designed for use primarily by brew-house operatives and others who carry out these workplace activities. It is also designed for those who plan to enter the food and drink industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess underpinning knowledge and understanding to recognised National Occupational Standards.

Assessment requirements

This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, for understanding the principles of conditioning and filtration in brewing. It can be assessed on or off the job.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand maturation and filtration	1.1 describe how flavour is changed during maturation 1.2 describe how visible appearance is changed during maturation 1.3 describe how filtration removes insoluble particles from beer 1.4 explain the importance of temperature during filtration			
2 Understand how to store and mature beer	2.1 explain how yeast removes unwanted flavour components during warm maturation 2.2 describe how yeast and other particles settle to the bottom of the storage vessel during cold maturation 2.3 describe how continued slow fermentation increases the volume of dissolved carbon dioxide 2.4 describe the development of final flavour during maturation			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand how to prepare bright beer	3.1 explain how beer is filtered using filter aids such as Perlite or diatomaceous earth (Kieselguhr) 3.2 describe the hazards associated with handling Perlite or diatomaceous earths (Kieselguhr) 3.3 describe how compressed gases, such as carbon dioxide or nitrogen are introduced into bright beer 3.4 describe how compressed gases, such as carbon dioxide or nitrogen are used during movement and storage of bright beer 3.5 describe the detrimental effect of dissolved oxygen on bright beer 3.6 describe methods of preventing oxygen getting into bright beer			

Learner name: _____

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Date: _____

(if sampled)

Unit 78: Principles of Fermentation in Brewing

Unit reference number: F/601/5210

QCF level: 2

Credit value: 3

Guided learning hours: 8

Unit summary

This unit supports workforce and/or vocational development for those who need to understand the principles of fermentation in a brewing business or in a learning environment.

The unit is designed for use primarily by brew-house operatives and others who carry out these workplace activities. It is also designed for those who plan to enter the food and drink industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess underpinning knowledge and understanding to recognised National Occupational Standards.

Assessment requirements

This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, for understanding the principles of fermentation in brewing. It can be assessed on or off the job.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand fermentation	1.1 describe how yeast converts soluble sugars into alcohol, carbon dioxide and heat 1.2 describe the hazards of carbon dioxide 1.3 describe how cooling systems remove heat			
2 Understand yeast management	2.1 describe how to recover (crop) yeast from a fermentation 2.2 explain how to store yeast 2.3 explain how yeast requires dissolved oxygen in the wort for initial growth 2.4 describe how to check yeast before adding to (pitching into) cooled wort 2.5 explain how to pitch yeast into cooled wort			
3 Understand a fermentation profile	3.1 explain how to monitor fermentation by regular measurement of specific gravity 3.2 explain the importance of temperature in fermentation 3.3 describe how the temperature profile of fermentation is controlled			

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Unit 79: Principles of Packaging Processes in Brewing

Unit reference number: J/601/5211

QCF level: 3

Credit value: 2

Guided learning hours: 12

Unit summary

This unit supports workforce and/or vocational development for those who need to understand the principles of packaging processes in a brewing business or in a learning environment.

The unit is designed for use primarily by brew-house operatives and others who carry out these workplace activities. It is also designed for those who plan to enter the food and drink industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess underpinning knowledge and understanding to recognised National Occupational Standards.

Assessment requirements

This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, for understanding the principles of packaging processes in brewing. It can be assessed on or off the job.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand how to move and store bright beer	1.1 describe the use of inert compressed gas to move and store bright beer 1.2 specify a temperature range for storing bright beer 1.3 specify a time range for storing bright beer 1.4 explain the importance of preventing ingress of oxygen during movement and storage of bright beer			
2 Understand how to manipulate dissolved gases in bright beer	2.1 outline how to introduce dissolved carbon dioxide into bright beer 2.2 describe how to introduce dissolved nitrogen into bright beer 2.3 describe how to prevent ingress of oxygen into bright beer			
3 Understand how to sterilise beer	3.1 explain why the pasteurisation process sterilises beer 3.2 describe how bottles and cans are pasteurised after filling 3.3 describe how beer is pasteurised before being filled into kegs 3.4 explain why sterile filtration sterilises beer 3.5 describe how beer is sterile filtered before being filled into containers			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Understand how to measure and manage quality parameters	4.1 list parameters measured during the packaging process, to include: - dissolved gases - alcohol content - container contents			

Learner name: _____

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Date: _____

Unit 80: Principles of Packaging in Brewing

Unit reference number: L/601/5212

QCF level: 2

Credit value: 3

Guided learning hours: 8

Unit summary

This unit supports workforce and/or vocational development for those who need to understand the principles of packaging, in a brewing business or in a learning environment.

The unit is designed for use primarily by brewing operatives and others who carry out these workplace activities. It is also designed for those who plan to enter the food and drink industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess underpinning knowledge and understanding to recognised National Occupational Standards.

Assessment requirements

This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, for understanding the principles of packaging processes in brewing. It can be assessed on or off the job.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the uses of different types of container	1.1 list containers for packaging beer, to include: – bottles (of plastic and glass) – cans – kegs – casks 1.2 explain why each type of container is suitable for a particular category of sales outlet 1.3 describe the purpose of secondary packaging used for the different types of container			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how to package beer into containers	2.1 list stages in beer packaging, to include: - empty container preparation - container filling - sealing - verifying fill volume - labelling and coding - secondary packaging - palletising and warehouse 2.2 explain how to seal a bottle 2.3 explain how to seal a can 2.4 list items required by legislation on a beer container label, to include: - alcohol by volume - 'best before' indication - contents - an indication that the package contains beer - health warnings			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand the operation of warehousing and the supply chain	3.1 describe how a warehouse operates an inventory and stock location system 3.2 explain the importance of a stock rotation policy 3.3 describe methods for protecting stored goods 3.4 describe assembly of goods for customer orders 3.5 describe the transportation of assembled loads to customers			

Learner name: _____
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Unit 81: Principles of Centrifugation in Brewing

Unit reference number: R/601/5213

QCF level: 2

Credit value: 2

Guided learning hours: 16

Unit summary

This unit supports workforce and/or vocational development for those who need to understand the principles of centrifugation in a brewing business or in a learning environment.

The unit is designed for use primarily by brew-house operatives and others who carry out these workplace activities. It is also designed for those who plan to enter the brewing industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess underpinning knowledge and understanding to recognised National Occupational Standards.

Assessment requirements

This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, for understanding the principles of centrifugation in brewing. It can be assessed on or off the job.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand sedimentation	1.1 describe the impact of the following on the sedimentation rate: - gravity - viscosity - tank dimensions 1.2 outline ways of increasing the sedimentation rate			
2 Understand the disk bowl centrifuge	2.1 describe the function of disk plates 2.2 outline the flow of liquid in and out 2.3 outline the flow of sludge 2.4 describe the functions of elements of plant and equipment associated with the centrifuge including: - buffer tank - pumps			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand the different disk centrifuge types	3.1 outline the features of the main centrifuge types to include: – batch bowl – nozzle – opening bowl 3.2 state the most appropriate brewing applications of the main centrifuge types to include: – batch bowl – nozzle – opening bowl			
4 Understand the factors that impact on centrifuge performance	4.1 outline main controls for centrifuge discharge 4.2 describe the impact of high solids in the feed to the centrifuge 4.3 describe how changes in flow rate and buffer tank level impact on centrifuge performance 4.4 describe how an oxygen-free environment can be maintained 4.5 outline the main parameters that are monitored during centrifuging			

Learner name: _____
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(if sampled)

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Unit 82: Principles of Working in Explosion Rated Areas in Brewing

Unit reference number: Y/601/5214

QCF level: 2

Credit value: 1

Guided learning hours: 8

Unit summary

This unit supports workforce and/or vocational development for those who need to understand the principles of working in explosion rated areas in a brewing business or in a learning environment.

The unit is designed for use primarily by brew-house operatives and others who carry out these workplace activities. It is also designed for those who plan to enter the brewing industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess underpinning knowledge and understanding to recognised National Occupational Standards.

Assessment requirements

This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, for understanding the principles of working in explosion rated areas in brewing. It can be assessed on or off the job.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the classifications and plant requirements for explosion rated areas	1.1 describe the different hazardous area classifications including: - explosion rated areas - ATEX compliance 1.2 outline the special requirements for tools and equipment used 1.3 outline the specialist fixtures and fittings requirements			
2 Understand the procedural requirements for explosion rated areas	2.1 outline the main procedural requirements for working in explosion rated areas 2.2 outline the main features of the explosion protection document 2.3 describe the personal and protective equipment requirements for working in explosion rated areas 2.4 describe the maintenance requirements for working in explosion rated areas			

Learner name:	_____	Date:	_____
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Assessor signature:	_____	Date:	_____
Internal verifier signature:	_____	Date:	_____
(if sampled)			

Unit 83: Principles of Fruit Harvesting, Storage and Crushing in Cider Making

Unit reference number: D/601/5215

QCF level: 2

Credit value: 2

Guided learning hours: 16

Unit summary

This unit supports workforce and/or vocational development for those who need to understand the principles of fruit harvesting, storage and crushing in cider making, in the workplace or in a learning environment.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. It is also designed for those who plan to enter the cider making industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess underpinning knowledge and understanding to recognised national occupational standards.

Assessment requirements

This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, for understanding the principles of fruit harvesting, storage and crushing in cider making. It can be assessed on or off the job.

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

The Improve Assessment Strategy sets out the overarching assessment requirements.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the growing conditions and characteristics of the fruits used for cider making	1.1 describe the main characteristics of different types of apples and pears used in cider making 1.2 state the most important parts of the world for producing apples and pears 1.3 state the main climatic conditions required for apple and pear production 1.4 describe why the role of orchard management is important to cider making			
2 Understand fruit selection and preparation for cider making	2.1 outline the main criteria for fruit selection 2.2 describe the impact of seasonality in fruit harvesting and storage and its importance to cider making 2.3 outline how fruit is prepared, washed and weighed prior to crushing			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand the fruit crushing stage in cider making	3.1 outline how fruit is transported to the crushing stage of the cider making process 3.2 describe the process of milling and pressing fruit in terms of inputs, outputs and by-products 3.3 describe the main factors that influence fruit juice quality and the key quality parameters of the juice 3.4 outline what happens to the by-products of crushing			
4 Understand the plant and equipment used for fruit storage and crushing	4.1 state the key plant and equipment used in fruit storage and crushing 4.2 describe how each part of plant and equipment functions 4.3 describe the controls in place in the storage and crushing process			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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(if sampled)

Date: _____

Unit 84: Principles of Valves and Pumps in Food Manufacture

Unit reference number: H/601/5216

QCF level: 2

Credit value: 2

Guided learning hours: 16

Unit summary

This unit supports workforce and/or vocational development for those who need to understand the principles of valves and pumps in a food manufacture business or in a learning environment.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. It is also designed for those who plan to enter the food and drink industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess underpinning knowledge and understanding to recognised National Occupational Standards.

Assessment requirements

This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, for understanding the principles of valves and pumps in food manufacture. It can be assessed on or off the job.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand how liquid flows in pipes	1.1 outline key features of laminar and turbulent flow 1.2 describe key features of orifice meters, venture meters and rotameters			
2 Understand types of valves used in food manufacture	2.1 explain the following valve terms: - actuator - seat - valve body - leakage - trim 2.2 describe valve types used in food manufacture to include: - butterfly - gate - ball - non return - single seat - double seat - mix proof 2.3 state what valve types are best selected for particular applications 2.4 outline how to select valves for particular applications			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand pump function and pump types used in food manufacture	3.1 define the pump terminology to include: - power input and output - suction and delivery head - pump curves 3.2 outline the function of the impellor and motor in a pump 3.3 describe what cavitation is and how it can be avoided 3.4 outline the key features of centrifugal and positive displacement pumps 3.5 outline the practical considerations in pump selection for food manufacture			

Learner name: _____ Date: _____
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(if sampled)

Unit 85: Principles of Plate Heat Exchangers in Food Manufacture

Unit reference number: K/601/5217

QCF level: 2

Credit value: 2

Guided learning hours: 16

Unit summary

This unit supports workforce and/or vocational development for those who need to understand the principles of plate heat exchangers in a food or drink business or in a learning environment.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. It is also designed for those who plan to enter the food and drink industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess underpinning knowledge and understanding to recognised National Occupational Standards.

Assessment requirements

This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, for understanding the principles of plate heat exchangers. It can be assessed on or off the job.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the technology of heat transfer	1.1 describe the key features of conduction 1.2 describe the key features of convection 1.3 describe the key features of radiation			
2 Understand the function of plate heat exchangers	2.1 outline the typical applications of plate heat exchangers in food manufacture 2.2 describe how parallel flow and counter current flow work 2.3 describe how plate fouling occurs and its impact on heat exchanger performance			
3 Understand the function of plate heat pasteurisation	3.1 describe what is meant by a Pasteurisation Unit (PU) 3.2 outline the typical process flow through a plate pasteuriser 3.3 describe what happens in the heating, holding and cooling sections of a pasteuriser 3.4 describe the key process controls on a pasteuriser			

Learner name: _____ Date: _____
Learner signature: _____ Date: _____
Assessor signature: _____ Date: _____
Internal verifier signature: _____ Date: _____
(if sampled)

Unit 86: Principles of Instrumentation and Control Systems in Brewing

Unit reference number: M/601/5218

QCF level: 2

Credit value: 2

Guided learning hours: 16

Unit summary

This unit supports workforce and/or vocational development for those who need to understand the principles of instrumentation and control systems in a brewing business or in a learning environment.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. It is also designed for those who plan to enter the food and drink industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess underpinning knowledge and understanding to recognised National Occupational Standards.

Assessment requirements

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

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand computer controlled systems in brewing	1.1 outline the main stages and parts of plant in the brewing processing area 1.2 describe typical uses of computer controlled systems in brewing 1.3 outline the requirements of a computer controlled system 1.4 describe a typical computer controlled system lay out 1.5 explain the system terms: - network - plc - scada - mis 1.6 state where trends for main process control parameters can be accessed 1.7 state where quality control and stock information can be accessed			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand the process instrumentation equipment used in brewing	2.1 describe the key features of measurement and maintenance of process instrumentation 2.2 outline how different types of sensors work including: – pressure-based sensors – temperature-based sensors – flow-based sensors 2.3 outline the key applications for sensors including: – pressure-based sensors – temperature-based sensors – flow-based sensors			
3 Understand process control equipment in brewing	3.1 outline the key features of digital and analogue control systems 3.2 outline the key features of closed loop systems 3.3 describe types of control modes including: – on/off – differential gap – time proportional 3.4 describe what is meant by modulating control			

Learner name: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

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Date: _____
Date: _____
Date: _____

Unit 87: Principles of Filtration in Brewing

Unit reference number: T/601/5219

QCF level: 2

Credit value: 2

Guided learning hours: 16

Unit summary

This unit supports workforce and/or vocational development for those who need to understand the principles of filtration in a brewing business or in a learning environment.

The unit is designed for use primarily by brew-house operatives and others who carry out these workplace activities. It is also designed for those who plan to enter the brewing industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess underpinning knowledge and understanding to recognised National Occupational Standards.

Assessment requirements

This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, for understanding the principles of filtration in brewing. It can be assessed on or off the job.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the different types of filtration and their applications	1.1 outline the key features and applications of gravity, vacuum and pressure filters 1.2 outline the key features and applications of hydraulic and mechanical pressure filters 1.3 outline key features of micro, ultra and nano filtration			
2 Understand how filtration functions	2.1 describe the purposes of filter cartridges, filter cloths, filter media, bodyfeed 2.2 describe constant rate and constant pressure filtration 2.3 state the theory behind cross flow filtration			
3 Understand the different types of filtration equipment	3.1 describe the key features of plate and frame filters 3.2 outline the key features of filtration equipment including: - candle filters - rotary vacuum filters - sheet filters			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Understand parameters that impact on filter performance	4.1 outline the key performance indicators for measuring filter performance 4.2 describe how flow rate and pressure affect filter performance 4.3 describe the impact that temperature and other liquid feed characteristics have on filter performance			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 88: Principles of Extractions and Distillation

Unit reference number: K/601/5220

QCF level: 2

Credit value: 2

Guided learning hours: 16

Unit summary

This unit supports workforce and/or vocational development for those who need to understand the principles of extraction and distillation in a distillation business or in a learning environment.

The unit is designed for use primarily by distillation operatives and others who carry out these workplace activities. It is also designed for those who plan to enter the distillation industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess underpinning knowledge and understanding to recognised National Occupational Standards.

Assessment requirements

This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, for understanding the principles of extraction and distillation. It can be assessed on or off the job.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the extraction process	1.1 describe the importance of pressure, vacuum and temperature on extraction processes 1.2 outline the key features of solvent and water-based extractions 1.3 describe how extraction-based systems are used in whiskey/whisky production			
2 Understand the spirit distilling process	2.1 list the main raw materials used for whiskey/whisky distilling 2.2 outline the key differences between fermentations for brewing and fermentations for distilling 2.3 outline the key stages of the distilling process that affect key to whiskey/whisky flavour development 2.4 outline the key features of the pot still process 2.5 describe the key features of the coffee still process 2.6 outline the importance of the aging process in flavour development 2.7 outline how vodkas and gins are produced			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Know the process differences between different still products	3.1 outline the process differences between malt and blended whisky 3.2 outline the process differences between Irish whiskey and scotch whisky 3.3 describe the key features that distinguish Irish whiskey and scotch whisky from other whiskies around the world			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 89: Principles of Evaporation in Brewing

Unit reference number: M/601/5221

QCF level: 2

Credit value: 1

Guided learning hours: 8

Unit summary

This unit supports workforce and/or vocational development for those who need to understand the principles of evaporation in a brewing business or in a learning environment.

The unit is designed for use primarily by brew-house operatives and others who carry out these workplace activities. It is also designed for those who plan to enter the brewing industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess underpinning knowledge and understanding to recognised National Occupational Standards.

Assessment requirements

This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, for understanding the principles of evaporation in brewing. It can be assessed on or off the job.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand how evaporation is used in brewing applications	1.1 describe the functions of single stage and multistage evaporation			
	1.2 outline how evaporation reduces thermal damage to product			
	1.3 outline how evaporation processes are used in brewing			
	1.4 outline the key controls of the evaporation process			
2 Understand the technology of evaporation	2.1 describe how evaporation applications can be energy efficient			
	2.2 describe how heat is transferred and lost during evaporation			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 90: Principles of Cider Maturation and Blending

Unit reference number: T/601/5222

QCF level: 2

Credit value: 1

Guided learning hours: 9

Unit summary

This unit supports workforce and/or vocational development for those who need to understand the principles of cider maturation and blending in the workplace or in a learning environment.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. It is also designed for those who plan to enter the cider making industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess underpinning knowledge and understanding to recognised national occupational standards.

Assessment requirements

This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, for understanding the principles of cider maturation and blending. It can be assessed on or off the job.

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

The Improve Assessment Strategy sets out the overarching assessment requirements.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the process of cider maturation	1.1 describe the importance of cider maturation in flavour development 1.2 outline the inputs, outputs and by-products for the maturation stages of processing 1.3 outline the main factors that influence the quality of a cider batch during maturation 1.4 describe how quality factors are controlled and monitored during maturation			
2 Understand the process of cider blending	2.1 describe the importance of blending in flavour development 2.2 outline the main quality considerations during blending 2.3 describe how quality considerations are controlled and monitored 2.4 describe the importance of chilling, filtration and carbonating to the overall process			

Learner name: _____ Date: _____
Learner signature: _____ Date: _____
Assessor signature: _____ Date: _____
Internal verifier signature: _____ Date: _____
(if sampled)

Unit 91: Principles of Cream Liqueur Production

Unit reference number: A/601/5223

QCF level: 2

Credit value: 1

Guided learning hours: 8

Unit summary

This unit supports workforce and/or vocational development for those who need to understand the principles of cream liqueur production, in a brewing business or in a learning environment.

The unit is designed for use primarily by brew-house operatives and others who carry out these workplace activities. It is also designed for those who plan to enter the brewing industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess underpinning knowledge and understanding to recognised National Occupational Standards.

Assessment requirements

This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, for understanding the principles of cream liqueur production. It can be assessed on or off the job.

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

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

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the process of cream liqueur	1.1 outline the key ingredients in cream liqueur production 1.2 outline the stages of the cream liqueur production process 1.3 describe the importance of mixing and blending in cream liqueur production 1.4 describe the main parameters for controlling the cream liqueur production process			
2 Understand homogenisation of cream liqueur production	2.1 outline the role of homogenisation in cream liqueur production 2.2 describe how liquid droplets are broken down (size reduced) and dispersed during homogenisation 2.3 describe which emulsifiers need to be present to assist the stability of the emulsion			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 92: Principles of Juice Storage and Cider Fermentation

Unit reference number: F/601/5224

QCF level: 2

Credit value: 3

Guided learning hours: 24

Unit summary

This unit supports workforce and/or vocational development for those who need to understand the principles of juice storage and cider fermentation in the workplace or in a learning environment.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. It is also designed for those who plan to enter the cider making industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess underpinning knowledge and understanding to recognised national occupational standards.

Assessment requirements

This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, for understanding the principles of juice storage and cider fermentation. It can be assessed on or off the job.

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

The Improve Assessment Strategy sets out the overarching assessment requirements.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the juice transfer and storage processes	1.1 describe the steps for transfer of juice to the storage vats 1.2 state the temperature requirements for the process of juice storage 1.3 outline the plant, equipment and controls used for transfer and storage of juice			
2 Understand cider fermentation	2.1 outline the process for transfer of juice to the fermenting vessel 2.2 outline inputs, outputs and by-products for the fermentation stage of the process 2.3 describe the key factors which influence the rate of a cider fermentation 2.4 outline the key parameters that influence the quality of a fermentation batch 2.5 outline the key plant, equipment and controls used for cider fermentation			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand yeast propagation in cider making	3.1 outline steps and timeline in growing yeast from a slope in the laboratory to being ready to pitch to a fermentation 3.2 describe the importance of oxygen and temperature control in propagation 3.3 describe the importance of nutrients in propagation 3.4 outline the key plant, equipment & controls for propagation			

Learner name: _____

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Learner signature: _____

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Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 93: Principles of Improvement in Food Operations

Unit reference number: A/601/2953

QCF level: 3

Credit value: 3

Guided learning hours: 16

Unit summary

This unit supports workforce and/or vocational development for those who need to understand the principles of improvement in food operations or in a learning environment.

The unit is designed for use primarily by operatives and others who carry out these workplace activities. It is also designed for those who plan to enter the food and drink industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess underpinning knowledge and understanding to recognised national occupational standards.

Assessment requirements

This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, for understanding the principles of improvement in food operations. It can be assessed on or off the job.

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

The Improve Assessment Strategy sets out the overarching assessment requirements.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand improvement, its role and the opportunities for improvement	1.1 outline the principles of improvement as they apply in food and drink manufacture or supply 1.2 detail the importance of process improvement to food and drink manufactures and suppliers 1.3 summarise the role of improvement techniques and their application in support of improvement including: - cellular manufacturing - total productive maintenance - structured problem solving - visual management - specialist techniques 1.4 detail the opportunities in the work area where improvements can be made			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand how waste control can impact on improvement	2.1 state why inventory control is important to waste reduction in the food industry 2.2 detail how and why food/drink processing can create waste at stages, including: – over production – over processing – transport and distribution 2.3 state the impact of waiting time on food waste 2.4 summarise how levels of operator skills and knowledge can impact on waste 2.5 describe how out of specification raw materials and products cause waste 2.6 outline how the effective utilisation of a workforce can reduce waste			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand the impact of visual controls, the Deming Cycle and procedures	3.1 summarise the methods used to visually communicate improvement information 3.2 describe the importance of understanding the activity under review, and how this will affect the quality of the problem-solving process 3.3 state the role of the Deming Cycle (plan, do, check, act) in improvement activities 3.4 outline the purpose of standard operating procedures and specifications			

Learner name: _____

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Date: _____

Unit 94: Principles of Continuous Improvement Techniques (Kaizen) in Food Operations

Unit reference number: F/601/2954

QCF level: 3

Credit value: 3

Guided learning hours: 15

Unit summary

This unit supports workforce and/or vocational development for those who need to understand the principles of continuous improvement techniques (Kaizen) in food operations or in a learning environment.

The unit is designed for use primarily by manager, technicians and others who carry out these workplace activities. It is also designed for those who plan to enter the food and drink industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess underpinning knowledge and understanding to recognised national occupational standards.

Assessment requirements

This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, for understanding the principles of continuous improvement techniques (Kaizen) in food operations. It can be assessed on or off the job.

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

The Improve Assessment Strategy sets out the overarching assessment requirements.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the features and importance of Kaizen activity	1.1 explain how the health, safety and hygiene requirements of a work area can influence a Kaizen activity 1.2 summarise the main features of a Kaizen activity and the establishment of measurable improvements 1.3 evaluate the importance of encouraging people to identify continuous improvements 1.4 explain the evaluation of improvement ideas and selection of those that are to be pursued 1.5 explain the function of standard operating procedures and specifications 1.6 clarify the resources required to support production schedules and specifications 1.7 describe why it is important to be clear about the levels of authority of personnel linked to problem resolution			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand the criteria and requirements for Kaizen and problem solving	2.1 explain the criteria used to select an area/processing activity for Kaizen activity 2.2 explain the importance of understanding the food process and/or activity under review 2.3 summarise the requirements for the deployment of Kaizen, and the resources required by the activity 2.4 explain the importance of waste in Kaizen activity and why inventory control is important to waste reduction 2.5 explain how root cause analysis can support problem solving 2.6 explain how your knowledge of food processing activities can support your problem solving ability			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand how to interact with Kaizen activity	3.1 explain the application of the Deming Cycle (plan, do, check, act) 3.2 explain how to engage the knowledge and experience of the people involved in the process in the development of improvement activities 3.3 explain how to separate facts and opinions about the food operations and how these affect improvement actions 3.4 explain the techniques used to visually communicate the work of the Kaizen activity to participants and others 3.5 explain how to use calculations for identifying the required production rate for a process 3.6 summarise the cycle time of a process 3.7 explain the techniques used to distribute work content to balance cycle times to the rate of customer demand, and how to visually represent it, including: - line balance - process displays			

Learner name:	_____	Date:	_____
Learner signature:	_____	Date:	_____
Assessor signature:	_____	Date:	_____
Internal verifier signature:	_____	Date:	_____
(if sampled)			

Unit 95: Principles of Sustainability in Food Operations

Unit reference number: L/601/2701

QCF level: 3

Credit value: 4

Guided learning hours: 34

Unit summary

This unit supports workforce and/or vocational development for those who need to understand the principles of sustainability in a food environment or in a learning environment.

The unit is designed for use primarily by managers and others who carry out these workplace activities. It is also designed for those who plan to enter the food and drink industry or employees who wish to expand on their existing knowledge and understanding. The aim of the unit is to assess underpinning knowledge and understanding to recognised National Occupational Standards.

Assessment requirements

This unit is designed to assess the underpinning knowledge and understanding of learners in the workplace context, for understanding the principles of sustainability. It can be assessed on or off the job.

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

The Improve Assessment Strategy sets out the overarching assessment requirements.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the principles of sustainability	1.1 outline the key principles of environmental sustainability in a food environment in relation to: – energy – waste – water usage – transportation 1.2 describe the relationship between sustainability and the three key elements of corporate social responsibility: – economic – social – environmental 1.3 describe the benefits of sustainability to the organisation and its stakeholders 1.4 summarise how sustainability impacts on all the component functions of an organisation			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Understand factors affecting sustainability targets	2.1 outline how to establish targets for sustainable development, including the use of benchmarking 2.2 explain how carbon currency data (carbon footprints) is used as an indicator of sustainability 2.3 explain the importance of liaising with national policy-makers to determine the influence of government targets and legal requirements on organisational sustainability			
3 Understand factors affecting support for sustainability targets	3.1 explain how continuous improvement supports sustainability 3.2 explain how to gain the commitment of stakeholders to the development of sustainable food production 3.3 outline how Environmental Management Systems (EMS) are used to support sustainability in a food environment			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Understand the factors influencing the achievement of sustainability	4.1 summarise the influences which impact upon the achievement of sustainability 4.2 explain how to control the efficient use of resources within organisational activities to help achieve sustainability 4.3 explain how the actions of others within the supply chain can influence sustainability 4.4 explain the potential barriers to achieving sustainability and summarise ways these can be overcome 4.5 describe how to access sources of advice and guidance on achieving sustainability			

Learner name: _____

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Learner signature: _____

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Assessor signature: _____

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Internal verifier signature: _____
(if sampled)

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Further information

Our customer service numbers are:

BTEC and NVQ	0844 576 0026
GCSE	0844 576 0027
GCE	0844 576 0025
The Diploma	0844 576 0028
DiDA and other qualifications	0844 576 0031

Calls may be recorded for training purposes.

Useful publications

Related information and publications include:

- *Centre Handbook for Edexcel QCF NVQs and Competence-based Qualifications* published annually
- functional skills publications – specifications, tutor support materials and question papers
- *Regulatory Arrangements for the Qualification and Credit Framework* (published by Ofqual, August 2008)
- the current Edexcel publications catalogue and update catalogue.

Edexcel publications concerning the Quality Assurance System and the internal and standards verification of vocationally related programmes can be found on the Edexcel website.

NB: Some of our publications are priced. There is also a charge for postage and packing. Please check the cost when you order.

How to obtain National Occupational Standards

Improve Ltd
Ground Floor
Providence House
2 Innovation Close
Heslington
York
YO10 5ZF

Telephone: 0845 644 0448

Fax: 0845 644 0449

Email: info@improveltd.co.uk

Professional development and training

Edexcel supports UK and international customers with training related to NVQ/Competence based qualifications 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 (www.edexcel.com/training). You can request customised training through the website or by contacting one of our advisers in the Training from Edexcel 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: Progression pathways

The Edexcel qualification framework for the Food and Drink Manufacture sector

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification/ professional	NVQ/competence based qualifications
8					
7				BTEC Level 7 Award, certificate, Diploma in Management and Leadership BTEC Level 7 Extended Diploma in Management and Leadership	Level 7 Diploma in Management
6					
5			Level 5 Higher National Diploma Management	BTEC Level 5 Award, Certificate, Diploma in Management and Leadership	Level 5 Diploma in Management (QCF)

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification/ professional	NVQ/ competence based qualifications
4			Level 4 Higher National Certificate Management		Level 4 Certificate and Diploma for Proficiency in Food Manufacturing Excellence (QCF)
3				BTEC Level 3 Award, Certificate in Management	Level 3 Certificate and Diploma for Proficiency in Food Manufacturing Excellence (QCF) Level 3 Certificate and Diploma in Baking Industry Skills (QCF) Level 3 Certificate and Diploma in Meat and Poultry Industry Skills (QCF) Level 3 Proficiency in Food Manufacture (QCF): - Management pathway - Technical pathway - Supply Chain pathway Level 3 Certificate in Management (QCF)

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification/ professional	NVQ/competence based qualifications
2				BTEC Level 2 Award in HACCP-based Food Safety Systems in Manufacturing (QCF) BTEC Level 2 Award, Certificate in Team Leading	Level 2 Award, Certificate and Diploma for Proficiency in Food Manufacturing Excellence (QCF) Level 2 Award, Certificate and Diploma in Baking Industry Skills (QCF) Level 2 Award, Certificate and Diploma in Brewing Industry Skills (QCF) Level 2 Certificate and Diploma in Meat and Poultry Industry Skills (QCF) Level 2 Proficiency in Food Manufacture(QCF): - Control Operational Skills pathway - Retail Service pathway - Laboratory Skills pathway - Supply Chain pathway Level 2 Certificate in Team Leading (QCF)

Annexe B: Quality assurance

Key principles of quality assurance

- A centre delivering Edexcel qualifications must be an Edexcel recognised centre and must have approval for qualifications that it is offering.
- The centre agrees as part of gaining recognition to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; the centre must abide by these conditions throughout the period of delivery.
- Edexcel 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 Edexcel 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 for 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 Edexcel. Edexcel is committed to ensuring that it follows best practice and employs appropriate technology to support quality assurance process where practicable. Therefore, the specific arrangements for working with centres will vary. Edexcel seeks to ensure that the quality assurance processes that it uses do not place undue bureaucratic processes on centres and works to support centres 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. Edexcel operates a quality assurance process, which is 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 Edexcel.

The Edexcel quality assurance processes will involve:

- gaining centre recognition and qualification approval if a centre is not currently approved to offer Edexcel qualifications
- annual visits to centres by Edexcel for quality review and development of overarching processes and quality standards. Quality review and development visits will be conducted by an Edexcel quality development reviewer
- annual visits by occupationally competent and qualified Edexcel 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 C: Centre certification and registration

Edexcel standards verifiers will provide support, advice and guidance to centres to achieve Direct Claims Status (DCS). Edexcel will maintain the integrity of Edexcel QCF NVQs/Competence-based qualifications through ensuring that the awarding of these qualifications is secure. Where there are quality issues identified in the delivery of programmes, Edexcel will exercise the right to:

- direct centres to take actions
- limit or suspend certification
- suspend registration.

The approach of Edexcel in such circumstances is to work with the centre to overcome the problems identified. If additional training is required, Edexcel 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 Edexcel qualifications with integrity.

Appropriate steps should be taken to assess each applicant's potential and a professional judgement 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 Edexcel's policy on learners with particular requirements.

Edexcel's policy on access arrangements and special considerations for Edexcel qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 1995 Disability Discrimination Act and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence. Please refer to *Access Arrangements and Special Considerations for BTEC and Edexcel NVQ Qualifications* for further details. www.edexcel.com.



**Assessment Strategy
for
Improve
Proficiency Qualifications
IPQs accredited within the Qualifications
and Credit Framework(QCF)
➤ approved by Improve**

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Assessment Strategy

Section 1

1.1 Purpose

The purpose of this assessment strategy is to set out the quality assurance arrangements for the assessment and verification of proficiency qualifications for the food and drink sector. Information is provided about the experience, qualifications and occupational competence requirements for those involved in the process. It also details the evidence requirements and conditions of assessment necessary to achieve the proficiency qualifications. This strategy will be useful in informing learners, employers, assessors, quality assurance personnel and awarding organisations alike.

1.2 Scope

This assessment strategy covers proficiency qualifications which are accredited within the qualifications and credit framework and approved by Improve¹. The Qualifications are approved for use in England, Wales and Northern Ireland.

In Scotland, Improve approves Scottish Vocational Qualifications (SVQs), which are accredited for use in the Scottish Credit and Qualification Framework. A separate (SVQ) Assessment Strategy document is available for competence-based qualifications for the food and drink sector in Scotland.

All proficiency qualifications for the food and drink sector, which are approved by Improve and subject to the use of the Improve logo for this family of qualifications, are covered by this assessment strategy. Those proficiency qualifications which have additional regulatory or specialist assessment requirements are identified and dealt with in specific sections of this strategy.

1.3 Features

Of *proficiency* qualifications

Proficiency qualifications in food and drink are designed for use in the food and drink sector. They cover the food supply chain from the availability and processing of raw materials through storage, transportation, wholesaling, manufacturing and processing, logistics and presentational processing in sales environments.

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

They are competency-based qualifications designed for use in the workplace and first developed in 2008. Their purpose is to raise skills levels and performance across the workforce.

They ensure that individuals develop the skills and knowledge, which are exactly those needed to perform reliably and consistently at work. The knowledge content of the qualifications is designed to support and suit individual's needs. It will support those who require the basics, but will also develop those who require significantly more detailed knowledge and understanding.

This flexible approach to designing proficiency qualifications allows employers and individuals to select those competences which are critical to performance at work, and also to support progression in employment. This way it is possible to develop the workforce and produce the technicians and managers of tomorrow. With such a key focus on the development and recognition of competence at work, these qualifications are ideal to use within workplace training and assessment systems. They will be essential to upskilling, driving up performance and increasing productivity across the food and drink sector.

Of the Qualifications and Credit Framework (QCF)

All qualifications accredited on the Qualification and Credit 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.

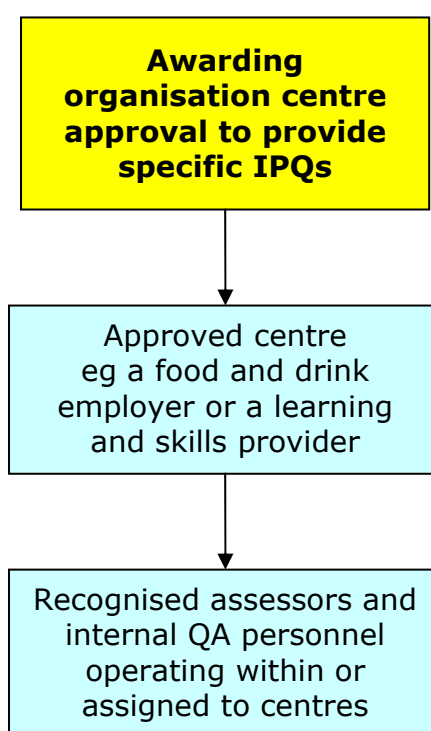
External quality control will be achieved through these requirements:

- 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 and maintain and improve the quality of assessment within the centre. The internal quality assurance personnel will monitor assessment activities and provide feedback to assessors, coordinate standardisation and provide guidance to assessors.

For assessments and internal quality assurance to be considered valid, the internal quality assurance personnel must meet the following requirements:

- demonstrate sufficient and current understanding of the qualifications to be internally quality assured, and know how they are applied in business, to the satisfaction of the awarding organisation. Relevant knowledge and understanding of the workplace areas to be sampled during quality assurance activity is required. Relevant experience of working in or with the sector area(s) is preferable.

- demonstrate competent practice in internal quality assurance of assessment, and demonstrate understanding of the principles and practices of internal quality assurance of assessment. This practice must be commensurate with the National Occupational Standard for Learning and Development March 2010, Standard 11; internally monitor and maintain the quality of assessment. They are not required to hold internal quality assurance of assessment qualifications or units, but the achievement of these will indicate capability at a given point, and this should be complemented by continuous professional development to update and maintain practice standards. Internal quality assurance of assessment capability may also be demonstrated by the outcomes of formal training in quality assurance and improvement techniques for company-based training systems or qualifications, or for auditing against quality criteria for an externally audited quality standard. Recognition of internal quality assurance personnel in this way is only valid between a centre and an awarding organisation in respect of specific qualifications, and is not transferable to other bodies or qualifications.
- demonstrate their continuing professional development to ensure they are up to date with work practices and developments in the qualifications they quality assure.
- know where and when to access specialist sector advice, where additional specialist or technical knowledge relating to assessment and quality assurance decisions are concerned.
- operate safely in a food environment, therefore it is strongly recommended that
- 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 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 (eg BRC, Efsis, ISO 9000 series). The external audit of training systems and records implicated by some of these arrangements will provide additional evidence to awarding organisations of the rigour of internal quality assurance.

To approve such employer centres awarding organisations will work closely with appropriate employers to evaluate their training systems. This may include:

- 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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For more information on Edexcel and BTEC qualifications please
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